The Science of Reading Intervention Program

BUNDLE
full year program

Lesson 14: Sounds and Spelling _u, u_e, _ew _ue Answers

Spelling to Sound Match   Sounds ... Spelling Match 'em

s t a t u e

Drag and D...   Type the Words ... the Sounds You Hear.

Say 'em and ...
1. futute   4. ...deldia
2. tabew   5. mutist

butane cutest   few miscu

Say 'em as you spell 'em!

g u e s s

g u e s s

g u e s s

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Lesson ... Phonolo... Awareness ... Vocabulary

Phonological Awareness: "Reading ... about understanding speech sounds in print. Hearing the differences among sounds and the patterns of sounds prepares us to read well. ... practice hearing the different sounds and patterns with these drum sounds."

"I will ... two sounds. Give ... thumbs up if they sound the same and a thumbs down if they sound different."

Thumbs up? The same.
thumbs down? Different.

1.   2.   3.   4.   5.   6.

"Now I will play two sound patterns. Give a thumbs up if they sound the same and a thumbs down if they sound diff..."

1.   2.   3.   4.

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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	ie		
byway	b	y	w	ay		
tighten	t	igh	t	e	n	
brightly	b	r	igh	t	l	y
again	a	g	ai	n		
because	b	e	c	au	s(e)	

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Sam and Friends

Phonics Books

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

Vowel Valley Sound Wall

Tight Smile

Short Schwa

Puckered Lips

Slightly Opened

Long Schwa

Fully Opened

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Lesson 34: He**art** Words through, guess

Sort and Spell these He**art** Words: coup, guest, soup, racquet, slough, question

ou[gh] spells /ōō/   ue spells /ĕ/

t h r o u g h   g u e s s

Drag and Drop the He♥♥♥rts above the Parts We Have to Learn by He**art**

g u e s s	s o u p		c o u p		r a c q u e t

g u e s t	s l o u g h	t h r o u g h	q u e s t i o n

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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)	Corresponding Lessons (Instructional Time)
Vowel Sound Phonics Assessment (10:42 audio file)	Phonics (15 minutes)
Consonant Sounds Phonics Assessments (12:07 audio file)	Phonics (15 minutes)
Syllable Awareness Assessment (5:48 audio file)	Phonemic Awareness (10 minutes)
Syllable Rhyming Assessment (5:38 audio file)	Phonemic Awareness (10 minutes)
Phonemic Isolation Assessment (5:54 audio file)	Phonemic Awareness (10 minutes)
Phonemic Blending Assessment (5:53 audio file)	Phonemic Awareness (10 minutes)
Phonemic Segmenting Assessment (5:21 audio file)	Phonemic Awareness (10 minutes)
Alphabetic Awareness Assessments (10 minutes)	Alphabetic Awareness (10 minutes)
"Pets" Fluency Assessment (2 minutes per student)	Fluency Practice (15 minutes) YouTube Modeled Readings
Heart Words Assessment (5:48 audio file)	Heart Words and Phonics Games (15 minutes)
Spelling Assessment (22.38 audio file)	Spelling Patterns (10 minutes)
Grammar and Usage Assessment (15–20 minutes)	GUM Worksheets (10 minutes)
Mechanics Assessment (10–15 minutes)	GUM Worksheets (10 minutes)
Grade 4 Academic Language Assessment	Vocabulary Worksheets (10 Minutes)
Grade 5 Academic Language Assessment	Vocabulary Worksheets (10 Minutes)
Grade 6 Academic Language Assessment	Vocabulary Worksheets (10 Minutes)
Grade 7 Academic Language Assessment	Vocabulary Worksheets (10 Minutes)
Grade 8 Academic Language Assessment	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.
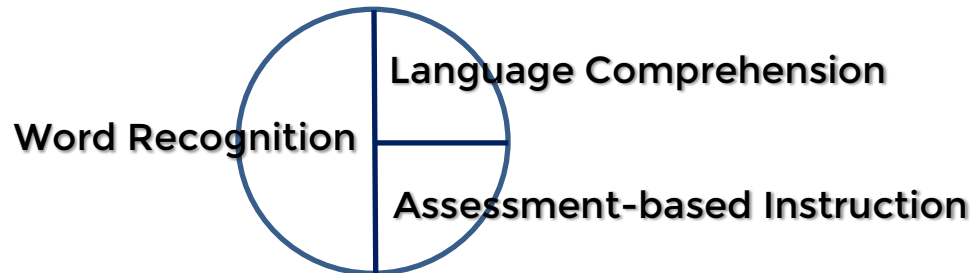
First Half of the Year Program (55 minutes-per-day, 18 weeks)

[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 shills. 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.

Phonemic Blending Assessment

The purpose of this whole-class assessment is to determine whether students can recognize words from blended letter sounds. The words are not printed on the **Phonemic Blending Assessment** because this is a sounds recognition phonemic awareness test.

Directions, Grading, Recording

Pass out the **Phonemic Blending Assessment** to students. The teacher may play the audio file: **Phonemic Blending Assessment** or administer the assessment using this script: Say–"This is a short test to see if you can hear words from the letter sounds that I say out loud. Let's practice one together. The sounds are /t/ /r/ /ī/ /d/ [Do not add on the *uh* sound to the consonants/t/ /r/ /ī/ /d/. What is the word? [Wait for student response.] The word is *tried*, because /t/ /r/ /ī/ /d/ forms the word *tried*. Let's practice another. This time, I will give you the sounds and two word choices. You tell me which word is formed from the sounds–the first or the second word I say. The sounds are /c/ /r/ /ī/ /d/. Is the word *light* or *cried*? [Wait for student response.] The second word is correct, because /c/ /r/ /ī/ /d/ forms the word *cried*.

On your test, find the Example and point to it. [Confirm that students have pointed to the Example.] Do not say the sounds or words out loud. Shade in the circle marked ①, if the sounds form the first word I say, or ②, if the sounds form the second word I say. The sounds are /b/ /l/ /ă/ /s/ /t/. Is it *blast* or *clap*? [Wait for students to shade in their answers.] You should have shaded in the bubble marked ① because /b/ /l/ /ă/ /s/ /t/ forms the word *blast*. Let's start Number One. Ready? The sounds are /g/ /r/ /ā/ /t/. Is it *great* or *skate*? Shade in 1 or 2. Follow this script for the rest of the test.

Once the assessments have been scored, record a / on the **Phonemic Awareness and Phonics Mastery Matrix** for each student not meeting the mastery criteria of 80%.

Test Items/Answers

1. The sounds are /g/ /r/ /ā/ /t/. Is it *great* or *skate*? ❶
2. The sounds are /p/ /l/ /ē/ /z/. Is it *street* or *please*? ❷
3. The sounds are /n/ /ō/ /z/. Is it *most* or *nose*? ❷
4. The sounds are /ū/ /z/ /d/. Is it *used* or *huge*? ❶
5. The sounds are /b/ /r/ /ī/ /t/. Is it *bright* or *dried*? ❶
6. The sounds are /f/ /r/ /ĕ/ /n/ /d/. Is it *sled* or *friend*? ❷
7. The sounds are /wh/ /ĭ/ /ch/. Is it *which* or *thick*? ❶
8. The sounds are /c/ /l/ /ă/ /s/. Is it *crash* or *class*? ❷
9. The sounds are /t/ /r/ /ŭ/ /k/. Is it *luck* or *truck*? ❷
10. The sounds are /s/ /t/ /ŏ/ /p/. Is it *stop* or *spot*? ❶

Phonemic Blending Assessment   Name _____

Example ① ②

1. ① ②
2. ① ②
3. ① ②
4. ① ②
5. ① ②
6. ① ②
7. ① ②
8. ① ②
9. ① ②
10. ① ②