

# 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

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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

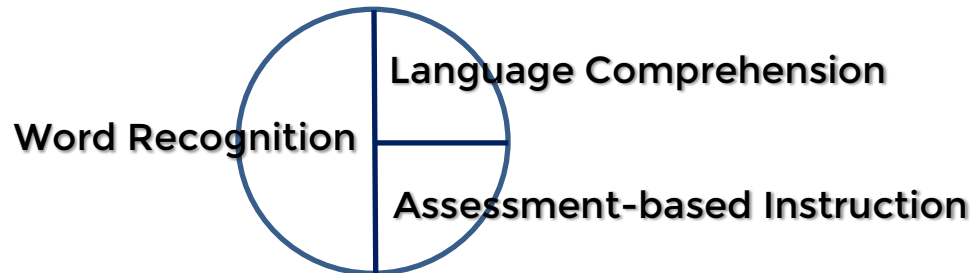
### Corresponding Lessons (Instructional Time)

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.

# Spelling Patterns Assessment

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## Teacher Notes

The purpose of this whole class assessment is to determine which of the kindergarten–seventh grade spelling patterns students have and have not been mastered. The multi-syllabic words prevent students from identifying the words by “sight spellings” and require recognition of the sound-spelling patterns within the context of syllables.

## Preparation

Pass out binder paper and pencils. Model how to number the test items on the board and tell students to number accordingly.

## Directions

Play this audio file, which includes the following directions and test administration: [Spelling Patterns Assessment \(22.38\)](#) or introduce the Diagnostic Spelling Assessment to students. Say—

“This is a test to see if you can accurately spell the words I say out loud. I will first say the spelling word; then repeat it; then use it in a sentence; and then repeat the spelling word once more. Listen carefully because I won’t repeat the words after the test is finished. Please print the spelling words.”

Don’t elongate the vowel or consonant sounds to emphasize spellings. Keep a consistent pace of about seven seconds per test item. Any longer and students will lose their place or begin daydreaming. Since this is a long test, teachers may elect to take a short stretch break in the middle of the test administration.

## Correction

Grade the assessment, marking only the specified sound-spelling pattern for each word. In other words, don’t mark the word wrong because of other spelling errors in the word. For example, if the sound-spelling pattern is Long /a/ “\_\_ay” and the word is “payment,” the student spelling of “paiment” would be wrong, but “paymunt” would be right. This selective grading isolates the sound-spelling pattern problem areas for each student.

## Recording the Data

Write down the names of your students in alphabetical order on the Diagnostic Spelling Assessment Mastery Matrix. Record a slash (/) for each sound-spelling error. Leave the box blank for each correctly spelled sound-spelling.

## Spelling Patterns Assessment (Teacher Pages)

1.	bumper	The car bumper had a large dent.	bumper	<b>Short Vowels</b>
2.	foggy	In foggy conditions it is hard to drive.	foggy	
3.	briskly	They walked briskly through the park.	briskly	
4.	medical	His medical condition worsened.	medical	
5.	defiance	The child's defiance created heartache.	defiance	
6.	dreadful	A dreadful sound came out of the trumpet.	dreadful	
7.	provide	She can provide all the details.	provide	<b>Silent Final e</b>
8.	lately	That happens a lot lately.	lately	
9.	compute	To compute numbers he used a calculator.	compute	
10.	hopeful	I am hopeful that she will visit soon.	hopeful	
11.	attitude	The student had a wonderful attitude.	attitude	
12.	surprise	It could not have been a better surprise.	surprise	
13.	muffle	The headphones muffle the noise.	muffle	<b>Consonant Digraphs</b>
14.	motive	The lawyer found the motive for the crime.	motive	
15.	submarine	A submarine can be very long.	submarine	
16.	eyelashes	Her eyelashes were very long.	eyelashes	
17.	crutches	He had to use crutches because of his ankle.	crutches	
18.	hypothesis	The scientist's hypothesis was tested.	hypothesis	
19.	cartwheel	I could never do a proper cartwheel.	cartwheel	<b>Long /a/</b>
20.	telegraph	The telegraph was invented in the 1800s.	telegraph	
21.	patriot	A patriot is one who supports his country.	patriot	
22.	payment	I received his payment last July.	payment	
23.	trained	She trained long and hard for the Olympics.	trained	
24.	neighbor	My neighbor wakes up early each morning.	neighbor	
25.	maybe	He thought maybe they would agree.	maybe	<b>Long /e/</b>
26.	seeking	The captain was seeking buried treasure.	seeking	
27.	ceilings	The apartment had very high ceilings.	ceilings	
28.	lobbying	Student Council is lobbying for a game day.	lobbying	
29.	creature	The iguana is a strange-looking creature.	creature	
30.	radius	The radius of the circle was six inches.	radius	
31.	bicycle	She got a bicycle for her birthday.	bicycle	<b>Long /i/</b>
32.	delight	The new neighbor is such a delight.	delight	
33.	supply	A huge supply came in yesterday.	supply	
34.	untie	It took me a long time to untie the knot.	untie	
35.	introduce	I would like to introduce my friend.	introduce	
36.	vetoed	The president vetoed the proposed law.	vetoed	
37.	soaking	When you are soaking in a tub, life is fine.	soaking	<b>Long /o/</b>
38.	fellowship	The hobbit joined the secret fellowship.	fellowship	
39.	humor	She had a great sense of humor.	humor	
40.	fewer	There are fewer choices than I had thought.	fewer	
41.	rescued	The dog rescued the child from the river.	rescued	
				<b>Long /u/</b>

## Spelling Patterns Assessment (Teacher Pages)

42.	poodle	The black poodle loved to eat ice cream.	poodle	
43.	overdue	Your library book is overdue.	overdue	
44.	duty	Do your duty to your country.	duty	
45.	brewing	The coffee is always brewing at her house.	brewing	<b>Long /oo/</b>
46.	looked	He looked older than he really was.	looked	
47.	butcher	The local butcher was very skilled.	butcher	<b>Short /oo/</b>
48.	crowded	This school is very crowded.	crowded	
49.	counting	She began counting on her fingers.	counting	<b>/ow/ (cow)</b>
50.	poisoned	The chemical poisoned the water.	poisoned	
51.	destroy	He had to destroy the work of art.	destroy	<b>/oi/</b>
52.	awful	The engine made an awful sound.	awful	
53.	auditorium	The band played in the auditorium.	auditorium	
54.	already	My teacher already knows the answer.	already	
55.	falling	The child kept falling down the stairs.	falling	<b>/aw/</b>
56.	curling	She liked curling her hair with her fingers.	curling	
57.	winter	This winter I want to visit the beach.	winter	
58.	firmly	The student held the handle firmly.	firmly	
59.	alarm	A man set off the car alarm.	alarm	
60.	boring	The television show was very boring.	boring	<b>r-controlled</b>
61.	cucumber	He likes cucumber in his salad.	cucumber	
62.	procedure	The guard followed the procedure.	procedure	
63.	agony	His face showed the agony of defeat.	agony	<b>Hard/Soft</b>
64.	strangely	Her cousin behaved very strangely.	strangely	<b>c and g</b>
65.	spicy	The Mexican food was spicy.	spicy	
66.	identify	No one could identify the stranger.	identify	<b>Soft y</b>
67.	forgetting	I keep forgetting where I placed my glasses.	forgetting	<b>Consonant</b>
68.	commitment	The coach questioned his commitment.	commitment	<b>Doubling</b>
69.	dodgeball	The children could not play dodgeball.	dodgeball	
70.	advantage	We had the advantage of playing at home.	advantage	<b>/j/</b>
71.	believe	I will believe it when I see it.	believe	
72.	receive	Did you receive the letter?	receive	<b>“ie”/“ei”</b>
73.	radios	We listened to our radios.	radios	
74.	bushes	They found the child hiding in the bushes.	bushes	
75.	ladies	The ladies softball team won their game.	ladies	
76.	bookshelves	They dusted the bookshelves.	bookshelves	
77.	women	The women volunteered for the carnival.	women	<b>Plurals</b>
78.	guide	Her family trains guide dogs for the blind.	guide	
79.	designed	Her mom designed the new school sign.	designed	<b>Silent Letters</b>
80.	skating	I had my birthday party at the skating rink.	skating	<b>Drop/Keep</b>
81.	wisely	She wisely asked the teacher for help.	wisely	<b>Final e</b>
82.	catcher	The catcher tagged the runner out.	catcher	
83.	touchdown	Our players scored the winning touchdown.	touchdown	<b>/ch/</b>

## Spelling Patterns Assessment (Teacher Pages)

84.	gigantic	The gigantic boulder blocked the road.	gigantic	
85.	sunken	The pirates searched for sunken treasure.	sunken	/k/
86.	denied	He denied any knowledge of the crime.	denied	<b>Drop/Keep</b>
87.	carrying	We got tired of carrying the baskets.	carrying	<b>Final y</b>
88.	handcuffs	The police officer carried handcuffs.	handcuffs	
89.	careful	Please be careful with that glass vase.	careful	<i>l, f, s, z</i>
90.	rhythm	He could not clap to the rhythm of the song.	rhythm	<b>Greek “rh”/</b>
91.	chorus	The chorus of the song was repeated.	chorus	<b>“ch”</b>
92.	explosion	A loud explosion followed the car crash.	explosion	
93.	musician	He made his career as a musician.	musician	
94.	emotional	Her poetry triggered an emotional response.	emotional	/ion/
95.	bubble	She blew a huge bubble with her gum.	bubble	<b>Consonant–</b>
96.	miracle	It was just a miracle that she finished.	miracle	<b>“le”</b>
97.	cousin	She invited her cousin to the party.	cousin	
98.	sympathy	We expressed our sympathy for her loss.	sympathy	<b>Schwa</b>
99.	laughable	His clumsy response was laughable.	laughable	
100.	eligible	I was now eligible to win the grand prize.	eligible	<b>“able”/“ible”</b>
101.	significance	The significance of her research was huge.	significance	<b>“ance”/</b>
102.	confidence	The teacher earned our highest confidence.	confidence	<b>”ence”</b>