

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/

ue spells /é/

through

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)

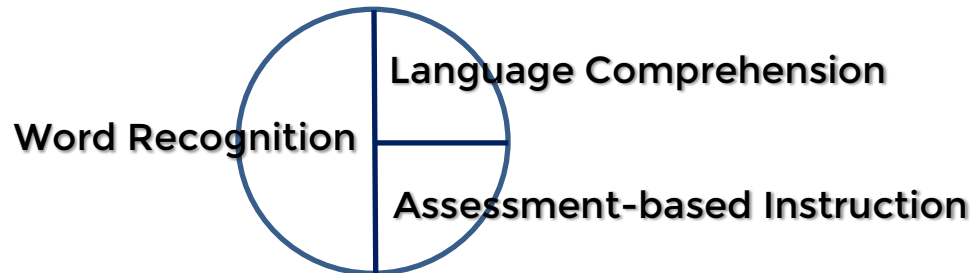
Spelling Assessment (22.38 audio file)
Grammar and Usage Assessment (15–20 minutes)
Mechanics Assessment (10–15 minutes)
Grade 4 Academic Language Assessment
Grade 5 Academic Language Assessment
Grade 6 Academic Language Assessment
Grade 7 Academic Language Assessment
Grade 8 Academic Language Assessment

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.

Phonemic Isolation Assessment

The purpose of this whole-class assessment is to determine whether students can hear isolated vowel sounds and identify placement within words. The words are not printed on the **Phonemic Isolation Assessment** because this is a sounds recognition phonemic awareness test.

Directions/Recording/Mastery

Pass out the **Phonemic Isolation Assessment** to students. The teacher may play the audio file: [Phonemic Isolation Assessment](#) or administer the assessment using this script: Say–“This is a short test to see if you can hear the same sound in a pair of words and tell if that sound is at the beginning, middle, or end of both words. Let’s practice together. The words are *map* and *cat*. Is the same sound at the beginning, middle, or end of the words? *map* and *cat* [Wait for student response.] The correct answer is “middle,” because the /ă/ sound is in the middle of the two words *map* and *cat*. Let’s try another pair. The words are *blow* and *throw*. Is the same sound at the beginning, middle, or end of the words? *blow* and *throw* [Wait for student response.] The correct answer is “end,” because the long /ō/ sound is at the end of the two words *blow* and *throw*.

On your test, find the Example and point to it. [Confirm that all students have pointed to the Example.] Shade in the beginning circle, middle circle, or end circle to show where the same sound is located. The words are *eat* and *east*–Circle beginning, middle, or end–*eat* and *east*. [Wait for students to shade in their answers.] You should have shaded in the beginning circle because the /ē/ sound is at the beginning of the word. Let’s start with Number One. Ready? The words are *stay* and *weigh*. Circle beginning, middle, or end– *stay* and *weigh*.” 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. | stay | weigh | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| 2. | cube | mute | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| 3. | act | ask | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. | grew | threw | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| 5. | odd | off | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. | sit | kick | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| 7. | sigh | try | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| 8. | egg | edge | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. | bread | stretch | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| 10. | doubt | loud | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |

Phonemic Isolation Assessment

Name _____

| | | | |
|----------------|-----------------------|-----------------------|-----------------------|
| Example | B | M | E |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | | | |
|-----|-----------------------|-----------------------|-----------------------|
| | B | M | E |
| 1. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |