Adults CAN Learn to READ!

It’s Never Too Late

Teacher Training Toolkit

Revised February 2022

By: Jo Ann Fishburn, Program Developer
# Table of Contents

**WELCOME** .................................................................................................................. 1

**OVERVIEW** .................................................................................................................. 1

**SCIENCE & RESEARCH** ............................................................................................... 3

**TO START AN ADULT BEGINNING READERS CLASS** ............................................. 5

**MATERIALS OVERVIEW** .............................................................................................. 6

- A. ABeCeDarian (ABCD) ................................................................................................. 6
- B. One Minute Activities ................................................................................................. 11
- C. Practice Reading ........................................................................................................ 13
- D. Crazy Cards .............................................................................................................. 13
- E. Ultimate Phonics App ................................................................................................. 14

**SAMPLE CLASS** ........................................................................................................ 15

**TOOLKIT RESOURCES** ............................................................................................... 16

**CONCLUSION** .............................................................................................................. 18

**APPENDICES** .............................................................................................................. 19
WELCOME

This Philadelphia-based reading initiative - now in its newest stage - has seen many variations throughout the last decade. It started as a pilot for Center For Literacy and Mayor’s Commission on Literacy, and then became regularly scheduled programming at the Kingsessing Neighborhood Library. As COVID stopped operations for most of 2020, we are very excited to join with the Free Library of Philadelphia again to promote this program, and reach more of the city’s adult beginning reader population.

OVERVIEW

For many years, educators have been split in the Reading Wars, between those who have used whole language methods or balanced literacy and those who have taught with decoding/phonics curricula. During those same years, reading levels around the country have remained disappointing. Many children have not been able to read at their appropriate grade level. There are many adult poor readers who are unable to read well enough to handle the tasks of daily living.

As reading programs developed further, it became clear that methods centered on decoding/phonics showed better results, but still left too many unskilled readers.

As a certified reading specialist, I have over 45 years experience as an instructor. I started as a public school teacher and shifted into adult education when I retired from the School District of Philadelphia.

I received my Master’s in the Psychology of Reading from Temple University in 1977. I have attended many professional conferences and have been trained in and used numerous programs, such as Project Assist, Wilson, Lindamood Bell LIPS, Phono-Graphix and ABeCeDarian. I have not been interested in reinventing the wheel, but rather in finding the best programs and materials to put together an effective curriculum for my students.
Phono-Graphix was developed 20 years ago with a fresh new approach, shown here:

THE BARE BONES OF READING
The essentials of phonemic skills and decoding that a person must learn to be a good reader:

CONCEPTS
1. Letters or combinations of letter are just pictures of sounds
2. A spelling for a sound can be more than one letter.
3. A sound can be represented by more than one spelling
4. A spelling can stand for more than one sound

SKILLS
1. Segmenting
2. Blending
3. Phoneme Manipulation

INFORMATION
Know the code - the spellings for sounds

RULES
- No Guessing!
- Read word from left to right and pay attention to every letter.

From Phono-Graphix, explained in the book 'Reading Reflex' by Carmen and Geoffrey McGuinness
Phono-Graphix very significantly changed reading instruction to go from speech-to-letters, instead of the reverse, and came up with a simple structure of learning to read instead of countless phonics rules.

Dr. Michael Bend agreed with much of Phono-Graphix, and developed the ABeCeDarian (ABCD) program to provide teacher guides and student workbooks for this explicit, systematic, sequential, efficient method, with plenty of free support materials at www.abcdrp.com - some of which will be included in this toolkit.

In late 2019, Dr. Bend introduced me to the exciting research findings being reported by Dr. David Kilpatrick and The Reading League, called the Science of Reading. The head of Spencer Learning, the creator of the Ultimate Phonics learning application that we encourage our students to use, has also started using these Science of Reading findings with his students and reports good results.

**SCIENCE & RESEARCH**

For the last three or four decades, scientists have been researching to find out how people learn to read, and brain scans have given information not available before. The results are eye opening.

Researchers were frustrated for decades because they couldn’t get what they were learning to educators. Ultimately, The Reading League was formed and began to successfully spread the word. It now has branches in many states, including Pennsylvania, and I hope we can get involved.

A small percentage of people easily figure out the letter sound correspondences and phonological skills needed to read. I learned to read with “Dick and Jane”, and I do not remember any talk about phonics or sounding out words. I read voraciously and effortlessly. It has been suggested that people who figured out on their own how reading works and love reading, may be today’s reading teachers, who therefore think whole language and loads of reading are all that is necessary.
As Michael Bend explains, humans are born naturally able to learn to speak, but we are not born naturally able to learn how to read. In order to read, a particular area in the brain that is involved with processing isolated speech sounds has to develop. Developing this area does not easily happen in all people, but almost everyone can do this with the right instruction. In this toolkit, we have improved our curriculum by including strategies that the Science of Reading has found to be successful.

“Learning words is not done by visual memory”

Most of us have probably assumed that learning to read words is a visual memory process, but what the scientists have learned is that reading depends on phonological awareness and skills. Learning a word by visual memory can take many, many exposures. Learning a word by orthographic mapping can bring it to automaticity instantly or almost instantly.

Dr. Louisa Moats defines a phoneme as the smallest unit of sound that can change the meaning of a word. If a person has phonological awareness, they know the letter/sound correspondences, what sounds letters or groups of letters represent. They can identify separate words, syllables, and individual sounds. They need to know how to segment words into their individual sounds in order to spell, and in order to be able to sound out words, they need to be able to blend together those sounds represented by the letters. Many teachers have been teaching these skills.

The enlightening findings of the Science of Reading are that these skills are essential, but not enough. Instant recall of words also necessitates learning mental phoneme manipulation to create that part of the brain where thousands of words can be quickly stored and automatically retrieved, which is called orthographic mapping. It has been found that these phonological skills are what most poor readers lack, and, the good news is that adults can learn them just as successfully as children using these methods. It’s never too late!
This toolkit explains how to teach our adult beginning readers, using the strategies that will help them learn more successfully. Dr. Michael Bend has added phoneme manipulation lessons to *ABeCeDarian*, and Dr. David Kilpatrick, in his book *Equipped for Reading Success*, has an extensive curriculum of One Minute Activities to help students gain the ability to do orthographic mapping.

A good reader recognizes tens of thousands of words instantly.

How does that happen? Good readers:

a) have a large oral vocabulary. Our adult readers already have an oral vocabulary that far exceeds what they can read.

b) know that letters represent sounds. They are able to segment words into their individual sounds.

c) are able to blend the sounds represented by letters into words. They can sound out words.

d) can mentally manipulate phonemes to create orthographic mapping for instant recall.

**TO START AN ADULT BEGINNING READERS CLASS**

I. Assess Readers Individually

<table>
<thead>
<tr>
<th><em>Jordan Oral Screening Test</em></th>
<th>This lets you see how many words students know and how they handle unknown words. Gives a rough grade level.</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>ABeCeDarian Placement Test</em></td>
<td>Indicates where to start students in the program and what supplements to do. Free at the website <a href="http://www.abcdrp.com">www.abcdrp.com</a>.</td>
</tr>
<tr>
<td><em>REWARDS Word List</em></td>
<td>If the students test out of ABCD A and B, this determines if they are ready to finish decoding instruction with <em>REWARDS</em>.</td>
</tr>
</tbody>
</table>
If students are appropriate for beginning classes, they will test into Level A Short Version or Level Long B-1 on the ABCD Placement Test.

II. Form Groups

Create learning groups of up to five people who can work on the same level in ABCD. It has proven very beneficial to teach in this way rather than individually. Students form a support group and encourage each other.

MATERIALS OVERVIEW

A. ABBeCeDarian (ABCD)

Teaches letter/sound knowledge, phonemic skills, phonics and phonological skills like phoneme manipulation. Be sure to get the recently updated manuals. Website: www.abcdrp.com

Key Features of ABCD

1. Practice everything until it can be done correctly and easily. Have students use whiteboards to continue practicing encoding (spelling) and decoding activities after they have done them in their workbooks. Spelling or encoding is just the reverse phonemic skill to decoding, so do lots of both.
2. Using the script helps you to explain clearly and not talk too much.
3. Use mistakes to guide how to figure out the right answer.
4. No guessing - do not encourage.
5. Distribute Practice – every so often during a lesson, go back to what was worked on earlier.
6. Do not be put off because this is written to teach children. Adults who are poor readers need to learn the same skills.
7. Do not move on to the next unit until the group can easily do the current unit.
Important: Always give students time to think and to answer. Teach classmates not to jump in and give answers. Explain to them that it is NOT helping, and just makes people nervous.

Check out the teacher’s guides:

You may be surprised at what you won’t teach. (A p. 35-38, B p. 34-36)
Get ready to teach ABCD. (A p. 39-50)
How to pronounce sounds. (A p. 40-41; B p. 38)
How to correct errors. (A p. 41-44; B p. 33-34 and 38-40; video on ABCD website.)
ABCD Activities

1. *ABeCeDarian* Teacher Manual A-Short Version  
   MAOH 2020  Homeschooling and Tutoring Edition

Level Short A teaches beginning letter/sound knowledge of single consonants, short vowels, and sh, ch, th, ck, and how to segment, blend and manipulate phonemes.

<table>
<thead>
<tr>
<th>Name of Activity</th>
<th>TG Explained (on page)</th>
<th>TG Script (on page)</th>
<th>Student Book (on page)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Puzzle</td>
<td>25-26</td>
<td>52-53</td>
<td>4</td>
</tr>
<tr>
<td>Isolated Letter/Sound Practice</td>
<td>26-27</td>
<td>53</td>
<td>5</td>
</tr>
<tr>
<td>Tap &amp; Say</td>
<td>27</td>
<td>53-55</td>
<td>6</td>
</tr>
<tr>
<td>Say-and-Write</td>
<td>27</td>
<td>55</td>
<td>7-8</td>
</tr>
<tr>
<td>Spelling Chain &amp; Reading Chain</td>
<td>27-28</td>
<td>55-56</td>
<td>9</td>
</tr>
<tr>
<td>Sound Game for Phoneme Manipulation</td>
<td>28</td>
<td>63-64</td>
<td>18 (Unit 2)</td>
</tr>
<tr>
<td>Reading Rimes</td>
<td>28-29</td>
<td>57</td>
<td>11</td>
</tr>
<tr>
<td>Spelling Test</td>
<td>29</td>
<td>56-57</td>
<td>10</td>
</tr>
<tr>
<td>Reading Words</td>
<td>29</td>
<td>57</td>
<td>12</td>
</tr>
<tr>
<td>Reading Sentences (Unit 3)</td>
<td>29</td>
<td>73-74</td>
<td>31 (Unit 2)</td>
</tr>
<tr>
<td>Unit Checkout</td>
<td></td>
<td>58</td>
<td></td>
</tr>
</tbody>
</table>
2. *ABeCeDarian* Teacher Manual B-1  
MB1H 2020 Homeschooling and Tutoring Edition

Level B assumes mastery of Level A and teaches more complex letter/sound knowledge (multiple spellings for a sound, multiple sounds for a spelling) and multi-syllable words.

<table>
<thead>
<tr>
<th>Name of Activity</th>
<th>TG Explained (on page)</th>
<th>TG Script (on page)</th>
<th>Student Book (on page)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling &amp; Reading Chains</td>
<td>22</td>
<td>46</td>
<td>4-5</td>
</tr>
<tr>
<td>Phoneme (Speech Sound) Manipulation</td>
<td>22</td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>Sorting Words</td>
<td>23</td>
<td>47-48</td>
<td>6-7</td>
</tr>
<tr>
<td>Flexing</td>
<td>23-24</td>
<td>55-56 (Unit 2)</td>
<td>20 (Unit 2)</td>
</tr>
<tr>
<td>Reading Two-Syllable Words</td>
<td>24-25</td>
<td>79-83 (Unit 6)</td>
<td>68-72 (Unit 6)</td>
</tr>
<tr>
<td>Breaking Words Apart</td>
<td>25</td>
<td>48-49</td>
<td>8</td>
</tr>
<tr>
<td>Isolated Letter/Sound Practice</td>
<td>25-26</td>
<td>54-55 (Unit 2)</td>
<td>19 (Unit 2)</td>
</tr>
<tr>
<td>Reading Rimes &amp; Nonsense Words</td>
<td>26-27</td>
<td>63 (Unit 3)</td>
<td>32 (Unit 3)</td>
</tr>
<tr>
<td>Word Reading Practice</td>
<td>27</td>
<td>49</td>
<td>9</td>
</tr>
<tr>
<td>Completing Sentences</td>
<td>27</td>
<td>49-50</td>
<td>10-11</td>
</tr>
<tr>
<td>Fables</td>
<td>27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit Checkout</td>
<td>50</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. **REWARDS** - This is not part of ABCD, but if a student completes or tests out of ABCD A and B, moving on to the multi-syllable program **REWARDS** as part of their class work should complete their development of decoding skills. Most students really enjoy learning to read and to spell these long words. Website: [www.voyagersopris.com](http://www.voyagersopris.com)

**Suggested Use**

REWARDS comes in two levels, Intermediate and Secondary. They both cover much the same material, but the lower level goes a little more slowly.

You can do most of the activities except the sections called Oral Activities without the teacher’s guide, if you don’t have it.

Students must master the sounds of the single vowels and vowel combinations. (B & C) Starting with the second lesson, students should be able to easily do that review of them. (B)

You will notice in Activity D that the book uses an asterisk under long vowels. You may want to change that to the more commonly used straight line over them. Notice that a boxed spelling means that that vowel combination has two common pronunciations.

Starting with lesson two, students will be asked to read all the prefixes and suffixes they have learned. They should be able to do this easily. (G)

Do a lot more white board spelling, not just the four asked for in the book.

In the Secondary book, starting with lesson 13, Activity H has twelve sentences. Develop fluency by having students practice until they can read the page in one minute. This is Activity J in the Intermediate book.

You can decide whether your students will benefit from the Content-Area Vocabulary and Passage Reading and Comprehension Activities in the final lessons in both books.
B. One Minute Activities

Dr. Michael Bend has revised ABCD to include more phoneme manipulation to develop orthographic mapping, which research has found necessary to be a good reader.

Our adult students very often have severe reading difficulties, and will benefit from more practice to develop automatic reading.

David Kilpatrick, in his book *Equipped for Reading Success*, explains thoroughly the science behind the need for orthographic mapping and presents an extensive set of leveled One Minute Activities to develop it. They teach the phoneme manipulation needed for instant word learning and recall. Website: https://equippedforreadingsuccess.com/

Suggested Use

It makes sense to start our adult students at the beginning of the program and work through it as they master each level. Therefore, it is not necessary for us to give the PAST, the placement test, to each student, but we can look at it to get a quick idea of what is covered in the One Minute Activities.

One Minute Activities require blending, segmenting, isolation and two kinds of manipulation—deletion and substitution. In order to be able to orthographically map words for automatic retrieval, a student must be able to do these phoneme manipulations instantly in their mind. At the beginning of each level, if they cannot and are making numerous mistakes, Kilpatrick suggests several multisensory techniques to teach them the new task and help them through what he calls the Multisensory Stage.

1. Use letters, perhaps on a white board, to illustrate what is supposed to be done.
2. Use tokens to stand for letters/sounds and show what action is to be taken.
Once students understand and are able to do the task, they are at the Knowledge Stage and can start doing One Minute Activities. They can do them mentally, but not quickly.

The Automatic Stage is when they can do the One Minute Activity quickly and easily. A few days at this stage and it is time to go to the next level. An answer is automatic when it is given correctly in two seconds or less.

Note: Pronounce multi-syllable words the way they are said, not the way they are spelled. For example, Monday should be pronounced /Mun/ /day/ and puddle should be pronounced /pu/ /ddle/.

Intersperse as many One Minute Activities throughout the class time as you can. These are quick and game-like, and can be fun. Usually there are 28-29 One Minute Activities at each level, but re-do them if still not mastered.

**HOWEVER, if you are unable to buy *Equipped for Reading Success*, there is at least a temporary alternative:**

In 1973, Dr. Jerome Rosner created one of the first programs to train phonological awareness, called *Auditory-Motor Skills*. Responding to ongoing research and teacher experience, Dr. Philip J. McInness built on that to create his program, *Assure Readiness for Learning (ARL)*, and then worked with Dr. David Kilpatrick to write the most up-to-date strategies, the One Minute Activities.

The One Minute Activities are copyright protected, so you must buy *Equipped for Reading Success* to do them, but Rosner’s original program became public domain in 1983. We have included it in the Appendices, which you can try out until you can get Kilpatrick’s book with the most current program.

Meanwhile, Rosner’s activities have been organized to match as well as possible with Kilpatrick’s One Minute Activities, which will facilitate switching over when you can get the book.
C. Practice Reading

David Kilpatrick recommends using linguistic readers first because they focus on word families—or rimes—just as students learn at the beginning of phoneme manipulation for orthographic mapping.

Linguistic readers are hard to find, but *Let’s Read: A Linguistic Approach* by Barnhart and Barnhart is still available. Website: [www.amazon.com](http://www.amazon.com)

Suggested Use

Start with *Let’s Read*, if you have it, and then move on to *Talk of the Block*—the short vowel series and then the long vowel series. The eight workbooks have stories with adult characters and interests, accompanied with questions. It is currently out of print, but New Readers Press will print *Talk of the Block* books to order. Website: [www.newreaderspress.com](http://www.newreaderspress.com) | Phone: 800-448-8878

D. Crazy Cards

There are fifteen (15) decks organized by sounds and spelling patterns as Crazy Shorts, Crazy Longs, Crazy Mores. Website: [www.soundreaders.com/crazy-cards](http://www.soundreaders.com/crazy-cards)

Suggested Use

Near the end of each class, choose the deck that practices the focus of the current ABCD unit. The game is played like Uno or Crazy Eights. Adapt the game by having students lay their cards on the table so they can be helped if they miss a play. Students have to read the cards they lay so help them if they need it. Don’t let other students jump in and answer.

This is a fun, relaxing, group-building way to finish class.


**E. Ultimate Phonics App**

This app is for independent practice at home, on public transportation or before and after class. There are 262 lessons and the first 50 lessons are free. Students should work on a lesson until mastered. Spencer Learning provides support materials online. Website: [www.spencerlearning.com](http://www.spencerlearning.com)

**Suggested Use**

Load the first 50 lessons on the students phone or other devices. Work with each student so they are comfortable using the app on their own. If possible before or after class, check students’ mastery of lessons they feel are completed and keep a class chart for motivation.
**SAMPLE CLASS**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Minute Activity</td>
<td>Keep track of what each student has mastered, and vary levels within group, if possible</td>
</tr>
<tr>
<td><em>ABeCeDarian</em> Lesson</td>
<td>Assess students to form groups where all students can work on the same level</td>
</tr>
<tr>
<td>One Minute Activity</td>
<td></td>
</tr>
<tr>
<td>Practice Reading</td>
<td>• Begin with Linguistic Readers if available</td>
</tr>
<tr>
<td></td>
<td>• <em>Talk of the Block</em> series, read story together and go over written work done for homework. If you have time, read the next story together and assign for homework.</td>
</tr>
<tr>
<td>One Minute Activity</td>
<td></td>
</tr>
<tr>
<td>Crazy Cards</td>
<td>Choose the deck that best practices the current ABCD unit</td>
</tr>
<tr>
<td>Homework</td>
<td>• Practice current and past ABCD units</td>
</tr>
<tr>
<td></td>
<td>• Read linguistic story or <em>Talk of the Block</em> story. If <em>Talk of the Block</em>, do the written work.</td>
</tr>
<tr>
<td></td>
<td>• Continue work on <em>Ultimate Phonics</em> app. Check out and record mastery of finished lessons.</td>
</tr>
</tbody>
</table>

**IMPORTANT:** During class, keep a quick evaluation and written record of everything you do. This lets you know where to proceed for the next class and functions as your lesson planning. It also lets you make sure you are ready with any needed materials.

Helpful Tip: have a selection of dollar store glasses in case students forget theirs or don’t have them.
TOOLKIT RESOURCES

BOOKS

- Equipped for Reading Success by David A. Kilpatrick, Ph.D., 2016
- Speech to Print 3rd Edition, by Louisa Cook Moats, 2020
- Reading Reflex by McGuinness & McGuinness

PROGRAM

- ABeCeDarian by Michael Bend, (abcdrp.com) (be sure to get most recent versions)
- REWARDS by Archer, Gleason & Vachon, (voyagersopris.com)

READING MATERIALS

- Let’s Read: A Linguistic Approach by Barnhart & Barnhart, 2010
- New Readers Press (www.newreaderspress.com) Talk of the Block is out of print but they will print to order if you call: 800-448-8878.

The following book series start with a very low level:
- Challenger
- Laubach Way to Reading
- Health Stories
- Life Goes On
- Novel Scenes
- Stories Plus
- That’s Life

APP

- Ultimate Phonics (www.spencerlearning.com)
WEBINARS

- The Reading League
- Amplify

FACEBOOK PAGES and YOUTUBE

- The Reading League—many pages
- Equipped for Reading Success
- Science of Reading
- David Kilpatrick

WEBSITES

- Adults Can Learn to Read: (www.acltr.org) See our 4-part video*
- Crazy Cards (www.soundreaders.com)
- The Reading League (www.thereadingleague.org)
- Equipped for Reading Success (www.equippedforreadingsuccess.com)
CONCLUSION

These findings of the Science of Reading are increasingly changing instruction around the country, even here in Philadelphia schools. Pennsylvania has a chapter of the Reading League. We may be the first to bring this instruction here for adults because very few people attempt to tackle adult beginning reading - and there is a huge need.

With dedicated teachers, who are passionate about helping other adults, we can offer this opportunity to more Philadelphians. Adult beginning readers should not be ignored. We have the tools, and with the right people, we can make a real change.
APPENDICES

32 The Simple View of Reading
33 Scarborough’s Reading Rope
34 Ehri’s Phases of Word-Reading Development
35-37 How Children Learn to Read Words: Ehri’s Phrases, Holly B. Lane, PhD. For more information, read Learning to Read Words: Theory, Findings, and Issues, Linnea C. Ehri, City University of New York
38-48 ABeCeDarian Placement Test, www.abcdrp.com
49-62 The Jordan Oral Screening Test, Jordan, D., in the Jordan Dyslexia Assessment/Reading Program. Austin, TX, Pro-Ed
63-64 REWARDS Screening Test
65-68 Levels of Phonological Awareness in the Program, aigunne.com
69-70 Phonological Awareness Screening Test (PAST), David A. Kilpatrick, PhD, in Equipped for Reading Success

SAMPLE LESSONS

107-113 ABeCeDarian A Short Version, Teacher Manual, MAOH2020, Unit 2, by Michael Bend, abcdrp.com
114-119 ABeCeDarian B-1, Teacher Manual, MB1H2020, Unit 3, by Michael Bend, abcdrp.com
124 Let’s Read: A Linguistic Approach, by Barnhart & Barnhart, 2010
125-129 Talk of the Block: Shopping (short vowel stories & activities), by Ann Haffner, www.newreaderspress.com will print to order if you call 800-448-8878
130 Crazy Cards and Course: How to Organize Science of Reading Stations that Promote Orthographic Mapping, has 155 games to download, www.soundreaders.com
A BETTER WAY TO TEACH READING

Two-thirds of Philly third graders are behind in reading. Will a new program the District is launching in September change that? The answer may lie in Bethlehem, PA.

BY JANE M. VON BERGEN MAY. 17, 2021

For decades, Kathleen Bast, a longtime reading specialist, literacy supervisor and now a principal in Bethlehem, Pennsylvania, taught students to read in the same way students are taught in many parts of the country, including Philadelphia.

She used what’s known as the “Whole Language” approach, which exposes children to as much of the printed word as possible, with the idea that the more they see it and the more they write it, the better they will get, picking up reading naturally as they go.

In what are known as the “reading wars”—a pitched debate among educators about the best way to teach reading—Bast firmly believed this approach was best.

MORE ON READING AND LITERACY

- Reading lesson No. 1: Teach the teachers
- Tree House Books wants to make sure every kid in Philly has plenty to read
- Encourage reading in your community by building a little free library
- 50+ books to read this summer—recommended by Philadelphians

Bast happened to be out on medical leave in 2016 when
Bethlehem’s new chief academic officer, Jack Silva, decided to upend everything she had known. He implemented district-wide a literacy program called the “Science of Reading”—essentially coming down on the other side of the reading war. He asked teachers to review the research and poke holes in it, if they could.

Bast became a convert. “I had no choice but to accept it,” she says. “It was very simply that I was presented with an alternative point of view.”

In Philadelphia, in the last pre-pandemic school year, only 45 percent of the school district’s kindergarten through second grade students were reading at grade level. And only one in three were considered proficient or advanced by the end of third grade—a harbinger of struggles in the rest of their school years.

In Bethlehem, similarly, students had struggled to learn reading for years. And both districts lost ground in the pandemic. But pre-Covid-19, the district was starting to tell a different story. In 2015, 51 percent of Bethlehem’s incoming kindergartners read at their grade level in the fall. By June, 71 percent were reading at grade level. Better, but not great; three in 10 students were still behind.

Then, in the fall of 2016, the district implemented the Science of Reading, known as Language Essentials for Teachers of Reading and Spelling (LETRS), a comprehensive program developed by two veteran literacy experts, Louisa Moats and Carol Tolman, both PhDs. And the change was dramatic. By the following June, 88 percent of the district’s kindergarteners were reading at grade level, up from 46 percent when school started in September, and up from 71 percent the prior year. That progress continued over the next several years.

“Students are feeling successful,” says Bast, who is principal of Calypso Elementary School, where two-thirds of the children qualify for free lunches. “Behavior incidents are down; unsuccessful students are going to be the ones who act out because they are not able to learn. It also changed
for the staff. We got into this profession to help kids and it was frustrating when the same kids came up every year [needing remedial help]. Now we’re not having those same conversations about the same kids four years in a row.”

**Learning by listening**

The Science of Reading posits that *learning to read* is as much an auditory process as a visual one. Just as we learn to speak by hearing those around us, we also learn to read by listening. The key is to connect the sounds we hear with those squiggles on paper known as letters, what academics refer to as phonemic awareness. From there, it’s a matter of decoding words and linking what we hear and see with our knowledge of the world.

The phonics Bethlehem’s students learn is different from the letter-of-the-day approach. No one’s running through the alphabet, starting with an “A is for apple” poster in September.

Instead, students may spend a full class period studying the trifecta of sounds in cat, plus experimenting with what happens when there’s a p instead of a c in the beginning, or maybe a p instead of t at the end. To make those connections, they feel the vibrations in their throats—they pay attention to where their tongues and teeth are. They write the words on their own individual white boards divided into blocks for each sound—the explosive “c,” the “a” and, of course, the “t.”
"I feel like I owe letters of apologies to decades of kids, because what I was teaching them wasn’t right. I didn’t know any better,” Bast says. “I was doing the best I could with what I knew.” But still. “I’m still not over it.”

And so it goes for the 44 sounds that make up the English language—with the most used sounds, such as p and t coming up early, even though they are closer to the end of the alphabet. With this method, there are hand motions for kinetic learners and a certain sing-songy repetitiveness to fast-paced classroom drills, which are both comforting and easy to master so students build confidence as they go.

In addition to Bethlehem, districts from New Mexico to Mississippi have adopted—and found success—with the Science of Reading.

In Philadelphia, the Science of Reading has been on the horizon since about 2015, when the district adopted a stronger focus on early literacy, says Dr. Nyshawana Francis-Thompson, deputy chief of curriculum and instruction. And across the district, some teachers are already putting the concepts into practice. But Francis-Thompson says adoption has been spotty and largely dependent on the practices of individual teachers, many of whom had been teaching reading for decades using the whole language approach.

For this school year, the district adopted it as one of its main literacy approaches. Next year, Francis-Thompson says
Philly schools will continue to implement the Science of Reading in K-3 classes, in addition to curriculum that “will be rooted in culturally sustaining practices” beyond this one method.

But she won’t promise when Philadelphia will see a measurable increase in performance. “It’s a whole shift in how we approach reading,” she says. “It takes time to shift teacher practice and therefore it takes time to shift student performance. It won’t happen overnight.”

Unlike the soft roll-out, with low expectations, that we’re seeing in Philadelphia, Bethlehem’s approach to adopting a new literacy curriculum was laser-focused. And yes, it was top-down. But Bethlehem’s approach was more than memos issued from on high. Silva, the chief academic officer, had to address the power dynamic in schools and the mixed feelings of faculty understandably cynical about “flavor-of-the month” initiatives.

“There’s only a finite amount of resources and a finite amount of time,” Silva says. “I was comfortable with saying this is the single most important thing in the Bethlehem area school district and our budgets and our schedules and our outlooks and our reporting and our communication will reflect it.

“Our kids need it, and we need it,” he says. “You have to start with the why. And in terms of reading, you have to ask the question, is it acceptable or unacceptable to keep having—year after year—half your kids leaving third grade [reading below grade level]?”

**A heavy lift**

Upending the way reading has been taught for decades has been—and continues to be—a heavy lift. Before the program was rolled out to teachers, Silva insisted that the principals spend a whole year learning the science and undergoing the same training classroom teachers would later receive.

“I know from being a principal and from working very
A new teaching method might help more Philly students learn to read closely with principals that nothing really happens with any fidelity or intensity without the principal being behind it and making it part of their regular conversations with teachers,” he says. “So, you skip over principals at your own peril, because they are the ones who are going to be largely responsible for it being embedded.”

As Bethlehem’s teachers began their professional development training in the “Science of Reading,” the principals took the classes again—side by side with the teachers. When there’s turnover and new teachers come on board, Bast and the other principals train again—and again. The district also employs job coaches embedded in the schools who help the teachers in a way intended to not feel threatening or punitive. “It is that modeling and constant walking with them instead of telling them what to do,” Bast says.

In Philadelphia, in the last pre-pandemic school year, only 45 percent of the school district’s kindergarten through second grade students were reading at grade level. And only one in three were considered proficient or advanced by the end of third grade—a harbinger of struggles in the rest of their school years.

No matter how the teachers may have felt at first—and there were some grumblers—they had to get with the program. “This is where it’s going,” Bast says she told her teachers when it was time to implement the program in her
school. “You either get on the bus or get under it.” Now in Bethlehem, any elementary teachers who want to get hired need to be familiar with, and agreeable to teaching, the “Science of Reading” methodology. If they aren’t, they won’t teach in Bethlehem, Silva says.

As a reading specialist, Bast had spent years in unsuccessful struggles to catch up children who had fallen behind. “An eighth-grade boy who can’t read—that is an unmotivated child,” she says. “All the instruction I was giving them, and I wasn’t making a difference. They enjoyed our time together, but they weren’t becoming better readers.”

Once she saw the results of the Science of Reading, Bast says her own first reaction was guilt. “I feel like I owe letters of apologies to decades of kids, because what I was teaching them wasn’t right. I didn’t know any better,” she says. “I was doing the best I could with what I knew.” But still. “I’m still not over it.”

Other educators felt the same way, so the district and principals coined a phrase that seemed to help: “When we know better, we do better.” No blame, no shame.

Learning to read, reading to learn

The debate over how to teach reading is by no means settled, but as fierce as the reading wars are, everyone agrees on one key point: For students to be successful in school and in life, they must be reading on grade level by the end of third grade. In the early grades, students learn to read; from fourth grade on, they read to learn.

Nearly 90 percent of high school dropouts were struggling readers in third grade, according to research by the Annie E. Casey Foundation. Even the fourth-grade written curriculum is too challenging for third graders who enter fourth grade reading below grade level. That’s why in 2015, Philadelphia launched its Read By 4th initiative, a citywide effort to get kids reading at grade level. But unlike in Bethlehem, that effort has not yet seen the kinds of results that show real progress is being made—something
A new teaching method might help more Philly students learn to read even more pressing now given the learning losses of the last year.

If public education has a mission of equipping a nation’s citizens for success and participation, then what happens in the classroom is more than drills at “a perky pace.” Reading on grade level by grade three matters when it comes to racial equity and social mobility. “The most important thing we can do is teach our kids to read,” Martin-Medina says. “It’s equity work.”

Francis-Thompson, who has been Philadelphia’s deputy chief of curriculum and instruction since February, says she became a convert to Science of Reading as a special education teacher. She noticed that many of her students had a knowledge gap—they didn’t understand the connection between the sounds of letters and the letters themselves. That put them behind in reading and may have led to them being assigned to special education classes. When she applied the Science of Reading methods, she saw improvements among those students as each month passed and began to wonder why they had missed that instruction while in their regular classrooms.

One barrier to widespread adoption is, until recently, the dearth of training programs that offer the Science of Reading—which means, Francis-Thompson points out, that

https://thephiladelphiacitizen.org/better-way-teach-reading/
school districts have to take on the expense and time to train teachers themselves. (That is changing, at least somewhat. Temple, St. Joe’s, Drexel and Acadia all offer exposure to the Science of Reading to education students.)

Still, nearly six years after the method first surfaced in the Philly district, teachers are mostly left to decide for themselves how to teach reading—in the way that has left more children behind than not, or the way that even the administrator in charge of curriculum has come to see as the route to success. It’s true, as evidenced by Bethlehem, that the lift of a system-wide change is heavy and costly. But as Bethlehem has also evidenced, it might be worth it.

**Setting expectations**

For Maria Gil, a mother of five in Bethlehem, Pa., the difference in the teaching methods is clear in her own home. Her younger two school-aged children—sons in 4th and 5th grades—read more confidently than her older children, daughters in 8th and 11th grades. Gil’s daughters missed out on this program; her sons did not. It was that simple. And that complex. “I saw the difference,” she says.

Gil’s sons attend Donegan Elementary School, as did her daughters. Located between Lehigh University and Bethlehem Steel’s former plant, the school’s 428 students are primarily Latino and 89 percent qualify for free or reduced school lunches.

“What Bethlehem has done so well is set expectations for the principals,” says Donegan’s principal, Erin Martin-Medina, who says that “part of being a leader is being the lead learner. If I’m not engaged, I’m not going to be able to provide feedback to the staff. There are high expectations placed on us, but there is also a high level of support. People are seeing the results, and of course, we’re going to move forward.”

If public education has a mission of equipping a nation’s citizens for success and participation, then, Martin-Medina says, what happens in the classroom is more than drills at “a
perky pace.” **Reading** on grade level by grade three matters when it comes to racial equity and social mobility. “The most important thing we can do is teach our kids to read,” she says. “It’s equity work.”

Gil appreciates how the schools have reached out to the parents to provide them more training on how to help their children. Gil, a native Spanish speaker, has also learned about phonics—the sounds and the long vowels and how some consonants don’t have a sound.

“With my daughters, I feel very sad because I didn’t know how to help them,” she says. “They had problems with their comprehension.” To this day, although they can read, they simply aren’t as confident as they could have been. When they read, she said, it’s more a chore than a joy. As for her sons, “they are more comfortable—more sure of what they are reading. They have more fluency.”

“When they are reading,” she says, “they enjoy it.”

Photo by [Kelly Sikkema](https://unsplash.com) on [Unsplash](https://unsplash.com)
First proposed in 1986 by Phillip Gough and his colleagues, this simple view of reading has greatly impacted the field of reading since its inception. It has proven to be quite valuable when it comes to understanding reading and comprehension. Is it enough?

The Simple View of Reading

\[ R = D \times LC \]

Reading (Comprehension) = Decoding × Linguistic Comprehension

Decoding
- Ciphering Knowledge
  - Letter-Sound Knowledge
  - Orthographic Knowledge
  - Phonological Awareness
  - Rapid Automatized Naming
- Word-Specific Knowledge
  - Sight Word Memory
  - Orthographic Knowledge
  - Phonological Long-term Memory

Linguistic Comprehension
- Language Skills
  - Vocabulary/Semantic Knowledge
  - Grammatical/Syntactic Knowledge
  - Inferencing
  - Visual-Spatial Skills
- Attention
  - Comprehension Monitoring
- Background Knowledge
- Working Memory

Reading Comprehension is the Product of Decoding and Linguistic Comprehension
THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

SKILLED READING:
Fluent execution and coordination of word recognition and text comprehension.

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle, spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)
Ehri’s Phases of Word-Reading Development
(Ehri, 1996, 2014; Ehri & Snowling, 2004; Moats & Tolman, 2019)
How Children Learn to Read Words: Ehri’s Phases

Holly B. Lane, Ph.D.

Through decades of research on beginning readers, Linnea Ehri (1995) developed a theory about how word reading skills develop. Her theory helps us understand the phases children move through on their way to proficient reading. Understanding this theory also helps us understand how to promote progress through these phases in both typically developing and struggling readers.

Pre-Alphabetic Phase

The first of Ehri’s phases is the pre-alphabetic phase. A child in this phase has little or no alphabetic knowledge and, instead, uses other cues to figure out words. Most often, the cues are visual cues, such as a picture on the page. A visual cue could also be the shape of a word or an accompanying logo. When a young child sees a familiar logo and says the name of the brand or product, his parents may think that he can read, but what he’s really doing is recognizing a logo and attaching it to a word he knows. He would not recognize the word without the logo.

Children in this phase recognize some words as pictures and read words as wholes. They use context clues, pictures, and guessing strategies to identify words. They also match voice to print in memorized texts. Children in the pre-alphabetic phase notice semantic rather than phonological relationships and they make arbitrary rather than systematic connections.

The pre-alphabetic phase is a perfectly normal part of reading development, but by sometime early in kindergarten, once phonics instruction has begun, typically developing readers have moved through this phase and into the next. Instruction for children in this phase should focus on phonological awareness, alphabet knowledge, and grapheme-phoneme correspondences.
Partial Alphabetic Phase

Children in the partial alphabetic phase demonstrate emerging use of grapheme-phoneme, or letter-sound connections. This is known as phonetic cue reading, but usually, the connections are incomplete or unreliable. Children in this phase often use the first letter sound, along with the context, to guess unfamiliar words. For example, because in one instance they encountered the word “puppy,” which begins with the letter P, they may guess that each subsequent word that begins with P is “puppy.” They may also occasionally use the last letter sound or other letters to figure out a word. The partial alphabetic phase is more reliable than visual cue reading, but it provides no way to read novel words in print. Instruction in this phase should reinforce letter-sound knowledge and phonemic awareness, with an emphasis on using all of the letters in each word.

Full Alphabetic Phase

In the full alphabetic phase, the reader attends to every letter in every word. Words are accessed through phonological recoding, or converting graphemes into phonological representations, or put more simply, converting letters into sounds and words. This phase is dramatically more reliable than phonetic cue reading. A child in this phase has a working knowledge of most letter-sound correspondences, has phonemic awareness, decodes sequentially and often slowly, and uses decoding skills to read unfamiliar words.

Typically developing readers begin the full alphabetic phase by late kindergarten or early first grade, as their phonics instruction progresses and as their phonemic awareness develops. Instruction in this phase should focus on segmenting and blending phonemes and on getting children to attend to every grapheme individually. Repeated exposures to words with taught grapheme-phoneme correspondences is necessary for growth through this phase. This exposure promotes orthographic mapping, or the strengthening of associations between graphemes and phonemes “to bond the spellings, pronunciations, and meanings of specific words in memory” (Ehri, 2014, pg. 5).
Consolidated Alphabetic Phase

When readers reach the **consolidated alphabetic phase**, they begin to use chunks to decode, rather than individual phonemes. Phonograms, or multi-letter patterns, such as consonant blends, digraphs, and vowel teams, are consolidated in memory and recognized instantly, as are common word families, affixes, and other common letter patterns. Syllables and morphemes are also recognized as chunks. In fact, Ehri (2014) has referred to this phase as the consolidated grapho-syllabic and grapho-morphemic phase. Orthographic mapping continues to develop as these chunks become more instantly recognizable, and readers more readily teach themselves new connections (Share, 1995).

This is considered the most mature form of reading. Typically, this phase begins sometime in second grade and continues to develop as readers become more automatic in their word reading skills. Instruction in this phase should focus on the recognition of the various chunks within words. To promote orthographic mapping, students should pronounce each new word aloud as they read silently to form spelling-sound connections and phonological memory for the word.

Automatic Phase

The automatic phase is considered the final phase in word reading development (Ehri & McCormick, 1998). Word reading is quick and effortless, and most words encountered have become sight words. Unfamiliar words are decoded with highly developed automaticity, and with particularly technical words, readers have a variety of strategies at their disposal. At this phase, the reader is able to focus entirely on the meaning of text. Most proficient adolescent and adult readers have reached the automatic phase.

References


ABeCeDarian Placement Assessment

Examiner Record Sheets

Name ___________________________ Grade _____ Date Tested ____________

Correct Per Minute

Letter/Sounds
Text 1
Nonsense 1
Text 2
Nonsense 2

Place a checkmark on the appropriate line to determine the recommended placement in ABeCeDarian. Make sure that you have discontinued the assessment precisely according to directions.

<table>
<thead>
<tr>
<th>Level A</th>
<th>Text 1 less than 30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use Level A followed by A2 for Kindergarten students or older students. Only use Level A Short Version for all other students.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Level B1</th>
<th>Text 2 less than 90</th>
</tr>
</thead>
<tbody>
<tr>
<td>If Letter/Sounds is less than 60, supplement with the Letter/Sound Fluency Sheets contained in the Level A Blending/Segmenting Work</td>
<td></td>
</tr>
<tr>
<td>If Nonsense 1 is less than 20, supplement with the Level A Blending/Segmenting Work</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Level B (Short Version)</th>
<th>Nonsense 2 less than 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>If Letter/Sounds is less than 60, supplement with the Letter/Sound Fluency Sheets contained in the Level A Blending/Segmenting Work</td>
<td></td>
</tr>
<tr>
<td>If Nonsense 1 is less than 60, supplement with Level A Blending/Segmenting Work</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Level C</th>
<th>Nonsense 2 greater than 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>If Letter/Sounds is less than 60, supplement with the Letter/Sound Fluency Sheets contained in the Level A Blending/Segmenting Work</td>
<td></td>
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</tbody>
</table>
Letter/Sound Knowledge

Display the LETTER SOUNDS sheet and say:

*Here is a page with some letters. When I tell you to start, please tell me the sounds for these letters. Begin here . . . (The teacher points to the first letter) . . . and read going across. (The teacher gestures going across the line). Then go on to the next line. Keep on saying sounds until I tell you to stop. You can begin when you are ready.*

Begin timing as soon as the student starts to read.

Put a slash (/) through any sound the student does not read correctly. If a student self-corrects an error, write SC over the letter and count as correct.

If a student does not say a sound in 3 seconds, say:

*Skip that and go on to the next one.*

The teacher should point to the next sound to prompt the student.

When 1 minute is up, mark how far the student has gotten with a right bracket, ). In the box at the bottom of this page, record the total number of letter/sounds correct and incorrect.

**NOTE:** Students get credit for any correct sound for the symbol.

```
w  s  o  sh  g  c  z  v  r  ch
j  f  b  y  u  qu  th  i  e  a
x  t  p  l  h  d  k  n  ck  m
f  e  l  d  k  r  c  j  qu  x
b  i  p  w  ck  a  h  o  v  y
th  g  n  u  ch  m  t  sh  s  z
y  s  m  g  a  z  t  n  h  b
sh  u  o  i  c  ch  v  p  j  d
th  w  qu  k  e  ck  x  r  l  f
y  t  ck  j  w  m  e  p  i  b
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<table>
<thead>
<tr>
<th>Total number of errors:</th>
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Proceed to the next assessment, TEXT 1, with all students.
Text 1 - One-letter consonants and vowels plus sh, ch, th

Display the TEXT 1 sheet and say:

*Here is a page with some sentences. When I tell you to start, please read them aloud to me as well as you can. When you finish reading one sentence, go on to the next without stopping. Keep on reading until I tell you to stop. Please begin when you are ready.*

Begin timing as soon as the student starts to read. Put a slash (/) through any word the student does not read correctly. If a student self-corrections an error, write SC over the word and do not count the word as an error. If a student does not read a word in 3 seconds, tell the student the word and put a slash through it on the record sheet. Insertions of words may be noted on the record sheet but are not counted as errors.

Discontinue the test if the student makes more than 5 errors on the first 2 sentences.

When 1 minute is up, mark how far the student has gotten with a right bracket, []. If the student has read over 50 words correctly in the minute, allow him to finish all of the sentences. In the table below record the total number of words read in 1 minute and the total number of student errors in 1 minute. Subtract the errors from the total words read to calculate the words correct in 1 minute.

<table>
<thead>
<tr>
<th>Text</th>
<th>Words Read</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

| Total number of errors: | |
| Total words correct in 1 minute: | |

If the student reads 30 or more words correct in 1 minute, then proceed to the next assessment, NONSENSE WORDS 1.

If the student reads fewer than 30 words correct in 1 minute, then **discontinue** the assessment.

Sam got a pig. (4)
The cat had a nap on the mat. (12)
Mom sat on the rug. (17)
Tom can fill up the cup. (23)
Sam and Tom must sit on the rug. (31)
The frog fell in the mud. (37)
Mom will let us get a cat. (44)
Ted and Sam can zip up the hill. (52)
The cat did not get the fish. (59)
Tom will chop the log. (64)
Ted had a chat with Mom and Tom. (72)
The dog will not sit with the cat. (80)
Sam left his hat in the van. (87)
Jill went to the camp on the hill. (95)
Tom got his wish. (99)
**Nonsense Words 1 - One-letter consonants and vowels plus sh, ch, th**

Display the NONSENSE WORDS 1 sheet and say:

*Here is a page with some nonsense words. They are not real words. When I tell you to start, please read these words out loud to me as well as you can. Begin here and read going across. Keep on reading until I tell you to stop. Please begin when you are ready.*

Begin timing as soon as the student starts to read. Put a slash (/) through any word the student does not read correctly and above the word write what the student said. Correct pronunciations have the same vowel sound and hence will rhyme with the word in parentheses beneath the word the student is reading. (NOTE: The students do not see the words in parentheses. These are on the examiner’s record sheet only.)

If a student self-corrects an error, write SC over the word and do not count the word as an error. If a student does not read a word in 5 seconds, tell the student the student to skip the word. Point to the next word to prompt the student and say,

*Try this one.*

Discontinue the test if the student makes more than 5 errors on the first 2 rows.

When 30 seconds is up, say

*Stop.*

Mark how far the student has gotten with a right bracket, ]. In the box beneath the sentences record the total number of words read and the total number of student errors. Subtract the errors from the total words read to calculate the words correctly in 30 seconds.

<table>
<thead>
<tr>
<th>fip</th>
<th>cheff</th>
<th>wint</th>
<th>spen</th>
<th>nam</th>
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<tbody>
<tr>
<td>(dip)</td>
<td>(Jeff)</td>
<td>(hint)</td>
<td>(den)</td>
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<td>rit</td>
<td>grap</td>
<td>lish</td>
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<td>(limp)</td>
<td>(pup)</td>
<td>(sit)</td>
<td>(gap)</td>
<td>(fish)</td>
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<td>shan</td>
<td>mot</td>
<td>pog</td>
<td>chen</td>
<td>mest</td>
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<td>(tan)</td>
<td>(not)</td>
<td>(hog)</td>
<td>(ten)</td>
<td>(rest)</td>
</tr>
<tr>
<td>pell</td>
<td>thum</td>
<td>hith</td>
<td>rish</td>
<td>chup</td>
</tr>
<tr>
<td>(tell)</td>
<td>(gum)</td>
<td>(myth)</td>
<td>(fish)</td>
<td>(cup)</td>
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<td>fost</td>
<td>het</td>
<td>thit</td>
<td>fluss</td>
<td>cug</td>
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<tr>
<td>(frost)</td>
<td>(wet)</td>
<td>(sit)</td>
<td>(fuss)</td>
<td>(dug)</td>
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<tr>
<td>mun</td>
<td>fanch</td>
<td>clum</td>
<td>gat</td>
<td>snat</td>
</tr>
<tr>
<td>(bun)</td>
<td>(ranch)</td>
<td>(hum)</td>
<td>(sat)</td>
<td>(sat)</td>
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</tbody>
</table>

Total number of errors:  

Proceed to the next assessment, TEXT 2, with all students.
Text 2 - The Lion and the Mouse

Display the TEXT 2 sheet and say:

_Read this story out loud to me as well as you can. Keep on reading until I tell you to stop. If you don’t know a word, I’ll tell it to you. Please begin when you are ready._

Begin timing as soon as the student starts to read.

Put a slash (/) through any word the student does not read correctly. If a student self-corrects an error, write SC over the word and do not count the word as an error. If a student does not read a word in 3 seconds, tell the student the word and put a slash through it on the record sheet. Insertions of words may be noted on the record sheet but are not counted as errors.

Discontinue the test if the student makes more than 10 errors on the first paragraph. When 1 minute is up, say:

_Stop._

In the box following the story, record the total number of words read, and the total number of errors. Subtract the errors from the total words read to calculate the words correct in 1 minute.

_The Lion and the Mouse_

A lion lay asleep in the forest. A little mouse walked in front of him. The lion woke up and laid his paw on the (30) mouse to kill her.

"Do not kill me," said the (40) poor mouse. "If you let me go, some day I (50) will repay you."

The lion did not think that the (60) mouse could ever help him, but he was a kind (70) lion, and he let the mouse go.

Some days later, (80) the lion was caught in the net of a hunter. (90) He pulled and pulled at the ropes, but he could (100) not get out of the net. So he let out (110) a roar. The mouse heard the Lion roar and she (120) came to him. She gnawed on the ropes. Soon the (130) lion was free.

"Now you can see," said the Mouse, (140) "that even a Mouse can help a Lion."

<table>
<thead>
<tr>
<th>Total number of words read:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of errors:</td>
</tr>
<tr>
<td>Words Read Correct in 1 minute:</td>
</tr>
</tbody>
</table>

If the student reads at a rate of 90 words correct per minute or greater, than continue with the next assessment, NONSENSE 2.

If the student reads the passage at a rate of less than 90 words correct per minute, then _discontinue_ the assessment.
**Nonsense Words 2 - Vowel Digraphs**

Display the NONSENSE WORDS 2 sheet and say:

*Here is a page with some nonsense words. They are not real words. When I tell you to start, please read these words out loud to me as well as you can. Begin here and read going across. Keep on reading until I tell you to stop. Please begin when you are ready.*

Begin timing as soon as the student starts to read. Put a slash (/) through any word the student does not read correctly and above the word write what the student said. Correct pronunciations have the same vowel sound and hence will rhyme with the word in parentheses beneath the word the student is reading. (NOTE: The students do not see the words in parentheses. These are on the examiner's record sheet only.)

If a student self-corrects an error, write SC over the word and do not count the word as an error. If a student does not read a word in 3 seconds, tell the student the student to skip the word. Point to the next word to prompt the student and say:

*Try this one.*

Discontinue the test if the student makes more than 5 errors on the first 2 rows.

When 30 seconds is up, say:

*Stop*

Mark how far the student has gotten with a right bracket, ]. In the box beneath the words record the total number of words read and the total number of student errors. Subtract the errors from the total words read to calculate the words correctly in 30 seconds.

<table>
<thead>
<tr>
<th>voose (moose)</th>
<th>tuke (juke)</th>
<th>brimp (limp)</th>
<th>snew (new)</th>
<th>flork (fork)</th>
</tr>
</thead>
<tbody>
<tr>
<td>tope (rope)</td>
<td>yield (field)</td>
<td>glurn (turn)</td>
<td>trupe (loop)</td>
<td>pife (life)</td>
</tr>
<tr>
<td>pount (count)</td>
<td>nard (hard)</td>
<td>irth (birth)</td>
<td>varsh (marsh)</td>
<td>prain (rain)</td>
</tr>
<tr>
<td>moad (toad)</td>
<td>zeep (keep)</td>
<td>smek (weak)</td>
<td>spaw (paw)</td>
<td>tright (tight)</td>
</tr>
<tr>
<td>jigh (high)</td>
<td>snay (say)</td>
<td>vate (late)</td>
<td>daunch (launch)</td>
<td>noard (board)</td>
</tr>
<tr>
<td>ofter (softer)</td>
<td>spreck (deck)</td>
<td>umple (crumple)</td>
<td>zints (hints)</td>
<td>moint (point)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total number of words read:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of errors:</td>
</tr>
<tr>
<td>Total words correct in 30 seconds:</td>
</tr>
</tbody>
</table>
Sam got a pig.
The cat had a nap on the mat.
Mom sat on the rug.
Tom can fill up the cup.
Sam and Tom must sit on the rug.
The frog fell in the mud.
Mom will let us get a cat.
Ted and Sam can zip up the hill.
The cat did not get the fish.
Tom will chop the log.
Ted had a chat with Mom and Tom.
The dog will not sit with the cat.
Sam left his hat in the van.
Jill went to the camp on the hill.
Tom got his wish.
ABeCeDarian Placement Assessment

fip cheff wint spen nam
dimp shup rit grap lish
shan mot pog chen mest
pell thum hith rish chup
fost het thit fluss cug
mun fanch clum gat snat
The Lion and the Mouse

A lion lay asleep in the forest. A little mouse walked in front of him. The lion woke up and laid his paw on the mouse to kill her.

"Do not kill me," said the poor mouse. "If you let me go, some day I will repay you."

The lion did not think that the mouse could ever help him, but he was a kind lion, and he let the mouse go.

Some days later, the lion was caught in the net of a hunter. He pulled and pulled at the ropes, but he could not get out of the net. So he let out a roar. The mouse heard the Lion roar and she came to him. She gnawed on the ropes. Soon the lion was free.

"Now you can see," said the Mouse, "that even a Mouse can help a Lion."
voose  tuke  brimp  snew  flork

tope  yield  glurn  trupe  pife

point  nard  dirth  varsh  prain

moad  zeep  smeeak  spaw  tright

jigh  snay  vate  daunch noard

ofter  spreck  umple  zints  moint
Reading of Single Words
List 1

**SAY:** Can you read these words to me? You can guess any time you're not sure of the word. If you come to a word that you don't know, you can say 'skip'.
Point to the first column of words starting with 'and.' Run your finger down the column of words to indicate the direction the words should be read.

**NOTE:**
- ✔ If the individual has difficulty reading the words in List 1, ask if he/she can identify the letters of the words in the list.
- ✔ If he/she can identify the letters ask him/her to give you the sound of any letter that he/she knows.
- ✔ Using this approach, the individual taking the test can demonstrate his/her level of knowledge and the examiner can probe to find a baseline for building new skills.
- ✔ Make note of these additional responses in the Response Booklet.

Additional Materials:
- PowerPath Response Booklet
- Diagnostic Screening Folder

**PowerPoints**
- Score the individual's responses directly in the Response Booklet. Be sure to write the word the individual says if it is different from the printed word. This record of actual responses will be critical for completing the Diagnostic Error Analysis.
- Stop this portion of the diagnostic screening if the individual makes five consecutive errors within a single list. If the individual appears frustrated, ask if he/she wants to continue.
- Stop if the individual does not wish to continue.
### Reading of Single Words

- Make sure to read aloud the part that says: "SAY: on the first page of the Reading of Single Words screening in your Screening (Test) Plates.
- As the participant reads the words on the Screening (Test) Plate, place a "✓" in the box if the word is read correctly.
- If the participant chooses to skip a word, place a dash, "-", through the box next to the word.
- If the participant reads the word incorrectly, use a consistent notation system or write down the word as read by the participant to indicate exactly how the word was read.
- After completing the level, mark the subtotal of words that were correctly read.
- Stop the screening when the participant demonstrates five (5) consecutive errors in one level. Allow the participant to finish the level and include as correct any additional words that were read correctly after the five consecutive errors. This is a power test. We are looking to find the participant's best reading score.
- Total all subtotal scores and place the total number of correctly read words in the TOTAL CORRECT box.
- Then, subtract 20 points from the TOTAL CORRECT and place a decimal in front of the last digit (Example: TOTAL CORRECT is 98 - 20 = 78; add decimal = 7.8 Independent Level)
- Enter the TOTAL CORRECT (not the Independent Level) number into the PowerPath software.

<table>
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<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ☐ and</td>
<td>1. ☐ we</td>
<td>1. ☐ same</td>
<td>1. ☐ can't</td>
<td>1. ☐ answers</td>
<td>1. ☐ examples</td>
</tr>
<tr>
<td>2. ☐ up</td>
<td>2. ☐ ain</td>
<td>2. ☐ gave</td>
<td>2. ☐ circus</td>
<td>2. ☐ silver</td>
<td>2. ☐ criticize</td>
</tr>
<tr>
<td>3. ☐ but</td>
<td>3. ☐ jump</td>
<td>3. ☐ suddenly</td>
<td>3. ☐ herself</td>
<td>3. ☐ grave</td>
<td>3. ☐ graciously</td>
</tr>
<tr>
<td>4. ☐ so</td>
<td>4. ☐ foot</td>
<td>4. ☐ rope</td>
<td>4. ☐ smart</td>
<td>4. ☐ speaking</td>
<td>4. ☐ snuggle</td>
</tr>
<tr>
<td>5. ☐ it</td>
<td>5. ☐ help</td>
<td>5. ☐ heaven</td>
<td>5. ☐ platform</td>
<td>5. ☐ careless</td>
<td>5. ☐ natural</td>
</tr>
<tr>
<td>7. ☐ something</td>
<td>7. ☐ mother</td>
<td>7. ☐ start</td>
<td>7. ☐ understand</td>
<td>7. ☐ delicious</td>
<td>7. ☐ exercise</td>
</tr>
<tr>
<td>8. ☐ run</td>
<td>8. ☐ play</td>
<td>8. ☐ farmer</td>
<td>8. ☐ wouldn't</td>
<td>8. ☐ dumping</td>
<td>8. ☐ obey</td>
</tr>
<tr>
<td>10. ☐ see</td>
<td>10. ☐ bark</td>
<td>10. ☐ around</td>
<td>10. ☐ learn</td>
<td>10. ☐ legon</td>
<td>10. ☐ religion</td>
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<th>Level 10</th>
<th>Level 11</th>
<th>Level 12</th>
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<tbody>
<tr>
<td>1. ☐ radiation</td>
<td>1. ☐ redundancy</td>
<td>1. ☐ destitution</td>
<td>1. ☐ felonious</td>
<td>1. ☐ reprehensibly</td>
<td>1. ☐ vermifuge</td>
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<tr>
<td>2. ☐ medicine</td>
<td>2. ☐ forfet</td>
<td>2. ☐ burlesque</td>
<td>2. ☐ disproportionate</td>
<td>2. ☐ excruciating</td>
<td>2. ☐ avuncular</td>
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<tr>
<td>4. ☐ yearning</td>
<td>4. ☐ standardized</td>
<td>4. ☐ brogue</td>
<td>4. ☐ impessible</td>
<td>4. ☐ ionospheric</td>
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<td>5. ☐ future</td>
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<td>5. ☐ coalition</td>
<td>5. ☐ versimilitude</td>
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<td>7. ☐ naive</td>
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<td>8. ☐ ingeniously</td>
<td>8. ☐ requisition</td>
<td>8. ☐ envisage</td>
<td>8. ☐ iconoctastian</td>
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<th>Subtotal</th>
<th>Subtotal</th>
<th>Subtotal</th>
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</table>

**TOTAL CORRECT - 20 points; + Decimal Point = Independent Reading Level**

Add up all Subtotal scores: **TOTAL CORRECT**
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<tr>
<td><strong>up</strong></td>
<td><strong>something</strong></td>
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<tr>
<td><strong>but</strong></td>
<td><strong>run</strong></td>
</tr>
<tr>
<td><strong>so</strong></td>
<td><strong>me</strong></td>
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<tr>
<td><strong>it</strong></td>
<td><strong>see</strong></td>
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<tr>
<td>we</td>
<td>baby</td>
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<td>------</td>
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<td>can</td>
<td>mother</td>
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<td>jump</td>
<td>play</td>
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<td>help</td>
<td>bark</td>
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<td>happened</td>
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REWARDS SCREENING TEST WORDS
for
Pre/Posttest

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<td>1.</td>
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<td>18.</td>
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## Pre/Posttest

### Teacher Recording Form

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<th>Word Parts Correct</th>
<th>Words Correct (+)</th>
<th>Words Incorrect (-)</th>
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<td></td>
</tr>
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<td>3</td>
<td></td>
</tr>
<tr>
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<td>pro mo tion</td>
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<td></td>
</tr>
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<td>3</td>
<td></td>
</tr>
<tr>
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<td>con tin ent</td>
<td>3</td>
<td></td>
</tr>
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<td>ar gu ment</td>
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<td>fun da ment al ly</td>
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<tr>
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<td>5</td>
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</tr>
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</table>

Total number of correct word parts \( \frac{78}{20} \)  
Total correct Words \( \frac{20}{20} \)

Percentage correct %

---

**REWARDS Teacher’s Guide**
LEVELS OF PHONOLOGICAL AWARENESS
IN THE PROGRAM

The labeling system for the levels in the Equipped for Reading Success program (Level D, Level E, etc.) is coordinated with the Rosner and the McInnis/ARL programs. Appendix B provides a chart that cross-references these three programs. Levels A through C are not typically needed and are not addressed here. If you have kindergarten students who find Level D1 too difficult, see the ARL manual for Levels A through C.

With years of experience in many school districts, McInnis’s ARL Phonological Processing Program has gone a step beyond the three research-based levels of syllable, onset-rime, and phoneme. Rosner and McInnis discovered that not all syllable level tasks are created equal. For example, it is far easier to delete the first syllable of a two syllable, compound word (e.g., cowboy to boy; Level D1) than it is to delete the first syllable from a three syllable word when that first syllable is the stressed syllable (e.g., holiday to iday; Level E4). Likewise, some phoneme level tasks are more difficult than other phoneme tasks. For instance, deleting a phoneme from the end of a word (e.g., seen to see; Level I) is much easier than substituting a phoneme at the end of the word (e.g., beat to beam; Level L). Rosner and McInnis reasoned that lumping the difficult and easy items together created an unnecessary challenge for children, especially those with learning problems. They preferred a smooth transition from easiest types of words and manipulations to the most difficult. McInnis’ ARL program, to my knowledge, was the only program to train phonological awareness in a more fine-grained and developmentally sequenced manner based upon extensive field trials in dozens of school districts over three decades. Equipped for Reading Success smoothes out McInnis’ levels even further to create a program that has no big hurdles for students. As they move from one level to the next, there is no place for any student to “get stuck.”

Based upon McInnis’ three decades of phonological awareness training along with emerging research over the last 10-15 years or so, I have sub-grouped the syllable and phoneme levels. The syllable level is divided into two levels of difficulty: basic and

---

39An exception was made to maintain the three research-based levels of syllable, onset-rime, and phoneme. Some syllable level tasks (E3, E4, & E5) are harder for most children than onset-rime tasks (F, G). Appendix B indicates that McInnis’ Level I got moved back to become E5 in this program to keep it within the syllable level. But E5 (McInnis’ Level I) is more difficult than F and G so it belongs after G, right where McInnis placed it (E4 is also more difficult than F and G for most kindergarteners). I feared that as more teachers became aware of the three research-based levels of syllable, onset-rime, and phoneme, they may assume I wasn’t following the research because some syllable activities were after onset-rime activities. So, based on that “social pressure,” E3-E5 are before F & G, even though they are more difficult.
Levels of Phonological Awareness

advanced. The phoneme level is likewise divided into basic and advanced. Recognizing that there are easier and harder tasks within the syllable and phoneme levels helps insure that children’s skills can develop without getting “stuck” at any level. If children ever seem stuck, Chapters 7 through 9 present ways to prepare students for the next level. Below is an overview of the program levels in the *Equipped for Reading Success* manual’s comprehensive phonological training program. Then the following two pages give a more extensive overview so you can readily see the entire program from a “bird’s eye” perspective. Also, Appendix A provides a similar overview in the form of a student progress chart for phonological awareness development.

<table>
<thead>
<tr>
<th>Phonological Awareness Level</th>
<th>Program Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>SYLLABLE LEVEL (D and E)</td>
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<tr>
<td>Basic Syllable Levels</td>
<td>D1, D2; E1, E2</td>
</tr>
<tr>
<td>Advanced Syllable Levels</td>
<td>E3, E4, E5</td>
</tr>
<tr>
<td>ONSET-RIME LEVEL (F and G)</td>
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</tr>
<tr>
<td>Onset Rime Levels</td>
<td>F1, F2; G1, G2</td>
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<tr>
<td>PHONEME LEVEL (H through N)</td>
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<tr>
<td>Basic Phoneme Levels</td>
<td>H1, H2; I1, I2</td>
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<tr>
<td>Advanced Phoneme Levels</td>
<td>J; K1, K2; L1, L2; M1, M2</td>
</tr>
<tr>
<td>Optional Advanced Phoneme Levels</td>
<td>N1, N2</td>
</tr>
</tbody>
</table>
Chapter 3

DESCRIPTION OF PROGRAM LEVELS

I. SYLLABLE LEVEL

Basic Syllable Levels

LEVEL D TWO SYLLABLE WORDS

D1 Delete a syllable from a compound word
D2 Delete a syllable

Examples
sail(boat) to sail; (toy)box to box
sil(ver) to sil; (ham)per to per

LEVEL E THREE SYLLABLE WORDS

E1 Delete a syllable from a compound word
E2 Delete an unstressed syllable

Examples
basket(ball) to basket; (pine)apple to apple
(im)provement to provement or (vol)cano to cano

Advanced Syllable Levels

E3 Delete a stressed first syllable; second syllable is either 1) consonant-vowel-consonant,
2) consonant-vowel, or 3) vowel-consonant
E4 Delete a stressed first syllable; second syllable is comprised of only a vowel
E5 Delete the last syllable; second syllable is comprised of only a vowel

Examples
(won)derful to derful; (architect to chitect; (wil)derness to derness
(te)scope to escope; (an)imal to imal
clari(net) to clari; daffo(dil) to daffo

II. ONSET-RIME LEVEL

LEVEL F ONSET OR RIME: DELETION

F1 Delete onset from a single syllable word
F2 Delete rime from a single syllable word

Examples
(s)at to at; or (c)ab to ab
m(an) to /m/; or s(een) to /s/

LEVEL G ONSET OR RIME: SUBSTITUTION

G1 Substitute onset in a single syllable word
G2 Substitute rime in a single syllable word

Examples
(wh)ite to (right; or (c)ub to (t)ub
(fit) to f(or); or (ell) to t(eg)
Levels of Phonological Awareness

PHONEME LEVEL

Basic Phoneme Levels

LEVEL H FIRST SOUND IN AN INITIAL BLEND

H1 Delete first sound in an initial blend
(f)lip to lp; (s)mail to nail
H2 Substitute first sound in an initial blend
(c)rown to (f)rown; (f)lew to (g)lue

LEVEL I FINAL SOUND: DELETION

I1 Delete final sound in a final blend
car(t) to car; gras(p) to grass
I2 Delete final sound from a word
see(n) to see; rai(se) to ray

Advanced Phoneme Levels

LEVEL J MIDDLE VOWEL SOUND

J Substitute a medial vowel
h(a)t to h(o)t; s(a)ck to s(i)ck

LEVEL K SECOND SOUND IN AN INITIAL BLEND

K1 Delete the second sound in an initial blend
t(r)y to tie; t(r)ail to tail
K2 Substitute the second sound in an initial blend
f(r)ee to f(ly)ee; s(k)y to s(p)y

LEVEL L FINAL SOUND SUBSTITUTION

L1 Substitute the final sound
cat(t) to ca(p); grea(t) to gra(p)e
L2 Substitute the final sound in a final blend
war(n) to war(m); for(n) to for(k)

LEVEL M SECOND TO LAST SOUND IN A FINAL BLEND

M1 Delete the second to last sound in a final blend
cat(s)t to cat; le(n)d to led
M2 Substitute the second to last sound in final blend
lif(f)t to l(is)t; be(n)t to be(x)t

Optional Advanced Phoneme Level

LEVEL N PHONEME REVERSAL

N1 Reverse the sounds in a single syllable word
make to came; back to cab
N2 Reverse the sounds in a two syllable word
midnight to tine dim; oat pit to tip toe
PHONOLOGICAL AWARENESS SCREENING TEST (PAST)
Adapted from the levels used in McInnis (1999) & Rosner (1973)

Name: ___________________________ Date: ______________ Grade ______ Age ______
Teacher: _________________________ D.O.B.: _________ Evaluator: ______________________

INSTRUCTIONS: See Equipped for Reading Success Chapter 11: “Assessment of Phonological Awareness” for instructions on the PAST.

RESULTS:

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Automatic</th>
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</thead>
<tbody>
<tr>
<td>Basic Syllable</td>
<td>______/12</td>
<td>______/12</td>
</tr>
<tr>
<td>Onset-Rime</td>
<td>______/10</td>
<td>______/10</td>
</tr>
<tr>
<td>Basic Phoneme</td>
<td>______/10</td>
<td>______/10</td>
</tr>
<tr>
<td>Advanced Phoneme</td>
<td>______/20</td>
<td>______/20</td>
</tr>
<tr>
<td>Test Total</td>
<td>______/52</td>
<td>______/52</td>
</tr>
</tbody>
</table>

Highest Correct Level: ______ (Levels not passed below the highest correct level) ______

Highest Automatic Level: ______ (Non-automatic levels below highest automatic level) ______

Approximate Grade Level (Circle): PreK/K | K | late K | Early 1st | 1st | late 1st | Early 2nd | 2nd | late 2nd to adult

Note: The grade levels listed throughout the PAST are estimates based on various research studies and clinical experience. There are no formalized norms.

I. SYLLABLE LEVELS

Basic Syllable Levels (D, E2: Preschool to mid kindergarten; E3 - mid kindergarten to early first)

LEVEL D “Say birthday. Now say birthday but don’t say birth.”
FEEDBACK: “If you say birthday without saying birth, you get a penalty. Let’s try another one.”

D1 (birth)day ______ (air)port ______ cow(boy) ______
D2 (num)ber ______ (en)ter ______ an(swer) ______

LEVELS E2-3 “Say November. Now say November but don’t say No.”
FEEDBACK: “If you say November without saying No, you get a penalty. See how that works?”

E2 (No)vember ______ (vol)cano ______ (re)member ______
E3 (won)derful ______ (bar)becue ______ (li)brary ______

Basic Syllable Total: ______/12 A: ______/12

II. ONSET-RIME LEVELS

Onset-Rime Levels (Kindergarten to mid first grade)

LEVEL F “Say fall. Now say fall but don’t say /fl/.”
FEEDBACK: “If you say fall without the /fl/, you get a penalty. Let’s try another one.”

/fl/all → all ______ /s/and → and ______
/sh/own → own ______ /w/ait → ate ______ /c/are → air ______

LEVEL G “Say wood. Now say wood but instead of /w/ say /g/.”
FEEDBACK: “If you say wood, and change the /w/ to /g/, you get a penalty. Let’s try another one.”

/w/oed /g/ → good ______ /m/ake /l/ → lake ______
/s/ed /s/ → said ______ /l/awn /g/ → gone ______ /b/oat /n/ → note ______

Onset-Rime Total: ______/10 A: ______/10

1 Only use a phrase like “See how that works?” once during the test, the first time the student responds incorrectly or not at all.
III. PHONEME LEVELS

Basic Phoneme Levels (Late kindergarten to late first grade)

LEVEL H
H1 (Deletion) “Say sled. Now say sled but don’t say /s/.”
FEEDBACK: “If you say sled without the /s/, you get led: sled-led.”
/s/led /s/ → led ___ /c/limb /c/ → lime ___
H2 (Substitution) “Say slide. Now say slide but instead of /s/ say /g/.”
FEEDBACK: “If you say slide, and change the /s/ to /g/, you get glide: glide-glide.”
/s/lide /g/ → glide ___ /b/rain /c/ → crane ___ /b/reese /t/ → trees ___

LEVEL I “Say beam. Now say beam but don’t say /m/.”
FEEDBACK: “If you say beam without the /m/, you get bee: beam-bee.”
bea/m/ /m/ → bee ___ stor/m/ /m/ → store ___ pla/ne/ /n/ → play ___
si/z/e /z/ → sigh ___ cou/ch/ /ch/ → cow ___

Basic Phoneme Total: ___/5 A: ___/5

Advanced Phoneme Levels (Late first to late second grade; Level M: Late second to late third grade)

LEVEL J (Substitution) “Say sit. Now say sit but instead of /i/ say /a/.”
FEEDBACK: “If you say sit, and change the /i/ to /a/, you get sat: sit-sat.”
I. (short sound of vowel) s/i/t /a/ → sat ___ wh(e)n /u/ → won ___ r/o/ck /e/ → wreck ___
II. (long sound of vowel) r/e/a/d /o/ → road ___ ph/o/ne /i/ → fine ___

LEVEL K
K1 (Deletion) “Say glide. Now say glide but don’t say /l/.”
FEEDBACK: “If you say glide without the /l/, you get guide: glide-guide.”
g/l/ide → guide ___ /s/w/eet → seat ___
K2 (Substitution) “Say flute. Now say flute but instead of /l/ say /r/.”
FEEDBACK: “If you say flute, and change the /l/ to /r/, you get fruit: flute-fruit.”
f/l/ute → f/r/uit ___ s/p/eed → s/k/ied ___ /s/m/ile → /s/t/y/le ___

LEVEL L (Substitution) “Say mouth. Say mouth but instead of /th/ say /s/.”
FEEDBACK: “If you say mouth, and change the /th/ to /s/, you get mouse: mouth-mouse.”
mou/th/ /s/ → mouse ___ see/d/ /t/ → seat ___ ge/t/ /s/ → guess ___
heal/th/ /p/ → help ___ mon/th/ /ch/ → munch ___

LEVEL M
M1 (Deletion) “Say send. Now say send but don’t say /n/.”
FEEDBACK: “If you say send without the /n/, you get said: send-said.”
se/n/d → said ___ de/n/t → debt ___
M2 (Substitution) “Say drift. Now say drift but instead of /f/ say /p/.”
FEEDBACK: “If you say drift, and change the /f/ to /p/, you get dripped: drift-dripped.”
 dri/f/t → dri/pp/ed ___ wor(k)/ed → wor(s)t ___ pa/s/te → pai/n/t ___

Advanced Phoneme Total: ___/20 A: ___/20
Perceptual Skills Curriculum

PROGRAM II

Auditory-motor Skills

by

Jerome Rosner

Illustrated by

Joanne Cass

WALKER EDUCATIONAL BOOK CORPORATION
720 Fifth Avenue, New York, N.Y. 10019
There is some reluctance with simply sending these materials home to parents. There are several key concerns. First, parents need to know that these activities are about sounds, not letters. Folks not trained in phonological awareness naturally default to letters. Second, people naturally default to pronouncing consonant sounds with a vowel attached (so b, m, p, t, etc. are pronounced buh, muh, puh, tuh, etc.). This can undermine the effectiveness of these activities.

Third, there is no teaching element like there is in the EFRS program. What are parents to do when students get stuck? Fourth, parents may not know how much of these activities to do - too much or not enough? Fifth, parents may not realize that there are really more activities in this packet than meet the eye, because many of these can be easily reversed and reused. Also related to this, many levels lend themselves to easily creating new items out of any words, especially levels D, E, F, G, and H.

So, if this packet is used with parents as follow up to what a teacher or tutor is doing, it will be important for teachers/tutors to communicate these issues with parents to allow these activities to be used effectively.
The Rosner D levels mixed what are separate as D1 and D2 activities in EFRS

Some Rosner activities begin with a story.

AUDITORY-MOTOR
Level D Note that in Rosner, Level D includes Levels D1 and D2 in EFRS

for Unit 8:

1. Story Lesson (to be read aloud).

ELLIE ELEPHANT

Ellie is a baby elephant. She is learning to be a circus elephant. "Time for bed, Ellie," said mother elephant. "Tomorrow the circus opens. It will be your first circus parade. You will have to get up early to dress for the parade in new gold spangles and bright red plumes."

Ellie dreamed all night... how handsome she would be!

Ellie awoke as the sun came up. "What a beautiful day for a walk," she thought. She trotted out of the tent and down the path toward the town. Ellie forgot all about the circus and the parade.

Soon she saw children playing in a playground. Two of them were on a seesaw. Up and down went the seesaw. "I'd like to ride on a seesaw," said Ellie. So she sat down on one end of the seesaw. All the children sat on the other end, but the seesaw wouldn't go up. Ellie forgot... elephants can't seesaw. Even baby elephants are too heavy.

She walked on down the path. After a while she felt tired so she sat down to rest on a green park bench. Crash! Ellie forgot... elephants can't sit on a park bench. Even a baby elephant is too heavy.

Ellie watched the squirrels gathering nuts, a dog chewing on a bone, and bees gathering honey from the flowers. I'm getting hungry, too, thought Ellie, but I forgot my lunch. I'm hungry for peanuts. So she hurried back to mother's tent. Mother flapped her ears and scolded, "Some day you'll forget your trunk. Some day, Ellie, some day."

II-155
AUDITORY-MOTOR
Level D

for Unit 8 (continued):

1. Story Lesson (continued).

Testing Ellie, she said, "when will you forget your trunk? Some _____," Ellie forgot.

Follow-up Lesson

You say someday. Now say it again but forget to say day.
Again, say someday. Say it again but this time forget to say some.
Just say what's left. Let's pretend we're Ellie and forget parts of these words.

Say seesaw. Say it again but forget to say see. (What's left?)
Say seesaw but don't say saw. (What's left?)

Continue the same game using compound words at first then other two-syllable words.

playground        cupcake        bedroom

candy            sandwich         toothbrush

before         window         baby

okay         pocket         yellow

baseball    maybe         birthday

under        forget         rainbow

Children's names (two syllables)
Ellie   Mary             Joseph
Johnny   Brian           Lucy
David   Linda           Michael
Lisa    Judy           Kathy

At the conclusion of the lesson, give each child a picture of Ellie Elephant (illustration D-8) to color.
Auditory Motor
Level D
Unit 8

ELLIE ELEPHANT D-8
II-157
The top 3/4 of the page do a different activity than EFRS, but may be useful. Starting at the bottom is the deletion activity like in EFRS that can be used for Level D activities.

for Unit 8 (continued):

2. Follow-up Lesson to be used after Story Lesson for Level D, Unit 8.

Use hand signals. Hold up right hand as you say first syllable of a two-syllable word. Hold up left hand as you say second syllable. Ask the child to say _____ without _____ as you drop that hand. Instruct him to say only this part, indicating other hand. Gradually fade hand signals by using one finger on each hand or nodding head from left to right until no visual support is needed.

3. Say the word without the part. (Note: In teaching this skill, it will be helpful at first to have the child draw dashes for each "part" (syllable) and restate them at the same time. Eventually, he must be able to respond correctly without the dashes.) For example:

Teacher: SAY THE WORD RAINBOW AND DRAW THE LINES FOR IT AS YOU SAY IT (pause).

NOW SAY IT AGAIN, BUT DON'T SAY BOW.
(Teacher points to the second dash as she says BOW.)
JUST SAY WHAT'S LEFT. (Teacher points to first dash as that instruction is given.)

The following list is offered as suggestions:

SAY GOODNIGHT AND DRAW THE LINES FOR IT AS YOU SAY IT. NOW SAY IT AGAIN, BUT DON'T SAY GOOD.

SAY BASEBALL AND DRAW THE LINES FOR IT AS YOU SAY IT. NOW SAY IT AGAIN, BUT DON'T SAY (or LEAVE OUT) BALL.

SAY CARTOON AND DRAW THE LINES FOR IT AS YOU SAY IT. NOW SAY IT AGAIN, BUT DON'T SAY (or LEAVE OUT) CAR.

Note: In addition to the words shown here, a list of two-syllable words will be found at the end of this level. In all instances, the child is asked to SAY _____, NOW SAY IT AGAIN, WITHOUT ___.
(The child is to learn to omit either syllable.)
AUDITORY-MOTOR Level D You can go twice first deleting the first part, then later the second part.
This is an ORAL activity, so focus on sounds in spoken language, not the word's spelling. For example,
No/thing is “Nuh-thing,” not “No” “thing” (“Say ‘nuh-thing’ without saying ‘nuh’”); for the word on/ly, “say
‘only,’ but don’t say ‘own’” [answer: ‘lee’]. Again, focus on the sounds in words, not the spelling patterns.

<table>
<thead>
<tr>
<th>Two-syllable words for Units 5, 7, and 8</th>
<th>in/side</th>
<th>e/nough</th>
</tr>
</thead>
<tbody>
<tr>
<td>some/thing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>may/be</td>
<td>on/ly</td>
<td>ar/my</td>
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<td>be/cause</td>
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<td>hus/band</td>
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<td>a/cross</td>
<td>spoo/ky</td>
</tr>
<tr>
<td>Bed/room</td>
<td>Christ/mas</td>
<td>din/ner</td>
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</table>

11-160
This represents levels D3 & D4 (substituting a syllable in a compound or non-compound word) that was in the original 2002 version of EFRS but removed for several reasons. However, some students may enjoy this and it may sharpen their skills.

Also, these words can be used for D1 and D2 activities. Just have students delete rather than substitute syllables.

**AUDITORY-MOTOR**

**Level G**  Note this is not Level G in EFRS.

for Unit 9 (continued):

3. State a two-syllable word. Then ask the child to restate the word, substituting one of the syllables with another. For example:

   SAY STEAMBOAT (pause). NOW SAY IT AGAIN, BUT INSTEAD OF STEAM, SAY ROW. (rowboat)

The following are appropriate for this activity:

SAY BASKETBALL. NOW SAY IT AGAIN BUT INSTEAD OF BASKET, SAY BASE. (baseball)

SAY SUNSHINE. NOW SAY IT AGAIN BUT INSTEAD OF SHINE, SAY BURN. (sunburn)

SAY MISTER. NOW SAY IT AGAIN BUT INSTEAD OF MIS, SAY SIS. (sister)

SAY PLASTIC. NOW SAY IT AGAIN BUT INSTEAD OF TIC, SAY TER. (plaster)

SAY WALKING. NOW SAY IT AGAIN BUT INSTEAD OF WALK, SAY TALK. (talking)

SAY BUNDEL. NOW SAY IT AGAIN BUT INSTEAD OF BUN, SAY CAN. (candle)

SAY DENTAL. NOW SAY IT AGAIN BUT INSTEAD OF DEN, SAY MEN. (mental)

SAY BOOKMARK. NOW SAY IT AGAIN BUT INSTEAD OF MARK, SAY CASE. (bookcase)

SAY CABBAGE. NOW SAY IT AGAIN BUT INSTEAD OF CABB, SAY BAGG. (baggage)

SAY CAREFUL. NOW SAY IT AGAIN BUT INSTEAD OF FUL, SAY LESS. (careless)

SAY DEPART. NOW SAY IT AGAIN BUT INSTEAD OF PART, SAY PEND. (depend)

SAY UPSTAIRS. NOW SAY IT AGAIN BUT INSTEAD OF UP, SAY DOWN. (downstairs)

II-267
AUDITORY-MOTOR
Level G

for Unit 9 (continued):

SAY FIREMAN, NOW SAY IT AGAIN BUT INSTEAD OF MAN, SAY SIDE. (fireside)

SAY KEYHOLE, NOW SAY IT AGAIN BUT INSTEAD OF KEY, SAY KNOT. (knothole)

SAY EARRING, NOW SAY IT AGAIN BUT INSTEAD OF RING, SAY PHONE. (earphone)

SAY HILLTOP, NOW SAY IT AGAIN BUT INSTEAD OF TOP, SAY SIDE. (hillside)

SAY DAMPER, NOW SAY IT AGAIN BUT INSTEAD OF DAMP, SAY CAMP. (camper)

SAY FIFTEEN, NOW SAY IT AGAIN BUT INSTEAD OF Fif, SAY FOUR. (fourteen)

SAY CATNIP, NOW SAY IT AGAIN BUT INSTEAD OF NIP, SAY FISH. (catfish)

SAY HEADACHE, NOW SAY IT AGAIN BUT INSTEAD OF HEAD, SAY EAR. (earache)

SAY LETTER, NOW SAY IT AGAIN BUT INSTEAD OF LET, SAY BET. (better)

SAY MEMBER, NOW SAY IT AGAIN BUT INSTEAD OF MEM, SAY NUM. (number)

SAY DAYLIGHT, NOW SAY IT AGAIN BUT INSTEAD OF LIGHT, SAY TIME. (daytime)

SAY LOTION, NOW SAY IT AGAIN BUT INSTEAD OF LO, SAY NO. (notion)

SAY IMPORT, NOW SAY IT AGAIN BUT INSTEAD OF IM, SAY EX. (export)

SAY COLLAR, NOW SAY IT AGAIN BUT INSTEAD OF LAR, SAY LEE. (collie)

SAY OUTCOME, NOW SAY IT AGAIN BUT INSTEAD OF COME, SAY DOORS. (outdoors)
AUDITORY-MOTOR
Level G

for Unit 9 (continued):

SAY MEALTIME. NOW SAY IT AGAIN BUT INSTEAD OF MEAL, SAY NOON. (noon)

SAY ENJOY. NOW SAY IT AGAIN BUT INSTEAD OF JOY, SAY TER. (enter)

SAY PERFUME. NOW SAY IT AGAIN BUT INSTEAD OF FUME, SAY MIT. (permit)

SAY MOTEL. NOW SAY IT AGAIN BUT INSTEAD OF MO, SAY HO. (hotel)

SAY PIGPEN. NOW SAY IT AGAIN BUT INSTEAD OF PEN, SAY TAIL. (pigtail)

SAY NEEDLESS. NOW SAY IT AGAIN BUT INSTEAD OF NEED, SAY HEED. (heedless)

SAY FREEWAY. NOW SAY IT AGAIN BUT INSTEAD OF FREE, SAY PARK. (parkway)

4. State a consonant-vowel-consonant word. Then ask the children to restate the word, replacing the initial sound with another. For example:

SAY MAKE (pause). NOW SAY IT AGAIN, BUT INSTEAD OF /m/ SAY /s/. (Note: Always pronounce the sound of the letter, not the letter name.)

The following words are appropriate for this activity:

SAD: INSTEAD OF /s/ SAY /m/ - MAD
KALE: INSTEAD OF /k/ SAY /s/ - SALE
TAN: INSTEAD OF /t/ SAY /m/ - MAN
SAT: INSTEAD OF /s/ SAY /k/ - CAT
TABLE: INSTEAD OF /t/ SAY /k/ - CABLE
MY: INSTEAD OF /m/ SAY /s/ - SIGH
MAKE: INSTEAD OF /m/ SAY /t/ - TAKE

This page ends with some Level G activities
These follow the same pattern as D, having the student say the word then deleting the first (E2, E3, E4) or last (E5) syllable.

AUDITORY-MOTOR
Level E The E activities in Rosner could be similar to E1, E2, E3, E4, or E5 in EFRS

for Unit 8 (continued):

1. Story Lesson (continued)

Continue with familiar three-syllable words:

- telephone
- kangaroo
- forgetful
- elephant
- introduce
- animal
- anyone
- lemonade

- understand
- umbrella
- spaghetti
- wallpaper
- September
- seventeen
- carefully
- untangle

- unhappy
- hamburger
- engineer
- recorder
- thundering
- butterfly
- example
- dynamite

At the conclusion of this lesson, give the children an illustration of Ellie Elephant (illustration E-8) to color.

Additional word lists, appropriate for this lesson, may be found on pages 198-200.
<table>
<thead>
<tr>
<th>acrobat</th>
<th>Halloween</th>
<th>practical</th>
<th>turpentine</th>
</tr>
</thead>
<tbody>
<tr>
<td>buffalo</td>
<td>hamburger</td>
<td>principal</td>
<td>umbrella</td>
</tr>
<tr>
<td>bumblebee</td>
<td>handkerchief</td>
<td>production</td>
<td>understand</td>
</tr>
<tr>
<td>butterfly</td>
<td>holiday</td>
<td>quarterback</td>
<td>upsidedown</td>
</tr>
<tr>
<td>buttonhole</td>
<td>happiness</td>
<td>radio</td>
<td>vacation</td>
</tr>
<tr>
<td>carefully</td>
<td>important</td>
<td>recapture</td>
<td>valentine</td>
</tr>
<tr>
<td>carpenter</td>
<td>introduce</td>
<td>reentry</td>
<td>vitamin</td>
</tr>
<tr>
<td>Columbus</td>
<td>jamboree</td>
<td>refreshment</td>
<td>wintergreen</td>
</tr>
<tr>
<td>company</td>
<td>kangaroo</td>
<td>remember</td>
<td>wonderful</td>
</tr>
<tr>
<td>container</td>
<td>lemonade</td>
<td>Saturday</td>
<td>deliver</td>
</tr>
<tr>
<td>continue</td>
<td>lollipop</td>
<td>selfcontrol</td>
<td>exercise</td>
</tr>
<tr>
<td>disobey</td>
<td>marshmallow</td>
<td>September</td>
<td>fisherman</td>
</tr>
<tr>
<td>election</td>
<td>microphone</td>
<td>silverware</td>
<td>friendliness</td>
</tr>
<tr>
<td>elastic</td>
<td>neighborhood</td>
<td>spaghett</td>
<td>grocery</td>
</tr>
<tr>
<td>elephant</td>
<td>newspaper</td>
<td>spiderweb</td>
<td>honeymoon</td>
</tr>
<tr>
<td>Eskimo</td>
<td>November</td>
<td>strawberry</td>
<td>macaroon</td>
</tr>
<tr>
<td>everyone</td>
<td>octopus</td>
<td>summertime</td>
<td>mockingbird</td>
</tr>
<tr>
<td>family</td>
<td>October</td>
<td>symphony</td>
<td>occupy</td>
</tr>
<tr>
<td>fingernail</td>
<td>pajama</td>
<td>tablecloth</td>
<td>opening</td>
</tr>
<tr>
<td>flamingo</td>
<td>peppermint</td>
<td>taxicab</td>
<td>opinion</td>
</tr>
<tr>
<td>forgotten</td>
<td>perfectly</td>
<td>telephone</td>
<td>painfully</td>
</tr>
<tr>
<td>gasoline</td>
<td>performance</td>
<td>thunderbolt</td>
<td>penniless</td>
</tr>
<tr>
<td>gingerbread</td>
<td>pillowcase</td>
<td>toboggan</td>
<td>phonograph</td>
</tr>
<tr>
<td>goodlooking</td>
<td>policeman</td>
<td>tomorrow</td>
<td>photograph</td>
</tr>
<tr>
<td>gyroscope</td>
<td>potato</td>
<td>tomato</td>
<td>pioneer</td>
</tr>
</tbody>
</table>

II-198
AUDITORY-MOTOR

Level F  Level F in Rosner can equal F1 or F2 in EFRS, depending on which part of the word is removed (e.g., "fan" can become "an" or "f" depending on the part removed).

for **Unit 8** (continued):

1. **Story Lesson** (continued).

Ellie heard the trainer say 'seat' but she was thinking about words without their beginning sound. Seat without the beginning /s/ sound is 'eat' and that reminded Ellie that she was hungry so she strolled right out of the tent and went to find something to eat.

While she was eating her lunch, she decided it would be fun to make a game out of saying words without their beginning sound. As she nibbled a piece of pie she thought "pie - eye." Pie without the /p/ sound is eye. A clown came by and winked at Ellie. Ellie smiled and said "wink - ink." Wink without the /w/ sound is ink.

Across the park she saw a seal balancing a ball on his nose. She laughed and said "seal - eel." "Seal without the /s/ sound is eel."

**Follow-up Lesson**

Let's see how well you can play Ellie's game. Say: bake.

Now say: bake without the /b/ sound. (Right.) Bake without the /b/ sound is ache.

Say ball. Now say ball without the /b/. 'All' Ball without the /b/ is 'all.'

Continue with one-syllable words with single consonant initial sounds (do not use blends). Suggested word list:

<table>
<thead>
<tr>
<th>(l)ark</th>
<th>(f)an</th>
<th>(b)in</th>
<th>(c)all</th>
</tr>
</thead>
<tbody>
<tr>
<td>(p)art</td>
<td>(m)at</td>
<td>(r)an</td>
<td>(s)in</td>
</tr>
<tr>
<td>(m)ake</td>
<td>(m)ill</td>
<td>(c)at</td>
<td>(t)an</td>
</tr>
<tr>
<td>(f)all</td>
<td>(l)ake</td>
<td>(p)ill</td>
<td>(b)at</td>
</tr>
<tr>
<td>(f)in</td>
<td>(w)all</td>
<td>(t)ake</td>
<td>(s)ink</td>
</tr>
</tbody>
</table>

II-228
AUDITORY-MOTOR
Level F

for Unit 8 (continued):

1. Story Lesson (continued).

(f)ill       (p)an       (t)in       (s)at
(p)ark       (f)at       (p)in       (w)ill

At the conclusion of the lesson, give each child a picture of Ellie Elephant (illustration F-8) to color.

Additional word lists can be found on page 233.

2. Suggested Follow-up Lessons to be used after the Story Lesson for Level F, Unit 8.

a. The following sequence is effective for teaching Level F, Unit 8 behaviors. This sequence reviews the behavioral objectives of all the previous units. For example:

WHICH WORD BEGINS WITH /m/ - CAT OR MAT?
WHAT IS THE BEGINNING SOUND IN MAT?
SAY AT. NOW SAY MAT. WHAT SOUND WAS ADDED?
SAY MAT. NOW SAY AT. WHAT SOUND IS MISSING?
SAY MAT WITHOUT THE /m/.

For the above sequence, use words with single consonant beginning sound that remain meaningful when beginning sound is omitted. Appropriate word lists may be found on page 233.

(Note: Always use the letter sound--not the letter name.)
**AUDITORY-MOTOR**

Level F

**Additional words for Units 7 and 8**

<table>
<thead>
<tr>
<th>(n)or</th>
<th>(p)each</th>
<th>(w)oke</th>
<th>(p)itch</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b)urn</td>
<td>(b)ait</td>
<td>(p)ending</td>
<td>(n)ear</td>
</tr>
<tr>
<td>(h)eart</td>
<td>(h)arm</td>
<td>(r)ash</td>
<td>(f)ate</td>
</tr>
<tr>
<td>(w)are</td>
<td>(d)oe</td>
<td>(w)onder</td>
<td>(b)eg</td>
</tr>
<tr>
<td>(p)ad</td>
<td>(j)oke</td>
<td>(d)are</td>
<td>(g)alley</td>
</tr>
<tr>
<td>(r)oar</td>
<td>(g)ale</td>
<td>(h)ail</td>
<td>(b)all</td>
</tr>
<tr>
<td>(p)ink</td>
<td>(f)or</td>
<td>(r)each</td>
<td>(k)it</td>
</tr>
<tr>
<td>(r)ant</td>
<td>(c)ash</td>
<td>(r)ally</td>
<td>(b)eat</td>
</tr>
<tr>
<td>(c)all</td>
<td>(d)oubt</td>
<td>(w)ill</td>
<td>(h)aul</td>
</tr>
<tr>
<td>(j)ar</td>
<td>(h)all</td>
<td>(h)ad</td>
<td>(l)ice</td>
</tr>
<tr>
<td>(r)ail</td>
<td>(p)ouch</td>
<td>(p)air</td>
<td>(f)ern</td>
</tr>
<tr>
<td>(v)ery</td>
<td>(d)ate</td>
<td>(g)old</td>
<td>(h)am</td>
</tr>
<tr>
<td>(p)ace</td>
<td>(b)oil</td>
<td>(d)ad</td>
<td>(h)and</td>
</tr>
<tr>
<td>(b)at</td>
<td>(c)art</td>
<td>(b)ad</td>
<td>(h)eat</td>
</tr>
<tr>
<td>(l)ake</td>
<td>(l)ark</td>
<td>(l)ace</td>
<td>(l)ad</td>
</tr>
<tr>
<td>(l)it</td>
<td>(p)up</td>
<td>(g)loat</td>
<td>(k)eeel</td>
</tr>
<tr>
<td>(f)ail</td>
<td>(d)art</td>
<td>(c)oat</td>
<td>(n)ice</td>
</tr>
<tr>
<td>(f)ace</td>
<td>(f)ox</td>
<td>(c)old</td>
<td>(l)eave</td>
</tr>
<tr>
<td>(c)oat</td>
<td>(c)an't</td>
<td>(c)ame</td>
<td>(l)ax</td>
</tr>
<tr>
<td>(f)oul</td>
<td>(j)am</td>
<td>(h)as</td>
<td>(h)older</td>
</tr>
<tr>
<td>(l)ash</td>
<td>(l)ore</td>
<td>(d)ear</td>
<td>(w)age</td>
</tr>
<tr>
<td>(g)ear</td>
<td>(b)and</td>
<td>(d)ill</td>
<td>(g)out</td>
</tr>
<tr>
<td>(l)earn</td>
<td>(b)ake</td>
<td>(p)inch</td>
<td>(w)itch</td>
</tr>
<tr>
<td>(v)an</td>
<td>(r)amble</td>
<td>(c)are</td>
<td>(v)owel</td>
</tr>
<tr>
<td>(r)age</td>
<td>(w)eave</td>
<td>(b)ar</td>
<td>(p)arch</td>
</tr>
</tbody>
</table>
AUDITORY-MOTOR
Level F

for Unit 7 (continued):

1. Story Lesson (continued).

Say fat. Now say at. What sound is missing in at that you heard in fat?

<table>
<thead>
<tr>
<th>mat - at</th>
<th>tin - in</th>
<th>pin - in</th>
</tr>
</thead>
<tbody>
<tr>
<td>mice - ice</td>
<td>four - or</td>
<td>fan - an</td>
</tr>
<tr>
<td>tan - an</td>
<td>ball - all</td>
<td>fall - all</td>
</tr>
<tr>
<td>pat - at</td>
<td>call - all</td>
<td>tall - all</td>
</tr>
</tbody>
</table>

2. State a consonant-vowel-consonant word that begins with a /m/ sound, a /t/ sound, or a /s/ sound; then restate it without its initial sound and ask the child to say the missing sound. For example:

SAY TOE. (child responds) NOW SAY OH. WHAT SOUND DID WE TAKE AWAY FROM TOE TO MAKE OH? SAY THE SOUND WE TOOK AWAY. THINK ABOUT HOW YOUR MOUTH FEELS AS YOU SAY THE WORDS.

The following words are appropriate for this activity:

<table>
<thead>
<tr>
<th>mace - ace</th>
<th>Sam - am</th>
<th>tale - ail</th>
</tr>
</thead>
<tbody>
<tr>
<td>my - eye</td>
<td>mask - ask</td>
<td>sill - ill</td>
</tr>
<tr>
<td>mice - ice</td>
<td>mad - add</td>
<td>socks - ox</td>
</tr>
<tr>
<td>mall - all</td>
<td>maim - aim</td>
<td>tall - all</td>
</tr>
<tr>
<td>sour - our</td>
<td>sad - add</td>
<td>teach - each</td>
</tr>
<tr>
<td>many - any</td>
<td>page - age</td>
<td>make - ache</td>
</tr>
<tr>
<td>seat - eat</td>
<td>sold - old</td>
<td>turn - earn</td>
</tr>
<tr>
<td>tan - an</td>
<td>moan - own</td>
<td>supper - upper</td>
</tr>
<tr>
<td>till - ill</td>
<td>fear - ear</td>
<td>sink - ink</td>
</tr>
<tr>
<td>sew - oh</td>
<td>tally - alley</td>
<td>mare - air</td>
</tr>
<tr>
<td>toe - oh</td>
<td>tile - I'II</td>
<td>mend - end</td>
</tr>
<tr>
<td>sigh - I</td>
<td>soil - oil</td>
<td>tax - ax</td>
</tr>
</tbody>
</table>
The top section of this page involves D3 and D4 activities (see those sheets). The bottom starts Level G like in the EFRS program.

AUDITORY-MOTOR

Level G  The G activities here are similar to G1 in EFRS.

for Unit 9 (continued):

SAY MEALTIME, NOW SAY IT AGAIN BUT INSTEAD OF MEAL, SAY NOON. (noon-time)

SAY ENJOY, NOW SAY IT AGAIN BUT INSTEAD OF JOY, SAY TER. (enter)

SAY PERFUME, NOW SAY IT AGAIN BUT INSTEAD OF FUME, SAY MIT. (permit)

SAY MOTEL, NOW SAY IT AGAIN BUT INSTEAD OF MO, SAY HO. (hotel)

SAY PIGPEN, NOW SAY IT AGAIN BUT INSTEAD OF PEN, SAY TAIL. (pigtail)

SAY NEEDLESS, NOW SAY IT AGAIN BUT INSTEAD OF NEED, SAY HEED. (heedless)

SAY FREEWAY, NOW SAY IT AGAIN BUT INSTEAD OF FREE, SAY PARK. (parkway)

4. State a consonant-vowel-consonant word. Then ask the children to restate the word, replacing the initial sound with another. For example:

SAY MAKE (pause). NOW SAY IT AGAIN, BUT INSTEAD OF /m/ SAY /s/. (Note: Always pronounce the sound of the letter, not the letter name.)

The following words are appropriate for this activity:

SAD: INSTEAD OF /s/ SAY /m/ - MAD
KALE: INSTEAD OF /k/ SAY /s/ - SALE
TAN: INSTEAD OF /t/ SAY /m/ - MAN
SAT: INSTEAD OF /s/ SAY /k/ - CAT
TABLE: INSTEAD OF /t/ SAY /k/ - CABLE
MY: INSTEAD OF /m/ SAY /s/ - SIGH
MAKE: INSTEAD OF /m/ SAY /t/ - TAKE

These are the Level G1 activities and they continue on the next pages.
AUDITORY-MOTOR
Level G

for Unit 9 (continued):

MILL: INSTEAD OF /m/ SAY /m/ - MILL
MARE: INSTEAD OF /m/ SAY /k/ - CARE
MILK: INSTEAD OF /m/ SAY /s/ - SILK
CALL: INSTEAD OF /k/ SAY /t/ - TALL
SIT: INSTEAD OF /s/ SAY /k/ - KIT
TASK: INSTEAD OF /t/ SAY /m/ - MAST
CAGE: INSTEAD OF /k/ SAY /s/ - SAGE
MORE: INSTEAD OF /m/ SAY /t/ - TORE
MAIN: INSTEAD OF /m/ SAY /k/ - CANE
TAKE: INSTEAD OF /t/ SAY /s/ - SAKE
MEND: INSTEAD OF /m/ SAY /t/ - TEND
TIN: INSTEAD OF /t/ SAY /k/ - KIN
SEAL: INSTEAD OF /s/ SAY /m/ - MEAL
CASH: INSTEAD OF /k/ SAY /s/ - SASH
TANGLE: INSTEAD OF /t/ SAY /m/ - MANGLE
SELL: INSTEAD OF /s/ SAY /t/ - TELL
MOAT: INSTEAD OF /m/ SAY /k/ - COAT
TEND: INSTEAD OF /t/ SAY /s/ - SEND
FILL: INSTEAD OF /t/ SAY /h/ - HILL
HEART: INSTEAD OF /h/ SAY /d/ - DART
LACE: INSTEAD OF /l/ SAY /p/ - PACE
DART: INSTEAD OF /d/ SAY /p/ - PART
GOAT: INSTEAD OF /g/ SAY /b/ - BOAT
FAME: INSTEAD OF /f/ SAY /g/ - GAME
HALL: INSTEAD OF /h/ SAY /w/ - WALL
AUDITORY-MOTOR
Level G

for Unit 9 (continued):

BAG: INSTEAD OF /b/ SAY /n/ - NAG
DARE: INSTEAD OF /d/ SAY /w/ - WARE
JUST: INSTEAD OF /j/ SAY /r/ - RUST
GATE: INSTEAD OF /g/ SAY /l/ - LATE
FOLD: INSTEAD OF /f/ SAY /b/ - BOLD
NEAR: INSTEAD OF /n/ SAY /g/ - GEAR
VANE: INSTEAD OF /v/ SAY /j/ - JANE
NOTE: INSTEAD OF /n/ SAY /v/ - VOTE
DILL: INSTEAD OF /d/ SAY /h/ - HILL
JUMP: INSTEAD OF /j/ SAY /p/ - PUMP
HAND: INSTEAD OF /h/ SAY /l/ - LAND
FAR: INSTEAD OF /f/ SAY /b/ - BAR
NICE: INSTEAD OF /n/ SAY /r/ - RICE
PEER: INSTEAD OF /p/ SAY /n/ - NEAR
HASH: INSTEAD OF /h/ SAY /r/ - RASH
RALLY: INSTEAD OF /r/ SAY /v/ - VALLEY
FAN: INSTEAD OF /f/ SAY /d/ - DAN
WEAVE: INSTEAD OF /w/ SAY /l/ - LEAVE
HEEL: INSTEAD OF /h/ SAY /f/ - FEEL
WOKE: INSTEAD OF /w/ SAY /j/ - JOKE
VIEW: INSTEAD OF /v/ SAY /f/ - FEW
PAGE: INSTEAD OF /p/ SAY /g/ - GAGE
LUNCH: INSTEAD OF /l/ SAY /h/ - HUNCH
RAMBLE: INSTEAD OF /r/ SAY /g/ - GAMBLE

II-271
This page is from earlier in the Rosner manual but has lists of words that can be easily used for G1 activities.

for Unit 9 (continued):

1. Story Lesson (continued).

Continue by changing the /h/ in hat to /k/ (cat); to /r/ (rat); to /b/ (bat); to /p/ (pat).

Continue with one-syllable words with single consonant beginning sound.

bill       ball       pan       wag       lock
hill       wall       tan       bag       sock
mill       tall       ran       tag       mock
till       hall       fan       sag       rock
will       fall       ban       nag       dock
fill       call       can       gag       tock
dill       mall       Dan       rag
kill
pill       van
sill

At the conclusion of the lesson, give each child a picture of Betsy Butterfly (illustration G-9) to color.

2. Also teach substitution of ending sounds, use the same format as above.

   Say word: i.e., rag
   Identify ending sound: /g/
   Change /g/ to /t/ - rat

Continue with one-syllable word with single consonant ending sound.

rag        hit        pat       cake       cap
rat        him        pan       case       cab
rap        hill       pass      cane       cot
ran        hip        pad       cage       cough
            hid        pack      cape       (f sound)
Rosner’s program mixed together types of sound manipulations that represent a few different levels in the EFRS program on pages 300-303 of his manual. These have been separated out by section for easier use. Below are EFRS type Level H1 activities.

<table>
<thead>
<tr>
<th>(b)lack</th>
<th>(b)rain</th>
<th>(b)rush</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b)lank</td>
<td>(b)rake</td>
<td>(c)raft</td>
</tr>
<tr>
<td>(b)lare</td>
<td>(b)ranch</td>
<td>(c)ramp</td>
</tr>
<tr>
<td>(b)leed</td>
<td>(b)rat</td>
<td>(c)rest</td>
</tr>
<tr>
<td>(b)lend</td>
<td>(b)ray</td>
<td>(c)rib</td>
</tr>
<tr>
<td>(b)less</td>
<td>(c)rank</td>
<td>(c)ruise</td>
</tr>
<tr>
<td>(b)lest</td>
<td>(c)rash</td>
<td>(c)rush</td>
</tr>
<tr>
<td>(b)read</td>
<td>(c)reep</td>
<td>(d)raft</td>
</tr>
<tr>
<td>(b)light</td>
<td>(b)rig</td>
<td>(d)rag</td>
</tr>
<tr>
<td>(b)reed</td>
<td>(c)lap</td>
<td>(d)rain</td>
</tr>
<tr>
<td>(c)laim</td>
<td>(c)lash</td>
<td>(d)raw</td>
</tr>
<tr>
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<td>(b)rag</td>
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(d)rug     (f)law     (p)lain
(f)lit      (g)lass    (s)lid
(d)rum      (f)lee     (s)lit
(f)low      (f)leece   (s)lide
(g)low      (g)rate    (s)wing
(g)lue      (g)rave    (t)rack
(g)race     (g)reed    (t)rap
(g)rade     (g)rey     (t)rim
(g)raft     (g)rill    (t)ry
(g)rail     (g)rip     (s)lim
(g)rain     (g)round   (f)led
(g)rasp     (g)row     (p)ray
(f)lair      (g)rub     (g)loss
(f)lume     (p)lank    (g)low
(f)lake     (p)late    (f)lap
(g)land     (p)lay     (s)lap
(f)lame     (p)ly      (s)lip
(g)lad      (p)rank    (s)tick
(f)lash     (p)ray     (f)lake
(g)lade     (p)laid    (f)lake}
(g)lare
(p)ry
Rosner AUDITORY-MOTOR
Level H These are 11 activities in EFRS, not H.

Rosner’s program mixed together types of sound manipulations that represent a few different levels in the EFRS program on pages 300-303 of his manual. These have been separated out by section for easier use. Below are EFRS type Level II activities.

These are in alphabetical order, but are best done out of order, perhaps going across the columns from left to right.

Also notice the word that remains may not have the same spelling pattern. For example, if you take away the /d/ sound in word, you would get were.

<table>
<thead>
<tr>
<th>ar(ch)</th>
<th>clam(p)</th>
<th>laun(ch)</th>
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<td>wor(k)</td>
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<tr>
<td>car(t)</td>
<td>join(t)</td>
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</table>
Here students are asked to delete the ending sound from a single syllable word, for example “Say ‘wake.’ Now say ‘wake’ without the /k/” Answer: “way”

Be sure to say the sounds, not the letters.

**AUDITORY-MOTOR**

**Level G** Note that in EFRS, this is Level I2, not G

**Words for use with Units 7 and 8**

| wa(le) | tea(k) | see(n) | sta(le) |
| tri(te) | ri(ce) | mee(k) | law(n) |
| mea(l) | tra(i)n | lea(gue) | pa(ge) |
| lo(be) | no(se) | grou(p) | si(de) |
| ja(de) | coi(l) | ho(pe) | hea(t) |
| di(re) | lo(pe) | see(k) | pa(ce) |
| kee(p) | plea(d) | ti(re) | wea(l) |
| wai(t) | boa(t) | gai(l) | coo(p) |
| no(te) | ty(ke) | mi(re) | li(fe) |
| bi(de) | hai(l) | joi(n) | ma(de) |
| fee(l) | pla(gue) | goa(t) | coi(n) |
| gra(ce) | sea(t) | ra(ke) | goe(s) |
| fu(se) | mo(de) | lea(p) | ra(ge) |
| ti(le) | frea(k) | ho(ne) | ho(se) |
| lea(se) | la(ce) | ma(te) | hi(de) |
| bi(ke) | sea(l) | bea(d) | tee(n) |
| sa(ne) | wa(gue) | ri(de) | ba(se) |
| boi(l) | du(ke) | grow(n) | sie(ge) |
| rai(n) | ha(zee) | coo(l) | gra(pe) |
| kee(n) | see(p) | mea(t) | loa(d) |
| new(t) | la(me) | ru(de) | soa(p) |
| rai(l) | mi(ne) | mi(le) | hai(l) |
| plea(t) | sa(ke) | pri(ze) | pi(le) |
| shi(ne) | mi(ght) | li(ke) | bea(m) |
| loa(m) | how(l) | ga(ze) | pla(te) |
| sta(ge) | loa(n) | hee(l) | lea(n) |
AUDITORY-MOTOR
Level G

Words for use with Units 7 and 8 (continued)

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AUDITORY-MOTOR
Level G

Words for use with Units 7 and 8 (continued)

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<td>li(ke)</td>
<td>fla(ke)</td>
<td>feu(d)</td>
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EFRS LEVEL J  
(Rosner Level H)

Rosner had very few Level J activities. These were taken from a list of mixed activities from pages 302 to 304 of the Rosner manual with some additional examples added.

Note a small vowel letter between the slash marks refers to the “short” vowel and an uppercase vowel refers to the “long” vowel.

Short vowels: /a/ like in /pt/; /e/ like in /pet/; /i/ like in /pit/; /o/ like in /pot/; /u/ like in /putt/

Long vowels /A/ like in /cake/; /E/ like in /feet/; /I/ like in /ride/; /O/ like in /code/; /U/ like in /cute/ or /flute/

Say sit: now say /sit/ again but instead of /i/ say /a/-sat
Say time: now say /time/ again but instead of /I/ say /A/-tame
Say time: now say /time/ again but instead of /I/ say /E/-team
Say sip: now say /sip/ again but instead of /i/ say /a/-sap
Say fast: now say /fast/ again but instead of /a/ say /i/-fist
Say feet: now say /feet/ again but instead of /E/ say /i/-fit
Say sing: now say /sing/ again but instead of /i/ say /aw/-song
Say knee: now say /knee/ again but instead of /E/ say /O/-know
Say red: now say /red/ again but instead of /e/ say /i/-rid
Say rate: now say /rate/ again but instead of /A/ say /O/-wrote

Say cap: now say /cap/ again but instead of /a/ say /u/-cup
Say hat: now say /hat/ again but instead of /a/ say /u/-hut
Say map: now say /map/ again but instead of /a/ say /o/-mop
Say beat: now say /beat/ again but instead of /E/ say /a/-bat
Say bank: now say /bank/ again but instead of /a/ say /u/-bunk
Say lamp: now say /lamp/ again but instead of /a/ say /i/-lomp
Say last: now say /last/ again but instead of /a/ say /i/-list
Say bake: now say /bake/ again but instead of /A/ say /a/-back
Say ply: now say /ply/ again but instead of /I/ say /A/-play
Say speed: now say /speed/ again but instead of /E/ say /e/-sped

Say top: now say /top/ again but instead of /o/ say /a/-tap
Say stake: now say stake again but instead of /A/ say /ɪ/ - stick
Say flute: now say flute again but instead of /U/ say /a/ - flat
Say run: now say run again but instead of /u/ say /a/- ran
Say which: now say which again but instead of /ɪ/ say /o/ - watch
Say black: now say black but instead of /a/ say /o/- block
Say brake: now say brake but instead of /A/ say /O/- broke
Say clock: now say clock but instead of /o/ say /ɪ/- click
Say crash: now say crash but instead of /a/ say /n/- crush
Say draft: now say draft but instead of /a/ say /ɪ/- drift

Say drink: now say drink but instead of /ɪ/ say /a/- drank
Say drip: now say drip but instead of /ɪ/ say /o/- drop
Say drive: now say drive but instead of /ɪ/ say /O/- drove
Say flash: now say flash but instead of /a/ say /ɛ/- flesh
Say grain: now say grain but instead of /A/ say /O/- groan
Say grip: now say grip but instead of /ɪ/ say /O/- grope
Say sled: now say sled but instead of /ɛ/ say /ɪ/- slid
Say track: now say track but instead of /a/ say /ɪ/- trick
Say trip: now say trip but instead of /ɪ/ say /a/- trap
These are Level K1 activities

AUDITORY-MOTOR Level H *In EFRS, this is Level K1, not H*

Rosner's program mixed together types of sound manipulations that represent a few different levels in the EFRS program on pages 300-303 of his manual. These have been separated out by section for easier use. Below are EFRS type Level K1 activities.

These are alphabetical, but it is best not to do them alphabetically. Perhaps go from left to right across the columns.

Remember this is an oral activity – focus on the sounds, not the letters.

For example: Say *black*. Now say *black* without the /l/. Answer: *back*

<table>
<thead>
<tr>
<th>b(l)ack</th>
<th>b(l)ow</th>
<th>c(l)amp</th>
<th>d(r)ain</th>
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</table>
AUDITORY-MOTOR
Level H  Note these are Level K2 activities in EFRS, not H)

for Unit 9 (continued):

1. Story Lesson (continued).

Follow-up Lesson

Just as Betsy changed into a butterfly, and Molly into a moth, you can change one word into another word by changing one sound. Let's pretend you are waiting in a cocoon. I'll give you a word; if you can correctly change one sound to make a new word, you will become a beautiful butterfly.

Say slap. Now change the /s/ sound to /k/. (Teacher note: Say letter sound, not letter name.) The new word is clap.

Continue the lesson with words containing a two-consonant blend, that yield a new word when one sound in the blend is substituted with another.

Suggested word list:

| skip - slip | grass - glass | bent - best |
| slip - snip | slash - smash | bent - bend |
| slow - snow | brick - trick | clamp - clasp |
| stick - slick | blow - grow | crest - crept |

At the end of the lesson, give each child a picture of Betsy Butterfly (illustration H-9) to color.

Additional words are listed on pages 302-304.
Level K2
Sample
Say *slip*: Now say *slip* again but instead of /l/ say /k/ - *skip*

Say *swell*: instead of /w/ say /m/ - *smell*
Say *bleed*: instead of /l/ say /r - *breed*
Say *blight*: instead of /l/ say /t/ - *bright*
Say *broom*: instead of /r/ say /l/ - *bloom*
Say *crash*: instead of /r/ say /l/ - *clash*
Say *flame*: instead of /l/ say /t/ - *frame*
Say *free*: instead of /t/ say /l/ - *flee*
Say *fryer*: instead of /t/ say /l/ - *flyer*
Say *gland*: instead of /l/ say /r/ - *grand*
Say *glass*: instead of /l/ say /r/ - *grass*
Say *glow*: instead of /l/ say /r/ - *grow*
Say *plank*: instead of /l/ say /r/ - *prank*
Say *pray*: instead of /r/ say /l/ - *play*
Say *swing*: instead of /w/ say /l/ - *sting*
Below are some EFRS type Level L1 activities from the Rosner program.

AUDITORY-MOTOR
Level G  This represents Level L in EFRS, not G

for Unit 9 (continued):

5. State a consonant-vowel-consonant word. Then ask the children to restate the word, replacing the final sound with another. For example:

SAY RHYME (pause). NOW SAY IT AGAIN, BUT INSTEAD OF /m/ SAY /s/. (Note: Always say the letter sound--not the letter name.)

The following words are appropriate for this activity:

TOSS: INSTEAD OF /s/ SAY /m/ - TOM
TOM: INSTEAD OF /m/ SAY /t/ - TOT
BOSS: INSTEAD OF /s/ SAY /t/ - BOUGHT
BAIT: INSTEAD OF /t/ SAY /s/ - BASE
BEAM: INSTEAD OF /m/ SAY /t/ - BEAT
LACE: INSTEAD OF /s/ SAY /t/ - LATE
LAME: INSTEAD OF /m/ SAY /s/ - LACE
RACK: INSTEAD OF /k/ SAY /t/ - RAT
RACK: INSTEAD OF /k/ SAY /m/ - RAM
GATE: INSTEAD OF /t/ SAY /m/ - GAME
MATE: INSTEAD OF /t/ SAY /k/ - MAKE
MITE: INSTEAD OF /t/ SAY /s/ - MICE
BAKE: INSTEAD OF /k/ SAY /s/ - BASE
SEAT: INSTEAD OF /t/ SAY /k/ - SEEK
PRIME: INSTEAD OF /m/ SAY /s/ - PRICE
LATE: INSTEAD OF /t/ SAY /m/ - LAME
BITE: INSTEAD OF /t/ SAY /k/ - BIKE
FAKE: INSTEAD OF /k/ SAY /s/ - FACE
BASE: INSTEAD OF /s/ SAY /k/ - BAKE
LEAK: INSTEAD OF /k/ SAY /s/ - LEASE
AUDITORY-MOTOR
Level G

for Unit 9 (continued):

FLAME: INSTEAD OF /m/ SAY /k/ - FLAKE
FACE: INSTEAD OF /s/ SAY /t/ - FATE
WELL: INSTEAD OF /l/ SAY /t/ - WET
STEEL: INSTEAD OF /l/ SAY /p/ - STEEP
CASH: INSTEAD OF /sh/ SAY /n/ - CAN
CUFF: INSTEAD OF /f/ SAY /b/ - CUB
DRUG: INSTEAD OF /g/ SAY /m/ - DRUM
BEAD: INSTEAD OF /d/ SAY /n/ - BEAN
SAFE: INSTEAD OF /f/ SAY /j/ - SAGE
COOL: INSTEAD OF /l/ SAY /p/ - COOP
LEAGUE: INSTEAD OF /g/ SAY /n/ - LEAN
PAGE: INSTEAD OF /j/ SAY /l/ - PALE
LOAF: INSTEAD OF /f/ SAY /d/ - LOAD
STAGE: INSTEAD OF /j/ SAY /t/ - STATE
HOLE: INSTEAD OF /l/ SAY /p/ - HOPE
GRADE: INSTEAD OF /d/ SAY /n/ - GRAIN
HOPE: INSTEAD OF /p/ SAY /z/ - HOSE
GAIN: INSTEAD OF /n/ SAY /z/ - GAZE
HIDE: INSTEAD OF /d/ SAY /r/ - HIRE
PAN: INSTEAD OF /n/ SAY /s/ - PASS
BEND: INSTEAD OF /d/ SAY /t/ - BENT
WIN: INSTEAD OF /n/ SAY /g/ - WIG
PLEAD: INSTEAD OF /d/ SAY /z/ - PLEASE
FAIR: INSTEAD OF /r/ SAY /l/ - FAIL
MAIL: INSTEAD OF /l/ SAY /d/ - MAID

skip: instead of /p/ say /n/ - skin
greet: instead of /t/ say /n/ - green
slam: instead of /m/ say /p/ - slap
grate: instead of /l/ say /n/ - grain

The additional ones on the left were pulled from some mixed activities from pages 302 to 304

II-273
These are Level M1 Activities
(With a few M2 activities on the second page)

Rosner AUDITORY-MOTOR Level H *This is Level M1 in EFRS, not H*

Rosner’s program mixed together types of sound manipulations that represent a few different levels in the EFRS program on pages 300-303 of his manual. These have been separated out by section for easier use. Below are EFRS type Level M1 activities.

These are alphabetical, but it is best not to do them alphabetically. Perhaps go from left to right across the columns.

Remember this is an oral activity – *focus on the sounds, not the letters.*

For example: Say *soft*. Now say *soft* without the /f/. Answer: *sought*

<table>
<thead>
<tr>
<th>be(n)d</th>
<th>du(s)k</th>
<th>li(f)t</th>
</tr>
</thead>
<tbody>
<tr>
<td>be(n)t</td>
<td>ca(s)t</td>
<td>li(s)t</td>
</tr>
<tr>
<td>be(s)t</td>
<td>e(n)d</td>
<td>ne(s)t</td>
</tr>
<tr>
<td>ble(n)d</td>
<td>fa(s)t</td>
<td>pa(s)t</td>
</tr>
<tr>
<td>boa(s)t</td>
<td>fe(n)d</td>
<td>pe(s)t</td>
</tr>
<tr>
<td>bui(l)d</td>
<td>fi(s)t</td>
<td>pu(m)p</td>
</tr>
<tr>
<td>bui(l)t</td>
<td>ga(s)p</td>
<td>ra(f)t</td>
</tr>
<tr>
<td>ca(m)p</td>
<td>gho(s)t</td>
<td>ra(m)p</td>
</tr>
<tr>
<td>ca(m)p</td>
<td>gue(s)t</td>
<td>ra(n)t</td>
</tr>
<tr>
<td>ca(n)t</td>
<td>ha(n)d</td>
<td>ri(n)d</td>
</tr>
<tr>
<td>ca(s)t</td>
<td>ha(s)te</td>
<td>sa(n)d</td>
</tr>
<tr>
<td>cla(m)p</td>
<td>ha(s)te</td>
<td>se(n)d</td>
</tr>
<tr>
<td>cla(s)p</td>
<td>he(l)d</td>
<td>si(f)t</td>
</tr>
<tr>
<td>cla(s)p</td>
<td>he(l)m</td>
<td>ski(m)p</td>
</tr>
<tr>
<td>coa(s)t</td>
<td>hi(l)t</td>
<td>so(f)t</td>
</tr>
<tr>
<td>co(s)t</td>
<td>hi(n)t</td>
<td>ve(n)t</td>
</tr>
<tr>
<td>cra(m)p</td>
<td>hu(m)p</td>
<td>we(s)t</td>
</tr>
<tr>
<td>cra(n)k</td>
<td>hu(n)t</td>
<td>wi(l)t</td>
</tr>
<tr>
<td>cu(l)t</td>
<td>je(s)t</td>
<td></td>
</tr>
<tr>
<td>de(n)t</td>
<td>le(f)t</td>
<td></td>
</tr>
<tr>
<td>de(s)k</td>
<td>le(n)d</td>
<td></td>
</tr>
</tbody>
</table>
Below are the very few EFRS M2 type of activities pulled from some mixed activities on Rosner’s manual, pages 302 to 304.

Say *clamp*: now say *clamp* again, but instead of /m/ say /s/ - *clasp*
Say *crest*: now say *crest* again instead of /s/ say /p/ - *crept*
Say *lilt*: now say *lilt* again, but instead of second /l/ say /s/ - *list*
Say *lint*: now say *lint* again, but instead of /n/ say /s/ - *list*
Say *ramp*: now say *ramp* again, but instead of /m/ say /s/ - *rasp*
Say *west*: now say *west* again, but instead of /s/ say /p/ - *wept*
Say *list*: now say *list* again, but instead of /s/ say /l/ - *lifl*
Say *lisp*: now say *lisp* again, but instead of /s/ say /m/ - *limp*
Say *graft*: now say *graft* again, but instead of /l/ say /n/ - *grant*
Say *lift*: now say *lift* again, but instead of /l/ say /n/ - *lint*

Say *vest*: now say *vest* again, but instead of /s/ say /n/ - *vent*
Say *shift*: now say *shift* again, but instead of /l/ say /p/ - *shipped*
Say *mint*: now say *mint* again, but instead of /n/ say /ks/ - *mixed*
Say *tent*: now say *tent* again, but instead of /n/ say /s/ - *test*
Say *tapped*: now say *tapped* again, but instead of /p/ say /k/ - *tacked*
Say *burst*: now say *burst* again, but instead of /s/ say /n/ - *burnt*
Say *roost*: now say *roost* again, but instead of /s/ say /l/ - *roofed*
Say *sift*: now say *sift* again, but instead of /l/ say /p/ - *sipped*
Say *sent*: now say *sent* again, but instead of /n/ say /k/ - *sect*
Say *tusk*: now say *tusk* again, but instead of /s/ say /l/ - *toughed*

Say *rent*: now say *rent* again, but instead of /n/ say /l/ - *wrecked*
Say *least*: now say *least* again, but instead of /s/ say /p/ - *leaped*
Say *past*: now say *past* again, but instead of /s/ say /n/ - *pant*
Say *joint*: now say *joint* again, but instead of /n/ say /s/ - *joist*
Say *wrist*: now say *wrist* again, but instead of /s/ say /p/ - *ripped*
Unit Two

map at top cot cap pop
In this unit your child will:
• do Word Puzzles for map, at, pot, cot, cap, and pop
• Tap-and-Say these words
• Say-and-Write these words
• do a Spelling Chain
• do a Reading Chain
• do a Phoneme Manipulation activity
• spell the 6 target words from memory
• practice reading the 6 target words

Word Puzzles

Have your child turn to page 14 of her workbook.

NOTE: Remember to refer to letters by their sounds and not their names.

Nice work. We've got the first sound in map. Tell me the next sound you hear in mmmaaap.

Say the word elongating each continuant sound for approximately one second while running your finger under the lines on the mat. Your finger should pass under the line corresponding to the sound you are saying at the moment.

Your child says /a/.

Write /a/ on the next line.

Your child writes the a on the second line.

Great job again! Now tell me the /m/ sound you hear in mmmaaap.

Repeat the word, once again elongating each continuant sound for about a second while tracing your finger underneath the lines on the mat.

Your child says /p/.

That's right. Please write /p/ on the last line.

The child writes the p on the third line.

Wow. Look at that. You just spelled the word map.

I'm going to tap-and-say. Listen. /a/ /p/ map.

Touch each letter in turn as you say it. Make sure that you say each sound distinctly and with a definite pause before continuing to the next sound. After you pronounce all of the sounds in isolation, run your finger underneath the word in a smooth, continuous gesture from beginning to end while saying the whole word in regular speech.

Now it's your turn to tap-and-say.

Your child does a tap-and-say. If she hesitates or forgets a sound, provide it for her.

Have your child repeat the tap-and-say as many times as necessary until she can do it on her own easily without any mistakes.

Repeat these steps for the remaining words:
1. Tell your child the word and have her repeat it.
2. Ask your child for the first sound in the word. Say the word elongating each
continuant sound for approximately one second while running your finger under the lines for the puzzle.

3. Have your child write the letter for the first sound on the first line.
4. Repeat these steps to identify the remaining sounds. ALWAYS HAVE YOUR CHILD IDENTIFY THE SOUND BEFORE SHE WRITES IT.
5. Have your child tap-and-say the word.

**Tap-and-Say**

Have your child turn to page 15 of her workbook.

---

**top**  **map**  **at**

**pop**  **cop**  **cot**

---

**We're going to do a tap-and-say for each of these words. Please point to map.**

Your child points to the word.

**My turn to tap-and-say. Listen. /m/ /a/ /p/ map.**

Touch each letter and say its sound in isolation. Provide a pause of about half a second to a full second between the pronunciation of each sound. After you have tapped on each letter and said its sound, run your finger under the entire word and say it in normal speech.

**Now it's your turn to tap-and-say map.**

Make sure that your child taps each letter in turn with her finger and says its sound distinctly. If she hesitates or forgets, provide the sound for her. If she forgets to tap with her finger, take her finger and gently guide her in the tapping, and then have her do the tap-and-say all by herself.

After she has pronounced all of the sounds in isolation, have her say the word in regular speech as she runs her finger under the word in a smooth, continuous gesture.

Have your child repeat the tap-and-say as many times as necessary until she can do it on her own easily without any mistakes.

Repeat these steps for the remaining words:

1. Dictate one of the words on the page in random order and have your child point to it.
2. Tap-and-say the word yourself.
3. Have your child tap-and-say the word.

**Error Game**

You will continue to refer to the words on page 15 of the student workbook for this activity.

**Now you get to be the teacher and I'm the student.**

**I'm going to say these words, and you'll have to tell me if I read the words correctly.**

**Here's the first word. I think this says top. Did I read that word correctly?**

The child tells you that you read it correctly.

**Whew! I'm glad I got that right. Let me try the next word. I think it's sat. Did I read that word correctly?**

The child tells you that you made a mistake.

**What did I get wrong?**

Continue discussing the word with your child until she can identify a sound that doesn't match. Many children will simply blurt out the correct word. If your child does so, praise her for reading the word correctly but continue to prod to establish something that didn't match between the letters in the word and the word you said. Acceptable answers include:

**Sat** has a /s/ in the beginning. This has /m/.

You need to say /m/ in the beginning.

You didn't say /m/.

If your child is not able to articulate a reason after a little prodding, then you provide the reason. **Oh, I see now. I said sat with a /s/ at the beginning. But it has an /m/.**
Oh, you're right. Let me try again. /m/ /a/ /p/. Map. Did I get it right this time?

Your child should tell you that you read the word correctly.
Repeat these steps with the remaining words:
1. Read the word in People Talk. Choose whether to read the word correctly or not. You should read at least one word incorrectly and at least one word correctly each lesson.
2. If you read the word incorrectly, prod your child to explain what didn't match.
3. If you make a mistake, tap-and-say the word and read it correctly and have your child affirm that you read it correctly.

NOTE: When you first read the word, you should read the word in People Talk, without a tap-and-say. After being corrected, though, you should do a tap-and-say and pronounce the word correctly, just as in the dialogue above.

Say-and-Write

Have your child turn to page 16 of her workbook.

Now it's time to practice writing these words.
Point to the first word.
This is map. Say each sound of the word and write it.
Your child should say the first sound and write it, say the second sound and write it, then say the third sound and write it. After she has written the word, have her say the whole word in speech.

It's best if she says the sound first and then writes it—this routine prepares her for speech without copying.

If your child forgets the correct sound after, tell it to her immediately and have her say the correct pronunciation.

If she has difficulty forming the letter, give her the directions for each stroke and have her rehearse as she writes.

Have her say-and-write the word a second time.

Repeat these steps for the remaining words:
1. You point to the word and say it.
2. Your child says each sound one at a time and writes it.
3. She says the whole word in regular speech.
4. Have her say-and-write the word a second time.

NOTE: The exercise continues on page 17.

Spelling Chain

Have your child turn to page 18 of her book.

Now it's time to do a spelling chain.

Place a clear sheet of acetate over the paper. Give your child a dry erase pen and an eraser. If you do not have a clear piece of acetate, slip the task on a regular dry erase board. Your child is going to use a dry erase board, you write the letters on the page at the top of the dry erase board before she begins the activity.
get us started, I'm going to spell the word sat. /s/ /a/ /t/.
As you say each sound, write it on the line.

base tap-and-say sat.
Your child does the tap-and-say.

draw job! Now, please change one
and to make cat.
Run your finger under sat as you say the new word, cat, in Turtle Talk.
Your child replaces the s with a c.

data's right. Please tap-and-say.
Your child does a tap-and-say on the word.

Repeat these steps, reciting the words in order
the following list. (You have already done sat: cat, so the next word you dictate will be cap.)
Reduce each word by saying, Change one sound
nake . . .
Your child should repeat the word and then
ke the appropriate change. She does not need
describe the change with words; all she needs lo is to make the appropriate change. After she
made the new word, have her tap-and-say it.

<table>
<thead>
<tr>
<th>1. (sat)</th>
<th>2. (cat)</th>
<th>3. cap</th>
<th>4. cop</th>
<th>5. top</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. tap</td>
<td>7. map</td>
<td>8. mop</td>
<td>9. pop</td>
<td>10. pot</td>
</tr>
</tbody>
</table>

Reading Chain
You will continue using the same letter tiles or erase board that you used in the preceeding
iling Chain.

you will be reading some words
and parts of words.
Point to the word pot (i.e., the last word in the iling Chain.
ike away the /p/.
Your child takes away the p.
ease read this word. It's just a part of a word.
Your child reads the word.

If she says she can't read the word, have tap-
and-say it.

If she doesn't recognize the word after she does the tap-and-say, then say the word in Turtle Talk
for her.

If she still doesn't recognize the word, tell her
the word, and have her tap-and-say it.

For words with an asterisk (*): After your child
has read the new word, tell her to say it without
the first sound. For example, after your child
reads word number 3, cap, say:

That's right. Now say cap but don't say /k/.

Remember that you are saying a sound, not a
letter name.

The word should be visible to your child while
she does this task. If she is at all confused about
what to do, cover up the first letter with your
hand and ask her to read the part of the word that
is uncovered.

Repeat these steps for all of the words:
1. Tell your child to change a sound in a
terms. The change you direct her to make
will be the one necessary to change the
urrent word to the next word on the list.
2. Tell your child to read the word.
3. If a word has an asterisk, ask her to say
the word without the first sound. You
should repeat the word and say the first
sound explicitly, using this frame, "Now say <word>, but don't say <sound>.">

<table>
<thead>
<tr>
<th>1. ot</th>
<th>6. cot *</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. at</td>
<td>7. pot *</td>
</tr>
<tr>
<td>3. ap</td>
<td>8. pat *</td>
</tr>
<tr>
<td>4. cap *</td>
<td>9. mat *</td>
</tr>
<tr>
<td>5. cat *</td>
<td>10. map *</td>
</tr>
</tbody>
</table>

Phoneme Manipulation
Put away the board with the letter tiles from the reading chain.
Now we are going to play a quick sound game.

Say sat.
Your child says the word.
**Now say sat but don't say /s/.

Your child says /at/.

**That’s right. Now say cap.

Your child says the word.

**Now say cap but don't say /k/.

Your child says /ap/.

If your child makes a mistake, give your child the correct answer, using this frame:

**Sat without /s/ is /at/.

If your child makes a mistake, tell her the correct answer and have her repeat the original word and the onset (e.g., “Sat without /s/ is at. Now you say, sat, at.”

If your child misses 3 in a row, present the next words by writing them down. Tell your child the word and have her repeat it. Then give her the phoneme deletion direction, but this time with the word visible. You may cover up the deleted sound if your child isn’t sure what to do.

Continue the exercise in this way until your child gets 3 correct in a row. Then return to administering the task as you did originally, that is, as a completely oral task with no written words.

The table below contains the words to use for this exercise. The frame for presenting the task is:

**Say <word> > Now say <word> but don't say <sound>.

| 1. (s)at | 6. (t)op |
| 2. (c)ap | 7. (p)ot |
| 3. (m)op | 8. (c)op |
| 4. (t)ap | 9. (c)at |
| 5. (m)ap | 10. (p)at |

**Spelling Test

Have your child turn to page 19 of her workbook.

**On this page you will spell the words that you have been studying.

**Please write at on line 1.

Use the word in a sentence.

Your child writes the word. She should say each individual sound as she writes it.

Correct your child immediately if she makes a mistake.

---

After you make a correction, have your child cover up the word and write it again from memory, once more saying each individual sound as she writes it.

Dictate the remaining words and have your child say the individual sounds of each word as she writes it. You should use each word in a sentence after you have dictated it.

| 1. at | 6. (t)op |
| 2. map | 7. (p)ot |
| 3. pop | 8. (c)op |
| 4. cap | 9. (c)at |
| 5. top | 10. (p)at |

**Reading Words

Have your child turn to page 20 of her workbook.

| op | at |
| pop | sat |
| mop | cap |
| top | map |
| cot | cat |

**Here are the words you have just been working on.

Cover up all the rows except the first one.

**Please point to ap.

Your child points to ap.

Uncover the page.

**Please read all the words in this column. They all end with ap.

Your child reads all of the words in the ap column.

Repeat these steps for the remaining words:

1. Tell your child to point to a particular rime.
2. Have your child read all of the words in that column.
   If your child has difficulties reading a word, have her tap-and-say the word.
   If she cannot recognize the word after doing a tap-and-say, say the word in Turtle Talk for her.
   If she still cannot recognize the word, tell her the word and have her do a tap-and-say.

   Unit Checkouts

   Before moving on to the next unit your child should be able to do the following accurately and without much hesitation:
   1. Spell the 6 target words in the unit from dictation.
   2. Read the rimes: op, ot, ap and at.

   Many children at this point will continue to need support to write the letters accurately and quickly, and they still may have some hesitation before saying or writing a letter. There are no new sounds introduced in Units 2 and 3, so what is important at this stage is not fluency on these tasks, but accuracy. Your child will get many opportunities for continued practice to build fluency on these letter/sounds before being asked to learn additional ones.

   If your child does not meet these checkouts, then provide additional practice as needed according to the recommendations on page 45.
Unit Three
In this unit your child will:
- do a spelling chain
- do a reading chain
- do a phoneme manipulation exercise
- sort ways to spell the /ee/ sound
- analyze 8 target words with the /ee/ sound
- practice letter/sounds
- read rimes and nonsense words
- practice reading the target words for the unit
- complete some sentences with the target words for the unit
- read a fable

**Spelling Chain**

Have your child open her workbook to page 26.
You can lay out the letter tiles indicated and have your child use the letter tiles to spell the words, or you can lay a sheet of acetate over the page and your child can write the words using a dry erase pen.

**Now let’s do a spelling chain. Most of the words we will make are nonsense words.**

**Please spell shrim.**
Your child spells the word with the letter tiles.

**Now change one sound to make “grim.”**
Your child replaces the “sh” with “g.”
Repeat these steps for the remaining words:
1. Say, “Change one sound to make <new word>.”
2. Your child makes the appropriate spelling change.

Here is the list of words for this exercise.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. shrim</td>
<td>6. slop</td>
</tr>
<tr>
<td>2. grim</td>
<td>7. snop</td>
</tr>
<tr>
<td>3. glim</td>
<td>8. stop</td>
</tr>
<tr>
<td>4. glip</td>
<td>9. stip</td>
</tr>
<tr>
<td>5. glop</td>
<td>10. swip</td>
</tr>
</tbody>
</table>

**Reading Chain**

Have your child open her workbook to page 27.

---

**Great job! Now please read this list of words. It is a chain. Only one sound changes as you go from word to word.**

Your child reads the words.

Here is the list of words for this exercise.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. swim*</td>
<td>6. frim*</td>
</tr>
<tr>
<td>2. swam*</td>
<td>7. flim</td>
</tr>
<tr>
<td>3. slam*</td>
<td>8. glim*</td>
</tr>
<tr>
<td>4. flam*</td>
<td>9. grim</td>
</tr>
<tr>
<td>5. fram*</td>
<td>10. brim*</td>
</tr>
</tbody>
</table>

For each of the words with an asterisk (*) you will ask an additional question after your child has read the word and before you ask for the next spelling change.

Ask your child to say the word again, but to leave out the second sound. Use this frame: Now say <word>, but don’t say <sound>.

For example, for the first word on the list, swim, say:

**Now, say swim but don’t say /w/.

These questions help prepare the student for the phoneme manipulation questions in the following exercise.

If your child can’t say the new word correctly, remove the second letter from her word and have your child read the word. After she has read it correctly, return the letter to the word and proceed to the next item.

**Phoneme Manipulation**

**Now we are going to play a quick sound game.**

**Tell me the sounds in blue.**

Hold out the thumb of your left hand as your child says the first sound. Put up an additional finger as your child says each successive sound.

After your child has said all of the sounds, keep your fingers up and say:

**Now say blue, but but don’t say /l/.

NOTE: You are identifying the change by SOUND, not letter.

Your child should say boo.
Repeat these steps for the remaining words. The frame for your directions is:

**Tell me the sounds in** <word>. **Now say** <word>, **but don't say** <new sound>.

The table below has the list of words for this exercise. The sound to delete is indicated in parentheses. In this list, the deleted sound is always the second sound, in this case, the final sound of an initial consonant cluster.

<table>
<thead>
<tr>
<th>Say:</th>
<th>Correct Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>b(1)ue</td>
<td>boo</td>
</tr>
<tr>
<td>b(1)ack</td>
<td>back</td>
</tr>
<tr>
<td>f(r)ame</td>
<td>fame</td>
</tr>
<tr>
<td>s(1)ip</td>
<td>sip</td>
</tr>
<tr>
<td>c(1)amp</td>
<td>camp</td>
</tr>
<tr>
<td>p(1)ease</td>
<td>peas</td>
</tr>
<tr>
<td>s(n)ow</td>
<td>so</td>
</tr>
<tr>
<td>p(1)ay</td>
<td>pay</td>
</tr>
<tr>
<td>g(r)ow</td>
<td>go</td>
</tr>
<tr>
<td>b(r)ake</td>
<td>bake</td>
</tr>
</tbody>
</table>

**NOTE:** You are saying a SOUND, not letter names.

Your child says the sound.

Point to the column headings on page 23.

**Please read the first word.**

Point to the word *sea* on page 22 and have your child read it.

**NOTE:** It's fine if the student recognizes the whole word and calls it out without saying the individual sounds first.

**Nice job. Where does this word go on the sorting chart? Where do you see the match for how /ee/ is spelled?**

Your child should indicate that the word goes in column 2.

**That's right. Please say-and-write "sea" in column 2.**

Your child should say the sounds in the word one at a time. Each time she says a sound, she should write how it is spelled.

Repeat these steps for the remaining words:
1. Your child reads the word.
2. She indicates in which column the word goes.
3. She records the word in the appropriate column on her sorting sheet. When she records the word, she should say each sound in the word in isolation as she writes how that sound is spelled.

The figure below shows what the completed sorting sheet should look like.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>ee</td>
<td>ea</td>
<td>e-e</td>
<td>e</td>
<td>y</td>
</tr>
<tr>
<td>sleep</td>
<td>sea</td>
<td>these</td>
<td>be</td>
<td>happy</td>
</tr>
<tr>
<td>need</td>
<td>eat</td>
<td>me</td>
<td>sunny</td>
<td></td>
</tr>
<tr>
<td>knee</td>
<td>clean</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>each</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Today we will be sorting words that have the sound /ee/. Say /ee/.
Breaking Words Apart

Have your child turn to page 30 of her workbook.

Here is another list of words to practice.

Point to the first word.

This is the word she.

Say each sound in the word and circle how it’s spelled.

Your child says the sounds and circles how they are spelled.

Great job! How do we spell /e/ in she?

Your child says “e” (She is referring to the letters by their names.)

How do we spell /sh/ in she?

Your child should say “s-h.” (She is saying letter names here.)

That’s right. Now spell she out loud.

Your child spells the word out loud.

Nice work!

Cover the word.

Please write she on this line.

Indicate the blank line immediately under the word she has just marked.

Your child writes the word from memory.

Repeat these steps for the remaining words:
1. Tell your child the word.
2. Have her say each sound in isolation and circle how that sound is spelled.
3. Ask her questions about how particular individual sounds and combinations of sounds are spelled. Select sounds and sound combinations in random order. Always end by having her spell the entire word out loud. (At this step, she can look at the word as she spells it.)
4. Cover the word and have your child write it on the blank line immediately under the word.

The figure below shows the words correctly marked.

1. she  5. these
2. each  6. see
3. years  7. three
4. here  8. happy

Key Words and Letter Sound Practice

Have your child turn to page 31 of her workbook.

Boat  each  see  show
out  these  cow  hope

ou  ow  ee  ea
oa  e-e  o-e  ou

Point to the box at the top of the page.

Here are some words you have read recently. Please read them for me again.

Have your child read the words. Repeat as necessary until she can read the words without any hesitation.

Great job. Now I want you to say just the sound for the underlined part.

Point to each word in turn. Your child should say the sound just for the underlined part.

Very well done!

Cover up the box on the top of the page with the key words, but leave the box in the middle of the page with the keywords visible.
**Now it's time to practice writing these words. Please write show.**

Your child writes the word.

Dictate the remaining words in random order for your child to write.

If she makes a mistake, show her the word on the top of the page, have her say the sounds in the word, and have her articulate how to spell the sound she made a mistake on, and then have her write the word again from memory.

After your child has written all of the key words, point to the box of letter/sounds at the bottom of page.

**Very well done. Now here are the letter/sounds all by themselves. Please say the sounds.**

When your child comes to ow, remind her that she is to say both sounds.

**Reading Rimes and Nonsense Words**

Have your child turn to page 32 of her notebook.

Point to the list of words at the top of the page.

<table>
<thead>
<tr>
<th>eat</th>
<th>zown</th>
<th>jope</th>
<th>loak</th>
</tr>
</thead>
<tbody>
<tr>
<td>zean</td>
<td>nout</td>
<td>loud</td>
<td>vome</td>
</tr>
</tbody>
</table>

Your child should sound out the words. If she can say the word as a whole without overtly sounding it out, that is fine.

If your child has any difficulty reading the word, cover up the initial consonant and ask her to read what is uncovered. The uncovered part will be one of the rimes she practiced at the top of the page.

**Word Reading Practice**

Have your child turn to page 33 of her workbook.

<table>
<thead>
<tr>
<th>see</th>
<th>three</th>
<th>happy</th>
<th>each</th>
<th>years</th>
<th>these</th>
<th>she</th>
<th>here</th>
</tr>
</thead>
<tbody>
<tr>
<td>years</td>
<td>see</td>
<td>three</td>
<td>happy</td>
<td>here</td>
<td>she</td>
<td>each</td>
<td>these</td>
</tr>
<tr>
<td>these</td>
<td>three</td>
<td>happy</td>
<td>see</td>
<td>she</td>
<td>years</td>
<td>here</td>
<td>these</td>
</tr>
<tr>
<td>happy</td>
<td>each</td>
<td>see</td>
<td>years</td>
<td>three</td>
<td>she</td>
<td>here</td>
<td>these</td>
</tr>
</tbody>
</table>

**Here are the words you studied a few minutes ago. Each row has the same words but in a different order. Please read all of the words in the first row as well as you can.**

Your child reads the words going across the first row. You may wish to place a card under the line she is reading to help her keep her place.

Before continuing with the rest of the list, use the following routine to review any words your child did not say correctly in 2 seconds. (The dialogue uses the word “three” as the practice word.)

**Let's practice some of the tricky words on this list. Please point to three in the top row.**

Your child points to the word.

**Tell me the sounds in three.**

Your child says /th/ /t/ /ee/.

**How do we spell /ee/ in three?**

Your child says “e-e.” (She is saying letter names here.)

**How do we spell /th/ in three?**

Your child says, “t-h.”

**Please spell three.**

Your child says “t-h-r-e-e.”
Repeat these steps for any other words.
1. Dictate one of the words to review and ask your child to point to it on the top line.
2. Ask your child to say the sounds of the word.
3. Ask your child how to spell some of the sounds of the word out loud.
4. Ask your child to spell the whole word out loud.
Your child should look at the words as she does these tasks.
After you have done this practice routine with your child, have her read the words on the second line. They are the same words but in a different order.
Again review any words your child had to tap-and-say or didn't read in 2 seconds or fewer. Then have your child read the last two rows.

Completing Sentences
Have your child turn to page 34 of her workbook.

Here is another page with sentences that have missing words. Your job is to fill in the choice that makes the most sense.
Remember to say blank when you come to the blank line.
Your child should read the first sentence, saying blank when she comes to the blank line.
She should select the word underneath the blank line that yields a sensible sentence and copy it on the blank line.
Have your child proceed in this way with the remaining sentences. The sentences continue on page 35.

NOTE: If your child has great difficulty with handwriting, it's fine for you yourself to write the words on the blank lines. If you do so, however, make sure that your child dictates the sounds of the word to you one at a time as you write it.

The completed sheets should look like the following figure.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Please don't cut down <strong>these</strong> trees.</td>
</tr>
<tr>
<td>2.</td>
<td><strong>She</strong> will tell us how to get to town.</td>
</tr>
<tr>
<td>3.</td>
<td>Tom went to <strong>see</strong> the big house.</td>
</tr>
<tr>
<td>4.</td>
<td><strong>Three</strong> cows sat down on the grass.</td>
</tr>
<tr>
<td>5.</td>
<td>Jill will help us when she gets <strong>here</strong>.</td>
</tr>
<tr>
<td>6.</td>
<td>Tom has a cat that is six <strong>years</strong> old.</td>
</tr>
<tr>
<td>7.</td>
<td>The snow is <strong>three</strong> feet deep.</td>
</tr>
<tr>
<td>8.</td>
<td>Mom will give a treat to <strong>each</strong> of the kids.</td>
</tr>
<tr>
<td>9.</td>
<td><strong>She</strong> had to clean the house.</td>
</tr>
<tr>
<td>10.</td>
<td>Sam will be <strong>happy</strong> to go with us to the show.</td>
</tr>
</tbody>
</table>

Reading the Fable, “The Fox and the Crow”
1. Give your child the *AbeEdarian Aesop* booklet and open up to the “The Fox and the Crow.”
2. Read the story out loud to your child. Ask her to point to the words as you read the story.
3. Do “alternate” reading with your child, in which you read a word, she reads the next word, you read a word, etc.
4. Have your child read the fable out loud on her own.
5. Have your child read the fable (or parts of the fable) again in future lessons until she can read it easily.

Unit Checkouts
Before moving on to the next unit, your child should be able to do the following:
1. Say each letter/sound presented in the unit in 2 seconds or less.
2. Read each of the target words in the unit in 2 seconds or fewer.

If your child does not meet these checkouts, then provide additional practice as appropriate. Refer especially to the sections, *How to Provide Additional Practice* beginning on page 41.
ACTIVITY A: Oral Activity—Blending Word Parts Into Words

ACTIVITY B: Vowel Combinations

<table>
<thead>
<tr>
<th></th>
<th>er</th>
<th></th>
<th>ur</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(her)</td>
<td>(bird)</td>
<td>(turn)</td>
</tr>
<tr>
<td>1</td>
<td>ir</td>
<td>ay</td>
<td>au</td>
</tr>
<tr>
<td>2</td>
<td>ai</td>
<td>ir</td>
<td>er</td>
</tr>
</tbody>
</table>

ACTIVITY C: Vowel Conversions

<table>
<thead>
<tr>
<th></th>
<th>o</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(sound - hot)</td>
</tr>
<tr>
<td></td>
<td>(name - locate)</td>
</tr>
<tr>
<td></td>
<td>a</td>
</tr>
</tbody>
</table>

ACTIVITY D: Reading Parts of Real Words

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>cur</th>
<th>tro*</th>
<th>yond</th>
<th>serv</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>to*</td>
<td>strict</td>
<td>fer</td>
<td>pris</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>dom</td>
<td>ver</td>
<td>plaint</td>
<td>turb</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>tern</td>
<td>hib</td>
<td>vi*</td>
<td>surd</td>
<td></td>
</tr>
</tbody>
</table>
### ACTIVITY E: Underlining Vowels in Words

<table>
<thead>
<tr>
<th></th>
<th>curtail</th>
<th>birthday</th>
<th>turn</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>auto</td>
<td>astronaut</td>
<td>random</td>
</tr>
<tr>
<td>3</td>
<td>launch</td>
<td>verdict</td>
<td>vitamin</td>
</tr>
<tr>
<td>4</td>
<td>blackbird</td>
<td>turban</td>
<td>whirlwind</td>
</tr>
<tr>
<td>5</td>
<td>pattern</td>
<td>server</td>
<td>taunt</td>
</tr>
</tbody>
</table>

### ACTIVITY F: Oral Activity—Correcting Close Approximations Using Context

### ACTIVITY G: Prefixes and Suffixes

- **Prefixes**
  1. be  com  pro  ab  dis  de
  2. pro  re  mis  con  pre  be
  3. de  pre  com  ad  pro  re
### ACTIVITY H: Circling Prefixes and Suffixes

<table>
<thead>
<tr>
<th></th>
<th>prefer</th>
<th>restrict</th>
<th>complaint</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>prohibit</td>
<td>betray</td>
<td>defraud</td>
</tr>
<tr>
<td>3</td>
<td>detail</td>
<td>insert</td>
<td>cotton</td>
</tr>
<tr>
<td>4</td>
<td>reclaim</td>
<td>decay</td>
<td>disturb</td>
</tr>
<tr>
<td>5</td>
<td>prepay</td>
<td>confirm</td>
<td>restrain</td>
</tr>
<tr>
<td>6</td>
<td>beyond</td>
<td>district</td>
<td>proclaim</td>
</tr>
<tr>
<td>7</td>
<td>absurd</td>
<td>prison</td>
<td>preplan</td>
</tr>
</tbody>
</table>

### ACTIVITY I: Meanings of Prefixes and Suffixes

**re** = again, back

**pre** = before

a. (Line 4) to **claim back**; to get something back, such as your wallet, luggage, or other property

b. (Line 5) to **pay before** you get something

c. (Line 7) to **plan before** an event happens; to think about what you need before you carry out the plan for an activity, such as a science experiment or a picnic
### ACTIVITY J: Spelling Dictation

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

### ACTIVITY K: Academic Vocabulary

1. **betray**—If you *betray* someone who trusts you, you do something that hurts or disappoints that person.

2. **absurd**—If you say that something is *absurd*, you are saying that it’s ridiculous or that it doesn’t make sense.

#### Review

1. *distract*
2. *admit*
3. *contrast*
4. *distinct*
Gus ran a bus.
Gus ran the bus into a pit. Bam!
Did it tip?

Pal can run.
Run to us, Pal! Pal ran to us.

a tidbit of ham
a dab of jam
a bit of a bun
fig jam in a can
A PAN FOR PAM

1. Pam is at Home Store.
2. She has to get a pan.
3. She shops for a pan at Home Store.
4. The pans cost a lot.
Pam sees a pan.
She thinks it is a good pan.
But it costs a lot.
The pan costs $25.00.
Pam thinks $25.00 is too much money.

Thrifty Shop is next to Home Store.
Thrifty Shop is a thrift store.
Thrifty Shop sells secondhand things.

Pam stops at Thrifty Shop.
Thrifty Shop has pots and pans.
The pans at Thrifty Shop do not cost a lot.

Pam gets a pan at Thrifty Shop.
The pan costs $5.00.
Pam thinks $5.00 is not too much money.
It is a good pan for Pam.
Circle yes or no.

1. Pam needs a pan. yes  no

2. Pam goes to Home Store. yes  no

3. The pan at Home Store costs $5.00. yes  no

4. Pans at Home Store cost a lot. yes  no

5. Pam thinks $25.00 is too much money. yes  no

6. Pam goes to Thrifty Shop. yes  no

7. The pan at Thrifty Shop costs $25.00. yes  no

8. The pan at Thrifty Shop costs $5.00. yes  no

9. Pam gets a pan at Home Store. yes  no

10. Pam gets a pan at Thrifty Shop. yes  no
Match. Write.

dress  money  pan

home  Pam  store

1. pan        2.        

3.        4.        

5.        6.        

Sample
Circle.

cheap = costs a little  expensive = costs a lot

1.  
   ![Pan](image)  
   The pan costs a lot.  
   The pan costs a little.

2.  
   ![Pan](image)  
   The pan costs a lot.  
   The pan costs a little.

3.  
   ![Pot](image)  
   The pot costs a lot.  
   The pot costs a little.

4.  
   ![Pot](image)  
   The pot costs too much.  
   The pot is cheap.

5.  
   ![Pots and Pans](image)  
   The pots and pans are expensive.  
   The pots and pans are cheap.
There are 20 decks in all:

- **5 Decks of Crazy Cards for Starters**  
  (available to print, cut, & play only)  
  (cvc, digraphs, -ck, floss, -ng/-nk)

- **5 Decks of Crazy Shorts**  
  (available ready-made, or digitally to print & play)  
  (one deck per vowel)

- **5 Decks of Crazy Longs**  
  (available ready-made, or digitally to print & play)  
  (one per vowel)

- **5 Decks of Crazy Mores**  
  (available ready-made, or digitally to print & play)  
  (spellings of /oo/, /er/, /ou/, /oy/, /au/, etc.)

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