

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

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 /ôô/ through

ue spells /é/ 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)

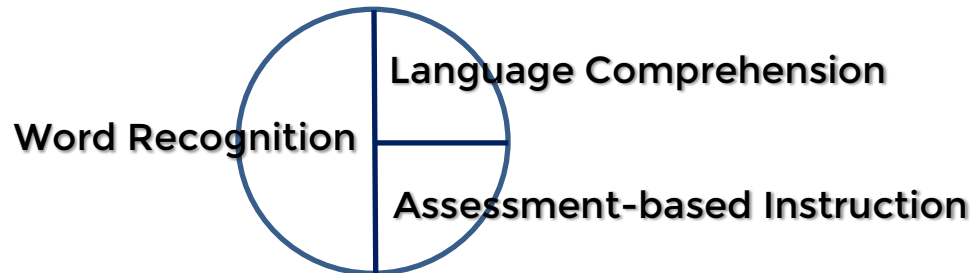
Spelling Assessment (22.38 audio file)
Grammar and Usage Assessment (15–20 minutes)
Mechanics Assessment (10–15 minutes)
Grade 4 Academic Language Assessment
Grade 5 Academic Language Assessment
Grade 6 Academic Language Assessment
Grade 7 Academic Language Assessment
Grade 8 Academic Language Assessment

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.

Mechanics Assessment

Directions: Rewrite each of the following with correct punctuation and capitalization. Do not add, remove, or switch around any words. Carefully proofread your work when finished.

1. a friend named john said I am glad I dont need any help on my homework

2. that new student paula is from south africa she told me she had never seen the star wars movie in that country **Note: Don't place a comma or a period after "africa."**

3. she saw pictures of the costumes robots and ship models in the newswk article the one that featured space camp **Note: Don't place a comma or colon after "article."**

4. yes you should listen to that song called the one monsters howl sometime before halloween

5. bring both girls best dresses to atlanta georgia to see the play titled fiddler on the roof

Mechanics Assessment

Directions: Rewrite each of the following with correct punctuation and capitalization. Do not add, remove, or switch around any words. Carefully proofread your work when finished.

6. joe please read these chapters knots and cooking to prepare for the boy scouts meeting tonight

7. mr wong put on his glasses and then he read the magazine article titled my dog spoke english

8. dear mary

what a complete surprise no one had read the short story titled yankees and rebels
about the civil war the whole messy story was sad depressing and true

yours truly

amy

Mechanics Assessment Answers

Directions: Each problem has the numbered diagnostic items in enlarged **boldface**. If the student misses an item, mark a / in the same number column on the TLS Diagnostic Grammar, Usage, and Mechanics Assessment Mastery Matrix.

- 55 46 69 (needs both) 70
1. a friend named **J**ohn said, “I am glad I don’t need any help on my homework”
- 47 (needs both) 56 (needs both) 71 62
2. that new student, paula, is from **S**outh **A**frica; she told me she had never seen the star wars movie in that country
- 48 (needs both) 63
3. she saw pictures of the costumes, robots, and ship models in the newsweek article
72 (needs both) 57 (needs both)
(the one that featured **S**pace **C**amp)
- 49 64 (needs both) 73 58
4. yes, you should listen to that song called “the one monster’s howl” before **H**alloween
- 74 50 65
5. bring both girls’ best dresses to atlanta, georgia to see the play titled fiddler on the roof
- 51 75 66 (needs both sets) 59 (needs both)
6. joe, please read these chapters: “knots” and “cooking” to prepare for the **B**oy **S**couts meeting tonight
- 76 52 67 (needs both)
7. mr. wong put on his glasses, and then he read the magazine article titled “my dog spoke
60
English”
- 53 (needs both greeting and closing)
8. dear mary, 77 68 (needs both)
- what a complete surprise! no one had read the short story titled “yankees and
54 (no commas with whole messy story; needs both commas
61 (needs both) with sad, depressing,)
rebels” about the **C**ivil **W**ar the whole messy story was sad, depressing, and true
yours truly,
amy