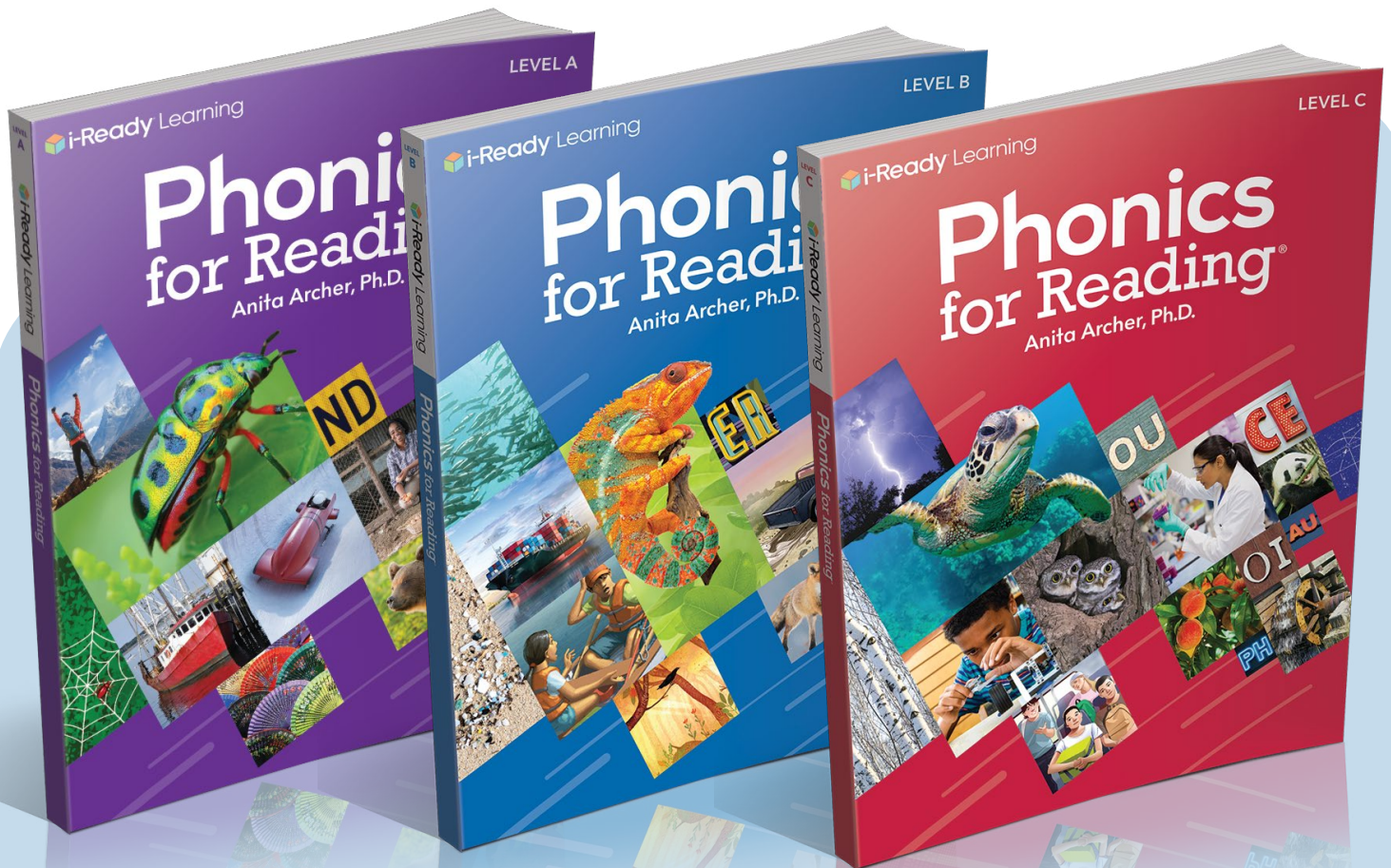


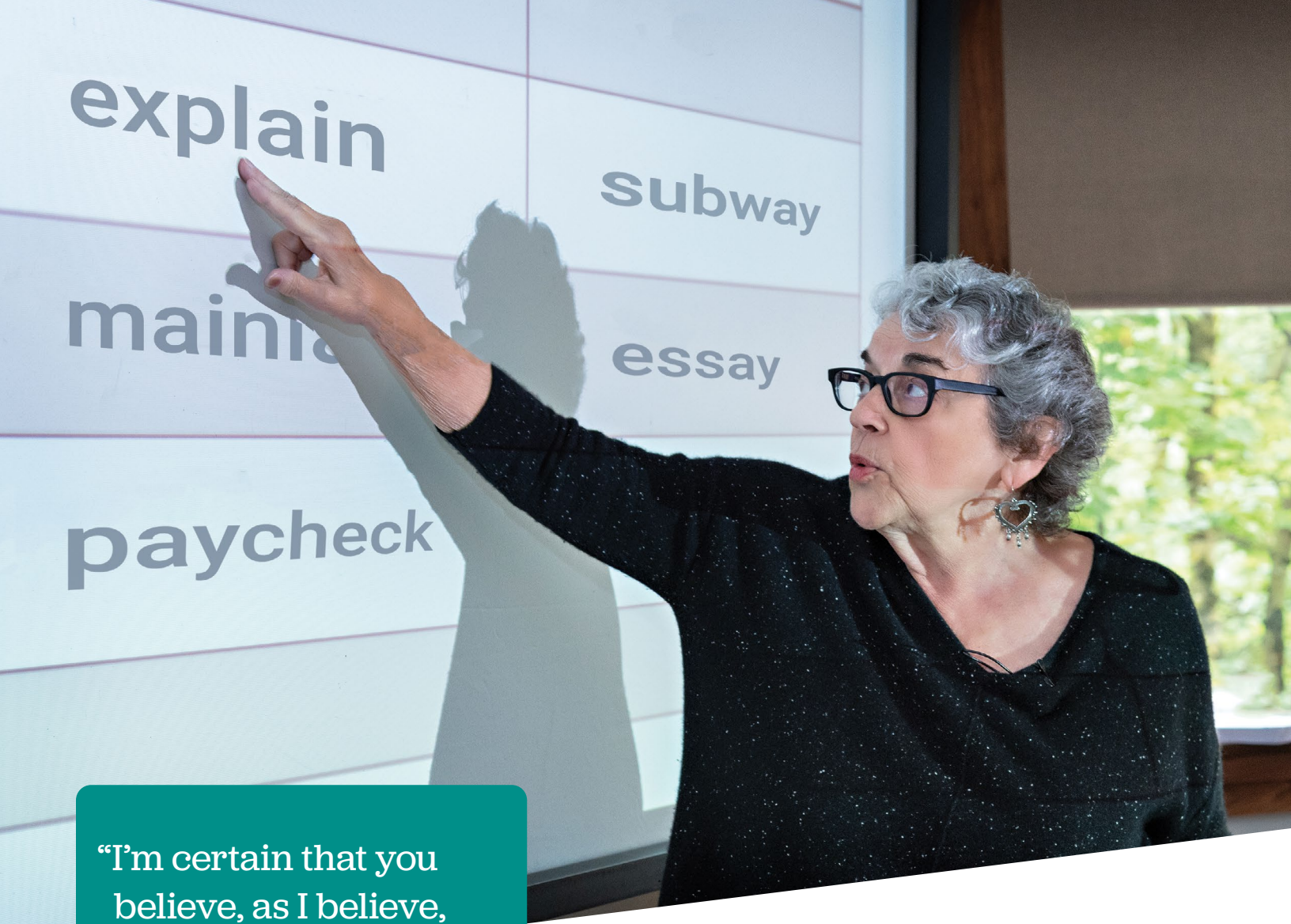
# Phonics for Reading®

## Program Overview



Authored by Dr. Anita Archer





“I’m certain that you believe, as I believe, that reading is a civil right. It totally changes everything if you are a reader or are not. So, we’ve got to continue to use our very best knowledge and our energy to ensure that students are readers.”

—Dr. Anita Archer

## Program Overview

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# Cracking the Code

## What You Teach: *The Science of Reading*

*Phonics for Reading* leverages decades of research on the skills students need in order to become fluent, accurate readers.

### Decoding

#### Phonemic Awareness

Help students identify the individual sounds in words. This prepares students to connect these sounds to letters for decoding.

#### Phonics and Word Recognition

Teach students to decode target letter/sound associations in both single-syllable and multisyllabic words.

#### High-Frequency Words

Introduce, practice, and review regularly and irregularly spelled high-frequency words.

#### Encoding (i.e., Spelling)

Dictate words and sentences containing the target letter/sound association.

### Fluency

#### Accuracy, Rate, and Expression

Provide abundant practice for students in reading words, sentences, and decodable passages.

### Making Meaning

#### Vocabulary and Comprehension

Support students as they actively engage with individual word meanings and developmentally appropriate decodable texts.

“Decoding skills are very specific, very teachable, and very learnable. Thus, we can accelerate—through intense instruction—the acquisition of that decoding.”

—Dr. Anita Archer





# How You Teach: ***The Science of Instruction***

*Phonics for Reading* integrates decades of research into best practices for effective instruction.

## Sequential

**Teach skills in progression from simple to complex.**

Start with easier skills, such as those that are more common in words students encounter as they read.

Progress toward more difficult skills, such as those that occur in more complex words and reading materials.

## Systematic

**Focus on critical content to promote learning.**

"Teach the stuff and cut the fluff," as Dr. Archer says. This is essential to an accelerated scope and sequence and fast-paced, intensive lessons that start moving students toward grade level.

**Break the complex skills into steps.**

Teach complex skills in clear, obtainable steps to ensure learning.

## Explicit

**Teach focused and predictable lessons.**

Provide clear explanations and step-by-step modeling (i.e., *I do*) with guided practice (i.e., *we do*) and independent practice (i.e., *you do*).

**Actively involve all students in every lesson.**

Use lessons designed to engage students in responding. This makes clear what they are learning and where they still need support.

**Monitor student performance closely.**

Adjust your instruction as necessary using the support provided.

**Provide immediate feedback.**

Praise correct answers and correct all errors.

**Engage students in meaningful interactions with language.**

Weave speaking, reading, listening, and writing into all of the instruction and practice activities within the program.



# Teacher Guide Routines

*Phonics for Reading* provides a clear and easy-to-follow teacher script that makes it simple for anyone to teach phonics.

## A. Phonemic Awareness Routine

Students still developing decoding skills need to practice hearing the individual sounds in words before mapping these sounds to letters. Use this activity to provide the step-by-step support they need.

- This activity is entirely oral.
- Students practice blending (i.e., identifying individual sounds and blending them together to make a word) and segmenting (i.e., breaking a word down into its individual sounds).
- Research has shown that blending and segmenting are the two phonemic awareness activities that do the most to support acquisition of decoding skills.

## Monitor and Adjust

Listen and offer corrective feedback whenever appropriate.

**Correction** Use these bullets for guidance in correcting student errors. The focus may be on an individual letter/sound, a single word, or using guiding questions to help students work through errors.

**Firm Up** Use these bullets to guide students in applying corrections to solidify reading accuracy.

## English Learner Support

These notes provide information about phonemic awareness knowledge English Learners bring from other languages and how to use this to support their learning sounds in English. Build on phonemic awareness knowledge when there are similar sounds in English, and scaffold instruction when the sounds are not familiar to them.

## UNIT 2

### LESSON 4

#### OBJECTIVES:

- to read and spell words containing **ee** and **ea**
- to read words ending in **-ed**

#### Say Sounds

##### A. PHONEMIC AWARENESS (Blending)

1. Open your book to Lesson 4, page 20.
2. Find Activity A. You are going to blend sounds into words. I will say a word slowly. Then you will say the word.
3. Listen. Say **week** slowly. Don't stop between the sounds. /www/eee/k/ What word? **week**.
4. Repeat Step 3 with the following words.
  - /b/eee/t/ **beet**
  - /fff/eee/l/ **feel**
  - /sss/p/eee/ch/ **speech**
  - /sss/t/rrr/eee/mmm/ **stream**

##### MONITOR AND ADJUST

- **Correction** If students mispronounce a word, say the word and have them repeat it. Then repeat the item using Step 3.
- **Firm up** Call on individuals to blend the following sounds into words.
  - /g/rrr/eee/t/ **greet**
  - /b/eee/nnn/zzz/ **beans**
  - /t/rrr/eee/t/sss/ **treats**
  - /sss/t/eee/mmm/zzz/ **steams**

##### ENGLISH LEARNER SUPPORT

- There is no sound /eee/ in Mandarin, and students may confuse the sounds /iii/ and /eee/. Have students repeat these sounds and minimal pairs after you: /iii/ **rid**; /eee/ **read**.

##### B. LETTER/SOUND ASSOCIATIONS

tree		leaf	
1. ee	ai	ea	ay
2. ch	o	th	ck
3. sh	ee	ai	wh
4. ea	e	ay	i
5. ai	a	ea	u

1. Find Activity B. You are going to learn the sound for the letters **e-e** and **e-a**.
2. Touch under the first word. This word is **tree**. What word? **tree**
3. The underlined letters **e-e** represent the sound /eee/. What sound? /eee/ Say the sound for **e-e** again. /eee/
4. Touch under the next word. This word is **leaf**. What word? **leaf**
5. The underlined letters **e-a** represent the sound /eee/. What sound? /eee/ Say the sound for **e-a** again. /eee/
6. You are going to say sounds for letters.
7. When you come to a vowel letter in bold, first say the sound. Then say the name.
8. Touch under the first letters in Line 1. Pause. What sound? /eee/ Next sound? /aaa/ Next sound? /eee/

## B. Letter/Sound Associations Routine

Use this activity to review previously learned letter/sound associations while mixing in practice of new skills. This helps students start to automatically recognize that certain letters represent certain sounds.

- To introduce a new skill, teach students the sound for the underlined letters in the example word(s) (e.g., **tree**, **leaf**), then model how to read the word(s).
- Single-letter vowels are shown in bold. Guide students to say the vowel sound for each bold letter and then the vowel name.
- Vowels are particularly challenging for older students still developing decoding skills. The fact that the vowel names are long vowel sounds can make vowels even more confusing. Saying the vowel sound and the name helps students distinguish between short and long vowel sounds.



# Who You Reach:

## ***Students Who Need Support with Decoding***

There are many reasons why older students still need support with reading on-grade level text. The focus of *Phonics for Reading* is one of these reasons: automatic word recognition.

- Older students who never had adequate systematic foundational skills instruction

*Phonics for Reading* provides the systematic, explicit instruction they are missing.

- Students with dyslexia

*Phonics for Reading* provides the depth of explicit instruction, extended practice, and formative assessment students with dyslexia need.

- English Learners who need support decoding

By design, the intensive, structured support for learning embedded in *Phonics for Reading* is appropriate for English Learners.





# Student Book Lesson

Students practice reading words in isolation and then work their way up to reading words in meaningful, connected text. Use student lessons together with the Teacher Guide routines.

## A. Phonemic Awareness

Oral activities (called blending and segmenting) help students identify the individual sounds in words. This prepares students to connect these sounds to letters for decoding.

## B. Letter/Sound Associations

Students map sounds to letters in isolation. This prepares students to map letters to sounds in an entire word.

## C. New Words

Reading individual words builds on what students have learned about phonemic awareness and letter/sound associations.

- Students say the underlined sound first, then they decode the whole word.
- The last rows provide practice without this scaffolding.
- Words chosen include review of previously learned skills.

## Irregular Words

In some lessons, an **irregular word** is presented under the list of New Words that is a high-frequency word whose letters do not represent the expected sound. Students practice recognizing these exceptions and applying a partial decoding strategy to letters that have regular sound spellings.

## D. Word Families

Repeated reading of words with common spelling patterns helps students recognize these patterns automatically.

- Students read the first word in each column (i.e., *see*, *need*, *eat*).
- Then, students read as many words as possible in one column at a time, with a partner timing them for 10 seconds.
- Students then practice reading each column of words.
- Students are timed again to read as many words as possible in 10 seconds.
- Words chosen include target skill and review words.

### UNIT 2

Lesson  
4

#### OBJECTIVES:

- to read and spell words containing *ee* and *ea*
- to read words ending in *-ed*

#### Say Sounds

- **A. Phonemic Awareness** Listen to the sounds as your teacher says a word slowly. Then say the word.
- **B. Letter/Sound Associations** Look at the letters. Say the sounds.

	tree		leaf	
1.	ee	ai	ea	ay
2.	ch	o	th	ck
3.	sh	ee	ai	wh
4.	ea	e	ay	i
5.	ai	a	ea	u

#### Read Words

- **C. New Words** Say the sound. Sound out the word. Read the word.

1.	be <u>ee</u>	ea <u>t</u>	sea <u>ee</u>
2.	sa <u>y</u>	we <u>ee</u>	tea <u>ee</u>
3.	mea <u>t</u>	bea <u>ch</u>	nee <u>d</u>
4.	see <u>ee</u>	lea <u>n</u>	fee <u>d</u>
5.	ea <u>ch</u>	dee <u>p</u>	tra <u>il</u>
6.	bea <u>t</u>	ba <u>it</u>	bee <u>t</u> s

- **D. Word Families** Read down. Read rapidly.

see	need	eat
bee	feed	meat
flee	seed	seat
free	speed	wheat
tree	bleed	treat

20 UNIT 2 • LESSON 4



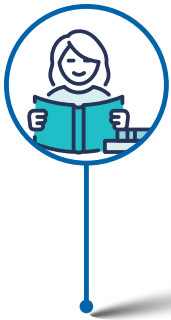
#### 10 Second Challenge

Cold Timing \_\_\_\_\_ words read  
Practice \_\_\_\_\_ words read  
Hot Timing \_\_\_\_\_ words read

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#### Student Engagement

10 Second Challenge activities, My Points boxes, and end-of-lesson progress boxes allow students to monitor their progress.



# How They Learn:

## ***Phonics Intervention Delivered with Respect***

### Making Meaning with *Phonics for Reading*

Both English Learners and native English speakers benefit from the strategic support for vocabulary and comprehension embedded in *Phonics for Reading*.

Decodable texts are developmentally appropriate.

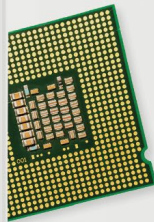
*Phonics for Reading* meets your students where they are. Longer, decodable texts—both informative and narrative—help students build confidence while engaging with age-appropriate information and sophisticated ideas.

Focus on meaning with each part of every decodable text.

The Teacher Reads feature defines important words and builds background knowledge.

#### Read Text

**A. Decodable Informative Text** Read each part. Answer your teacher's questions and select the picture that goes with each part.



## Jobs Today

### Part 1

**Teacher Reads** As technology improves, new jobs are created. One example is a drone operator. A drone is a small aircraft that flies without a pilot. The drone operator uses remote controls to guide the drone from the ground.

Some jobs of today did not exist in the past. Jobs

11 have grown to meet people's needs.

17 Today people can work with **drones**. On land,  
25 people set the flight path for the drone. Then they send  
36 the drone up. They need to keep the drone going the  
47 right way on its flight.

52 When the drone is up high, it can check on things.

63 High up, a drone can check traffic on a highway.

73 A drone can check on crops and send spray to help  
84 crops grow. A drone can drop off boxes on people's  
94 front steps.

### Part 2

**Teacher Reads** Many of today's jobs need the Internet. Podcasting would be impossible to do without the Internet. Almost all podcasts are audio, or spoken words.

96 Some people do podcasting, which is doing  
103 shows that are put on the **Internet**. When people  
112 do podcasts, they may speak on topics. They may  
121 discuss bands. Some people may discuss fun spots for  
130 road trips. Some people teach things, such as fitness  
139 and how to keep chickens. To do a podcast, people  
149 follow a set of steps. Then they upload the podcast to  
160 the Internet.

162 After that, fans can download the podcast for free.  
171 Podcasts are a way to reach lots of people.



## Ask oral comprehension questions after each part of every decodable text.

Oral questions allow more complex language to be used when appropriate. Sentence stems allow students to form their responses as complete sentences using evidence from the text.

- Why might someone make a podcast?  
Begin by saying: Someone might make a podcast to \_\_\_\_\_. **Someone might make a podcast to (Answers will vary: discuss bands; discuss fun spots for road trips; teach things).**

Activity K: Decodable Text

### Lesson 12

#### Part 3

**Teacher Reads** The word *app* is short for *application*. An app lets people do different things on phones and computers.

180 Some people work at dreaming up apps for tablets  
189 and **phones**. They invent apps that help people do  
198 tasks. With apps, people can send texts and email, plan  
208 travel, do banking, and chat with pals.  
215 Today there are jobs that did not exist in the past.  
226 What jobs may be there for you when you are an adult?  
238 There may be jobs that do not exist yet. **Learn More**  
247



Part \_\_\_\_\_



Part \_\_\_\_\_



Assign written comprehension questions after each part of every decodable text.

Written questions mirror the oral questions students answered during reading with the instructor.

4. **WHAT** is podcasting?

Podcasting is **doing shows to put on the Internet**.

5. **WHAT** may people do in a podcast?

In a podcast, people may **Answers will vary: speak on topics; discuss bands or road trips; teach things**.

► **Part 3**

UNIT 4 • LESSON 12 71

Activity L: Text Comprehension

# Grade-Level Reading

Level C has 10 additional Challenge Text lessons. These lessons extend practice of skills taught in the program and accelerate students toward grade-level reading.

## CHALLENGE TEXT

## A

# Kids' Films

## Part 1

**Teacher Reads** Many people enjoy watching movies. But how many people know what it takes to make those movies? The Youth Cinema Project is an organization that teaches kids about making movies. People who work in the movie industry provide expert guidance to kids in California to help them make their own movies.

Some adults who work on **movies** began the Youth  
9 Cinema Project for kids. The project's goal was to help kids  
20 produce movies. The adults coach the kids on the steps in  
31 the production of a film.

36 Kids attend movie workshops at school. The movie  
44 professionals explain each step in making a movie, but the  
54 kids complete the hands-on jobs. The adults are there to  
65 teach the skills. The kids are there to learn the skills.



218 CHALLENGE TEXT A

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# Challenge Texts in the Student Book

Additional decodable texts—all informative—boost confidence and build vocabulary and comprehension.

## Part 2

**Teacher Reads** There are many different jobs involved in the making of a movie. The director is in charge of everything. The crew does the work behind the camera, such as lighting, costumes, and special effects. The cast is the actors who appear in front of the camera. The kids will be the director, the crew, and the actors.

76 The kids work in teams to produce their movies.  
85 There are many tasks that need to happen. First, team  
95 members discuss topics and plan the movie. Next, the  
104 kids write a script, which outlines what the actors will  
114 say and do in the movie. Then the kids edit the script to  
127 improve it. Some kids may be part of the cast, acting in  
139 the movie. Some kids work on filming the actors as they  
150 perform. After the movie is filmed, it needs to be edited.  
161 The editors may cut, reorder, or trim film shots as they  
172 make the final movie.



Part \_\_\_\_\_



Part \_\_\_\_\_

## Part 3

**Teacher Reads** Before a commercial movie is shown to the public (you and me), a special screening takes place in a movie theater. At this screening, invited guests, the movie director, the actors, and the entire crew view the movie and then tell the audience certain things about it. This is also what happens in the Youth Cinema Project.

176 All of the kids' work leads to a finished movie.  
186 The finished movie is shown at a screening in a theater  
197 to the kids, their parents, their friends, and people  
206 from the community. When the filmmakers get glowing  
214 feedback on their production, they feel fantastic.

221 This movie project can be a pathway to a career.  
231 Some kids continue with movie training. They may  
239 grow up to follow in the path of the adults they  
250 worked with.  
252



Part \_\_\_\_\_



# Identify Striving Readers with *i-Ready*

*i-Ready* data pairs seamlessly with *Phonics for Reading* to identify the students who will benefit from intensive phonics intervention. You can also use other screener assessments to identify these students.

Student

Q

^

Scale Score

^

Overall Placement

^

PA

PH

HFW

VOC

LIT

INFO

Lopez, Jesse	506	Grade 2	Tested Out	Tested Out	Max Score	Early 3	Grade 1	Grade 2
Do, Brian	489	Grade 2	Tested Out	Grade 2	Max Score	Early 3	Grade 1	Grade 2
Jenkins, Devin	468	Grade 1	Tested Out	Grade K	Grade 2	Grade 1	Grade 1	Grade 1
Shin, Hae	468	Grade 1	Tested Out	Grade 1	Max Score	Grade 1	Grade 1	Grade 1
Romero, Isaiah	508	Grade 2	Tested Out	Grade 2	Max Score	Grade 2	Mid 3	Grade 2
Sharpe, Lucy	541	Early 3	Tested Out	Tested Out	Max Score	Early 3	Mid 3	Mid 3

Grade 2

Grade K

Grade 1

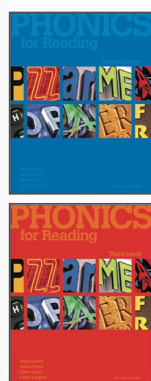
Grade 2

**Look for** students in Grades 3 and up scoring below grade level in Phonics.

## Instructional Groupings Report

This report groups students with similar instructional needs and, for each group, provides the teacher with detailed instructional priorities and classroom resources like *Phonics for Reading* to support differentiated instruction.

Instructional Priorities	
<b>Phonics</b> Students in this grouping are experiencing difficulty reading words accurately. In order to read for meaning, these students will need to become efficient decoders, and explicit Phonics instruction should be the immediate priority for their small group work. Also provide instruction and practice to build automatic word recognition in connected texts. Keep in mind that the end goal of reading is comprehension, and continue to work on comprehension as you target Phonics.	
<b>Vocabulary</b> These students are likely to have difficulty not only with word meanings, but also with the background knowledge required by grade-level texts. Thus, another focus for small group instruction should be meanings of individual words, as well as word relationships, word parts, and other word-learning strategies. Also integrate instruction of Vocabulary in comprehension activities that focus on drawing meaning from texts.	
<b>Recommendations for Teacher-Led Instruction</b> <b>Phonics</b> <b>Focus on decoding longer words.</b> Students in this profile are likely to be challenged by the increasing frequency of multisyllabic words in intermediate-level texts. • Teach or review the meaning of common prefixes (in-, dis-, mis-, non-, pre-, re-, un-) and common suffixes (-y, -ly, -er, -est, -ness, -ful, -less). • Teach or review decoding multisyllabic words with common prefixes and suffixes. • Provide scaffolded support to help students develop proficiency with the following more complex spelling patterns: words with schwa + i and schwa + n; words with difficult vowel + /r/; and irregular vowel pairs, such as ie in relief and science.	<b>Resources</b> <b>Tools for Instruction</b> <b>Phonics</b> <a href="#">Distinguish Open and Closed Syllables</a> <a href="#">Multisyllabic Words with Prefixes and Suffixes</a> <a href="#">Words with Two Vowels Sounded Separately</a> <a href="#">Multisyllabic Words: Three and Four Syllables</a> <a href="#">Multisyllabic Words: Three to Five Syllables</a>
<b>Vocabulary</b> <b>Use read alouds.</b> Using read alouds, even with intermediate students, is a highly effective approach to increasing students' vocabulary. Use a variety of approaches to teach the meanings of words during reading, including thinking aloud about how you can deduce the meaning of an unfamiliar word. Target words from the read aloud to use in other contexts throughout the day. <b>Teach high-utility academic language.</b> Focus on critical-thinking words used across a range of academic contexts.	<b>Additional Resources</b> <b>PHONICS for Reading</b>



### *PHONICS for Reading*

#### Second Level

All the lessons in this book

#### Third Level

All the lessons in this book

# Differentiation Driven by Data

Start each student where they will succeed.

*Phonics for Reading* includes a fast-paced, facilitator-administered **Placement Test** to group your students and start them at the level where they will make the most progress.

Monitor progress.  
See meaningful results.

Frequent **Unit Check-Ups** in *Phonics for Reading* identify the students who are ready to move ahead and those who need additional practice.

**PLACEMENT TEST • Recording Form**

Phonics For Reading: Level A

Name:

Date:

SUBTEST 1

Lessons 1-13

mix	pad	tin	cab	dot
tug	bet	hum	log	den
mishap	helmet	rustic	fossil	
2	2	2	2	

If the student correctly reads 14 parts, continue with **Subtest 2** \_\_\_\_/18 \_\_\_\_%

SUBTEST 2

Lessons 14-30

puff	moss	rack	pill	moth
hush	deck	mint	rust	pond
shed	thud	whip	chat	snap
stem	clam	grin	plum	twig
vanish	invent	contest	unpack	
2	2	2	2	

If the student correctly reads 22 parts, continue with **Subtest 3** \_\_\_\_/28 \_\_\_\_%

**CHECK-UP FORM • Unit 1, Lessons 1-3**

Phonics For Reading: Level B

Name:

Date:

Task A *Spelling*

\_\_\_\_ / 1

\_\_\_\_ / 1

\_\_\_\_ / 2

\_\_\_\_ / 3

Total A \_\_\_\_ / 7

Task B *Text Comprehension*

Total B \_\_\_\_ / 8

Task C *Word Reading*

New Words	play	braid	gray	Gail	spray	____ / 5
Multisyllabic Challenge Words	midday	crayon	maintain	paycheck	waistband	____ / 5
High Frequency Words	were	from	said	have	saw	____ / 5
Total C ____ / 15						
TOTAL (A + B + C) ____ / 30						

During Lessons	After Each Unit	After Each Level
Use <b>Monitor and Adjust</b> boxes to provide immediate corrective feedback.	Use <b>Unit Check-Ups</b> to monitor student knowledge of specific skills taught in the unit.  Use one-minute <b>Fluency Checks</b> to measure student progress in accurate decoding.	Use the <b>Placement Test</b> as a post-test at the end of each level. The test may also be administered at the end of the school year to measure student growth.

# Three Levels of Explicit, Systematic Instruction

## Use One, Two, or All Three Levels

Some students may only need Level C. Others will need to start at Level A or Level B, depending on their proficiency.

### Level A

i o ll th  
nd fl st

#### In Level A, students learn:

- Short vowels
- Double consonants
- Consonant blends
- Consonant digraphs

### Level B

ee oa igh ar  
or ur -ing

#### In Level B, students learn:

- Vowel teams
- CVCe words
- r-Controlled vowels
- Word endings

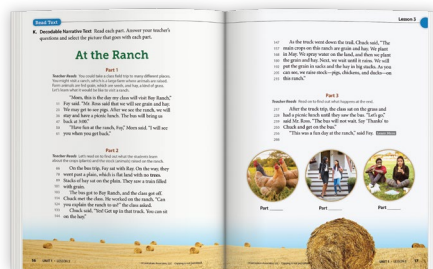
### Level C

au oy pre- oo  
kn ph -ous

#### In Level C, students learn:

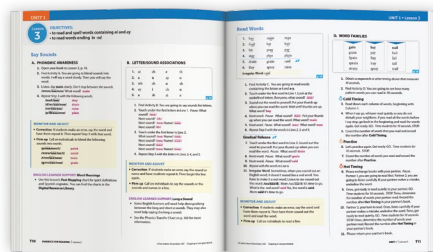
- Vowel teams
- Minor sounds for c and g
- Minor sounds for ow, oo, and ea
- Prefixes and suffixes

## Components Available at Each Level



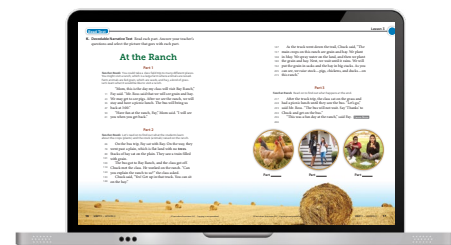
### Student Book

Fast-paced, intensive lessons build confidence as students build skills. Students can advance through multiple levels in a year.



### Teacher Guide

The Teacher Guide provides scripting and routines that can help any educator teach phonics to older students, including a complete scope and sequence, word lists, and guidance for monitoring and adjusting instruction.



### Teacher Toolbox

The Teacher Toolbox provides tools for differentiation and additional practice, including lesson displays for larger groups or remote lessons and digital versions of the Student Book and Teacher Guide.



# Simple to Teach, Flexible to Schedule

## Lesson Structure That Fits Your School Day

*Phonics for Reading* works with a variety of implementation models, allowing it to fit seamlessly into your day. Teach it four to five days a week in 30-minute blocks.



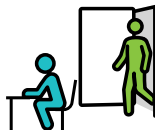
Individual Instruction



Summer School



Small Group Rotation



Push-In Intervention



Pull-Out Intervention



Walk to Read

## Supportive for Teachers, Effective for Students

Lessons follow repeated routines with a **clear and easy-to-follow teacher script**. This means you can leverage the staff you have available, including classroom teachers, reading specialists, interventionists, paraprofessionals, and more.

*Phonics for Reading* bridges the Science of Reading with the science of instruction to provide educators with an **explicit and systematic approach to phonics intervention that works**.

Three Options			
Number of Sessions	COMPLETE IN <b>3</b> SESSIONS	COMPLETE IN <b>2</b> SESSIONS	COMPLETE IN <b>1</b> SESSION
Length of Sessions	30 minutes each	35–45 minutes each	75–90 minutes each



# Phonics for Reading<sup>®</sup>

Anita Archer, Ph.D.

.....

Watch the video at [i-Ready.com/PhonicsForReading](https://i-Ready.com/PhonicsForReading) to  
learn more about using *Phonics for Reading* with *i-Ready*.

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