



Educator Guide: *PHONICS for Reading*

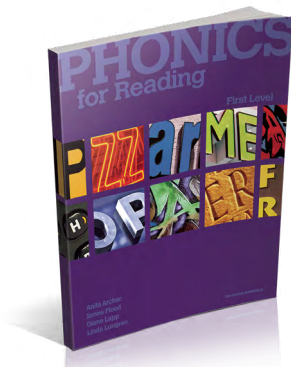


It's never too late to crack the code.

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. Use one, two, or all three levels to improve students' decoding skills.



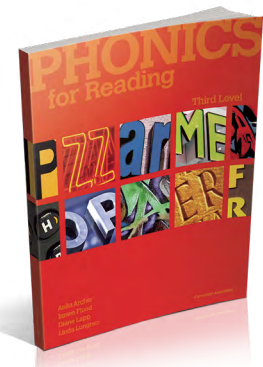
LEVEL 1

Short vowels
Consonants
Blends
Digraphs



LEVEL 2

Vowel combinations
r-Controlled vowel sounds
Compound endings
CVCe words



LEVEL 3

Vowel/letter combinations
Prefixes and suffixes
Minor consonant sounds for c and g
Minor vowel sound combinations



Authored by an Expert

Dr. Anita Archer serves as an educational consultant to state departments and school districts 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. Archer has served on the faculties of three universities, including University of Washington, University of Oregon, and San Diego State University. She has co-authored numerous curriculum materials, including *PHONICS for Reading*.

How to Get Started with *PHONICS for Reading*

1. Identify students who need support with phonics.

Start with *i-Ready*. Use the results from *i-Ready*'s adaptive Diagnostic to identify which students need phonics support. Focus on students enrolled in Grades 3 or above who need support with reading.

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	Placement by Domain						Date
		PA	PH	HFW	VOC	LIT	INFO	
Shin, Hee	Not Completed	—	—	—	—	—	—	—
Finch, Carla	Grade 1 (450)	Tested Out	Grade K	Grade 1	Grade 2	Grade 1	Grade 1	07/21/23
Simon, William	Grade 1 (455)	Tested Out	Grade K	Grade 1	Grade 2	Grade 1	Grade 1	07/21/23
Jenkins, Deven	Grade 1 (468)	Tested Out	Grade K	Grade 2	Grade 1	Grade 1	Grade 2	07/21/23
Holland, Tarak	Grade 1 (472)	Tested Out	Grade K	Grade 2	Grade 1	Grade 1	Grade 2	07/21/23
Harvey, Ivan	Grade 1 (458)	Tested Out	Grade K	Grade 2	Grade 2	Grade 1	Grade 1	07/21/23
Noel, Asher	Grade K (415)	Tested Out	Grade 1	Max Score	Grade 1	Grade K	Grade K	07/21/23
Phillips, Austin	Grade 1 (469)	Tested Out	Grade 1	Max Score	Grade 1	Grade 2	Grade 2	07/21/23

Or use the Instructional Groupings report. Teachers, reading specialists, and school building leaders can use the Instructional Groupings report to evaluate Phonics placement for students in Profile 1 and Profile 2. Identify students placing One or More Grade Levels Below in Phonics.

Or use the Diagnostic Results export. School building leaders and district administrators can identify students placing One or More Grade Levels Below in Phonics across schools, classes, or grade levels.

- Select Reports from the top navigation menu. Then, select All Exports to choose the Diagnostic Results export for Reading.
- Leave the default selections checked for including student data. Then, generate your export.
- Once you have opened the 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) for the Phonics placement you will need to match students to materials.
- See Options A and B on the [next page](#) for guidance on which levels are needed for these students, based on their Phonics placement.

2. Order the books.

Pick the option that best meets your needs. Depending on their level, some students will need one level of *PHONICS for Reading*. Others may need all three.

Option A: Order the books your students need to achieve fluency. Order books based on how many each student will need to become an accurate, fluent reader.

Each student at Grade 3 or higher . . .	
who places here in the Phonics domain on the <i>i-Ready Diagnostic</i> will need these <i>PHONICS for Reading</i> books.
Grade Level K or 1	All three books: First, Second, and Third Level
Grade Level 2	Two books: Second and Third Level
Grade Level 3	One book: Third Level

Option B: Order the books your students need to get started. You may not be able to buy all the books your students will need at the same time. If so, 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 here in the Phonics domain on the <i>i-Ready Diagnostic</i> will start here in <i>PHONICS for Reading</i> .
Grade Level K or 1	First Level
Grade Level 2	Second Level
Grade Level 3	Third Level

Option C: You can give the *PHONICS for Reading* Placement Test before placing your book order. (See **Step 5: Group your students** on [page 6](#).) Many educators, however, prefer to use this test closer to the start of actual instruction.

Remember that *PHONICS for Reading* is designed for students in Grades 3 and up. The levels in *PHONICS for Reading* do not represent grade levels. Data dictates the right starting point for a student. For example, a First Level book could actually be the starting point that a student at Grade 4 or Grade 5 needs. A Grade 3 class might have different students working in all three levels, again depending on need as indicated by the data.

3. Plan your staffing.

PHONICS for Reading can be taught by a wide range of people on your staff. Lessons follow repeated routines, and the Teacher Guide includes a specific teacher script that makes it easy to teach Phonics, even for teachers of older students.

These clear and easy-to-follow lessons can be taught by:

- Classroom teachers
- Reading specialists
- Interventionists
- Paraprofessionals

Regardless of who you select to teach *PHONICS for Reading*, stress the importance of using the Teacher Guide. These lessons cannot be taught from the Student Book alone. Everyone teaching *PHONICS for Reading* needs to do it with the Teacher Guide open.

4. Plan your implementation.

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

Implementation Models		
Model	Description	Recommended Pacing
Pull-Out Intervention	<ul style="list-style-type: none">• Outside the classroom• Group of two to 10 students• Full lesson or half lesson	30 min. (half lesson) 45–60 min. (full lesson)
Push-In Intervention	<ul style="list-style-type: none">• Inside the classroom• Group of one to four students• Full lesson or half lesson	30 min. (half lesson) 45–60 min. (full lesson)
Small Group Rotation	<ul style="list-style-type: none">• Inside the classroom• Part of small group time• Group of two to four students• Half lesson	30 min. (half lesson)
Individual Instruction	<ul style="list-style-type: none">• Inside or outside the classroom• One student at a time• Full lesson or half lesson	30 min. (half lesson) 45–60 min. (full lesson)
Walk to Read	<ul style="list-style-type: none">• Students switch rooms across classes or across grades for differentiated instruction.• Groups of two to 10 students• Full lesson or half lesson	30 min. (half lesson) 45–60 min. (full lesson)
Summer School	<ul style="list-style-type: none">• Summer school program• Groups of two to 10 students• Two full lessons a day	90–120 min. (two full lessons)

5. Group your students.

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 get the up-to-date information you need to make instruction as efficient and effective as possible. This is particularly helpful if some time has passed since the last administration of the *i-Ready Diagnostic for Reading*.


- This short, fast-paced test is available at i-ReadyCentral.com/PfRPlacementTest.
- The test is designed to place students in one of the three levels of *PHONICS for Reading*.
- Instructions for administration are available on the first page.
- The test is teacher administrated and needs to be administered separately to each student.
- The test will take approximately five minutes for each student to complete.

Monitor progress frequently after instruction begins. Make sure students are in the right group for their level of performance. Different students will progress at different rates. Some students will make great progress quickly. Other students will need more instruction and practice. The Placement Test can also be used as a post-test at the end of a level.

6. Expect results.

Students can 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 will complete it . . .
First Level	• Short vowels • Consonants • Blends • Digraphs	30 minutes a day	in 12 weeks
		45–60 minutes a day	in six weeks
Second Level	• Vowel combinations • <i>r</i> -Controlled vowel sounds • Compound endings • CVCe words	30 minutes a day	in 14 weeks
		45–60 minutes a day	in seven weeks
Third Level	• Vowel/letter combinations • Prefixes and suffixes • Minor consonant sounds • Minor vowel sounds	30 minutes a day	in 16 weeks
		45–60 minutes a day	in eight weeks



Consider PHONICS for Reading whole class at Grade 3. If you find that most Grade 3 students are performing One or More Grade Levels Below in Phonics, you might use **PHONICS for Reading, Third Level** in the first six to eight weeks of Grade 3 to support fluency for all your students. Teach a lesson a day, and finish in six weeks. Then, move on to reading rich, challenging texts at grade level.

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We have implemented this program in small groups during intervention time. Our resource room has also used the program. We have seen an increase in . . . fluency after the lessons have been taught. **The teachers find it teacher friendly, and the students have told me they enjoy it and it has helped them.**

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—Janis F., Educator, Idaho

To see how other educators are maximizing their *i-Ready* experience, follow us on social media!



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