

# 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

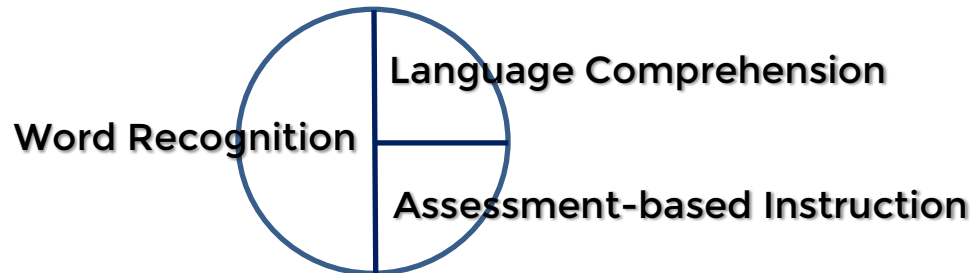
### Corresponding Lessons (Instructional Time)

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.

# Vowel Sounds Phonics Assessment

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The purpose of this whole class assessment is to determine which vowel sounds students can and cannot accurately read. Although, the test actually determines word recognition, rather than pronunciation, the correlation between the two is statistically significant and the results are valid and prescriptive. In other words, teachers can reliably use this diagnostic data to effectively differentiate instruction.

Using nonsense words helps eliminate the variable of sight word prior knowledge. This is especially necessary for vulnerable reading students, who may have acquired a bank of sight words, but still lack decoding ability. Nonsense words help students attend to the vowel sounds so that the teacher can accurately assess student decoding ability.

## Directions, Grading, Recording

Pass out the **Vowel Sounds Phonics Assessment** to students. Play this audio file, which includes the following directions and test administration: [Vowel Sounds Phonics Assessment \(10:42\)](#). Teachers may also choose to administer the assessment in self-grading Google Forms (includes audio file):

[https://docs.google.com/forms/d/1xCFTV9gfn91sErPAW3WiRNPM\\_6yASdFi2So45017KZY/copy](https://docs.google.com/forms/d/1xCFTV9gfn91sErPAW3WiRNPM_6yASdFi2So45017KZY/copy)

“This is a short test to see if you can identify the nonsense words I say out loud. Listen carefully because I won’t repeat the words after the test is finished. On your test, find the first row of four words. [Pause] After I say each word, fill in the capital letter that best matches the spelling of that word I say. Let’s start with Number One. Ready? Number One is *hux* (repeat twice more).”

Note that the teacher reads only the underlined word in each row. Follow this script for the rest of the test.

Once the assessments have been scored using the teacher copy of the assessment, the errors should be recorded on the **Reading Mastery Matrix** with a / for each vowel sound component not meeting mastery criteria of 80% for each student. The numerical mastery criteria are listed in the right-hand margins. Teachers may also choose to upload results in Google Sheets:

[https://docs.google.com/spreadsheets/d/1sQq53Shd5CwA\\_T-6MJLIUje\\_Edcza6s93v590HV2myE/copy](https://docs.google.com/spreadsheets/d/1sQq53Shd5CwA_T-6MJLIUje_Edcza6s93v590HV2myE/copy)

## Helpful Hints

- ✓ Do not elongate the vowel sounds.
- ✓ Use the (rhyme) as a key to correct pronunciation.
- ✓ Keep a consistent pace of about seven seconds per test item. Any longer and students will lose their place or begin daydreaming.

## Vowel Sounds Phonics Assessment (Teacher Pages)

**TEACHER DIRECTIONS:** Read each underlined word three times. Use the (rhyme) as a key to correct pronunciation. Do not elongate the vowel sounds.

- |       |                     |                       |                       |                      |
|-------|---------------------|-----------------------|-----------------------|----------------------|
| ___1. | A. hox              | B. hix                | C. <u>hux</u> (ducks) | D. hax               |
| ___2. | A. pem              | B. pum                | C. pim                | D. <u>pom</u> (mom)  |
| ___3. | A. gud              | B. ged                | C. <u>gid</u> (bid)   | D. gad               |
| ___4. | A. <u>meg</u> (peg) | B. mig                | C. mog                | D. mag               |
| ___5. | A. kes              | B. kus                | C. kos                | D. <u>kas</u> (pass) |
| ___6. | A. suef             | B. <u>seaf</u> (deaf) | C. saef               | D. sif               |

### Short Vowels 5/6 Mastery \_\_\_/6

- |        |                       |                       |                        |                       |
|--------|-----------------------|-----------------------|------------------------|-----------------------|
| ___7.  | A. bin                | B. <u>bine</u> (fine) | C. bian                | D. byan               |
| ___8.  | A. diak               | B. dak                | C. <u>dake</u> (rake)  | D. diek               |
| ___9.  | A. yut                | B. yeat               | C. <u>yute</u> (chute) | D. yiout              |
| ___10. | A. toup               | B. <u>tope</u> (rope) | C. teop                | D. taop               |
| ___11. | A. buot               | B. baut               | C. buit                | D. <u>bute</u> (mute) |
| ___12. | A. <u>fene</u> (bean) | B. feun               | C. fen                 | D. faen               |

### Consonant-Final e 5/6 Mastery \_\_\_/6

- |        |                       |                          |                          |                       |
|--------|-----------------------|--------------------------|--------------------------|-----------------------|
| ___13. | A. vaudy              | B. vawdy                 | C. <u>vady</u> (lady)    | D. viedy              |
| ___14. | A. <u>fay</u> (bay)   | B. fiay                  | C. foay                  | D. fuay               |
| ___15. | A. kaek               | B. keak                  | C. kik                   | D. <u>kaik</u> (rake) |
| ___16. | A. <u>bein</u> (rain) | B. boan                  | C. bian                  | D. baun               |
| ___17. | A. motfew             | B. <u>motfe</u> (motley) | C. motfeu                | D. motfoa             |
| ___18. | A. jeu                | B. jiu                   | C. jeo                   | D. <u>jee</u> (me)    |
| ___19. | A. cid                | B. <u>ceid</u> (need)    | C. cide                  | D. ceud               |
| ___20. | A. kybo               | B. kybi                  | C. <u>keby</u> (freebie) | D. keyb               |
| ___21. | A. <u>deat</u> (meat) | B. diut                  | C. dight                 | D. diegt              |
| ___22. | A. zaen               | B. zein                  | C. <u>zien</u> (bean)    | D. zen                |
| ___23. | A. pioson             | B. piason                | C. piuson                | D. pison (bison)      |
| ___24. | A. beu                | B. <u>bigh</u> (high)    | C. bei                   | D. bia                |
| ___25. | A. ceter              | B. caeter                | C. <u>cyter</u> (writer) | D. couter             |

## Vowel Sounds Phonics Assessment (Teacher Pages)

- |        |                       |            |                         |                           |
|--------|-----------------------|------------|-------------------------|---------------------------|
| ___26. | A. mip                | B. miap    | C. mippe                | D. <u>miep</u> (wipe)     |
| ___27. | A. biuped             | B. beoped  | C. <u>boped</u> (moped) | D. baoped                 |
| ___28. | A. <u>koel</u> (goal) | B. kuol    | C. kiol                 | D. kaol                   |
| ___29. | A. moip               | B. mup     | C. moop                 | D. <u>moap</u> (soap)     |
| ___30. | A. <u>kow</u> (show)  | B. kuiw    | C. keiw                 | D. kaw                    |
| ___31. | A. puwtest            | B. poutest | C. poitest              | D. <u>putest</u> (cutest) |
| ___32. | A. kuo                | B. kuh     | C. <u>kew</u> (few)     | D. kau                    |
| ___33. | A. bau                | B. bui     | C. <u>bue</u> (view)    | D. beo                    |

### Long Vowels/ Vowel Digraphs 17/21 \_\_\_/21

- |        |                       |                       |                       |                         |
|--------|-----------------------|-----------------------|-----------------------|-------------------------|
| ___34. | A. <u>goot</u> (boot) | B. guite              | C. giot               | D. gueth                |
| ___35. | A. croi               | B. <u>crue</u> (blue) | C. crau               | D. criu                 |
| ___36. | A. saeyt              | B. soty               | C. siuty              | D. <u>suty</u> (duty)   |
| ___37. | A. taed               | B. <u>tewd</u> (food) | C. tid                | D. teed                 |
| ___38. | A. <u>wut</u> (foot)  | B. waht               | C. weut               | D. wat                  |
| ___39. | A. muek               | B. mowk               | C. <u>mook</u> (book) | D. mauk                 |
| ___40. | A. mayl               | B. mawl               | C. mool               | D. <u>mowel</u> (towel) |
| ___41. | A. sud                | B. soad               | C. <u>soud</u> (loud) | D. siud                 |
| ___42. | A. pown               | B. poun               | C. poan               | D. <u>poin</u> (coin)   |
| ___43. | A. luy                | B. <u>loy</u> (boy)   | C. lowy               | D. luyh                 |
| ___44. | A. <u>bawn</u> (dawn) | B. ban                | C. boun               | D. bown                 |
| ___45. | A. loind              | B. loond              | C. lound              | D. <u>laund</u> (fond)  |
| ___46. | A. <u>algo</u> (also) | B. owlgo              | C. ailgo              | D. argo                 |
| ___47. | A. rael               | B. roul               | C. <u>rall</u> (tall) | D. rial                 |

### Diphthongs 11/14 \_\_\_/14

- |        |                     |                         |                        |                       |
|--------|---------------------|-------------------------|------------------------|-----------------------|
| ___48. | A. loirt            | B. loort                | C. lawrt               | D. <u>lort</u> (sort) |
| ___49. | A. gar              | B. <u>gur</u> (fur)     | C. gier                | D. gor                |
| ___50. | A. dorb             | B. dowb                 | C. <u>derv</u> (serve) | D. darb               |
| ___51. | A. <u>tir</u> (sir) | B. ture                 | C. teer                | D. tier               |
| ___52. | A. morve            | B. <u>marve</u> (carve) | C. merve               | D. mawrv              |

### r-controlled Vowels \_\_\_/5

# Vowel Sounds Phonics Assessment

Name \_\_\_\_\_

___1.	A. hox	B. hix	C. hux	D. hax	
___2.	A. pem	B. pum	C. pim	D. pom	
___3.	A. gud	B. ged	C. gid	D. gad	
___4.	A. meg	B. mig	C. mog	D. mag	
___5.	A. kes	B. kus	C. kos	D. kas	
___6.	A. suef	B. seaf	C. saef	D. sif	___/6
___7.	A. bin	B. bine	C. bian	D. byan	
___8.	A. diak	B. dak	C. dake	D. diek	
___9.	A. yut	B. yeat	C. yute	E. yiout	
___10.	A. toup	B. tope	C. teop	D. taop	
___11.	A. buot	B. बात	C. buit	D. bute	
___12.	A. fene	B. feun	C. fen	D. faen	___/6
___13.	A. vaudy	B. vawdy	C. vady	D. viedy	
___14.	A. fay	B. fiay	C. foay	D. fuay	
___15.	A. kaek	B. keak	C. kik	D. kaik	
___16.	A. bein	B. boan	C. bian	D. baun	
___17.	A. motfew	B. motfe	C. motfeu	D. motfoa	
___18.	A. jeu	B. jiu	C. jeo	D. jee	
___19.	A. cid	B. ceid	C. cide	D. ceud	
___20.	A. kybo	B. kybi	C. keby	D. keyb	
___21.	A. deat	B. diut	C. dight	D. diegt	
___22.	A. zaen	B. zein	C. zien	D. zen	
___23.	A. poison	B. piason	C. piuson	D. pison	
___24.	A. beu	B. bigh	C. bei	D. bia	
___25.	A. ceter	B. caeter	C. cyter	D. couter	

# Vowel Sounds Phonics Assessment

Name \_\_\_\_\_

___26.	A. mip	B. miap	C. mippe	D. miep	
___27.	A. biuped	B. beoped	C. boped	D. baoped	
___28.	A. koel	B. kuol	C. kiol	D. kaol	
___29.	A. moip	B. mup	C. moop	D. moap	
___30.	A. kow	B. kuiw	C. keiw	D. kaw	
___31.	A. puwtest	B. poutest	C. poitest	D. putest	
___32.	A. kuo	B. kuh	C. kew	D. kau	
___33.	A. bau	B. bui	C. bue	D. beo	___/21
___34.	A. goot	B. guite	C. giot	D. gueth	
___35.	A. croi	B. crue	C. crau	D. criu	
___36.	A. saeyt	B. soty	C. siuty	D. suty	
___37.	A. taed	B. tewd	C. tid	D. teed	
___38.	A. wut	B. waht	C. weut	D. wat	
___39.	A. muck	B. mowk	C. mook	D. mauk	
___40.	A. mayl	B. mawl	C. mool	D. mowel	
___41.	A. sud	B. soad	C. soud	D. siud	
___42.	A. pown	B. poun	C. poan	D. poin	
___43.	A. luy	B. loy	C. lowy	D. luyh	
___44.	A. bawn	B. ban	C. boun	D. bown	
___45.	A. loind	B. loond	C. lound	D. laund	
___46.	A. algo	B. owlgo	C. ailgo	D. argo	
___47.	A. rael	B. roul	C. rall	D. rial	___/14
___48.	A. loirt	B. loort	C. lawrt	D. lort	
___49.	A. gar	B. gur	C. gier	D. gor	
___50.	A. dorb	B. dowb	C. derv	D. darb	
___51.	A. tir	B. ture	C. teer	D. tier	
___52.	A. morve	B. marve	C. merve	D. mawrv	___/5