

Program Components

Three Levels Depending on Need

Some students may only need Level C. Others will start at Level A or Level B and progress through Level C, 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-

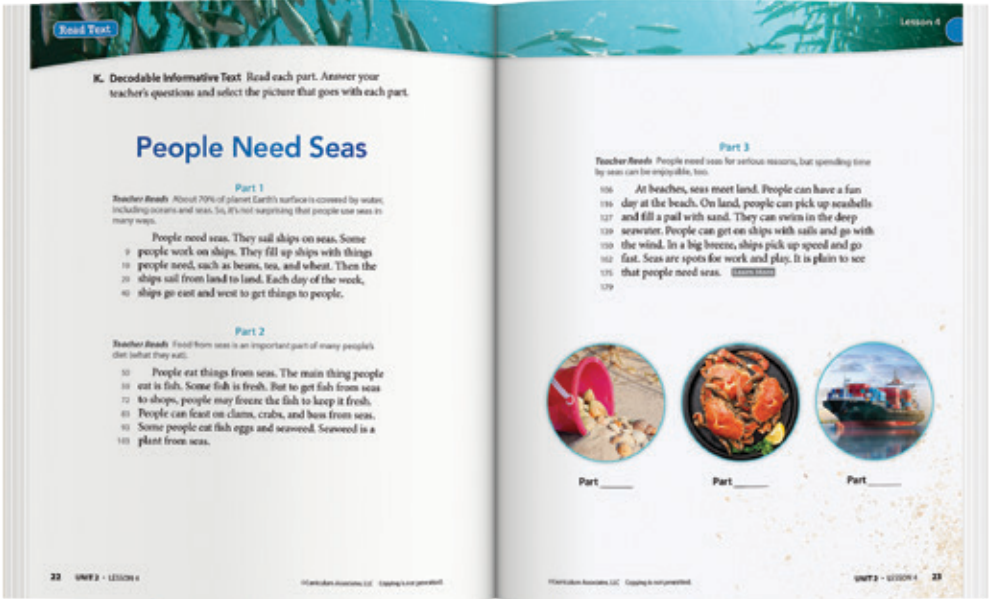
-ous

In Level C, students learn:

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

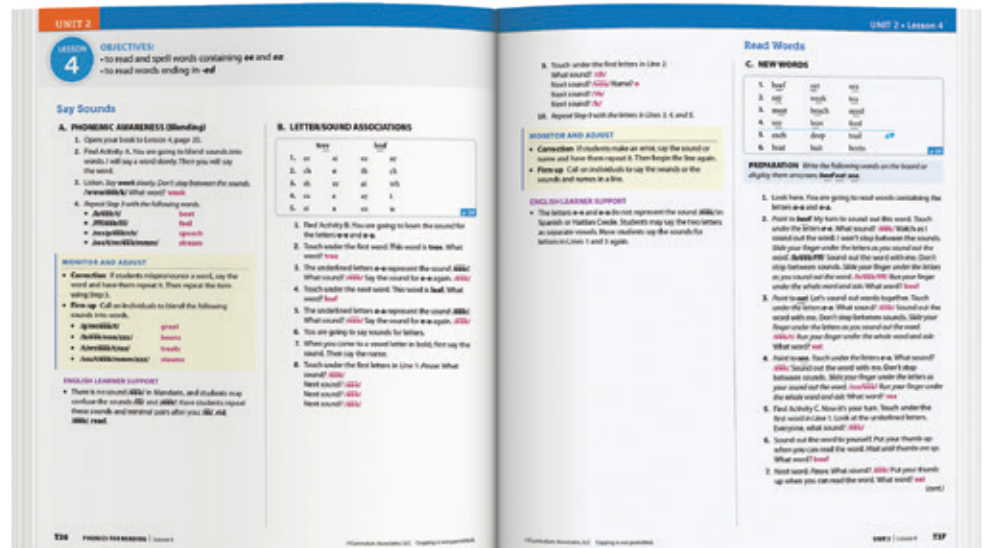
Student Book

Each lesson provides instruction and practice in a target skill and then builds toward reading an engaging, developmentally appropriate decodable text.



Teacher's Guide

The Teacher's Guide provides scripts and routines designed and field-tested to enhance the quality of instruction provided to older students and to optimize their learning. The Teacher's Guide also includes a complete scope and sequence, word lists, and guidance for monitoring and adjusting instruction.



Digital Components

The paid **Teacher Toolbox** provides a wealth of resources for instructors delivering phonics instruction. Below is a sample list of the available resources. A subset of these resources is available for free on the Digital Resources site: curriculumassociates.com/pfr-resources

- Individual Education Plan Goal Setting Template
- Letters of Progress
- Placement Test and Posttest
- Unit Check-Ups
- Building Background Knowledge
- Printable Decodable Texts
- Displays for Text Comprehension
- Additional Practice by unit
- Additional Phonemic Awareness activities
- Letter/Sound Association Flashcards
- Affixes Flashcards
- Articulation Cards (for teachers) and Videos



Articulation Video

Articulation **Vowel /āā/**
(ai, ay, a_e)

To make the sound /āā/:

- First, open your mouth.
- Place your tongue low in your mouth.
- Keep the front tip of your tongue behind the back of your bottom teeth.
- Next, lift the middle of your tongue and use your voice to let air flow out of your mouth.
- Place your fingers on your throat and say the sound again. Do you feel your throat vibrate? (Yes.)

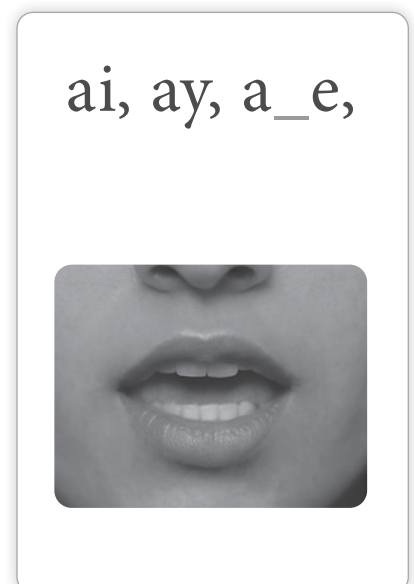
Exemplar Words

Single-Syllable		
mail	say	ate
paint	play	came
raise	tray	gave
train	stay	make

Multisyllabic		
raindrop	paycheck	gateway
explain	midday	mistake

Sound Transfer from Home Language

Transfer: Spanish, Mandarin, Haitian Creole
Approximate Transfer: Vietnamese
Non-Transfer: Arabic



Articulation Card