Phonics for Reading®

Anita Archer, Ph.D.

Phonics Intervention for Grades 3-12

Program Overview

by i-Ready

Dear Educator,

Join us to learn how *Phonics for Reading*, by Dr. Anita Archer, provides students in Grades 3–12 the critical foundational skills and confidence they need to succeed as readers. An explicit and systematic intervention program that honors grade-level thinkers, *Phonics for Reading* accelerates learning using the Science of Reading.

This program is for students who progressed beyond the primary grades with identified needs in foundational skills, including:

- Students with dyslexia
- English Learners

It's never too late. With the right support, your students can become stronger readers. You can help them with *Phonics for Reading*.

Your Partners in Literacy,
The *i-Ready* Team

Phonics for Reading®
Anita Archer, Ph.D.

It's Never Too Late to Learn to Read

Program Overview

"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 Author

Phonics for Reading®
Anita Archer, Ph.D.

Honor Striving Readers with Age-Appropriate Content and Pacing

Empower Grades 3–12 students with intervention that honors their maturity as grade-level thinkers. Lessons improve motivation to learn by providing quick pacing, appealing visual design, and age-appropriate texts.

Developmentally Appropriate Texts

Each lesson provides instruction and practice in a target skill and builds toward reading an engaging, decodable text (both informative and narrative).
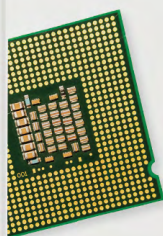
Elevate Content for Grade-Level Thinkers

A Teacher Reads feature builds background knowledge and vocabulary, elevating the content to students' developmental level.

Student Book

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.

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

70 UNIT 4 · LESSON 12

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Build Confidence toward On-Grade Level Reading

A progression of decodable texts, increasing in length and complexity, helps students build stamina to persist through lengthier reading assignments. Comprehension questions move students beyond decoding to further prepare them for the demands of grade-level text.

Teacher's Guide

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).**

Scaffold Meaning Making

Oral and written comprehension questions with sentence stems support students in building meaning.

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

Appealing Visual Design

Texts look like other materials students see at their grade level.

Part _____   Part _____   Part _____

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Accelerate Learning with Instruction Backed by Reading Science

Phonics for Reading uses the Science of Reading to impact students who require support with decoding skills beyond the primary grades. These students need a targeted, accelerated body of explicit instruction and practice.

Focus on the Critical Skills

Deliver **the right skills in the right order** to address the specific needs of older learners.

Decoding

Phonemic Awareness

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

Phonics and Word Recognition

Teach letter/sound associations, exposing students to both single-syllable and multisyllabic words like the ones they'll encounter in on-grade level text.

High-Frequency Words

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

Encoding (i.e., Spelling)

Strengthen reading skills by teaching encoding and decoding side by side.

Fluency

Accuracy, Rate, and Expression

Provide abundant practice for students to read words, sentences, and passages.

Making Meaning

Vocabulary and Comprehension

Scaffold meaning making while students 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*

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Deliver Explicit and Systematic Instruction

The best-practice foundational skills instruction that striving readers in Grades 3–12 need

Keep the Focus on Learning with Predictable Structure and Routines

The program follows a consistent lesson structure and repeated routines through each lesson and level. This means that teachers and students always know what to expect and can focus on the skills.

Repeated Routines

Lessons move at a progressively quicker pace as students internalize routines, thereby accelerating learning.

Phonics and Word Recognition

The Letter/Sound Associations routine prepares students to map letter sounds to words.

Abundant Practice

Students regularly review previously learned patterns.

UNIT 4

Lesson 12

OBJECTIVES:
- to read and spell words containing *igh*
- to read words ending in *-ed* and *-ing*

Say Sounds

A. Phonemic Awareness Listen to the word your teacher says. Then say the sounds in the word.

B. Letter/Sound Associations Look at the letters. Say the sounds.

1. ea	**u**	igh	ow
2. **o**	igh	ay	**a**
3. ow	**i**	ee	ai
4. ea	ay	igh	oa
5. ee	oa	ai	**e**

Read Words

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

1.	light	bright	sigh
2.	least	show	might
3.	steal	fright	faint
4.	night	braid	sight
5.	sweep	flight	float
6.	shown	roast	right

Irregular Word: eight

D. Word Families Read down. Read rapidly.

light	pay	meet
sight	day	feet
might	clay	sleet
flight	tray	sweet
bright	spray	tweet

⏱ 10 Second Challenge

Cold Timing	_____ words read
Practice	_____ words read
Hot Timing	_____ words read

68   UNIT 4 · LESSON 12

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Builds Automaticity

The Word Families routine develops automatic word recognition, which contributes to reading fluency.

Lesson 12

E. Review Words Read a line of words. When your teacher gives a meaning, circle the correct word.

1.	slash	slap	crash	rash
2.	brisk	brick	chick	spent
3.	grant	grass	grasp	swift
4.	check	prom	pond	print

My Points _____

F. Words with Endings Sound out the underlined base word. Read the base word with the endings.

1. showed	2. checked	3. reached	4. dreamed	5. printed
showing	checking	reaching	dreaming	printing

G. Multisyllabic Challenge Words Sound out the syllables. Read the whole word.

brightness   frighten   midnight   daylight

raincoat   exist   tablet   podcast

H. High-Frequency Words Say. Spell. Read.

very	your	where	what	who
down	were	they	been	use

Read Sentences

I. Sentences Read the sentences with phrasing.

1. The screen on your tablet is very bright!
2. What might a skunk do if you frighten it?
3. Where is an adult who can light the coals in the grill?
4. If you go down this hill, you may catch sight of a fox.
5. Chad has been checking when his mom's flight will land.

Spell Words

J. Spelling Journal Turn to the Spelling Journal on page 197.

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Close the Gap to Grade Level

Phonics for Reading moves students quickly toward grade-level reading so they can sooner access content across academic areas.

Empower Striving Readers to Decode Longer Words

Students get instruction and practice with multisyllabic words and morphology more quickly than they would in many other foundational skills programs. This accelerated exposure equips them with tools to decode words they are likely to see in on-grade level content.

Lesson 3

E. Multisyllabic Challenge Words Sound out the syllables. Read the whole word.

cabin   visit   mishap   atlas   panic

F. High-Frequency Words Say. Spell. Read.

her   are   have   my   with

see   school   little   water   people

Spell Words

G. Spelling Journal Turn to the Spelling Journal on page 150.

Support for multisyllabic words
in Level A using a looping strategy

E. Prefixes and Suffixes Say the word. Then say the prefix or suffix.

PREFIXES	SUFFIXES
1. contain	joyous
2. be- de- pre- re-	-ness -less -sion -tion

F. Words with Prefixes and Suffixes Say the underlined affix. Read the whole word.

1. conduct   began   depends   details   distant   confess
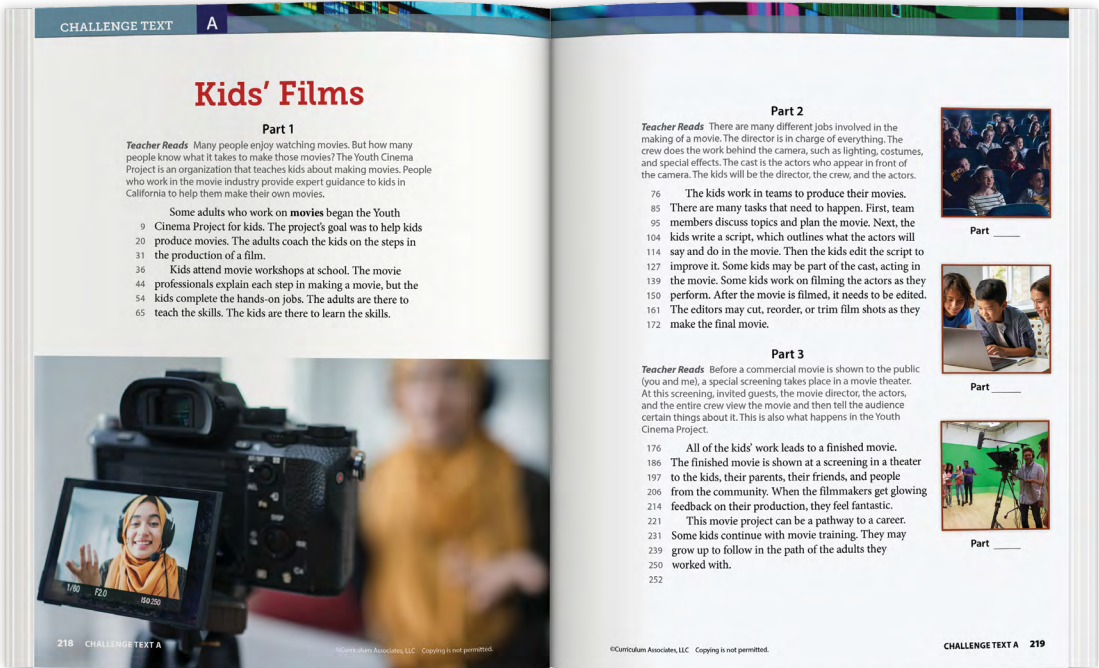2. famous   happy   suddenly   horrendous   collection   lifeless
3. predictable   connectable   interesting   reaction

Prefix and suffix instruction
in Level C with definition, examples, and rereading

Start to Transfer Skills to On-Grade Level Reading with Challenge Texts

Challenge Text lessons in the final level of the program extend practice of skills and include words and topics —100 percent informative—that students are likely to encounter in on-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.

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 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 ____

Part ____

218 CHALLENGE TEXT A

CHALLENGE TEXT A   219

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So Effective, You'll Quit Using It

A recent study showed that *Phonics for Reading* helped students in Grades 3–5 make statistically significant progress in phonics, vocabulary, and overall reading, helping them move closer to accessing grade-level reading.

Regardless of grade, Multilingual Learner status, or disability status—all student groups experienced statistically significant growth on the *i-Ready Diagnostic*.

19%

Tested out of *Phonics for Reading* at the end of one school year

29%

Tested out of the Phonics domain at the end of the school year after placing in Grade 1 on the fall *i-Ready Diagnostic*

~50%

Tested out of the Phonics domain at the end of the school year after placing in Grade 2 on the fall *i-Ready Diagnostic*

Holzman, M. A., & Liu, A. (2024). *Growth for Phonics for Reading® users: Evidence for students in Grades 3–5, Multilingual Learners, and students with a disability*. Curriculum Associates. i-Ready.com/PFRGrowth

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Simplify Teaching and Planning

Phonics for Reading is easy to implement, allowing you to leverage the staff you have available and provide essential reading interventions in a way that makes sense for your school.

Minimize Teacher Planning, Maximize Student Outcomes

Scripted lessons make it easy for anyone to teach phonics. Close adherence to the teacher script improves program efficacy by ensuring consistency and eliminating digressions.

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/ēēē/k/ What word? **week**
4. *Repeat Step 3 with the following words.*
   - /b/ēēē/t/   **beet**
   - /fff/ēēē/lll/   **feel**
   - /sss/p/ēēē/ch/   **speech**
   - /sss/t/rrr/ēēē/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/ēēē/t/   **greet**
  - /b/ēēē/nnn/zzz/   **beans**
  - /t/rrr/ēēē/t/sss/   **treats**
  - /sss/t/ēēē/mmm/zzz/   **steams**

ENGLISH LEARNER SUPPORT

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

p 20

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 /ēēē/. What sound? /ēēē/ Say the sound for **e-e** again. /ēēē/
4. Touch under the next word. This word is **leaf**. What word? **leaf**
5. The underlined letters **e-a** represent the sound /ēēē/. What sound? /ēēē/ Say the sound for **e-a** again. /ēēē/
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? /ēēē/
   Next sound? /āāā/
   Next sound? /ēēē/
   Next sound? /āāā/

Student Book Images

Point-of-use views of what the student is seeing for easy reference when teaching

Sample Student Responses

The teacher script takes the guesswork out of listening for the correct responses, particularly for comprehension questions.

English Learner Support

Notes on how to use English Learners' current knowledge and where to scaffold

Monitor and Adjust

Clear and immediate corrective feedback supports efficient acquisition of skills. Teachers get guidance on how to provide this feedback and firm up skills.

Independent Practice

L. Text Comprehension Read each question. Think of the answer or look back at the text. Fill in the blank. Be sure the sentence makes sense.

▶ **Part 1**

1. **WHY** have jobs grown?
   Jobs have grown to **meet people's needs** .

2. **WHAT** can people work with today?
   Today, people can work with **drones** .

3. **WHAT** can a **drone** do when it is up high?
   When it is up high, a drone can **Answers will vary: check on traffic; check on crops; spray crops; drop off boxes someday**

▶ **Part 2**

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**

6. **WHAT** do some people work at?
   Some people work at **dreaming up apps** .

7. **WHAT** do apps help people do?
   Apps help people **Answers will vary: send texts and emails; plan travel; do banking; chat with pals**

8. **WHAT** jobs may be there for you when you grow up?
   When you grow up, there may be jobs that **do not exist yet** .

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Fit Phonics Intervention Flexibly into Your School Day

Phonics for Reading is designed to accelerate student learning, and you will get the best results if you teach it four or five days a week. The program works with a variety of implementation models, allowing it to fit seamlessly into your day.

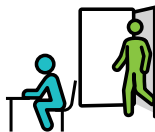## Choose a Model That Works for Your School

Individual Instruction

Summer Learning

Small Group Rotation

Push-In Intervention

Pull-Out Intervention

Walk to Read

Adaptable Lessons Simplify Planning

Teach it in one, two, or three sessions and watch as students build skills and confidence in decoding.

One Lesson Can Be Completed in One to Three Sessions			
Number of Sessions	COMPLETE IN **3** SESSIONS	COMPLETE IN **2** SESSIONS	COMPLETE IN **1** SESSION
Length of Sessions	30 minutes each	45 minutes each	90 minutes each

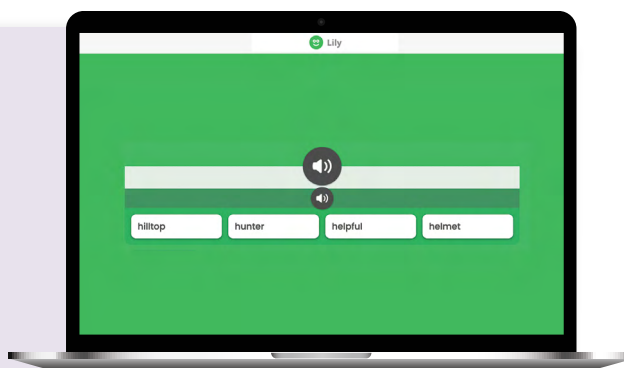Phonics for Reading®
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Use Actionable Insights to Drive Differentiation

When you know more, you can do more. *Phonics for Reading* provides a variety of resources for assessing student needs and monitoring growth.

## Identify Striving Readers with Included Placement Tool or Quick-Start 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 screeners to identify these students.

Students take the ***i-Ready Diagnostic* for Reading**—an online adaptive test that assesses Grades K–12 skills and growth.
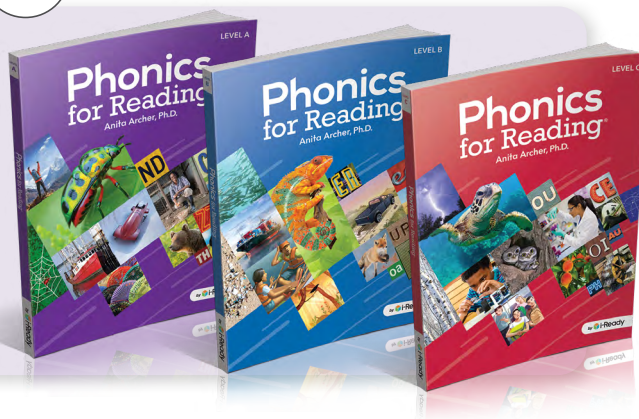
Data from the Diagnostic provides you with a complete picture of student performance.

Look for students in Grades 3–12 scoring below grade level in Phonics.
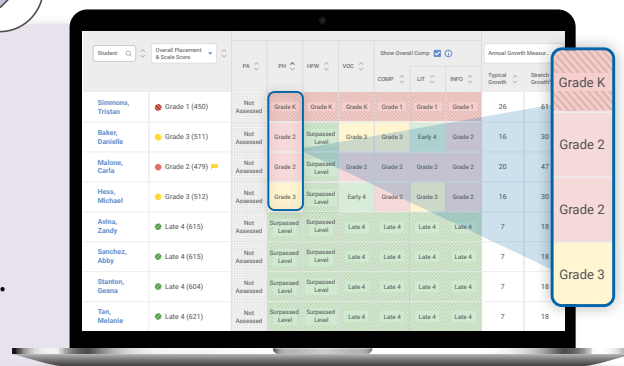
Administer the ***Phonics for Reading* Placement Test** to these students to determine in which level of the program they should begin.

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Start Students Where They Will Succeed

Use this brief Placement Test, embedded in the Teacher's Guide, to understand individuals' decoding skills.

Precise Insight into Students' Learning Needs

This test can be used to identify the lesson and level of the program where students should start to see the most progress.

PLACEMENT TEST • Recording Form Name:
Phonics For Reading: Level A 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 %

Monitor Progress, See Meaningful Results

A range of tools for monitoring student progress throughout each lesson and level support teachers in understanding which students are ready to move ahead and who needs additional practice.

Unit Check-Up

Posttest

POSTTEST Student Form

SUBTEST A

fin	van	pit	wax	nod
cub	hem	mug	sob	wed
hectic	summit	cotton	habit	

SUBTEST B

huff	gill	tuck	lass	mush
peck	sash	husk	damp	lend
shin	slim	club	flip	crib
drop	flap	brim	plot	skip
banish	invest	bucket	frantic	

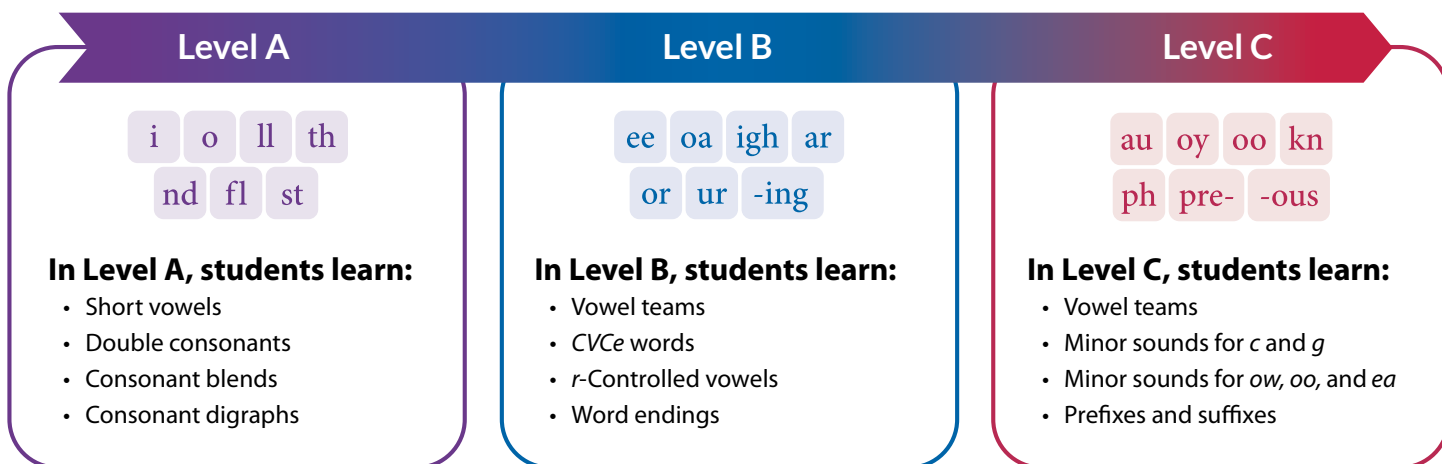| **During Lessons**	**After Each Unit**	**After Each Level**
Use **Monitor and Adjust** boxes to provide immediate corrective feedback. Use optional one-minute **Fluency Checks** to measure student progress in accurate decoding.	Use **Unit Check-Ups** to monitor student knowledge of specific skills taught in the unit.	Use the **Placement Test** or **Posttest** at the end of each level. Either test may also be administered at the end of the school year to measure student growth.

Program Components

Three Levels of Explicit, Systematic Instruction

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 oo kn
ph pre- -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. Each lesson provides instruction and practice in a target skill and builds toward reading an engaging, developmentally appropriate text.
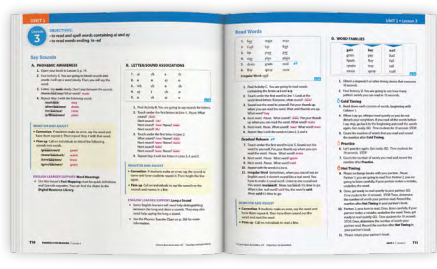
Teacher's Guide

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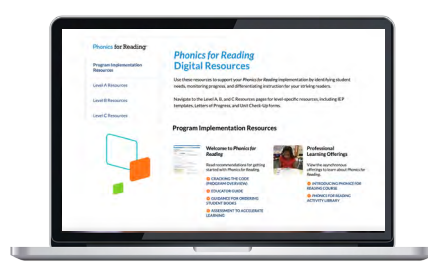
Digital Resources

Users get access to a wealth of resources to deepen their interventions. Review the following page to learn more about the digital resources included.

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Deeper Support for Phonics Intervention

Enhance Your Intervention with Supporting Digital Resources

The digital resources site for *Phonics for Reading* provides everything you need to differentiate instruction to each of your striving readers, including extra practice, support for families, and engaging multimedia lesson content.

**Articulation Video**
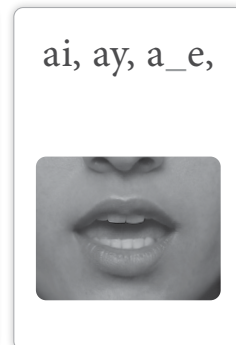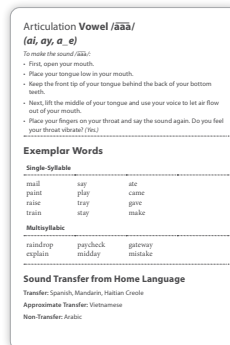
Articulation Cards

Resources include:

- Individual Education Plan Goal-Setting Template
- Letters of Progress
- Fluency-Building Activities
- Printable Decodable Texts (for take-home fluency practice)
- Unit Check-Ups
- Comprehension Support for Decodable Texts

- Additional Practice by Unit
- Additional Phonemic Awareness Activities
- Letter/Sound Association and Affixes Flashcards
- Articulation Cards
- Articulation Videos
- Professional Learning Videos
- Here's Why Videos, Featuring Dr. Anita Archer

Coherent and Connected Support for Foundational Skills

Introducing *i-Ready Pro**, the next evolution of middle school learning.

i-Ready Pro's Essential Lessons in Foundational Skills are aligned to the same sequence as *Phonics for Reading* to reinforce critical skills for students in Grades 6–8.

NEW
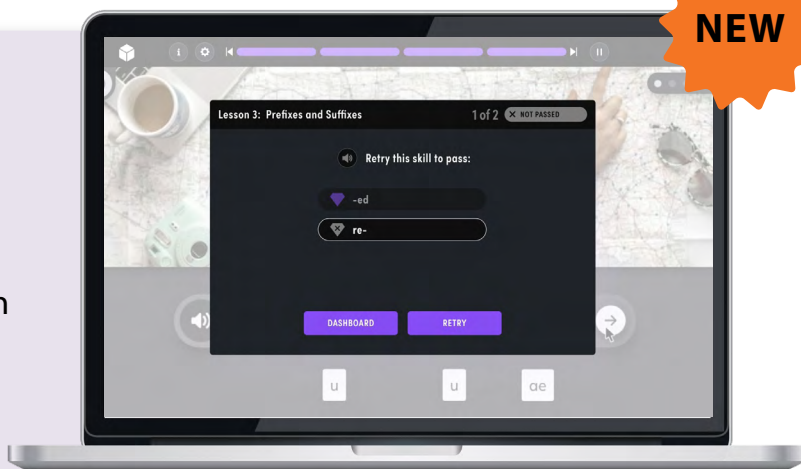
*i-Ready Pro is an additional purchase.

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for Reading®

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Explore Program Samples at
i-Ready.com/PhonicsIntervention

**Follow us to see how other educators are using
i-Ready to personalize learning and accelerate growth.**

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