Phonics
for Reading®
Anita Archer, Ph.D.

Research Base

LEVEL A

LEVEL B

LEVEL C

by i-Ready

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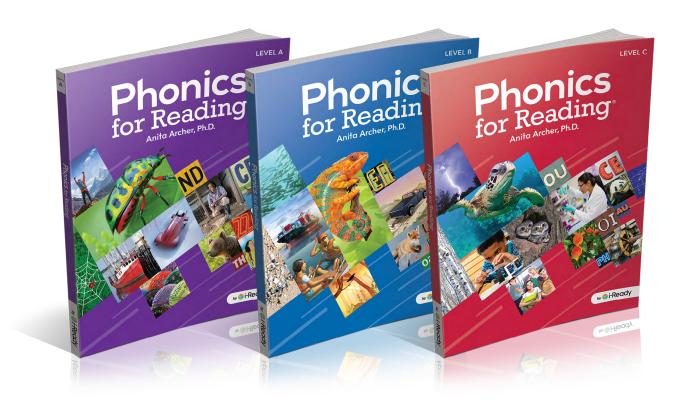>
> I'm certain that you believe, as I believe, that reading is a civil right. It totally changes everything if you are a reader or not. So, we've got to continue to use our very best kowledge and our energy to ensure that students are readers."
>
> —Dr. Anita Archer

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ABOUT *PHONICS FOR READING*

Authored by expert Dr. Anita Archer, *Phonics for Reading* is a systematic, research-based intervention program that helps older students in Grades 3–12 build the decoding skills they need to become fluent, independent readers of the complex texts they will encounter in the more advanced grades. The Science of Reading guides what is taught in *Phonics for Reading*, and the science of instruction guides how it is taught.

MEET THE AUTHOR

Dr. 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 she is the recipient of 10 awards honoring her contributions to education. Dr. Archer has served on the faculties of three universities: University of Washington, University of Oregon, and San Diego State University and has co-authored numerous curriculum materials.

"There is no comprehension strategy powerful enough to compensate for the fact you can't read the words."

—Dr. Anita Archer

INTRODUCTION

A research-based program, *Phonics for Reading* reflects the findings of the major national documents on reading, including those that focus on intervening with older students who are still mastering foundational literacy skills. These documents include, but are not limited to, *Becoming a Nation of Readers* (Anderson et al., 1985), the National Reading Panel Report (2000), *Evidence-Based Reading Instruction for Adolescents Grades 6–12* (Hougen, 2014) and *Providing Reading Interventions for Students in Grades 4–9* (Vaughn et al., 2022). The core components of *Phonics for Reading*—phonemic awareness, phonics, spelling, and decodable texts for fluency and comprehension—and the methods for teaching them are all grounded in the findings represented in these reports.

Phonics for Reading Meets ESSA Level 4 Evidence

This research brief describes Curriculum Associates' evidence base for *Phonics for Reading* and provides the evidence base that meets the requirements of ESSA Level 4—Demonstrates a Rationale. To meet the Level 4 evidence requirements, programs must have a well-defined logic model and be supported by research. Programs must also have efforts underway to determine the effectiveness of the program. This research brief provides the research base for *Phonics for Reading* and includes the logic model in the Appendix. Curriculum Associates is currently conducting research to determine the effectiveness of *Phonics for Reading*, and results will be published in late 2024.

HOW TO TEACH: THE SCIENCE OF INSTRUCTION

Following the Science of Instruction, *Phonics for Reading* is an intervention program that integrates three aspects of effective teaching for older striving readers. First, the program is sequential in that it teaches skills from simple to complex. Second, the program systematically focuses on critical content to promote learning. Complex skills are broken down into clear, obtainable steps to ensure learning. Third, instruction is explicit. The explicit instruction delivers focused and predictable lessons, actively involves all students in every lesson, monitors student performance closely, and provides immediate feedback. Students are engaged in meaningful interactions with language throughout.

Sequential Skills from Simple to Complex

Mastering foundational literacy skills is essential to becoming a skilled reader with the capability for reading to learn as one progresses in school and beyond (National Early Literacy Panel, 2008; National Reading Panel, 2000; Hougen, 2014). There are numerous skills and concepts that are important when teaching reading, and the way in which they are taught makes a direct impact on students' progress toward grade-level reading (Archer et al., 2021; Hasselbring et al., 2021; Hock et al., 2017). *Phonics for Reading* teaches the skills that older striving students need, in progression from easier skills to more complex ones and high-frequency to low-frequency elements, to support students in overcoming reading challenges.

Systematic Content

Phonics for Reading is organized by strand based on evidence-based practices for reading intervention (Vaughn et al., 2022). Just like a blueprint provides an architect with technical drawings for the reproduction of a structure, *Phonics for Reading* provides teachers with systematic instruction that gives them a framework and support for intervening to promote student success for older readers. Successfully implemented systematic instruction uses a defined scope of strands and strategies while teaching specific knowledge, concepts, and domains (Mesmer & Kambach, 2022). The goal of systematic instruction is to maximize the likelihood that when learners are confronted with new concepts, they already possess the appropriate prior knowledge and understanding to see its value and learn it efficiently (Adams, 2001). *Phonics for Reading* accomplishes this by focusing on the highest-leverage strands that will make the most meaningful impact on older striving learners' development through structured, predictable lessons. The strands include:

1. **Phonemic Awareness, specifically blending and segmenting**
2. **Phonics**
   a. Letter/sound associations
   b. Single-syllable words
   c. Multisyllabic words
   d. High-frequency words
3. **Spelling/encoding**
4. **Decodable texts**
   a. Fluency
   b. Comprehension

Explicit Instruction

Phonics for Reading provides explicit intervention instruction in the core components of foundational literacy to reach a wide range of older striving readers, students with dyslexia, and English Learners (ELs) who need support with decoding. Explicit instruction is a structured, direct, engaging, and success-oriented methodology that teaches foundational skills unambiguously while embedding supports and scaffolds to guide learners throughout their literacy journey (Archer & Hughes, 2010; Carnine et al., 2006). The approach has been proven to produce greater effects than implicit or embedded instruction where students infer strategies because of natural development (Rayner et al., 2002). Explicit instruction begins with an explanation of the learning objective focused on a requisite reading skill, strategy, concept, or knowledge domain (Christenson et al., 1989; Archer & Hughes, 2010). Teachers then model the cognitive processes involved in learning or using the skill, strategy, concept, or knowledge domain (Houghen, 2014; Biancarosa & Snow, 2006; Pearson & Gallagher, 1983). Next, teachers guide students in practicing what has been taught and gradually release more responsibility to encourage independence (Reutzel, 2022). Research with older striving readers demonstrates that an intervention program delivered by a teacher supported by research-based structures and routines can prevent or at least address and limit the severity of reading and writing challenges (Hougen, 2014).

Designed for older students, each level of the program features key components of effective explicit instruction: consistent teaching routines, repeated practice, and immediate corrective feedback. Grounded in research-based instructional recommendations for how to teach older striving learners to read, *Phonics for Reading* uses scaffolded, predictable, and easy-to-follow routines within each strand that explicitly introduce skills followed by guided practice (Reutzel, 2022). Providing a high level of scaffolding in the first third of each level, this scaffolding gradually decreases as teachers and students become familiar with and have internalized the routines through repeated practice. While the level of scaffolding is reduced over the lessons, it is never completely removed so that teachers and students can smoothly proceed through the activities. Both teachers and students then know what is expected of them to complete each activity, thus increasing engagement, learning, and success of older striving readers (Vaughn et al., 2022; Hougen, 2014).

When learning new skills, knowledge, and/or material, error is part of the process. One of the most powerful instructional acts in reading intervention is providing immediate affirmative and corrective feedback (Archer & Hughes, 2010; Kluger & DeNisi, 1996; Watkins & Slocum, 2004; Stronge, 2018; Reutzel, 2022). Embedded directly into the *Phonics for Reading* instruction are directions and prompts for teachers on what to say should students make specific errors. These directions are affirmative, specific, and offered in a neutral tone. For example, when learning to blend sounds in oral words, the teacher provides a cue or a signal for each sound and students respond. To strengthen the correction procedure even more if an error is made, the teacher may say the sound, and then the student responds by repeating the sound and then blending the word again.

WHAT TO TEACH: THE SCIENCE OF READING

What the Science of Reading Tells Us: Phonemic Awareness

What is phonemic awareness? Phonemic awareness refers to "the ability to focus on, distinguish, separate, and manipulate phonemes within pronunciations of words" (Ehri, 2022). Put another way, it is the ability to hear and manipulate sounds within words. It involves blending sounds or phonemes to make words as well as segmenting words into their constituent sounds.

Why is it important to reading acquisition? Phonemic awareness leads to an understanding that the sounds one hears around them (i.e., phonemes) are represented by the printed letters (i.e., graphemes) that we use to make meaning in the English language. Developing phonemic awareness is critical for learning to read (Ehri, 2004). Students who acquire strong phonemic awareness skills will likely become good readers as it is a fundamental understanding needed for the development of the scope of foundational literacy skills.

Why is it important for older striving readers? Phonemic awareness does not come naturally for most people and must be explicitly taught before further progress in reading can occur (Castles et al., 2018). While phonemic awareness is typically taught to younger students who are beginning to read, too often older striving readers have not yet fully mastered this ability. Direct and explicit instruction in phonemic awareness works in intervention with older students to negate their reading risk (Kilpatrick, 2015).

How *Phonics for Reading* Addresses This Strand
Using a sequential approach to teach skills in progression from simple to complex, *Phonics for Reading* begins by teaching phonemic awareness to support student mastery of this foundational skill and to give older striving readers the confidence and tools necessary to tackle more complexity. In *Phonics for Reading*, phonemic awareness tasks focus on blending and segmenting, fundamental phonemic skills that have great benefit to reading and spelling acquisition (Kilpatrick, 2015; Ehri & Roberts, 2006). In the blending activities, the teacher says a word slowly, clearly enunciating each sound. Then students say the word. This pattern of teacher–student input continues for several more words. In the segmenting activities, the teacher indicates how many sounds a word has, then directs students to hold up that number of fingers in front of them. Then the teacher says the next word and directs students to touch one finger for each sound in the word as they segment it aloud. This pattern repeats for several more words. Because students have varied oral language backgrounds, the words used in the blending and segmenting lessons later appear in the activity focused on decoding single-syllable words, allowing students to make words "real words."

As an intervention program developed for older striving readers, *Phonics for Reading* provides explicit modeling of these blending and segmenting tasks and regular practice with increasingly difficult words. For all lessons, guidance is provided for how to support students who make errors with phonemic awareness. The type of corrective feedback to provide is included as well as different words to support additional practice using the routine.

What the Science of Reading Tells Us: Phonics

What is phonics? Phonics refers to instruction that "teaches students the major grapheme–phoneme relations and their use to decode and spell words" (Ehri, 2022). Whereas phonemic awareness is the ability to "hear" the sounds in words, phonics is the ability to "see" the sounds in words as letters, to understand their placement, and to realize that manipulation of these placements changes the word. Phonics must be explicitly and systematically taught with the connection made between oral language and written language (Mesmer & Kambach, 2022; Archer & Hughes, 2010).

Why is it important to reading acquisition? Phonics understanding allows students to recognize the predictable relationships between the sounds in words and their letters and to apply this understanding to familiar and unfamiliar words. Along with phonemic

awareness, phonics is a foundational literacy domain from which other literacy skills develop. The better a student's understanding of phonics, the better their word recognition, spelling, fluency, and ultimately comprehension (Castles et al., 2018).

Why is it important for older striving readers? As students progress in school, grade-level texts begin to include more complex words, from single-syllable words to multisyllabic words, which are essential for understanding the meaning of text. In order for students to comprehend content in higher grades, intervention in phonics should be provided so students are able to direct their cognitive energy to understanding the content they are reading rather than the act of reading itself (Vaughn et al., 2019; Hougen, 2014).

How *Phonics for Reading* Addresses This Strand

Phonics instruction is provided explicitly and systematically in *Phonics for Reading*. The instruction starts with the easiest, most common skills and progressively builds to more challenging skills across all three levels, culminating in less common but more difficult skills. Guidance is provided throughout for how to support students who make errors with phonics skills. The type of corrective feedback to provide is included as well as how to provide additional practice for students to firm up their skills.

Within the phonics strand, the areas of focus are letter/sound associations, single-syllable words, multisyllabic words, and high-frequency words. An explanation of each and how it is incorporated into *Phonics for Reading* are discussed here.

Letter/Sound Associations

When letters (i.e., graphemes) are connected to their sounds (i.e., phonemes), students are better able to read words from memory. These letter/sound associations are an essential foundational skill, along with phonemic segmentation, in literacy development (Ehri, 2020).

In *Phonics for Reading*, students map letters to sounds in isolation, which prepares them to map letters to sounds in a word. The content is a mix of new and review phonics skills. For new skills, working through identifying letter/sound associations in isolation helps students start to automatically recognize that certain letters represent certain sounds. When a new skill is introduced, the teacher models how to read an example word(s) with the target skill(s) noted. Then students practice identifying the sounds for letters listed in the activities. For review, previously introduced letter/sound associations are included in the activity to provide ongoing practice with these skills.

Vowels are particularly challenging for older students still developing decoding skills. In Levels B and C, single-vowel letters are bold to indicate that students should say the sound for the letter (i.e., a short vowel sound) and the name for the letter (i.e., a long vowel sound). Saying the vowel sound and name helps students distinguish between short and long vowel sounds.

Single-Syllable Words

Being able to recognize letter/sound associations, letter patterns, and word patterns supports students in decoding words (Mesmer & Kambach, 2022). As students learn more sound-spelling patterns and word parts and practice analyzing them, the more accurately and fluently they will be able to decode the words they read. This begins with words students frequently encounter, which builds their skills to decode words that are less frequent and harder to decode (Ehri, 2014; Foorman et al., 2016).

Phonics for Reading focuses instruction on single-syllable words that are new for students as well as single-syllable words that are review. For new single-syllable words, in the first few rows of words, students say the sound represented by the underlined letter(s) first, which connects to students' knowledge of phonemic awareness and letter/sound associations. The teacher models how to read the first word, saying all the sounds represented by letters in the word and asking students to read the word. This modeling continues for the remaining words in the row. The scaffolding (i.e., underlining) is removed for the last rows to support gradual release for students to decode on their own. Single-syllable words with previously learned skills are included to provide an ongoing review of skills and word comparisons between words with similar skills.

In some lessons, high-frequency irregular words that have the same letters as the target skill are presented—but those letters represent a different sound. The teacher guides students to recognize these exceptions by directing them to apply partial decoding skills to decode the word. The teacher says the expected sounds represented by the letters in a word and asks students to evaluate whether the sounds are correct. Through partial decoding, students can identify the irregular part(s) of the word. Students read the word to make it a real word.

Word families are also incorporated. Repeated reading of words with common spelling patterns helps students recognize these patterns automatically. Students read the first word in each column, a built-in scaffold, then students read down each column to read as many words as possible in the allotted time of 10 seconds. Students practice reading the words again. They are then timed to read as many words as possible, with a goal of increasing the number of words read accurately. Timing infuses accountability and motivation to improve accuracy and rate.

Multisyllabic Words

Phonics instruction for older students should go beyond single-syllable words to include multisyllabic words to prepare students for reading in the secondary grades (Hougen, 2014; Toste et al., 2016). As students progress in the grades, the average number of syllables per word that students will be required to read steadily increases (Kearns et al., 2016) and may be integral to the meaning of the text being read (Carnine & Carnine, 2004). While this is particularly challenging for striving readers who often read these unfamiliar and complex multisyllabic words incorrectly, targeted interventions that build students' decoding skills have been proven effective in improving the multisyllabic word-reading accuracy of older striving readers (Vaughn et al., 2022).

The instruction for multisyllabic word reading in *Phonics for Reading* provides scaffolds to support students in reading these complex words. Each syllable in a multisyllabic word is designated with a "scoop," a scaffold that helps students break words into manageable chunks for decoding. Students sweep a finger under each syllable as they decode it. Then students read the whole word. Many words included in a *Phonics for Reading* multisyllabic word activity have the target skill(s) for the lesson. In Levels B and C, there are also words from the decodable text for the lesson that may not have the target skill but are important for reading the text and understanding it. Learning to read these words in isolation before reading them in the text prepares students to read them more quickly in context.

In Level B, students identify base words and inflectional endings to help them recognize patterns to support multisyllabic word reading. This effort is a more complex pattern recognition task than that of word families. Students read the underlined base word first, which is important for helping students chunk words into manageable parts. Students then read the whole word, base word, and ending. Students also learn how to read words with endings when the base word has been altered. A rule taught to students is that if there is one consonant before the ending –*ing*, the sound for the vowel letter before that consonant will be the vowel's name (i.e., long vowel sound). So when students encounter a word with the ending, they learn to first identify how many consonants are in the middle of the word. That identification helps them know which vowel sound the word has. With one consonant in the middle of the word, they read the word with the long vowel sound. With two consonants in the middle of the word, they read the word with the vowel sound they have learned in the program (i.e., short vowel sound). Learning that the ending –*ed* has three pronunciations contributes to students' development of automatic word recognition as well.

In Level C, students practice reading affixes in two ways: One way is affixes in isolation, and the second way is affixes in whole words. First, students learn the pronunciation of target prefixes and suffixes in the context of whole words. The teacher models reading the words with students repeating the words. The teacher identifies the affix and students repeat it. During this activity, students also read isolated affixes. In some lessons, students also learn the affix meaning and practice reading words and learning their meanings. Learning the affix meanings supports vocabulary development. In the second activity, students read underlined affixes in words. This scaffolding helps students identify chunks, which supports their decoding and helps them approach words in texts by breaking them into manageable chunks for decoding. Students identify the prefix or suffix first, then they read the whole word. Students read words with prefixes, words with suffixes, and words with both. Learning how to identify and read affixes contributes to automatic word recognition. All lessons include affixes and affixed words that have been previously taught to provide ongoing review and practice of skills.

High-Frequency Words

As teachers build students' understanding of phonics, they also build students' knowledge of high-frequency words. High-frequency words are words that appear most often in texts students read but that do not always conform to typical decoding patterns. High-frequency words should be taught alongside phonics to allow students to apply the decoding skills they are learning to these words (Mesmer & Kambach, 2022). Like all words, high-frequency words need to become "sight words," or words that can be read automatically (Ehri, 2005; 2020).

In *Phonics for Reading*, the intervention approach in the Say, Spell, Read activity allows students to hear the teacher model reading the words first before they repeat the word, spell the word, and then read the word again. After all words have been read one time, students read the words again. This routine allows students to identify both regular and irregular spellings in words, which supports automatic word recognition. Learning to read these words in groups with similar patterns helps students with automatic word recognition because if they know how to read one of the words, they know how to read all the words with the pattern.

Level C takes the routines in the activity a step further by identifying them as keys to reading high-frequency words, particularly those with irregular spelling patterns. Using rhyming words is the first key. Students learn to read rhyming words in a group that have both regular and irregular spelling patterns. Make it a real word is the second key. Students learn about irregular spelling patterns and how to approach reading words with these patterns to make them real words. They sound out the word and evaluate if the decoding skills they applied to read the word make it a real word or not. Look at the spelling is the third key, using the Say, Spell, Read approach. Students focus on word spellings to help them with automatic word recognition.

What the Science of Reading Tells Us: Spelling/Encoding

What is spelling/encoding? Encoding—another word for spelling—is when students hear the sounds in a word and must map those sounds to letters. Spelling involves "distinguishing and remembering phoneme–grapheme relations specified in written words" (Ehri, 2022).

Why is it important to reading acquisition? Students use overlapping knowledge to read and spell words (Ehri, 2020). As such, encoding and decoding work together to strengthen reading skills. Speech-to-print phonics practice, such as what is provided when spelling words, helps students develop auditory skills, which facilitates orthographic mapping (Ehri, 2014). Orthographic mapping supports students in storing written words for instant retrieval. It allows students to turn unfamiliar written words into familiar sight words that are recognized automatically (Kilpatrick, 2015).

Why is it important for older striving readers? Embedding spelling instruction in intervention lessons is an effective strategy for older striving readers (Vaughn et al., 2022). Having striving readers practice with spelling words reinforces and solidifies the phonics skills they

are learning and need to read the complex multisyllabic words they encounter in grade-level, discipline-specific texts (Vaughn et al., 2022; Hougen, 2014).

How *Phonics for Reading* Addresses This Strand
In each *Phonics for Reading* lesson, students spell single-syllable words and multisyllabic words they have learned to read in the lesson. The teacher says a single-syllable word by first saying the word, then identifying how many sounds are in the word, and then touching one finger at a time to each sound while it's being said. The teacher asks students to write the word and then writes or displays the word for students to check their spelling and correct mistakes as needed. The teacher directs students to write the word again correctly for additional practice. These steps repeat for the remaining single-syllable words in the activity.

For spelling multisyllabic words, the teacher says the word and then asks students to tap and say each syllable in the word. Students write the word. Like with single-syllable words, the teacher writes or displays the word for students to check their spelling and correct mistakes as needed. Then the teacher directs students to write the word again correctly for additional practice. These steps repeat for the remaining multisyllabic words in the activity.

After working through these steps to write individual words, students write a dictated sentence that includes words with the target skill(s), high-frequency words they have learned, and previously learned skills.

What the Science of Reading Tells Us: Decodable Text to Support Fluency and Comprehension

What is decodable text? Decodable texts provide practice with the specific phonics skills students are learning. While decoding isolated words is one important type of practice for students, reading decodable texts is another that gives students valuable decoding practice while engaging with texts (Blevins, 2020).

Why is it important to reading acquisition? To emphasize the utility of reading, as well as fluency in reading, students should be given the opportunity to apply the phonics skills they are developing through engaging with decodable texts. It is through regular practice with reading decodable texts that students increase their accuracy and fluency to become proficient readers (Vaughn et al., 2022). As students read decodable texts, they are able to synthesize the phonics skills they are learning and apply them to make meaning from what they are reading (Ehri, 2020; Goldenberg, 2020).

Why is it important for older striving readers? Research suggests that fluency is a significant variable in secondary students' reading and overall academic development (Hougen, 2014; Rasinski et al., 2011). Students who can read fluently can focus their attention to the meaning of what is read rather than the process of reading. They have greater resources for paying attention and processing information, which in turn promotes comprehension building (Hougen, 2014).

How *Phonics for Reading* Addresses This Strand

Phonics for Reading first provides practice with decodable text by having students read standalone sentences. The decodable sentences provide a bridge between reading words in isolation and reading words in connected text. Within the structure of each lesson, reading decodable sentences comes after students complete activities involving reading words in isolation. Reading sentences allows students to apply many of the skills they practiced in isolation as a step toward reading longer connected text.

The culminating activity in each *Phonics for Reading* lesson provides practice with decodable text by having students read text passages that consist of three parts. The text passages, which are fully readable through a combination of learned phonics skills and high-frequency words, increase in difficulty across each level of the program, mirroring the phonics skill progression. If a non-decodable word is included in a text, it is bolded, and instructional routines lead the teacher and students to identify and read the word prior to reading the text. The reason for this is because students are not responsible for attempting to decode words that contain letter/sound associations they have not learned or that are permanently irregular and not taught in the program.

Reading the decodable texts improves phonics skills as well as supports fluency and comprehension building. Fluency includes accuracy, rate, and expression. *Phonics for Reading* focuses on the accuracy part of fluency. Learning to accurately decode words and having multiple opportunities to practice applying decoding skills in connected text builds accuracy. By focusing on accuracy, *Phonics for Reading* helps students move toward improving their rate. When students can accurately read words, their rate improves because they are not spending time decoding word by word.

To support comprehension building, a Teacher Reads feature connects the three parts of each text passage together while providing background information and vocabulary support before reading. Oral comprehension questions that mirror written comprehension questions students later complete independently are embedded in instructional routines and support comprehension of each text part.

At the end of Level C, Challenge Text lessons are provided as an extension to increase students' reading accuracy, expression, fluency, and comprehension and to transfer those skills to more challenging informative passages.

HOW *PHONICS FOR READING* SUPPORTS ENGLISH LEARNERS

ELs represent a broad spectrum of learners with a wide range of backgrounds, experiences, languages, and academic proficiencies. Across the United States, there are approximately five million students who are ELs, and they represent the fastest-growing population in the country (National Center for Education Statistics, 2024). ELs often enter school with key linguistic skills in their home language. While ELs can engage in complex, cognitively demanding tasks requiring language, making meaning of oral and written English while

simultaneously learning academic content can be challenging for them. ELs have had exposure to English prior to enrolling in school, but they need dedicated, explicit instruction in both language-based skills—relating to oral language, comprehension, and word knowledge—and code-based skills—relating to phonological and phonemic awareness, decoding, and phonics (Fillmore, 2017; Scarcella, 2003; Mesmer, 2020). Aligned with the Guidelines for Improving English Language Arts Materials for English Learners (English Learners Success Forum, n.d.) and the Framework for Foundational Literacy Skills Instruction for English Language Learners: Instructional Practice and Materials Considerations (Council of the Great City Schools, 2023), *Phonics for Reading* supports ELs by teaching code-based skills through systematic and explicit instruction and language-based skills with application of fluency and comprehension. This comprehensive and connected approach helps build foundational literacy skills for ELs to help provide them with greater access to grade-level content (Council of the Great City Schools, 2023).

Language transfer is a key resource for helping ELs learn the phonological and phonics skills necessary for identifying both sounds and sound spellings unique to English and those that are similar in English and home languages. Guidance should help teachers recognize which skills may require continued practice and clarification, and in contrast, which cross-linguistic skills or conventions are more easily transferable to English, thus requiring less practice (Council of the Great City Schools, 2023). *Phonics for Reading* provides supports and information in all lessons related to language transfer. In addition, Language Transfer Charts are provided as resources for teachers to reference and understand the sound and sound-spelling transfers for skills by level.

How *Phonics for Reading* Addresses Code-Based Skills

Code-based instruction helps ELs successfully navigate the unique syllabic word structures and inconsistent sound-symbol correspondence within the English language (Fillmore, 2017). As previously discussed, *Phonics for Reading* explicitly teaches phonemic awareness through blending and segmenting; explicitly teaches with a focus on letter/sound associations, single-syllable and multisyllabic words, and high-frequency words; and explicitly teaches spelling/encoding with a focus on spelling and writing single-syllable and multisyllabic words. Students benefit from explicit modeling, intentional instructional routines, corrective feedback, and ongoing practice.

How *Phonics for Reading* Addresses Language-Based Skills

It is important for language-based skills to be taught in conjunction with code-based skills to help ELs gain a greater understanding of the formation of sentences, phrases, and sentence-level structures as well as how the English language system works (Fillmore, 2017; Fillmore & Snow, 2018; Scarcella, 2003). Decodable texts in *Phonics for Reading* provide ELs with authentic practice in applying previously taught skills in reading longer, connected texts. This process supports fluency development by improving accuracy, rate, and expression. Students also benefit from vocabulary support and instructional routines that build comprehension and help them make meaning.

CONCLUSION

Research on reading is so extensive that it is proclaimed to be the most researched aspect of human cognition (Moats, 2020). What the body of this research that is known as the Science of Reading demonstrates is that all students, regardless of reading ability or age, can learn to read. As described in Gough and Tunmer's Simple View of Reading (1986), illustrated in Scarborough's Reading Rope (2001), and confirmed over decades of reading research, sequential, systematic, and explicit instruction focused on foundational literacy skills can lead all students to become skilled, lifelong readers.

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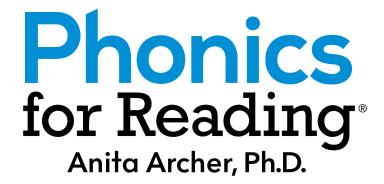
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APPENDIX: *PHONICS FOR READING* LOGIC MODEL

Resources	Activities	Outputs	Short-Term Outcomes	Long-Term Outcomes	Impacts
❯ *Phonics for Reading* student and teacher books: Level A, Level B, and Level C ❯ *Phonics for Reading* Placement Test (available in the back of the teacher books for each level) ❯ *Phonics for Reading* Posttest (available in Digital Resources) ❯ *i-Ready Diagnostic* (*i-Ready Diagnostic* is not required for *Phonics for Reading* and serves as a supplemental resource.)	❯ Students take *i-Ready Diagnostic.** ❯ Students take *Phonics for Reading* Placement Test. ❯ Students receive lessons at their appropriate level through teacher-led, small group, and individual work. ❯ Students receive systematic, explicit instruction, guided practice with gradual release of responsibility, and checking for understanding. ❯ Students practice oral blending and segmentation, decoding single-syllable and multisyllabic words, and encoding (i.e., spelling). ❯ Students are taught high-frequency words to improve automatic word recognition. ❯ Students read decodable passages accurately and fluently, with appropriate prosody. ❯ Students answer oral and written questions in response to text and cite text-based evidence. ❯ Teachers monitor student performance, provide corrective feedback, and give students the opportunity to respond.	❯ Students complete oral and written activities during and at the end of each lesson, allowing for self-correction and independent practice. ❯ Students complete a Unit Check-Up at the end of each unit to assess whether they are ready to progress in the program. ❯ Teachers have the option to use the decodable passages in every lesson to assess fluency, starting at Level B. ❯ *Phonics for Reading* Placement Test is used as pre- and posttest to gauge student progress. An alternative Posttest can be used to gauge student progress at the end of a level.	❯ Students strengthen phonemic awareness, phonics knowledge, and word recognition skills as they advance through the *Phonics for Reading* levels. ❯ Students work on phonemic awareness skills (i.e., blending and segmenting). ❯ Students learn both regularly spelled and irregularly spelled high-frequency words. ❯ Students master encoding/decoding single-syllable words. ❯ Students master encoding/decoding multisyllabic words. ❯ Students increase the speed at which they accurately read and comprehend words, sentences, and connected text.	❯ Increased percentage of students meeting national fluency norms for words correct per minute ❯ Increased percentage of students approaching reading on grade level ❯ Increased end-of-year state test scores ❯ More students proficient in reading and comprehension	❯ More students on track for college and/or career success

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