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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 2 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 18 Lesson 3 Cutting Pattern VCCV
  - Unit 29 Lesson 1 [i] & [a] Vowel Teams
  - Unit 32 Lesson 1 [oo] Diphthong
- **Language Circle Reading Collection** – Level 2
- **Supplemental Instructional Materials**
  - Primary Phonics Instructional Kit
  - Recommended supplemental materials
- **Spelling Lessons & Vocabulary Enrichment** - Phonics 2
- **Pre/Post Assessments & Unit Mastery Tests** – Phonics 2
- **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.

**MATERIALS**

- Phonics 1 & 2 Guides
- Phonics 1 & 2 Online Video Subscriptions
- Large Phonics Sound Symbol Pack
  - Student Practice CD-ROM – Phonics 1 & 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 & 2
  - Treasure Chest Sentence Strips – Phonics 1 & 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 & 2
  - Mastery Tests & Pre/Post Assessments w/Scoring CD-ROM – Phonics 1 & 2
  - Classroom Alphabet Display
  - Classroom Posters
- Essential Classroom Materials

**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
- 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
- Tactile
- Body Language

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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)

Core plus Supplemental

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):

```
1. Pat nabs Ann's cap.
   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 takes the cap? (Pat)

2. Jan can pat Pam's cat Tab.
   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 this 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)

3. The bat naps.
   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.

4. Pam can bat.
   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)
   • What can Pam do? (bat)

5. Matt has Nan's can.
   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)

6. Tab can nap.
   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)
```
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 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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Language Circle Enterprises
Project Read Required Curriculum Training Materials

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

(continued on next page)
**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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UNIT 18 Lesson 3

SKILL  Syllable Division – VCCV Cutting Patterns 18-17

CONCEPT
A syllable is a word or part of a word having one vowel sound.

SKILL INSTRUCTION: Syllable Division – VCCV Cutting Pattern

Display the word admit.

Directly State: How many ‘talking’ vowels are in this word?
Answer: Two.

Directly State: How many parts or syllables to this word?
Answer: Two. A word has as many syllables as it has ‘talking’ vowels.

Directly State: This lesson will introduce one of the cutting patterns for dividing elephant words into syllables.

1. Display: 5 Cutting Patterns (pg. 18-21)
   Directly State:
   • There are five cutting patterns.
   • The five is divided into 5 sections to hold each cutting pattern.

   Display: VCCV cutting pattern (pg. 18-22)

2. The cutting pattern is VCCV (vowel, consonant, consonant, vowel).
   Display pattern above the word admit.

3. The cutting pattern is found when you underline the ‘talking’ vowels and pull down the consonant sounds between the vowels.

4. Distribute pg. 18-24. Teacher and students find the cutting pattern.

STEP 1: Underline the ‘talking’ vowels and mark them with a ‘v’.
Model: admit

STEP 2: Swoop between the ‘talking’ vowels and pull down the consonant sounds between the vowels.
Model: admit

STEP 3: Cut according to the pattern.
Directly State: The VCCV cutting pattern is usually cut between the two consonants.
Model: admit

VAKT

Student Practice 18F (pg. 18-23)
Trace over the pattern while reciting the pattern (vowel, consonant, consonant vowel). Practice in sets of three.
PRACTICE ACTIVITY

**Distribute: 5 Cutting Patterns** (pg. 18-21).
With teacher guidance, trace the pattern in the five.

INPUT

Display the word magnet.

- Directly State:
  - When unlocking elephant words you have to cut them up into syllables.
  - Each syllable must have a ‘talking’ vowel.

PRACTICE ACTIVITY

**Distribute** the elephant word magnet (pg. 18-25).
Teacher and students recite steps together as they find the cutting pattern.

**FIVE STEPS FOR UNLOCKING ELEPHANT WORDS**

**STEP 1:** Underline the ‘talking’ vowels and mark them with a ‘v’.

**Model:** magnet

**Why?** To find the number of syllables.

**STEP 2:** Swoop between the ‘talking’ vowels and pull down the consonant sounds between the vowels.

**Model:** magnet

**Why?** To find the cutting pattern.

**STEP 3:** Cut the word according to the pattern.

**Directly State:** With this pattern, cut between the consonants.

**Model:** magnet

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

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

**Model:** māg

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

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

**Model:** magnet

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

Read the sentence at the bottom of the page. What does magnet mean?
**TEACH TO TRANSFER**

**INPUT**

Directly State:
- [-ck] represents one consonant sound, [ -ck ] cannot be separated and the vowel must stay with the [-ck ].
- Remember, the dash ( – ) is the place holder for the vowel.

**Guided Practice:**

- insect
- jack et

**WORD BUILDING**

Use the **Word Building Process** to build words. **Distribute** Jewel Box words to put in students’ personal Jewel Box.

1. Build: until
   Sentence: I cannot go outside until the rain stops.
2. Build: contest
   Sentence: Jack won the talent contest.
3. Build: plastic
   Sentence: Put the plastic bottle in the recycling bin.

**FINGER SPELLING WORDS WITH MORE THAN ONE ‘TALKING’ VOWEL**

- Teacher says the word.
- Students repeat the word.
- Teacher puts word into sentence.
- Students repeat the sentence.
- Teacher throws out the word and students catch it in their dominant hand.
- Students say the word while they divide it with their voice. Starting with their thumb, put a finger up for each syllable. (The vowel sound tells where to divide or pause.)
- If needed, finger spell each syllable on the non-dominant hand.

**CHECKING WORD**

- Teacher says “check”.
- Each word is corrected by:
  - Whole word is said out loud.
  - Each syllable is said out loud followed by each sound and letter name.
**PRACTICE ACTIVITY**

**Student Practice 18G** (pgs. 18-27 through 18-29). Use *Unlocking Words with Two or More ‘Talking’ Vowels* (pg. 18-26), divide, and read the **elephant** words.

- **4. muffin**
  - The muffin tin is hot.

- **5. fantastic**
  - This class is fantastic!

- **6. basket**
  - Miss Bell has a basket of quilt scraps.

- **7. padlock**
  - Did the padlock jam?

- **8. insects**
  - Tim has six insects in his plastic bag.

- **plastic**

- **9. object**
  - A thing is an object.

- **10. magnet**
  - The magnet will pick up the spilled pins.

- **11. trumpet**
  - Chuck has a brass trumpet.

- **12. chipmunk**
  - The chipmunk hid in the shed.

- **13. bucket**
  - The bucket is filled with fresh shrimp.

**ORAL READING**

**Unit 18 Student Review** (pg. 18-30)

**Jewel Box Words & Treasure Chest Sentences**

**Language Circle Reading Collection – Level 1**
- A Fantastic Pocket
- Dan D. Duck
- The Path to Jackson Dam

**SPELLING**

**Spelling Lessons & Vocabulary Enrichment Activities – Lesson 22**

**ASSESSMENTS**

**MASTERY TESTS**

**Phonics 2 Mastery Tests & Pre/Post Assessments – Unit 18**
UI8.L3: VCCV Cutting Pattern

5 Cutting Patterns

Name ________________________

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U18.L3: VCCV Cutting Pattern

Name ________________________________
UI8.L3: VCCV Cutting Pattern

Name ____________________________

**Student Practice 18F**

Directions: Trace pattern while reciting the cutting pattern.

VCCV

VCCV

VCCV

VCCV

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Did the kids admit they hid Mr. Smith’s pet fish?
U18.L3: VCCV Cutting Pattern

Name ____________________

Student Practice 18G

Directions: Use the Unlocking Words with Two or More ‘Talking’ Vowels. Divide and read the elephant words and sentences.

1. **muffin** The muffin tin is hot.

2. **fantastic** This class is fantastic!

3. **basket** Miss Bell has a basket of quilt scraps.

4. **padlock** Did the padlock jam?
U18: Review

Name ________________________________

Unit 18 Student Review

Directions: Words and sentences to read.

1. until  9. plastic  17. bucket
2. insect  10. jacket  18. chipmunk
3. napkin  11. pocket  19. tablet
4. upset  12. object  20. catnip
5. cactus  13. admit  21. rabbit
6. traffic  14. sunset  22. muffin
7. fantastic  15. magnet  23. basket
8. padlock  16. trumpet  24. into

1. This cactus has buds.
2. Put Skip’s jacket into the bag.
3. The plastic bag is in the trunk.
4. I have a padlock in my pocket.
5. Did the bad traffic upset Mom?
6. That is a fantastic sunset!
7. A magnet picks up things.
8. Mrs. Smith has a locket.
9. Ellen is in Wisconsin.
10. The rabbit ran into the pigpen.
11. This napkin has a shamrock on it.
12. Velvet is a fabric.
**PHONICS 2**

**UNIT 26 Lesson 1**

**SKILL**

- [ ] Vowel Team: [ -ie ] – /i/  

**CONCEPT**

A vowel team is a combination of two vowels that usually represent a long vowel sound.

**SKILL INSTRUCTION:** [ ] Vowel Team: [ -ie ] – /i/  

**Anticipatory Set**

Display words:  
- Vowel team

Directly State: What does it mean to be a team?  
Answer: A team has members. The team members work together.

**Teaching Objective**

Directly State: In this lesson, you will study vowel teams.

**INPUT**

Directly State: Here are some facts about vowel teams.

- A vowel team always has two vowels.
- In a vowel team only one vowel speaks.
- Four of the five vowels have vowel teams.
- The vowel [ u ] does not team.
- The vowel teams are as easy as 1, 2, 3, 4.

Display:  
- [ -ie ] from Phonics Sound Symbol Pack (#103)

Directly State:  
- The vowel team [ -ie ] says /i/.
- The vowel team [ -ie ] is found in only four practical words: tie, lie, pie, and die.

Directly State:  
- The vowel [ i ] has only one team and it only comes at the end of a word. That is why there is a dash.

Display: Vowel Teams Sheet for [ -ie ] (pg. 26-3).

Directly State:  
- The only vowel that speaks is the [ i ].
- The [ i ] says its long sound /i/.

**VAKT**

Use this specific process for vowel team VAKT input.

1. While forming the letters, students say the letter names.
2. While saying vowel team sound, students draw the diacritical marking above the vowel that speaks.
3. [ -ie ] Vowel team: “dash, [ i ], [ e ], /i/”  
   - Skywrite while aiming at the visual image.
   - Student Practice 26A (pg. 26-4)  
     Trace around the symbols saying letter names and draw diacritical mark above the ‘talking’ vowel that speaks while saying sound.

(Contains Page 26-1)

**(skill instruction continues on next page)**
Student Practice 26B (pg. 26-5)
Record vowel team on the Vowel Teams Sheet.

<p>|</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>i</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>a</td>
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<tr>
<td>o</td>
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<tr>
<td>e</td>
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</tbody>
</table>

Memory Box
Draw symbols and diacritical mark while saying sound.

TEACH TO TRANSFER

PRACTICE ACTIVITY

Student Practice 26C (pg. 26-6)
1. Read the words and sentences orally.
2. Circle the [-ie] vocabulary word in the sentence.

1. lie
   • I never lie.
   • It is never okay to lie.
   • Dirk’s pup will lie on the mat in the gym for his nap.
2. pie
   • That tie has a pumpkin pie smudge.
   • I helped Mom make the pie crust.
3. die
   • Will the bird with the broken wing die?
4. tie
   • Did Jack remember to tie the dog up in the backyard?
   • Bart’s tie has stripes all over it.
   • The baseball game ended in a tie.

SENTENCE DICTATION

Follow the Steps for Sentence Dictation using Spell Tabs or paper/pencil. Student Practice 19D (pg. 19-11)

- Grandma’s pie crust is the best!
- It is bad to lie.
- Kirk’s necktie and shirt match.
- Die and pie end with the same two letters.

ORAL READING

LC Reading Collection – Level 2

- A Pie, a Tie and a Lie
U26: Vowel Teams

Vowel Teams

i 1. ________

a 2. ________ ________

o 3. ________ ________ ________

e 4. ________ ________ ________ ________
U26.Li: [i] Vowel Team

Name ___________________________

**Student Practice 26A**

**Directions:** Trace around the letters while saying letter names. Draw the diacritical mark above the vowel that speaks while saying vowel sound.

---

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1. lie
   • I never lie.
   • It is never okay to lie.
   • Dirk’s pup will lie on the mat in the gym for his nap.

2. pie
   • That tie has a pumpkin pie smudge.
   • I helped Mom make the pie crust.

3. die
   • Will the bird with the broken wing die?

4. tie
   • Did Jack remember to tie the dog up in the backyard?
   • Bart’s tie has stripes all over it.
   • The baseball game ended in a tie.
UNIT 32

Lesson 1

SKILL  [ oo ]  Diphthong as in / boo /

CONCEPT
The grapheme [ oo ] is a diphthong having two speech sounds as in the words boo and look.

SKILL INSTRUCTION:  [ oo ]  Diphthong as in / boo /

Anticipatory Set
Display: 7 Syllables Types (pg. 32-8)
Directly State: What does the seven represent?
Answer: The seven syllable types.

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

INPUT
Display the word:
diphthong
Directly State: This word is pronounced / dif / / thong /.
Students repeat pronunciation of the word.

Directly State: There are four important facts about diphthongs.
1. A diphthong has two vowels.
2. The vowel sounds are unique.
3. The sign to represent the diphthong vowel sound is an oval (○) above the vowels.
4. There are five diphthong sounds.

Display: [ oo ] from Phonics Sound Symbol Pack (#126)
Directly state: This diphthong has two sounds. The sound you will study in this lesson is / ōō / as in / bōō /.

Model: Teacher models body language while teaching the sound/symbol relationship.

Body Language:
While saying “/ ōō / as in boo” put hands over eyes then lift them away as you say / bōō /.
Teacher traces around the letters and says [ o ] [ o ] captures the sound / ōō / as in / bōō /.
While saying “/ ōō / as in / bōō /” put hands over eyes then lift them away as you say / bōō /.

VAKT
1. Student Practice 32A (pg. 32-5)
Trace around symbols while saying letter names, tracing the diphthong sound sign, and modeling body language.
[ o ] [ o ] captures the sound / ōō / as in / bōō /.

2. Skywrite
Aim at symbols and say - [ o ] [ o ] captures the sound / ōō / while placing the diphthong sound sign above the letters.
3. **Memory Box**

Write diphthong with the diphthong symbol [٠٠] in memory box while saying /ʊʊ/ as in /boo/.

---

**TEACH TO TRANSFER**

**PRACTICE ACTIVITY**

1. **Student Practice 32B** (pg. 32-6)

   Read word list with teacher guidance.

   
   | 1. boo  | 16. spoon  | 31. roof  |
   | 2. zoo  | 17. loose  | 32. proof |
   | 3. food | 18. root   | 33. cool  |
   | 4. soon | 19. boost  | 34. pool  |
   | 5. tooth| 20. choose | 35. igloo |
   | 6. noon | 21. scoop  | 36. teaspoon |
   | 7. stoop| 22. too    | 37. balloon |
   | 8. bloom| 23. droop  | 38. spooky |
   | 9. troop| 24. shoot  | 39. poodle |
   | 10. loom| 25. coop   | 40. rooster |
   | 11. booth| 26. hoop  | 41. cartoon |
   | 12. boot| 27. gloom  | 42. shampoo |
   | 13. spool| 28. loop   | 43. pontoon |
   | 14. smooth| 29. room  | 44. raccoon |
   | 15. broom| 30. goose  | 45. kangaroo |

2. **Student Practice 32C** (pgs. 32-7)

   1. Read the sentences orally.
   2. Underline the words with the /ʊʊ/ diphthong as in /boo/.
   3. Place the sound mark above the diphthong.

   
   1. The kite is stuck on the roof.
   2. Broom hockey is fun to play.
   3. Who did they choose from your classroom to help in the kitchen this noon?
   4. I ordered three scoops of ice cream covered with rich butterscotch topping.
   5. Did you see that loose step?
   6. The raccoons ate sweet corn from my garden.
   7. Snoopy is a cartoon dog.
   8. Tom entered his rooster and I entered my poodle in the pet show.
   9. They tied a birthday balloon to her chair.
   10. Fried chicken is his favorite food.
   11. The ice on the lake was very smooth and just perfect for skating.
   12. The loose shingles on the roof need to be fixed.
3. **Distribute: 7 Syllables Types** (pg. 32-8)
   Record [ oo ] as in / bōō / in the Diphthongs. Add to the 7 Syllable Types after each new diphthong.

4. **Distribute: Sound/Symbol Organization Chart** (pg. 32-9)
   Record [ oo ] as in / bōō / Diphthong. Add new diphthongs after each unit.

   **Phonics Sound/Symbol Organization Chart**

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<th>Digraphs</th>
<th>Short Vowels</th>
<th>Long Vowels</th>
<th>Diphthongs</th>
<th>R Control</th>
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</table>

**ORAL READING**

**LC Reading Collection** – Level 2
- Fantastic Grass
- What a Moose!

**SENTENCE DICTATION**

Use the **Steps for Sentence Dictation** with the sentences.

- Student Practice 19D (pg. 19-11)
  - Did you clean your room?
  - Jeff chipped his tooth.
  - Mark left at noon.

**WORD BUILDING**

Use the **Word Building Process** with the words. Use the words in a sentence for word meaning. Teacher says words from word list (pg. 32-6). Apply **finger spelling** as needed.

```
soon noon smooth loose boot
food noon room spoon choose booth
```
U32.L1: [oo] Diphthong

oo

boo
### Student Practice 32B

**Directions:** Read the words.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1.</td>
<td><strong>boo</strong></td>
<td>16. <strong>spoon</strong></td>
</tr>
<tr>
<td>2.</td>
<td><strong>zoo</strong></td>
<td>17. <strong>loose</strong></td>
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<tr>
<td>3.</td>
<td><strong>food</strong></td>
<td>18. <strong>root</strong></td>
</tr>
<tr>
<td>4.</td>
<td><strong>soon</strong></td>
<td>19. <strong>boost</strong></td>
</tr>
<tr>
<td>5.</td>
<td><strong>tooth</strong></td>
<td>20. <strong>choose</strong></td>
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<td>6.</td>
<td><strong>noon</strong></td>
<td>21. <strong>scoop</strong></td>
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<td>7.</td>
<td><strong>stoop</strong></td>
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<td>8.</td>
<td><strong>bloom</strong></td>
<td>23. <strong>drop</strong></td>
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<tr>
<td>9.</td>
<td><strong>troop</strong></td>
<td>24. <strong>shoot</strong></td>
</tr>
<tr>
<td>10.</td>
<td><strong>loom</strong></td>
<td>25. <strong>coop</strong></td>
</tr>
<tr>
<td>11.</td>
<td><strong>booth</strong></td>
<td>26. <strong>hoop</strong></td>
</tr>
<tr>
<td>12.</td>
<td><strong>boot</strong></td>
<td>27. <strong>gloom</strong></td>
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<tr>
<td>13.</td>
<td><strong>spool</strong></td>
<td>28. <strong>loop</strong></td>
</tr>
<tr>
<td>14.</td>
<td><strong>smooth</strong></td>
<td>29. <strong>room</strong></td>
</tr>
<tr>
<td>15.</td>
<td><strong>broom</strong></td>
<td>30. <strong>goose</strong></td>
</tr>
</tbody>
</table>
1. The kite is stuck on the roof.
2. Broom hockey is fun to play.
3. Who did they choose from your classroom to help in the kitchen this noon?
4. I ordered three scoops of ice cream covered with rich butterscotch topping.
5. Did you see that loose step?
6. The raccoons ate sweet corn from my garden.
7. Snoopy is a cartoon dog.
8. Tom entered his rooster and I entered my poodle in the pet show.
9. They tied a birthday balloon to her chair.
10. Fried chicken is his favorite food.
11. The ice on the lake was very smooth and just perfect for skating.
12. The loose shingles on the roof need to be fixed.
### 7 Syllables Types

<table>
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<tr>
<th>CLOSED</th>
<th>R CONTROL</th>
<th>OPEN</th>
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<tr>
<td>ām</td>
<td>cār, sīr, cōrn</td>
<td></td>
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<tr>
<td>single vowel closed in by a consonant</td>
<td>ār, sīr, cōrn</td>
<td></td>
</tr>
<tr>
<td>the bossy polite r</td>
<td>me</td>
<td></td>
</tr>
<tr>
<td>single vowel open at the end of a syllable</td>
<td></td>
<td></td>
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</tbody>
</table>

### FINAL MAGIC E

- cāke

- final vowel, consonant, silent e

### VOWEL TEAMS

- -ie, -ai, āa, ēe
- -ay, -ow, ēa
- -ōe, ēi, -ēy

- always two vowels, but only one vowel talks

### FINAL CONSONANT LE

- lit tēle

- vowel is ‘invisible’ and controlled by schwa

### DIPHTHONGS

- vowel combinations capture five unique vowel sounds
### Phonics Sound/Symbol Organization Chart

#### Consonants

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

#### Diphthongs

1. **ai**  
2. **ay**  
3. **ei**  
4. **ey**  
5. **oe**

#### Digraphs

1. **th**  
2. **ch**  
3. **sh**  
4. **wr**  
5. **c**

#### Long Vowels

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

#### Short Vowels

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

#### R Control

1. **ar**  
2. **er**  
3. **ir**  
4. **or**  
5. **ur**

#### Directions: Record the diphthongs.

- **ai**
- **ay**
- **ei**
- **ey**
- **oe**

Combination of letters that consistently represents a sound or combination of sounds.
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 the Phonics 2.
- 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 2 (UNITS 18-44)
ITEM# 80510

LC READING COLLECTION LEVEL 2
- 85 reading selections formatted as multi-paragraph text with polysyllabic vocabulary and complex sentence structure.
- Directed reading activities to assure active, purposeful reading.
- Narrative, informational, and procedural reading selections.
- Reading comprehension questions and activities designed against Bloom’s Taxonomy.

BLACK COPY MASTER: LEVEL 2
ITEM# 81010
CD-ROM: LEVEL 2
ITEM# 81010CD

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 Guides.

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 2

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.
2015 JEWEL BOX WORDS
- Vocabulary words selected from Phonics 2.
- 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 2
JEWEL BOX BLACK COPY MASTER SET
ITEM# 80300

2015 TREASURE CHEST SENTENCE STRIPS
- Sentence strips correspond to the take-home sheets in Phonics 2.
- Each strip is constructed to teach fluency, vocabulary, and sentence dictation, and is designed to help students reach 80% mastery level.

PHONICS 2
ITEM# 80410
- 302 sentences from Phonics 2.

TREASURE CHEST SENTENCE STRIP SET
ITEM# 80400
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<td>Homemade Fudge!</td>
<td>-dge</td>
<td>17</td>
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<td>-dge, eye (phonetically irregular word)</td>
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<td>63</td>
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Higher Level Thinking Skills

S.E. – Student Edition
T.E. – Teacher Edition
I – Informational
P – Procedural

(all other stories are narrative)
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* represents a pattern
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S.E. – Student Edition  
T.E. – Teacher Edition  
I – Informational  
P – Procedural  
(all other stories are narrative)
A fox sat on a riverbank. “I would like fresh fish for dinner,” he said. Suddenly, a log with two gulls on it floated past the fox. “Why are you on that log?” asked the fox.

“We are fishing,” said the gulls.

“Will you take me with you?” asked the fox.

“Jump on,” said the gulls. As the fox began to jump, the log started to roll. The gulls began to fly, and the fox fell into the river.

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

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

“Go north,” said the carp.

“North?” asked the fox as he began to swim to the north. When he got to the shore, the fox sat on a stone to dry. It was partly sunny, so it did not take long to dry his fur.
After he was rested, the fox wandered into the marshland that was by the river. There he met an otter family. “I am lost,” moaned the fox. “What can I do?” he began to cry.

“Did you get hurt?” asked the biggest otter.

“No, I am just hungry,” replied the fox. “I am lost, and I cannot get to my den.”

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

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

So, the fox began to cry and cry. The gulls, carp, and otters found fish, and the fox got fat! What a sly fox!
THE SLY FOX

THE SLY FOX

Skill: \( y \) as a vowel

Vocabulary:
- suddenly
- sunny
- hungry
- fly
- why
- quickly
- dry
- family
- very
- partly
- cry
- sly

Directed Reading: Read the story to summarize the storyline and evaluate the message.

A fox sat on a riverbank. “I would like fresh fish for dinner,” he said. Suddenly, a log with two gulls on it floated past the fox. “Why are you on that log?” asked the fox. “We are fishing,” said the gulls. “Will you take me with you?” asked the fox. “Jump on,” said the gulls. As the fox began to jump, the log started to roll. The gulls began to fly, and the fox fell into the river.

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

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

“North?” asked the fox as he began to swim to the north. When he got to the shore, the fox sat on a stone to dry. It was partly sunny, so it did not take long to dry his fur.

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

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

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

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

So, the fox began to cry and cry. The gulls, carp, and otters found fish, and the fox got fat! What a sly fox!

STORY SUMMARY

Title: The Sly Fox

Setting: Riverbank, river, lake, marshland

Problem: Fox wanted fish for dinner, but he did not know how to catch fish. He got lost in the process.

Sequence of events:
1. Fox wanted fish for dinner.
2. Gulls offered to help fox for fish.
3. Fox rolled off log, fell into river, and got lost.
4. Carp helped get fox to shore.
5. Otters felt sorry for fox and offered to help him get fish.
6. Otters, carp, and gulls brought fish to fox.
7. Fox sat back and let the others bring him fish.

Protagonist (main character):
Fox

Antagonist (character or force blocking the main character’s wish):

Message about life:
It’s not nice to take advantage of the kindness of others.
**THE SLY FOX**

### INTERACT WITH THE STORY – QUESTIONS AND ACTIVITIES

<table>
<thead>
<tr>
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<th>ANSWER KEY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THE SLY FOX</strong></td>
<td></td>
</tr>
<tr>
<td>Directions:</td>
<td>Answer the questions about the story.</td>
</tr>
</tbody>
</table>

1. List all of the animals mentioned in the story.
   - fox
   - fish (or carp)
   - gulls
   - otters

2. Do you think that the fox was sly or smart? Why do you feel that way? Write your answer in two or three complete sentences on the lines below.
   - Answers will vary.
FIRST

Skills: [ ea ] vowel teams

Vocabulary:
- pleasure
- blacksmith
- carpenter
- surveyor
- individuals
- widow
- colony
- measured
- weavers
- lead
- free
- leader
- needed
- leave
- three
- died

Directed Reading: Read the report to collect and classify information by underlining and coding the facts.

Coding Key:
B - Born
F - Family
EY - Early Years
I - Interests/Talents
C - Career
LY - Later Years
SP - Special Accomplishments

Surveyor, farmer, general, and president. How many individuals do you know that have held all these occupations? George Washington, our first president, did.

George Washington was born February 22, 1732, on a farm in the colony of Virginia.

When George was a young man he measured land to the west of his colony. He was called a surveyor. George also did work for the King of England and at 22 he was made an officer in the English army.

George had a home on the Potomac River in Virginia. It
was called Mount Vernon. During his life George took much
pleasure spending time at his beautiful 500 acre estate.

George Washington married Martha Custis on January
6, 1759. Martha was a widow who had two children. They all
went to live at Mount Vernon.

On June 15, 1775, George was chosen to be a general in the
American Colonial army to go to war against England. With
George serving as the general, the war between England and
the colonies ended with an American victory on October 18,
1781. America became free from England and English rule!
After the war, George went back to Mount Vernon to live.

The original 13 colonies became the first states in America.
The former colonial leaders thought a central government
was needed over the newly formed states and it had to have
strong leadership. George Washington was asked to be that
leader. George was 56 years old and did not want to leave his
home again. However, he put his new country first and served
as the first President of the United States.

George Washington was president for eight years. After
this job was over, he went back home to retire at Mount Vernon.

For three years, George farmed at Mount Vernon. One
winter day in 1799, he became ill and he died on December 14, 1799 at home.

George Washington served as the first President of the United States and will forever be a very respected part of American history.
George Washington was born February 22, 1732, on a farm in the colony of Virginia. When George was a young man he measured land to the west of his colony. He was called a surveyor. George also did work for the King of England and at 22 he was made an officer in the English army.

Later Years

George had a home on the Potomac River in Virginia. It was called Mount Vernon. During his life George took much pleasure spending time at his beautiful 500 acre estate.

George Washington married Martha Custis on January 6, 1759. Martha was a widow who had two children. They all went to live at Mount Vernon.

On June 15, 1775, George was chosen to be a general in the American Colonial army to go to war against England. With George serving as the general, the war between England and the colonies ended with an American victory on October 18, 1781. America became free from England and English rule!

After the war, George went back to Mount Vernon to live. The original 13 colonies became the first states in America. The former colonial leaders thought a central government was needed over the newly formed states and it had to have strong leadership. George Washington was asked to be that leader. George was 56 years old and did not want to leave his home again. However, he put his new country first and served as the first President of the United States.

George Washington was president for eight years. After this job was over, he went back home to retire at Mount Vernon. For three years, George farmed at Mount Vernon. One winter day in 1799, he became ill and he died on December 14, 1799 at home.

George Washington served as the first President of the United States and will forever be a very respected part of American history.
**People**

<table>
<thead>
<tr>
<th>B</th>
<th>First</th>
<th>F</th>
<th>EY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Born February 22, 1732 in Virginia</td>
<td>Born February 22, 1732 in Virginia</td>
<td>Married Martha Custis on January 6, 1759</td>
<td>Worked as a surveyor</td>
</tr>
<tr>
<td>Two children</td>
<td>Did work for the king of England</td>
<td>Officer of the English army at age 22</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I</th>
<th>E</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interests/Talents</td>
<td>Education</td>
<td>Career</td>
</tr>
<tr>
<td></td>
<td></td>
<td>General of the American Colonial army</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Went to war with England</td>
</tr>
<tr>
<td></td>
<td></td>
<td>U.S. President for eight years</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LY</th>
<th>SP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Later Years</td>
<td>Special Accomplishments/Achievements</td>
</tr>
<tr>
<td>After presidency, retired at Mount Vernon</td>
<td>As General, led army to victory against England and gained freedom for America</td>
</tr>
<tr>
<td>Farmed at Mount Vernon</td>
<td>Asked to serve as first President of the U.S.</td>
</tr>
<tr>
<td>Died on December 14, 1799</td>
<td></td>
</tr>
</tbody>
</table>

**INTERACT WITH THE STORY – QUESTIONS AND ACTIVITIES**

**STUDENT ACTIVITY #25**

**FIRST**

Directions: Write a paragraph summary about the accomplishments of George Washington.

Answers will vary.
TRAP, HEAD, KICK, OR PASS

Skills: [oi] [ow] [ou] [oo] as in /look/ diphthongs

Vocabulary:
- point
- foul
- bounce
- foot
- forwards
- power
- tackle
- dribble
- middle
- goalie
- guards

Directed Reading: Read the report to underline and code the facts about soccer. Record the facts on the Games-Procedural “How-to” Collection Sheet.

Coding Key: E - Equipment
PL - Players
RP - Rules and Process

What would you be doing if you were trapping, heading, kicking, and passing? You would be playing soccer.

Soccer is a game for 11 players per two teams who try to put a ball into the net of the other team. Each goal that is made scores one point for the team. The ball can be moved with any part of the body but the hands and arms. There are three groups of players and a goalie. The goalie can jump, dive, fall, or do anything to keep the ball from going into the net. In order to reach in all directions, it is best if the goalie is a tall person. The forwards try to kick the ball into the net. That takes a lot of power. The halfbacks play the middle of
the field and fullbacks try to prevent the other team from scoring.

Soccer is a team sport. All positions are important, and players must work together by passing. They try kicking the ball to another player on the team. Players can dribble, kick, head, and trap balls. To dribble, a player moves the ball by keeping it close to the feet. Kicking is done with the inside or outside of the foot or with the top of the foot. The toe is not used to kick the ball.

Players may “use their heads” also. Heading doesn’t hurt if it is done correctly. The ball should bounce off the head at the hairline. When a player traps the ball, it is stopped with the head, chest or legs. Using the feet to take the ball away from a player on the other team is called tackling. Shin guards help to protect the legs.

When rules are broken, a foul is called and the other team gets a free kick. At the end of the game, the team with the highest score wins. Have you “used your head” lately when you have played ball?
Soccer is a game for 11 players per two teams. All positions are important and players must work together by passing. They try kicking the ball to another player on the team. Players can dribble, kick, head, and trap balls. To dribble, a player moves the ball by keeping it close to the feet. Kicking is done with the inside or outside of the foot or with the top of the foot. The toe is not used to kick the ball.

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When rules are broken, a foul is called and fouls allow a free kick to other team. Each goal that is made scores one point for the team. The team with the highest score wins. Have you “used your head” lately when you have played ball?

**Directed Reading:**

Read the report to underline and code the facts about soccer. Record the facts on the Games-Procedural “How-to” Collection Sheet.

**Coding Key:**

- **E** - Equipment
- **PL** - Players
- **RP** - Rules and Process

---

**TEACHER EDITION**

**TRAP, HEAD, KICK, OR PASS**

---

**SKILLS**

- *point*
- *foul*
- *bounce*
- *foot*
- *fullbacks*
- *power*
- *tackle*
- *guards*
- *middle*
- *goalie*
- *players*
- *head*
- *pass*
- *power*
- *trapped*
- *winning*
- *goals*
- *position*
- *dropped*
- *rotating*
- *trapped*

**VOCABULARY**

- *powerful*
- *catch*
- *area*
- *area*
- *opponents*
- *goals*
- *exists*
- *area*
- *area*
- *position*

**Directed Reading:**

Read the report to underline and code the facts about soccer. Record the facts on the Games-Procedural “How-to” Collection Sheet.

**Coding Key:**

- **E** - Equipment
- **PL** - Players
- **RP** - Rules and Process

---

**INTERACT WITH THE STORY – QUESTIONS AND ACTIVITIES**

1. **Directed Reading:**

   Read the report to underline and code the facts about soccer. Record the facts on the Games-Procedural “How-to” Collection Sheet.

2. **Complete Student Activity #46-1.**

3. **Complete Student Activity #46-2.**

---

**ANSWER KEY**

<table>
<thead>
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<th><strong>PL</strong></th>
<th><strong>RP</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Equipment</strong></td>
<td><strong>Players</strong></td>
<td><strong>Rules and Process</strong></td>
</tr>
<tr>
<td><strong>Ball</strong></td>
<td>11 players participate</td>
<td>Players work together by passing the ball</td>
</tr>
<tr>
<td><strong>Net</strong></td>
<td>Goalies jump, dive, or fall to keep the ball from going into the net</td>
<td>Goalies jump, dive, or fall to keep the ball from going into the net</td>
</tr>
<tr>
<td><strong>Shin guards</strong></td>
<td>Forward kick the ball into the net</td>
<td>Each goal that is made scores one point for the team</td>
</tr>
<tr>
<td><strong>Forwards</strong></td>
<td>Halfbacks play the middle of field</td>
<td>Players dribble, kick, head, and trap balls</td>
</tr>
<tr>
<td><strong>Halfbacks</strong></td>
<td>Fullbacks prevent the other team from scoring</td>
<td>Ball moved by any body part except hands and arms</td>
</tr>
<tr>
<td><strong>Fullbacks</strong></td>
<td>To tackle is when you use your feet to take the ball away from another player</td>
<td>Kicking done with the inside, or outside or top of the foot</td>
</tr>
<tr>
<td><strong>other team</strong></td>
<td>Do not use toes to kick</td>
<td>Broken rules result in a foul and fouls allow a free kick to other team</td>
</tr>
<tr>
<td><strong>from scoring</strong></td>
<td>Players trap balls with head, chest or legs</td>
<td>The team with the highest score at the end of the game wins</td>
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</table>
| **the field** | Players may use heads | }

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TRAP, HEAD, KICK, OR PASS

INTERACT WITH THE STORY – QUESTIONS AND ACTIVITIES

STUDENT ACTIVITY #46-1

TRAP, HEAD, KICK, OR PASS

Directions: Write the correct word from the Word Bank to complete each sentence.

Word Bank

foul players sport
dribble halfbacks goalie

1. Soccer is a game for {} players {}.
2. Each team has three groups of players and a {} goalie {}.
3. The {} halfbacks {} play in the middle of the field.
4. Soccer is a team {} sport {}.
5. Players can {} dribble {} , kick, head, and trap balls.
6. When rules are broken, a {} foul {} is called.

STUDENT ACTIVITY #46-2

TRAP, HEAD, KICK, OR PASS

Directions: Create your own comic strip of a soccer game.

(Answers will vary.)

Scene 1

Scene 2

Scene 3

Scene 4

Scene 5

Scene 6
SPOTTING LESSONS
& Vocabulary Enrichment Activities

SPOTTING LESSONS 22-50

BLACK COPY MASTER

Author:
Victoria E. Greene
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<td>[ ar ] [ er ] [ ir ] [ ur ] [ or ] r control, who come some</td>
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<td>[ y ] as a vowel, where there</td>
</tr>
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<td>Soft sound of [ c ] and [ g ], they’ll</td>
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<td>U25.L1-2:</td>
<td>[ -dge ], other eye</td>
</tr>
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</tr>
<tr>
<td>U26.L1-2:</td>
<td>[ -ie ] [ ai ] [ -ay ] vowel teams</td>
</tr>
<tr>
<td><strong>LESSON 31</strong></td>
<td>31-1</td>
</tr>
<tr>
<td>U26.L3:</td>
<td>[ oo ] [ -ow ] [ -oe ] vowel teams</td>
</tr>
<tr>
<td><strong>LESSON 32</strong></td>
<td>32-1</td>
</tr>
<tr>
<td>U26.L4-5:</td>
<td>[ ea ] [ ee ] [ ie ] [ -ey ] vowel team, whom does</td>
</tr>
<tr>
<td><strong>LESSON 33</strong></td>
<td>33-1</td>
</tr>
<tr>
<td>U26.L6:</td>
<td>[ ea ] vowel team</td>
</tr>
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<td><strong>LESSON 34</strong></td>
<td>34-1</td>
</tr>
<tr>
<td>U27.L1-3:</td>
<td>[ kn ] [ wr ] [ -mb ] [ -mn ], front view love</td>
</tr>
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U31.LI-3:  [ -cle ], done | one | though | thought | great  

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**LESSON 47** ............................................................ 47-1  
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**LESSON 48** ............................................................ 48-1  
U43.LI-2:  war | ear | war  

**LESSON 49** ............................................................ 49-1  
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**LESSON 50** ............................................................ 50-1  
U44.LI:  eigh | -igh | -ind | -old | -oll
PHONICS 2: SPELLING LESSON 22

UI8.LI-3: syllables, VCCV cutting pattern, closed syllable

magnet   until
rabbit   muffin
pigpen   insect
cannot   basket
upset     pocket

Do you remember the difference between a jellybean word and an elephant word?

The basket has magnets in it.

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SPELLING LESSON 22
TAKE HOME SHEET

WORDS TO LEARN

1. magnet
2. rabbit
3. pigpen
4. cannot
5. upset
6. until
7. muffin
8. insect
9. basket
10. pocket

SENTENCE TO LEARN

The basket has magnets in it.
### LESSON 22: ACTIVITY 1

U18.L1-3: syllables, VCCV cutting pattern, closed syllable

**READ, TRACE, WRITE THE WORDS**

<table>
<thead>
<tr>
<th>Read the word.</th>
<th>Trace each syllable saying the sounds of the syllable out loud.</th>
<th>Finger spell, write, and check.</th>
</tr>
</thead>
<tbody>
<tr>
<td>magnet</td>
<td>mag net</td>
<td></td>
</tr>
<tr>
<td>rabbit</td>
<td>rab bit</td>
<td></td>
</tr>
<tr>
<td>pigpen</td>
<td>pig pen</td>
<td></td>
</tr>
<tr>
<td>cannot</td>
<td>can not</td>
<td></td>
</tr>
<tr>
<td>upset</td>
<td>up set</td>
<td></td>
</tr>
<tr>
<td>until</td>
<td>un til</td>
<td></td>
</tr>
</tbody>
</table>

(continued on next page)
LESSON 22: ACTIVITY 1 (continued)
U8L13: syllables, VCCV cutting pattern, closed syllable

Name

Read the word.

Trace each syllable saying the sounds of the syllable out loud.

Finger spell, write, and check.

muffin
insect
basket
pocket

(continued on next page)
The basket has magnets in it.

The basket has magnets in it.
LESSON 22: ACTIVITY 2
U18.LI-3: syllables, VCCV cutting pattern, closed syllable

ALPHABETIZE WORDS
Directions: Read the words in the list. Write them in alphabetical order on the lines.

rabbit 1.  
cannot 2.  
magnet 3.  
insect 4.  
pocket 5.  
pigpen 6.  
until 7.  
upset 8.  
muffin 9.  
basket 10.  

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LESSON 22: ACTIVITY 3

Name ____________________________

UI8.LI-3: syllables, VCCV cutting pattern, closed syllable

FILL IN THE BLANK IN SENTENCES

Directions: Fill in the blank with a word from the Word Bank that best completes the sentence.

Word Bank

- pocket
- upset
- pigpen
- magnets
- cannot
- rabbit
- insect
- basket
- muffins
- until

1. Put Jan's black __________________ in the pen.

2. Liz's __________________ has six fresh eggs in it.

3. The buttons on the __________________

   are __________________.

4. The kids __________________ have a snack

   __________________

   they pick up the bingo set.

(continued on next page)
LESSON 22: ACTIVITY 3  (continued)  

U18.LI-3: syllables, VCCV cutting pattern, closed syllable

5. The pumpkin __________________ are in the lunch basket.

6. Dad was __________________ when the van got a bad dent.

7. Smash that __________________!

8. The __________________ is full of piglets and mud.

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## LESSON 22: ACTIVITY 4

U8.L1-3: syllables, VCCV cutting pattern, closed syllable

<table>
<thead>
<tr>
<th>WRITE WORDS</th>
<th>WRITE WORDS</th>
<th>WRITE WORDS</th>
<th>WRITE WORDS</th>
<th>WRITE WORDS</th>
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</tbody>
</table>

(continued on next page)
LESSON 22: ACTIVITY 4 (continued)
U8-L13: syllables, VCCV cutting pattern, closed syllable

Write the words separating each syllable.

Write the words with the syllables connected.

Write the words with the syllables connected.
LESSON 22: ACTIVITY 4 (continued)
U8.L1.3: syllables, VCCV cutting pattern, closed syllable
WRITE SENTENCE
Directions: Write the sentence 3 times. Remember to check spelling and frame the sentence.
We watched the raccoon swim across the brook.

1. Write and syllabicate words, write sentence
2. Fill in the missing letters
3. Alphabetize words
4. Synonym match, write sentences
5. Test
U32.L1-4: [oo] diphthong. Name ____________________________

mother father
brother watch

SPELLING LESSON 38
TAKE HOME SHEET

WORDS TO LEARN

1. smooth 11. hoop
2. shampoo 12. balloon
3. wood 13. hook
4. stood 14. shook
5. teaspoon 15. understood
6. boost 16. broom
7. brook 17. mother
8. poodle 18. father
9. raccoon 19. brother
10. foot 20. watch

SENTENCE TO LEARN

We watched the raccoon swim across the brook.
### LESSON 38: ACTIVITY 1

**U32.LI-4: [ oo ] diphthong.** mother father brother watch

#### WRITE & SYLLABICATE WORDS

<table>
<thead>
<tr>
<th>Write the word.</th>
<th>Divide into syllables. Mark the vowels.</th>
<th>Write the word.</th>
</tr>
</thead>
<tbody>
<tr>
<td>smooth</td>
<td>smooth</td>
<td>smooth</td>
</tr>
<tr>
<td>shampoo</td>
<td>shampoo</td>
<td>shampoo</td>
</tr>
<tr>
<td>wood</td>
<td>wood</td>
<td>wood</td>
</tr>
<tr>
<td>stood</td>
<td>stood</td>
<td>stood</td>
</tr>
<tr>
<td>teaspoon</td>
<td>teaspoon</td>
<td>teaspoon</td>
</tr>
<tr>
<td>boost</td>
<td>boost</td>
<td>boost</td>
</tr>
</tbody>
</table>

(continued on next page)
LESSON 38: ACTIVITY 1 (continued)
U32.L1-4: oo diphthong. 

Name

Write the word. Divide into syllables. Mark the vowels.

<table>
<thead>
<tr>
<th>brook</th>
<th>poodle</th>
<th>raccoon</th>
<th>foot</th>
<th>hoop</th>
<th>balloon</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>v</td>
<td>v</td>
<td>v</td>
<td>v</td>
<td>v</td>
<td>v</td>
</tr>
</tbody>
</table>

(continued on next page)

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LESSON 38: ACTIVITY 1 (continued)
U32.LI-4: [ oo ] diphthong, mother, father, brother, watch

Write the word.  Divide into syllables. Mark the vowels.  Write the word.

hook  hook  hook
shook  shook  shook
understood  understood
broom  broom  broom
mother  mother  mother
father  father  father

(continued on next page)
LESSON 38: ACTIVITY I (continued)
U32.L1-4; [ oo ] diphthong, [ father ] brother [ watch ]

Write the word. Divide into syllables. Mark the vowels.

brother watch
LESSON 38: ACTIVITY 1 (continued)
U32.1.4. [oo] diphthong, mother, father, brother, watch

WRITE THE SENTENCE
Directions: 1. Write the sentence 3 times. Remember to check spelling and frame the sentence.
2. Underline the word that names the subject. The subject names the person, place, or thing that the
whole sentence is about.

We watched the raccoon swim across the brook.
We watched the raccoon swim across the brook.
We watched the raccoon swim across the brook.

We watched the raccoon swim across the brook.
We watched the raccoon swim across the brook.
We watched the raccoon swim across the brook.
LESSON 38: ACTIVITY 2
U32.L1-4: [oo] diphthong, [mother, father, brother, watch]

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

1. balloon
2. stood
3. smooth
4. boost
5. raccoon
6. poodle
7. hoop
8. foot
9. understood
10. shhook
11. teaspoon
12. wood
13. room
14. mother
15. shampoo
16. hook
17. brother
18. father
19. watch
20. brook
LESSON 38: ACTIVITY 3

Name

U32.LI-4: [ oo ] diphthong. mother father brother watch

ALPHABETIZE WORDS

Directions: Read the words in the list. Write them in alphabetical order on the lines.

smooth  boost  hoop  broom
shampoo  brook  balloon  mother
wood  poodle  hook  father
stood  raccoon  shook  brother
teaspoon  foot  understood  watch

1. balloon
2. boost
3. brook
4. broom
5. brother
6. father
7. foot
8. hook
9. hoop
10. mother
11. poodle
12. raccoon
13. shampoo
14. shook
15. smooth
16. stood
17. teaspoon
18. understood
19. watch
20. wood

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LESSON 38: ACTIVITY 4

U32.L1-4: [ oo ] diphthong. mother father brother watch

SYNONYM MATCH
Directions: Match the words in the left column to the synonym on the right.

1. watch polished
2. smooth look at
3. shampoo knew
4. hook soap
5. understood fasten

(continued on next page)
LESSON 38: ACTIVITY 4 (continued)

U32.LI-4: [ oo ] diphthong.  mother, father, brother, watch

WRITE A SENTENCE

Directions: Read each word. Write a sentence using that word. The sentence may be an asking thought or telling thought.

1. watch

2. smooth

3. shampoo

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LESSON 38: ACTIVITY 4 (continued)

U32.LI-4: [ oo ] diphthong. **mother**  **father**  **brother**  **watch**

4. **hook**

5. **understood**
LESSON 38: SPELLING TEST

Name

1. smooth
2. shampoo
3. wood
4. stood
5. teaspoon
6. boost
7. brook

8. poodle
9. raccoon
10. foot
11. hoop
12. balloon
13. hook
14. shook

(continued on next page)
LESSON 38: SPELLING TEST

(continued)

WORDS

15. understood
16. broom
17. mother
18. father
19. brother
20. watch

SENTENCE

We watched the raccoon swim across the brook.

Name

Score: / 20

Score: / 10

Total: / 30

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MASTERY TESTS & PRE/POST ASSESSMENTS

PHONICS 2: UNITS 18-44

CD-ROM included for Data Collection and Reporting

Author: Victoria E. Greene

#80510
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<td>Units 29-31</td>
<td>29-31-1</td>
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<td>Unit 32</td>
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<td>Unit 33</td>
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<td>Unit 36</td>
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<tr>
<td>Units 18 - 36 (Cumulative)</td>
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<td>43-1</td>
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<td>Unit 44</td>
<td>44-1</td>
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<tr>
<td>Units 18 - 44 (Cumulative)</td>
<td>18-44 Cumulative-1</td>
</tr>
</tbody>
</table>
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 TEST</th>
<th>Purpose</th>
<th>Administration</th>
<th>Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This oral test is administered individually and assesses phonologic and phonemic awareness through knowledge of sound/symbol relationship.</td>
<td>Using the Phonics 2 Sound/Symbol Organization Chart, student produces the letter sound for each consonant and vowel sound taught in Phonics 2. Tester records student response.</td>
<td>One point for each correct sound</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WRITTEN SOUND/SYMBOL TEST</th>
<th>Purpose</th>
<th>Administration</th>
<th>Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This written test assesses phonologic and phonemic awareness through knowledge of sound/symbol relationship.</td>
<td>Tester dictates the sounds on the Phonics 2 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 and vowel sound taught in Phonics 2.</td>
<td>One point for each correct letter(s)</td>
</tr>
</tbody>
</table>

(continued on next page)
## PRE/POST ASSESSMENTS

### PHONICS 2 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 (TEST A)</td>
<td>Assesses phonologic and phonemic awareness through knowledge of sound/symbol relationship.</td>
<td>Individually administered. Student says sound for each letter(s).</td>
<td>One point for each correct sound</td>
</tr>
<tr>
<td>WORDS TO READ (TEST B)</td>
<td>Assesses phonologic and phonemic awareness through knowledge of sound/symbol relationship applied to phonetically regular one-syllable words, phonetically irregular words, and polysyllable words.</td>
<td>Individually administered. Student reads word list. Tester checks appropriately by Mastery or Needs Practice. Tester records incorrect response.</td>
<td>One point for each correct word</td>
</tr>
<tr>
<td>CLASSIFY SYLLABLES &amp; NON-SYLLABLES (TEST C)</td>
<td>Assesses student’s knowledge of essential elements of all syllables.</td>
<td>Student looks at group of letters and indicates whether the letters are a syllable.</td>
<td>One point for each correctly classified syllable and non-syllable</td>
</tr>
</tbody>
</table>
| SYLLABICATION (TEST D) | Assesses student’s knowledge of syllable division using Steps for Unlocking Words with Two or More Syllables. | Student uses five step process for dividing polysyllabic words. Student reads/pronounces word for the test administrator. | One point for each “talking vowel”
One point for each cutting pattern
One point for correct division
One point for each diacritical mark
One point for reading (7 or more Total Points) |

(continued on next page)
## PRE/POST ASSESSMENTS

### PHONICS 2 PRE/POST ASSESSMENT (continued)

<table>
<thead>
<tr>
<th>CLASSIFY SYLLABLES TYPES (TEST E)</th>
<th>Purpose: Assesses student’s knowledge of syllable types. Administration: Student looks at syllables and classifies them as a closed, open, r control, [vcr], final consonant -le, vowel team, or diphthong syllable types. Scoring: One point for each correctly classified syllable</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPELL WORDS (TEST F)</td>
<td>Purpose: Assesses ability to encode phonetically regular and irregular words. Administration: Tester dictates word and student writes the word. Scoring: One point for each correct word</td>
</tr>
<tr>
<td>READING COMPREHENSION (TESTS G, H, &amp; I)</td>
<td>Purpose: Assess understanding of what a student reads. Administration: Student reads words, sentences, and passages / stories and chooses a response. Scoring: One point for each correct response</td>
</tr>
<tr>
<td>SENTENCE DICTATION (TEST J)</td>
<td>Purpose: Assesses student’s mastery of punctuation, capitalization, and spelling within a sentence. Administration: Student records the dictated sentence. Scoring: One point for each correct capital letter, punctuation mark, and word</td>
</tr>
</tbody>
</table>
UNIT 18
Directions & Answer Key  Skills: definition of a syllable, closed syllable, syllable division, VCCV cutting pattern

TEST A  WRITTEN SOUND/SYMBOL TEST
Write the letter that represents the sound.

DIRECTIONS:  Write the missing vowel of the dictated word.

Directly State:  I will say a word, and you write the missing letter to complete the word. Remind students to finger spell if needed.

<table>
<thead>
<tr>
<th>Directly State</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Listen to the word swept. Write the missing letter in the word swept.</td>
<td></td>
</tr>
<tr>
<td>2. Listen to the word frog. Write the missing letter in the word frog.</td>
<td></td>
</tr>
<tr>
<td>3. Listen to the word plump. Write the missing letter in the word plump.</td>
<td></td>
</tr>
<tr>
<td>4. Listen to the word split. Write the missing letter in the word split.</td>
<td></td>
</tr>
<tr>
<td>5. Listen to the word craft. Write the missing letter in the word craft.</td>
<td></td>
</tr>
</tbody>
</table>

KEY:

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</thead>
<tbody>
<tr>
<td>1. sw_eпт</td>
<td></td>
</tr>
<tr>
<td>2. fr_o_g</td>
<td></td>
</tr>
<tr>
<td>3. pl_u_mp</td>
<td></td>
</tr>
<tr>
<td>4. sp_l_i_t</td>
<td></td>
</tr>
<tr>
<td>5. cr_a_f_t</td>
<td></td>
</tr>
</tbody>
</table>

SCORING GUIDE: 1 point for each correct vowel (5 Total Points)
UNIT 18
Directions & Answer Key  
Skills: definition of a syllable, closed syllable, syllable division, VCCV cutting pattern

TEST B  
CLASSIFY SYLLABLES & NON-SYLLABLES  
Classify syllables and non-syllables.

**DIRECTIONS:**  
Classify syllables and non-syllables.

Directly State:  
1. Look at the letters in each box.  
2. If the letters make a syllable, draw a **circle** around the syllable.  
3. If the letters do not make a syllable, put an “**X**” over the letters.

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>spot</td>
<td>lmn</td>
<td>thr</td>
<td>ta</td>
</tr>
<tr>
<td>stp</td>
<td>lic</td>
<td>pub</td>
<td>wst</td>
</tr>
<tr>
<td>I</td>
<td>wet</td>
<td>mb</td>
<td>um</td>
</tr>
</tbody>
</table>

**KEY:**

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<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>spot</td>
<td>lmn</td>
<td>thr</td>
<td>ta</td>
</tr>
<tr>
<td>stp</td>
<td>lic</td>
<td>pub</td>
<td>wst</td>
</tr>
<tr>
<td>I</td>
<td>wet</td>
<td>mb</td>
<td>um</td>
</tr>
</tbody>
</table>

**SCORING GUIDE:**  
1 point for each correctly classified syllable and non-syllable  
(12 Total Points)
UNIT 18
Directions & Answer Key

Skills: definition of a syllable, closed syllable, syllable division, VCCV cutting pattern

TEST C
CLASSIFY CLOSED SYLLABLES
*Identify the closed syllables.*

**DIRECTIONS:** Identify closed syllables and write them on the list.

**Directly State:**
1. Look at the letters in each box.
2. If the syllable is a closed syllable, write it on the closed syllable list.
3. List all the closed syllables.

<table>
<thead>
<tr>
<th>od</th>
<th>web</th>
<th>Paul</th>
</tr>
</thead>
<tbody>
<tr>
<td>tack</td>
<td>mu</td>
<td>ap</td>
</tr>
<tr>
<td>dry</td>
<td>squish</td>
<td>so</td>
</tr>
<tr>
<td>scan</td>
<td>zoe</td>
<td>code</td>
</tr>
<tr>
<td>beet</td>
<td>twill</td>
<td>plunk</td>
</tr>
</tbody>
</table>

**KEY:**

*Closed Syllable List*

<table>
<thead>
<tr>
<th>od</th>
<th>squish</th>
</tr>
</thead>
<tbody>
<tr>
<td>tack</td>
<td>twill</td>
</tr>
<tr>
<td>scan</td>
<td>ap</td>
</tr>
<tr>
<td>web</td>
<td>plunk</td>
</tr>
</tbody>
</table>

**SCORING GUIDE:** 1 point for each correct closed syllable (8 Total Points)
UNIT 18
Directions & Answer Key

Skills: definition of a syllable, closed syllable, syllable division, VCCV cutting pattern

TEST D
SYLLABICATION
Divide words into syllables.

DIRECTIIONS: Divide words into syllables following Steps for Unlocking Words with Two or More Syllables.

Directly State:
1. Divide these words into syllables. Follow the Steps for Unlocking Words with Two or More Syllables.
2. I will ask you to read the words to me.

KEY:

1. bōb cāt
   V C C V
   Talking vowels: 2 pts
   Cutting pattern: 1 pt
   Division: 1 pt
   Diacritical marking: 2 pts
   Reading: 1 pt
   Total: 7 pts

2. flāp jāck
   V C C V
   Talking vowels: 2 pts
   Cutting pattern: 1 pt
   Division: 1 pt
   Diacritical marking: 2 pts
   Reading: 1 pt
   Total: 7 pts

SCORING GUIDE:
1 point for underlining each “talking vowel” (14 Total Points)
1 point for the correct cutting pattern
1 point for the correct division
1 point for each diacritical mark
1 point for correct reading

Bobcat Scoring Guide
Flapjack Scoring Guide
UNIT 18
Directions & Answer Key Skills: definition of a syllable, closed syllable, syllable division, VCCV cutting pattern

<table>
<thead>
<tr>
<th>TEST E</th>
<th>SPELL WORDS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Write dictated word.</strong></td>
<td></td>
</tr>
</tbody>
</table>

**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.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Directly State:</strong></td>
<td><strong>Spell Words</strong></td>
</tr>
<tr>
<td>1. clip</td>
<td>Use a paper <em>clip</em> for your homework.</td>
</tr>
<tr>
<td>2. traffic</td>
<td>The <em>traffic</em> stopped at the red light.</td>
</tr>
<tr>
<td>3. sunset</td>
<td>The <em>sunset</em> had beautiful golden colors.</td>
</tr>
<tr>
<td>4. your</td>
<td>Your lunch looks delicious.</td>
</tr>
<tr>
<td>5. cactus</td>
<td><em>Cactus</em> plants live in the desert.</td>
</tr>
</tbody>
</table>

**KEY:**
1. clip
2. traffic
3. sunset
4. your
5. cactus

**SCORING GUIDE:** 1 point for each correctly spelled word *(5 Total Points)*

Phonics 2 Unit Mastery Tests
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UNIT 18
Directions & Answer Key

Skills: definition of a syllable, closed syllable, syllable division, VCCV cutting pattern

TEST F
READING COMPREHENSION
Demonstrate understanding of word and sentence meaning.

DIRECTIONS: Independently read the sentences, and write the correct word in the blank to complete the sentence.

Directly State:
1. Read the word choices below the sentence.
2. Read the sentence, and write the word that best completes the sentence.

KEY:
1. Frogs and rabbits hop on long __ legs __.
   gaps legs lags pegs

2. __ Put __ the muffin on the napkin.
   But Pot Put Hot

3. Mrs. Brill’s front pocket __ has __ a long rip.
   has ham have is

4. The __ red __ sunset is fantastic!
   rod ten bed red

5. __ Fill __ the plastic basket with ribbons.
   Fell Flap Fill Tell

SCORING GUIDE: 1 point for each correct word (5 Total Points)
UNIT 18
Directions & Answer Key

Skills: definition of a syllable, closed syllable, syllable division, VCCV cutting pattern

TEST G

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. They have the big black box.
2. Could Stan bring your trumpet?

KEY:
1. They have the big black box. (8 Points)
2. Could Stan bring your trumpet? (8 Points)

SCORING GUIDE:
1 point for each correct capital letter, punctuation mark, and word (16 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:
65 POINTS

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<tr>
<th>Score</th>
<th>Percentage</th>
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</table>

Phonics 2 Unit Mastery Tests
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PHONICS 2 - UNIT 18 MASTERY TEST STUDENT SHEET

Name ____________________________

A. Written Sound/Symbol
   Directions: Write the missing letter.

1. sw _____ pt
2. fr _____ g
3. pl _____ mp
4. spl _____ t
5. cr _____ ft

TOTAL: ______ 5 pts.
### PHONICS 2 - UNIT 18 MASTERY TEST STUDENT SHEET

Name ____________________________________________

**B. Classify Syllables & Non-Syllables**
Directions: **Circle** the syllables, **X** the non-syllables.

<table>
<thead>
<tr>
<th>spot</th>
<th>lmn</th>
<th>thr</th>
<th>ta</th>
</tr>
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<tbody>
<tr>
<td>stp</td>
<td>lic</td>
<td>pub</td>
<td>wst</td>
</tr>
<tr>
<td>I</td>
<td>wet</td>
<td>mb</td>
<td>um</td>
</tr>
</tbody>
</table>

**TOTAL:** __12 pts.____

---

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MT-15
C. Classify Closed Syllables
   Directions: List the closed syllables.

<table>
<thead>
<tr>
<th>od</th>
<th>web</th>
<th>Paul</th>
</tr>
</thead>
<tbody>
<tr>
<td>tack</td>
<td>mu</td>
<td>ap</td>
</tr>
<tr>
<td>dry</td>
<td>squish</td>
<td>so</td>
</tr>
<tr>
<td>scan</td>
<td>zoe</td>
<td>code</td>
</tr>
<tr>
<td>beet</td>
<td>twill</td>
<td>plunk</td>
</tr>
</tbody>
</table>

Closed Syllables List

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 

TOTAL: 8 pts.
PHONICS 2 - UNIT 18 MASTERY TEST STUDENT SHEET

Name __________________________________________________________________________

D. Syllabication
Directions: Divide the words following the steps for syllabication.

1. bobcat ________________________________________________________________________ 7 pts.
2. flapjack ________________________________________________________________________ 7 pts.

TOTAL: _____________________________________________________________________ 14 pts.

E. Spell Words
Directions: Spell the dictated words.

1. ________________________________________
2. ________________________________________
3. ________________________________________
4. ________________________________________
5. ________________________________________

TOTAL: _____________________________________________________________________ 5 pts.
PHONICS 2 - UNIT 18 MASTERY TEST STUDENT SHEET

Name __________________________

F. Reading Comprehension
Directions: Read the sentence and the words. Write the correct word to complete the sentence.

1. Frogs and rabbits hop on long ____________ .
   gaps    legs    lags    pegs

2. ____________ the muffin on the napkin.
   But     Pot     Put     Hot

3. Mrs. Brill’s front pocket ____________ a long rip.
   has      ham      have     is

4. The ____________ sunset is fantastic!
   rod     ten     bed     red

5. ____________ the plastic basket with ribbons.
   Fell     Flap     Fill     Tell

TOTAL: _______ 5 pts.
PHONICS 2 - UNIT 18 MASTERY TEST STUDENT SHEET

Name __________________________________________

G. Sentence Dictation
Directions: Write the dictated sentences.

1. ____________________________________________

8 pts.

2. ____________________________________________

8 pts.

TOTAL: 16 pts.
# PHONICS 2 - UNIT 18 MASTERY TEST STUDENT SHEET

**Name**

<table>
<thead>
<tr>
<th>UNIT 18</th>
<th>Mastery Test Summary</th>
<th>Student Score</th>
<th>Points Possible</th>
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<td>A.</td>
<td>Written Sound/Symbol</td>
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<td>B.</td>
<td>Classify Syllables &amp; Non-Syllables</td>
<td></td>
<td>12 pts.</td>
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<td>Classify Closed Syllables</td>
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<td>8 pts.</td>
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<td>Syllabication</td>
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<td>14 pts.</td>
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<tr>
<td>E.</td>
<td>Spell Words</td>
<td></td>
<td>5 pts.</td>
</tr>
<tr>
<td>F.</td>
<td>Reading Comprehension</td>
<td></td>
<td>5 pts.</td>
</tr>
<tr>
<td>G.</td>
<td>Sentence Dictation</td>
<td></td>
<td>16 pts.</td>
</tr>
</tbody>
</table>

| Total Points | 65 pts. |

<table>
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<th></th>
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</thead>
<tbody>
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</table>

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**Phonics 2 Unit Mastery Tests**
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# UNIT 32
## Directions & Answer Key
Skills: [oo] diphthong, mother, father, brother, watch

## TEST A
### SOUND/SYMBOL RECOGNITION
Classify the words according to their sound.

### DIRECTIONS:
Classify words according to their [oo] diphthong.

### Directly State:
1. Read the following words.
2. Place each word in the correct column according to the diphthong /oo/ vowel sound of each word.

### KEY:

<table>
<thead>
<tr>
<th></th>
<th>/oo/ “boo”</th>
<th>/oo/ “look”</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. stood</td>
<td>boot</td>
<td>stood</td>
</tr>
<tr>
<td>2. boot</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. wood</td>
<td>zoo</td>
<td>wood</td>
</tr>
<tr>
<td>4. zoo</td>
<td>tooth</td>
<td>took</td>
</tr>
<tr>
<td>5. tooth</td>
<td>spooky</td>
<td>good</td>
</tr>
<tr>
<td>6. took</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. spooky</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. good</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### SCORING GUIDE:
1 point for each correctly classified word (8 Total Points)
### UNIT 32
#### Directions & Answer Key
Skills: [oo] diphthong, mother, father, brother, watch

#### TEST B
### SYLLABICATION
*Divide words into syllables.*

#### DIRECTIONS:
Divide words into syllables following *Steps for Unlocking Words with Two or More Syllables*.

#### Directly State:
1. Divide these words into syllables. Follow the *Steps for Unlocking Words with Two or More Syllables*.
2. I will ask you to read the words to me.

#### KEY:

1. **Shampoo**
   - Talking vowels: 2 pts
   - Cutting pattern: 1 pt
   - Division: 1 pt
   - Diacritical marking: 2 pts
   - Reading: 1 pt
   - **Total:** 7 pts

2. **Poodle**
   - Talking vowels: 2 pts
   - Cutting pattern: 1 pt
   - Division: 1 pt
   - Diacritical marking: 3 pts
   - Reading: 1 pt
   - **Total:** 8 pts

3. **Overlook**
   - Talking vowels: 3 pts
   - Cutting pattern: 2 pt
   - Division: 2 pt
   - Diacritical marking: 3 pts
   - Reading: 1 pt
   - **Total:** 11 pts

#### SCORING GUIDE:
1 point for underlining each “talking vowel”
1 point for the correct cutting pattern
1 point for the correct division
1 point for each diacritical mark
1 point for correct reading
(26 Total Points)
# UNIT 32

## Directions & Answer Key

### Skills:
- [oo] diphthong, mother, father, brother, watch

### TEST C

#### SPELL WORDS

*Write dictated word.*

<table>
<thead>
<tr>
<th>DIRECTIONS:</th>
<th>Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teacher says the word, and students repeat the word. ( am )</td>
<td></td>
</tr>
<tr>
<td>2. Teacher uses the word in a sentence. ( I am at school. )</td>
<td></td>
</tr>
<tr>
<td>3. Teacher repeats the word. ( am )</td>
<td></td>
</tr>
<tr>
<td>4. Students finger spell the phonetically regular word as needed.</td>
<td></td>
</tr>
<tr>
<td>5. Students write the word.</td>
<td></td>
</tr>
</tbody>
</table>

<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>1. mother</td>
<td>My mother is a dentist. mother</td>
</tr>
<tr>
<td>2. father</td>
<td>My father is a fire fighter. father</td>
</tr>
<tr>
<td>3. brother</td>
<td>My little brother was born on my birthday. brother</td>
</tr>
<tr>
<td>4. watch</td>
<td>I like to watch the magician pull a rabbit out of the hat. watch</td>
</tr>
<tr>
<td>5. cartoon</td>
<td>My mom says I can see watch cartoon show cartoon after I finish my chores.</td>
</tr>
<tr>
<td>6. booklet</td>
<td>Because we read the booklet, we understood the rules of the board game. booklet</td>
</tr>
<tr>
<td>7. wooden</td>
<td>When we make cookies, Mom lets me lick the wooden spoon. wooden</td>
</tr>
<tr>
<td>8. igloo</td>
<td>The geography book explains how an igloo is constructed. igloo</td>
</tr>
</tbody>
</table>

### KEY:

1. mother  
2. father  
3. brother  
4. watch  
5. cartoon  
6. booklet  
7. wooden  
8. igloo

### SCORING GUIDE:

1 point for each correctly spelled word (8 Total Points)
UNIT 32
Directions & Answer Key  
Skills: [ oo ] diphthong, mother, father, brother, watch

TEST D  
READING COMPREHENSION
Demonstrate understanding of word meaning.

DIRECTIONS: Independently read the sentences. Fill in the blank with the word that best completes each sentence. Words may be used more than once.

Directly State:
1. Read the words in the Word Bank.
2. Read the sentences.
3. Write the word from the Word Bank that best completes each sentence. Words may be used more than once.

KEY:

Word Bank
pool hood boot goose root

1. When it is hot outside, the kids love to swim in the ___ pool ___ .

2. We knew something was wrong when smoke came from under the ___ hood ___ of the car.

3. Jenny watched a black and white ___ goose ___ swimming in the pond.

4. When my brother goes into the Army, he will go to ___ boot ___ camp.

5. We have a ___ pool ___ table in the basement rec room.

6. Before I go in the snow, I put on my ___ boot(s) ___ .

7. The ___ root ___ (s) of the plant help it get food.

8. Jack pulled his ___ hood ___ up when it started to rain.

SCORING GUIDE: 1 point for each correct word (8 Total Points)

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UNIT 32
Directions & Answer Key  Skills: [ oo ] diphthong, mother, father, brother, watch

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. Look at that big shooting star!
2. Watch your step when you get into the pontoon boat.

KEY:
1. Look at that big shooting star! ( 8 Points )
2. Watch your step when you get into the pontoon boat. ( 12 Points )

SCORING GUIDE:
1 point for each correct capital letter, punctuation mark, and word ( 20 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: 70 POINTS

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</tbody>
</table>

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**PHONICS 2 - UNIT 32 MASTERY TEST STUDENT SHEET**

Name ______________________________

**A. Sound/Symbol Recognition**

Directions: Classify the words by diphthong sound. Write each word in the column according to the diphthong vowel sound.

<table>
<thead>
<tr>
<th></th>
<th>/ʊʊ/ “boo”</th>
<th>/ʊʊ/ “look”</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>stood</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>boot</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>wood</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>zoo</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>tooth</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>took</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>spooky</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>good</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL:** 8 pts.

32-6

**Phonics 2 Unit Mastery Tests**
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B. Syllabication

Directions: Divide the words following the steps for syllabication.

1. shampoo
   7 pts.

2. poodle
   8 pts.

3. overlook
   11 pts.

TOTAL: 26 pts.
# PHONICS 2 - UNIT 32 MASTERY TEST STUDENT SHEET

Name __________________________

**C. Spell Words**

Directions: Spell the dictated words.

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 

**TOTAL:** 8 pts.

![Image of the page](32-8.png)
**D. Reading Comprehension**

Directions: Read the sentence. Write the correct word from the Word Bank to complete the sentences. Words may be used more than once.

**Word Bank**

| pool  | hood | boot | goose | root |

1. When it is hot outside, the kids love to swim in the ____________________.

2. We knew something was wrong when smoke came from under the ____________________ of the car.

3. Jenny watched a black and white ____________________ swimming in the pond.

4. When my brother goes into the Army, he will go to ____________________ camp.

5. We have a ____________________ table in the basement rec room.

6. Before I go in the snow, I put on my ____________________ (s).

7. The ____________________ (s) of the plant help it get food.

8. Jack pulled his ____________________ up when it started to rain.

**TOTAL:** 8 pts.
PHONICS 2 - UNIT 32 MASTERY TEST STUDENT SHEET

Name ____________________________________________

E. Sentence Dictation
Directions: Write the dictated sentences.

1. __________________________________________________________

   8 pts.

2. __________________________________________________________

   12 pts.

TOTAL: 20 pts.

TOTAL: 20 pts.
## UNIT 32

**Mastery Test Summary**

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<td>B. Syllabication</td>
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<td>C. Spell Words</td>
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<td>D. Reading Comprehension</td>
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<td>E. Sentence Dictation</td>
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## Project Read® Phonics Aligns with Common Core Standards

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## Project Read Phonics Aligns with Common Core Standards

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<td>[ y ]</td>
<td>[ z ]</td>
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#### UNIT 12 Digraphs

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| 15C.2    | Initial W Blends: [tw] [dw] | RL1234; RI1234; RF1; RF2bcd; RF3abd; RF4abc; L2abde | RF4abc | RF4abc |

**Common Core Standards**
- **RL**: Reading: Literature
- **RI**: Reading: Informational Text
- **RF**: Reading: Foundational Skills
- **W**: Writing
- **S**: Speaking and Listening
- **L**: Language
### UNIT 16

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</tr>
</thead>
<tbody>
<tr>
<td>16.1 Final Consonant Blends:</td>
<td></td>
<td>RI1234; RI1234; RF1; RF2bcd; RF3abd; RF4abc; L2abde</td>
<td>RF4abc</td>
<td>RF4abc</td>
</tr>
<tr>
<td>-st</td>
<td>-sk</td>
<td>-sp</td>
<td>-nt</td>
<td>-nd</td>
</tr>
<tr>
<td>16.2 Red Words: two, do</td>
<td></td>
<td>RI1234; RI1234; RF1; RF3g; RF4abc; L2abde</td>
<td>RF3f; RF4abc</td>
<td>RF3d; RF4abc</td>
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<tr>
<td>16.3 Final Consonant Blends:</td>
<td></td>
<td>RI1234; RI1234; RF1; RF2bcd; RF3abd; RF4abc; L2abde</td>
<td>RF4abc</td>
<td>RF4abc</td>
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<tr>
<td>-ld</td>
<td>-lk</td>
<td>-lp</td>
<td>-lt</td>
<td></td>
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<tr>
<td>16.4 Red Words: many, any</td>
<td></td>
<td>RI1234; RI1234; RF1; RF3g; RF4abc; L2abde</td>
<td>RF3f; RF4abcC</td>
<td>RF3d; RF4abc</td>
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<tr>
<td>16.5 Final Consonant Blends:</td>
<td></td>
<td>RI1234; RI1234; RF1; RF2bcd; RF3abd; RF4abc; L2abde</td>
<td>RF4abc</td>
<td>RF4abc</td>
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<tr>
<td>-ft</td>
<td>-pt</td>
<td>-ct</td>
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### UNIT 17

<table>
<thead>
<tr>
<th>Consonant Cluster</th>
<th>K</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
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<tbody>
<tr>
<td>17.1 Consonant Clusters: str</td>
<td>spr</td>
<td>scr</td>
<td>spl</td>
<td></td>
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<tr>
<td>17.2 Red Word: were</td>
<td></td>
<td>RI1234; RI1234; RF1; RF3g; RF4abc; L2abde</td>
<td>RF3f; RF4abc</td>
<td>RF3d; RF4abc</td>
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### UNIT 18

<table>
<thead>
<tr>
<th>Syllable, VCCV Cutting Pattern</th>
<th>K</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>18.1 Definition of a Syllable</td>
<td></td>
<td>RI1234; RI1234; RF1; RF2a; RF3de; RF4abc; L2abde</td>
<td>RF4abc</td>
<td>RF3c; RF4abc</td>
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<tr>
<td>18.2 Closed Syllables</td>
<td></td>
<td>RI1234; RI1234; RF1; RF2a; RF3de; RF4abc; L2abde</td>
<td>RF3a; L2d; RF4abc</td>
<td>RF3c; L2f; RF4abc</td>
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<table>
<thead>
<tr>
<th>UNIT 19</th>
<th>R Control</th>
<th>K</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
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<tbody>
<tr>
<td>18.3</td>
<td>Syllable Division: VCCV Cutting Pattern</td>
<td>RL1234; RI1234; RF1; RF2a; RF3de; RF4abc; L2abde</td>
<td>RF4abc</td>
<td>RF3c; RF4abc</td>
<td></td>
</tr>
<tr>
<td>19.1</td>
<td>R Control: [ ar ]</td>
<td>RL1234; RI1234; RF1; RF2bcd; RF3bd; RF4abc; L2abde</td>
<td>RF3b; RF4abc</td>
<td>L2f; RF4abc</td>
<td></td>
</tr>
<tr>
<td>19.2</td>
<td>Red Word: who</td>
<td>RL1234; RI1234; RF1; RF3g; RF4abc; L2abde</td>
<td>RF3f; RF4abc</td>
<td>RF3d; RF4abc</td>
<td></td>
</tr>
<tr>
<td>19.3</td>
<td>R Control: [ er ] [ ir ] [ ur ]</td>
<td>RL1234; RI1234; RF1; RF2bcd; RF3bd; RF4abc; L2abde</td>
<td>RF3b; L2d; RF4abc</td>
<td>L2f; RF4abc</td>
<td></td>
</tr>
<tr>
<td>19.4</td>
<td>Red Words: come, some</td>
<td>RL1234; RI1234; RF1; RF3g; RF4abc; L2abde</td>
<td>RF3f; RF4abc</td>
<td>RF3d; RF4abc</td>
<td></td>
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<tr>
<td>19.5</td>
<td>R Control: [ or ]</td>
<td>RL1234; RI1234; RF1; RF2bcd; RF3bd; RF4abc; L2abde</td>
<td>RF3b; RF4abc</td>
<td>L2f; RF4abc</td>
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## UNIT 20 Open Syllable

<table>
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<tr>
<th>UNIT 20</th>
<th>Open Syllable</th>
<th>K</th>
<th>Grade 1</th>
<th>Grade 2</th>
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<tbody>
<tr>
<td>20.1</td>
<td>Open Syllable</td>
<td>RL1234; RI1234; RF1; RF2abcd; RF3bd; RF4abc; L2abde</td>
<td>RF3ac; L2d; RF4abc</td>
<td>RF3c; L2f; RF4abc</td>
<td></td>
</tr>
<tr>
<td>20.2</td>
<td>Red Words: very, once, whose</td>
<td>RL1234; RI1234; RF1; RF3g; RF4abc; L2abde</td>
<td>RF3f; RF4abc</td>
<td>RF3d; RF4abc</td>
<td></td>
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<tr>
<td>20.3</td>
<td>Past Tense Suffix: [ -ed ]</td>
<td>RL1234; RI1234; RF1; RF3f; RF3abc; L2abde; L4bc</td>
<td>RF3d; L4c; RF4abc</td>
<td>RF3a; L2f; RF4abc</td>
<td></td>
</tr>
</tbody>
</table>
## Project Read® Phonics Aligns with Common Core Standards

### UNIT 21

**21.1** Final Magic e  
- *-ve: Final Magic e*  
  - Grade 1: RL1234; RI1234; RF1; RF2abcd; RF3bd; RF4abc; L2abde  
  - Grade 2: RF3ac; L2d; RF4abc  
  - Grade 3: RF3c; L2f; RF4abc

**21.2** Red Words: *here, from, give, live*  
  - Grade 1: RL1234; RI1234; RF1; RF3g; RF4abc; L2abde  
  - Grade 2: RF3f; RF4abc

**21.3** Present Progressive Suffix: **[ -ing ]**  
  - Grade 1: RL1234; RI1234; RF1; RF3f; RF3abc; L2abde; L4bc  
  - Grade 2: RF3d; L4c; RF4abc

### UNIT 22

**22.1** Syllable Division: VCV Cutting Pattern  
  - Grade 1: RL1234; RI1234; RF1; RF2abcd; RF3bd; RF4abc; L2abde  
  - Grade 2: RF3c; RF4abc

### UNIT 23

**23.1** **[ y ]** as a Vowel  
  - Grade 1: RL1234; RI1234; RF1; RF2abcd; RF3bd; RF4abc; L2abde  
  - Grade 2: RF3ac; L2d; RF4abc

**23.2** **[ y ]** in the Middle of a Word  
  - Grade 1: RL1234; RI1234; RF1; RF2abcd; RF3bd; RF4abc; L2abde  
  - Grade 2: RF3a; L2d; RF4abc

**23.3** Red Words: *where, there*  
  - Grade 1: RL1234; RI1234; RF1; RF3g; RF4abc; L2abde  
  - Grade 2: RF3f; RF4abc

### UNIT 24

**24.1** Soft Sounds for **[ c ]** and **[ g ]**  
  - Grade 1: RL1234; RI1234; RF1; RF2abcd; RF3bd; RF4abc; L2abde

**24.2** Red Word: *they’ll*  
  - Grade 1: RL1234; RI1234; RF1; RF3g; RF4abc; L2abde

### UNIT 25

**25.1** **[ -dge ]**  
  - Grade 1: RL1234; RI1234; RF1; RF2abcd; RF3bd; RF4abc; L2abde

---

**RL** Reading: Literature  
**RI** Reading: Informational Text  
**RF** Reading: Foundational Skills  
**W** Writing  
**S** Speaking and Listening  
**L** Language
## Project Read Phonics Aligns with Common Core Standards

<table>
<thead>
<tr>
<th>Section</th>
<th>Red Words</th>
<th>RL</th>
<th>RI</th>
<th>RF</th>
<th>RF</th>
<th>RF</th>
<th>RF</th>
<th>RF</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>25.2</td>
<td>other, eye</td>
<td>RL1234; RI1234; RF1; RF3g; RF4abc; L2abde</td>
<td>RF3f; RF4abc</td>
<td>RF3d; RF4abc</td>
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### UNIT 26 Vowel Teams

<table>
<thead>
<tr>
<th>Vowel Teams</th>
<th>K</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>26.1 [i] Vowel Teams: [ie]</td>
<td>RL1234; RI1234; RF1; RF2abcd; RF3bcd; RF4abc</td>
<td>RF3a; L2d; RF4abc</td>
<td>L2f; RF4abc</td>
<td></td>
</tr>
<tr>
<td>26.2 [a] Vowel Teams: [ai] [ay]</td>
<td>RL1234; RI1234; RF1; RF2abcd; RF3bcd; RF4abc; L2abde</td>
<td>RF3ac; L2d; RF4abc</td>
<td>L2f; RF4abc</td>
<td></td>
</tr>
<tr>
<td>26.3 [o] Vowel Teams: [oa] [ow] [oe]</td>
<td>RL1234; RI1234; RF1; RF2abcd; RF3bcd; RF4abc; L2abde</td>
<td>RF3ae; L2d; RF4abc</td>
<td>L2f; RF4abc</td>
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</tr>
<tr>
<td>26.4 [e] Vowel Teams: [ee] [ea] [ie] [ey] Homonyms Sequence of Events</td>
<td>RL1234; RI1234; RF1; RF2abcd; RF3bcd; RF4abc; L2abde</td>
<td>RF3a; L2d; RF4abc</td>
<td>L2f; RF4abc</td>
<td></td>
</tr>
<tr>
<td>26.5 Red Words: whom, does</td>
<td>RL1234; RI1234; RF1; RF3g; RF4abc; L2abde</td>
<td>RF3cf; RF4abc</td>
<td>RF3d; RF4abc</td>
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<tr>
<td>26.6 Short [e] Vowel Team: [ea]</td>
<td>RF3ac; L2d; RF4abc</td>
<td>L2f; RF4abc</td>
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### UNIT 27 Silent Letter

<table>
<thead>
<tr>
<th>Silent Letter</th>
<th>K</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>27.1 Silent Letter Combinations: [mn] [mb]</td>
<td>RF3e; RF4abc</td>
<td>RF3d; RF4abc</td>
<td>L2f</td>
<td></td>
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<tr>
<td>27.2 Silent Letter Combinations: [kn] [wr]</td>
<td>RF3e; RF4abc</td>
<td>RF3d; RF4abc</td>
<td>L2f</td>
<td></td>
</tr>
<tr>
<td>27.3 Red Words: front, view, love</td>
<td>RF3f; RF4abc</td>
<td>RF3d; RF4abc</td>
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</table>

### UNIT 28 VCCCV, VCCCCV Cutting Patterns

<table>
<thead>
<tr>
<th>Syllable Division: VCCCV Cutting Pattern</th>
<th>K</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
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<tbody>
<tr>
<td>28.1</td>
<td>RL1234; RI1234; RF1; RF2abcd; RF3bcd; RF4abc; L2abde</td>
<td>RF3c; RF4abc</td>
<td>RF3c; RF4abc</td>
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</table>
# Project Read® Phonics Alongs with Common Core Standards

## Unit 29: Schwa (ə)
### Lesson 29.1: Schwa

<table>
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<tr>
<th>RL</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>RF3c; RF4abc</td>
<td>RF3c; RF4abc</td>
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### Lesson 30.1: VV Cutting Pattern

<table>
<thead>
<tr>
<th>RL</th>
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<th>Grade 2</th>
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<tbody>
<tr>
<td>RF3c; RF4abc</td>
<td>RF3c; RF4abc</td>
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</table>

**UNIT 31: [-cle] Syllable**

### Lesson 31.1: [-cle] Syllable

<table>
<thead>
<tr>
<th>RL</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>RF3c; RF4abc</td>
<td>RF3c; RF4abc</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Lesson 31.3: Red Words

- done
- one
- though
- thought
- great

**UNIT 32: Diphthongs**

### Lesson 32.1: [oo] as in /boo/

<table>
<thead>
<tr>
<th>RL</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>RF3b; RF4abc; L2d</td>
<td>L2f; RF4abc</td>
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### Lesson 32.2: Red Words

- mother
- father
- brother

### Lesson 32.3: [oo] as in /look/

<table>
<thead>
<tr>
<th>RL</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>RF3b; L2d; RF4abc</td>
<td>L2f; RF4abc</td>
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### Lesson 32.4: Watch

<table>
<thead>
<tr>
<th>RL</th>
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<th>Grade 2</th>
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<tbody>
<tr>
<td>RF3f; RF4abc</td>
<td>RF3d; RF4abc</td>
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</table>

**UNIT 33: Diphthongs**

### Lesson 33.1: [-ew] [-ue] [ui]

<table>
<thead>
<tr>
<th>RL</th>
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<th>Grade 2</th>
<th>Grade 3</th>
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</thead>
<tbody>
<tr>
<td>RF3b; L2d; RF4abc</td>
<td>L2f; RF4abc</td>
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### Lesson 33.2: Red Words

- beautiful
- been
- blood

**UNIT 34: Diphthongs**

### Lesson 34.1: [oi] [oy]

<table>
<thead>
<tr>
<th>RL</th>
<th>Grade 1</th>
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<tbody>
<tr>
<td>RF3b; L2d; RF4abc</td>
<td>L2f; RF4abc</td>
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<table>
<thead>
<tr>
<th>34.2</th>
<th>Red Words: aren’t, weren’t</th>
<th>RL1234; RI1234; RF1; RF3g; RF4abc; L2abde</th>
<th>RF3f; RF4abc; L2c</th>
<th>RF3d; RF4abc</th>
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<table>
<thead>
<tr>
<th>UNIT 35</th>
<th>Diphthongs</th>
<th>K</th>
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<th>Grade 2</th>
<th>Grade 3</th>
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<tbody>
<tr>
<td>35.1</td>
<td>Diphthongs: [ow] [ou]</td>
<td>RF3b; RF4abc; L2d</td>
<td>RF4abc; L2f</td>
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</tr>
<tr>
<td>35.2</td>
<td>Red Words: haven’t, they’d, you’d</td>
<td>RL1234; RI1234; RF1; RF3g; RF4abc; L2abde</td>
<td>RF3f; RF4abc; L2c</td>
<td>RF3d; RF4abc</td>
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<thead>
<tr>
<th>UNIT 36</th>
<th>Diphthongs</th>
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<th>Grade 2</th>
<th>Grade 3</th>
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<tbody>
<tr>
<td>36.1</td>
<td>Diphthongs: [au] [aw]</td>
<td>RF3b; RF4abc; L2d</td>
<td>RF4abc; L2f</td>
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<tr>
<td>36.2</td>
<td>Red Words: we’re, they’re, you’re</td>
<td>RF3f; RF4abc; L2c</td>
<td>RF3d; RF4abc</td>
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<thead>
<tr>
<th>UNIT 37</th>
<th>Common Suffixes</th>
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<tbody>
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<td>37.1</td>
<td>Common Suffixes</td>
<td>RL1234; RI1234; RF1; RF3g; RF4abc; L2abde</td>
<td>RF3d; RF4abc L4c</td>
<td>RF3ac; RF4abc; L2f</td>
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</tr>
<tr>
<td>37.2</td>
<td>Red Words: again, against, friend</td>
<td>RL1234; RI1234; RF1; RF3g; RF4abc; L2abde</td>
<td>RF3f; RF4abc</td>
<td>RF3d; RF4abc</td>
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<table>
<thead>
<tr>
<th>UNIT 38</th>
<th>Final Silent e, Spelling</th>
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<tbody>
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<td>38.1</td>
<td>Final Silent e for Spelling</td>
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<td>RF4abc; L2f</td>
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<tr>
<td>38.2</td>
<td>Red Words: change, child, clothes</td>
<td>RF3f; RF4abc</td>
<td>RF3d; RF4abc</td>
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<table>
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<tr>
<th>UNIT 39</th>
<th>Adding Suffixes</th>
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<tbody>
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<td>39.1</td>
<td>Doubling when Adding Suffixes to One-Syllable Words</td>
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<td></td>
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<tr>
<td>39.2</td>
<td>Red Words: cousins, cover, courage, toward</td>
<td>RF3f; RF4abc</td>
<td>RF3d; RF4abc</td>
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<td></td>
</tr>
<tr>
<td>39.3</td>
<td>Adding Suffixes to Words Ending in Silent e</td>
<td>RF3d; L4c</td>
<td>RF3a; RF4abc; L2ef; L4bc</td>
<td></td>
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</tr>
<tr>
<td>39.4</td>
<td>Red Words: enough, through, sugar, busy</td>
<td>RF3f; RF4abc</td>
<td>RF3d; RF4abc</td>
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<tr>
<th>UNIT 40</th>
<th>Syllabication</th>
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<td>40.1</td>
<td>Syllabication: Seven Kinds of Syllables</td>
<td>RF3c; L2d; RF4abc</td>
<td>RF3c; RF4abc; L2f</td>
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<tr>
<td>40.2</td>
<td>Red Words: none, only, says, sure</td>
<td>RF3f; RF4abc</td>
<td>RF3d; RF4abc</td>
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</table>
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<tbody>
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<td>41.1</td>
<td>[ph]</td>
<td></td>
<td>RF3e;</td>
<td>RF4abc;</td>
<td>L2f</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>RF4abc;</td>
<td>L2d</td>
<td></td>
</tr>
<tr>
<td>41.2</td>
<td>[ch]</td>
<td>Alternative Sounds /k/ /ch/ Dictionary Work</td>
<td></td>
<td>RF3e;</td>
<td>RF4abc;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>RF4abc;</td>
<td>L2e; L4e</td>
<td></td>
</tr>
<tr>
<td>41.3</td>
<td>Red Words: lose, rough, tough</td>
<td></td>
<td>RF3f;</td>
<td>RF4abc</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>RF3d;</td>
<td>RF4abc</td>
<td></td>
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<table>
<thead>
<tr>
<th>UNIT 42</th>
<th>Diphthong Patterns</th>
<th>K</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>42.1</td>
<td>Diphthong Grapheme Patterns: [augh] [all] [wa] [alk] [qua]</td>
<td></td>
<td>RF3e;</td>
<td>RF4abc;</td>
<td>L2f</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>RF4abc;</td>
<td>L2d</td>
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<tr>
<th>UNIT 43</th>
<th>R Control Patterns</th>
<th>K</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
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<tbody>
<tr>
<td>43.1</td>
<td>R Control Grapheme Patterns: [wor] [ear]</td>
<td></td>
<td>RF3e;</td>
<td>RF4abc;</td>
<td>L2f</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>RF4abc;</td>
<td>L2d</td>
<td></td>
</tr>
<tr>
<td>43.2</td>
<td>R Control Grapheme Pattern: [war]</td>
<td></td>
<td>RF3e;</td>
<td>RF4abc;</td>
<td>L2f</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>RF4abc;</td>
<td>L2d</td>
<td></td>
</tr>
<tr>
<td>43.3</td>
<td>R Control Grapheme Patterns for /air/</td>
<td></td>
<td>RF3e;</td>
<td>RF4abc;</td>
<td>L2d</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>RF4abcd; L2f</td>
<td></td>
<td></td>
</tr>
<tr>
<td>43.4</td>
<td>R Control Grapheme Pattern: [ear]</td>
<td></td>
<td>RF3e;</td>
<td>RF4abc;</td>
<td>L2f</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>RF4abc;</td>
<td>L2d</td>
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<table>
<thead>
<tr>
<th>UNIT 44</th>
<th>Long Vowel Patterns</th>
<th>K</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>44.1</td>
<td>Long Vowel Grapheme Patterns: [eigh] [old] [oll] [igh] [ind]</td>
<td></td>
<td>RF3f;</td>
<td>RF4abc;</td>
<td>L2f</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>RF4abc;</td>
<td>L2d</td>
<td></td>
</tr>
</tbody>
</table>
Around the Nation, Schools Report Student Success.

RESEARCH

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
Language Circle® / Project Read®

PHONICS

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.
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 Sentence Structure and Applied Writing. Student and teacher response was remarkable!

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

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