

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)

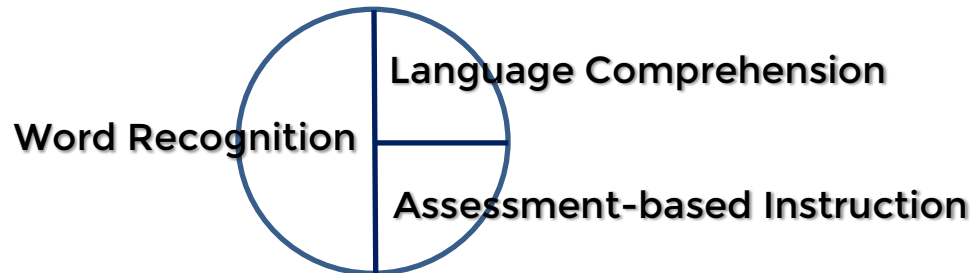
Spelling Assessment (22.38 audio file)
Grammar and Usage Assessment (15–20 minutes)
Mechanics Assessment (10–15 minutes)
Grade 4 Academic Language Assessment
Grade 5 Academic Language Assessment
Grade 6 Academic Language Assessment
Grade 7 Academic Language Assessment
Grade 8 Academic Language Assessment

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)
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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.

“Pets” Fluency Assessment

The “Pets” Fluency Assessment needs to be administered individually. As a critical component of reading diagnosis, teachers need to hear their students read. This assessment allows the teacher to assess reading ability and provides a baseline fluency rate. Additionally, the results will help the teacher narrow down the reading level of students to inform selection of books for independent reading practice.

The “Pets” fluency passage is leveled in a unique pyramid design: the first paragraph is at the first grade (*Fleish-Kincaid*) reading level; the second paragraph is at the second-grade level; the third paragraph is at the third-grade level; the fourth paragraph is at the fourth grade level; the fifth paragraph is at the fifth grade level; the sixth paragraph is at the sixth grade level; and the seventh paragraph is at the seventh grade level. Thus, the reader begins practice at an easier level that builds confidence and then moves to more difficult academic language through successive approximation.

Materials, Instructional Setting, Preparation

Laminate one copy of the “Pets” Fluency Assessment for students. Run off enough copies of the same assessment for each student. Use a stopwatch to ensure that the two-minute timings will be accurate. Set aside a table or two desks in a corner of the room or just outside the door, if practical. Have desks or chairs facing each other.

Announce to the class that you will have students quietly read to you for two-minute reading fluency timings. Say, “Please don’t interrupt the fluency timings, unless there is an emergency. We want to complete these timings quickly, so this is how we will organize things: I will pick one student to read. The first to read will be _____. Please sit here. When _____ has finished, she will use the stopwatch to time the next reader, who will be _____. From now on, the student who does the timing will quietly go get the next reader. Any questions?”

“Pets” Fluency Assessment

Directions, Grading, Recording

1. Say–“I’m going to have you read out loud for two minutes. Read quickly, but say the words correctly. The title of this article is ‘Pets.’ Point to the first word of the article on the student’s copy and say ‘Ready, begin.’”
2. As the student reads, mark a slash on the teacher’s copy for mispronounced words, omitted words, added words, and words not correctly pronounced within three seconds. Say the word for the student after three seconds and then say “Next,” if the student does not continue to read. Be consistent in test administration regarding marking (or not marking) dialect differences, word repetitions, pre-practice of difficult words, reversals, and self-corrections.
3. Mark a bracket after the last word the student reads correctly when two minutes have elapsed. Say, “Stop.” Record the total number of words read, less errors at the bottom left of the page and the name of the student. Say, “Thank you. Now, you will be the timer. When I say ‘begin,’ push this button. After two minutes, say ‘stop,’ and push the button again. After the timing has been completed, say “Please go tell _____ that he or she is ‘on deck.’”

Once the assessments have been completed, record the = Total Number of Words in the Fluency Words Pre-test column on the **Reading Mastery Matrix** for each student.

Program Placement Criteria

For program placement, if a student scores less than the two-minute Pets Fluency Assessment WCPM*, remediate with modeled readings and repeated reading fluency practice. Assign practice in ability level fluency groups or individual practice with the YouTube modeled readings. Directions follow in the Fluency Remediation section.

50th Percentile Oral Reading Fluency Grade Level Norms: Words Correct per Minute (WCPM)

Grade	Fall	Pets Fluency Assessment*	Winter	Spring
4	94	<168 Remediate	112	139
5	121	<222 Remediate	127	150
6	132	<244 Remediate	140	150
7	128	<236 Remediate	136	151
8	133	<246 Remediate	146	123

Hasbrouck, J. & Tindal, G. (2017). Jan Hasbrouck suggests fluency remediation if the student scores more than 10 words below the grade-level 50th percentile. ***10 words less than the fall score x 2 = suggested reading fluency remediation when students score below this WCPM.** Note the middle school “slump” at grades 7 and 8 or, perhaps, the influence of increasingly difficult reading levels.

“Pets” Fluency Assessment

Name _____

11 Pets are nice. Pets live with us. They can be good
 friends. Pets make people happy. They can be very fun.
 21 Some pets are very smart. Many can be trained to do
 32 what people say. Pets may come to us when we call. Some
 44 can do special tricks. Some even seem to talk to us with a
 57 “bark,” a “meow,” or a “chirp.”
 63 Many people enjoy life more with pets. Pets can be good
 74 company. Pets can help people feel less lonely. Some pets help us
 86 feel better. Pets can even help us get more exercise.
 96 Not all animals make good pets. Most wild animals are afraid of people.
 109 Others could be dangerous, like large cats or bears. It would be too hard to care
 125 for some animals. They might need a special place to live or special food to eat.
 141 Pets and owners must make a good match. People need to think carefully
 154 about some things before getting a pet. A pet owner needs to have a good place
 170 for a pet to live. A small apartment may be perfect for a fish or hamster, but not
 188 for a large dog or cat. Also, some pets cost more to keep than others. Large pets
 205 eat more than small ones, and their cost of medical care can be expensive.
 219 People need to consider how much time they will be able to spend with their
 234 pets. Pets need plenty of human attention to stay happy.
 244 The most popular pets worldwide are dogs and cats. There are slightly more cats than
 259 dogs. Birds, hamsters, turtles, snakes, lizards, and fish are also the pets of choice for many
 275 people. In the last few years pets have become more “exotic.” Many people are now keeping
 290 ferrets and monkeys as pets. Most local governments have laws restricting which pets are
 303 acceptable in their communities.
 309 Pet owners need to be responsible with their pets. Adult pets need to be spayed or
 325 neutered to prevent unplanned litters. According to the Humane Society, over three million
 338 unwanted pets are put to sleep each year. Also, mixed breed cats and dogs can make
 354 wonderful pets. In fact, some of the best pets can be adopted from local animal shelters at
 371 little cost. Pets are valuable friends and need our very best care.
 383

	Total Number of Words Read	Total Number of Words Read	
	- Total Number of Mistakes	- Total Number of Mistakes	
	= Total Number of Words Read	= Total Number of Words Read	

Pets

Pets are nice. Pets live with us. They can be good friends. Pets make people happy. They can be very fun.

Some pets are very smart. Many can be trained to do what people say. Pets may come to us when we call. Some can do special tricks. Some even seem to talk to us with a “bark,” a “meow,” or a “chirp.”

Many people enjoy life more with pets. Pets can be good company. Pets can help people feel less lonely. Some pets help us feel better. Pets can even help us get more exercise.

Not all animals make good pets. Most wild animals are afraid of people. Others could be dangerous, like large cats or bears. It would be too hard to care for some animals. They might need a special place to live or special food to eat.

Pets and owners must make a good match. People need to think carefully about some things before getting a pet. A pet owner needs to have a good place for a pet to live. A small apartment may be perfect for a fish or hamster, but not for a large dog or cat. Also, some pets cost more to keep than others. Large pets eat more than small ones, and their cost of medical care can be expensive. People need to consider how much time they will be able to spend with their pets. Pets need plenty of human attention to stay happy.

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