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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 Phonics 1 guide and recommended supplemental instructional materials. These materials are part of the Project Read Phonics 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 proven 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 Phonics 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 K-3 students 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 consonants & Red Word
  - Unit 7 short vowel [ o ]
  - Unit 12 digraph [ ch ]
- **Language Circle Reading Collection** – Level 1
- **Supplemental Instructional Materials**
  - Primary Phonics Instructional Kit
  - Recommended supplemental materials
- **Spelling Lessons & Vocabulary Enrichment** - Phonics 1
- **Pre/Post Assessments & Unit Mastery Tests** – Phonics 1
- **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 Phonics curriculum. We believe that instructors 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 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.
Phonics curriculum by Language Circle Enterprises® focuses on decoding, encoding, and reading comprehension strategies, using multisensory activities and direct instruction to present a systematic approach to phonics.

Research-based and student-tested activities are specifically tailored to K-3 children and allow students to practice phonemic awareness, sound/symbol recognition, syllabication, word building, sentence composition, story reading, and kinesthetic/tactile memory.

**PHONICS (Primary) CONCEPTS & SKILLS OVERVIEW**

**Language**
- Oral
- Written

**Sound/Symbol Relationship**
- Consonants
- Vowels
- Digraphs
- Glide Sounds
- Consonant Blends/Clusters
- Schwa
- Common Suffixes
- Red Words (Phonetically Irregular)

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

**Syllable Types**
- Definition
- Steps for Syllabication
- 5 Syllable Cutting/Patterns

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

**VAKT/BL Strategies**
- Visual
- Auditory
- Kinesthetic

**MATERIALS**
- ★ Phonics 1 and 2 Guides
- ★ Phonics 1 and 2 Online Video Subscription
- ★ Large Phonics Sound/Symbol Pack
- Student Practice CD-ROM Volumes – Phonics 1 and 2
- Mr. Ed & Ms. Odd Puppets
- Spell Tabs (set of 10)
- Writing the Alphabet Manuscript Handwriting Packet (set of 2)
- Jewel Box Words – Phonics 1 and 2
- Treasure Chest Sentence Strips – Phonics 1 and 2
- Red Word Card Pack
- Felt Paper
- Cards for Gluing
- LC Reading Collection Level 1
- LC Reading Collection Level 2
- Spelling Lessons and Vocabulary Enrichment Activities – Phonics 1 and 2
- Mastery Tests & Pre/Post Assessments w/Scoring CD-ROM – Phonics 1 and 2
- Classroom Alphabet Display
- Classroom Posters
- ★ Essential Classroom Materials
PRINCIPLES OF INSTRUCTION

1. **Direct Concept Teaching**
   - Making the abstract concepts concrete and meaningful
   - Relating concepts to prior knowledge

2. **Sequencing According to Logic Links**
   - Concepts in dependent order
   - Skills that embody the concepts

3. **Targeted Multisensory Instruction**
   - Visual
   - Auditory
   - Kinesthetic
   - Tactile
   - Body Language

4. **Application (Teach to Transfer)**
   - Integrate decoding into Reading Comprehension, Spelling, and Written Expression
   - Apply across the curriculum
**PROGRAM IMPLEMENTATION**

*Multi-Tiered Systems of Support (MTSS)*

Time, program, and group size affect intensity of intervention.

- **TIER I**
  - Benchmark Project Read Instruction integrated into Core Program in whole/small group instruction

- **TIER II**
  - Strategic Project Read Instruction delivered as supplemental targeted intervention
    - 20-30 minutes daily

- **TIER III/IV**
  - Intensive Project Read Instruction
    - 40-60 min daily
  - Intensive (Supplemental or Core Replacement)

- **Project Read Curriculum and Multisensory Strategies Integrated with Core Program**
## PROGRAM IMPLEMENTATION

_Multi-Tiered Systems of Support (MTSS)_

### A. **TIER 1** (Regular Classroom)

- **Grouping:** Whole Group
- **Project Read Instruction:** Curriculum and instructional strategies supplement the core program
- **Instructional Minutes:** Time and intensity determined by students' needs
- **Instructor:** Project Read Phonics trained classroom teacher

### B. **TIER 2**

- **Grouping:** Small Group (six students or less)
- **Project Read Instruction:** Follows the Project Read Phonics curriculum sequence and instructional strategies. Targeted instruction supplements the core program with progress monitoring using Project Read Phonics assessments.
- **Instructional Minutes:** 20-30 minutes of Project Read Phonics instruction 4 to 5 days a week
- **Instructor:** Project Read Phonics trained classroom teacher, reading specialist, or Title 1 teacher within the general education classroom or in a pull-out setting

### C. **TIERS 3 & 4**

- **Grouping:** Small group (three students or less)
- **Project Read Instruction:** Follows the Project Read Phonics curriculum sequence and instructional strategies. Intensity is increased by smaller group size, increased instructional minutes, and more frequent formal and informal progress monitoring.
- **Instructional Minutes:** 40-60 minutes of Project Read instruction 5 days a week
- **Instructor:** Project Read trained reading specialist, special educator, or Title teacher
READING STRATEGIES

I. Pre-Reading
   A. Teacher introduces targeted phonics skill in the reading selection.
   B. Students choral read the title and predict what the story or report might be about.
   C. Introduce vocabulary.

II. Teacher Directed Silent and Oral Reading
   A. Check sentence frame.
   B. Check internal and end punctuation for phrasing and voice inflection.
   C. Students sweep finger across the sentence for phrasing and fluency.
   D. Students use the ‘tap and sweep’ strategy to unlock words they cannot automatically decode.
   E. Check reading comprehension at the sentence level.

Note: The sample instructional sequence referenced below displays the importance of teaching multiple meaning vocabulary and word usage through sentence context for beginning and struggling readers.

Example (pg.3-23):

<table>
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<th>Excerpt</th>
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<tr>
<td>1. Pat nabs Ann's cap.</td>
<td>Directly State: Rehearse sentence #1 with your inside voice. Put your finger on the word Pat. What is the meaning of the word Pat in this sentence? (the name of a person) Put your finger on the ownership sign. Who owns the cap? (Ann) Who took the cap? (Pat)</td>
</tr>
<tr>
<td>2. Jan can pat Pam's cat Tab.</td>
<td>Directly State: Rehearse sentence #2 with your inside voice. Put your finger on the word pat in this sentence. What is the meaning of the word pat in the sentence? (touch or pet) Who does the cat belong to? (Pam) Put your finger on the word that tells the name of Pam's cat. (Tab)</td>
</tr>
<tr>
<td>3. The bat naps.</td>
<td>Directly State: Rehearse sentence #3 with your inside voice. Put your finger on the word bat in this sentence. What is the meaning of the word bat in this sentence? (an animal) Do you know how and when bats nap? (Bats nap upside down. Bats nap during the day.)</td>
</tr>
<tr>
<td>4. Pam can bat.</td>
<td>Directly State: Rehearse sentence #4 with your inside voice. Put your finger on the word bat in this sentence. What is the meaning of the word bat in this sentence? (an action meaning to hit at something.)</td>
</tr>
<tr>
<td>5. Matt has Nan's can.</td>
<td>Directly State: Rehearse sentence #5 with your inside voice. Put your finger on the word can in this sentence. What is the meaning of the word can in this sentence? (a container) Who has Nan's can? (Matt)</td>
</tr>
<tr>
<td>6. Tab can nap.</td>
<td>Directly State: Rehearse sentence #6 with your inside voice. Put your finger on the word can in this sentence. What is the meaning of the word can in this sentence? (able to) What can Tab do? (nap)</td>
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</table>
**READING STRATEGIES**

### III. Reading Fluency

A. Choral Reading: Teacher paces students for reading fluency and voice inflection. Gradually, the teacher releases oral reading leadership to students' voices.

B. Independent Oral Reading: monitored by teacher or shared reading.

C. Repeated Readings:
   1. Read for word, phrase, and sentence automaticity.
   2. Read with voice inflection and phrasing with a focus on end and internal punctuation.
   3. Read to determine meaning of the passage or answer teacher directed questions about the selection.

### VI. Reading Comprehension

A. Interacting with Narrative Text (Story Form Process)
   1. Story parts
   2. Sequencing
   3. Story Message

B. Interacting with Informational Text (Report Form Process)
   1. Collecting and Classifying Facts
   2. Sorting Fiction from Non-Fiction
   3. Summarizing Key Points

C. Teacher asks comprehension questions at different levels of Bloom's Taxonomy.
   1. Word Meaning
   2. Story Sequence
   3. Inferencing
   4. Predicting
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 5 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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■ [ -mp ] Final Consonant Blend ............................................................ 16-11
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UNIT 17
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UNIT 3

Lesson 1

SKILLS

- Consonant [r] – /r/
- Consonant [h] – /h/
- Apostrophe [’]
- Consonant [n] – /n/
- Red Word [the]

CONCEPT

1. Knowledge and understanding that some letters are consonants.
2. Knowledge and understanding of sound/symbol relationship.
3. Reading and spelling words with short [a] and consonants [r], [h], and [n].
4. Red Words are phonetically irregular words that do not have a direct sound/symbol relationship.

SKILL INSTRUCTION: Consonant [r] – /r/

Anticipatory Set

Display the consonants [t], [s], [m], [b], [c], and [f].

1. Directly State:
   - Get your clippers ready. (Students place “finger scissors” up to mouth with blades open.)
   - Be ready to clip the sounds these consonants capture.

2. Directly State: Do and Say

Teaching Objective

Directly State: In this lesson, you will work with a new consonant.

INPUT

STEPS FOR SOUND/SYMBOL

STEP 1: Display: [r] from Phonics Sound Symbol Pack (9)

STEP 2: Using the alphabet line on the cover of the Writing the Alphabet Book, locate the letter [r] and classify it as a consonant.

STEP 3: Model the sound with body language.

- Directly State: The letter [r] captures the sound /r/.
- The sound is like a dog growling.

Model: Teacher models sound /r/ while clipping the sound using finger scissors.

- Say sound /r/ in a clipped manner while closing fingers.
- Voice stops when fingers close.

Display: Dog picture (pg. 3-10)

- Directly State: The letter [r] is in the picture.
- The puppy is begging with his paws under his chin.
Finger Blending

1. Place your hands under your chin making yourself into an \[ r \] symbol.
2. Beg with a sad growl – teacher models / r /.
   
   **Directly State:** Watch and Listen

3. Do and Say
4. Repeat three times.

**STEP 4:** Students **practice sound** and **body language** (clipping).

**STEP 5:** Teacher puts **sound into a word** using **finger blending**.

Starting with thumb, let the word out a sound at a time holding a finger up for each sound and blending sounds together to say the word.

**Directly State:** / r / is in the word / r / / a / / t /.

**STEP 6:** Teacher puts **word into a sentence** for word meaning.

- The rat scurried across the road.

**STEP 7:** Students **draw and recite letter strokes** using VAKT Input: *Writing the Alphabet Book*, glued letters, and *Felt Paper*.

**STEP 8:** Students **meld sound/symbol** together using **skywriting** and **memory box**.

**TEACH TO TRANSFER**

**WORD BUILDING**

Distribute Spell Tabs folder with the letters \[ a \] \[ t \] \[ m \] \[ s \] \[ b \] \[ c \] \[ f \] and \[ r \] tabbed on the alphabet line or use paper/pencil.

**Directly State:** You will build a word with the consonant \[ r \].

Teacher and students use the **Word Building Process** to build the word.

1. Build: **ram**

   **Sentences:** A **ram** is a sheep.

   Did the car **ram** into the back of the truck?

Students receive the vocabulary words from the **Jewel Box Words** to put in their personal Jewel Box.

**ORAL READING**

**Oral Reading 3A** (pg. 3-11)

- Tam and Matt
**SKILL INSTRUCTION:** Consonant [h] – /h/

Anticipatory Set

Distribute: Unit 2 Student Review (pg. 2-37)

Directly State:
- Sweep your eyes across each Jewel Box Word. If you get stuck, use your tiny tappers to tap out sounds.
- Choral read the words with me.

Teaching Objective

Directly State: In this lesson, you will build words with a new consonant.

**INPUT**

Distribute: Unit 2 Student Review (pg. 2-37)

**STEPS FOR SOUND/SYMBOL**

**STEP 1:** Display: [h] from Phonics Sound Symbol Pack (#10).

**STEP 2:** Using the alphabet line on the cover of the Writing the Alphabet Book, locate the letter [h] and classify it as a consonant.

**STEP 3:** Model the sound with body language.

Directly State:
- The letter [h] captures the sound /h/.
- This letter looks like a chair.
- When I am tired, I sit down and sigh /h/.
- The sound is one burst of air.

Model: Teacher models sound /h/ while clipping the sound using finger scissors.

**STEP 4:** Students practice sound and body language (clipping).

**STEP 5:** Teacher puts sound into a word using finger blending.

Starting with thumb, let the word out a sound at a time holding a finger up for each sound and blending sounds together to say the word.

Directly State: /h/ is in the word /h/ /ɑ/ /t/.

**STEP 6:** Teacher puts word into a sentence for word meaning.

- The man has a hat on his head.

**STEP 7:** Students draw and recite letter strokes using VAKT Input: Writing the Alphabet Book, glued letters, and Felt Paper.

**STEP 8:** Students meld sound/symbol together using skywriting and memory box.
**TEACH TO TRANSFER**

**WORD BUILDING**

Distribute Spell Tabs folder with the letters [a] [t] [m] [s] [b] [c] [f] [r] and [h] tabbed on the alphabet line or use paper/pencil.

**Directly State:** You will build words with the consonant [h].

Teacher and students use the **Word Building Process** to build words.

1. **Build:** ham
   **Sentence:** I had ham and eggs for breakfast.

2. **Build:** has
   **Sentence:** Jill has a bad cold.

3. **Build:** hat
   **Sentence:** My hat keeps me warm in winter.

Students receive the vocabulary words from the **Jewel Box Words** to put in their personal Jewel Box.

**PRACTICE ACTIVITY**

**Student Practice 3B (pg. 3-12)**

Read words and sentences.

<table>
<thead>
<tr>
<th>Word</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>ham</td>
<td>Matt nabs the ham.</td>
</tr>
<tr>
<td>has</td>
<td>Tab has a tan cat.</td>
</tr>
<tr>
<td>hat</td>
<td>Mac has Nan's hat.</td>
</tr>
</tbody>
</table>

**SENTENCE DICTATION**

Follow the **Steps for Sentence Dictation** with the sentence.

**STEPS FOR SENTENCE DICTATION:**

1. With dominant hand and palm downward, teacher says sentence tapping a finger for each word in the sentence.
2. Students repeat the sentence also tapping a finger for each word in the sentence with palm downward.
3. Finger spell each word with non-dominant hand. **Red Words** are tapped out by letter names on extended arm.
4. Students pull Spell Tabs or write letters to build each word.
5. Students frame their sentence with a capital letter and end punctuation.
6. Check.

---

Tab has ham.
**SKILL INSTRUCTION:** Apostrophe [ ‘ ]

**Anticipatory Set**

**Display:** , , !

**Directly State:** What do you know about these three punctuation marks that you find in sentences?

**Answer:** They tell your voice what to do when you are reading.
- The **period** says to stop.
- The **comma** says to pause.
- The **exclamation mark** says to express strong feeling.

**Teaching Objective**

**Directly State:** In this lesson, you will learn a new mark of punctuation – the **apostrophe**. It is the sign of ownership.

**INPUT**

**Display:** ‘

**Directly State:**
- This mark is called the **apostrophe**.
- An apostrophe is a mark of punctuation that tells ownership.

**Display:** Oral Reading 3C (pg. 3-13)

**Directly State:**
- The apostrophe followed by [ s ] tells us a person, place, or thing owns something.
- The word that follows is usually what is owned.

**Directly State:** Read the title ‘Mac’s Cat’.

**Directly State:** What does Mac own?

**Answer:** A cat.

**TEACH TO TRANSFER**

**ORAL READING**

**Oral Reading 3C (pg. 3-13)**

- **Mac’s Cat**

**SENTENCE DICTATION**

Follow the **Steps for Sentence Dictation** using Spell Tabs or paper/pencil. **Student Practice 2D (pg. 2-34)**

-Mac’s cat sat.-
**SKILL INSTRUCTION:** Red Word **the**

### Anticipatory Set
- Display the picture of the stoplight. (pg. 3-14)
- Directly State: What does the red flashing light tell you?  
  Answer: It tells you to stop.

### Teaching Objective
- Directly State: In this lesson, you will learn about Red Words.

### INPUT
- Directly State:
  - Red Words signal stop.
  - These words cannot be sounded out.
  - They are words that do not have the expected letter/sound match.

### STEPS FOR TEACHING RED WORDS:

1. **STEP 1:** Teacher displays the Red Word **the** from the Red Word Card Pack (#1).
   - Directly State: This is a Red Word.

2. **STEP 2:** Introduce the Red Word.
   - Directly State: The Red Word is **the**.

3. **STEP 3:** Students repeat the Red Word **the**.

4. **STEP 4:** Teacher defines the Red Word and puts it into a sentence.
   - Directly State: The **the** is used to introduce someone or something. Example: ‘the hat’ or ‘the kids’  
     The **the** dog barks.

5. **STEP 5:** Directly State: You learn these Red Words by tapping out the letter names on our extended arm.
   - Model: Starting at the shoulder, teacher says and taps letter names \([t] [h] [e]\) on extended arm, and then sweeps down the arm while saying the Red Word **the**.

6. **STEP 6:**
   - Students repeat, tapping letter names \([t] [h] [e]\) on extended arm starting at the shoulder.
   - Sweep down the arm while saying the Red Word **the**.
   - Add Red Word \(\text{in black print, not red}\) to Jewel Box.
**TEACH TO TRANSFER**

**PRACTICE ACTIVITY**

**Student Practice 3D** (pg. 3-15)

Recite the letter names while tracing over each word with a red crayon.

**Model:**

Teacher models tracing over **Red Word**, connecting the dots with red crayon while saying letter names and then the word.

Students connect dotted lines with crayon, saying letter names out loud, then the word.

**Student Practices 3E-1 and 3E-2** (pgs. 3-16 & 3-17)

1. Cut out the words on **Practice Sheet 3E-1**.
2. Place the words to rebuild each sentence on **Practice Sheet 3E-2**.

1. The cat sat at the mat.
   
   The  cat  sat  at  the  mat.

2. The man has a fat cat.
   
   The  man  has  a  fat  cat.

3. Ann has a tan hat.
   
   Ann  has  a  tan  hat.

4. Sam nabs the ham.
   
   Sam  nabs  the  ham.

**ORAL READING**

**LC Reading Collection – Level 1**

- The
- Nat

**SENTENCE DICTATION**

Follow the **Steps for Sentence Dictation** using Spell Tabs or paper/pencil. **Student Practice 2D** (pg. 2-34)

The man has ham.
Oral Reading 3A
Directions: Read the story.

Tam and Matt
Tam the cat ran.
Matt ran.
Bam! Matt nabs Tam.
Student Practice 3B

Directions: Read the words and sentences.

ham Matt nabs the ham.

has Tab has a tan cat.

hat Mac has Nan's hat.
U3.L1: Red Word **the**

Name ______________________

**Student Practice 3D**

Directions: Recite the letter names while tracing over each word with a red crayon.
U3: Review

Name ________________________________

Unit 3 Student Review

Directions: Words and sentences to read.

1. pal 8. pan 15. nap
2. hat 9. rap 16. fan
3. ran 10. pat 17. tan
4. has 11. rat 18. jab
5. can 12. ram 19. lap
6. jam 13. ham 20. cap
7. man 14. nab 21. the

1. Hal sat.
2. Nat the rat ran.
3. Al has a pal.
4. The man has a hat.
5. The fat cat has the jam.
UNIT 7  Lesson 1

SKILL  Short Vowel [o] – /o/  7-1

CONCEPT
1. Every word must have a vowel.
2. Reading and spelling words with short vowel [o].

* SKILL INSTRUCTION: Short Vowel [o] – /o/

Anticipatory Set
Display vowels: a and i from Phonics Sound Symbol Pack (#1a, #19)
Directly State: Why are these two letters so important?
Answer: Because they are vowels and every word has to have a ‘talking’ vowel.

Directly State: How many vowels are there?
Answer: There are five vowels.

Teaching Objective
Directly State: In this lesson, you will learn a new vowel.

INPUT

STEPS FOR SOUND/SYMBOL

STEP 1: Display: o from Phonics Sound Symbol Pack (#23)
STEP 2: Using the alphabet line on the cover of the Writing the Alphabet Book, locate the letter [o] and classify it as a vowel.

STEP 3: Model the sound with body language.
Directly State: • The letter [o] captures the sound /o/.
• A singer will help me teach the sound this vowel captures. The singer’s name is Ms. Odd. Ms. Odd is a friend of Miss Piggy and sings in the Opera.

Note: The Ms. Odd puppet is available for purchase at www.projectread.com.

Directly State: Hello Ms. Odd. Thank you for coming to our class to teach the sound the [o] vowel captures.

Ms. Odd says: I am so happy to help. I wore my [o] earrings.

Model:
1. The first step in preparing to say the sound is to shape mouth like an [o].
2. Ms. Odd and teacher model shape of mouth as an [o].

Phonics 1
(skill instruction continues on next page)
3. Ms. Odd places first two fingers at the top of lip.
4. Ms. Odd traces around mouth while saying the sound / ò / as in hot.

Model: **Body Language**
Place two fingers at the top of your lips and trace around mouth while saying the sound / ò /.

**STEP 4:** Students **practice sound** and **body language**.

**STEP 5:** Teacher puts **sound into a word** using finger blending.
Directly State: / ò / is in the word / h / / ò / / t /.

**STEP 6:** Teacher puts **word into a sentence** for word meaning.  
• The iron is hot.

**STEP 7:** Students **draw and recite letter strokes** using VAKT Input: *Writing the Alphabet Book*, glued letters, and *Felt Paper*.

**STEP 8:** Students **meld sound/symbol** together using skywriting and memory box.

**TEACH TO TRANSFER**

**PRACTICE ACTIVITY** Student Practice 7A (pg. 7-4).
1. Read the words and sentences.

| 1. dot | **Dot** has a rag **doll**. |
| 2. mom | **Mom** has Al’s bat in the van. |
| 3. hot | Is the pan **hot**? |
| 4. dog | **Bob’s dog**. **Dot** sits **on** the **dock**. |
| 5. not | **Tom** will **not** have a **dog**. |
| 6. pot | The **pot** is **hot**! |
| 7. rod | Jim’s **hot rod** can win. |
| 8. hop | Jill can **hop**. |
| 9. rocks | Pam hid the **rocks** in the bin. |
| 10. log | The cat is **on** the **log**. |
| 11. job | It is a big **job** to pick **rocks**. |
| 12. on | Will the lid fit **on** the pan? |
| 13. pop | The **pop** is in the big bag in **Bob’s** cab. |
| 14. sock | **Rob** has a rip in his **sock**. |
| 15. lock | Did **Mom lock** the van? |
| 16. sob | Ann will **sob** if the **doll** is **not** in the bag. |
| 17. jog | Dick **jogs** to his **job**. |
| 18. off | The **top** is **off** the gas can. |
**WORD BUILDING**

Teacher and students use the **Word Building Process** to build words with **Spell Tabs** or paper/pencil.

1. **Build:** got  
   Sentence: Rob got the last bag of chips.

2. **Build:** lock  
   Sentence: Lock the door.

3. **Build:** job  
   Sentence: Ted's job is to wash the car.

4. **Build:** rock  
   Sentence: The rock hit the van.

Students receive the vocabulary words from the **Jewel Box Words** to put in their personal Jewel Box.

**ORAL READING**

**Oral Reading 7B** (pg. 7-5)
- On the Dock

**LC Reading Collection** – Level 1
- Tick-Tock
- Hot Dogs and Pop
- Toss the Lock

**SENTENCE DICTATION**

Follow the **Steps for Sentence Dictation** using **Spell Tabs** or paper/pencil. **Student Practice 2D** (pg. 2-34)

**Note:** When writing a sentence using quotation marks for a direct quote, you need to punctuate the sentence in a specific way. A comma must be added after the word ‘said’ and directly before the first quotation mark.

**Display:** Pat said, "It is hot."

The direct quote begins with a capital letter and ends with a stop sign and is placed inside the quotation marks.

Mom said, "Lock the van."
U7.LI: Short Vowel [ɔ]

Name ______________________________

**Student Practice 7A**

**Directions:**
1. Read the words and sentences.

1. dot  Dot has a rag doll.
2. mom  Mom has Al’s bat in the van.
3. hot  Is the pan hot?
4. dog  Bob’s dog, Dot, sits on the dock.
5. not  Tom will not have a dog.
6. pot  The pot is hot!
7. rod  Jim’s hot rod can win.
8. hop  Jill can hop.
9. rocks  Pam hid the rocks in the bin.
10. log  The cat is on the log.
11. job  It is a big job to pick rocks.
12. on  Will the lid fit on the pan?
13. pop  The pop is in the big bag in Bob’s cab.
14. sock  Rob has a rip in his sock.
15. lock  Did Mom lock the van?
16. sob  Ann will sob if the doll is not in the bag.
17. jog  Dick jogs to his job.
18. off  The top is off the gas can.
On the Dock

Rob has his fishing rod (➡) in the water (➡) .

The hook (เจอ) nabs a big fat bass (🐟)!

The big fat bass (🐟) sits on the dock in Rob's pail (➡).

Rob's fat cat Wag is on the dock.

Bam! Pop! Bam! Wag got the big fat bass (🐟).

Wag licks his lips!

Wag had the big fat bass (🐟).

Rob is mad at Wag.
U7: Review

Name ____________________________________________

Unit 7 Student Review

Directions: Words and sentences to read.

1. lock  6. top  11. hot  16. got
2. dog   7. rock  12. log  17. mom
3. sock  8. off  13. job  18. dot
4. not   9. on   14. lot  19. pot
5. sob   10. jog  15. hop  20. was

1. The pot was hot.
2. Jill will have Bob’s job.
3. Mom said the dog got in the mud.
4. Dan has a hot rod.
5. Tom jogs a lot.
6. The black bag has a lock on it.
7. The dog naps on the dock.
8. Bam! The rock hit the log.

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UNIT 12

Lesson 1

SKILLS
- Digraph [ ch ] – / ch / 12-1
- [ tch ] – / ch / 12-4

CONCEPT
A digraph is a consonant sound which cannot be represented by any single letter in our alphabet.

**SKILL INSTRUCTION:**

**Digraph [ ch ] – / ch /**

**Anticipatory Set**

Display the four digraphs from Phonics Sound Symbol Pack (#44,47-49):

[ch] [wh] [th] [sh]

Directly State: What is the same about these four symbol cards?
Answer: Each letter combination ends in the letter [ h ].

Teaching Objective

Directly State: In this lesson, you will study [ ch ].

**INPUT**

Directly State: Because the last letter on each symbol card ends in [ h ], these four symbols are called the four [ h ] Brothers.

Display: • from Phonics Sound Symbol Pack (#44)
• [ ch ] picture (pg. 12-7)

Directly State: • The first brother’s name is [ c ] [ h ].
• Let’s lock in the letters of his name.

Model: Directly State: • Watch and Listen as I skywrite the letter names [ c ] [ h ].
• Do and Say: [ c ] [ h ]

Students skywrite while saying letter names [ c ] [ h ].

Directly State: • [ ch ]’s favorite toy is a train.
• [ ch ] wants to be a train engineer when he grows up.

Model: Directly State: • He makes the sound / ch / like the / ch / sound of the wheels turning.
(Teacher swings arm like the wheels of a train.)
• Do and Say: [ c ] [ h ] / ch /

Teacher and students say letter names followed by sound and body language [ c ] [ h ] / ch /.

**Note:** Remember to practice in sets of 3.

Phonics 1 (skill instruction continues on next page)

12-1
**Finger Blending:**
Teacher throws out words for **finger blending**.

1. **Word:** chin
   **Sentence:** I fell and cut my chin.

2. **Word:** chick
   **Sentence:** The baby chick is yellow.

**TEACH TO TRANSFER**

**WORD BUILDING**
Teacher and students use the **Word Building Process** to build words with Spell Tabs or paper/pencil. Distribute Jewel Box words.

1. **Build:** pinch
   **Sentence:** Did you pinch your finger?

2. **Build:** chill
   **Sentence:** The cold wind gave me a chill.

3. **Build:** chick
   **Sentence:** There are three fluffy chicks in the yellow wicker basket.

4. **Build:** chunk
   **Sentence:** I had a big chunk of fudge for dessert.

**PRACTICE ACTIVITY**

**Student Practice 12A** (pg. 12-8)

1. Read the [ch] words and sentences.
2. Write the words from the margin into the sentence.

1. **chin**
   **Did the dog lick Chad’s chin?**

2. **chips**
   **I had a bunch of chips at lunch.**

3. **chat**
   **Sid and Bob had a chat.**

4. **chill**
   **Jill will chill the chop.**

5. **inch**
   **The rip in the cap is an inch long.**

6. **pinch**
   **Did Al pinch his lip and bang his chin?**

7. **chick**
   **Ann’s chick is in the pink box.**
**ORAL READING**

**Oral Reading 12B** (pg. 12-9)
- Chunk’s Chops

**SENTENCE DICTATION**

Follow the *Steps for Sentence Dictation* using Spell Tabs or paper/pencil. **Student Practice 2D** (pg. 2-34)

**STEPS FOR SENTENCE DICTATION:**
1. Teacher says sentence, tapping a finger for each word.
2. Students repeat the sentence also tapping a finger for each word.
3. Finger spell each word.
4. Students pull Spell Tabs or use paper/pencil to make each word.
5. Students frame their sentence with a capital letter and end punctuation.
6. Check.

Chuck got a big chunk
of mud off the rug.
**SKILL INSTRUCTION:** [ -tch ] – / ch /

**Anticipatory Set**

Display: [ ch ]

from Phonics Sound Symbol Pack (#44)

Directly State: What do you know about this symbol?

Answer: [ ch ] is one of the h Brothers. It represents the / ch / sound.

**Teaching Objective**

1. Read words with [ -tch ].
2. Spell words with [ -tch ].

**INPUT**

Display: [ -tch ]

from Phonics Sound Symbol Pack (#46)

Directly State: What do you know about this symbol from looking at it?

Answer: 1. [ -tch ] comes at the end of a word. The dash tells us that.
2. [ -tch ] has an h Brother in it.

Model: Directly State:

• [ -tch ] captures the sound / ch /.
  The [ t ] is silent.
• [ -tch ] usually comes at the end of a one-syllable word.

Note: [ -tch ] may occur at the end of a syllable (kitchen, pitcher, catcher).

• [ -tch ], [ -ck ], [ -ss ], [ -ll ], [ -ff ], and [ -zz ] follow the same spelling rules, which are:
  - They come at the end of a word.
  - They come after a short vowel.
  - They usually come in one-syllable words.

**Finger Blending:**

/ m / / ã / / ch /

match

finger blending  sweep

Sentence: Do your socks match?

**VAKT**

Skywrite

1. Do and Say: dash, [ t ] [ c ] [ h ].
2. Pull under the letters and say sound / ch /.

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**TEACH TO TRANSFER**

**WORD BUILDING**

Teacher and students use the Word Building Process to build words with Spell Tabs or paper/pencil. Distribute Jewel Box words.

1. **Build:** match  
   **Sentence:** The clown's socks do not match.

2. **Build:** ditch  
   **Sentence:** The van is in the ditch.

**PRACTICE ACTIVITY**

Student Practice 12C (pg. 12-10)

1. Read [-tch] words and sentences.
2. Underline the word in the sentence that matches the word to the left of the sentence.
3. Discuss word meaning.

1. **match**  The socks do not match.  
   Dad lit the logs with a match.
2. **pitch**  Quinn will pitch, but not bat.
3. **hatch**  Did the chick eggs hatch yet?
4. **latch**  The latch is off Mitch's hut.
5. **itch**  Did the rash on your chin itch?
6. **patch**  Mom will patch the rip in Jill's backpack.

**INPUT**

Directly State:
- There are three exceptions...
- such, much, and rich.

**PRACTICE ACTIVITY**

Student Practice 12D (pg. 12-11).

1. Read words and discuss word meaning.
2. With teacher guidance put words into sentences.

1. **such**
2. **much**
3. **rich**
**PRACTICE ACTIVITY (continued)**

Student Practice 12E (pg. 12-12)
1. Read words in the Word Bank.
2. Read the sentences and fill in the missing word from the Word Bank that best completes the sentences.

**WORD BANK**

| such | much | rich |

1. I did not have **much** fun at lunch.
2. "If you have lots of cash, you are **rich**," said Chuck.
3. Al, Jud, and Bill had **such** bad luck at the match.

---

**SENTENCE DICTATION**

Follow the **Steps for Sentence Dictation** using Spell Tabs or paper/pencil. **Student Practice 2D** (pg. 2-34)

I had much fun at the rink.

Was Chuck with you?
Ui2.L1: [ ch ] Digraph

ch

ch-ch

ch
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• 2015 Phonics 1 & 2 Guides
• 2015 Phonics 1 & 2 Online Videos
• 2015 Phonics 1 & 2 Student Practice CD-ROM
• Puppets
• Spell Tabs (set of ten)
• Writing the Alphabet Manuscript Handwriting Packet (set of 2)

• 2015 Jewel Box Words 1 & 2 – Black Copy Master
• 2015 Treasure Chest Sentences 1 & 2
• 2015 Phonics Sound/Symbol Pack – Large
• 2015 Red Word Card Pack
• 2015 Language Circle Reading Collection CD-ROM – Levels 1 & 2

• 2015 Phonics 1 & 2 Spelling Lessons and Vocabulary Enrichment Activities Black Copy Masters
• 2015 Phonics 1 Mastery Tests & Pre/Post Assessments w/Scoring CD-ROM
• 2015 Phonics 2 Mastery Tests & Pre/Post Assessments w/Scoring CD-ROM

* INCLUDES ONLINE INSTRUCTIONAL VIDEOS

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PHONICS 1

RECOMMENDED SUPPLEMENTAL MATERIALS

STUDENT ASSESSMENTS

2015 PHONICS MASTERY TESTS & PRE/POST ASSESSMENTS
• Mastery Test for each unit with easy-to-follow administration, scoring, and reporting. Pre/Post Assessments specific to Phonics 1.
• Grading percentages and answer keys are provided.
• Scoring CD-ROM provides individual and class results and adds value to progress monitoring.
• Black Copy Masters can be reproduced for student use pursuant to limited license/permission to copy.

2015 PHONICS 1 (UNITS 1-17)
ITEM# 80505

LC READING COLLECTION LEVEL 1
• 107 reading selections formatted as storybooks.
• Pre-reading vocabulary and story picture.
• Enriched vocabulary and rebus pictures for more authentic text.
• Narrative and informative reading selections.
• Reading comprehension questions and activities designed against Bloom’s Taxonomy.

BLACK COPY MASTER: LEVEL 1
ITEM# 81005

CD-ROM: LEVEL 1
ITEM# 81005CD

PUPPETS
ITEM# 25648
• Mr. Ed and Ms. Odd are assembled puppets used for teaching “short e” and “short o” sounds corresponding with lessons in Phonics 1.

FELT PAPER (set of 5)
ITEM# 25649
• 5 felt sheets designed to represent primary paper.
• Students trace letters on Felt Paper, feeling letter formation boundaries at top and bottom with a middle rickrack line for a kinesthetic/tactile activity.
• Felt Paper is also part of the Writing the Alphabet Manuscript Handwriting Packet.
PHONICS 1

RECOMMENDED SUPPLEMENTAL MATERIALS

WRITING THE ALPHABET MANUSCRIPT BOOK

- Alphabet books are used to introduce and teach each letter of the alphabet in the Phonics Guides.
- Each page contains an uppercase and lowercase letter placed on a primary paper representation with a dashed midline.
- Starting dot and arrows aid in directionality.

INDIVIDUAL
ITEM# 25813

SET OF 20
ITEM# 25815

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.
- Provides teach-to transfer practice in phonemic awareness, word building, sound segmentation, letter sequencing, and vocabulary development.
JEWEL BOX WORDS

2015 JEWEL BOX WORDS
- Vocabulary words selected from Phonics 1.
- Designed to be decoded and encoded by sight at 80% mastery.
- Black Copy Masters can be reproduced for student use pursuant to limited license/permission to copy.

PHONICS 1
ITEM# 80300
JEWEL BOX BLACK COPY MASTER SET
ITEM# 80305

TREASURE CHEST SENTENCE STRIPS

2015 TREASURE CHEST SENTENCE STRIPS
- Sentence strips correspond to the take-home sheets in Phonics 1.
- Each strip is constructed to teach fluency, vocabulary, and sentence dictation, and is designed to help students reach 80% mastery level.

PHONICS 1
ITEM# 80400
TREASURE CHEST SENTENCE STRIP SET
ITEM# 80405
- 150 sentences from Phonics 1.
Language Circle
Reading Collection

Gear up for Success!

LEVEL 1

Author: Victoria Greene
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* All [square] are phonetically irregular words
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<td>The Thing's a King</td>
<td>final magic e</td>
<td>103-1</td>
<td>165</td>
</tr>
<tr>
<td>104</td>
<td>A Big Buzz</td>
<td>final magic e</td>
<td>104-1</td>
<td>168</td>
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<tr>
<td>105</td>
<td>Dan and Fran Skunk</td>
<td>final magic e</td>
<td>105-1</td>
<td>170</td>
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<tr>
<td>106</td>
<td>Quite a Cat!</td>
<td>final magic e</td>
<td>106-1</td>
<td>173</td>
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<tr>
<td>107</td>
<td>It's a Northern!</td>
<td>[ -ing ] suffix</td>
<td>107-1</td>
<td>174</td>
</tr>
</tbody>
</table>
NAT

I am Nat, the fat rat.
I ran, ran, ran.
Tam the fat cat ran, ran, ran.
Nat has the ham.
Teacher Edition

**NAT**

**SKILLS**
- r
- h
- n

**WORD LIST**
- Nat
- I
- am
- rat
- Tam
- the

**STUDENT READING SELECTION #4**

**NAT**

I am Nat, the fat rat.
I ran, ran, ran.
Tam the fat cat ran, ran, ran.
Nat has the ham.

**WORD LIST**
- Nat
- I
- am
- rat
- Tam
- the

**INTERACT WITH THE READING SELECTION – QUESTIONS & ACTIVITIES**

1. Who is the word I referring to?
   **Answer:** Nat

2. Circle the word that tells who Nat is.
   **Answer:** rat

3. Circle the pause marks in the third sentence.
   **Answer:** circle the 2 commas

4. Why do you think the cat ran?
   **Answer:** to catch the rat

5. Did Tam catch the rat?
   **Answer:** The story does not tell us.

6. What do you think?
   **Answer:** Answers will vary.

7. Complete the Student Activity – Reading Selection #4.

(continued on next page)
NAT

STUDENT ACTIVITY – Reading Selection #4

NAT

Directions: Draw a picture of what you think Nat likes to do.

Possible Answers:
- eat cheese
- run around
- dig through garbage
- nest in warm places
SQUIDS

WORD LIST

- squids
- swims
- slim
- fins
- fish
- ink
- sac
- from

CODING KEY:

LL: Looks Like
NF: Nature Families
F/L: Found/Lives
E: Eats
B: Behavior
P: Protection
B/Y: Birth / Raising Young
EN: Enemies
S: Special* (something special or unique about this person, place, or thing)

Skills: [ sw ], [ squ ] beginning blends

Squids

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Story #75-4

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LCRC-11
Squids have an ink sac with black ink in it. When squids get mad, black ink comes from the ink sac. Then big fish can not get the squids.

Squids are long and slim. They have ten legs. Two (2) legs are long. Eight (8) legs are not long. A squid gets fish with its legs. A squid swims backward to get the fish.

Squids have two fins in back. The fins help them swim.

SQUIDS

Squids are long and slim. They have ten legs. Two (2) legs are long. Eight (8) legs are not long. A squid gets fish with its legs. A squid swims backward to get the fish. Squids have two fins in back. The fins help them swim.
Teacher Edition

### SQUIDS

<table>
<thead>
<tr>
<th>SKILLS</th>
<th>WORD LIST</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ sw ] beginning blend</td>
<td>squids</td>
</tr>
<tr>
<td>[ squ ] beginning blend</td>
<td>swims</td>
</tr>
<tr>
<td></td>
<td>when</td>
</tr>
<tr>
<td></td>
<td>slim</td>
</tr>
<tr>
<td></td>
<td>fins</td>
</tr>
<tr>
<td></td>
<td>sac</td>
</tr>
<tr>
<td></td>
<td>fish</td>
</tr>
<tr>
<td></td>
<td>ink</td>
</tr>
<tr>
<td></td>
<td>from</td>
</tr>
</tbody>
</table>

### STUDENT READING SELECTION #75

#### SQUIDS

Squids are long and slim. They have ten legs. Two (2) legs are long. Eight (8) legs are not long. A squid gets fish with its legs. A squid swims backward to get the fish. Squids have two fins in back. The fins help them swim.

### INTERACT WITH THE READING SELECTION – QUESTIONS & ACTIVITIES

1. Introduce informational text:
   This is not a story about life. This is a report about a real animal. When you read about people, places, and things, you collect real information.

2. Read the report and use the Coding Key to code the facts.

3. Transfer your information to the Student Activity Reading Selection #75: Collection Sheet.

4. Coding Key:
   - LL: Looks Like
   - NF: Nature Families
   - F/L: Found/Lives
   - E: Eats
   - B: Behavior
   - P: Protection
   - B/Y: Birth/Raising Young
   - EN: Enemies
   - S: Special* (something special or unique about this person, place, or thing)

(continued on next page)
# SQUIDS

## Reading Selection #75: COLLECTION SHEET

### Things/Animals

<table>
<thead>
<tr>
<th>Look Like</th>
<th>Nature Family</th>
<th>Found/Lives</th>
<th>Eats</th>
<th>Behavior</th>
<th>Protection</th>
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<tbody>
<tr>
<td>Long and slim</td>
<td>Nature Family</td>
<td>Found/Lives</td>
<td>Fish</td>
<td>Get mad – ink comes from ink sac</td>
<td>Inks backward</td>
</tr>
<tr>
<td>Ten legs</td>
<td>Nature Family</td>
<td>Found/Lives</td>
<td>Fish</td>
<td>Get mad – ink comes from ink sac</td>
<td>Inks backward</td>
</tr>
<tr>
<td>Two legs – long</td>
<td>Nature Family</td>
<td>Found/Lives</td>
<td>Fish</td>
<td>Get mad – ink comes from ink sac</td>
<td>Inks backward</td>
</tr>
<tr>
<td>Eight legs – not long</td>
<td>Nature Family</td>
<td>Found/Lives</td>
<td>Fish</td>
<td>Get mad – ink comes from ink sac</td>
<td>Inks backward</td>
</tr>
<tr>
<td>Two fins in back</td>
<td>Nature Family</td>
<td>Found/Lives</td>
<td>Fish</td>
<td>Get mad – ink comes from ink sac</td>
<td>Inks backward</td>
</tr>
<tr>
<td>Inks sac with black ink in it</td>
<td>Nature Family</td>
<td>Found/Lives</td>
<td>Fish</td>
<td>Get mad – ink comes from ink sac</td>
<td>Inks backward</td>
</tr>
</tbody>
</table>

### Summary

- **Subject**: Things/Animals
- **Look Like**: Nature Family, Found/Lives
- **Eats**: Fish, Get mad – ink comes from ink sac, Inks backward
- **Behavior**: Fish, Get mad – ink comes from ink sac, Inks backward
- **Protection**: Fish, Get mad – ink comes from ink sac, Inks backward

---

**Teacher Edition**

Higher Level Thinking Skills  
Reading Selection #75 - 105
A DUCK'S LUNCH


WORD LIST

lunch
plant
wilt
black
bug
pods
silk
fluff
milk
help
stuck
held
fast
help
gulp
bill

PREVIEW
A Duck's Lunch

A plant in the hot sun can wilt.

Black Bug said, “I can run up a plant that wilts.”

Zip! Zip! Up to the top of the plant went Black Bug.

The milk held Black Bug fast. “Quack, quack,” said a duck.

“Quack, quack, quack!” Black Bug felt the duck’s bill.

In a big gulp, Black Bug was lunch!

Milk was on the pods.

“Help!” said Black Bug. “Help! I am stuck! Help!”

“Help!” said Black Bug fast.

The milk held Black Bug fast.

“Quack, quack,” said a duck.

“Quack, quack, quack!” Black Bug felt the duck’s bill.

In a big gulp, Black Bug was lunch!

Help! I am stuck! Help!”

“Help!” said Black Bug. “Help! I am stuck! Help!”
A DUCK’S LUNCH

SKILLS
- [ -ld ] final blend
- [ -lk ] final blend
- [ -lp ] final blend
- [ -lt ] final blend

WORD LIST
- lunch
- plant
- wilt
- black
- bug
- pods
- silk
- fluff
- milk
- help
- bill
- stuck
- held

STUDENT READING SELECTION #81

A DUCK’S LUNCH

A plant in the hot sun can wilt. Black Bug said, “I can run up a plant that wilts.” Zip! Zip! Up to the top of the plant went Black Bug. The plant had pods with silk fluff in them. Milk was on the pods. “Help!” said Black Bug. “Help! I am stuck! Help!” The milk held Black Bug fast. “Quack, quack,” said a duck. “Quack, quack, quack!” Black Bug felt the duck’s bill. In a big gulp, Black Bug was lunch!

INTERACT WITH THE READING SELECTION – QUESTIONS & ACTIVITIES

1. What lesson did you learn from the story?
   Answer: Always be sure the things you are going to do are safe.

2. Complete the Student Activity – Reading Selection #80.
   Draw in the Story Board pieces to outline the story.

(continued on next page)
A DUCK’S LUNCH

STUDENT ACTIVITY – READING SELECTION #81

STORY BOARD PIECES

CHARACTERS

SETTING

WISH

PROBLEM

TURNING POINT

HAPPINESS

SADNESS

HIGHER LEVEL THINKING SKILLS
Dan and Fran Skunk

WORD LIST
stripes white home Pete Gale lake we like Rose made time live fine
Dan and Fran Skunk had to have a bigger home. They were living under a shed but had to have more room for their baby skunks.

On a dark summer night, Dan and Fran went all over the forest looking for a new home. With the moon, they could see their way through the dense forest. Fran turned to Dan and said, “We have to have a home for Pete, Rose, and Gale.”

The five skunks left the shed and made a home under the porch by the lake and corn patch. The kits will live there until they are big!

The moon shone on an old cabin by a lake. “What luck!” said Dan. They could see that no person lived in the cabin. Fran said, “I like the big porch. The kits will be safe under here.”

Dan could see a farm from the porch. He turned to Fran and said, “I think we will have a lot of food for the children with that farm. A lot of pests will be in the corn.”
Dan and Fran Skunk had to have a bigger home. They were living under a shed but had to have more room for their baby skunks.

On a dark summer night, Dan and Fran went all over the forest looking for a new home. With the moon, they could see their way through the dense forest. Fran turned to Dan and said, “We have to have a home for Pete, Rose, and Gale.”

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Dan could see a farm from the porch. He turned to Fran and said, “I think we will have a lot of food for the children with that farm. A lot of pests will be in the corn.”

The five skunks left the shed and made a home under the porch by the lake and corn patch. The kits will live there until they are big!

INTERACT WITH THE READING SELECTION – QUESTIONS & ACTIVITIES

1. What is the setting of the story?
   
   Answer: dark summer night in the forest

2. What was the problem of the story?
   
   Answer: They needed a bigger home for their baby skunks (kits).

3. Underline the sentence that tells how they discovered the old cabin.
   
   Answer: The moon shone on an old cabin by a lake.

4. What did Fran like best about the cabin and why?
   
   Answer: She liked the porch because it would be a safe place for the kits.

5. What did Dan like best about the cabin?
   
   Answer: He liked the corn patch so they would have plenty to eat.

6. Complete the Student Activity – Reading Selection #105.

(continued on next page)
DAN AND FRAN SKUNK

Directions: Number the events of the story in the correct order. Use the numbers 1 - 5.

1. 5  The five skunks lived under the cabin porch.

2. 1  Dan, Fran, and the three small skunks lived under a shed.

3. 4  The farm Dan could see from the porch will give them lots of food.

4. 3  Dan and Fran could see a cabin by a lake.

5. 2  Fran did not think they would find a home.
SPPELLING LESSONS & Vocabulary Enrichment Activities

SPPELLING LESSONS 1-21

Phonics

BLACK COPY MASTER

Author:
Victoria E. Greene
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<td><strong>LESSON 3</strong></td>
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<td>U4.LI: [g] [d] [v], telling thought, <strong>to</strong></td>
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<td><strong>LESSON 7</strong></td>
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<td><strong>LESSON 8</strong></td>
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<td>U9.LI-2: short vowel [u], <strong>of</strong></td>
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<td>U10.LI: [-ss] [-ll] [-ff] [-zz], <strong>you</strong></td>
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<td><strong>LESSON 10</strong></td>
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<td><strong>LESSON 11</strong></td>
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<td><strong>LESSON 12</strong></td>
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<td>U12.LI-2: [ch] [tch] [wh], <strong>are</strong></td>
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<td><strong>LESSON 13</strong></td>
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<td>U12.LI-3: [th] [sh], <strong>put</strong></td>
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<td>U13.LI-3: short vowel [e], exclamatory sentence, <strong>could</strong> <strong>should</strong> <strong>would</strong></td>
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<tr>
<td>16</td>
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<tr>
<td>17</td>
<td>LESSON 17: [ tr ] [ cr ] [ br ] [ fr ] [ dr ] [ gr ] [ pr ] [ thr ] [ shr ], your</td>
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<td>18</td>
<td>LESSON 18: [ sk ] [ sc ] [ st ] [ sm ] [ sp ] [ sw ] [ sn ] [ squ ] [ tw ] [ dw ]</td>
</tr>
<tr>
<td>19</td>
<td>LESSON 19: [ -st ] [ -sk ] [ -sp ] [ -nt ] [ -nd ] [ -mp ], two, do</td>
</tr>
<tr>
<td>20</td>
<td>LESSON 20: [ -ld ] [ -lk ] [ -lp ] [ -lt ] [ -ft ] [ -pt ], any, many</td>
</tr>
<tr>
<td>21</td>
<td>LESSON 21: [ str ] [ spr ] [ scr ] [ spl ], were</td>
</tr>
</tbody>
</table>
Tom said the pot was hot.

Do you remember that famous singer with that letter in her name?

What vowel do you see in the first nine words?

U7.LI-2: short vowel [o], \textit{was}
U7.LI-2: short vowel [o]. was

NAME ____________________________

SPELLING LESSON 6
TAKE HOME SHEET

WORDS TO LEARN

1. hot
2. pot
3. dog
4. rock
5. pop
6. sock
7. jog
8. not
9. hop
10. was

SENTENCE TO LEARN

Tom said the pot was hot.
**LESSON 6: ACTIVITY I**

U7.Li-2: short vowel [o]. *(was)*

**READ, TRACE, WRITE WORDS**

<table>
<thead>
<tr>
<th>Read the word.</th>
<th>Trace each letter while saying its sound.</th>
<th>Finger spell, write, and check.</th>
</tr>
</thead>
<tbody>
<tr>
<td>hot</td>
<td>hot</td>
<td></td>
</tr>
<tr>
<td>pot</td>
<td>pot</td>
<td></td>
</tr>
<tr>
<td>dog</td>
<td>dog</td>
<td></td>
</tr>
<tr>
<td>rock</td>
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<td></td>
</tr>
<tr>
<td>pop</td>
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</tr>
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<td>sock</td>
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<tr>
<td>jog</td>
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<tr>
<td>not</td>
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<td></td>
</tr>
<tr>
<td>hop</td>
<td>hop</td>
<td></td>
</tr>
<tr>
<td>was</td>
<td>was</td>
<td></td>
</tr>
</tbody>
</table>

Trace the letters while saying the letter names.

(continued on next page)
LESSON 6: ACTIVITY I (continued)
U7.LI-2: short vowel [o], [was]

READ, TRACE, WRITE THE SENTENCE
Directions: Read, trace, and write the sentence.

Tom said the pot was hot.

Tom said the pot was hot.
LESSON 6: ACTIVITY 2
U7LI-2: short vowel [o]. \textit{was}

Name ________________________________

DRAW A PICTURE

Directions: 1. Read the sentence.
2. Draw a line under each word that is in this week’s lesson.
3. Circle the Red Words.
4. Draw a picture about each sentence.

1. The dog was on the dock.

2. Bob’s sock has a rip.
LESSON 6: ACTIVITY 3
U7.Li-2: short vowel [o]. was

UNSCRAMBLE SENTENCES
Directions: The words in each sentence are not in order. Unscramble the words so that the sentence is a complete thought. To help you, the subject of each sentence is underlined.

Bob's The back rock hit.

rod hot a tan Jack has.

hot Mom the said pot is.

Name ____________________________

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LESSON 6: ACTIVITY 4

U7.Li-2: short vowel [o], [was]

WRITE WORDS

Directions: Write each word 3 times. Finger spell–write–check.
If it is a Red Word tap the letter names on your arm.

hot
pot
dog
rock
pop
sock
jog
not
hop
was

(continued on next page)
LESSON 6: ACTIVITY 4 (continued)  
U7.L1-2: short vowel [o], [was]

WRITE THE SENTENCE
Directions: Write the sentence 3 times. Be sure to frame the sentence and check for spelling.

Tom said the pot was hot.

---

---
LESSON 6: SPELLING TEST

Name ________________________________

Words

1. ________________________________ 6. ________________________________
2. ________________________________ 7. ________________________________
3. ________________________________ 8. ________________________________
4. ________________________________ 9. ________________________________
5. ________________________________ 10. ________________________________

Score: _________ / 10

Sentence

______________________________
______________________________
______________________________
______________________________

*Score: _________ / 8

*Score: Each correctly spelled word; 1 point for capital at beginning of sentence and proper name if it applies; 1 point for end punctuation mark, and 1 point for each internal punctuation mark. Total: _________ / 18
They plan to go to the clock shop.

1. Read, trace, and write words and sentence
2. Fill in the missing letters
3. Paste in missing words
4. Write words and sentence
5. Test

What do the first nine words start with? What do we call the last word in our spelling lesson?

flag  plan
blink  sled
glad   club
clock  flash
glass  they

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**SPELLING LESSON 16**  
**TAKE HOME SHEET**

**WORDS TO LEARN**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1.</td>
<td><strong>flag</strong></td>
</tr>
<tr>
<td>2.</td>
<td><strong>blink</strong></td>
</tr>
<tr>
<td>3.</td>
<td><strong>glad</strong></td>
</tr>
<tr>
<td>4.</td>
<td><strong>clock</strong></td>
</tr>
<tr>
<td>5.</td>
<td><strong>glass</strong></td>
</tr>
<tr>
<td>6.</td>
<td><strong>plan</strong></td>
</tr>
<tr>
<td>7.</td>
<td><strong>sled</strong></td>
</tr>
<tr>
<td>8.</td>
<td><strong>club</strong></td>
</tr>
<tr>
<td>9.</td>
<td><strong>flash</strong></td>
</tr>
<tr>
<td>10.</td>
<td><strong>they</strong></td>
</tr>
</tbody>
</table>

**SENTENCE TO LEARN**

They plan to go to the clock shop.
LESSON 16: ACTIVITY 1
U15A.Li-2: [s][b][f][c][g][p]. they

READ, TRACE, WRITE WORDS

<table>
<thead>
<tr>
<th>Read the word.</th>
<th>Trace each letter while saying its sound.</th>
<th>Finger spell, write, and check.</th>
</tr>
</thead>
<tbody>
<tr>
<td>flag</td>
<td>flag</td>
<td>flag</td>
</tr>
<tr>
<td>blink</td>
<td>blink</td>
<td>blink</td>
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<tr>
<td>glad</td>
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<tr>
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<td>club</td>
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<tr>
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<tr>
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</table>

(continued on next page)
LESSON 16: ACTIVITY 1 (continued)  Name __________________________
U15A.LI-2: [sl][bl][fl][cl][gl][pl]. they

READ, TRACE, WRITE THE SENTENCE
Directions: Read, trace, and write the sentence.

They plan to go to the clock shop.

They plan to go to the clock shop.

They plan to go to the clock shop.
SPELLING LESSON 16: ACTIVITY 2
U15A.LI-2: [s][b][f][c][g][p], they

FILL IN THE MISSING LETTERS
Directions: Fill in the missing letter or letters for each word.

flag  blink  glad
clock  glass  plan
sled  club  flash
they

1. plan
2. glass
3. flag
4. they
5. blink
6. flash
7. sled
8. clock
9. club
10. glad

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LESSON 16: ACTIVITY 3
U15A.L1-2: [sl][bl][fl][cl][gl][pl]. [they]

PASTE IN MISSING WORDS
Directions: Cut and paste the correct word in each sentence.

1. The box slid off the sled.

2. The cloth flag has a bad rip.

3. Did Anne spill a glass of pop on the rug?

(continued on next page)
4. Tom and Pat said that they ran up the hill with the sled.

5. I can blink my eyes.

(Flash cards: they, flag, glass, blink, sled)
LESSON 16: ACTIVITY 4

U15A.L1-2: [sl][bl][fl][cl][gl][pl]. they

WRITE WORDS

Directions: Write each word 3 times. Finger spell–write–check. If it is a Red Word tap the letter names out on your arm.

flag  flag  flag
blink  blink  blink
glad  glad  glad
clock  clock  clock
glass  glass  glass
plan  plan  plan
sled  sled  sled
club  club  club
flash  flash  flash
they  they  they

(continued on next page)
LESSON 16: ACTIVITY 4 (continued)

Ui5A.Li-2: [s][b][f][cl][g][pl]. they

WRITE THE SENTENCE
Directions: Write the sentence 3 times.
Be sure to frame the sentence and check for spelling.

They plan to go to the clock shop.

They plan to go to the clock shop.

They plan to go to the clock shop.
# LESSON 16: SPELLING TEST

**Name** ____________________________

<table>
<thead>
<tr>
<th>WORDS</th>
<th>SENTENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>flag</td>
<td>They plan to go to the clock shop.</td>
</tr>
<tr>
<td>blink</td>
<td></td>
</tr>
<tr>
<td>glad</td>
<td></td>
</tr>
<tr>
<td>clock</td>
<td></td>
</tr>
<tr>
<td>glass</td>
<td></td>
</tr>
<tr>
<td>plan</td>
<td></td>
</tr>
<tr>
<td>sted</td>
<td></td>
</tr>
<tr>
<td>club</td>
<td></td>
</tr>
<tr>
<td>flash</td>
<td></td>
</tr>
<tr>
<td>they</td>
<td></td>
</tr>
</tbody>
</table>

*Score: ______ / 10

**Score:**
1 point for each correctly spelled word; 1 point for capital at beginning of sentence and proper name if it applies; 1 point for end punctuation mark, and 1 point for each internal punctuation mark.

**Total: ______ / 20**
MASTERY TESTS & PRE/POST ASSESSMENTS

PHONICS 1: UNITS 2-17

CD-ROM included for Data Collection and Reporting

Author:
Victoria E. Greene

PROJECT READ
Putting Language in Motion

#80505
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- UNITS 2-17 (Cumulative) .............................................. (2-17)-1
PRE/POST ASSESSMENTS

PRE/POST ASSESSMENT OVERVIEW

These tests are designed to evaluate student abilities for the purpose of placing student at the correct learning level. Tests measure knowledge in sound/symbol relationship and in the Project Read® Phonics Program.

Each test can be used as a pretest and posttest to demonstrate progress of student learning.

GENERAL TEST DIRECTIONS

1. Distribute Student Test Sheet. Student puts name on the page.
2. For students who need a tracking aid, distribute a blank half-sheet of paper for use as a marker under test items.
3. Administer and score each test.
4. Record score on scoring sheets.
5. Enter scores on accompanying CD-ROM.

TEST DESCRIPTIONS

<table>
<thead>
<tr>
<th>ORAL SOUND/SYMBOL DECODING TEST</th>
<th>Purpose</th>
<th>This oral test is administered individually and assesses phonologic and phonemic awareness through knowledge of sound/symbol relationship.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Administration</td>
<td>Using the Phonics 1 Sound/Symbol Organization Chart, student produces the letter sound for each consonant, digraph, and short vowel. Tester records student response.</td>
</tr>
<tr>
<td></td>
<td>Scoring</td>
<td>One point for each correct sound</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WRITTEN SOUND/SYMBOL DECODING TEST</th>
<th>Purpose</th>
<th>This written test assesses phonologic and phonemic awareness through knowledge of sound/symbol relationship.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Administration</td>
<td>Tester dictates the sounds on the Phonics 1 Sound/Symbol Organization Chart. Using the blank Phonics Sound/Symbol Organization Chart, the student will write the letter(s) for the dictated sound of each consonant, digraph, and short vowel.</td>
</tr>
<tr>
<td></td>
<td>Scoring</td>
<td>One point for each correct letter(s)</td>
</tr>
</tbody>
</table>
# PRE/POST ASSESSMENTS

## PHONICS 1 PRE/POST ASSESSMENT

This test evaluates student abilities for the purpose of placing student at the correct learning level. It also measures student progress in the Project Read® Phonics Program. This assessment includes the following tests.

<table>
<thead>
<tr>
<th>Test</th>
<th>Purpose</th>
<th>Administration</th>
<th>Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOUND/SYMBOL DECODING (TESTS A &amp; B)</td>
<td>Assesses phonologic and phonemic awareness through knowledge of sound/symbol relationship.</td>
<td>Student says sound for each letter(s).</td>
<td>One point for each correct sound</td>
</tr>
<tr>
<td>WORDS TO READ (TEST C)</td>
<td>Assesses phonologic and phonemic awareness through knowledge of sound/symbol relationship applied to phonetically regular and irregular words.</td>
<td>Student reads word list. Tester checks appropriate box: Mastery or Needs Practice. Tester records incorrect response.</td>
<td>One point for each correct word</td>
</tr>
<tr>
<td>SPELL PHONETICALLY REGULAR &amp; IRREGULAR WORDS (TEST D)</td>
<td>Assesses ability to encode phonetically regular and irregular words.</td>
<td>Tester dictates word and student writes the word.</td>
<td>One point for each correct word</td>
</tr>
<tr>
<td>READING COMPREHENSION (TESTS E &amp; F)</td>
<td>Assesses understanding of what a student reads.</td>
<td>Student reads the words and sentences and chooses the correct response.</td>
<td>One point for each correct response</td>
</tr>
<tr>
<td>SENTENCE DICTATION (TEST G)</td>
<td>Assesses students mastery of punctuation, capitalization, and spelling within a sentence.</td>
<td>Student records the dictated sentence.</td>
<td>One point for each correct capital letter, punctuation mark, and word</td>
</tr>
</tbody>
</table>
## UNIT 7
Directions & Answer Key

Skills: o, was

### TEST A
AUDITORY SOUND/SYMBOL TEST
Circle the letter that represents the sound.

**DIRECTIONS:**
1. Students place marker under item:
   - 1. a i o
2. Students circle the letter of the dictated sound.

**Directly State:**
Look at the letters in the row. I will say a sound that one of these letters captures, and you will draw a circle around that letter.

**Directly State:**
1. Listen to the sound / o / (short vowel sound). Draw a circle around the letter that captures the sound / o / (short vowel sound). Move your marker down to item number two.
2. Listen to the sound / i / (short vowel sound). Draw a circle around the letter that captures the sound / i / (short vowel sound). Move your marker down to item number three.
3. Listen to the sound / a / (short vowel sound). Draw a circle around the letter that captures the sound / a / (short vowel sound).

**KEY:**
1. a i o
2. i o a
3. o a i

**SCORING GUIDE:**
1 point for each correct circled letter (3 Total Points)
UNIT 7
Directions & Answer Key

TEST B
AUDITORY SOUND/SYMBOL TEST
Circle the word that represents the sounds.

Skills: o, was

DIRECTIONS:
1. Students place marker (as needed) under item:
   1. hat hop hot
2. Students circle the dictated word.

Directly State:
Read all of the word choices.

Directly State:
1. Listen to the word *hot*. Draw a circle around the word *hot*.
2. Listen to the word *cot*. Draw a circle around the word *cot*.
3. Listen to the word *top*. Draw a circle around the word *top*.
4. Listen to the word *pot*. Draw a circle around the word *pot*.
5. Listen to the word *sock*. Draw a circle around the word *sock*.

KEY:
1. hat hop hot
2. cat cot cop
3. top pot tap
4. dot pat pot
5. mock sock rock

SCORING GUIDE: 1 point for each correct word (5 Total Points)
UNIT 7
Directions & Answer Key
Skills: o, was

TEST C
SPELL WORDS
Write dictated word.

DIRECTIONS:
1. Teacher says the word, and students repeat the word. (am)
2. Teacher uses the word in a sentence. (I am at school.)
3. Teacher repeats the word. (am)
4. Students finger spell the phonetically regular word as needed.
5. Students write the word.

Directly State: I will say a word, and you will spell the word.

Directly State: 1. lock Lock the door with a key. lock
2. sob To sob means to cry. sob
3. was Lexi was Cinderella in the play. was
4. top A spinning top made the baby laugh. top
5. lot Kids play ball in the empty lot. lot
6. pick Every fall we pick apples. pick
7. rod Shawn got a fishing rod for her birthday. rod
8. back Back is the opposite of front. back
9. rock Joe has a rock collection. rock
10. jog I like to jog in the morning. jog

KEY:
1. lock
2. sob
3. was
4. top
5. lot
6. pick
7. rod
8. back
9. rock
10. jog

SCORING GUIDE: 1 point for each correctly spelled word (10 Total Points)
UNIT 7
Directions & Answer Key

TEST D  READING COMPREHENSION
Fill in the blank with the word that demonstrates understanding of word and sentence meaning.

DIRECTIONS:  Students independently read the sentences and choose the word to fill in the blank.

Directly State:  Read the word choices beneath the sentence. Read the sentence and circle the correct word to complete the sentence.

KEY:

1. Is the ____________ hot?
   pot  not  on

2. Did Mom ______________ the van?
   lock  log  lack

3. The dog was ______________.
   dot  sick  rock

4. Is the ______________ on the box?
   tap  not  top

SCORING GUIDE: 1 point for each correct word  (4 Total Points )

TEST E  SENTENCE DICTATION
Write dictated sentence.

DIRECTIONS:
1. With dominant hand and palm downward, teacher says sentence, tapping a finger for each word.
2. Students repeat sentence also tapping a finger for each word in the sentence with palm downward.
3. Teacher reminds students to finger spell phonetically regular words or tap out Red Words on extended arm as needed.
4. Students pick up their pencil and write the sentence.

Directly State: I will say a sentence. You will repeat the sentence and then write the sentence.

Directly State: 1. Was Bob on the dock?

KEY:

1. Was Bob on the dock? (8 Total Points )

SCORING GUIDE: 1 point for each correct capital letter, punctuation mark, and word  (8 Total Points )
UNIT 7
Directions & Answer Key
Skills: o, was

**SCORING THE TEST**

**DIRECTIONS:**
1. Determine the number of points for correct answers on each test.
2. Add test scores to determine the total points.
3. Translate total points into a percentage score using the chart below.
4. Record the percentage score on the Unit Mastery Test Summary.
5. Enter student scores on accompanying CD-ROM.

**TOTAL:** 30 POINTS

<table>
<thead>
<tr>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
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</tr>
<tr>
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<td>96.7%</td>
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<td>26.7%</td>
</tr>
<tr>
<td>7</td>
<td>23.3%</td>
</tr>
<tr>
<td>6</td>
<td>20.0%</td>
</tr>
</tbody>
</table>
PHONICS 1 - UNIT 7 MASTERY TEST STUDENT SHEET

Name ____________________________

A. Auditory Sound/Symbol
   Directions: Circle the sound.
   1. a  i  o
   2. i  o  a
   3. o  a  i

   TOTAL: 3 pts.

B. Auditory Sound/Symbol
   Directions: Circle the word.
   1. hat  hop  hot
   2. cat  cot  cop
   3. top  pot  tap
   4. dot  pat  pot
   5. mock  sock  rock

   TOTAL: 5 pts.
PHONICS 1 - UNIT 7 MASTERY TEST STUDENT SHEET

Name ________________________________

C. Spell Words
Directions: Spell the word.

1. ________________________________
2. ________________________________
3. ________________________________
4. ________________________________
5. ________________________________
6. ________________________________
7. ________________________________
8. ________________________________
9. ________________________________
10. ________________________________

TOTAL: ____________ 10 pts.
D. Reading Comprehension
Directions: Circle the correct word to complete the sentence.

1. Is the ____________ hot?
   pot not on

2. Did Mom ____________ the van?
   lock log lack

3. The dog was ____________.
   dot sick rock

4. Is the ____________ on the box?
   tap not top

TOTAL: 4 pts.

E. Sentence Dictation
Directions: Write the sentence.

1. ____________________________________________

TOTAL: 8 pts.
## PHONICS 1 - UNIT 7 MASTERY TEST STUDENT SHEET

Name ________________________________

### UNIT 7
Mastery Test Summary

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Auditory Sound/Symbol</td>
<td>3 pts.</td>
</tr>
<tr>
<td>B. Auditory Sound/Symbol</td>
<td>5 pts.</td>
</tr>
<tr>
<td>C. Spell Words</td>
<td>10 pts.</td>
</tr>
<tr>
<td>D. Reading Comprehension</td>
<td>4 pts.</td>
</tr>
<tr>
<td>E. Sentence Dictation</td>
<td>8 pts.</td>
</tr>
</tbody>
</table>

### Total Points

**30 pts.**

### % of Mastery

<table>
<thead>
<tr>
<th>Score</th>
<th>% of Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
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</tr>
<tr>
<td>29</td>
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<tr>
<td>7</td>
<td>23.3%</td>
</tr>
<tr>
<td>6</td>
<td>20.0%</td>
</tr>
</tbody>
</table>
UNIT 12
Directions & Answer Key

TEST A
AUDITORY SOUND/SYMBOL TEST
Circle the letters that represents the sound.

DIRECTIONS:
1. Students place marker under item:
   1. w  wh  h  th
2. Students circle the letter(s) of the dictated sound.

Directly State: Look at the letters in the row. I will say a sound that one of these letters captures, and you will draw a circle around that letter.

Directly State:
1. Listen to the glide sound / wh /.
   Circle the letters that capture the sound / wh /.
   Look at #2.
2. Listen to the glide sound / ch /.
   Circle the letters that capture the sound / ch /.
   Look at #3.
3. Listen to the glide sound / th /.
   Circle the letters that capture the sound / th /.
   Look at #4.
4. Listen to the glide sound / sh /.
   Circle the letters that capture the sound / sh /.
   Look at #5.
5. Listen to the glide sound / -tch /.
   Circle the letters that capture the sound / -tch /.

KEY:
1. w  wh  h  th
2. sh  c  ck  ch
3. t  th  nk  wh
4. ss  ch  sh  s
5. -tch  -ck  -nk  -th

SCORING GUIDE: 1 point for each correct digraph (5 Total Points)
## UNIT 12
Directions & Answer Key

**Skills:** ch, wh, th, sh, -tch, are, put

### TEST B
**SPELL WORDS**
Write dictated word.

<table>
<thead>
<tr>
<th>DIRECTIONS:</th>
<th>1. Teacher says the word, and students repeat the word. (am)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Teacher uses it in a sentence. (I am at school.)</td>
</tr>
<tr>
<td></td>
<td>3. Teacher repeats the word. (am)</td>
</tr>
<tr>
<td></td>
<td>4. Students finger spell the phonetically regular word or tap letter names on extended arm for Red Words as needed.</td>
</tr>
<tr>
<td></td>
<td>5. Students write the word.</td>
</tr>
</tbody>
</table>

**Directly State:** I will say a word, and you will spell the word.

<table>
<thead>
<tr>
<th>Directly State:</th>
<th>I will say a word, and you will spell the word.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directly State:</td>
<td>thing What is that thing? thing</td>
</tr>
<tr>
<td></td>
<td>chill Chill the watermelon. chill</td>
</tr>
<tr>
<td></td>
<td>fish We have angel fish in our tank. fish</td>
</tr>
<tr>
<td></td>
<td>are Where are your shoes? are</td>
</tr>
<tr>
<td></td>
<td>that That story about dinosaurs was my favorite. that</td>
</tr>
<tr>
<td></td>
<td>put Put your books in your locker. put</td>
</tr>
<tr>
<td></td>
<td>which Which coat is yours? which</td>
</tr>
<tr>
<td></td>
<td>shop We shop for groceries on Saturday. shop</td>
</tr>
<tr>
<td></td>
<td>whiff A whiff of smoke lingered after the campfire. whiff</td>
</tr>
<tr>
<td></td>
<td>match Do not play with that match. match</td>
</tr>
</tbody>
</table>

**KEY:**

| 1. thing | 6. put |
| 2. chill | 7. which |
| 3. fish  | 8. shop |
| 4. are   | 9. whiff |
| 5. that  | 10. match |

**SCORING GUIDE:** 1 point for each correct word

(10 Total Points)
UNIT 12
Directions & Answer Key
Skills: ch, wh, th, sh, -tch, are, put

TEST C
READING COMPREHENSION
Fill in the blank with the word that demonstrates understanding of word and sentence meaning.

DIRECTIONS:
Students independently read the sentence and write the correct word in the blank to complete the sentence.

Directly State:
Read the word choices beneath the sentence.
Read the sentence and write the correct word to complete the sentence.

KEY:

1. Is this the path to the ______ shop ______? shall with shop

2. ______ Chips and dip are in the dish.
   This Chips Whiff

3. Can you fix the ______ latch ______ on the dish hutch?
   dash pinch latch

4. Jill and Mitch ______ are ______ with Chad and Hank.
   is are to

5. The thin moth was less than an ______ inch ______ thick.
   inch wish in

SCORING GUIDE: 1 point for each correct word (5 Total Points)
UNIT 12
Directions & Answer Key  Skills: **ch, wh, th, sh, -tch, are, put**

**TEST D**  
SENTENCE DICTATION
*Write dictated sentence.*

**DIRECTIONS:**
1. With dominant hand and palm downward, teacher says sentence, tapping a finger for each word.
2. Students repeat sentence also tapping a finger for each word in the sentence with palm downward.
3. Teacher reminds students to finger spell phonetically regular words or tap out Red Words on extended arm as needed.
4. Students pick up their pencil and write the sentence.

Directly State: I will say a sentence. You will repeat the sentence, and then write the sentence.

Directly State:
1. Fish are in the tank.
2. Chad put cash in the bank.

**KEY:**
1. Fish are in the tank. (7 points)
2. Chad put cash in the bank. (8 points)

**SCORING GUIDE:** 1 point for each correct capital letter, punctuation mark, and word  
(15 Total Points)

**SCORING THE TEST**

**DIRECTIONS:**
1. Determine the number of points for correct answers on each test.
2. Add test scores to determine the total points.
3. Translate total points into a percentage score using the chart below.
4. Record the percentage score on the Unit Mastery Test Summary.
5. Enter student scores on accompanying CD-ROM.

**TOTAL: 35 POINTS**

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Unit Mastery Tests – Phonics 1  
© Language Circle Enterprises, Inc.
PHONICS 1 - UNIT 12 MASTERY TEST STUDENT SHEET

Name ________________________________

A. Auditory Sound/Symbol
Directions: Circle the sound.

1. w   wh   h   th
2. sh   c   ck   ch
3. t   th   nk   wh
4. ss   ch   sh   s
5. -tch   -ck   -nk   -th

TOTAL: _____ 5 pts.

B. Spell Words
Directions: Spell the word.

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________
5. ____________________________________________
6. ____________________________________________
7. ____________________________________________
8. ____________________________________________
9. ____________________________________________
10. ____________________________________________

TOTAL: _____ 10 pts.
PHONICS 1 - UNIT 12 MASTERY TEST STUDENT SHEET

Name ____________________________

C. Reading Comprehension
Directions: Write the correct word to complete the sentence.

1. Is this the path to the ____________________?
   shall with shop

2. ____________________ and dip are in the dish.
   This Chips Whiff

3. Can you fix the ____________________ on the dish hutch?
   dash pinch latch

4. Jill and Mitch ____________________ with Chad and Hank.
   is are to

5. The thin moth was less than an ____________________ thick.
   inch wish in

TOTAL: _________ 5 pts.
PHONICS 1 - UNIT 12 MASTERY TEST STUDENT SHEET

Name ______________________________

D. Sentence Dictation
   Directions: Write the sentence.

   1. ________________________________  7 pts.

   2. ________________________________  8 pts.

   TOTAL:  15 pts.

© Language Circle Enterprises, Inc.
**PHONICS 1 - UNIT 12 MASTERY TEST STUDENT SHEET**

Name ____________________________

**UNIT 12**

Mastery Test Summary

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<td>D. Sentence Dictation</td>
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**Total Points**  
35 pts.

**% of Mastery**

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### Project Read® Phonics Aligns with Common Core Standards

#### RS-1 Reading Strategies

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#### SS Sound/Symbol Organization Chart

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<td>RF1,3de</td>
<td>RF2,3c; L2,2f</td>
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#### SP Spelling

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<td>RF1abcd; R3c, L2a</td>
<td>RL1234; R11234; RF1; RF3g; RF4abc; L2bcde</td>
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#### UNIT 2 Short Vowel [a], [t] [m] [s] [b] [c] [f]

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<tr>
<td>[t] [m] [s]</td>
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<td>RF1abcd; RF2d; RF3a; L2abcd; L4a; RL1234; R11234</td>
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## Project Read® Phonics Aligns with Common Core Standards

### Project Read® Phonics Aligns with Common Core Standards

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### UNIT 4 | [g] [d] [v] | Grade 1 | Grade 2 | Grade 3 |
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####UNIT 5 | Short Vowel [i] [w] | Grade 1 | Grade 2 | Grade 3 |
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<td>RF1abcd; RF2d; RF3abcd; L1a; L2abcd; L4a; RL1234; RI1234</td>
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<td>RF3f; RF4abc</td>
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<td>Red Word: have</td>
<td>RF1abcd; RF2d; RF3ac; L1a; L2abcd; L4a; RL1234; RI1234</td>
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####UNIT 6 | [k] [-ck] | Grade 1 | Grade 2 | Grade 3 |
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####UNIT 7 | Short Vowel [o] | Grade 1 | Grade 2 | Grade 3 |
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## Project Read® Phonics Aligns with Common Core Standards

### UNIT 8 [qu] [y] [z],?

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#### 8.1 [qu]
- RF1abcd; RF2d; RF3a; L1a; L2abcd; L4a; RL1234; RI1234
- RL1234; RI1234; RF1; RF2bcd; RF3bd; RF4abc; L2abde
- RF4abc | RF4abc

#### 8.2 [x]
- RF1abcd; RF3a; L1a; L2abcd; L4a; RL1234; RI1234
- RL1234; RI1234; RF1; RF2bcd; RF3abd; RF4abc; L2abde
- RF3f; RF4abc | RF3d; RF4abc

#### 8.3 [y] [z]
- RF1abcd; RF2d; RF3a; L1a; L2abcd; L4a; RL1234; RI1234
- RL1234; RI1234; RF1; RF2bcd; RF3bd; RF4abc; L2abde
- RF4abc | RF4abc

#### 8.4 Interrogative Sentence
- L.K.2b; RL1234; RI1234
- RL1234; RI1234; RF1; RF4abc; L2abde
- RF4abc | RF4abc

### UNIT 9 Short Vowel [u]

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#### 9.1 Short Vowel [u]
- RF2d; RF3ab; L1a; L2abcd; L4a; RL1234; RI1234
- RL1234; RI1234; RF1; RF2abcd; RF3bd; RF4abc; L2abde
- RF3f; RF4abc | RF4abc

#### 9.2 Red Word: of
- RF3c; RL1234; RI1234
- RL1234; RI1234; RF1; RF2g; RF4abc; L2abde
- RF3f; RF4abc | RF3d; RF4abc

### UNIT 10 [-ss] [-ff] [-ll] [-zz]

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#### 10.1 [-ss] [-ff] [-ll] [-zz]
- Red Word: you
- RF1abcd; RF3c; RL1234; RI1234
- RL1234; RI1234; RF1; RF2bcd; RF3abd; RF4abc; L2abde
- RF3f; RF4abc; L2d | RF3d; RF4abc; 1.2f

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#### 11.1 [-nk] [-ank]
- RL1234; RI1234; RF1; RF2bcd; RF3bdg; RF4abc; L2abde
- RF4abc | RF4abc

- RL Reading: Literature
- RF Reading: Foundational Skills
- RI Reading: Informational Text
- W Writing
- S Speaking and Listening
- L Language

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### Project Read® Phonics Aligns with Common Core Standards

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<td>[ch]</td>
<td>RL1234; RI1234; RF1; RF2abcd; RF3ab; RF4abc; L2abde</td>
<td>L2d; RF4abc</td>
<td>L2f; RF4abc</td>
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<td>12.2</td>
<td>[wh]</td>
<td>RL1234; RI1234; RF1; RF2abcd; RF3ab; RF4abc; L2abde</td>
<td>RF4abc; RF3d; RF4abc</td>
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<td>12.3</td>
<td>[th]</td>
<td>RL1234; RI1234; RF1; RF2abcd; RF3ab; RF4abc; L2abde</td>
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<td>12.4</td>
<td>[sh]</td>
<td>RL1234; RI1234; RF1; RF2abcd; RF3ab; RF4abc; L2abde</td>
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<tr>
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<td>RF3a; RF4abc</td>
<td>RF4abc</td>
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<tr>
<td>13.2</td>
<td>Red Words: could, would, should</td>
<td>RL1234; RI1234; RF1; RF3g; RF4abcd; L2abde</td>
<td>RF3f; RF4abc</td>
<td>RF3d; RF4abc</td>
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13.3 **Exclamatory Sentence**
- L2b; RL1234; RI1234
- RL1234; RI1234; RF1; RF4abc; L2abde
- RF4abc; RF4abc

**UNIT 14**

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<tr>
<td></td>
<td></td>
<td></td>
<td>RL1234;</td>
<td>RI1234;</td>
<td>RF3a;</td>
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<td></td>
<td></td>
<td></td>
<td>RF3ab;</td>
<td>RF3abc;</td>
<td>RF3bc;</td>
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<td></td>
<td></td>
<td>RF3abcd;</td>
<td>RF3abc;</td>
<td>RF3abc;</td>
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<td></td>
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<td>RL1234;</td>
<td>RI1234;</td>
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<td></td>
<td></td>
<td></td>
<td>RF3a;</td>
<td>RF4abc;</td>
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<td></td>
<td></td>
<td></td>
<td>RF4abc;</td>
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</table>

| 14.2 | Common Suffixes: [ -s ] [ -es ] | L4b | RL1234; | RI1234; | RF3a;  |
|      |                                 |   | RL1234; | RI1234; |
|      |                                 |   | RF3f;   | RF4abc; |
|      |                                 |   | RF4abc; |

| 14.3 | Red Words: Mr., Mrs., Ms. | RL1234; | RI1234; |
|      |                                 |   | RF3a;   |
|      |                                 |   | RF4abc; |

**UNIT 15A**

| 15A.1 | Initial L Blends: [ sl ] [ bl ] [ fl ] [ gl ] [ pl ] | RL1234; | RI1234; |
|       |                                                  |   | RF3a;   |
|       |                                                  |   | RF4abc; |

| 15A.2 | Red Word: they | RL1234; | RI1234; |
|       |                 |   | RF3a;   |
|       |                 |   | RF4abc; |

**UNIT 15B**

| 15B.1 | Initial R Blends: [ tr ] [ cr ] [ br ] [ fr ] [ gr ] [ pr ] [ thr ] [ shr ] | RL1234; | RI1234; |
|       |                                                  |   | RF3a;   |
|       |                                                  |   | RF4abc; |

| 15B.2 | Red Word: your | RL1234; | RI1234; |
|       |                 |   | RF3a;   |
|       |                 |   | RF4abc; |

**UNIT 15C**

| 15C.1 | Initial S Blends: [ sk ] [ sc ] [ st ] [ sm ] [ sp ] [ sw ] [ sn ] [ squ ] | RL1234; | RI1234; |
|       |                                                  |   | RF3a;   |
|       |                                                  |   | RF4abc; |

| 15C.2 | Initial W Blends: [ tw ] [ dw ] | RL1234; | RI1234; |
|       |                                                  |   | RF3a;   |
|       |                                                  |   | RF4abc; |
### UNIT 16

**Final Consonant Blends**

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<td>16.1</td>
<td>Final Consonant Blends: [-st</td>
<td>-sk</td>
<td>-sp</td>
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<tr>
<td>16.2</td>
<td>Red Words: two, do</td>
<td>RL1234; RI1234; RF1; RF3g; RF4abc; L2abde</td>
<td>RF3f; RF4abc</td>
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<tr>
<td>16.3</td>
<td>Final Consonant Blends: [-ld</td>
<td>-lk</td>
<td>-lp</td>
</tr>
<tr>
<td>16.4</td>
<td>Red Words: many, any</td>
<td>RL1234; RI1234; RF1; RF3g; RF4abc; L2abde</td>
<td>RF3f; RF4aBC</td>
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<tr>
<td>16.5</td>
<td>Final Consonant Blends: [-ft</td>
<td>-pt</td>
<td>-ct ]</td>
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### UNIT 17

**Consonant Cluster**

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<tr>
<td>17.1</td>
<td>Consonant Clusters: [str</td>
<td>spr</td>
<td>scr</td>
</tr>
<tr>
<td>17.2</td>
<td>Red Word: were</td>
<td>RL1234; RI1234; RF1; RF3g; RF4abc; L2abde</td>
<td>RF3f; RF4abc</td>
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### UNIT 18

**Syllable, VCCV Cutting Pattern**

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<td>18.1</td>
<td>Definition of a Syllable</td>
<td>RL1234; RI1234; RF1; RF2a; RF3de; RF4abc; L2abde</td>
<td>RF4abc</td>
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<tr>
<td>18.2</td>
<td>Closed Syllables</td>
<td>RL1234; RI1234; RF1; RF2a; RF3de; RF4abc; L2abde</td>
<td>RF3a; L2d; RF4abc</td>
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</tbody>
</table>
### Project Read® Phonics Aligns with Common Core Standards

#### 18.3 Syllable Division: VCCV Cutting Pattern

| RL1234; RI1234; RF1; RF2a; RF3de; RF4abc; L2abde | RF4abc | RF3c; RF4abc |

#### UNIT 19 R Control

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<th>K</th>
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</thead>
</table>

**19.1 R Control: [ ar ]**
- RL1234; RI1234; RF1; RF2bcd; RF3bd; RF4abc; L2abde
- RF3b; RF4abc | L2f; RF4abc |

**19.2 Red Word: who**
- RL1234; RI1234; RF1; RF3g; RF4abc; L2abde
- RF3f; RF4abc |

**19.3 R Control: [ er ] [ ir ] [ ur ]**
- RL1234; RI1234; RF1; RF2bcd; RF3bd; RF4abc; L2abde
- RF3b; RF4abc | L2f; RF4abc |

**19.4 Red Words: come, some**
- RL1234; RI1234; RF1; RF3g; RF4abc; L2abde
- RF3f; RF4abc |

**19.5 R Control: [ or ]**
- RL1234; RI1234; RF1; RF2bcd; RF3bd; RF4abc; L2abde
- RF3b; RF4abc | L2f; RF4abc |

#### UNIT 20 Open Syllable

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**20.1 Open Syllable**
- RL1234; RI1234; RF1; RF2abcd; RF3bd; RF4abc; L2abde
- RF3ac; L2d; RF4abc | RF3c; L2f; RF4abc |

**20.2 Red Words: very, once, whose**
- RL1234; RI1234; RF1; RF3g; RF4abc; L2abde
- RF3f; RF4abc |

**20.3 Past Tense Suffix: [ -ed ]**
- RL1234; RI1234; RF1; RF3f; RF3abc; L2abde; L4bc
- RF3d; L4c; RF4abc |

**RL** Reading: Literature  **RF** Reading: Foundational Skills  
**RI** Reading: Informational Text  **W** Writing  
**S** Speaking and Listening  **L** Language

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### UNIT 22 VCV Cutting Pattern

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### UNIT 23 [y] as a Vowel

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<td>RF3c; L2f; RF4abc</td>
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### UNIT 24 Soft [c] and [g]

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<td>RF3d; RF4abc</td>
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### UNIT 25 [-dge]

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<td>RL1234; RI1234; RF1; RF2abcd; RF3bd; RF4abc; L2abde</td>
<td>RF3a; L2f; RF4abc</td>
<td>RF3d; RF4abc</td>
</tr>
</tbody>
</table>

### Red Words:

- **here**, **from**, **give**, **live**
- **where**, **there**

### Other Information:

- **RL**: Reading: Literature
- **RI**: Reading: Informational Text
- **RF**: Reading: Foundational Skills
- **W**: Writing
- **S**: Speaking and Listening
- **L**: Language
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<tr>
<td>26.1</td>
<td>[i] Vowel Teams: [-ie]</td>
<td>RL1234; RI1234; RF1; RF2abcd; RF3bcd; RF4abc</td>
<td>RF3a; L2d; RF4abc</td>
<td>L2f; RF4abc</td>
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<tr>
<td>26.2</td>
<td>[a] Vowel Teams: [-ai] [-ay]</td>
<td>RL1234; RI1234; RF1; RF2abcd; RF3bcd; RF4abc; L2abde</td>
<td>RF3ac; L2d; RF4abc</td>
<td>L2f; RF4abc</td>
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<tr>
<td>26.3</td>
<td>[o] Vowel Teams: [-oa] [-ow] [-oe]</td>
<td>RL1234; RI1234; RF1; RF2abcd; RF3bcd; RF4abc; L2abde</td>
<td>RF3ac; L2d; RF4abc</td>
<td>L2f; RF4abc</td>
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<td>26.4</td>
<td>[e] Vowel Teams: [-ee] [-ea] [-ie] [-ey]</td>
<td>RL1234; RI1234; RF1; RF2abcd; RF3bcd; RF4abc; L2abde</td>
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<td>L2f; RF4abc</td>
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<td>26.5</td>
<td>Red Words: whom, does</td>
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<td>RF3e; RF4abc</td>
<td>RF3d; RF4abc; L2f</td>
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<td>27.2</td>
<td>Silent Letter Combinations: [-kn] [-wr]</td>
<td>RL1234; RI1234; RF1; RF2abcd; RF3bcd; RF4abc; L2abde</td>
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<tr>
<td>27.3</td>
<td>Red Words: front, view, love</td>
<td>RL1234; RI1234; RF1; RF2abcd; RF3bcd; RF4abc; L2abde</td>
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**RL** Reading: Literature  **RF** Reading: Foundational Skills  **S** Speaking and Listening  **W** Writing  **L** Language
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<td>29.1</td>
<td>Schwa (ə)</td>
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<td>31.1</td>
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<td>RF3d; RF4abc</td>
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<tr>
<td>32.1</td>
<td>Diphthong: [ɔː] as in /boo/</td>
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<td>L2f; RF4abc</td>
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<td>32.2</td>
<td>Red Words: mother, father, brother</td>
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<td>RF3d; RF4abc</td>
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<td>33.1</td>
<td>Diphthongs: [eɪ] [e] [ei]</td>
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<td>Diphthongs: [ɔɪ] [ɔɪ]</td>
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**UNIT 36** Diphthongs

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<th>RF3d; RF4abc</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
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**UNIT 37** Common Suffixes

<table>
<thead>
<tr>
<th>Grade</th>
<th>RF3; RF4abc</th>
<th>RF3d; RF4abc</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>RF3; RF4abc</th>
<th>RF3d; RF4abc</th>
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<tbody>
<tr>
<td>Grade 1</td>
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<table>
<thead>
<tr>
<th>Grade</th>
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<th>RF3d; RF4abc</th>
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<table>
<thead>
<tr>
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</thead>
<tbody>
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**UNIT 38** Final Silent e, Spelling

<table>
<thead>
<tr>
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<th>RF3d; RF4abc</th>
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<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Grade</th>
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<th>RF3d; RF4abc</th>
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</thead>
<tbody>
<tr>
<td>Grade 1</td>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>RF3; RF4abc</th>
<th>RF3d; RF4abc</th>
</tr>
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<tbody>
<tr>
<td>Grade 2</td>
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</table>

<table>
<thead>
<tr>
<th>Grade</th>
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<th>RF3d; RF4abc</th>
</tr>
</thead>
<tbody>
<tr>
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**UNIT 39** Adding Suffixes

<table>
<thead>
<tr>
<th>Grade</th>
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<th>RF3d; RF4abc</th>
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<tbody>
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<td></td>
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<table>
<thead>
<tr>
<th>Grade</th>
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<th>RF3d; RF4abc</th>
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<th>RF3d; RF4abc</th>
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<tbody>
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<td>Grade 2</td>
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<table>
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<th>Grade</th>
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<th>RF3d; RF4abc</th>
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<tbody>
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**UNIT 40** Syllabication

<table>
<thead>
<tr>
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<table>
<thead>
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<th>RF3d; RF4abc</th>
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## Project Read® Phonics Aligns with Common Core Standards

<table>
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<tr>
<th>UNIT 41</th>
<th>Alternative Sounds</th>
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<tbody>
<tr>
<td>41.1</td>
<td>[ ph ]</td>
<td></td>
<td>RF3e;</td>
<td>RF4abc;</td>
<td>L2d;</td>
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<tr>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>41.2</td>
<td>[ ch ]</td>
<td>Alternative Sounds / k / ch / Dictionary Work</td>
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<td>RF3e;</td>
<td>RF4abc;</td>
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<tr>
<td>41.3</td>
<td>Red Words: lose, rough, tough</td>
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<td>RF3f;</td>
<td>RF4abc;</td>
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<td>UNIT 42</td>
<td>Diphthong Patterns</td>
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<td>Grade 2</td>
<td>Grade 3</td>
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<tr>
<td>42.1</td>
<td>Diphthong Grapheme Patterns: [ augh ] [ -all ] [ wa ] [ -alk ] [ qua ]</td>
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<td>RF3e;</td>
<td>RF4abc;</td>
<td>L2f;</td>
</tr>
<tr>
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<tr>
<td>UNIT 43</td>
<td>R Control Patterns</td>
<td>K</td>
<td>Grade 1</td>
<td>Grade 2</td>
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</tr>
<tr>
<td>43.1</td>
<td>R Control Grapheme Patterns: [ wor ] [ ear ]</td>
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<td>RF3e;</td>
<td>RF4abc;</td>
<td>L2f;</td>
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<tr>
<td>43.2</td>
<td>R Control Grapheme Pattern: [ war ]</td>
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<td>RF4abc;</td>
<td>L2f;</td>
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<td></td>
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</tr>
<tr>
<td>43.3</td>
<td>R Control Grapheme Patterns for / air /</td>
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<td>RF3e;</td>
<td>RF4abc;</td>
<td>L2f;</td>
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<td></td>
</tr>
<tr>
<td>43.4</td>
<td>R Control Grapheme Pattern: [ ear ]</td>
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<td>RF3e;</td>
<td>RF4abc;</td>
<td>L2f;</td>
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<tr>
<td></td>
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</tr>
<tr>
<td>UNIT 44</td>
<td>Long Vowel Patterns</td>
<td>K</td>
<td>Grade 1</td>
<td>Grade 2</td>
<td>Grade 3</td>
</tr>
<tr>
<td>44.1</td>
<td>Long Vowel Grapheme Patterns: [ eigh ] [ -old ] [ -oll ] [ -igh ] [ -ind ]</td>
<td></td>
<td>RF3ef;</td>
<td>RF4abc;</td>
<td>L2f;</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)

Percent of Third Grade Students in Proficiency Categories

Grade 3 Composite Performance Index (CPI)
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.
Research

Language Circle® / Project Read®

PHONICS

Mt. Holly Elementary School

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 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%
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.