

The Science of Reading Intervention

Program BUNDLE

full year program

Say 'em as you spell 'em!

g u e s s

guess

guess

Lesson 32: Sound Box Answers

WORD/SOUNDS	1	2	3	4	5	6
beside	b	e	s	i	d(e)	
tidy	t	i	d	y		
untie	u	n	t	i	e	
byway	b	y	w	a	y	
tighten	t	i	g	h	t	e
brightly	b	r	i	g	h	t
again	a	g	a	i	n	
because	b	e	c	a	u	s(e)

Sam and Friends

Phonics Books

- ✓ 54 illustrated phonics books
- ✓ Decodable text with heart words
- ✓ Word fluency timings
- ✓ Comprehension questions

Vowel Valley Sound Wall



Lesson 34: Heart Words through, guess

Sort and Spell these Heart Words: coup, guest, soup, racquet, slough, question

ou[gh] spells /oʊ/

through

ue spells /e/

guess

Drag and Drop the Heart Words above the Parts We Have to Learn by Heart

guess soup coup racquet

guest slough through question



Diagnostic Assessments Overview

The Science of Reading Intervention Program includes diagnostic assessments for both program placement and individualized instruction.

Designed for grades 4–adult students, each comprehensive whole-class assessment provides teachable data regarding which literacy components have and have not yet been mastered. Mastery matrices (formatted in print and Google sheets) help teachers monitor progress.

The assessments pair with short lessons to target each test item. For example, if a student misses #21 on the Spelling Assessment, the corresponding Spelling Pattern Worksheet #21 will help the student practice that spelling deficit and determine mastery with a quick formative assessment.

Following are 13 diagnostic assessments (formatted in print, audio, and Google forms).

Diagnostic Assessments (Administration Time)

Vowel Sound Phonics Assessment (10:42 audio file)
Consonant Sounds Phonics Assessments (12:07 audio file)
Syllable Awareness Assessment (5:48 audio file)
Syllable Rhyming Assessment (5:38 audio file)
Phonemic Isolation Assessment (5:54 audio file)
Phonemic Blending Assessment (5:53 audio file)
Phonemic Segmenting Assessment (5:21 audio file)
Alphabetic Awareness Assessments (10 minutes)
“Pets” Fluency Assessment (2 minutes per student)

Heart Words Assessment (5:48 audio file)

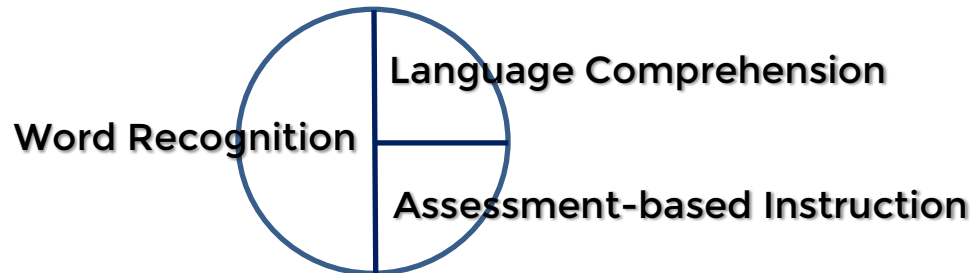
Spelling Assessment (22.38 audio file)
Grammar and Usage Assessment (15–20 minutes)
Mechanics Assessment (10–15 minutes)
Grade 4 Academic Language Assessment
Grade 5 Academic Language Assessment
Grade 6 Academic Language Assessment
Grade 7 Academic Language Assessment
Grade 8 Academic Language Assessment

Corresponding Lessons (Instructional Time)

Phonics (15 minutes)
Phonics (15 minutes)
Phonemic Awareness (10 minutes)
Phonemic Awareness (10 minutes)
Phonemic Awareness (10 minutes)
Phonemic Awareness (10 minutes)
Phonemic Awareness (10 minutes)
Alphabetic Awareness (10 minutes)
Fluency Practice (15 minutes)
YouTube Modeled Readings
Heart Words and Phonics Games
(15 minutes)
Spelling Patterns (10 minutes)
GUM Worksheets (10 minutes)
GUM Worksheets (10 minutes)
Vocabulary Worksheets (10 Minutes)
Vocabulary Worksheets (10 Minutes)
Vocabulary Worksheets (10 Minutes)
Vocabulary Worksheets (10 Minutes)
Vocabulary Worksheets (10 Minutes)

The Comprehensive Reading Intervention Program

The Science of Reading Intervention Program BUNDLE provides a complete **55-minutes-per-day, year-long program** for grades 4–adult students.



First Half of the Year Program (55 minutes-per-day, 18 weeks)

[The Science of Reading Intervention Program: Word Recognition](#) includes explicit, scripted instruction and practice with the **5 Daily Google Slide Activities** every reading intervention student needs: 1. Phonemic Awareness and Morphology 2. Blending, Segmenting, and Spelling 3. Sounds and Spellings (including handwriting) 4. **Heart** Words Practice 5. Sam and Friends Phonics Books (decodables). Plus, digital and printable sound wall cards and speech articulation songs. Print versions are available for all activities.

Second Half of the Year Programs (55 minutes-per-day, 18 weeks)

[The Science of Reading Intervention Program: Language Comprehension](#) resources are designed for students who have completed the word recognition program or have demonstrated basic mastery of the alphabetic code and can read with some degree of fluency. The program features the **5 Weekly Language Comprehension Activities**: 1. Background Knowledge Mentor Texts 2. Academic Language, Greek and Latin Morphology, Figures of Speech, Connotations, Multiple Meaning Words 3. Syntax in Reading 4. Reading Comprehension Strategies 5. Literacy Knowledge (Narrative and Expository) for 30 minutes-per-day instruction and practice.

To supplement the language comprehension program (and create a 55 minutes-per-day reading intervention class), [The Science of Reading Intervention Program: Assessment-based Instruction](#) provides diagnostically-based instructional resources to individualize instruction in 25 minutes-per-day. The program includes **18 comprehensive assessments and matching instructional resources** to fill in the yet-to-be-mastered gaps in phonemic awareness, alphabetic awareness, phonics, fluency (with YouTube modeled readings), **Heart** Words and Phonics Games, spelling patterns, grammar, usage, and mechanics, syllabication and morphology, executive function skills. Even though students have completed the word recognition program, some students and new transfer students will need **second-chance instruction** with more intense tutoring and practice in easily-managed small groups and independent practice.

Consonant Sounds Phonics Assessment

Teacher Notes

The purpose of this whole class assessment is to determine which common consonant blends students can and cannot accurately read. Although, the test actually determines word recognition, rather than pronunciation, the correlation between the two is statistically significant and the results are valid and prescriptive. In other words, teachers can reliably use this diagnostic data to effectively differentiate instruction.

Using nonsense words helps eliminate the variable of sight word prior knowledge. This is especially necessary for remedial reading students, who may have acquired a bank of sight words, but still lack decoding ability. Nonsense words help students attend to the vowel sounds so that the teacher can accurately assess student decoding ability.

Directions, Grading, Recording

Pass out the **Consonant Sounds Phonics Assessment** to students. Play this audio file, which includes the following directions and test administration: [Consonant Sounds Phonics Assessment \(12:07\)](#). Teachers may also choose to administer the assessment in self-grading Google Forms (includes audio file):

<https://docs.google.com/forms/d/1z2oS5C0TLNHZknDPs5tCFFI3XYy87cChNZby8jWGQK8/copy>

“This is a short test to see if you can identify the nonsense words I say out loud. Listen carefully because I won’t repeat the words after the test is finished. On your test, find the first row of four words. [Pause] After I say each word, fill in the capital letter that best matches the word I say. Let’s start with Number One. Ready? Number One is *shud* (repeat twice more).”

Note that the teacher reads only the underlined word in each row. Follow this script for the rest of the test.

Once the assessments have been scored using the teacher copy of the assessment, the number of unmastered consonant blends should be recorded in the Consonant Blends Pre-test column on the **Reading Mastery Matrix** for each student as a diagnostic baseline. Teachers may also choose to upload results in Google Sheets: https://docs.google.com/spreadsheets/d/18u_nFc-K-L1IR8BO4rPBk1f0gMYOdxLHYTSIwK7dFug/copy

Helpful Hints

- ✓ Do not elongate the sounds.
- ✓ Keep a consistent pace of about seven seconds per test item—any longer and students will lose their place or begin daydreaming.

Consonant Sounds Phonics Assessment (Teacher Pages)

TEACHER DIRECTIONS: Read each underlined word three times. Do not elongate the consonant sounds.

- | | | | | |
|--------|----------------|-----------------|-----------------|-----------------|
| ___1. | A. <u>shud</u> | B. sced | C. slod | D. swud |
| ___2. | A. cwib | B. clab | C. <u>cheb</u> | D. creb |
| ___3. | A. woud | B. wyed | C. wrid | D. <u>whid</u> |
| ___4. | A. <u>thog</u> | B. trig | C. teng | D. tuog |
| ___5. | A. teelg | B. trong | C. <u>theeg</u> | D. traeg |
| ___6. | A. bwom | B. <u>blam</u> | C. baim | D. bhum |
| ___7. | A. buix | B. blox | C. <u>brux</u> | D. beux |
| ___8. | A. chid | B. cwed | C. clud | D. <u>cred</u> |
| ___9. | A. dief | B. <u>dref</u> | C. dlif | D. dwof |
| ___10. | A. <u>clim</u> | B. chom | C. crum | D. cwim |
| ___11. | A. <u>flon</u> | B. famn | C. frun | D. foln |
| ___12. | A. fouz | B. faez | C. fliz | D. <u>fraz</u> |
| ___13. | A. ghup | B. gaep | C. <u>glup</u> | D. grop |
| ___14. | A. glus | B. <u>gres</u> | C. ghos | D. geas |
| ___15. | A. pwet | B. phit | C. prot | D. <u>plit</u> |
| ___16. | A. plav | B. phev | C. <u>prov</u> | D. pouv |
| ___17. | A. <u>scad</u> | B. slod | C. sted | D. smad |
| ___18. | A. srib | B. <u>screb</u> | C. swelb | D. scurb |
| ___19. | A. scrim | B. sharm | C. strem | D. <u>shrim</u> |
| ___20. | A. stof | B. swif | C. <u>skof</u> | D. shef |
| ___21. | A. <u>slun</u> | B. swun | C. ston | D. shen |
| ___22. | A. stos | B. shas | C. snus | D. <u>smos</u> |
| ___23. | A. stul | B. <u>snul</u> | C. smel | D. stol |
| ___24. | A. stiv | B. scev | C. <u>spiv</u> | D. hov |
| ___25. | A. sprex | B. sloux | C. scrix | D. <u>splex</u> |
| ___26. | A. scret | B. <u>sprat</u> | C. shrut | D. smaft |
| ___27. | A. sneb | B. smub | C. <u>squib</u> | D. scib |

Consonant Sounds Phonics Assessment (Teacher Pages)

___28.	A. <u>stog</u>	B. scog	C. shug	D. slig
___29.	A. shrom	B. squam	C. scrim	D. <u>stram</u>
___30.	A. stin	B. <u>swen</u>	C. shon	D. sken
___31.	A. <u>thrid</u>	B. thold	C. trusd	D. twird
___32.	A. twaz	B. thoz	C. touz	D. <u>troz</u>
___33.	A. <u>twaf</u>	B. trif	C. thef	D. toaf
___34.	A. lult	B. lirt	C. <u>luft</u>	D. lest
___35.	A. perd	B. pUSD	C. pand	D. <u>peld</u>
___36.	A. mork	B. <u>molK</u>	C. meck	D. mosk
___37.	A. <u>hulm</u>	B. horm	C. huim	D. hism
___38.	A. sawp	B. <u>seIp</u>	C. surp	D. sesp
___39.	A. bist	B. boft	C. burt	D. <u>bult</u>
___40.	A. rurp	B. rilp	C. ronp	D. <u>rimp</u>
___41.	A. lurch	B. lonsh	C. <u>lanCh</u>	D. lamph
___42.	A. <u>tonD</u>	B. tulD	C. tUSD	D. tord
___43.	A. malg	B. <u>manG</u>	C. murg	D. mumg
___44.	A. <u>denK</u>	B. dack	C. delk	D. dosk
___45.	A. fept	B. fost	C. <u>funT</u>	D. fult
___46.	A. <u>sePt</u>	B. suft	C. sest	D. solt
___47.	A. pulk	B. pock	C. pank	D. <u>posK</u>
___48.	A. <u>risP</u>	B. rimp	C. ruwp	D. relp
___49.	A. gilt	B. <u>gaT</u>	C. gart	D. guft
___50.	A. baln	B. bosn	C. <u>baWn</u>	D. birn

Consonant Sounds Phonics Assessment Name _____

- | | | | | |
|--------|----------|----------|----------|----------|
| ___1. | A. shud | B. sced | C. slod | D. swud |
| ___2. | A. cwib | B. clab | C. cheb | D. creb |
| ___3. | A. woud | B. wyed | C. wrid | D. whid |
| ___4. | A. thog | B. trig | C. teng | D. tuog |
| ___5. | A. teelg | B. trong | C. theeg | D. traeg |
| ___6. | A. bwom | B. blam | C. baim | D. bhum |
| ___7. | A. buix | B. blox | C. brux | D. beux |
| ___8. | A. chid | B. cwed | C. clud | D. cred |
| ___9. | A. dief | B. dref | C. dlif | D. dwof |
| ___10. | A. clim | B. chom | C. crum | D. cwim |
| ___11. | A. flon | B. famn | C. frun | D. foln |
| ___12. | A. fouz | B. faez | C. fliz | D. fraz |
| ___13. | A. ghup | B. gaep | C. glup | D. grop |
| ___14. | A. glus | B. gres | C. ghos | D. geas |
| ___15. | A. pwet | B. phit | C. prot | D. plit |
| ___16. | A. plav | B. phev | C. prov | D. pouv |
| ___17. | A. scad | B. slod | C. sted | D. smad |
| ___18. | A. srib | B. screb | C. swelb | D. scurb |
| ___19. | A. scrim | B. sharm | C. strem | D. shrim |
| ___20. | A. stof | B. swif | C. skof | D. shef |
| ___21. | A. slun | B. swun | C. ston | D. shen |
| ___22. | A. stos | B. shas | C. snus | D. smos |
| ___23. | A. stul | B. snul | C. smel | D. stol |
| ___24. | A. stiv | B. scev | C. spiv | D. hov |
| ___25. | A. sprex | B. sloux | C. scrix | D. splex |
| ___26. | A. scret | B. sprat | C. shrut | D. smaft |

Consonant Sounds Phonics Assessment Name _____

- | | | | | |
|--------|----------|----------|----------|----------|
| ___27. | A. sneb | B. smub | C. squib | D. scib |
| ___28. | A. stog | B. scog | C. shug | D. slig |
| ___29. | A. shrom | B. squam | C. scrim | D. stram |
| ___30. | A. stin | B. swen | C. shon | D. sken |
| ___31. | A. thrid | B. thold | C. trusd | D. twird |
| ___32. | A. twaz | B. thoz | C. touz | D. troz |
| ___33. | A. twaf | B. trif | C. thef | D. toaf |
| ___34. | A. lult | B. lirt | C. luft | D. lest |
| ___35. | A. perd | B. pusd | C. pand | D. peld |
| ___36. | A. mork | B. molk | C. meck | D. mosk |
| ___37. | A. hulm | B. horm | C. huim | D. him |
| ___38. | A. sawp | B. selp | C. surp | D. sesp |
| ___39. | A. bist | B. boft | C. burt | D. bult |
| ___40. | A. rurp | B. rilp | C. ronp | D. rimp |
| ___41. | A. lurch | B. lonsh | C. lanch | D. lamph |
| ___42. | A. tond | B. tuld | C. tusd | D. tord |
| ___43. | A. malg | B. mang | C. murg | D. mumg |
| ___44. | A. denk | B. dack | C. delk | D. dosk |
| ___45. | A. fept | B. fost | C. funt | D. fult |
| ___46. | A. sept | B. suft | C. sest | D. solt |
| ___47. | A. pulk | B. pock | C. pank | D. posk |
| ___48. | A. risp | B. rimp | C. ruwp | D. relp |
| ___49. | A. gilt | B. gart | C. gart | D. guft |
| ___50. | A. baln | B. bosn | C. bawn | D. birn |