

# Phonics for Reading®

Anita Archer, Ph.D.

## Educator Guide:

*Phonics for Reading* ©2024–2025



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This guide is intended to help you get started with using *Phonics for Reading* ©2024–2025.

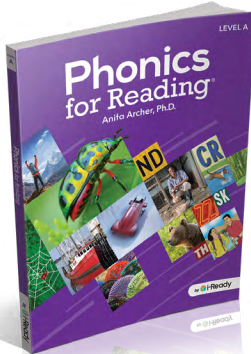
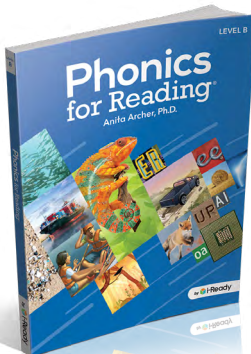
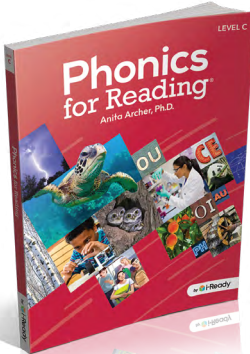
● Overview . . . . .	<a href="#">1</a>
● For Teachers	
<b>How to Get Started with <i>Phonics for Reading</i>. . . . .</b>	<a href="#">2</a>
Identify Students Who Will Benefit from Intervention. . . . .	<a href="#">2</a>
Plan Staffing and Implementation. . . . .	<a href="#">3</a>
Administer the Placement Test . . . . .	<a href="#">4</a>
Group Students by Level . . . . .	<a href="#">4</a>
Begin Teaching with the Teacher’s Guide. . . . .	<a href="#">5</a>
Pace Your Instruction . . . . .	<a href="#">6</a>
Monitor Progress. . . . .	<a href="#">6</a>
<b>Expect Results . . . . .</b>	<a href="#">7</a>
● For Leaders	
<b>Guidance for Ordering Student Books . . . . .</b>	<a href="#">8</a>

# It's never too late to learn to read.

## Older striving readers can learn to decode.

**Authored by reading expert Dr. Anita Archer**, *Phonics for Reading* is a systematic, research-based intervention program that helps students in Grades 3–12 rapidly build the skills they need to become fluent, independent readers. *Phonics for Reading* provides explicit instruction in phonics and phonemic awareness as well as support for fluency and comprehension.

Designed to appeal to older students, each level features consistent teaching routines, repeated practice, and immediate corrective feedback. Some students may only need Level C. Others may need to start at Level A or Level B, depending on their proficiency.

		
<b>LEVEL A</b>	<b>LEVEL B</b>	<b>LEVEL C</b>
Short vowels Double consonants Consonant blends Consonant digraphs	Vowel teams CVCe words r-Controlled vowels Word endings	Vowel teams Minor sounds for c and g Minor sounds for ow, oo, and ea Prefixes and suffixes



### Authored by an Expert

Dr. Anita Archer serves as a consultant to school districts and state departments of education on explicit instruction and literacy. She has presented in all 50 states and many countries and is the recipient of 10 awards honoring her contributions to education. Dr. Archer has served on the faculties of three universities, including University of Washington, University of Oregon, and San Diego State University. She has authored or co-authored numerous curriculum materials, including *Phonics for Reading*.

# How to Get Started with *Phonics for Reading*

## 1. Identify Students Who Will Benefit from Intervention

**Start with *i-Ready*.** Use the results from *i-Ready*'s adaptive Diagnostic to identify which students need phonics support, focusing on students enrolled in Grades 3–12.

- **Use Diagnostic Results.** On the Diagnostic Results (Class) report, teachers can sort by domain in the Phonics (i.e., PH) column to identify the individual students in their class who need additional support. Starting at Grade 3, any student who has placed One or More Grade Levels Below in Phonics will benefit from *Phonics for Reading*.

Student	Overall Placement & Scale Score	PA	PH	HFW	VOC	LIT	INFO	Typical Growth	Stretch Growth®
Allen, Ananda	Grade 2 (490)	Tested Out	Grade 2	Max Score	Grade 1	Grade 1	Early 4	23	50
Schmidt, Eva	Grade 1 (430)	Tested Out	Grade 2	Grade 2	Grade K	Grade 1	Grade 1	28	62
McCormick, Cam	Grade 2 (477)	Tested Out	Grade 2	Tested Out	Grade 1	Grade 1	Grade 2	23	50
Robinson, Brian	Grade 3 (525)	Tested Out	Grade 2	Tested Out	Grade 2	Grade 3	Grade 3	20	36
Gonzalez, Martina	Grade 2 (474)	Tested Out	Grade 2	Tested Out	Grade 1	Grade 2	Grade 1	23	50
Benson, Mario	Grade 3 (523)	Tested Out	Grade 3	Tested Out	Grade 2	Grade 3	Grade 3	20	36
Cohen, Ethan	Grade 2 (478)	Tested Out	Grade 3	Tested Out	Grade 2	Grade 2	Grade 1	23	50

- **Or use the Instructional Groupings report.** Teachers, reading specialists, and school building leaders can use the Instructional Groupings report to identify older students placing One or More Grade Levels Below in Phonics in Grouping 1 or Grouping 2.

Instructional Groupings				
Subject	Class/Report Group	Diagnostic	Grade	Key
Reading	L. Connor - Grade 6, Sec...	Diagnostic Window 1	6	07/05/23 - 08/20/23
<div>View All Groupings</div> <div> <div>Grouping 1 4 Students</div> <div>Grouping 2 1 Student</div> <div>Grouping 3 7 Students</div> <div>Grouping 4 9 Students</div> <div>Grouping 5 0 Students</div> </div>				
Delaney, Aaron Hopper, Carla Patel, Annika Royce, Logan		Vargas, Brian		
Byers, Evan Garcia, Jag Gonzales, Bella Graves, Christian McIntosh, Markus Pena, Jaylen Vu, Kaylee		Alvarado, Axel Banks, Abby Casarez, Zarita Chaney, Juan Sebasti... Cheng, Bianca Hernandez, Tiana Lindsey, Lillian		

**Not an *i-Ready* user?** Use a screener or other reading assessment to identify students in Grades 3–12 who are placing below grade level in Phonics.



# 2. Plan Staffing and Implementation

**Phonics for Reading can be taught by a wide range of staff, including classroom teachers, reading specialists, interventionists, and paraprofessionals.** Lessons follow repeated routines, and the Teacher’s Guide includes a script that makes it easy to teach Phonics, even for teachers who do not have experience teaching foundational reading skills.

**Consider the staffing and implementation model that works best for your school.**

Implementation Models			
Model	Group Size	Time Recommended	
Pull-Out Intervention	<ul style="list-style-type: none"><li>Outside the classroom</li><li>Group of two to ten students*</li></ul>	30–45 min. a day	4–5 days a week
Push-In Intervention	<ul style="list-style-type: none"><li>Inside the classroom</li><li>Group of one to four students*</li></ul>	30–45 min. a day	4–5 days a week
Small Group Rotation	<ul style="list-style-type: none"><li>Inside the classroom</li><li>Part of small group time</li><li>Group of two to four students</li></ul>	30–45 min. a day	3–4 days a week
Individual Instruction	<ul style="list-style-type: none"><li>Inside or outside the classroom</li><li>One student at a time</li></ul>	30–45 min. a day	4–5 days a week
Walk to Read	<ul style="list-style-type: none"><li>Students switch rooms across classes or across grades for differentiated instruction.</li><li>Groups of two to ten students*</li></ul>	30–45 min. a day	4–5 days a week
Summer School	<ul style="list-style-type: none"><li>Summer school program</li><li>Groups of two to ten students*</li></ul>	90–180 min. a day (1–2 lessons)	4–5 days a week

\*If your school has limited staffing resources, you can be flexible about the number in each group. While smaller groups are ideal, students will make progress in groups as large as 15–20.

### 3. Administer the Placement Test

***Phonics for Reading* starts your students where they can be successful.** A systematic, sequential scope and sequence builds their skills—and their confidence—from there.

**Administer the *Phonics for Reading* Placement Test.**

Spend a few minutes with each student to place them in one of the three levels of *Phonics for Reading*.

- Access this [test](#) in the back of your Teacher's Guide, on Teacher Toolbox, or through the Digital Resources site.
- Administer the Placement Test one-on-one with each student.
- Instructions for administration are available on the first page.
- This short, fast-paced test will take approximately five minutes for each student to complete.

# Placement Test Instructions

This test can be used to place students in any of the three *Phonics for Reading* levels, or to measure student progress.

**PREPARATION** Make one copy of the **Student Form of the Placement Test** for each student to read (pages T439–T441). Also, make a copy of the **Recording Form** to collect test data for each student (pages T442–T444).

## STARTING PLACE

Start with Subtest A. However, if you anticipate that the student could be placed in a more advanced level, begin with a higher subtest.

## PROCEDURE

1. Ask the student to read aloud the words in each line of the subtest.
2. If the student makes four consecutive errors, terminate the student and have the student read a lower subtest.
3. If the student takes more than five seconds to read a word, direct the student to read the next word.
4. If the student correctly reads the criterion number of word parts for the subtest (80% correct), have the student read the words on the next subtest.
5. Terminate the test at the point at which the student does not meet the 80% criterion.  
Note that multisyllable words are given one point for each decodable word part (e.g., provide = 2; adjustable = 3).
6. Based on the results of the subtests, you may choose to place a student at the beginning of a level or at an intermediate point within the level.
7. The data collected for each student can be recorded on a copy of the **Individual Student Record** (page T445).
8. All student data can be summarized on a copy of the **Group Record** (page T446) for the purpose of forming instructional groups.

## MEASURING STUDENT PROGRESS

The Placement Test can be used not only as a pretest but also as a post test. When the student completes a level or a portion of a level, the appropriate subtest can be administered again to gauge student growth.

**Student Form**

the error

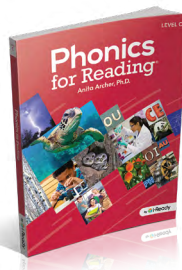
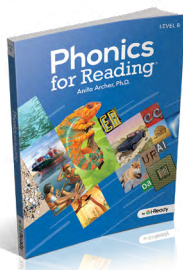
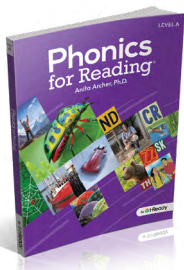
## SUBTEST A

#### 4. Group Students by Level

### Create groups based on student performance.

After administering the Placement Test and determining the placement level for each student, summarize student data on the Group Record document (found in the back of your Teacher's Guide, on Teacher Toolbox, or through the Digital Resources site).

- Begin the list with the name of the student who had the lowest performance and end with the name of the student who had the highest performance. (This allows you to see which students placed at similar levels to form instructional groups.)
- Determine how best to group students based on Placement Test results and how many groups your schedule allows.
- The recommended group sizes are two to ten students depending on the implementation model.

[illegible]

## LEVEL A

LEVEL B

LEVEL C

# 5. Begin Teaching with the Teacher’s Guide

**Phonics for Reading cannot be taught from the Student Book alone.** Use scripted lessons in the Teacher’s Guide in sequential order. Each lesson follows predictable procedures for teaching new skills to students.

UNIT 1

LEVEL B

## Lesson 1

**Phonics Skill(s):** *ai, ay*  
**Word Ending(s):** *-ed*

Say Sounds.....	T2
Read Words .....	T3
Read Sentences .....	T7
Spell Words .....	T8
Read Text .....	T9
Independent Practice.....	T11

## Lesson 2

**Phonics Skill(s):** *ai, ay*  
**Word Ending(s):** *-ed*

Say Sounds.....	T12
Read Words .....	T13
Read Sentences .....	T16
Spell Words .....	T17
Read Text .....	T18
Independent Practice.....	T21

## Lesson 3

**Phonics Skill(s):** *ai, ay*  
**Word Ending(s):** *-ed*

Say Sounds.....	T22
Read Words .....	T23
Read Sentences .....	T27
Spell Words .....	T27
Read Text .....	T28
Independent Practice.....	T31

 **Unit 1 Check-Up . . . T32**

## Say Sounds

Students practice the target sound along with other previously learned sounds.

## Read Words

The target skill (i.e., letter or letter combination) is presented in single-syllable and multisyllabic words. Instructional activities provide practice in high-frequency words; word families; base words and word endings *-ed*, *-ing*, and *-er* (Level B only); prefixes and suffixes (Level C only); and multisyllabic words with prefixes and suffixes (Level C only).

## Read Sentences\*

Students read sentences containing words with new and previously taught skills and high-frequency words, focusing on accuracy, fluency, and expression.

## Spell Words

Students encode single-syllable and multisyllabic words. They also write a dictated sentence.

## Read Text

Students read developmentally appropriate decodable text. They practice reading fluently and answer questions about the text.

## Independent Practice

Students complete independent practice activities by decoding single-syllable and multisyllabic words with known sounds.

\*Read Sentences is introduced beginning with Level A, Lesson 17.

# 6. Pace Your Instruction

**Teach *Phonics for Reading* four to five days a week.** Teach a lesson in the number of sessions that fits your daily schedule using the table to the right as a guide. Please note that activities found in each routine (e.g., Say Sounds, Read Words) vary by level. The instructional time of each lesson depends on several factors:

- The level of *Phonics for Reading* you are teaching (Levels B and C take more time than Level A.)
- Number of students in the group
- Proficiency of students
- Pace of instruction (Adhering to the script will keep a brisk pace.)
- Whether the independent work is done during or after sessions

Three Options		
Number of Sessions	Length of Session	Pacing
COMPLETE IN 3 SESSIONS	30 minutes each	<b>First Session</b> <ul style="list-style-type: none"><li>• Say Sounds through Spell Words</li></ul> <b>Second Session</b> <ul style="list-style-type: none"><li>• Read Text</li></ul> <b>Third Session</b> <ul style="list-style-type: none"><li>• Independent Practice</li></ul>
COMPLETE IN 2 SESSIONS	35–45 minutes each	<b>First Session</b> <ul style="list-style-type: none"><li>• Say Sounds through Spell Words</li></ul> <b>Second Session</b> <ul style="list-style-type: none"><li>• Read Text</li><li>• Independent Practice</li></ul>
COMPLETE IN 1 SESSION	75–90 minutes each	<b>First Session</b> <ul style="list-style-type: none"><li>• Say Sounds through Spell Words</li><li>• Read Text</li><li>• Independent Practice</li></ul>

The table above can be found in your Teacher's Guide on page A22 in Levels A and B and on page A24 in Level C.

# 7. Monitor Progress

**Monitor progress frequently after instruction begins.** Opportunities are provided throughout *Phonics for Reading* to ensure student learning during lessons, after each unit, and after each level. Different students will progress at different rates.

During Lessons	After Each Unit	After Each Level
Use <b>Monitor and Adjust</b> boxes to provide immediate corrective feedback.  Use optional one-minute <b>Fluency Checks</b> to measure student progress (Levels B and C only).	Use <b>Unit Check-Ups</b> to monitor student knowledge of specific skills taught in the unit.	Use the <b>Placement Test</b> as a posttest at the end of each level. Alternatively, you can use the <b>Posttest</b> found on the Teacher Toolbox and the Digital Resources site. Either test may also be administered at the end of the school year to measure student growth.



# Expect Results

**Students may advance through multiple levels in a year.** *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. See how quickly your students can progress, depending on the time available.

Phonics for Reading Levels		If you teach it . . .	You could complete it in . . .
Level A	<ul style="list-style-type: none"> <li>Short vowels</li> <li>Double consonants</li> <li>Consonant blends</li> <li>Consonant digraphs</li> </ul>	30–45 min. a day, 4 days a week	20–30 weeks
		30–45 min. a day, 5 days a week	16–23 weeks
Level B	<ul style="list-style-type: none"> <li>Vowel teams</li> <li>CVCe words</li> <li>r-Controlled vowels</li> <li>Word endings</li> </ul>	30–45 min. a day, 4 days a week	21–32 weeks
		30–45 min. a day, 5 days a week	17–25 weeks
Level C	<ul style="list-style-type: none"> <li>Vowel teams</li> <li>Minor sounds for c and g</li> <li>Minor sounds for ow, oo, and ea</li> <li>Prefixes and suffixes</li> </ul>	30–45 min. a day, 4 days a week	24–36 weeks
		30–45 min. a day, 5 days a week	19–29 weeks

# Guidance for Ordering Student Books

## Step 1: Choose a Tool to Support Ordering

### OPT A Contact Your Support Team

If your school uses *i-Ready*, reach out to your Implementation Support team for help identifying the students who will benefit from *Phonics for Reading*. They will provide guidance on the number of books from each level to order based on data from your most recent *i-Ready Diagnostic*.

### OPT B Reading Screener

Place your Student Book order based on the results of the *i-Ready Diagnostic* or other reading screener. Look for students in Grades 3–12 placing below grade level in Phonics. If you use *i-Ready*, use the Diagnostic Results export to identify students placing One or More Grade Levels Below in Phonics. To access this export, follow the steps below.

### OPT C Placement Test

Administer the *Phonics for Reading* Placement Test before placing your book order. (See Step 3: Administer the Placement Test on [page 4](#).) The Placement Test provides the most accurate data to order Student Books because the results place students in one of the three *Phonics for Reading* levels. Many educators, however, prefer to use this test closer to the start of actual instruction.

1. Select **Reports** from the top navigation menu.
2. Select **All Exports** for the category.
3. Select **Reading** under *Diagnostic Results Export*.
4. Select a **Population** and **Diagnostic to Include**. We recommend selecting All Diagnostics YTD.
5. Select data to include in the export.
6. Select **Create Export**.

Once you have downloaded the **Diagnostic Results export**:

- Filter out students in Grades K–2.
- Find the column labeled **Phonics Relative Placement**.
- Sort for students who are **One Grade Level Below, Two Grade Levels Below, or Three or More Grade Levels Below**.
- For those students, review the **Phonics Placement column** (to the left of Phonics Relative Placement column) for the information you will need to match students to materials.

The screenshot shows the i-Ready web interface. At the top, the 'Reports' menu is highlighted with a blue circle and the number 1. Below it, the 'All Exports' option is selected under the 'Diagnostic Results Export' category, marked with a blue circle and the number 2. The 'Reading' option is selected under the 'Diagnostic Results Export' category, marked with a blue circle and the number 3. The 'Diagnostic Results Export' page is shown with a blue circle and the number 4. The 'Step 1: Select Population' section shows 'Reading' selected for Subject, 'All Schools' for School, and 'Current Year' for Academic Year. The 'Step 2: Select Diagnostic to Include' section shows 'All Diagnostics YTD' selected. The 'Step 3: Select Data to Include in the Export' section shows 'Student Data' and 'Diagnostic Data' with various checkboxes. The 'Create Export' button is highlighted with a blue circle and the number 6.

Continued on next page.

# Step 2: Determine Which Books Students Need

**Pick the option that best meets your needs.** Depending on their level, some students will need one level of *Phonics for Reading*. Others may require multiple levels. Choose one of the following options.

**OPT A** Order the books your students need to get started and the subsequent book.

Order books based on your students’ current placement and subsequent placement (e.g., Order the Level A and Level B book for a student placing at Grade Level K or 1). This accounts for students who may advance through two levels in a year.

Each student at Grade 3 or higher ...			
Who places at this level in Phonics ...	... will need these <i>Phonics for Reading</i> books.		
	Level A	Level B	Level C
Grade Level K or 1	●	●	
Grade Level 2		●	●
Grade Level 3*			●

**OPT B** Order the books your students need to get started.

Order the first book students need. Use this table to find your starting point, knowing students will eventually need the next book to progress through the program.

Each student at Grade 3 or higher ...			
Who places at this level in Phonics ...	... will need these <i>Phonics for Reading</i> books.		
	Level A	Level B	Level C
Grade Level K or 1	●		
Grade Level 2		●	
Grade Level 3*			●

\*We do not recommend chronological Grade 3 students who place at Early or Mid 3 in Phonics receive *Phonics for Reading* intervention. Grade 3 students should only receive intervention if they place one or more grade levels below their chronological grade in Phonics.

“

The academic growth that my students have shown since using *Phonics for Reading* in the beginning is just exponential.

**They are more confident and  
I can tell that they see their growth!**

”

—Donna B., Educator, Florida

Get inspired by how other educators are maximizing their *Phonics for Reading* experience!



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