

# The Science of Reading Intervention

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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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## Program

## BUNDLE

full year program

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### Lesson 32: Sound Box Answers

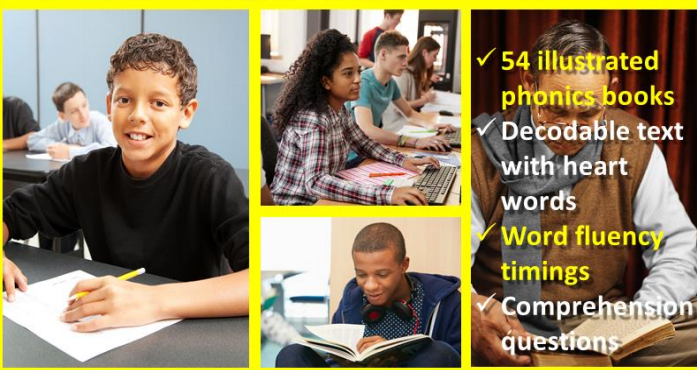
WORD/ SOUNDS	1	2	3	4	5	6
beside	b	e	s	i	d(e)	
tidy	t	i	d	y		
untie	u	n	t	i	e	
byway	b	y	w	a	y	
tighten	t	i	g	h	t	e
brightly	b	r	i	g	h	t
again	a	g	a	i	n	
because	b	e	c	a	u	s(e)

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## Sam and Friends

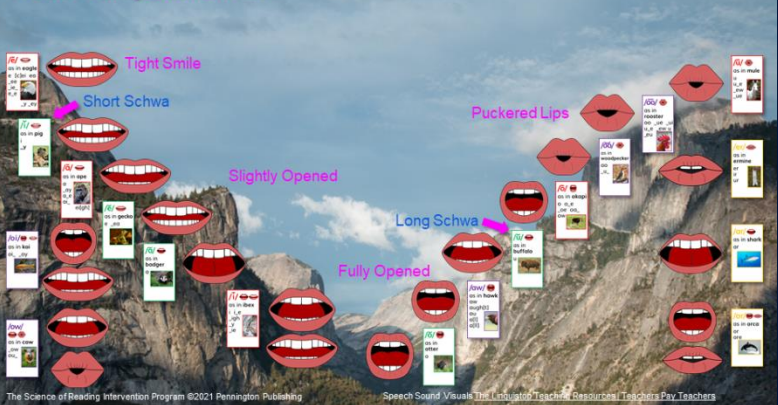


## Phonics Books



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

### Vowel Valley Sound Wall



### Lesson 34: Heart Words through, guess

Sort and Spell these Heart Words: coup, guest, soup, racquet, slough, question

ou[gh] spells /ōō/

through

ue spells /ē/

guess

Drag and Drop the Heart Words above the Parts We Have to Learn by Heart

guess soup coup racquet  
guest slough through question



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## Assessment-based Instruction

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The Science of Reading Intervention Program: Assessment-based Instruction provides diagnostically-based instructional resources to individualize instruction for students grades 4–adult in 25 minutes per day for 18 weeks.

Teachers are often tasked with remediating reading deficits within limited instructional times. Frequently, elementary teachers have 30 minutes at the end of a reading block or the same amount of time in an early-late schedule to work with small groups of struggling readers. Middle school and high schools may offer a flexible 30-minute study hall or elective with rotations, and continuation schools may provide tutoring and/or distance learning. Community college or adult literacy programs often feature self-paced instructional modules with brief instructor tutorials.

Although it certainly makes sense to teach a comprehensive word recognition program to *all* struggling readers to ensure a solid foundation, 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. Only **assessment-based instruction** affords teachers the opportunity to address the diverse reading deficits of their students with targeted lessons.

Following are 13 comprehensive diagnostic assessments (formatted in print, audio, and Google forms). Each whole-class assessment couples with short lessons to target each and every assessment item. Each lesson provides a short formative assessment to determine mastery.

### 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)  
Non-assessment-based Instructional Activities:

\*Small Group Focused on One Skill

### 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)  
Syllabication and Morphology  
(15 minutes)  
Executive Function Skills  
(15 minutes)

## Assessment-Based Instructional Rotations

Time	Instructional Focus	Monday Students	Tuesday Students	Wednesday Students	Thursday Students	Friday Students
10	Phonemic Awareness					
10	Spelling					
10	Grammar, Usage, and Mechanics					
15	Phonics					
15	Fluency					
15	Syllabication and Morphology					
15	Executive Functioning Skills					
15	Heart Words and Phonics Games					



# Diphthongs Phonics lessons

## Phonics Lesson 1




- ❑ Take out the purple Diphthong Animal Cards, and tell students to select the same from their deck of cards. Spread out these cards in order on a desk, table, or projector.
- ❑ Remind students that single long vowel and vowel teams both “say the names of their vowels”: /ā/, /ē/, /ī /, /ō/, /ū/. For example, the single long vowel “a” and the vowel team “ai\_” both say long /a/, as in *nation* and *rain*.
- ❑ Tell students that diphthongs are different than vowel teams. Diphthongs are two or three vowels together in the same syllable that each make individual sounds. Readers must blend the sounds together.
- ❑ Point to the purple /ow/ sound on the cow card. Say /ow/ slowly, elongating the first, but not the second, sound. Have students point to the spelling and say the /ow/ sound with you. Ask students what happens to the lips when saying this sound. (They close together on the second sound.)
- ❑ Practice the names, sounds, and spellings for each long vowels card. Point to the picture when saying the name. Point to the /sound/ when saying the sound. Point to each spelling when saying the spellings (including *blank*). Tell students to point to the name, sound, and spelling on their cards when you cue them saying, ““Name?”” (pause for their unison answer), ““Sound?”” (pause for their unison answer), and ““Spelling?”” (pause for their unison answers as you point to each).
- ❑ Note that the brackets indicate different spellings including the sound. For example, with the hawk card spellings include “a” as in *swap*; “al” as in *almost*; and “all” as in *tall*.



**Teacher Notes:** Spanish pronounces vowels as the following: *a* as /aw/, *e* as /ā/ or /ē/, *i* as /ē/, *o* as /ō/, *u* as long /oo/ (rooster). Spanish has no vowel teams, only diphthongs, so every written vowel is pronounced except for the *u* after *g* before *e* or *i*, “gue” or “gui” in which the *u* is usually silent.

## Phonics Lesson 1 (continued)

- Take out 2 kangaroo, 2 raccoon, the newt, the cow, and the red long vowel “o” Animal Cards from your teacher’s deck, and spread out these cards in order on a desk, table, or projector as shown below.

<p><b>/k/</b> </p> <p>as in <b>kangaroo</b></p> <p>k[i,e] _c _ck</p>  <p>c[a,o,u]</p>	<p><b>/r/</b> </p> <p>as in <b>raccoon</b></p> <p>r wr_</p> 	<p><b>/ō/</b> </p> <p>as in <b>okapi</b></p> <p>o o_e _oe oa_ ow</p> 	
<p><b>/k/</b> </p> <p>as in <b>kangaroo</b></p> <p>k[i,e] _c _ck</p>  <p>c[a,o,u]</p>	<p><b>/r/</b> </p> <p>as in <b>raccoon</b></p> <p>r wr_</p> 	<p><b>/ow/</b> </p> <p>as in <b>cow</b></p> <p>_ow ou_</p> 	<p><b>/n/</b> </p> <p>as in <b>newt</b></p> <p>n kn_</p> 

- Point to each of the sounds in the top row, saying the sounds as you point. Next, tell students to say the sounds in the top row as you point to each.
- Ask students what word is blended from the sounds in the top row (crow) and how many sounds are in the top row (3).
- Point to each of the sounds in the bottom row, saying the sounds as you point. Next, tell students to say the sounds in the bottom row as you point to each.
- Ask students what word is blended from the sounds in the bottom row (crown) and how many sounds are in the bottom row (5). Explain that the top row long /o/ “ow” spelling has only one sound because it is a vowel team. The bottom row /ow/ “\_ow” spelling has two sounds because it is a diphthong.
- Assign leadership roles for the Diphthongs Phonics lessons.

# Reading Fluency

## Instructional Purpose

Increased fluency rate and accuracy are highly correlated with increased reading comprehension. With a solid foundation in the alphabetic code, students can increase their fluency levels by practicing repeated choral readings along with modeled readings at their appropriate challenge levels.

## Assigning Students to Leveled Reading Fluency Groups

Students' fluency scores on the "Pets" Individual Fluency Assessment are compared to current [reading fluency norms](#) (Hasbrouk and Tindal). See norms at the end of this section. The teacher assigns students to one of three Reading Fluency Workshops (Levels A, B, or C) to practice reading fluency at their appropriate *challenge levels*. Keep these groups flexible, as some students will progress rapidly and may need to be reassigned to reflect their improved reading fluency scores.

Assigned Fluency Level Groups	"Pets" Score Two Minute Assessment	Assessment Words per Minute	Challenge Level Words per Minute
Level A	< 190	<95	95–115
Level B	191–239	96–119	115–135
Level C	>240	>120	135–155

## The Animal Fluency Articles

The Animal Fluency Articles are high-interest expository articles, featuring the same text as the SCRIP Reading Comprehension Worksheets in [The Science of Reading Intervention Program: Language Comprehension](#). Each of the 43 articles has from 350–450 words, ideal for two-minute timings. Word counts are provided in the left margin for fluency timings.

The articles are leveled in a unique pyramid design: the first two paragraphs are at third grade (*Fleish-Kincaid*) reading; the next two paragraphs are at fifth-grade reading level; and the last two are at seventh-grade reading level. Note that, per standard practice, technical multi-syllabic vocabulary is eliminated from leveling. The reader begins practice at an easier level to build confidence and then moves to more difficult academic language and sentence length.

Students individually practice repeated readings with the modeled online readings. Each article on the YouTube videos has been recorded at three different reading speeds (Level A at 95–115 words per minute; Level B at 115–135 words per minute; and Level C at 135–155 words per minute) to provide modeled readings at each of your students' challenge levels.

## Animal Fluency Article Timings

Pencil = Cold Timing Pen = Hot Timing
Recording Example
"Ape"
"Eagle"
"Ibex"
"Okapi"
"Mule"
"Rooster"
"Woodpecker"
"Cow"
"Koi"
"Hawk"
"Ermine"
"Armadillo"
"Orca"
"Anteater"
"Elephant"
"Iguana"
"Otter"
"Umbrella Bird"
"Bear"
"Camel"
"Dog"

### # of Words Read in Two-Minute Timing

## Animal Fluency Article

## “The Ape” Reading Fluency #1

8	The ape is a very interesting animal. One	
16	type of ape is the orangutan. Male orangutans	<b>orangutan</b>
25	can weigh as much as two normal size humans.	<b>Sumatra</b>
32	Females weigh about half as much. Orangutans	<b>Borneo</b>
41	have long, strong arms and their hands and feet	<b>omnivore</b>
50	are shaped like hooks. They are shaggy and have	<b>endangered</b>
52	red hair.	<b>species</b>
59	Orangutans used to live all over Southeast	
73	Asia. Now they only live in a few rain forests on the islands of	
83	Sumatra and Borneo. Orangutans swing from tall trees to move	
96	around. It is warm where these animals live, but not too warm. There	
111	is a lot of rain there, so trees and plants grow very tall and big.	
121	Orangutans are <i>omnivores</i> , since they eat some birds and small	
133	mammals. However, they mostly eat plants, like fruit and leaves, instead of	
148	meat. Their diet consists of mostly fruit. The fruits they tend to prefer have a	
164	lot of sugar in them. Figs are the favorite fruit of the orangutans. Figs come	
179	from trees and they are easy for orangutans to pick and eat. Orangutans also	
189	eat lots of young leaves from many trees in their habitat.	
200	Unlike many other animals, orangutans are single adults, so they have	
213	no family structure. Mother orangutans raise their children one at a time. The	
230	baby rides on its mother’s back for three years at the start of its life. There, it	
242	learns how to pick food and protect itself from danger. Female orangutans	
255	usually have one baby every six years. Older male orangutans may fight each	
264	other for the attention of the available female orangutans.	
282	The territory of an adult orangutan is not clearly established, as is the case with many animals. Often,	
298	orangutan territories will overlap. However, this does not mean that orangutans are social animals. They limit	
316	their social interaction to feeding, mating, and calling each other. Only rarely will orangutans get in fights with	
333	each other over food or territory. In these fights, the apes will demonstrate their strength by destroying	
346	branches, charging at each other, and biting each other until one gives up.	
362	Due to deforestation of the rain forest (cutting down trees for grazing or farmland), orangutans are	
381	becoming more and more endangered with each day. Palm oil farmers have cut down much of the forest on	
399	Sumatra and Borneo. Some people even capture orangutans to use them as pets in their homes. Orangutans are	
413	already on international endangered species lists, and their habitat has been increasingly threatened by	
422	humans, mainly through the deforestation of the rain forest.	
	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



## Spelling Pattern Worksheet #65

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Soft y Long /e/

**FOCUS** The soft /y/ sound heard in *eagle* can be spelled “y” as in *slowly*.

**SORT** Write each word in the correct column.

deny	early	ready	goodbye	party	journey
happy	today	bicycle	yesterday	myself	orally

Soft y Long /e/ Spellings

Other y Spellings

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**SEARCH** In a book find four soft /y/ sound long /e/ spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____ p. ____	_____ p. ____
_____ p. ____	_____ p. ____

**JUMBLE** Write the word with the soft /y/ sound long /e/ spelling found in each jumbled word.

rinfey \_\_\_\_\_ ahnyd \_\_\_\_\_

nkmoey \_\_\_\_\_ obysiht\* \_\_\_\_\_

\*Bonus

**WRITE** Compose a sentence using two of your own soft /y/ sound long /e/ spelling words.

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## Grammar, Usage, and Mechanics Worksheet #24

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### FOCUS Pronoun–Antecedents

A pronoun usually refers to an antecedent. An antecedent is a common noun, proper noun, or pronoun that comes before it. The antecedent can be a word, phrase, or a clause. The pronoun which refers to the antecedent must clearly match to avoid **pronoun–antecedent** confusion.

### CONNECT TO WRITING

- Make sure a singular pronoun matches a singular antecedent and a plural pronoun matches a plural antecedent.  
**Example:** When Bob asked for help, they did help.  
Problem—Who is *they*? Fix—When Bob asked his teachers for help, they did help.
- Make sure that the pronoun does *not* refer to the object in a prepositional phrase.  
**Example:** In Twain’s *The Celebrated Frog of Calaveras County*, he uses political humor.  
Problem—Who, or what, is *he*? Fix— In Twain’s *The Celebrated Frog of Calaveras County*, the author uses political humor.
- Make sure that the singular pronouns *this* and *that* and the plural pronouns *these* and *those* clearly refer to specific nouns or pronouns.  
**Example:** He made an egg, put the dog food in a bowl, and put this on his toast to eat.  
Problem—What is *this*? Fix—He made an egg and put it on his toast to eat. Then he put the dog food in its bowl.

### PRACTICE

Write the capital letter in the space provided that best describes these pronoun–antecedent errors: PN for a pronoun–antecedent number problem; OP for a pronoun using the object of the preposition as its antecedent; and T for an unclear *this*, *that*, *these*, or *those* antecedent.

- \_\_\_\_ 1. She ate a cookie and took an apple, and I want it back.
- \_\_\_\_ 2. Around Yolanda and her, she always acts strangely.
- \_\_\_\_ 3. There are lots of ribbons and bows. Do we need all of those?
- \_\_\_\_ 4. If they leave sooner than Don, he should phone his parents.
- \_\_\_\_ 5. The girls tried on hats and new shoes and asked the boys if they liked these.

### WRITE

Re-write one of the sentences in the PRACTICE section with clear pronoun antecedents.

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## Grammar, Usage, and Mechanics Worksheet #74

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### FOCUS      Apostrophes (Plural Possessives)

Use **apostrophes** for **plural possessives**.

### CONNECT TO WRITING

For most plural possessive nouns (a noun showing ownership), place the comma after the *s*.

**Example:** boys' cups

Some plural possessives place the apostrophe before the *s*, if the plural is spelled differently than the singular.

Examples:	Singular	Singular Possessive	Plural	Plural Possessive
	woman	woman's	women	women's
	child	child's	children	children's

### PRACTICE

Label **C** if the punctuation is *correct* or **W** if it is *wrong* in the space at the end of each sentence.

1. Will the Firemens' Ball be held on the same weekend as last year? \_\_\_\_\_
2. The Smith's house is perfect for our graduation party. \_\_\_\_\_
3. Will the puppie's food change over the next month? \_\_\_\_\_
4. I think that the women's group meets every other Tuesday at the clubhouse. \_\_\_\_\_
5. The Children's Crusade was led by Nicholas in response to a dream. \_\_\_\_\_
6. Let's watch the girls' basketball game before we go miniature golfing. \_\_\_\_\_
7. Have the boys' asked to borrow their parents cars for the night? \_\_\_\_\_
8. The county restaurants' plans to offer left-over food to the homeless were ambitious. \_\_\_\_\_
9. There is no doubt that worker's rights to health have not been fulfilled. \_\_\_\_\_
10. That Thompsons' front yard needs some major clean-up if you ask me. \_\_\_\_\_

### WRITE

Compose your own sentence with a plural possessive.

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## Suffix Worksheet #14

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**Suffix Syllable Rule:** *Suffixes* are word parts at the ending of a word that change the meaning of the base word or incomplete root, change the grammar, or change the function of the word. Some words have two suffixes. **Examples:** print/**ed**, care/**ful**/**ly**

**Word Jumbles Directions:** Unjumble these words in the spaces provided. Carefully divide the words into syllables with / marks. Then, write the accent mark ( ' ) above the primary vowel accent.

1. erttrfic \_\_\_\_\_
2. ygrmrain \_\_\_\_\_
3. csasererhse \_\_\_\_\_
4. ediouslci \_\_\_\_\_
5. veelnoep \_\_\_\_\_

**Nonsense Words Directions:** Carefully divide these nonsense words into syllables with / marks, according to the syllable rule.

6. q u i t c h a b l e
7. e n d m o n i o u s
8. l e v u t i o n a l
9. s t a r t r i a n
10. p a n t l i t y

**Book Search Directions:** Find four words that have different suffixes.

Book Titles: \_\_\_\_\_

\_\_\_\_\_ p. \_\_\_\_\_ p. \_\_\_\_\_

\_\_\_\_\_ p. \_\_\_\_\_ p. \_\_\_\_\_

## Executive Function Skills

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Some reading researchers place significant importance regarding the impact of executive function skills on reading ability. Dr. Nell Duke has even suggested the possibility of updating Dr. Scarborough's famous reading rope graphic with executive function skill arrows surrounding each strand of the rope. Researchers Nell Duke and Kelly Cartwright (2021) summarize this body of **recent research**:

**“Several EF [executive function] skills contribute directly to reading: cognitive flexibility, inhibitory control, working memory, planning, and attentional control... EF skills also contribute to reading ability indirectly, through both word recognition and language comprehension processes... EF is so important to reading that there is reason to believe that for some students, limited EF skills are the primary cause of reading difficulty.”**

As a reading specialist, I might not be quite as effusive in extolling the merits and critical importance of EF skills on reading development; however, EF skills certainly play a role, especially with respect to reading intervention (e.g., Melby-Lervåg & Hulme).

The Executive Function Skill lessons have been designed as independent practice and follow the same format for all 52 lessons:

- 1. Personal Assessment**
- 2. Executive Function Lesson**
- 3. Reflection.**

### Instructional Sequence

#### Motivation

1. How to Get Motivated
2. How to Prevent Procrastination
3. How to Set Goals
4. How to Develop a Positive Mental Attitude

#### Organization and Time Management

5. How to Create a Home Study Environment
6. How to Get Organized for Homework
7. How to Complete a Daily Review
8. How to Manage Time for Homework



## **Reading Strategies**

9. How to Choose Books for Independent Reading
10. How to Develop Good Reading Habits
11. How to Improve Silent Reading Fluency
12. How to Read Interactively
13. How to Improve Reading Comprehension
14. How to Make Inferences
15. How to Use Marginal Annotations
16. How to Read Non–Fiction Textbooks
17. How to Identify the Main Idea
18. How to Complete a Close Reading for Narrative Text
19. How to Complete a Close Reading for Expository Text
20. How to Use Context Clues

## **Research**

21. How to Quote and Cite Textual Evidence
22. How to Identify Bias and Errors in Reasoning
23. How to Research Safely and Evaluate Online Sources

## **Memorization**

24. How to Memorize with the Grouping Strategy
25. How to Memorize with the Association Strategy
26. How to Memorize with the Linking Strategy
27. How to Memorize with the Catch Words Strategy
28. How to Memorize with the Catch Sentence Strategy
29. How to Memorize with the Location Strategy

## **Essay Writing**

30. How to Dissect a Writing Prompt
31. How to Write a Thesis Statement
32. How to Avoid Errors in Writing Style
33. How to Follow Essay Writing Rules
34. How to Write an Essay Introduction
35. How to Write an Essay Body Paragraph
36. How to Write an Essay Conclusion

## **Listening and Note-taking**

37. How to Practice Active Listening
38. How to Take Notes
39. How to Organize Cornell Notes
40. How to Organize Formal Outline Notes

## Language Conventions

41. How to Use Grammatical Sentence Openers for Sentence Variety
42. How to Eliminate the “to be” Verbs
43. How to Spell by the Rules
44. How to Apply the Syllable Rules
45. How to Punctuate Properly
46. How to Capitalize Correctly
47. How to Revise Non-Standard Usage

## Test Preparation and Test-taking

48. How to Prepare for Tests
49. How to Use Objective Test-taking Strategies
50. How to Use Matching Test-taking Strategies
51. How to Use Fill-in-the-Blank Test-taking Strategies
52. How to Use Multiple Choice Test-taking Strategies

## Teacher Directions

Each lesson takes about **15 minutes to complete**. Introduce the format to your students, and model one of the lessons.

1. Students complete the 5 question **Personal Assessment** and add up their point totals. Tell students to read the results and think about whether the results accurately reflect their knowledge and practice of the skill they are about to learn. Each assessment is an important preview of the study skill that follows.
2. Read the **Executive Functions Lesson** carefully and follow directions. Take the time and make the effort to learn this skill. Make marginal annotations in the blank spaces to respond to the lesson.
3. Complete the **Reflection**. The format is the same for each lesson, but each lesson requires different responses. Have your parent or teacher review and discuss the lesson with you.

## Marginal Annotations to Improve Reading Comprehension

1. Write **definitions** provided in the text or those which you research.
2. **Star** main ideas and **bullet point** key details. **List and number** examples.
3. Write a **question mark** for confusing sections to re-read or ask your teacher about.
4. **[Bracket]** sections and comment with criticisms, praises, insights, interpretations, ways to re-think the author’s idea, and questions.
5. **Summarize** reading sections.
6. Connect related ideas within the text with **arrows**, and **comment** on connections to other text or sources, including relevant personal experiences.
7. **Write specific predictions** and check as you continue reading.
8. **Highlight** textual evidence which you may use in a related assignment or in class discussion of the reading.