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Language Circle Enterprises is now on Facebook! Like our page today for the latest curriculum news and events.
Greetings,

Language Circle Enterprises is pleased to share with you a preview of the Linguistics guide and recommended supplemental instructional materials. These materials are part of the Project Read Linguistics Curriculum, written by author Tori Greene.

The Project Read Curriculum is a complete Language Arts program designed to respect alternative learning profiles. Research-based and student-tested, Project Read materials have been proved to cultivate knowledge and promote academic independence for over four decades. Language Circle Enterprises works:

“to ensure that all children, no matter their circumstances, have the opportunity to become active, thoughtful, independent readers and writers.”

The Project Read Linguistics Curriculum focuses on decoding, encoding, and reading comprehension strategies, using multisensory activities and direct instruction to present a systematic approach to phonics. Activities are specifically tailored to 3rd grade to adult learners and provide practice in phonemic awareness, sound/symbol recognition, syllabication, word formation, sentence composition, story reading, and kinesthetic/tactile memory.

This preview includes the following sections:

- Introduction
- Staff Development
- Scope & Sequence of skills and concepts
- Lesson Preview to show the lesson design and multisensory strategies
  - Unit 3 Lesson 31 All Single Consonants
  - Unit 7 Lesson 1 Syllabication Process and VCCV Cutting Pattern
  - Unit 16 Lesson 1 R Control Vowel
  - Unit 23 Lesson 1 Diphthongs
- Supplemental Instructional Materials
- Linguistics Reading Collection
- Spelling
- Pre/Post Assessments & Unit Mastery Tests
- Common Core Alignment
- Research

From these preview materials, we hope that you gain a better understanding of the structure and methodology of the Project Read Linguistics Curriculum. We believe that the instructor must be well-equipped in order to educate their students. The guide and instructional materials are designed to make each lesson easy to comprehend and teach.

Thank you for taking the time to review these materials. Please visit our website for more information at www.projectread.com or call the Language Circle office at 800-450-0343.
Linguistics curriculum by Language Circle Enterprises® is accelerated phonics for intermediate and secondary students. It builds upon a foundation of systematic phonics, using morphology, phonology, vocabulary, and spelling to explore the written word and educate students who are struggling to master the reading process. Activities are specifically tailored to 4th grade – adult-aged learners and are designed to help students explore the building blocks of language.

Through the study of sound/symbol recognition, syllabication, word building, sentence composition, story reading, and kinesthetic/tactile memory, students are able to build a richer understanding of oral and written language.

CONCEPTS & SKILLS OVERVIEW

Language
- Oral/Written
- History of Written Language
- Affixes and Roots

Sound/Symbol Relationship
- 26 Letters/44 Speech Sounds
- Consonants
- Vowels
- Digraphs/Alternative Sounds
- Consonant Blends/Clusters
- Schwa
- Silent Letter Combinations
- Common Suffixes
- Red Words (Phonetically Irregular)

7 Vowel Position/Types
- Closed
- Open
- -vce
- Vowel Teams
- R Control
- Final Consonant -le
- Diphthongs

5 Syllable Types
- Concept of a Syllable
- Steps for Syllabication
- 5 Cutting Patterns

Grapheme Patterns
- Diphthong
- R Control
- Long Vowel
- Frequency
- Place Value

VAKT/BL Strategies
- Visual
- Auditory
- Kinesthetic
- Tactile
- Body Language

MATERIALS
- Linguistics Guide DVD
- Linguistics DVD
- Linguistics Sound/Symbol Card Pack
- Intermediate/Secondary Spelling Guide
- Affix Guide
- Roots (Card Pack)
- Vocabulary Development Card Pack (set of 3)
- Spell Tabs (set of 10)
- Linguistics Mastery Tests
- Linguistics Reading Collection (142 Reading selections)
- Affix Card Pack
- Red Word Card Pack
- Linguistics Student Practice CD-ROM
- Spelling Student Practice CD-ROM
- Essential Classroom Materials
Project Read Linguistics Curriculum

A Winning Combination

26 Letters

44 Speech Sounds

7 Syllable Types

5 Cutting Patterns
### STAFF DEVELOPMENT

- **Instructional Excellence**
- **Cost-Effective**
- **On-Going Support**

Staff Development Options:
- **Staff Development Webinars**
- **On-Campus In-Service**
- **Training District Trainers**
- **Online Sentence Structure Course**

All curriculum strands align to the Common Core Standards.

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Phonics

**Kindergarten**
2 Day On-Campus Training or 5 Hour (2 sessions) Webinar

Required materials per participant:
- Phonics 1
- Online Video Subscription Phonics 1
- Bridge to Reading Guide
- Large Phonics Sound Pack
- Writing the Alphabet Manuscript Handwriting Kit set of 2
- Active Participation Packet

Phonics

3 Day On-Campus Training or 8 Hour (4 sessions) Webinar

Required materials per participant:
- Phonics 1
- Phonics 2
- Online Videos Subscription Phonics 1 and Phonics 2
- Large Phonics Sound Pack
- Active Participation Packet

Linguistics

2 Day On-Campus Training or 6 Hour (2 sessions) Webinar

Required materials per participant:
- Linguistics Guide
- DVDs for Linguistics
- Linguistics Sound/Symbol Card Pack
- Vocabulary Development Root Cards
- Active Participation Packet

Reading Comprehension

**Report Form Process (Expository Reading Comprehension)**
2 Day On-Campus Training or 5 Hour (2 Sessions) Webinar

Required materials per participant:
- Report Form Process Guide
- Active Participation Packet
Story Form (Intermediate Narrative Reading Comprehension)
2 Day On-Campus Training or 4 Hour (2 Sessions) Webinar

Required materials per participant:
- Story Form Comprehension Guide
- Intermediate Story Puzzle
- Intermediate Story Boards
- Active Participation Packet

Story Form Literature Connection (Primary Narrative Reading Comprehension)
2 Day On-Campus Training or 5 Hour (2 Sessions) Webinar

Required materials per participant:
- Story Form Literature Connection Guide
- Primary Story Puzzle
- Primary Story Boards
- Active Participation Packet

Written Expression

Full Written Expression (Sentence Structure and Applied Writing Combined)
3 Day On-Campus Training or 10 Hour (5 Sessions) Webinar

Required materials per participant:
- Framing Your Thoughts Sentence Structure Guide
- Framing Your Thoughts Applied Writing Manual
- DVD Companions to Framing Your Thoughts Curriculum
- Writing Symbol Pack
- Active Participation Packets

Sentence Structure Only
2 Day On-Campus Training or 6 Hour (3 Sessions) Webinar

Required materials per participant:
- Framing Your Thoughts Sentence Structure Guide
- Framing Your Thoughts Sentence Structure DVD
- Writing Symbol Pack
- Active Participation Packet for Sentence Structure
**Applied Writing Only**  
1 Day On-Campus Training or 4 Hour (2 Sessions) Webinar

Required materials per participant:
- Framing Your Thoughts Applied Writing Guide
- Framing Your Thoughts Applied Writing DVD
- Active Participation Packet for Applied Writing

**Coaching**

**On-Campus Training**  
Number of days to be determined.

**Webinar Training**  
Number of hours to be determined.

School District coaching can be tailored to school needs. Coaching can include:
- daily balanced lessons
- instructional pacing
- reading fluency
- teaching to transfer
- motivational strategies
- analyzing lessons for effective instruction
- assessment
- program fidelity

**No required materials**

Coaching is not limited to these strategies and can be personalized to the ongoing need of teachers.
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### DVD Menu

- Modeling Consonant Sounds
- Sound/Symbol Card Pack
- VAKT Strategies
- Skywriting
- Check for Understanding
-Detached Syllables
-Sound/Symbol Chart

### Linguistics Reading Collection:

1. Hodgepodge – pg. 1
2. Kim’s Box – pg. 2
3. A Bad Run – pg. 3
4. Other – pg. 4
5. Eye – pg. 5
6. Chap’s Birthday – pg. 6
7. The Town Too Tough to Die – pg. 7
8. Grandpa and Grandma in Norway – pg. 9
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13. It Can – pg. 19
14. Camp Cricket Springs – pg. 20
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16. Ed’s Brass Band – pg. 22
17. Song of a Swamp – pg. 23
18. Is It Yours? – pg. 24
19. Two – pg. 25
20. You and I – pg. 26
21. Many Things – pg. 27
22. Any – pg. 28
Single Consonants

The circled letters are the skills taught in this lesson.

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<tr>
<td>4. f ph</td>
</tr>
<tr>
<td>5. g</td>
</tr>
<tr>
<td>6. h</td>
</tr>
<tr>
<td>7. j g -dge -ge</td>
</tr>
<tr>
<td>8. l</td>
</tr>
<tr>
<td>9. m -mn -mb</td>
</tr>
<tr>
<td>10. n kn</td>
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<td>20. z</td>
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UNIT 3
CONSONANTS
Lesson 1
Skill: Single Consonants

CONCEPT: There are twenty primary consonant sounds.

GOAL: Read words with short [a] and single consonants

TEACHING OBJECTIVE:
1. Knowledge and understanding of the twenty primary consonant sounds
2. Read and spell words with short [a] and single consonants

ANTICIPATORY SET: Display the Sound/Symbol Organization Chart (pg. SS-3).

Question: What is recorded in the first column on this chart?
Answer: The symbols that represent the twenty consonant sounds.

DIRECT INSTRUCTION

INPUT: Teacher distributes consonant column from the Sound/Symbol Organization Chart (pg. 3-2).

MODELING: Teacher models the 20 consonant sounds progressing alphabetically.

Do not drag sound out. Eliminate /ũ/ sound at the end of each consonant sound.

Teacher models each sound in a quick, clipped manner.

Clipped sounds are best achieved by pretending your first two fingers are the blades of a scissors.

Clipping Process:
Place open finger blades up to mouth.
Say sound while closing fingers — clipping off the sound.
Voice ends when fingers close.

VAKT INPUT:
1. Skywriting
   After checking students’ prior knowledge of consonants, use skywriting with any consonants that need mastery. It is important to always write [g] (hard sound only), [j], [p], [qu], [r], [w], [x].

   Skywriting process:
   • Stretch out arm holding up first two fingers to aim at a displayed symbol.
   • Say the sound out loud while tracing symbol in the air.

2. Teacher flashes reviewed consonants from Linguistics Sound/Symbol Card Pack for automatic sound/symbol response.

   Students need to clip each consonant sound.

3. Record the consonants on the Student Sound/Symbol Organization Chart (pg. SS-4), Teacher Key (pg. 3-17).
UNIT 3, Lesson 1

**DICTATION**

Spelling activity practice. Use list from Practice Sheet 3B (pg. 3-9) for spelling word with Spell Tabs or paper/pencil.

**TEACH TO TRANSFER**

Skills not taught directly are accommodated through use of context clues and vocabulary enrichment.

Encourage dictionary use. Looking words up in the dictionary for synonyms builds lifelong independent vocabulary growth and development.

1. Student Practice Sheet 3B (pg. 3-9)
   
   **Directions:**
   1. With teacher guidance, read the following words and sentences and discuss word meaning.
   2. Write a synonym in the space provided.

   **KEY:**

   1. gab _______ talks _______ Maria gabs on the phone for hours.
   2. can _______ container _______ Did Tyrone drink a can of soda pop?
      able to _______ Dan can do twenty sit-ups.
   3. wags _______ moves back and forth _______ The dog wags his tail with excitement.
   4. dab _______ small amount _______ Put a dab of jam on the toast.
      lightly press _______ Dab the grass stain with cold water.
   5. lag _______ fall behind _______ If you don’t keep pace, you will lag behind the others.
   6. rap _______ talk, discussion _______ The Student Council had a rap session about lunchroom rules.
      sharp knock _______ I heard a rap at the front door.
   7. gagged _______ choked _______ Meg gagged on a large chunk of apple.
      gag _______ joke _______ The teacher didn’t think the April Fool’s gag was funny.
   8. yaps _______ barks, yells _______ The dog yaps at the children in the van.
   9. nagging _______ pestering _______ Mother scolded Dan for nagging his little sister.
      nag _______ old horse _______ Marsh is a retired nag from the rodeo.
   10. ram’s _______ male goat’s _______ A ram’s horns are its defense.
     ram _______ hit hard or slam _______ If a car runs the red light, it could ram into another car.
   11. zap _______ charge, jolt _______ The electric fish will zap its enemy.
   12. tag _______ touch _______ If you catch someone, you tag them.
     label _______ The cost of the item is on the price tag.
   13. nab _______ snatch _______ Did the guard nab the intruder?
   14. pack _______ group _______ A pack of wolves moved across the field.
2. Student Practice Sheet 3C (pgs. 3-10 and 3-11)

Directions:
1. Read the following words and definitions.
2. Write a sentence using each word in context.

KEY:
1. sac a pouch within a plant or animal
2. pad anything stuffed with a soft material to prevent friction or pressure
3. mat • a piece of material used as a floor covering
   • anything interwoven or tangled into a thick mass
4. jab • to punch with a short, straight blow
   • a sudden thrust or blow
5. yak a species of ox
6. tap • a faucet or spigot
   • a light audible blow
7. lax not strict or tight
8. mass a quantity or number of indefinite shape and size
9. lad a boy — a youth
10. yap to speak constantly in a noisy or foolish manner
11. jam • to block by crowding
    • to squeeze into a confined space
    • a difficult or embarrassing situation
12. jazz a general term for American popular swing or jive music
13. tab a small flap or strap
14. yam a sweet potato
15. tax • a strain
    • a rate imposed on property or persons for benefit of the government
16. rat • a rodent
    • a sneaky, contemptible person
    • to betray
17. waff a gust of air
18. van a covered vehicle, usually a large truck or trailer
19. quack • a harsh, throaty cry of a duck
   • a pretender
20. badge an identifying symbol

(continued on next page)
DIRECT INSTRUCTION

INPUT:

Directly state: Every word has to have a vowel. Words can have several vowels. A word has as many parts as it has talking/voiced vowels. A word part with a talking/voiced vowel is called a syllable.

Display the syllable fam.

Directly state: I detached this syllable from a word that means a household; a group of related plants or animals.

After hearing the definition, have the students predict the vocabulary word.

Teacher writes in the word family on the line next to the syllable [ fam ].

Example:

family

Definition: a household; a group of related plants or animals.

CHECK FOR UNDERSTANDING

Student Guided Practice Sheet 3D (pgs. 3-12 to 3-16)

Directions:
1. Mark the vowel in the displayed syllable to unlock pronunciation.
2. With teacher guidance, read the detached syllable and definition to predict the word.
3. Teacher displays vocabulary word and students write in the vocabulary word.

The following word parts have one short vowel:

<table>
<thead>
<tr>
<th>KEY</th>
<th>Word Part</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>fam</td>
<td>family</td>
</tr>
<tr>
<td>2.</td>
<td>hab</td>
<td>habit</td>
</tr>
<tr>
<td>3.</td>
<td>val</td>
<td>value</td>
</tr>
<tr>
<td>4.</td>
<td>mag</td>
<td>magazine</td>
</tr>
<tr>
<td>5.</td>
<td>nav</td>
<td>navigator</td>
</tr>
<tr>
<td>6.</td>
<td>ac</td>
<td>acrobatics</td>
</tr>
<tr>
<td>7.</td>
<td>bam</td>
<td>bamboo</td>
</tr>
</tbody>
</table>

a household; a group of related plants or animals
a thing done often
worth
a periodical publication containing articles
someone who plots a course
spectacular gymnastic feats
tropical woody grass
Student Practice Sheet 3B

Unit 3, Lesson 1, Consonants

DIRECTIONS: 1. With teacher guidance, read the following words and sentences and discuss word meaning.
   2. Write a synonym in the space provided.

1. gab ____________ Maria gabs on the phone for hours.
2. can ____________ Did Tyrone drink a can of soda pop?
   ____________ Dan can do twenty sit-ups.
3. wags ____________ The dog wags his tail with excitement.
4. dab ____________ Put a dab of jam on the toast.
   ____________ Dab the grass stain with cold water.
5. lag ____________ If you don’t keep pace, you will lag behind the others.
6. rap ____________ The Student Council had a rap session about
   lunchroom rules.
   ____________ I heard a rap at the front door.
7. gagged ____________ Meg gagged on a large chunk of apple.
   gag ____________ The teacher didn't think the April Fool's gag was
   funny.
8. yaps ____________ The dog yaps at the children in the van.
9. nagging ____________ Mother scolded Dan for nagging his little sister.
   nag ____________ Marsh is a retired nag from the rodeo.
10. ram’s ____________ A ram’s horns are its defense.
    ram ____________ If a car runs the red light, it could ram into
    another car.
11. zap ____________ The electric fish will zap its enemy.
12. tag ____________ If you catch someone, you tag them.
    ____________ The cost of the item is on the price tag.
13. nab ____________ Did the guard nab the intruder?
14. pack ____________ A pack of wolves moved across the field.
Student Guided Practice Sheet 3D
Unit 3, Lesson 1, Consonants

DIRECTIONS:
1. Mark the vowel in the displayed detached syllable to unlock pronunciation.
2. With teacher guidance, read the detached syllable and definition to predict the word.
3. Teacher displays vocabulary word and students write in the vocabulary word.

1. fam
   Definition: a household; a group of related plants or animals

2. hab
   Definition: a thing done often

3. val
   Definition: worth

4. mag
   Definition: a periodical publication containing articles

5. nav
   Definition: someone who plots a course

6. ac
   Definition: spectacular gymnastics feats

7. bam
   Definition: tropical, woody grass
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>baf</td>
<td>to bewilder</td>
</tr>
<tr>
<td>al</td>
<td>the letters used in writing a language</td>
</tr>
<tr>
<td>mav</td>
<td>someone who goes against the expected</td>
</tr>
<tr>
<td>ac</td>
<td>right to enter</td>
</tr>
<tr>
<td>ap</td>
<td>to capture</td>
</tr>
<tr>
<td>ac</td>
<td>correct</td>
</tr>
<tr>
<td>gal</td>
<td>a unit of liquid measure</td>
</tr>
<tr>
<td>ab</td>
<td>not present</td>
</tr>
<tr>
<td>vac</td>
<td>a space void of matter; a machine used to clean</td>
</tr>
</tbody>
</table>
**Consonants**

1. **b**
2. **c**
3. **d**
4. **f**
5. **g**
6. **h**
7. **j**
8. **l**
9. **m**
10. **n**
11. **p**
12. **qu**
13. **r**
14. **s**
15. **t**
16. **v**
17. **w**
18. **x**
19. **y**
20. **z**

**Digraphs**

1. **a**
2. **o**
3. **u**
4. **e**
5. **i**

**Diphthongs**

1. **ai**
2. **oa**
3. **ua**
4. **ee**
5. **oo**

**Long Vowels**

1. **a**
2. **e**
3. **i**
4. **o**
5. **u**

**Short Vowels**

1. **a**
2. **e**
3. **i**
4. **o**
5. **u**

**R Control**

1. **n**
2. **m**
3. **k**
4. **p**
5. **g**

**Combination of letters that consistently represents a sound or combination of sounds.**

**Sound/Symbol Organization Chart (pg. SS-4)**

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3-17

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UNIT 7
Syllabication Process and VCCV Cutting Pattern

1. VCCV Cutting Pattern

Linguistics Reading Collection:
#28. Picnic on a Raft – pg. 36
#29. Fantastic Fun – pg. 37
#30. Picnic Fun – pg. 38

DVD Menu
- Steps for Syllabication
- Skywriting with Body Language
- Check for Understanding
- 5 Cutting Patterns
UNIT 7, Lesson 1

Linguistics Guide

STEPS FOR UNLOCKING POLYSYLLABIC WORDS

STEP 1:
Underline talking vowels and mark them with a [v].

\[ \overline{V} \quad \overline{V} \]

Why? To find the number of syllables.

STEP 2:
Swoop between the vowels and pull down the consonants between the vowels.

\[ \overline{V} \quad \overline{C} \quad \overline{C} \quad \overline{V} \]

Why? To find the cutting pattern.

STEP 3:
Cut the word according to the pattern.

\[ \overline{V} \quad \overline{C} \quad \overline{C} \quad \overline{V} \]

Why? To find the position of the vowel.

STEP 4:
Check the position of the vowel in each syllable and mark the vowel.

\[ \checkmark \]

Why? To find the vowel sound.

STEP 5:
Read the word a syllable at a time and blend the syllables together.

Why? To unlock the pronunciation of the word.

VCCV pattern usually divides between the consonants.

Example: Subject

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UNIT 7
SYLLABICATION PROCESS & VCCV CUTTING PATTERN
Lesson 1
Skill: VCCV Cutting Pattern

CONCEPT: Syllabication is the process of dividing words into syllables.

GOAL: Knowledge, understanding, and application of the process for dividing words into syllables

TEACHING OBJECTIVE: Knowledge and application:
1. Purpose of syllabication
2. Steps for dividing words
3. VCCV pattern

ANTICIPATORY SET: Display the word: attic

Question: How many syllables make up this word?
Answer: Two

Question: How did you determine the number of syllables?
Answer: A word has as many syllables as it has talking vowels.

DIRECT INSTRUCTION

INPUT:
Directly state: Dividing words into syllables is called syllabication.

Directly state: There is a process to apply when dividing words into syllables. There are five steps to the process.

Distribute Steps for Unlocking Polysyllabic Words (pg. 7-5).

MODELING:
Teacher models the steps.

Directly state: Step 1
Underline talking vowels and mark them with a [ v ].
Example:
\[
\begin{array}{c}
\text{“v”} \\
1 \\
2 \\
\end{array}
\begin{array}{c}
\text{a} \\
\text{t} \\
\text{t} \\
\text{i} \\
\text{c} \\
\text{v} \\
\end{array}
\]

Why? To find the number of syllables.

Directly state: Step 2
Swoop between the vowels and pull down the consonants between the vowels.
Example:
\[
\begin{array}{c}
\text{“v”} \\
1 \\
2 \\
\end{array}
\begin{array}{c}
\text{a} \\
\text{t} \\
\text{t} \\
\text{i} \\
\text{c} \\
\text{v} \\
\text{c} \\
\text{v} \\
\end{array}
\]

Why? To find the cutting pattern.
INPUT:

1. **Teacher states:** There are five cutting patterns.

2. **Teacher states:** The \( v \ C C V \) pattern is usually cut between the two consonants.

---

**Directly state:** Step 3
Divide according to the pattern.

Example:

```
<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>t</td>
</tr>
<tr>
<td>v</td>
<td>c</td>
</tr>
</tbody>
</table>
```

**Why?** To find the position of the vowel.

**Directly state:** Step 4
Check the position of the vowel in each syllable and mark the vowel.

Example:

```
<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>t</td>
</tr>
<tr>
<td>v</td>
<td>c</td>
</tr>
</tbody>
</table>
```

**Why?** To find the vowel sound.

**Directly state:** Step 5
Read the word a syllable at a time and blend the syllables together.

Example:

```
<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>t</td>
</tr>
<tr>
<td>v</td>
<td>c</td>
</tr>
</tbody>
</table>
```

**Why?** To unlock the pronunciation of the word.

---

**VAKT INPUT:**

1. Lock in Syllabication Steps with **skywriting** and body language.
   - Skywriting and body language are modeled on DVD.

2. Lock in the VCCV cutting pattern by recording it on the 5 Cutting Pattern sheet (pg. S-2).
CHECK FOR UNDERSTANDING

Student Practice Sheet 7A (pgs. 7-7 thru 7-9)

Directions:
1. Unlock the words by following the steps for syllabating/dividing.
2. Read the sentences solo or in choral group and discuss word meaning.

KEY:

1. “v” b a n d i t

2. “v” f r a n t i c

3. “v” i m p a c t

4. “v” f a n t a s t i c

5. “v” Å t l a n t i c

6. “v” p i c n i c

7. “v” p l a s t i c

8. “v” d i s t i n c t

9. “v” d r a s t i c

10. “v” ä d m i t

READING SELECTIONS

Linguistics Reading Collection:
#28. Picnic on a Raft – pg. 36
#29. Fantastic Fun – pg. 37
#30. Picnic Fun – pg. 38
DIRECTIONS: 1. Unlock the words by following the steps for syllabicking/dividing.
2. Read the sentences solo or in choral group and discuss word meaning.

1. b a n d i t
   A thief is a **bandit**.

2. f r a n t i c
   I was **frantic** to find my lost wallet.

3. i m p a c t
   The pictures of the accident had a strong **impact** on the students.

(continued on next page)
UNIT 16
R Control

1. R Control [ar] ....................................................... pg. 16-1

Linguistics Reading Collection:
#71. I'm Glad – pg. 98
#72. Sharks – pg. 99
#73. In the Dark – pg. 100
#74. Did You? – pg. 101

DVD Menu
- Diacritical Mark (~)
- [ar] One-Syllable Words
- [ar] Polysyllable Words
- Skywriting
- Teach to Transfer
- 7 Syllable Types
- Sound/Symbol Chart

2. R Control [er] [ir] [ur] .............................................. pg. 16-11

Linguistics Reading Collection:
#75. It's a Whopper – pg. 102
#76. It's a Northern – pg. 103
#77. Will It Be a Grand Slam? – pg. 105
#78. Sherburn – pg. 106
#79. The King of Song – pg. 107
#80. A Bird in a Birch – pg. 108
#81. Stuff for the Trash Can – pg. 109
#82. Junk Cars – pg. 110
#83. Some Lunch – pg. 111
#84. Summer's End – pg. 113

DVD Menu
- Diacritical Mark (~)
- Skywriting
- 7 Syllable Types
- Check for Understanding
- Sentence Dictation
- Sound/Symbol Chart

3. R Control [or] [-or] .................................................... pg. 16-19

Linguistics Reading Collection:
#85. Storks – pg. 115
#86. Jordan's Escort – pg. 117
#87. A Big Job – pg. 118
#88. Suntan for Manhattan – pg. 119
#89. Forts – pg. 121

DVD Menu
- Diacritical Mark (~)
- Skywriting
- 7 Syllable Types
- Teach to Transfer
- [-or] R Control Vowel
- Teach to Transfer
- Sound/Symbol Chart
R Control \([ \text{ar} ] / \tilde{\text{r}} / \)

The circled letters are the skill taught in this lesson.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>[\text{ar}]</td>
</tr>
<tr>
<td>2.</td>
<td>[\text{er \ ur \ ir}]</td>
</tr>
<tr>
<td>3.</td>
<td>[\text{or \ war}]</td>
</tr>
<tr>
<td>4.</td>
<td>[\text{ar + r \ ar + v \ er + r \ er + v \ air \ ear}]</td>
</tr>
<tr>
<td>5.</td>
<td>[\text{ear}]</td>
</tr>
</tbody>
</table>

Linguistics Sound/Symbol Organization Chart
SEVEN SYLLABLE TYPES

DEFINITION: An r control syllable has a vowel followed by an [r]. The vowel is [r] controlled.
UNIT 16
Lesson 1
Skill: R Control Vowel [ ar ]

CONCEPT: When a single vowel is followed by an [ r ], the vowel sound is
derived by the [ r ] and is called an r control syllable.

GOAL: Knowledge, understanding, and application of [ ar ] words
and syllables

TEACHING OBJECTIVE:
1. Sound/symbol relationship
2. Diacritical mark ( ~ )
3. Decoding words with [ ar ] / ãr /

ANTICIPATORY SET:
Display [ ar ] from the Linguistics Sound/Symbol Card Pack.

Students name the letters from left to right.

DIRECT INSTRUCTION
INPUT: Directly state: A single vowel followed by an [ r ] is an r control
vowel.

* The r control vowel is sometimes

   referred to as the bossy r.

VAKT INPUT:
1. Skywriting
   Say letter names while writing the symbol. Say the sound while
   placing the diacritical mark above the symbols.
   Process:
   1. Say letter names [ a ], [ r ]
   2. Sound / ãr /
   Diacritical mark / ãr /

2. Record [ ar ] on the Student Sound/Symbol Organization
   Chart (pg. SS-4), Teacher Key (pg. 16-28).

* The r control vowel is sometimes referred to as the bossy r.
INPUT:  
**Directly state:** When dividing the words with an *r* control vowel, underline the vowel and [ *r* ] together.

MODELING:

```
<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>m</td>
<td>r</td>
</tr>
<tr>
<td>v</td>
<td>c</td>
</tr>
</tbody>
</table>
```

```
<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>g</td>
<td>r</td>
</tr>
<tr>
<td>v</td>
<td>c</td>
</tr>
</tbody>
</table>
```

**DICTATION**

Sentence Dictation:
Carl's sarcastic remark startled Mom and Dad.
CHECK FOR UNDERSTANDING

Student Practice Sheet 16A (pgs. 16-9 and 16-10)

Directions:
1. Read words, syllabating the polysyllable words. Swing from syllable to syllable and mark the vowels.
2. Classify the syllable types in the grid on page 16-10.

KEY:

1. yard
2. arch
3. starch
4. spark
5. mark
6. moment
7. garlic
8. pardon
9. harmonic
10. varnish
11. marvellous
12. artic
13. idle
14. stardust
15. argument
16. statistical
17. particle
18. remark

(continued on next page)
### Key:

<table>
<thead>
<tr>
<th>Closed</th>
<th>Open</th>
<th>-cle</th>
<th>r control</th>
</tr>
</thead>
<tbody>
<tr>
<td>lic</td>
<td>i</td>
<td>ble</td>
<td>spark</td>
</tr>
<tr>
<td>don</td>
<td>mo</td>
<td>dle</td>
<td>yard</td>
</tr>
<tr>
<td>mon</td>
<td>gu</td>
<td>tle</td>
<td>arch</td>
</tr>
<tr>
<td>ic</td>
<td>ti</td>
<td>cle</td>
<td>mark</td>
</tr>
<tr>
<td>nish</td>
<td>re</td>
<td></td>
<td>star</td>
</tr>
<tr>
<td>tic</td>
<td></td>
<td></td>
<td>ar</td>
</tr>
<tr>
<td>ment</td>
<td></td>
<td></td>
<td>sar</td>
</tr>
<tr>
<td>ment</td>
<td></td>
<td></td>
<td>par</td>
</tr>
<tr>
<td>cas</td>
<td></td>
<td></td>
<td>mark</td>
</tr>
<tr>
<td>tic</td>
<td></td>
<td></td>
<td>par</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>har</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>var</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>mar</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>arc</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>starch</td>
</tr>
</tbody>
</table>

### Reading Selections

**Linguistics Reading Collection:**

- #71. *I'm Glad* – pg. 98
- #72. *Sharks* – pg. 99
- #73. *In the Dark* – pg. 100
- #74. *Did You?* – pg. 101
UNIT 23

Diphthongs

1

Diphthongs [oi] [oy] .................................... 23-1

**Linguistics Reading Collection:**
- #147. Butter, Corn, and Soap – pg. 215
- #148. Just Like a Little Brother – pg. 216
- #149. They Aren’t – pg. 217
- #150. Weren’t – pg. 218
- #151. Oyster – pg. 219
- #152. Is It Animal, Vegetable, or Mineral – pg. 221

**DVD Menu**
- Diphthong Facts
- [oi] [oy] Diphthongs
- Modeling Sound with Body Language
- Skywriting
- 7 Syllable Types
- Teach to Transfer
- Sound/Symbol Chart
- Review Diphthong Facts

2

Diphthongs [aw] [au] .................................. 23-11

**Linguistics Reading Collection:**
- #153. It’s Just Because – pg. 225
- #154. A Living Fossil – pg. 227
- #155. Power Swooper – pg. 229
- #156. Hawks and Hawkers – pg. 231
- #157. Old Red – pg. 233

**DVD Menu**
- Modeling Sound with Body Language
- Skywriting
- 7 Syllable Types
- Teach to Transfer
- [-aw] Spelling Generalization
- Teach to Transfer
- Sound/Symbol Chart
- Spelling Calculator

3

Diphthongs [oo] [ew] [ue] [ui] as in /bōō/ .............. 23-21

**Linguistics Reading Collection:**
- #158. Fantastic Grass – pg. 235
- #159. A Cool Cartoon – pg. 236
- #160. My Mother – pg. 237
- #161. My Father – pg. 238
- #162. He’s My Brother – pg. 239
- #163. Watch It! – pg. 240
- #164. Trail to Sunset Ridge – pg. 241
- #165. Blue Sam – pg. 243
- #166. Just Pretend! – pg. 245
- #167. Bandit – pg. 247
- #168. Beautiful – pg. 248
- #169. Been – pg. 249
- #170. It Has Blood In It – pg. 250
- #171. What a Moose! – pg. 251
- #172. Festivals – pg. 253
- #173. Rooster Run – pg. 259
- #174. Once in a Blue Moon – pg. 261
- #175. Blue is Cool – pg. 263

**DVD Menu**
- Modeling Sound with Body Language
- 7 Syllable Types
- Skywriting
- Check for Understanding
- Sound/Symbol Chart
- Review
UNIT 23, Lesson 1

Linguistics Guide

4 Diphthongs [ow] [ou] ................................. 23-27

Linguistics Reading Collection:
#176. There’s a Clown in Town – pg. 267
#177. Wailing, Hooting, Laughing – pg. 268
#178. Haven’t – pg. 269
#179. They’d – pg. 270
#180. You’d – pg. 271
#181. Chipmunks – pg. 273
#182. It’s Roundup Time – pg. 275
#183. Saved by a Horse – pg. 277

DVD Menu
• Modeling Sound with Body Language
• Skywriting
• 7 Syllable Types
• Teach to Transfer
• [ow] Spelling Generalization
• Spelling Calculator
• Check for Understanding
• Sound/Symbol Chart

5 Diphthong [oo] as in /look/ ................................. 23-35

Linguistics Reading Collection:
#184. Wonder Birds – pg. 281
#185. Boo and His Pals – pg. 282
#186. A Problem at Cripple Creek – pg. 283
#187. None – pg. 285
#188. Only – pg. 286
#189. Says Who? – pg. 287
#190. Sure – pg. 288
#191. Look at That! – pg. 289
#192. No Trees! – pg. 291

DVD Menu
• Modeling Sound with Body Language
• Skywriting
• 7 Syllable Types
• Teach to Transfer
• Sound/Symbol Chart
• Review Five Diphthong Sounds
Diphthongs [ oi ] [ -oy ]

The circled letters are the skills taught in this lesson.

Diphthongs

1. [oi] [ -oy ]
2. [aw] [ au ]
   - [all] [ wa ]
   - [alk] [ qua ]
   - [augh]
3. [oo] [ -ew ]
   - [ue] [ ui ]
4. [ow] [ ou ]
5. [oo]
SEVEN SYLLABLE TYPES

DEфинITION: A diphthong syllable has a combination of two vowels that have a special sound.

Diphthong Facts:
1. A diphthong has two vowels.
2. There are five diphthong sounds.
3. The vowel sounds are unique.
4. The sign used to represent the diphthong vowel sound is an oval ( Oval above the vowels.

vowel team
- ie ai oo ee
diphthong
- ai aw oo ow oo
d - oy au - ew ou
- ue ui

final magic e
- vce
- t e i

r control
car her corn
first
turn

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UNIT 23  DIPHTHONGS
Lesson 1
Skill: Diphthongs [ oi ] [ -oy ]

CONCEPT: A diphthong is a vowel combination of two vowels that represents a special vowel sound.

GOAL: Knowledge, understanding, and application of [ oi ], [ -oy ] diphthongs

TEACHING OBJECTIVE:
1. Definition of a diphthong syllable
2. Sound/symbol relationship
3. Place value of [ oi ], [ -oy ]
4. Read words with [ oi ] and [ -oy ] diphthongs

ANTICIPATORY SET: Display the following words:
1. Closed
2. Open
3. R control
4. Final consonant le [ -cle ]
5. Final single vowel, single consonant, magic silent [ e ], (magic e )
6. Vowel team

Question: What comes to mind when you read these six labels?
Answer: Six types of syllables.

DIRECT INSTRUCTION

INPUT:
1. Directly state: The seventh and last type of syllable is a diphthong syllable.
   There are four important facts about diphthongs:
   • A diphthong has two vowels.
   • There are five diphthong sounds.
   • The vowel sounds are unique.
   • The sign used to represent the diphthong vowel sound is an oval ( ) above the vowels.
2. A diphthong is a vowel combination of two vowels that represents a special vowel sound. The diacritical mark is an oval ( ).
3. [ oi ] and [ -oy ] are diphthong vowels.
4. [ oi ] and [ -oy ] represent the sound / -oy / as in boy.

MODEL SOUND & BODY LANGUAGE:

Body Language: Grasp the bill of a cap and pull hand out while saying / -oy /.

DICTATION

Sentence Dictation:
Penny enjoys boiled lobster with butter and lemon.
UNIT 23, Lesson 1

Linguistics Guide

VAKT INPUT:
1. Lock in sound/symbol and diacritical mark /oi/ /-oy/ through skywriting.
2. Record on Student Sound/Symbol Organization Chart (pg. SS-4), Teacher Key (pg. 23-39).

INPUT:
Directly state: [ -oy ] is usually at the end of a syllable.

MODELING:

INPUT:
Directly state: [ oi ] is usually found in the middle of a syllable.

MODELING:

TEACH TO TRANSFER
Student Practice Sheet 23A (pgs. 23-7 thru 23-9)

Directions:
1. Read the following words.
2. Write definitions and a sentence for the words marked with a dictionary icon ( ).

KEY:
1. boy
2. toy
3. joy
4. oil
5. soil
6. join
7. coin
8. point
9. spoil
10. noise
11. boil
12. voice
13. choice
14. hoist
15. broil
16. void
17. trapezoid
18. oyster
19. embroider
20. poison
21. enjoy
22. rejoice
23. flamboyant
24. avoid
25. turmoil
26. sirloin
27. appointment
28. ointments
29. soybean
30. loyalty

READING SELECTIONS

Linguistics Reading Collection:
#147. Butter, Corn, and Soap – pg. 215
#148. Just Like a Little Brother – pg. 216
#149. They Aren’t – pg. 217
#150. Weren’t – pg. 218
#151. Oyster – pg. 219
#152. Is it Animal, Vegetable, or Mineral – pg. 221
Student Practice Sheet 23A
Unit 23, Lesson 1, Diphthongs

DIRECTIONS:  1. Read the following words.
   2. Write definitions and a sentence for the words marked with a dictionary icon (DICTIONARY).

   1. boy
   2. toy
   3. joy
   4. oil
   5. soil
   6. join
   7. coin
   8. point
   9. spoil
  10. noise
  11. boil
  12. voice
  13. choice
  14. hoist

   Definition: ______________________________________
   ________________________________________________

   Sentence:  __________________________________________
   ____________________________________________________

  15. broil
  16. void

   Definition: ______________________________________
   ________________________________________________

   Sentence:  __________________________________________
   ____________________________________________________

(continued on next page)
Each unit of study directly teaches a specific skill embedded in multilevel expository and narrative reading selections. Develops vocabulary through roots, prefixes, and suffixes. Sound/symbol pack with vocabulary and spelling generalizations on the back. 

GUIDE 

Linguistics Guide  

- Linguistics Guide leads teachers through a series of decoding, spelling, and sound/symbol organization that helps students develop an understanding of the seven syllables of our language.
- Each unit of study directly teaches a specific skill embedded in polysyllabic vocabulary.
- Builds a strong understanding of dictionary skills.
- Includes a section on the history of written language.
- Linguistics Reading Collection helps students transfer the skills to both narrative and informational text.
- Guide contains reproducible student sheets pursuant to limited license/permission to copy.

DVD

Linguistics DVD  

- 3-disc series of Linguistics lessons modeled by curriculum author, Victoria Greene, designed for the instruction of secondary students.
- Explicit instruction of the 44 speech sounds and syllable types.
- Teaches secondary students simple steps of syllabication to unlock multi-syllable words.
- Develops vocabulary through roots, prefixes, and suffixes.
- Builds spelling competency by teaching spelling generalizations using the spelling calculator.
- Includes kinesthetic and tactile strategies for memory mastery.
- Multi-level expository and narrative reading selections.
- Easy-to-follow lesson plans contained in one guide.
- DVD models multisensory strategies that accommodate diverse learning profiles.
- A convenient and cost-effective tool for ongoing staff development.

MULTICARD PACK

Linguistics Sound/Symbol Card Pack  

- 158 cards in a larger format for teacher use. (7.5 x 5.5 in.)
- Sound/symbol pack with vocabulary and spelling generalizations on the back.
- Cards match the Sound/Symbol Organization Chart in the Linguistics Guide.
NEW! LINGUISTICS READING COLLECTION
• Over 240 reading selections.
• Each selection supports a specific phonics skill.
• The Linguistics Reading Collection includes narrative and informational text.

BLACK COPY MASTER
ITEM# 93000
CD-ROM
ITEM# 93000CD

LINGUISTICS STUDENT PRACTICE BOOK
FOR APPLICATION & TRANSFER
ITEM# 25269
• A consumable student practice book containing student sheets from the Linguistics Guide.

LINGUISTICS STUDENT PRACTICE SHEETS ON CD-ROM
ITEM# 25269CD
• A printable PDF file containing student practice sheets from the Linguistics Guide.
• Compatible with SMART Boards® and LCD projectors.

LINGUISTICS MASTERY TESTS
ITEM# 37375
• Black Copy Master tests cover Units 1-27 of the Linguistics Guide and can be used to measure student progress for grades 4-12.
• Tests contain a phonemic awareness screener, decoding assessment, encoding test, dictation test, fluency assessment, teacher keys, and grading charts.

WORD BUILDING FOLDERS
FOLDER WITH SPELL TABS POST-ITS® (set of 10)
ITEM# 26083
• A manipulative, word-building activity using 50 Post-it® Spell Tabs printed for each alphabet letter and 10 corresponding folders.
• Post-its® include the sentence frame, punctuation marks, and common suffix endings.
• The Spell Tabs Folder has the alphabet and common suffixes printed on one side for Post-it® display.
• The other side of the folder has lines for students to spell words and build sentences.
• Assists students with sound/symbol recognition, alphabetizing, visual symbol recognition, word spelling, and sentence building.
• A manipulative activity to support reading fluency development.
• Folders can be laminated and are nonconsumable.
SPELL TABS POST-IT® REFILL
ITEM# 25639
• A replacement set of 50 printed Post-its® for each alphabet letter.
• Includes replacement Post-its® for the sentence frame, punctuation marks, and common suffix endings.

2015 RED WORD CARD PACK
ITEM# 80040
• 160 cards with phonetically irregular words printed in red and marked with its corresponding unit of study.
• These cards complement the direct instruction in the Phonics Guides.

INTERMEDIATE/SECONDARY SPELLING GUIDE
ITEM# 25267
• Intermediate/Secondary Spelling Guide includes a spelling calculator that teaches them to spell by reasoning rather than guesswork.
• Students master spelling through grapheme origins, spelling generalizations, and grapheme frequency of use.
• Lessons in this guide are designed for the graphemes of the English language that have alternative spellings.
• Lessons include practical reading and spelling lists that can be adapted to individual and curriculum needs.
• Benefits of the spelling process are vocabulary development, dictionary skills, and an internal spelling calculator for independent word analysis.
• Guide contains reproducible student sheets pursuant to limited license/permission to copy.

INTERMEDIATE/SECONDARY SPELLING STUDENT PRACTICE SHEETS ON CD-ROM
ITEM# 25267CD
• A printable PDF file containing student practice sheets from the Intermediate/Secondary Spelling Guide.
• Compatible with SMART Boards® and LCD projectors.

AFFIX GUIDE
ITEM# 25278
• The Affix Guide provides teachers with text for direct, systematic, multisensory teaching of the common prefixes and suffixes of English language.
• Moves students into morphology of language necessary for higher level, independent decoding and encoding ability.
• Recommended for use after completing the Phonics Guides or Linguistics Guide.
• Guide contains reproducible student sheets pursuant to limited license/permission to copy.
AFFIX CARD PACK
ITEM#: 25317
- 50 color-coded cards displaying common prefixes and suffixes. (4 x 5 in.)
- Cards contain pronunciation, key meaning, spelling generalizations, and vocabulary.

ROOTS
ITEM#: 49223
- 26 full color cards displaying vocabulary words with derivational roots, along with definitions of common roots. (5.5 x 8.5 in.)
- Promotes word knowledge and comprehension for reading, speaking, and writing.

VOCABULARY DEVELOPMENT ROOT CARDS
ITEM#: 45613
- 333 full color cards displaying 307 words using 26 practical roots. (2 x 3 in.)
- Expand word knowledge and comprehension.
- Designed for easy student handling.

CURSIVE HANDWRITING
WRITING THE ALPHABET CURSIVE HANDWRITING PACKET (set of 5)
ITEM#: 48345
- Packet contains items that teach students the relationship between manuscript and cursive letter formations.
- A manuscript image is seen under the cursive letter which increases recognition of letter and stroke differences and builds fluency.
- The handwriting process teaches letter formation and directionality through visual, auditory, kinesthetic, and tactile techniques.
- Includes transparent Self-Correction Overlays.
- Black Copy Master practice sheets can be reproduced pursuant to limited license/permission to copy.

- Writing the Alphabet Cursive Books (5)
- Teacher’s Guide
- Self-Correction Overlays
- Practice Sheet Black Master
- Writing the Numbers Black Master

WRITING THE ALPHABET CURSIVE BOOK
- The Writing the Alphabet Cursive Books are used to introduce each of the letters of the alphabet.
- Each page contains an uppercase and lowercase letter placed on a lined writing paper representation with a dashed midline.
- There is a starting dot and arrows for directionality.

INDIVIDUAL
ITEM#: 48340
SET OF 10
ITEM#: 48350

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CURSIVE SELF-CORRECTION OVERLAYS (5 sets of 2)
ITEM# 48355
• Transparent overlays provide a tool to self-correct letter formation.

CURSIVE HANDWRITING CD-ROM
ITEM# 48360CD
• A printable PDF file containing each student practice sheet.
• Compatible with SMART Boards® and LCD projectors.

CLASSROOM DISPLAY MATERIALS

CUTTING PATTERNS POSTER
ITEM# 25632
• Laminated full-color poster. (18 x 24 in.)
• Illustrates the 5 cutting patterns for dividing words into syllables.

SEVEN SYLLABLE TYPES POSTER
ITEM# 25633
• Laminated full-color poster. (18 x 24 in.)
• Defines the 7 syllable types: closed, open, r control, magic final e, [-cle], diphthong, and vowel team.

SPELLING CALCULATOR POSTER
ITEM# 41191
• Laminated Sound/Symbol Organization Chart with spelling generalizations. (18 x 24 in.)
• Graphemes are sequenced from most frequent use to least frequent use.
LINGUISTICS READING COLLECTION FEATURES

- Each reading selection focuses on a specific phonics skill.

- The reading selections are formatted as multi-paragraph text with polysyllabic vocabulary and complex sentence structure.

- Text includes narrative and informational reading selections.
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FORTS

A fort is a strong place. It is a place that no one can enter unless that person has permission. It is a place where troops stay to defend the land and protect the people around it.

When you were in kindergarten, you put blankets over the table so that no one could see where you were hiding. There you had a secret meeting with a friend, or you pretended to be protecting your family. You called this place a fort.

With hammer and nails, you put together a pile of scrap lumber your dad had in the basement. You made a room big enough for you and your friends to play, to have meetings, and play games. It was a hideout! It was a strong place. No one could enter unless that person had permission. You called that hideout a fort.

In winter, you used huge balls or blocks of snow to make a room, or you dug a hole in a large snowbank. You and your friends could have meetings there or play games. It was a strong place, and no one could enter unless that person had permission. You called that room in the snow a snow fort!

Our country has many famous forts. One of those forts is Fort Sumter. Fort Sumter is a very old fort constructed during the early 1800’s. It is a strong place on an island in the harbor of Charleston, South Carolina. It is the place where the Civil War began. That was the war between the North and the South. If you visit Fort Sumter today, you will see parts of the old fort.

(continued on next page)
and some of the guns, but you will not see any soldiers. It is a reminder of long ago.

Fort Snelling in Minnesota is also a reminder of long ago. It was the first fort on the Mississippi River in that state. It was established in the 1820’s to protect settlers as they moved west, and as a post for trading with the Indians. Today you can visit the fort, and in the summer you will see people dressed as they were in the early days. They could be making soap, cooking, baking, blacksmithing, or taking care of the store.

Fort Robinson, Nebraska is now a State Park. Parts of the old fort still remain, and in the summer, chuck wagon suppers and other programs are held so that people can experience life as it was in the early days of that fort. You could even sample food like the food eaten then.

During those years long ago, hardtack and coffee were sometimes all the soldiers had to eat. The hardtack, made from flour and water, was hard and kept for years. It would keep for fifteen years, or longer, if a place could be found to put it for that long. If you would like to make some hardtack and keep it for a long time, you will find a recipe at the end of this article. Happy cooking!

Today, as you look at a map of Canada and the United States, you will see many cities with Fort in their name. That is because, at one time, there was a fort in or near that city. Perhaps, today it is only a place for tourists to visit, but once, it was a strong place. It was a place that protected the land and the people around it.
In Ontario, Canada there are Fort Erie and Fort Frances. In the United States there are Fort Wayne, Indiana; Fort Meyers, Florida; Fort Knox, Kentucky; Fort Collins, Colorado; Fort Dodge, Kansas; Fort Atkinson, Wisconsin; Fort Lauderdale, Florida; Fort Bridger, Wyoming; and Fort Worth, Texas.

Today, army men and women can get their training at forts. They could be at Fort Benning, Georgia; Fort Lewis, Washington; Fort Slocum, New York; Fort Sill, Oklahoma; Fort Lee, Virginia; Fort McCoy, Wisconsin; or Fort Ripley, Minnesota.

Whether it is old or new, a fort is a strong place built to protect life and property.
**Hardtack**

Mix and knead on a floured board:

4 cups flour, 6 pinches salt, and 2 cups water

Roll to 1/2 inch thick.

Place on a 12 x 18 inch well greased baking pan.

Cut into 3 inch squares, and with a toothpick, prick each square 12 to 16 times.

Bake at 425 degrees for 30-40 minutes.

Turn hardtack over.

Bake at 200 degrees for 2 hours more.

Store in a dry place.

To eat, dunk in coffee, tea, or milk until soft.

Enjoy!
THE SLY FOX

A fox sat on a riverbank. “I would like fresh fish for dinner,” he said. Suddenly, a log with two gulls on it floated past the fox. “Why are you on that log?” asked the fox.

“We are fishing,” said the gulls.
“Will you take me with you?” asked the fox.
“Jump on,” said the gulls. As the fox began to jump, the log started to roll. The gulls began to fly, and the fox fell into the river.

The fox swam and swam, but he got farther from shore. “I am lost!” he cried. “Where am I? I will never get back to land!”

He came to a wide part of the river. It was like a big lake. There were six large carp in the river. “Where is the shore?” he asked the carp.

“Go north,” said the carp.
“North?” asked the fox as he began to swim to the north.

When he got to the shore, the fox sat on a stone to dry. It was partly sunny, so it did not take long to dry his fur.

After he was rested, the fox wandered into the marshland that was by the river. There he met an otter family. “I am lost,” moaned the fox. “What can I do?” he began to cry.

“Did you get hurt?” asked the biggest otter.
“No, I am just hungry,” replied the fox. “I am lost, and I cannot get to my den.”

(continued on next page)
The otters felt sorry for the fox. Otters are good at fishing, so the otter family got fish for the fox. The carp felt sorry for the fox, too. When they would spy a fish, they would yell for the otters. The otters would come quickly and grab the fish for the fox. The gulls flew over again and would spot fish from the sky. They would dive to make their catch and give it to the poor, hungry fox.

“Well,” mused the fox to himself. “This is the very best thing that could have happened to me! I can sit and cry. The gulls and otters will bring me fish. I will not be hungry then!”

So, the fox began to cry and cry. The gulls, carp, and otters found fish, and the fox got fat! What a sly fox!
IS IT A RABBIT OR A HARE?

Rabbits are small animals that run fast and have long ears, but not all animals which we call rabbits are really rabbits. Some may be hares. A Belgian hare is really a rabbit, and a jackrabbit is really a hare. What makes a rabbit a rabbit and a hare a hare?

A hare has long ears and is one of the fastest of the small animals. It uses speed to escape from danger and protects itself against enemies.

Hares are seventeen to twenty-five inches long. They have short bushy tails that turn up so the white underside can be seen as they leap from place to place. When their ears are erect, they reveal black markings. A hare squatting on the ground often looks so much like it’s surroundings that it is very difficult to see.

A hare has a split upper lip and a nose that always seems to quiver. Its long, powerful hind legs can move with great leaps and bounds, and when a hare turns to fight, it is able to strike hard blows with its back feet. The front feet have five toes, but the back have only four, and hair on the soles of their feet protect hares from cold.

Hares eat only vegetable matter, and are very fond of cabbage, grain, and the bark of trees. They can do a great deal of damage to grain fields, vegetable gardens, and trees. They feed at night and return to their hollows at dawn.

Hares have two or three broods each year. The young are born with their eyes open and are covered with short hair. Baby hares have hair!

(continued on next page)
Rabbits are smaller than hares and usually have shorter legs and ears. The young are born in burrows which the parents dig themselves, but the unused burrow of a woodchuck, or a groundhog is just as suitable. Newborn rabbits are blind and naked.

One kind of wild rabbit is the cottontail. It gets its name from the fluffy, white underside of its tail which can be seen as it hops or scrambles away. Cottontails weigh from two to three pounds and like to stay in thickets or dense grass to hide from their enemies. They can be seen in the daytime but come out at night to get food. They rely on speed and a keen sense of hearing to escape.

A wild rabbit’s fur is soft, fine, and usually brown. Some wild rabbits have white fur in the winter to match the color of the snow and provide protection from predators. They can swim if they must, and some dive into the water so often, they seem to enjoy swimming. Theses rabbits can be pests by eating vegetables, grains, and hay. They sometimes kill trees by eating the bark.

Domestic rabbits make good pets. They will eat things such as grains, cabbage, lettuce, carrots, and turnips. They must have plenty of fresh water and a hutch to live in which is carefully cleaned each day.

The word rabbit is used when objects or actions resemble a rabbit. ‘Rabbit food’ is small food such as radishes, carrots, and lettuce. A person who is a ‘scared rabbit’ is afraid. To ‘run like a jackrabbit’ is to run very fast. A ‘jackrabbit start’ is a quick start. Why isn’t the word hare used when actions or objects resemble a hare? Perhaps it is because most people think hares and rabbits are the same!
GO FLY A KITE!

There is something wonderful about flying a kite on a windy day in spring. A kite looks like a flying bird—just a speck in the blue sky.

Kites are made of bamboo, pine, or other light wood. A wood frame is covered with paper, and a fine string is attached.

One kind of kite is a flat kite that has two sticks covered with paper and a tail of string and fabric. Box kites are two boxes put together with sticks. The box could have three or four sides. Box kites do not have a tail.

The very first kites may have been made in China, and many are made there today. Chinese kites look like animals, butterflies, fish, frogs, or dragons. In China a kite means good luck.

The biggest Chinese kite is a dragon kite. It is really many kites put together and takes five or six men to get it into the air.

The biggest kite in the world was flown in Japan and took more than fifty men to get it afloat. The kite that flew the highest was seven miles above the ground.

Today, kites are used as toys, but many years ago they were used in other ways. Benjamin Franklin used a kite to prove that lightning is electricity. Kites have been used in wars to tell the enemy to surrender. They have been used to find out how cold the air was above earth. The navy has used them for target practice. Some people thought that these were silly things to do. That is why when someone says, “Oh, go fly a kite!”, that person thinks that what you have said is nonsense or foolish.
THE SHIP OF THE DESERT

It is mean! It is grumpy! It is a grouch! It looks stuck together! Called “the ship of the desert,” a camel is the ugliest, yet the most efficient and useful of all animals.

A camel looks like it is made from left-overs. It has four big, flat feet and four legs with wobbly knees. It has a shaggy, moth-eaten coat on a body the size of one-and-a-half cows. Its back end has a limp, rope-like tail with a frayed end. At the end of its long, curved neck is a bony head with stiff ears and big, yellow front teeth. It is topped off with warm brown eyes and long, handsome eyelashes. But who could love a camel with its sad expression?

A camel is a complainer! When it is told to kneel to be loaded, it kicks, moans, and bellows. Finally, it lops down, but continues to complain! It mutters, grumbles, spits, and tries to bite the handler. It is impatient and just plain obnoxious!

Camels have flat feet that do not sink into the desert sand when they carry loads up to one thousand pounds! They eat plants that other animals would not touch and think they are delicious. Their teeth can chew almost anything, and nothing seems to give a camel indigestion! Camels can go without water for two weeks. They can even drink saltwater.

Some stories say that camels can store water in their humps, but that is not true. Camels store fat in their humps and use that fat when food is scarce. During times of starvation, a camel’s hump nearly disappears.

(continued on next page)
Camels drink huge amounts of water, but they do not lose it through evaporation like other animals. Their body temperature can rise 11 degrees with no harm to the animal. Camels retain most of their water without sweating it out.

Camels have three eyelids over each eye. Two lids have long lashes that keep out blowing sand, and third eyelid wipes off any dust that may get into the eye. They have slit-like nostrils that can close up to keep out sand.

Camels may look stuck together, but they are custom-made for surviving in the desert.
Spelling Guide

Authors:
Victoria E. Greene
Mary Lee Enfield, Ph.D.
Unit 6
R Controlled Vowels
Students recite sound-symbol relationship for the r controlled vowels.

The lessons in the guide are only the graphemes that have alternative spellings.

GUIDED PRACTICE:
1. Students point to each symbol in the R Control compartment to the right.
2. Students say sound followed by letter name.
3. Kinesthetic Tactile Processing—
   A. Trace Over symbol in the R Control compartment
   B. Skywriting *
   C. Memory Box *
   D. Paper Pencil
* See Phonics VAKT Videotape for demonstration
LESSON 1
SPELLING FOR / əɹ / 

Concept: There is one spelling/grapheme for the phoneme / əɹ /.

<table>
<thead>
<tr>
<th>ar</th>
<th>Position:</th>
<th>Lesson 1A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>usually comes in the middle of a word</td>
<td></td>
</tr>
</tbody>
</table>
R. Controlled Vowels

LESSON 1A

ar / ər /

PRACTICAL READING LIST

The practical reading list is too extensive to include all words.

- sparse
- marble
- particle
- marquee
- partial
- particular
- parsley
- harbor
- architect
- Arctic
- arch
- partridge
- army
- argue
- dark
- barbecue
- dart
- argument
- barber
- garden
- bargain
- carcass
- bark
- jargon
- garbage
- barnacle
- carbohydrate
- cardiac
- carbon
- garment
- harmless
- cardinal
- carburetor
- cardigan
- harmful
- marmalade
- harmony
- farther
- marvelous
- harvest
- march
- margin
- market
- partner
- sarcastic
- sharp
- shark
- scarlet
- sparkle
- target
- startle
LESSON 1A
ar / ãr /

PRACTICAL SPELLING LIST
The practical spelling list is too extensive to include all words.

march  dark  arch i tect
Ar tic  dart  mar ket
ar my  ar gue  star tle
gar den  tar get  ar gu ment
far ther  gar bag  bar be cue
mar ble  bar ber  part ner
harm less  bar gain  par tic u la r
spars e  bark  harm ful
har mo ny  har vest  sar cas tic
har bor  shar p  car bo hy drate
mar gin  shar k  mar vel ous
spar kle  

Spelling Guide 6-5
R Controlled Vowels

LESSON 1A
/ər/

SENTENCE DICTATION

1. My friend’s father, Mr. Smith, was the architect that designed our new high school.

2. Jaws, a story about a killer shark, became a successful movie.

3. Strong bleaches are harmful to some clothes.

4. The children biked to the market.

5. In our neighborhood the garbage is picked up on Tuesdays.

6. The umpire’s decision caused an argument.

7. Having to drive twenty miles farther for cheaper gas is no bargain.

8. Our class barbecue was interrupted by a thunderstorm.
LESSON 2
SPELLINGS FOR / ər /

Concept: There are eight spellings/graphemes for the phoneme / ər /.

<table>
<thead>
<tr>
<th>Spellings</th>
<th>Position</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ear</strong></td>
<td>usually found in the middle of a word</td>
<td>Lesson 2A</td>
</tr>
<tr>
<td><strong>wor</strong></td>
<td>usually comes at the beginning of a word</td>
<td>Lesson 2B</td>
</tr>
<tr>
<td><strong>our</strong></td>
<td>usually found in the middle of a word</td>
<td>Lesson 2C</td>
</tr>
<tr>
<td><strong>–ar</strong></td>
<td>usually found at the end of a word</td>
<td>Lesson 2D</td>
</tr>
<tr>
<td><strong>–or</strong></td>
<td>usually found at the end of a word</td>
<td>Lesson 2E</td>
</tr>
<tr>
<td><strong>ir</strong></td>
<td>no teaching lesson given for ir</td>
<td></td>
</tr>
<tr>
<td><strong>ur</strong></td>
<td>no teaching lesson given for ur</td>
<td></td>
</tr>
<tr>
<td><strong>er</strong></td>
<td>no teaching lesson given for er</td>
<td></td>
</tr>
</tbody>
</table>
LESSON 2A

R. Controlled Vowels

ear / ər /

PRACTICAL READING LIST

The practical reading list is too extensive to include all words.

early  learn  Earl
yearn  pearl  earnest
everth  ear  search
rehearse  heard  rehearsal
hearse
LESSON 2A

ear / ər /

PRACTICAL SPELLING LIST
The practical spelling list is too extensive to include all words.

ear ly  earn  search
earnest  earth  re hearse
pearl  learn  re hears al
heard
R Controlled Vowels

LESSON 2A

\text{ear} / \text{er} /

SENTENCE DICTATION

1. I \text{overheard} that Tuesday's \text{rehearsal} has been cancelled.

2. Divers plunge forty or fifty feet into ocean waters in \text{search} of oyster \text{pearls}.

3. Our \text{earth} is a planet that orbits the sun.

4. Because of bad weather, the air \text{search} had to be delayed.
LESSON 2B

wor / wɜːr /

PRACTICAL READING LIST
The practical reading list is too extensive to include all words.

work    word    worthwhile
worth    worm    worst
worthy  world    worship
workable worry    workmanship
LESSON 2B
R Controlled Vowels
word / ġ wer /

PRACTICAL SPELLING LIST
The practical spelling list is too extensive to include all words.

Position:
wor usually comes at the beginning of words
word worry world
worth work worst
worm worth while
LESSON 2B

\[\text{wor} / \text{wer} /\]

**SENTENCE DICTATION**

1. Taking time to dig **worms** really made the fishing trip **worthwhile**.

2. That pop machine has never **worked** well!

3. Where in the **world** did you pick up that stray dog?

4. Those two tell the **worst** jokes I’ve ever heard!
LESSON 2C

our / ër /

PRACTICAL READING LIST

The practical reading list is too extensive to include all words.

discourage  courtesy  tournament
courteous  journal  tourniquet
nourish  courage  encouragement
journey  adjourn  flourish
LESSON 2C  

**PRACTICAL SPELLING LIST**

The practical spelling list is too extensive to include all words.

- cour te ous
- cour té sy
- jour ney
- nour ish
- tour ná ment
- jour nál
- dis cour age
- cour age
R Controlled Vowels

LESSON 2C

[our] / ər /

**SENTENCE DICTATION**

1. Each year the basketball tournament draws a huge crowd.

2. The English class required each student to keep a daily journal.

3. Courteous people usually have many friends.

4. The Tournament of Roses Parade takes place on New Year’s Day.

5. I felt encouraged when I discovered I had made so few errors.

6. The journey required more courage than strength.
LESSON 2D
–ar / ēr /

PRACTICAL READING LIST

The practical reading list is too extensive to include all words.

collar          scholar          hangar
calendar        angular         mortar
altar           spectacular     secular
molecular       polar           pillar
beggar          binocular       liar
capsular        circular        cedar
popular         nectar           wizard
ocular          modular         blizzard
lunar           particular

dollar          molar
R Controlled Vowels

LESSON 2D
–ar / ēr /

PRACTICAL SPELLING LIST

The practical spelling list is too extensive to include all words.

col lar  lu nar  li ar
cal en dar  dol lar  ce dar
beg gar  schol ar  bliz zard
pop u lar  po lar
par ti cu lar  nec tar
LESSON 2D
–ar / ēr /

SENTENCE DICTATION

1. A scholar is one who is never defeated by mistakes.

2. Taffy, my naughty French Poodle, chewed the collar of my favorite sweater to shreds.

3. The exam schedule is recorded on your school calendar.

4. The Polar Express is a popular children’s fantasy story.

5. Lunar landing modules are used on the moon.

6. The teacher is particular about student penmanship.

7. Hummingbirds seek nectar from brightly colored flowers.
Linguistics
Unit Mastery Tests
UNITS 1 – 27

Authors:
Victoria E. Greene
Mary Lee Enfield, Ph. D.

#37375
Linguistics Tests

Several assessments are provided to measure progress in the Linguistics program. They include:

1. Phonemic Awareness Screener
2. Word Decoding
3. Word Encoding
4. Sentence Dictation
5. Informal Fluency Assessment
6. Unit Tests

Directions for each are provided below. Progress can be monitored using the charts provided.

1. PHONEMIC AWARENESS SCREENER

Purpose
The Project Read Phonemic Awareness Screener should be administered to all students prior to beginning the program. The ability for students to isolate, manipulate, and sequence sounds is critical to decoding, encoding, and error correction. This screening tool will provide baseline data on phonemic awareness ability. This test should also be administered upon completion of the Linguistics Program.

Administration
The test is given individually and takes approximately 5 minutes to administer. The teacher reads the test item and records the student response on the answer key. A total of 25 items are on the assessment.

Scoring
The teacher records the raw score at the bottom of the answer key. Students who miss more than one item in any subtest may require direct instruction in phonemic awareness.

2. DECODING ASSESSMENT

Purpose
The Project Read Decoding Test assesses the older student's ability to decode words in isolation. Word automaticity is essential for fluent reading. The test will provide the teacher with diagnostic information on basic phoneme/grapheme patterns in the language.

Administration
The test is given individually and takes approximately ten minutes. Students read from a set of twenty words while the instructor records word errors on a separate page. Students are allowed twenty seconds to orally read each list. If a student cannot decode a set of twenty words within twenty seconds, the remaining words in the list are counted as incorrect. Students begin at item one and continue until four consecutive errors are made. Students also read from the list of phonetically irregular words. The student begins with the first phonetically irregular word and continues until four consecutive errors are made.
**Scoring**
The teacher records the total combined number of correct words on the decoding word list and the phonetically irregular word list.

**3. ENCODING TEST**

**Purpose**
The Project Read Encoding Test evaluates ability to spell the most common grapheme patterns found in single syllable and multisyllabic vocabulary.

**Administration and Scoring**
The test may be given individually or in a group. The instructor reads the word, uses it in a sentence, and repeats the word as students write it on a sheet of paper. The teacher continues the testing until four consecutive errors are made. The score is equal to total number correct.

**4. DICTATION TEST**

**Purpose**
The Dictation Test assesses spelling performance for words in context through dictation.

**Administration**
The instructor dictates a series of sentences. The sentences may be repeated several times. The students write the sentences and include appropriate capitalization and punctuation.

**Scoring**
The instructor scores the sentence dictation for spelling, punctuation, and capitalization. The placement point for dictation is the sentence in which one or zero errors are made.

**5. INFORMAL FLUENCY ASSESSMENT**

**Purpose**
The Informal Fluency Assessment is designed to assess ability to decode grade appropriate material.

**Administration and Scoring**
The instructor selects a passage at the student’s current grade level from a core textbook. The student reads for one minute as the instructor records any word errors on a separate sheet of paper. The instructor records the number of words read correctly in one minute. This Informal Fluency Assessment should be repeated at the end of the program using the same grade level textbook. This will provide diagnostic information on how well the student is decoding using uncontrolled, grade-level materials.
6. UNIT TESTS

Purpose
The Unit Tests monitor student mastery of the concepts taught in each chapter. The tests have a varied format to give students practice in applying their skills to various types of test questions which are found on many state standardized instruments and classroom assessments.

Administration and Scoring
Each Unit Test provides teacher and student directions and is worth twenty points. Students should achieve at least 16 points or 80% mastery before moving to the next unit in the program. Student progress can be monitored on the Unit Test Tracking Chart provided.

Short fluency checks are periodically provided to evaluate decoding improvement in connected text. Have the student read the stories aloud and record the number of words read in one minute. The student should be encouraged to finish the passage, even if he or she exceeds one minute. The teacher should transcribe student errors on the key provided for an informal miscue analysis.

Below, you will find the total word count and a measure of word and sentence complexity as determined by the Flesch-Kincaid Grade Equivalency formula.

*Note: Care should be taken in reporting the readability of the passages as they are controlled and contain only sound/symbol relationships taught up to the point of the passage. They are provided only as a means of evaluating improvement in the Linguistics program and are not intended to be compared to uncontrolled text.

<table>
<thead>
<tr>
<th>Fluency Check</th>
<th>Passage Title</th>
<th>Number of Words in Selection</th>
<th>Grade Equivalency*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 4</td>
<td>Jill’s Lab</td>
<td>149</td>
<td>0.4</td>
</tr>
<tr>
<td>Unit 13</td>
<td>The Fishing Trip</td>
<td>150</td>
<td>0.8</td>
</tr>
<tr>
<td>Unit 14</td>
<td>The Legend</td>
<td>206</td>
<td>3.3</td>
</tr>
<tr>
<td>Unit 19</td>
<td>The Riddle of the Sphinx</td>
<td>238</td>
<td>5.0</td>
</tr>
<tr>
<td>Unit 24</td>
<td>The Stonecutter</td>
<td>511</td>
<td>9.0</td>
</tr>
</tbody>
</table>

Placement
Note: The first four units teach foundation skills. Begin students in Unit 1 to ensure that they understand and demonstrate these skills at an automatic level. If students are proficient in the foundation skills, teachers may elect to begin instruction in the unit that corresponds to the student’s lowest subtest score.
Linguistics Phonemic Awareness Screener

Administer all items of this test.

IDENTIFYING SYLLABLES
How many syllables do you hear in radish? ________ 2
How many syllables do you hear in drift? ________ 1
How many syllables do you hear in conversation? ________ 4
How many syllables do you hear in harmony? ________ 3

INDIVIDUAL SOUND IDENTIFICATION
What is the last sound you hear in plunge? ________ / j /
What is the middle sound you hear in game? ________ / ə /
What is the first sound you hear in sketch? ________ / s /
What is the middle sound you hear in shook? ________ / ŋ /

RHYMING
Tell me if the following pairs of words rhyme.

- sparrow – narrow ________ yes
- risk – rips ________ no
- pound – pout ________ no
- queen – sardine ________ yes

Tell me a word that rhymes with club. ________
Tell me a word that rhymes with frog. ________
Tell me a word that rhymes with snack. ________
Tell me a word that rhymes with chew. ________

BLENDING
What word is created when you put the following sounds together?

- / t / / ɒ / / k / ________ took
- / p / / ʰ / / n / / t / ________ pant
- / b / / ʰ / / sh / ________ bash
- / f / / l / / i / / p / ________ flip

SEGMENTATION
<table>
<thead>
<tr>
<th>Set 1</th>
<th>Jab</th>
<th>Zap</th>
<th>Yarn</th>
<th>Cad</th>
<th>Flap</th>
<th>Sprang</th>
<th>Scrap</th>
<th>Ramp</th>
<th>Raft</th>
<th>Blast</th>
<th>Scalp</th>
<th>Grant</th>
<th>Knock</th>
<th>Snack</th>
<th>Disrupt</th>
<th>Perfect</th>
<th>Grumpy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set 2</td>
<td>Twin</td>
<td>Silt</td>
<td>Cliff</td>
<td>Script</td>
<td>Classic</td>
<td>Cand</td>
<td>Rabbit</td>
<td>Throb</td>
<td>Whim</td>
<td>Across</td>
<td>Cost</td>
<td>Glob</td>
<td>Friend</td>
<td>Object</td>
<td>Sample</td>
<td>Quiet</td>
<td>Secret</td>
</tr>
<tr>
<td>Set 3</td>
<td>Pretend</td>
<td>Spoken</td>
<td>Hero</td>
<td>Define</td>
<td>Trap</td>
<td>Posh</td>
<td>Throat</td>
<td>Landscape</td>
<td>Constant</td>
<td>Exclaim</td>
<td>Coax</td>
<td>Shallow</td>
<td>Shiny</td>
<td>Quiet</td>
<td>Title</td>
<td>Memory</td>
<td>Squeak</td>
</tr>
<tr>
<td>Set 4</td>
<td>Urgency</td>
<td>Giganatic</td>
<td>Photographic</td>
<td>Cylinder</td>
<td>Rejoice</td>
<td>Yawning</td>
<td>Mild</td>
<td>Avenue</td>
<td>Worthwhile</td>
<td>Of</td>
<td>Worthwhile</td>
<td>Worthwhile</td>
<td>Of</td>
<td>Worthwhile</td>
<td>Worthwhile</td>
<td>Of</td>
<td>Worthwhile</td>
</tr>
<tr>
<td>Set 5</td>
<td>They</td>
<td>Put</td>
<td>Your</td>
<td>Would</td>
<td>What</td>
<td>Have</td>
<td>Said</td>
<td>Were</td>
<td>Any</td>
<td>Where</td>
<td>You</td>
<td>Naughty</td>
<td>Squall</td>
<td>Two</td>
<td>Come</td>
<td>Come</td>
<td>Come</td>
</tr>
</tbody>
</table>

**Phonetically Irregular:**
- Jab
- Twin
- Pretend
- Urgency
- They
- Posh
- Throat
- Shiny
- Shiny
- Narrow
- Squall
- Two
- Come
- Come
- Many
- Other
- Are
STUDENT TEST

Name ___________________________________________ Date __________________

UNIT 4: SHORT VOWEL I

Write the diacritical mark that represents the short sound of /ɪ/ in this list of words.

1. pie
2. rig
3. brain
4. l

Choose the word that fits in the blank.

5. Will Dad pass the big ________?
   a. him
   b. hill
   c. hip
   d. hit

8. The dog ________ in Tom’s pack.
   a. fins
   b. lifts
   c. skins
   d. digs

6. The ________ is in the grass.
   a. grin
   b. silk
   c. stick
   d. risk

9. The ________ spill milk.
   a. hint
   b. twins
   c. spin
   d. grips

7. Bill can ________.
   a. swim
   b. grim
   c. twin
   d. kilt

10. ________ naps in the van.
    a. Kick
    b. Skin
    c. Kiss
    d. Kim

11. Listen carefully to the following sentence and write it on the lines provided.

____________________________________________________________________
____________________________________________________________________
FLUENCY CHECK

JILL’S LAB

Jill has a big black lab. It has vim. It yips and yaps. The lab nips at Jill’s pal, Tim. It sniffs and digs in Tim’s pack. It rips the bills and licks his snacks. Tim is mad at the lab and jams the bill scraps back in his pack. Jill sits the lab in his van. It will nap.

A bad man is at Jill’s van. The man has a plan. It is a big risk. The man hits the glass and cracks it. In a snap, the man grabs Tim’s pack. The lab yaps and yips at him. The lab nips at the man and rips his tan slacks. The bad man gasps and sprints in the grass.

Jill is glad the lab yips and yaps. Tim is glad that Jill’s lab nips and rips packs. The pals pat the lab as it naps in the van.
UNIT 8: SHORT VOWEL O

Choose the word that fits both blanks.

1. The dog’s ________ is black.
   Did you ________ the twins?
   a. mop
   b. frog
   c. glob
   d. spot

2. The ________ has grass.
   The film’s ________ is long?
   a. lock
   b. plot
   c. soft
   d. smog

3. Bill has a big, black ________.
   Sal will jog up the ________.
   a. block
   b. glob
   c. stop
   d. cost

4. Tom will ________ Al.
   The sock is in the ________.
   a. rob
   b. mob
   c. box
   d. cot

5. A rabbit hops to the ________ of the hill.
   John can spin his ________.
   a. top
   b. mop
   c. ox
   d. log

6. Jack is ________.
   The smell is ________.
   a. blond
   b. hot
   c. strong
   d. a lot

7. A fat frog sits on a long branch.
   A B C D  No mistakes

8. Don spots the frog and grabs it.
   A B C D  No mistakes

9. The slick frog slips from Don’s grip.
   A B C D  No mistakes

10. It hops in the pond and swims off.
    A B C D  No mistakes

11. Listen carefully to the following sentence and write it on the lines provided.

__________________________________________
UNIT 16: -CLE SYLLABLE

1-9. Write the correct r control vowels (ar, er, ir, or, ur) in the blanks to complete the words.

In the m____ning I sit on my porch swing and listen to Mother
Nature’s music. The g____den fills with the ch____ps of many b____ds.
I am most fond of the mocker’s songs. Mockingbirds mimic the chatter of
oth____ living things. They sing hundreds of diff____ent songs. One clever
mocker even mimics my al____m clock! As I depart, I long to ret____n to
this backy____d haven.

10. Listen carefully to the following sentence and write it on the lines provided.

________________________________________________________________________

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### AFFIX GUIDE

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<tr>
<th>Grade</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>RF:4.3; L:4.4b</td>
<td>RF:5.3; L:5.4b</td>
<td>L:6.4b</td>
<td>L:7.4b</td>
<td>L:8.4b</td>
</tr>
</tbody>
</table>

### SPELLING GUIDE

<table>
<thead>
<tr>
<th>Grade</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>RF:4.3; W:4.5; L:4.2d</td>
<td>RF:5.3; W:5.5; L:5.2e</td>
<td>W:6.5; L:6.2b</td>
<td>W:7.5; L:7.2b</td>
<td>W:8.5; L:8.2c</td>
</tr>
</tbody>
</table>
Around the Nation, Schools Report Student Success.

The Proof is in the Classroom

- Original Research Study (Dissertation)
- Florida Center for Reading Research Report on Project Read
  projectread.com/images/ProjectReadFINAL.pdf
- Boston, MA
  Boston Renaissance Charter Public School
- Williamstown, MA
  St. Stanislaus Kostka School
- Rock Hill, SC
  Mt. Holly Elementary School
- Marshalltown, IA
  Marshalltown Community School District
- South Kingstown, RI
  Wakefield Elementary School
Research-Driven Language Arts Curriculum

The Project Read® program is based on a research-driven language arts curriculum in line with the National Reading Panel’s five essential components of effective reading instruction. Designed in 1973 by Dr. Mary Lee Enfield and Victoria Greene, Project Read® materials honor diverse learning profiles and provide curricula with lessons built on direct concept teaching, multisensory strategies, systematic instruction, and higher-level thinking skills. Project Read® curricula and instruction create a captivating, respectful, and dignified environment for teachers and students alike.

Created for the K-12 classroom, ESL students, special education, chapter one programs, and adolescents or adults with reading problems, Project Read® materials are appropriate for a variety of students and teachers.

Original Research Study (Dissertation) ITEM# 25519

A University of Minnesota doctoral dissertation by Mary Lee Enfield, Ph.D. This dissertation contains a comprehensive description of the basis for Project Read® materials and teaching strategies. The original controlled pilot study and the three-year major study document the effectiveness of Project Read® teaching materials as an alternative approach to teaching reading to students with language learning difficulties.

The Florida Center for Reading Research Reports:

“How is the Project Read program aligned with current reading research?”

Project Read curriculum integrates the five critical components of reading instruction—phonemic awareness, phonics, fluency, vocabulary and comprehension — along with the dimensions of spelling, writing, oral language, and listening comprehension within each lesson. An important component of instruction that is beneficial is the cumulative nature of the scaffolded practice embedded in the program. Each instructional routine consistently begins with a review of previously taught skills, and continues with teacher modeling of a new skill or strategy, guided practice and student practice, and includes frequent progress monitoring checks to affirm mastery.

See the full Florida Center for Reading Research report on Project Read® at: projectread.com/images/ProjectReadFINAL.pdf
Boston Renaissance Charter Public School

Implementation of Project Read Program 2003 - 2010

BACKGROUND INFORMATION

Boston Renaissance Charter Public School is a large urban school in the city of Boston with a high-poverty, 99% minority population. 79% receive free or reduced lunch and the majority of students are African-American. With over 1,000 students in K-6, it is one of the largest elementary charter schools in the nation.

The school is required by the state to monitor student progress with a consistent benchmarking system which demonstrated rising test scores.

ACHIEVEMENT SUCCESS

• Instruction with Project Read® Phonics resulted in immediate behavioral management success in many classrooms by helping to create a climate with focused and engaged students.

• Significant gains were measured in fluency, vocabulary, and comprehension.

• Teachers enjoyed teaching the curriculum, and noticed students mastering skills that they had previously been unable to achieve.

• The Project Read curriculum is an integral part of regular classroom instruction and is a highly successful RTI model as well.

Massachusetts Comprehensive Assessment (MCAS)
English Language Arts

Grade 3 Composite Performance Index (CPI)

Percent of Third Grade Students in Proficiency Categories
St. Stanislaus Kostka School (St. Stans) has an enrollment of 144 students ranging from pre-K through 8th grade. Each grade is made up of one class, with class sizes ranging from 10-20 students. Beginning in the 2008-2009 academic year, St. Stans adopted a scientifically-based core reading program that addressed the five components of literacy as identified by the National Reading Panel.

Using leveled and decodable readers as well as weekly leveled selections, students frequently interacted with text to learn and practice phonics, fluency, vocabulary, and comprehension skills. In addition to the core reading program, teachers were trained in, and had access to Project Read® materials. Teachers were expected to incorporate Project Read direct instruction and multisensory strategies.

In an effort to determine student response to reading instruction and the value added of tiered RTI supportive reading instruction, the Group Reading Assessment of Diagnostic Evaluation (GRADE), a developmentally-based, group-administered assessment of reading, was given during the fall and spring of the 2008-2009 and 2009-2010 academic years.

Analysis of the data indicates that the combination of core and supportive literacy instruction was strongly associated with statistically significant gains throughout the school year in the areas of phonics, fluency, vocabulary, and comprehension. Significant gains across all grade levels, suggesting that the literacy program was appropriately administered in accordance with the changing developmental needs of students.

### GRADE Total Test Scores 2008-09

<table>
<thead>
<tr>
<th>Grade</th>
<th>Fall 2008</th>
<th>Spring 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>62.62</td>
<td>41.18</td>
</tr>
<tr>
<td>1st Grade</td>
<td>83.27</td>
<td>88.15</td>
</tr>
<tr>
<td>2nd Grade</td>
<td>48.70</td>
<td>50.92</td>
</tr>
<tr>
<td>3rd Grade</td>
<td>81.77</td>
<td>76.94</td>
</tr>
<tr>
<td>4th Grade</td>
<td>95.09</td>
<td>95.77</td>
</tr>
<tr>
<td>5th Grade</td>
<td>62.45</td>
<td>63.58</td>
</tr>
<tr>
<td>6th Grade</td>
<td>67.75</td>
<td></td>
</tr>
</tbody>
</table>
Mt. Holly Elementary School in Rock Hill, SC recently received an award for having the Highest Pass Rate on the state PASS test in the area of ELA for students with disabilities. Mrs. Diane Sligh, resource teacher from Mt. Holly, has used the entire Project Read® curriculum since the fall of 2008. Sligh attributes student success to Language Circle/Project Read programs.

TESTIMONIAL FOR PROJECT READ®
Resource Teacher: Diane Sligh

I implemented the Project Read curriculum for my students during 2008-2009 and continue to use all three Project Read strands. My students have made significant gains in both reading and writing. I would like to express my complete satisfaction and joy at finding this gem of a program. For the past 25 years, I have used several well-known reading and writing programs to teach my students. However, I have not found a program as effective as the Project Read curriculum. The Project Read program provides everything that I need to implement a quality reading and writing program. It is a complete package and so easy to use. I love how this program uses the VAKT strategies to actively engage my students in each lesson. This curriculum, which includes a wealth of different language learning activities, is brilliantly designed and tailor-made to fit the needs and learning styles of different children. I have watched struggling readers and writers develop self-confidence, actively participate in class, and become strong, confident readers. I know I will always be a great supporter of this wonderful program.
Marshalltown Community School District Adopts Framing Your Thoughts
By Lora Kester

The 2009-2010 school year was an exciting one for K-6 teachers and students in Marshalltown, IA. The district moved to a full implementation of Framing Your Thoughts Sentence Structure and Applied Writing. Student and teacher response was remarkable!

With this program in place, students and teachers were equally satisfied: students enjoy learning the structure of writing, while teachers feel they have a grasp on “how” to teach writing skills. The components that make Framing Your Thoughts unique from other programs are why it is working so well in Marshalltown. The visual, auditory, tactile, kinesthetic, and body language strategies that are incorporated into every lesson help to meet the needs of all learners. The direct teaching of concepts enables all students to obtain the skills necessary to become successful writers.

DEMOGRAPHICS
- 61% poverty rate district-wide
- Some buildings have poverty rates near 90%
- 50% ELL population district-wide
- Some buildings have ELL populations near 80%
- One elementary building has a transition rate of over 50%

GOAL: 80% of 1st graders will be proficient on the Framing Your Thoughts grade-level assessments.

GOAL: 80% of 2nd graders will be proficient on the Framing Your Thoughts grade-level assessments.
IMPLEMENTATION OF FYT

2006–2007
Three teachers attended a workshop in Bloomington and “sold” the program to their principal and the district. A pilot project began at one elementary school.

2007–2008
A second school was added and teachers were trained.

2008–2009
A third and fourth school were added and teachers were trained.

2009–2010
All elementary schools were brought onboard (6 elementary schools and 1 intermediate school) to include K-6 grades. Teachers were trained.

RESPONSE

• Students enjoyed the structure of the program and the power of knowing how words function in a sentence.
• Teachers felt they had a grasp on “how” to teach writing.
• Teachers were grateful to have a consistent program that they knew everyone was teaching.

DATA COLLECTION

• Data was collected on a monthly basis for one elementary school. Monthly in-service was provided and accountability was built in with monthly probes.
Writing Scores Soar at Wakefield Elementary School

PROGRAM ANALYSIS
At a recent Learning Walk at Wakefield Elementary School, principals and administrators congregated to analyze how professional development, instructional practices, and curriculum worked in concert to raise fifth-grade NECAP writing proficiency levels from 61% in 2005 to 93% in 2007.

Developing excellent writers is clearly a focus at Wakefield. Examples of students’ written work fill hallways and classrooms. Students and adults alike take time to read the displays.

Teachers across grade levels, including resource teachers, integrate the objectives outlined in “Write Traits” writing curriculum with explicit scope and sequence developed by Project Read® Written Expression. Curriculum implementation is responsive to the needs of students in each classroom. The multisensory, systematic approach found in Project Read® material breaks through memory and language barriers that can prevent students from successful writing production.

STAFF DEVELOPMENT
Professional development for teachers has been critical. In the fall of 2006, Wakefield Elementary/South Kingstown Schools initiated a partnership with the Dunn Institute to bring a Project Read® training to South County. 90% of Wakefield teachers spent three days participating in the Written Expression strand. Simultaneously, teachers participated in district-wide “Write Traits” training over the course of two years.

STUDENT ASSESSMENT
Internally, a Writing Committee (led by fifth-grade teacher Robin Wildman and first-grade teacher Jeanne Congdon) set assessment schedules connected to grade-level benchmarks. Grade-level teams assessed student writing and analyzed specific areas of student strength, weakness, and aggregate trends. Alison Bateson-Toupin, SLP, provides leadership for the Project Read® curriculum by mentoring, co-teaching, and helping teachers deliver content with fidelity.

TEACHER SUPPORT
By working together, teacher-leaders take pressure off the faculty by streamlining processes, focusing teachers and keeping things as simple as possible. They also strive to support faculty creativity and innovation with respect to lesson delivery.

Bateson-Toupin credits the Project Read® Written Expression curriculum with empowering teachers in the general classroom setting, providing the necessary effective support for partially proficient writers to reach benchmark levels while decreasing the number of students who require intensive intervention. She also believes that the systematic scope and sequence has simultaneously enabled proficient writers to reach distinction benchmarks.