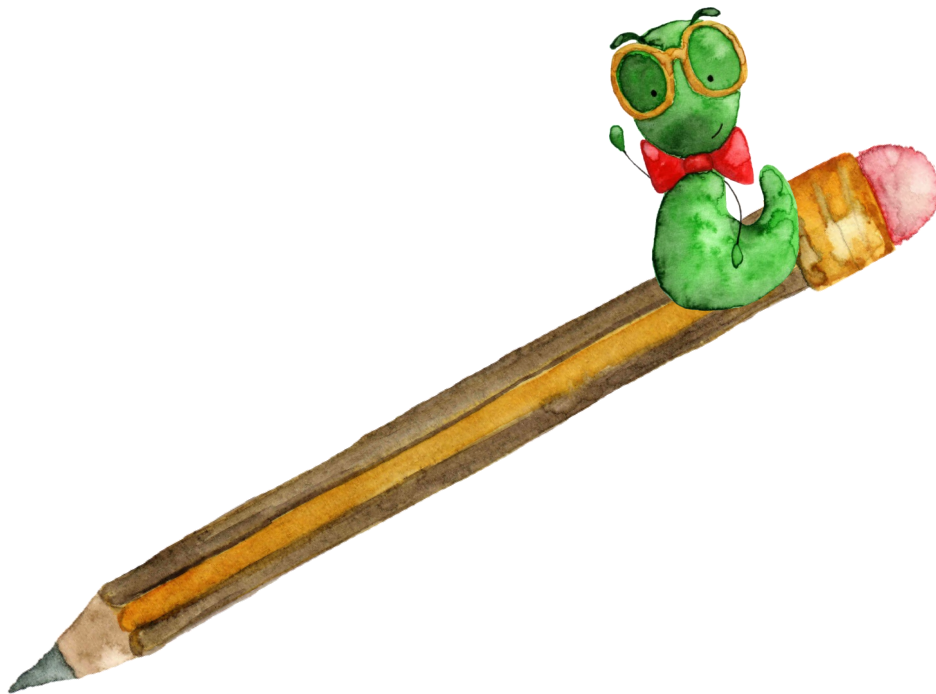


Bookworm Program

Literacy Materials

What's included?



R.E.A.D.
Intervention

Reading Education and Dyslexia Intervention

[https://learn.readintervention.com/courses/
structured-literacy-materials](https://learn.readintervention.com/courses/structured-literacy-materials)

Author's Note

Considering the United States' declining reading achievement scores, in 1997 the U.S. Congress commissioned a panel of researchers, educators, and psychologists to synthesize the reading research and report their findings.

In 2000, the NRP released their report. The research indicated 5 core components of effective literacy instruction:

- phonemic awareness
- systematic phonics
- fluency
- vocabulary
- comprehension

Although the research is on-going, we have known since 2000 what works, but it has yet to be fully implemented in most classrooms across America. Many aspects of the panel's report, such as phonemic awareness and systematic phonics, are not included in popular commercial programs and our students continue to struggle. As a result of ineffective instruction, over 60% of America's 4th graders are reading *below* proficiently (<https://www.nationsreportcard.gov/reading/nation/achievement/?grade=4>). In order to improve literacy, schools must implement practices supported by the NRP's findings.

Implementing the Science

R.E.A.D.'s *Bookworm Program* will help instructors implement scientifically validated approaches to literacy instruction. All 5 components of the NPR's findings are included in the *Bookworm Program*. The materials are based upon my training as an Orton-Gillingham instructor as well as years of experience working with students in both general and special education. From assessments and learning tools to user friendly PowerPoint presentations, teachers will have everything they need to help their students learn the alphabetic code and understand the structure of the English language.

Not only does the *Bookworm Program* include a number of resources for implementation, but we have also included online training modules to train teachers in the science of reading. R.E.A.D.'s video modules in phonological awareness, phonics, and fluency, will help teachers understand these critical yet often overlooked foundational literacy skills. The modules are online, self-paced sequential tutorials that will impart the knowledge I have acquired over the past two decades of teaching readers at all stages of development. Teachers who enroll in the training are not alone on their learning journey. Each video includes a chat feature where they can type their questions and receive an answer via email. For school districts, virtual coaching is included with the purchase 10 or more teacher enrollments.

With so many kids struggling to read, isn't it time to follow the science? Let's help every student unlock the code and experience reading success! Start your journey today...

- Jennifer Cerra, M.Ed.

New Learning PowerPoints

6 PowerPoint Presentations in All

Learning Letters - Letter names and sounds taught using multi-sensory techniques; blending and spelling words with two and three phonograms; phonological awareness training; handwriting

Level 1: closed syllables, short a, i, possessives, -ck, FSZL, o, suffix -s, sh, ch, th, u, ng, suffix -ing, nk, e, wh, ay, ee, consonant clusters with l, s, r, final consonant clusters, suffix -ed, single open syllable words, -y (**my**), al, wa, -tch, 3 letter consonant clusters, silent e, e drop spelling rule, compound words, suffix -er (**singer**)

Level 2: contractions, closed syllable exceptions: ind, ild, old, ost, olt, oll, common long vowels: ay, ee, oa, ai, ea, ow, igh, schwa, suffixes: ing, ed, er, est, es, en, ish, y, ly, ful, less, VCCV, VCV, VCCCV, -VCe in 2nd syllable, r-controlled: or, ar, er, ir, ur, vowel teams: ou, ow, oo, oi, oy, -Cle, soft c/g, dge, au, aw


Level 3: r-controlled: rr, ear, wor, war, quar, vowel teams: oe, ie, ou (soup), aught, ought, ue, ew, VCV, eigh, ey, ui, silent letters: kn, wr, mb, gu, gh, gn, ph, Spelling Rules: e drop, 1-1-1, Y Rule, 2-1-1, suffixes: -able, -age, -ment, -ness, words with double suffixes, common prefixes: un, re, pre, dis, mis, pro, de, ex

Level 4: VV, uncommon vowel teams ei, eu, connective sound changers ti/ci, tu, du, Unaccented -or, -ar, i=/y/, -al, ci/ti, -tion, -sion, -ture, connective i, -sure, -ous, -ent/-ence, ant/-ance, -cy, -ancy, -ency, -ward, -on, -en, -on, -ain, -ine, -ite, -ate, -et, -ct, -ic, -ive, -ible, -ary, Vrr, accent patterns, French and Greek influences: ch, que, gue, sounds of y, prefixes: under, para, ab, per, trans, inter, mal, counter/contra, en/em, assimilated prefixes: sub, con, ad, in

Level 5 Latin Roots: review connectives, aud, cede/cess/ceed, dict, fect, form, ject, miss/mit, ped/pod, tend/tend/tens, port, rupt, script/scrib, sist, spect, struct/stru, terr, tract, vis/vid, vit/viv, voc/vok

Sample PowerPoint – from Level I

ship
shop
sham



sh

sh is a consonant digraph
A digraph is two letters that represent one sound

The first slide provides an auditory/visual connection with a keyword.. This procedure utilizes a speech to print approach.

Drag tiles to spell words

b	c	d	f	g	h	j	k	l	m	n
p	qu	r	s	t	v	w	x	y	z	
ck	ff	ss	zz	ll	sh	a	i	o		
s										

— — —

The teacher and students can use letter tiles to build and manipulate words through word chaining activities.

Code the words in the first row. Then read the words.

<u>sh</u> ip	shin	ash	cash
dash	wish	fish	mash
rash	dish	lash	sham
shall	shop	shot	bash
shock	shack	shops	shins

Use the word list to provide direct instruction and support students as they practice word level decoding.

Over 3,000 PowerPoint slides are included!

Practice the new words in connected text.

Highlight the words with the target sound.

1. The rash was on Sam's shin.
2. The big fish will fill the dish.
3. Did Cam give you cash?
4. I wish to have a big ship.

Students read the new words in sentences.

sh with short a, i, o - 60 words

Cash's Socks

Cash had to shop for socks.

Mom did live to shop!

Cash did *not* live to shop.

Mom ran Cash to the shop.


Cash did wish for ships on his socks.

The socks at the shop had fish, not ships.

The socks did go to his shins.

Mom did give cash to the shop.

Cash got fish socks.



Word Wise: How is the word *cash* used in two different ways?

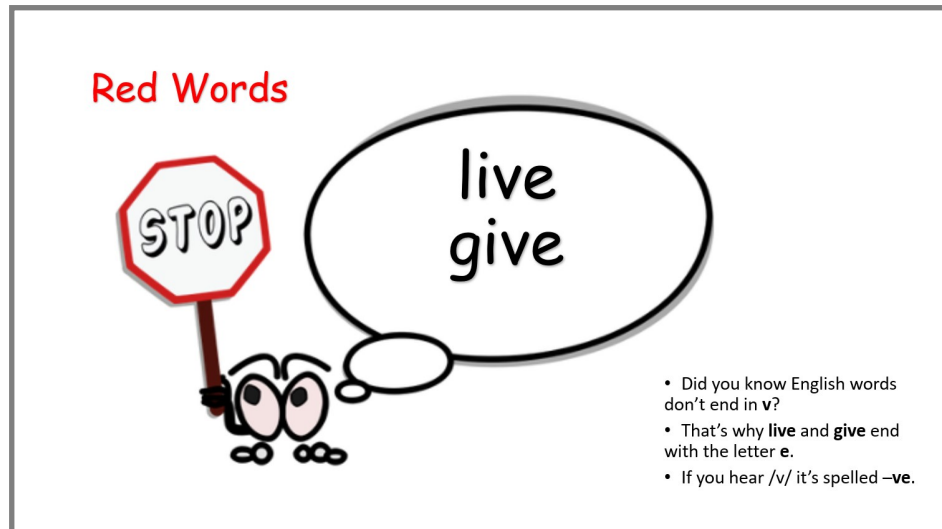
Highlight a word that rhymes with *dish*.

Think and Share: What does "lived to shop" mean? Why is the word *not* italicized in the sentence "Cash did not live to shop"? What kind of socks does Cash want? Decorate the socks to show the kind of socks Cash got at the shop.


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Decodable text is also provided with each new concept in the first three levels. Vocabulary and comprehension is enhanced through the follow-up questions included with each text.

Explicitly teach irregular words.



Help students learn and understand irregularly spelled words, commonly known as “red” words or “heart” words.



Find and underline each red word.

1. Mack will live on a ship.
2. Give him the dish.
3. Give Jill a wish.

Students practice reading these new words in sentences.

Each lesson includes slides for cumulative review.

Read 👁️👁️	ship	shock	pill	pot
	dish	sick	will	pots
	mash	lock	miss	jog
	wish	pock	fill	jogs
	shop	kick	mass	mop
	lash	sock	bass	mops
	ash	sack	loss	sob
	cash	Jack	dolls	sobs

Review lists include the last four concepts taught. Repeated readings build word level automaticity.

1. Jack will live on a ship.
2. I will give Jan the dish.
3. We fish at the dock.
4. Give Dad the cash to shop for fish.
5. Pam's dolls can fill a tub.

What is the action word (verb) in sentence 3?
How is the word fish being used in two different ways?

Build sentence fluency and incorporate language activities that improve students' understanding of semantics and syntax.

Student Activity Pages

Students can follow along using the PDF pages that align to the PowerPoint presentation. Send them home for meaningful practice.



Code and read the words.

ship	shin	ash	cash
dash	wish	fish	mash
rash	dish	lash	sham
shall	shop	shot	posh
shock	shack	shops	shins

Highlight the words with the target sound.


1. The rash was on Sam's shin.
2. The big fish will fill the dish.
3. Did Cam give you cash?
4. I wish to have a big ship.

Read the nonsense words:

shim shib shap shig pash tash yish

Decodable Text

Help beginning and struggling readers unlock the code by giving them controlled decodable text with phonics patterns that have been explicitly taught. You'll find decodable stories aligned to our first three levels that can be used to practice decoding, fluency, vocabulary, and comprehension. Level 2 includes both fiction and nonfiction to build students' background





R.E.A.D. Intervention
Reading Education and Dyslexia Intervention

Controlled Text

Short Decodable Stories
for CVC Words

27 Stories

Includes a comprehension check for each story.



R.E.A.D. Intervention
Reading Education and Dyslexia Intervention

Controlled Text

Short Decodable Stories
for Level 1 Concepts

45 Stories in all

Includes red words and
a comprehension check for each story





R.E.A.D. Intervention
Reading Education and Dyslexia Intervention

30 Decodable Stories and Informational Text

Level 2 Concepts

Word count is indicated at the top
Comprehension and vocabulary are included




Short

Kim, Tim, and Jim

Kim has a bag.
Tim has a bag.
Jim has a bag.
Kim has a yam.
Tim has jam.
Jim has ham.

The yam, jam, and ham fit in a bag.



Think and Share: What do all the things in the bags have in common? Why do you think they might do with the things in their bags? Draw how you picture one of the things in the bags.

R blends - 104 words

Frank's Mess


Frank sat in his truck. He was off to visit his Gram. Frank could see a school bus and a black trash truck. It was a long trip to Gram's. He did want to nap. Frank did grab a cup and get a quick drink. The school bus did stop, and the trash truck did stop. Frank did NOT stop. Bam! Frank did crash into the truck! Frank did drop the cup. It did get his top wet. Trash did go from the trash truck onto Frank's truck. Frank had made a grand mess! His trip to Gram's did not go well.

Think and Share: Where was Frank going? What happened to Frank on the way to Gram's? What do you think might have caused Frank's accident? Draw how you pictured the crash.

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oa - 254 words

Look on the Road



One spring day, you take a walk on the road. You see something roaming in the grass. It looks green and bumpy. It has dry skin. Croak! Is it a frog or a toad? They are **amphibians** (*am-FĪ-bē-uns*) and may seem to be the same. If you take a closer peek, you can tell if it is a frog or a toad.

Does it have dry bumpy skin? Then it may be a toad. If the skin is smooth and wet, then it may be a frog. Both frogs and toads can come in colors like green or red. Some frogs may have stripes or dots.

Next, look at its legs. Does it have long thin legs that help it hop? A frog's long legs help it soar while it hops from place to place. Toads do not have long legs. They like to walk, not jump like frogs.

Frogs tend to roam in wet places like ponds, swamps, and lakes. Toads must stay close to water. They need to keep their skin wet. A toad's skin may get dry if it stays out of the water for a long time. Unlike frogs, toads can stay in dry places.

What do you think is in the grass by the road? It is walking, not hopping. It has bumpy dry skin. Did you say toad? Yes, it is a toad! Toads are bumpy and like to walk in the grass. You have seen a toad on the road!

Think and Share: How can you tell the difference between a frog and a toad? Make a drawing to help you. Highlight 3 words with the oa pattern.

Phonological Awareness Tasks

Research shows students must build phonemic awareness to facilitate the orthographic mapping process. Phonological awareness tasks for 10 levels of instruction are included.



Phonological Awareness Tasks Sequence

Level 1 Syllables

- Syllable deletion with compound words
- Syllable deletion with 2 and 3 syllable words

Level 2 Rhyme Detection and Production

- Rhyme detection
- Rhyme production

Level 3 Isolating Sounds

- Initial
- Medial
- Final

Level 4 Blending Phonemes

Level 5 Onset-Rime

- Onset deletion
- Onset substitution

Level 6 Segmenting and Manipulating words with Initial Blends

- Deletion
- Substitution

Level 7 Substitution of the Medial Sound

Level 8 Deleting and Substituting Final Phoneme

- Deletion
- Substitution

Level 9 Segmenting and Manipulating the 2nd Phoneme in an Initial Blend

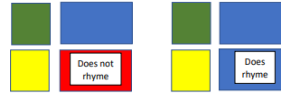
- Deletion
- Substitution

Level 10 Segmenting and Manipulating the 2nd to last Phoneme in a Final Blend

- Deletion
- Substitution

Level 2: Rhyme Detection and Production

If the student cannot do the task, use notecards to represent each syllable. Tap as you say the onset and the rime (smaller card represents the onset). Use the notecards to show if the words have the same rime (same color) or a different rime (different color).



Level 6: Segmenting and Manipulating words with 4 Phonemes – Initial Phoneme

If the student cannot do phoneme segmentation, deletion, or substitution for tasks in levels 6-10, use tokens to represent each sound.



Deletion

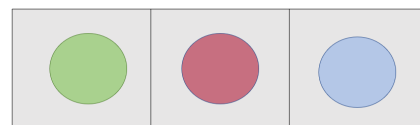
Say to the student: "I'm going to say some words, and I want you to take away a sound. For instance, if you say the word 'flap' without /f/, you get /lap/."

"Say the word _____. Say _____ without / / " (delete the **bold** phoneme)

List 1	List 2	List 3
clap <i>(say sounds, not letter names)</i>	flute	flock
bled	plane	grip
slam	grope	broil
trap	train	stall
bran	snail	grind
trick	flown	flick
grub	clock	brake
small	pluck	shrink

The Learning Letters and Level I PowerPoints include embedded PA tasks in the 2022 updated versions.

What is the mystery word?

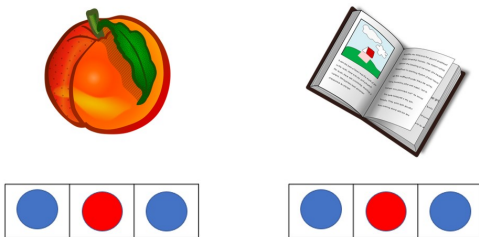


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Blending Sounds Word Bank: him, hop, hem, ham, hug

The teacher should say each word slowly (/h/ /a/ /p/). Do not show the words to students. The students will blend the words in their minds and yell out the word. Example - T: /h/ /a/ /p/ S: tap!

Listening Activity



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Pictures: peach, book

Say the word.

1. Segment the word into its sounds.
2. Identify the middle sound.

Syllable Segmentation



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Tap the rectangles as the students segment the words into syllables.

Word Bank: sunflower, sunset, playmate, haircut, bookend

Management Tools

A variety of management tools are included to help facilitate learning:

Sequence of Skills

Record Keeping Forms and Lesson Planning

OG Lesson Plan Template PDF

OG Lesson Plan Template Word Doc

Phonogram Chart for Auditory Drill

R.E.A.D. Intervention Sequence of Skills

Highlight phonograms and skills that will be explicitly taught.

Alphabet	Level 1	Level 2	Level 3	Level 4
T	Short a	<i>Closed Syllable</i>	Soft c and g	VV Division
B	Short i	<i>Exceptions:</i>	-dge	<i>Uncommon Vowel</i>
P	Possessives ('s)	ind, iid	<i>R Controlled:</i>	<i>Teams:</i> ei, eu,
C	suffix -s	old, ost, olt, oll	or, ar	<i>Consonant Variants:</i>
D	-ck	VCCV Division	er, err, ur, ir, ear, wor,	t(u), ch, que,
A	FSZL	VCCVce Division	war, quar	ti/ci
G	Short o	<i>Common Long</i>	<i>Less Common Vowel</i>	<i>Suffixes:</i> -al
M	sh	<i>Vowels:</i>	<i>Teams:</i>	-tion, -sion
F	ch	ay, ee, oa, ai, ea,	ea (ē, ä)	Connective i
L	-ng	ow, igh	oe, ie,	Vrr
H	Short u	Schwa	aw, au,	<i>Suffixes:</i> -ment, -ness,
S	-nk	<i>Suffixes:</i>	ought, ough,	-er, -or, -ar, -ture, -sure
R	Short e	ing, ed, er, est, es,	ue, ew,	i=/y/
I	th, wh	en, ish, y, ly, ful, less	ou (soup), ui,	Sounds of y
N	L blends	VCCCV Division	ey, eigh	<i>Suffixes:</i>
K	S blends			

uctured Literacy Record Keeping: 60 minute Lesson

Data Collection Chart

OG Lesson Plan Template

Student: _____ Date: _____ / _____ / _____

Grade: _____

Phonological Awareness	<input type="checkbox"/> Sound identification (initial, medial, final) <input type="checkbox"/> Rime discrimination, production, deletion, substitution <input type="checkbox"/> Syllable segmentation, deletion, substitution <input type="checkbox"/> Phoneme segmentation, deletion, substitution <input type="checkbox"/> Advanced phoneme segmentation, deletion, substitution
Visual Drill (Read Sounds)	
Auditory Drill (Spell Sounds)	
Word Reading (30-50 words)	<ul style="list-style-type: none"> Last three concepts: _____ Previous Errors: _____
Word Spelling (10-15 words)	<ul style="list-style-type: none"> Last three concepts: _____ Previous Errors: _____
Red Words Reading and Spelling	<ul style="list-style-type: none"> Red Words Reading: (circle one) <i>word list</i> or <i>game</i>: _____ Red Words Spelling: _____
Sentence Dictation	
New Learning	New Concept: _____ New Red Word: _____ Coding: _____
Controlled Text	Text Title: _____ <ul style="list-style-type: none"> Informational or Narrative? Introduction – background knowledge and purpose

Lesson Plan - Circle Errors

Lesson Plan - Circle Errors	Reading Errors:
P.A.: Level _____ = _____ % Level _____ = _____ % Aud. Drill: _____ Sp. Errors: _____ Sp. RW: _____ Sentence: _____ New Learning: _____ RW: _____	Visual Drill: _____ Words: _____ Red Words: List # _____
P.A.: Level _____ = _____ % Level _____ = _____ % Aud. Drill: _____ Sp. Errors: _____ Sp. RW: _____ Sentence: _____ New Learning: _____ RW: _____	Visual Drill: _____ Words: _____ Red Words: List # _____
P.A.: Level _____ = _____ % Level _____ = _____ % Aud. Drill: _____ Sp. Errors: _____ Sp. RW: _____ Sentence: _____ New Learning: _____ RW: _____	Visual Drill: _____ Words: _____ Red Words: List # _____
P.A.: Level _____ = _____ % Level _____ = _____ % Aud. Drill: _____ Sp. Errors: _____ Sp. RW: _____ Sentence: _____ New Learning: _____ RW: _____	Visual Drill: _____ Words: _____ Red Words: List # _____

Record of Auditory Drill (spell sounds) - Include last 3 rite

Date	Spelling Sounds	Date	

Phonograms highlight after teaching

Short Vowels	/a/	/i/	/o/	/u/	/e/	<i>All vowels can make the schwa sound /u/ /i/</i>										
	a	i y	o (w)a	u	e ea											
Long Vowels	/A/	/I/	/O/	/U/	/E/											
	a a-e ay ai ea eigh ei ey	i i-e y igh ie y-e	o o-e oa ow oe	u u-e ue ew [u]	e e-e y ee ea ie ei ey											
Other Vowel Teams	/oo/ moon u u-e oo ou ue ew [ui] [eu]	/oo/ book u oo	/ow/ cow ow ou	/oy/ boy oy oi	/aw/ ball a(l) au aw ought aught											
Consonants	/sh/ sh ch ci ti	/ch/ ch tch t(u)	/th/ that tooth (2)	/d/ d -ed	/f/ f ff ph gh	/g/ g gu gh [gwe]	/j/ j g dge [d(w)]	/k/ k ck ch que	/m/ m mb [mn]	/n/ n kn gn	/r/ r wr [rh]	/s/ s ss c [sc] [ps]	/t/ t -ed	/w/ w wh	/y/ y i	/z/ z z
R Controlled & Other	/er/ er ur ir ear (w)or -ar -or	/or/ or (qu)ar (w)ar [oar]	/ar/ ar	/fəl/ -ful -fle	/kəl/ -cle -kle -cal	/shən/ -sion -tion										

* [] You do not have to explicitly teach these concepts. You can teach high usage words with these patterns as red words if you prefer.

Data Collection Chart

Student: _____ Date: _____ / _____ / _____

Grade: _____

Phonological Awareness	<input type="checkbox"/> Sound identification (initial, medial, final) <input type="checkbox"/> Rime discrimination, production, deletion, substitution <input type="checkbox"/> Syllable segmentation, deletion, substitution <input type="checkbox"/> Phoneme segmentation, deletion, substitution <input type="checkbox"/> Advanced phoneme segmentation, deletion, substitution																												
Check boxes to show instruction will be required	EFRS: Multisensory Level: _____ Knowledge Level: _____																												
Phonetic Decoding and Spelling	<table border="1"> <thead> <tr> <th>Reading</th> <th>Spelling</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/> Short vowels and closed syllables</td> <td><input type="checkbox"/> Short vowels and closed syllables</td> </tr> <tr> <td><input type="checkbox"/> Digraphs</td> <td><input type="checkbox"/> Digraphs</td> </tr> <tr> <td><input type="checkbox"/> Blends</td> <td><input type="checkbox"/> Blends</td> </tr> <tr> <td><input type="checkbox"/> Silent e</td> <td><input type="checkbox"/> Silent e</td> </tr> <tr> <td><input type="checkbox"/> Closed Syllable Exceptions</td> <td><input type="checkbox"/> Closed Syllable Exceptions</td> </tr> <tr> <td><input type="checkbox"/> Open Syllables</td> <td><input type="checkbox"/> Open Syllables</td> </tr> <tr> <td><input type="checkbox"/> Vowel Teams</td> <td><input type="checkbox"/> Vowel Teams</td> </tr> <tr> <td><input type="checkbox"/> -Cle Syllables</td> <td><input type="checkbox"/> -Cle Syllables</td> </tr> <tr> <td><input type="checkbox"/> R-Controlled Syllables</td> <td><input type="checkbox"/> R-Controlled Syllables</td> </tr> <tr> <td><input type="checkbox"/> Common Suffixes</td> <td><input type="checkbox"/> Common Suffixes</td> </tr> <tr> <td><input type="checkbox"/> Syllable Division</td> <td><input type="checkbox"/> Syllable Division</td> </tr> <tr> <td><input type="checkbox"/> Spelling Rules</td> <td><input type="checkbox"/> Spelling Rules</td> </tr> <tr> <td><input type="checkbox"/> Common Prefixes</td> <td><input type="checkbox"/> Common Prefixes</td> </tr> </tbody> </table>	Reading	Spelling	<input type="checkbox"/> Short vowels and closed syllables	<input type="checkbox"/> Short vowels and closed syllables	<input type="checkbox"/> Digraphs	<input type="checkbox"/> Digraphs	<input type="checkbox"/> Blends	<input type="checkbox"/> Blends	<input type="checkbox"/> Silent e	<input type="checkbox"/> Silent e	<input type="checkbox"/> Closed Syllable Exceptions	<input type="checkbox"/> Closed Syllable Exceptions	<input type="checkbox"/> Open Syllables	<input type="checkbox"/> Open Syllables	<input type="checkbox"/> Vowel Teams	<input type="checkbox"/> Vowel Teams	<input type="checkbox"/> -Cle Syllables	<input type="checkbox"/> -Cle Syllables	<input type="checkbox"/> R-Controlled Syllables	<input type="checkbox"/> R-Controlled Syllables	<input type="checkbox"/> Common Suffixes	<input type="checkbox"/> Common Suffixes	<input type="checkbox"/> Syllable Division	<input type="checkbox"/> Syllable Division	<input type="checkbox"/> Spelling Rules	<input type="checkbox"/> Spelling Rules	<input type="checkbox"/> Common Prefixes	<input type="checkbox"/> Common Prefixes
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<input type="checkbox"/> Syllable Division	<input type="checkbox"/> Syllable Division																												
<input type="checkbox"/> Spelling Rules	<input type="checkbox"/> Spelling Rules																												
<input type="checkbox"/> Common Prefixes	<input type="checkbox"/> Common Prefixes																												
Complete the "Sequence Chart" for specific phonograms and skills																													
Irregular Words	Number of words read correctly: _____ Number of words spelled correctly: _____																												
Oral Reading Fluency	Grade level Text: _____ Words Correct Per Minute: _____ Approximate Percentile: _____ Accuracy Rate: _____																												
Comprehension	Assessment Used: _____ Text Level: _____ Students demonstrated: <i>Beginning</i> <i>partially proficient</i> <i>proficient</i>																												

Assessments

Our assessments help instructors identify areas of weakness and target their reading instruction accordingly.



Phonics Decoding Assessment

Purpose: This test assesses a student's knowledge of reading phonograms, rime units, and multisyllabic words

Testing Materials/Situation: One Administrator copy and one Student copy. Administer the test individually. Sit across from the student and use a clipboard so the student cannot see your notes.

Directions:

- In a general education setting, begin on list:
 - Kindergarten:** Alphabet
 - 1st:** Alphabet
 - 2nd:** Level 1
 - 3rd:** Level 1
 - 4th:** Level 2
 - 5th:** Level 3
- The student should begin on the first phonogram or word in List 1.
- The student will read down the left column of their copy and read each phonogram's sound.
- The student will continue reading down the columns until 5 consecutive errors are made.
- As the student reads, make the following notes:
 - Circle any unknown phonograms within 3 seconds. Self-corrections made within 3 seconds are counted as correct.
 - If a phonogram makes more than one sound and the child only provides one sound, then ask "Do you know another sound?" For phonograms with multiple sounds, there are multiple keywords that include the sound. Circle the word that depicts the student's error.
 - On levels 1, 2, 3, and 4, some concepts are tested by having students read a combination of real and nonsense words (!?@) instead of isolated phonograms.

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Primary Phonics Assessment

Purpose: This test assesses a student's knowledge of letter names, sounds, and ability to blend words.

Testing Materials/Situation: One Administrator Copy (per student assessed) and one Student Copy. Administer the test individually. Sit across from the student and use a clipboard so the student cannot see your notes.

Directions:

- There are four parts to this assessment:
 - Part A:** Identifying Letter Names and Sounds
 - Part B:** Nonsense Word Reading (assesses decoding/blending)
 - Part C:** Reading Irregularly Spelled Words & Sentence Reading
 - Part D:** Spelling Phonetic Words
- The student should begin on **Part A**, as noted by the smiley face 😊, by stating the names of the capital letters.
- The administrator will circle any errors.
- After finishing Part A, move on to Part B, and Part C.
- Part D, which assesses spelling, can be administered to the whole class at once.
- The student will continue reading until 5 consecutive errors are made. Once 5 consecutive errors are made, stop testing.

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Phonics Decoding Assessment - Administrator Copy

Level 1 - Closed Syllables, Digraphs, Blends, Open Syllable -y, Silent e

Student: _____ Date: ___/___/___
Grade: _____ Teacher: _____

Directions: The student reads the following phonograms (Lists 1 & 2) and nonsense words (List 3). Keywords are provided in Lists 1 and 2 for the teacher's benefit. If a student misreads a word in list 3, circle the point of error. In the scoring box, mark an X for words read incorrectly and a check ✓ for words that were first decoded (no automatic). Stop testing if the student makes 5 consecutive errors.

List 1	List 2
a cat cake	ss grass
l hip bike	zz buzz
o hop hope	pl* plan
u tub tube	sl* slam
e pet Pete	sk* skip
sh ship	st* stiff
ch chin	sw* swim
th that think	gr* grab
wh when	dr* drag
ng sing	tr* trip
nk* sink	squ* squid
qu* quit	scr* scrap
ck duck	all* call
ll hill	wa* swan
ff puff	-tch catch
-ing* jumping	-y my

* not a single phonogram

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Phonics Decoding Assessment Student Copy Level 1

List 1	List 2	List 3 !/?@
a	ss	drass
i	zz	prizz
o	pl	slomp
u	sl	glend
e	sk	skete
sh	st	shike
ch	sw	chope
th	gr	thune
wh	dr	frape
ng	tr	strang
nk	squ	squink
qu	scr	spluff
ck	wa	twack
ll	all	dralling
ff	-tch	gretched
-ing	-y	clying

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Part B: Nonsense Word Reading

Scoring Code:

- Leave the box **empty** for words read **automatically** (within 3 seconds)
- Mark a ✓ for words **decoded** or **self-corrected immediately**
- Mark an X for words read **incorrectly**
- Circle the point of error

Directions: *These are silly made-up word letters and sounds to help you read

#	Word
1	zat
2	fap
3	lam
4	sig
5	kib
6	wix
7	som
8	yot
9	bor
10	hup
11	cug
12	rux
13	jeg
14	ver
15	quet

Student Copy - Word Reading


zat
fap
lam
sig
kib
wix
som
yot
bor
hup
cug
rux
jeg
ver
quet

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Assessments

Target instruction with our assessments: *Phonetic Word Decoding, Spelling Phonetic Words, Assessing Irregularly Spelled Words, and Phonological Awareness Screening*




R.E.A.D. Intervention

Reading Education and Dyslexia Intervention

Spelling Phonetic Words Test

Purpose: This test assesses a student's ability to spell phonetically regular words. Teachers can also use this tool to help identify students who may be at risk for reading failure and will require further testing.



R.E.A.D. Intervention

Reading Education and Dyslexia Intervention

Assessing Irregularly Spelled Words (Red Words)

Purpose: This test assesses a student's ability to read and spell irregular words.

Testing Materials/Situation: one Administrator copy and one Student copy; Administer the test individually. Sit across from the student and use a clipboard so the student cannot see your notes.

Level 1

Closed Syllables, Digraph, Blends, Open Syllables, all, wa, Silent e, Compounds

Student _____ # of Errors Requiring Instruction: _____


1. nap	14. stiff (st/ff)
2. mix	15. she
3. cot	16. sky
4. guts (u/-s)	17. small
5. ...	18. ...

Scoring:

- Make one copy errors
- First, look at the
- Compare the str

Level 1 Red Words

List 1	List 2	List 3
a	they	done
the	are	someone
to	some	full




R.E.A.D. Intervention

Reading Education and Dyslexia Intervention

Phonological Awareness Screening Assessment

Purpose: This assesses a student's ability to hear and manipulate units of spoken language and helps identify areas where direct instruction is needed.



R.E.A.D. Intervention

Reading Education and Dyslexia Intervention

Phonics Decoding Assessment

Table of Contents

Page #	Assessment Material
2	Directions for administration

Phonological Awareness Screening Assessment

Student _____ Date: ___/___/___
Grade: _____ Age: _____

Directions: The teacher will read the script to the student.

- Kindergarten:
- First Grade:
- Second Grade:

Administering and Scoring:

- Read the script
- Place a ✓ mark
- If the student takes a break, place a ✓ mark
- If the student moves on to the next level, place a ✓ mark
- If the student moves on to the next level, place a ✓ mark
- The item is correct
- Indicate the response
- The student will answer automatically

Level 1: Syllable Deletion

Say to the student: "Today we're going to play some listening games. I'll go over an example of each one before you have a turn trying them on your own."

Say to the student: "I'm going to say a word then ask you to take away part of it. For instance, if you say 'playground' without /play/, you get /ground/. Now it's your turn."

"Say _____, Say _____ without _____."

<input type="checkbox"/> upset without /up/	<input type="checkbox"/> Not automatic
<input type="checkbox"/> cowboy without /cow/	<input type="checkbox"/> Not automatic
<input type="checkbox"/> snowman without /man/	<input type="checkbox"/> Not automatic
<input type="checkbox"/> napkin without /nap/	<input type="checkbox"/> Not automatic
<input type="checkbox"/> restful without /ful/	<input type="checkbox"/> Not automatic

_____ correct

Level 2: Rhyme Detection and Production

Say to the student: "I'm going to say some words, and I want you to tell me if they rhyme. For instance, 'tip' and 'hip' rhyme because they both have /ip/ at the end."

"Do these words rhyme?"

<input type="checkbox"/> bit, fit	<input type="checkbox"/> Not automatic
<input type="checkbox"/> got, hot	<input type="checkbox"/> Not automatic
<input type="checkbox"/> hat, hope	<input type="checkbox"/> Not automatic
<input type="checkbox"/> jam, ham	<input type="checkbox"/> Not automatic
<input type="checkbox"/> mat, tag	<input type="checkbox"/> Not automatic

_____ correct

Level 1 Phonics Decoding Assessment - Administrator Copy

Student: _____ Grade: _____ Date: ___/___/___

Directions: The student will read the following phonograms, real words, and nonsense words (I?@). Column 3 also assesses initial and final blends (indicated in bold) as well as the suffixes -s, -ing, and -ed (underlined). Circle any phonograms read incorrectly in list 1. For lists 2 and 3, mark an X for words read incorrectly and a ✓ for words that were first decoded. Correct responses are left blank. Stop after 5 consecutive errors.

List 1	List 2	Score	List 3 I?@	Score
sh	sh ag		sh en	
ch	ch in		ch ag	
th (that thin)	th at		th unt	
ck	n eck		fw ick	
ff	p uff		sl uff	
ss	l ass		qu ink	
ng	r ang		pr ung	
wh	wh en		wh ozz	
ay	w ay		dr ay	
ee	m eet		r eest	
all*	m all		fr all	
wa* (5 or 0)	sw an		w amp	
-tch	f etch		l otch ed	
-y (6 or 7)	go ing		cl y ing	
ame	t ake		dr ute	
oke	h ome		sm ike	

* not a single phonogram

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Progress Monitoring Tools

Our 32 progress monitoring checks help instructors track students' growth and assess their understanding of previously taught concepts. This helps instructors make decision as they plan for instruction.

Progress Monitoring Assessments

Aligned to our OG PowerPoints
Learning Letters
Levels 1 - 4

32 Assessments
For Word Level and Sentence
Reading & Spelling



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Learning Letters # 2
Skills Assessed: g, d, r, l, p, n, h

Directions: Read each letter. Say the sound.

g	d	r	l	p	n	h
H	G	N	R	L	P	D

If the student can say all letter sounds automatically, ask the student to blend the letters below.

rag	hat	Dad
had	lad	pan

Read the sentence.

Dad had a hat.

Word Reading List II
Skills Assessed: ea, ow, igh, schwa

Directions: Read the words **down** each column.

fright	night	might	right
asleep	ago	panda	China
steam	sneak	year	treat
thread	head	bread	weather
snow	grow	blow	crow

Directions: Read the sentences.

- Last night, the snowy weather was getting bad.
- "I can't fall asleep if I don't have my nightlight!" screamed the tot.
- The baby panda was quite a sight!
- Is there a place to get a treat on Crow Street?

Student _____ Date _____

Progress Monitoring # _____

Spell Sounds:

--	--	--	--	--	--

Spell Phonetic Words:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Spell Red Words:

- _____
- _____
- _____
- _____
- _____
- _____

Sentence Dictation: Check with C.O.P.S.

- _____
- _____

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Phonogram Cards

Phonogram cards are included in printable, digital, and video versions. Our videos include the sound of each phonogram which you can share with students to have them practice at home.

Digital PowerPoint

1

R.E.A.D. Intervention
Reading Education and Dyslexia Intervention
ABC
Level 1 Phonograms

2

STOP

3

a

4

i

5

ck

Video with Sounds

Printable

th wh

ck tch

ng nk

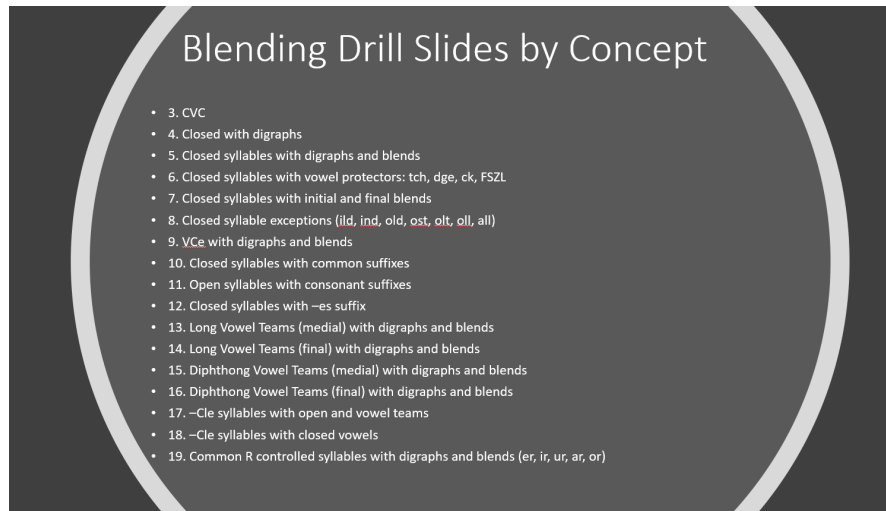
ll ff

u

Level 1 Digital Card Deck with Audio

Digital Blending Drill

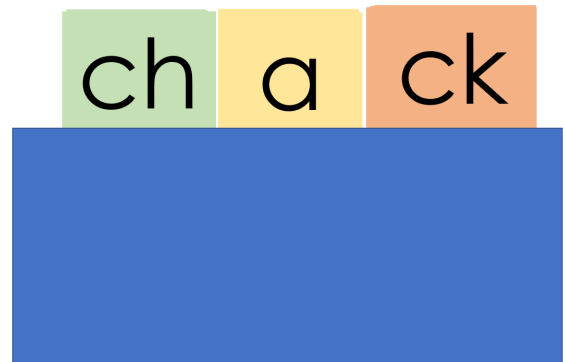
This PowerPoint contains 16 slides with different blending drills which focus on a variety of concepts. Instructors drag the cards into the blue box to create real and nonsense words. Blending drills are embedded in the updated 2022 PowerPoints for .Learning Letters and Level I.



Closed syllables CVC



Closed syllables with initial blends with vowel protectors: ck, tch, dge, FSZL



Silent e with Blends and Digraphs



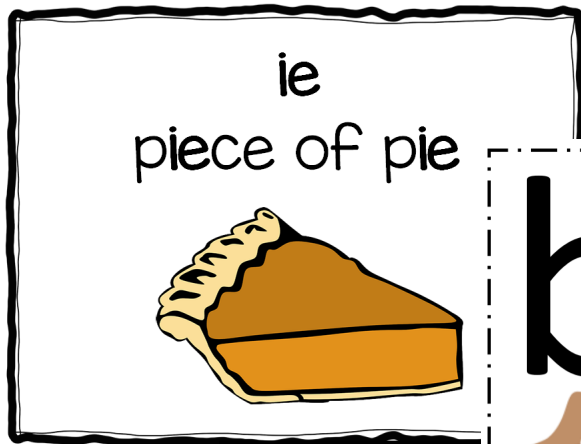
-Cle closed syllable with blends and digraphs



Posters

The posters help teach concepts and routines. They can be used during online learning or can be printed out and used during in-person instruction.

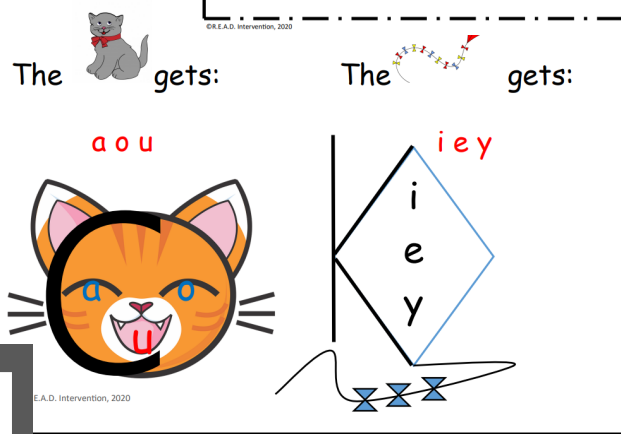
Multiple Spellings Posters



b d Reversal Poster



Cat and the Kite Poster



C.O.P.S. Poster

C.L.O.V.E.R Poster

Syllable Types Posters

Open Syllables

- Have one vowel
- The vowel is NOT closed in by a consonant
- The vowel sound is long

Capitals I, First word in a sentence, names, titles

Order Touch and read each word. Does it make sense?

Punctuation . ! ? Jan's cat

Spelling Check red words and patterns you know

C.L.O.V.E.R.

O: Open *gō*

V: Vowel Team *pāint*

L: -Cle *bubble*

E: Silent e *hōme*

C: Closed *căt*

R: R Controlled *her*

Teaching Tools

Our teaching tools help instructors implement evidence-based literacy practices with students.

Student Recording Sheet with/without Tap Map

Name _____ Date _____

Spell Sounds

Spell Words

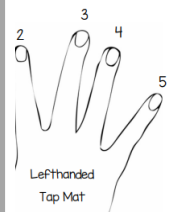
1	2	3	4	5	6	7	8	9	10

Red Words: _____

COPS _____

Spelling Generalizations

Cat and Kite Rule	• Use <c> (cat) when the following vowel is an <a>, <o>, <u>
	• Use <k> (kite) when the following vowel is an <e>, <i>, <y>
Vowel Protectors	• Use <ck> in the final position after a short vowel
	• FSZL Rule – double the f, s, z, l in the final position after a short vowel
	• Use <ch> in the final position after a short vowel
	• Use <ge> in the final position after a short vowel
Closed Syllable Exceptions	• When the letter <i> is followed by <nd>, <ld>, the vowel is long (kind child)
	• When the letter <o> is followed by <st>, <ld>, <ll>, the vowel is long (old, cold, post, toll)
	• <i> followed by <gh> makes its long sound (light)
-ve	• No words in English end in <v>
	• <v> is followed by <e> (have, live, give)
Soft C and G	• <c> and <g> make their soft sounds when followed by <inder, cycle, gem, gym, gist>
F to V	• For words ending in <f> or <fe> change the <f> to the suffix <es> (wolf/wolves, wife/wives)
Plurals	• For most nouns, just add <s>



Student Recording Sheet with Mapping Boxes

Student Recording Sheet for Sorting

Spelling Generalizations

Steps to Decoding Bookmark

Orthographic Mapping Boxes


Mapping "Red Words" Routine

Handwriting Charts

Phonemic and Morphological Awareness Tools

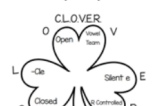
Steps to Decoding

#1 Box Affixes

#2 Cut into Syllables 

VCCV VCV VV
VCCCV -Cle

#3 Identify Syllable Types



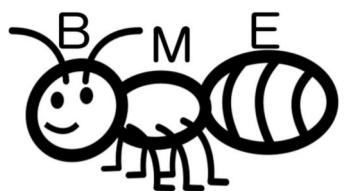
Red Word Orthographic Mapping

This routine can provide extra support for students who have difficulty reading and spelling irregular words.

1. Say the word aloud.	"said"
2. Say the word aloud slowly while you write it.	"s...ai...d" (/s/ /e/ /d/)
3. Have the student identify and circle or underline the unexpected letter combination.	<u>s</u> aid
4. Restate what is unexpected.	"In the word said, the letters <ai> represent the /e/ sound. That's not what we're expecting."
5. Have the student write the letters while saying their corresponding sounds 3 times.	s ai d /s/ /e/ /d/
6. Have the student say the letter names while they write the word 3 times.	
7. Have the student write the word from memory three times.	

Phoneme Boxes

--	--	--	--	--



K-2 Dolch Words

The following is a list of high frequency words for new learning. Teachers in K-2 should use these words separately for reading as well as for writing. The words are first grouped by level (Pre-K-1, 1-2) and then by concept (CVC, CVVC, VCVC, CVCVC).

Pre-K	K	1	2
for	out	her	around
look	now	over	right
little	good	how	green
down	too	know	sleep
see	saw	every	or
blue	brown	old	before
away	eat	after	cold
yellow	new	may	work
play	soon	round	first
find	our	say	write
three	under	please	always
funny			read
			found
			upon

Red Words from Dolch

the	h	k	f	r
to	n	m	s	u
a	v	x	y	z
I	w	e	qu	
you	is	what	as	
said	one	are	could	
	come	into	were	
	where	want	from	

Supplemental Review Lists

Review lists for levels 1-4 offer a variety of additional words for on-going review.

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Review Words: short e

hen	bet	mess
men	yes	neck
met	net	deck
red	led	pens
bed	pet	peck
wet	set	webs
let	hem	best
ten	fed	less
get	yet	fell
legs	begs	spell
jets	pegs	went

<https://learn.readintervention.com/>

Review Words: ai

sail	claim	strait
rain	drain	strain
rail	grain	fainting
bail	train	painting
hail	snail	training
jail	plain	staining
nail	brain	chaining
pail	chain	fairy
mail	faint	fairest
gain	stain	Spain
paid	paint	stairway
sailed	fair	mailbox
bailed	stair	haircut
nailed	chair	paintbrush
mailed	waist	sailboat

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Review Words: -ness/ -ment

darkness	neatness	pavement
happiness	strictness	argument
madness	sweetness	judgement
lateness	tightness	management
blindness	wellness	settlement
madness	hollowness	confinement
thickness	politeness	endorsement
redness	moment	arrangement
loudness	government	compliment
dampness	treatment	concealment
richness	statement	enjoyment
gentleness	shipment	replacement
restlessness	garment	retirement
briefness	fragment	punishment
alertness	payment	disappointment
emptiness	torment	agreement
clumsiness	requirement	enforcement

Review Words: -sion


tension	oppression	conclusion
mission	recession	television
session	progression	excursion
mansion	transmission	comprehension
pension	passionate	expression
division	succession	compassion
vision	convulsion	extension
decision	expulsion	dimension
provision	repulsion	collision
confusion	regression	provision
explosion	discussion	supervision
evasion	occasion	conversion
version	invasion	profession

Games

Use these motivational games to help students improve their phonemic awareness and phonics skills.

Page #	Game Title	Concept
3	Get on the Bus	Short vowels
7	Apple Grab	Short vowels with blends
9	Pumpkin Patch Prize	Comparing long/short sounds
12	Which Way to Kitty?	Digraphs wh, sh, ch, th
15	Leaf Race	Silent e
18	Turkey Race	-le, -ck
21	Be Thankful	-nk, -ng
24	Reindeer Race	Long e patterns
27	Bright Lights	Long i patterns
30	Polar Bear Paws	R-Controlled or, one, ar
33	Stay Warm	Long a patterns
36	Skater Warm Up	R-Controlled in, ur, er
38	Hats off to Mr. Snowman	Long a patterns
41	Groundhog Dig	ou, ow
44	Tooth Time	Sounds of oo (book, moon)
48	Crazy for Candy	Words ending in y
51	Two Point Star	oi, oy
54	Leprechauns Gold	ou, ow
57	Circles to Carrot	Soft and Hard c
60	Giant's Gold	Soft and Hard g
63	Children's Egg Hunt	Irregular Plurals
66	Honeycomb Helpers	Compound Words
69	Frog Knows Best	Silent letters wr, kn, mb
72	Catch n Contractions	contractions
75	Fishing for Homophones	Homophones


Groundhog Dig



Materials: words sort with ou/ow, one game board, different colored game chips for each player


Directions:

How many holes can the groundhog dig?



down	however	how	chow
		shower	power
		d town	cow


Skater Warm Up



Materials: word cards for r-controlled in, ur, er patterns, one game board, different colored game chips for each player

Directions:

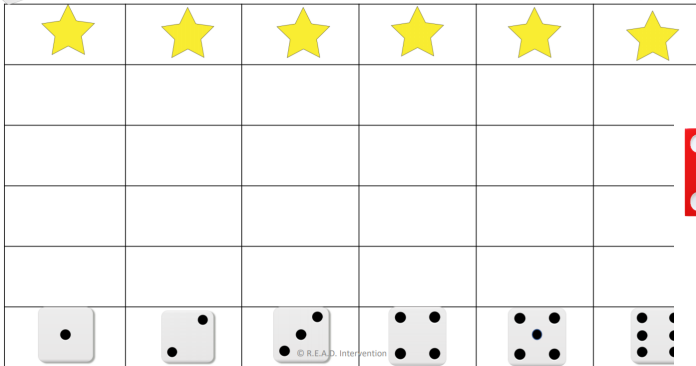
Help the skater warm up with some mittens!



turn	never	third
slurp	her	girl
hurl	winter	shirt


Race to the Top!

Roll and highlight the word. Read and spell it. The first person to make it to the top, wins!



Roll and Read!



The first person to get 3 in a row, wins!



	A	B	C
1	word	word	word
2	word	word	word
3	word	word	word
4	word	word	word
	word	word	word
	word	word	word

Mind Reader

Click the rectangles to fill in the concept words.

word	word	word	word
word	word	word	word
word	word	word	word
word	word	word	word
word	word	word	word
word	word	word	word

Tic-Tac-Toe



Word	Word	Word
Word	Word	Word
Word	Word	Word

Activities

These easy to use instructional activities reinforce foundational skills like phonemic awareness and letter sound correspondence.

Say it, Move it, Spell it, Write it

Say it, Move it, Spell it, Write it

Spell and Swap Letter Tiles CVC

Spell and Swap Letter Tiles CVCC CCVC

Spell and Swap Letter Tiles Silent e

Spell and Swap Letter Tiles Vowel Teams

Spelling Activities

Syllable Sort Templates on PowerPoint

Spell and Swap Letter Tiles

c	a	p
---	---	---

↑

t

- Word Box
- cat
 - sat
 - bat
 - pat
 - far
 - fan
 - tan
 - pan
 - ban
 - bag
 - nag
 - tag
 - sag
 - wag
 - jag
 - jab
 - cab
 - tab
 - gab

a	t	n
p	s	

Spell and Swap Letter Tiles

c	l	a	p
---	---	---	---

↑

a	e	s
k	p	t

Spell and Swap Letter Tiles

Silent e Syllable

b	a	k
---	---	---

↑

i

- Word Box
- cake
 - rake
 - brake
 - bake
 - take
 - stake
 - sake
 - lake
 - lane
 - cane
 - pane
 - pale
 - tale
 - male

Spell and Swap Letter Tiles

Vowel Teams

c	l	ay
---	---	----

↑

p

Word Bank

concept

Use this slide to short words that share the same sound but different phonograms (i.e. ay/ai, oa/ow, au/aw, oy/oi, ee/ea, ou/ow).

Click the boxes that say "words" and type the desired word list.

In order to move the cards, you cannot put the PP into present mode.

words	words
words	words
words	words
words	words

CLOVER

O (Open) V (Vowel Team)

L (-le) C (Closed) R (Common)

Open Closed Silent e Vowel Team

word	word	words	word	word	word
word	word	word	word	word	word

Word Box

oa	ow	s
l	p	n
m	f	h
d	t	r
c	th	

Wondering what Structured Literacy™ looks like?

Our sequential online video tutorials will teach you everything you need to know about teaching foundational literacy skills.

This scientifically validated approach will help your students unlock the code and experience reading success!

To learn more, visit:

<https://learn.readintervention.com/>



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