

Cracking the Code

What You Teach: *The Science of Reading*

Phonics for Reading leverages decades of research in 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 (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 *a* and *i*.

Progress towards more difficult skills, such as beginning consonant blends.

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 do*) with guided practice (*We do*) and independent practice (*You do*).

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

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

- **Monitor student performance closely.**

Adjust your instruction based on observed student performance.

- **Provide immediate feedback.**

Affirm correct answers and correct all errors.

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

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

Who You Reach: *Students Who Need Support with Decoding*

There are many reasons why older students still struggle to read on-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

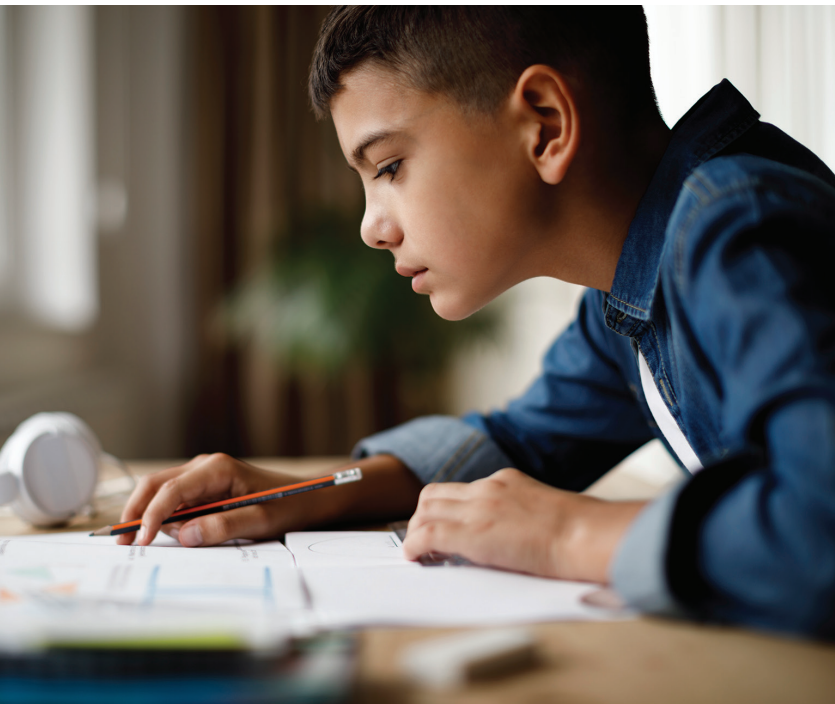
Some students at Grade 3 and above have not learned to decode because they didn't receive the instruction and practice they needed in Grades K-2.

Phonics for Reading will provide the systematic, explicit instruction they are missing.

Students With Dyslexia

***Phonics for Reading* provides the depth of explicit instruction, extended practice, and formative assessment dyslexic students need.** When teaching students with dyslexia, it is important to do the following:

- Teach the skills to mastery by following the instructional routines as presented.
- Do all the corrections—every error must be corrected.
- Give students an abundance of opportunities to respond to prompts.
- Administer all formative assessments in their entirety.



English Learners Who Need Support Decoding

English Learners at any level of language proficiency may need support decoding. Look for students whose data indicate they need phonics instruction, just as you would with native English speakers.

By design, the intensive, structured support for learning embedded in *Phonics for Reading* is appropriate for English Learners. Scaffolding, corrective feedback, and repeated practice integrated throughout the program provide multiple opportunities for students to learn how to decode English words.

Language transfer is a key resource for helping English Learners. Language transfer information identifies sounds and sound-spellings that are different and those that are similar between English and home languages.

- In each lesson, activities have specific English Learner supports.

ENGLISH LEARNER SUPPORT

- There are sounds in Spanish that are similar to the sounds /aaa/ and /iii/. Say words with the sounds /aaa/ and /iii/ and have students repeat after you.

ENGLISH LEARNER SUPPORT

- The letter **a** represents a sound that is similar to the sound /aaa/ in Spanish, and the letter **i** represents a sound that is similar to the sound /iii/. Students may say the sounds for **a** and **i** like the sounds for Spanish **a** and **i**. Have students say the sounds for letters in Lines 1 and 3 again.

- See pages T295–T298 for charts of sound and letter/sound transfer information for five languages. There are three charts, each one specific to skills taught at each level of *Phonics for Reading*.

Level A Language Transfer												
Lesson	Letter(s)	Sound	Spanish		Mandarin		Vietnamese		Arabic		Haitian Creole	
			Sound Transfer	Letter/ Sound Transfer	Sound Transfer	Letter/ Sound Transfer	Sound Transfer	Letter/ Sound Transfer	Sound Transfer	Letter/ Sound Transfer	Sound Transfer	Letter/ Sound Transfer
1-4	a (ran)	/aaa/	approx.	approx.	no	no	approx.	approx.	yes	no	yes	yes
	i (sit)	/iii/	approx.	no	approx.	no	no	no	yes	no	no	no
5-7	o (mop)	/ooo/	approx.	approx.	approx.	approx.	yes	yes	no	no	yes	no
8-10	u (rug)	/uuu/	approx.	no	no	no	approx.	no	yes	no	no	no
11-13	e (net)	/eee/	yes	yes	yes	yes	yes	yes	no	no	yes	no
	ss (miss)	/sss/	yes	no	yes	no	no	no	yes	no	no	no
	ll (hill)	/lll/	yes	no	yes	no	no	no	yes	no	no	no

How They Learn:

Phonics Intervention Delivered with Respect

Longer decodable texts—both informative and narrative — help students build confidence while engaging with age-appropriate information and sophisticated ideas.

Read Text

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

A Trip to Get Fish

Part 1

Teacher Reads A ship at the dock has been prepared for a fishing trip out at sea. Supplies such as fishnets and ice chests for storing (keeping) the fish they catch have been loaded. In this passage, we will learn that fishing at sea can be exciting, but it can also be dangerous.

A big ship sits at the dock. Men go on the deck of the ship to work a shift. Chet and Chad chat as they check in. When they finish the check in, the ship chugs west where they set fishnets in the water. A chest rests on the deck. The men will fill the chest with fish from the nets. With luck, they will get a lot of fish to sell.

Part 2

Teacher Reads The crew of the ship fish all day. They catch many fish.

When the sun sets, Chet, Chad, and the men pick up the fishnets from the water. They fill the chest with bass and shellfish. Then they shut the lid. The ship will chug back to the dock. But then, a sudden fog sends in a thick mist. The men cannot see in the thick fog. Are they lost?


Lesson 25

Part 3


Teacher Reads Many things, such as thick fog, can make fishing at sea dangerous. Read on to find out something else that makes fishing at sea dangerous.

Bump! Thud! The ship hit a very BIG rock. The men did not see the rock in the thick fog. That rock rips the ship and sends the men into the water. Will the men get back to land?


Chet sees the lamp of a little ship. That little ship is a tug. The tug can help them. The tug can pick up the men. The tug can get the big ship back to land. That is its job.



Passage _____



Passage _____



Passage _____

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Success Builds Confidence and Motivation.

Students see their growth and are motivated to continue learning. As fluent, accurate readers, they will build more vocabulary, more background knowledge, and more comprehension.

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*.

Here are examples of support you will see throughout Level A.

■ Integrate vocabulary support while reviewing previously taught skills.

A definition, synonym, or antonym is delivered quickly. Students identify the word that matches it. Feedback is provided. This begins in Lesson 17.

5. Read the words in Line 3 to yourself. *Wait until thumbs are up.* Read Line 3. Begin. **hint, lad, land, duck** Circle the word that means a little clue. *Pause.* **Hint** is a little clue. If you made a mistake, cross out your word and circle **hint**.

Activity E: Review Words

■ Focus on meaning with each part of every decodable text.

The Teacher Reads feature defines important words and builds background knowledge. This begins in Lesson 17.

Teacher Reads A ship at the dock has been prepared for a fishing trip out at sea. Supplies such as fishnets and ice chests for storing (keeping) the fish they catch have been loaded. In this passage, we will learn that fishing at sea can be exciting, but it can also be dangerous.

Activity J: Decodable Text

■ 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. This begins in Lesson 17.

- What happens when the ship heads back to the dock?
Begin by saying: When the ship heads back to the dock, _____. **When the ship heads back to the dock, (Answers will vary: a sudden fog sends a thick mist; the men cannot see in the fog).**

Activity J: Decodable Text

■ Assign written comprehension activities after each set of sentences or decodable text.

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

Story 1: Chug. Chug. Chug. The big ship will chug into the inlet. Then the ship will dock. The men will go down the ramp to get on the ship. The men will get the fish off the ship. They will put the fish in a big box. Then they will shut the box.

1. The ship will **chug** into the inlet. chug chap chip
2. In the inlet, **this** ship will dock. whip thin this

Activity K: Text Comprehension