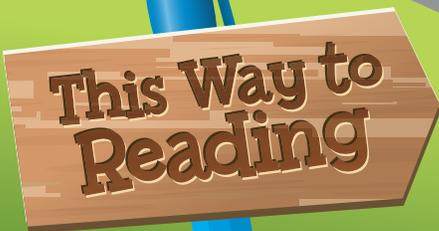


From Phonics to Reading™

Created by Wiley Blevins



From Phonics to Reading has earned **ALL GREEN** from EdReports. See page 8.



From Phonics to Reading

Discover Wiley Blevins’s Fresh Approach to Phonics

From Phonics to Reading, the only foundational skills program written by Wiley Blevins, brings his extensive research into practical application for today’s classrooms. It has received **ALL GREEN** from EdReports (learn more on page 8).

In three robust yet compact resources—a Student Worktext, Teacher’s Edition, and online resources—educators have all the right tools to put students on the path to reading and writing success!

This comprehensive brochure explains what’s included in the program and how it works. Look for links to research and videos throughout to learn more about the program Wiley built.



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Build Strong Foundational Skills with These Key Characteristics

Each 5-day lesson plan incorporates the seven characteristics that Wiley Blevins's research identified as key components that effective phonics programs should include.

7 Key Characteristics of Strong Phonics Instruction

1. Readiness Skills

The two best predictors of early reading success are phonemic awareness and alphabet recognition.

2. Scope and Sequence

A strong scope and sequence builds from the simple to the complex in a way that takes advantage of previous learning.

3. Blending

This is the main strategy for teaching students how to sound out words and must be frequently modeled and applied.

4. Dictation

To best transition students' growing reading skills to writing, dictation (guided spelling with teacher think-alouds) is critical and should begin as early as Kindergarten.

5. Word Awareness

Students need opportunities to play with words and experiment with how word parts combine to solidify and consolidate their understanding of how English words work.

6. High-Frequency Words

Typically, the top 200-300 high-frequency words are taught in Grades K-2. After Grade 2, students need to be continually assessed on their mastery of these words, as a lack of fluency can impede comprehension.

7. Reading Connected Text

Controlled, decodable text at the beginning level of reading instruction helps students develop a sense of comfort in and control over their reading growth and should be a key learning tool in early phonics instruction.



READ THE RESEARCH AT

www.SadlierSchool.com/7Characteristics

From Phonics to Reading

Created by Wiley Blevins

Dear Educators,

Teaching children to read is one of the greatest gifts we can give them. It opens a world of possibility and promise. This is why we must provide the strongest foundation in early literacy skills for our youngest learners. I consider it an honor to be able to teach children to read, but also an enormous responsibility to do it right and to do it well. The team at Sadlier and I created *From Phonics to Reading* based on the following guiding principles to ensure teachers and students have the most impactful instruction:

- 1. Science of Reading Research:** We have decades of research—by teachers, educational researchers, cognitive scientists, linguists, and so on. This large body of information has been incorporated into the instructional routines and design of the program, such as the attention to orthographic mapping provided by the research-based, high-frequency routines and the focus on continuous blending rather than segmented blending.
- 2. Classroom Application Research:** My focus has been on translating this large body of information into effective classroom practices. This research has led to my work around the ten reasons phonics instruction sometimes fails (see my International Literacy Association brief *Meeting the Challenges of Early Literacy Phonics Instruction* at www.SadlierSchool.com/ILAbrief). An important part of the program's instructional design is deterring known obstacles to student mastery of phonics skills so that teachers can maximize and accelerate student learning.
- 3. Structured Literacy:** The instruction is both explicit and systematic, which is important for all learners but especially critical for our students with dyslexia.
- 4. Review and Repetition Cycle to Ensure Mastery:** This program not only has a defined scope and sequence, but a built-in review and repetition cycle. Students practice and apply the skill for 4–6 weeks after the introduction to ensure mastery in both reading and writing words with that skill. If this review and repetition cycle is not in place, learning can decay for some students, resulting in foundational skill holes that can lead to serious reading fluency issues.
- 5. Differentiation:** Students have a wide range of foundational skill needs. To increase the impact of all lessons, extensive supports for English learners, students below grade-level expectations, and students above grade-level expectations are provided during both whole-group and small-group instruction and for each instructional routine.
- 6. Easy-to-Use and Transportable:** Most phonics programs are bloated with resources that are difficult to manage. In creating this program, it was critical to me that everything be in one interactive student worktext that could be easily stored in a student's desk or brought to the small-group reading corner. The compact nature of this program makes it ideal for whole-group instruction AND a perfect add-on resource for small-group instruction as teachers can easily place students along the phonics continuum based on specific skill needs. Plus, all your resources are in one place!

- 7. High-Quality Decodable Texts:** Decodable texts act as the primary phonics application tool. To build fluency, these stories need to be engaging, great springboards for conversations and writing activities, and worth rereading. Additionally, they should sound like natural English and be both fiction and informational. We set a very high bar for this learning tool. It is essential that students apply their skills daily to authentic reading and writing opportunities with materials they *can* read and *want* to read.
- 8. Focus on Decoding and Encoding:** Most programs get students reading words with specific phonics skills but fail at getting them to also be proficient in spelling words with those skills. Our program activities, such as dictation, word building, word sorts with follow-up conversations, and weekly writing about the decodable texts significantly increase the encoding opportunities for students to focus on both key aspects of phonics instruction.
- 9. Timely and Granular Assessments:** The comprehensive phonics survey for placement and the weekly cumulative assessments allow teachers to stay on top of student mastery, identify decayed learning, and make quick course corrections to prevent long-term learning issues. These assessments are easy to implement and require limited hands-on time. Follow-up supports provide next steps for instruction.
- 10. Professional Support:** The program provides a wealth of professional videos and guides, white papers, webinars and masterclasses, and a growing Facebook community to build teacher capacity in using the resources and understanding the research behind them. These avenues of support are my way of reaching out to users at point-of-need. It is important to me that teachers using the materials have access to me as questions arise in the implementation of these resources.

My hope is that educators use these carefully designed materials and continue to explore the professional development resources we have created, engage in our online learning community, and use the wealth of tools available online at *Sadlier Connect™*. We are in this together! Feel free to let me know if additional support is needed. The work we do with our youngest is transformative. Our students deserve our best, and I thank every one of you for all that you do to teach the foundational skills students need to build a lifelong ability to read and inspire a love of reading.

Thank you for making a difference,



Wiley Blevins



In addition to being the author of *From Phonics to Reading*, Wiley Blevins has written over 15 books for teachers, authored elementary reading programs, conducted research on topics ranging from fluency to using decodable text, and regularly trains teachers throughout the United States and Asia. A graduate of Harvard Graduate School of Education, he taught elementary school in both the United States and South America.

MEET WILEY AT
www.SadlierSchool.com/Blevins

Examine How *From Phonics to Reading* Aligns to the Science of Reading

There are four important guideposts to consider when aligning a phonics program to the Science of Reading. These guideposts alert us to key aspects of phonics instruction that need to be in place, how to teach them, and how to assess them. *From Phonics to Reading* aligns to these guideposts so that teachers can strengthen instruction and maximize student learning.



Scope and Sequence

To effectively teach phonics, educators need a clearly defined scope and sequence that goes from easier to more complex skills. It is a roadmap for teachers: what to teach, when to teach, and how much focus for each skill.

A scope and sequence must be more than a list of skills to march through in an exposure-focused way. For it to be impactful, there must be a built-in review and repetition cycle. For most students, it takes a significant amount of time to master a new skill. So, after a skill is introduced, it should be reviewed, applied, and assessed for at least the next 4–6 weeks.

From Phonics to Reading Aligns

A systematic scope and sequence promotes early reading and writing based on foundational skills research and practice. See pages 10–11.

Systematic and Explicit Instruction

Phonics instruction needs to be systematic and explicit. Systematic in that it has a scope and sequence and teaches skills as a system. Teachers must have robust conversations with students about how that system works. Great phonics instruction is active, engaging, and thought-provoking whereby children are observing and talking about how words work.

Explicit refers to the initial introduction of a phonics skill. Teachers need to explicitly state the sound-spelling connection (e.g., the /s/ sound is represented by the letter s). In an explicit introduction to the skill, the teacher models how to sound out words with the new skill and then gives children guided practice opportunities to apply the skill in isolated words and in connected text.

From Phonics to Reading Aligns

Systematic and explicit, researched-based phonics instruction embodies the Seven Characteristics of Strong Phonics Instruction. An embedded review and repetition cycle supports mastery. Learn more on pages 16–25.





Guidepost 3

Daily Application to Reading and Writing

Daily application to reading and writing during the phonics lesson is critical. It is in the application where the learning sticks. To apply their newly acquired phonics skills to get to mastery faster, students must read, reread, talk about, and write about decodable (accountable) texts.

In the most impactful instruction, students not only read and discuss these stories, but write about them as follow up. This requires students to apply their growing reading skills to writing immediately. The books they read can serve as useful and supportive scaffolds.

From Phonics to Reading Aligns

Engaging decodable texts (in print and digital), dictation, and writing activities enable students to apply phonics skills immediately to real reading and writing. Learn more on page 20.

Assessment

Assessment needs to inform instruction. When it comes to phonics, assessments must be viewed through two lenses: accuracy and automaticity. This tells us if students have knowledge about what has been taught (accuracy) and if they have acquired fluency with those skills (automaticity).

Phonics instruction requires two critical types of assessments: comprehensive and cumulative. A comprehensive phonics assessment is a survey of all the skills a student would learn in a phonics continuum (from identifying letter-sounds to reading words with short vowels, long vowels, complex vowels, and finally multisyllabic words). This assessment is essential at the beginning of a school year to identify students who have not mastered previous grade-level skills or are meeting or exceeding grade-level expectations.

From Phonics to Reading Aligns

A Comprehensive Assessment Plan supports teachers assessing students' retention of phonics skills over an extended period to ensure mastery. Learn more on pages 28–29.



Guidepost 4



***From Phonics to Reading* received ALL GREEN from EdReports!**

Read this summary by EdReports of their review of Sadlier’s foundational skills program *From Phonics to Reading* by Wiley Blevins.

ELA Foundational Skills Summary of Alignment & Usability

The instructional materials reviewed for *From Phonics to Reading* Kindergarten, Grade 1, and Grade 2 meet the criteria for alignment to standards and research-based practices for foundational skills instruction.

“Instructional materials include systematic and explicit instruction in phonics skills with repeated teacher modeling located within the Teacher’s Edition and Instructional Guides.”

The instructional materials use a synthetic approach to phonics. Materials include a scope and sequence that clearly delineates an intentional sequence in which phonological and phonics skills are to be taught. Instructional materials include explicit instruction in letter identification and formation and provide instruction in general concepts of print. Materials provide systematic and explicit instructions for phonological awareness and frequent student practice opportunities (K-1). Instructional materials include systematic and explicit instruction in phonics skills with repeated teacher modeling located within the Teacher’s Edition and Instructional Guides.

The materials provide frequent opportunities for students to decode phonetically spelled words using phonemes and/or syllables. The materials included partially meet the criteria of application and encoding of phonics in activities and tasks. While the student practice is frequent, there are missed opportunities for teacher instruction and modeling of encoding. Materials include recurring instructional routines explicitly model and teach both reading and spelling of high-frequency words, primarily using Read-Spell-Write routine. Materials provide explicit instruction in phoneme/grapheme recognition, syllabication and morpheme analysis using Word Study routines and when introducing new sound-spelling patterns in the Blend It exercises.

Kindergarten



First Grade



Second Grade



Materials include explicit instruction in fluency. Explicit instruction in and modeling of phrasing, expression, intonation, rate, and accuracy is included in the *From Fluency to Comprehension: Routines and Minilessons* guide. Materials include decodable readers that align to the phonics and high-frequency word scope and sequence. Materials also regularly and systematically provide a variety of assessment opportunities over the course of the year to demonstrate student progress toward mastery of all foundational skills; however, specific guidance to the teacher for next steps after assessments have been administered is limited.

“Materials include decodable readers that align to the phonics and high-frequency word scope and sequence.”

Start with a Systematic Scope and Sequence

Grade K, Level K

Grade 1, Level A

	Main Skill	Word Study or Extra Focus	Phonemic Awareness	Main Skill	Word Study
1	Mm	Alphabet Recognition	• Recognize Rhyme • Clap Syllables • Blend Syllables • Identify Words in a Spoken Sentence	Short a	Plurals
2	Short a	Alphabet Recognition	• Recognize Rhyme • Clap and Count Syllables • Blend Syllables • Identify Words in a Spoken Sentence	Short i	Inflectional Ending -s
3	Ss	Alphabet Recognition	• Oral Blending • Isolate Beginning Sounds • Alliteration • Identify Words in a Spoken Sentence	Short o	Double Final Consonants (ll, ss, zz)
4	Tt	Alphabet Recognition	• Recognize Rhyme • Blend Syllables • Isolate Beginning Sounds • Identify Words in a Spoken Sentence	Short u	Double Final Consonants (dd, ll, zz)
5	Pp	Alphabet Recognition	• Oral Blending • Clap and Count Syllables • Isolate Beginning and Ending Sounds • Identify Words in a Spoken Sentence	Short e	Plurals (review)
6	Nh	Plural Nouns with -s	• Oral Blending • Recognize Rhyme • Isolate Beginning and Ending Sounds	l-Blends	Possessives
7	Short i	Inflectional Ending -s	• Oral Blending • Recognize Rhyme • Isolate Beginning and Ending Sounds	s-Blends	Final Blends
8	Cc	Ending _ck	• Oral Blending • Recognize and Produce Rhyme • Isolate Beginning, Medial, and Ending Sounds	r-Blends	Contractions
9	Ff	Distinguish Initial and Final Consonant Sounds	• Oral Blending • Recognize and Produce Rhyme • Isolate Beginning, Medial, and Ending Sounds	Digraphs sh, th	Inflectional Ending -ed
10	Dd	Distinguish Initial and Final Consonant Sounds	• Oral Blending • Oral Segmentation • Isolate Beginning, Medial, and Ending Sounds	Digraphs ch, tch, wh	Inflectional Ending -ing
11	Hh	Inflectional Ending -s	• Oral Blending • Oral Segmentation • Isolate Beginning, Medial, and Ending Sounds	Digraphs ng, nk	3-Letter Blends
12	Short o	Distinguishing Initial and Medial Vowel Sounds	• Oral Blending • Recognize and Produce Rhyme • Isolate Beginning, Medial, and Ending Sounds	Final e (a_e, l_e)	Soft c and g
13	Rr	Ending _ck	• Oral Blending • Oral Segmentation • Isolate Beginning, Medial, and Ending Sounds	Final e (o_e, u_e, e_e)	Inflectional Ending -ing and -ed
14	Bb	Plural Nouns with -s	• Oral Blending • Recognize and Produce Rhyme • Isolate Beginning, Medial, and Ending Sounds	Single Letter Long Vowels (e, i, o)	Prefixes (re-, un-)
15	Ll	Double Final Consonants	• Oral Blending • Recognize and Produce Rhyme • Isolate Beginning, Medial, and Ending Sounds	Long a (ai, ay)	Compound Words
16	Kk	Ending _ck	• Oral Blending • Recognize and Produce Rhyme • Isolate Beginning, Medial, and Ending Sounds	Long e (ee, ea)	Short e Spelled ea
17	Short e	Distinguishing Initial and Medial Vowel Sounds	• Oral Blending • Recognize and Produce Rhyme • Isolate Beginning, Medial, and Ending Sounds	Long o (oa, ow)	Suffixes (-ful, -less)
18	Gg	Inflectional Ending -s	• Oral Blending • Oral Segmentation • Isolate Medial Sounds	Long i (y, igh)	Comparatives and Superlatives (-er, -est)
19	Ww	Plural Nouns with -s	• Oral Blending • Oral Segmentation • Alliteration	Long u (u, ew, ue)	Compound Words
20	Xx	Plural Nouns -es	• Oral Blending • Oral Segmentation • Recognize and Produce Rhyme	r-Controlled ar	Transition to Longer Words
21	Vv	Blends	• Oral Blending • Oral Segmentation • Recognize and Produce Rhyme	r-Controlled er, ir, ur	Transition to Longer Words
22	Short u	Distinguishing Initial and Medial Vowel Sounds	• Oral Blending • Oral Segmentation • Recognize and Produce Rhyme	r-Controlled or, ore, oar	Prefixes (dis-, pre-)
23	Jj	Plural Nouns with -s	• Oral Blending • Oral Segmentation • Recognize and Produce Rhyme and Alliteration	Short oo and Long oo	Suffixes (-ly, -y)
24	Qu	Inflectional Ending -s	• Oral Blending • Oral Segmentation • Isolate Beginning, Medial, and Ending Sounds	Diphthong /ou/ (ou, ow)	Compound Words
25	Yy	Double Final Consonants	• Oral Blending • Oral Segmentation • Isolate Beginning, Medial, and Ending Sounds	Diphthong /oi/ (oi, oy)	Transition to Longer Words
26	Zz	Blends	• Oral Blending • Oral Segmentation • Recognize and Produce Rhyme and Alliteration • Phonemic Manipulation: Delete Syllables	Complex Vowel /ō/ (au, aw, alk, alt, all)	Inflectional Endings (review)
27	Short Vowel Review	Compare Short and Long Vowel Sounds	• Oral Blending • Phonemic Manipulation: Add Sounds and Syllables • Phonemic Manipulation: Delete Syllables	r-Controlled are, air, ear	Transition to Longer Words
28	Long Vowels	Compare Short and Long Vowel Sounds	• Oral Blending • Phonemic Manipulation: Add Sounds and Syllables • Phonemic Manipulation: Delete Syllables	Long i (ild, ind) Long o (old)	Transition to Longer Words
29	Final e (a_e)	Compare Short and Long Vowel Sounds and Spellings	• Oral Blending • Phonemic Manipulation: Add Sounds and Syllables • Phonemic Manipulation: Substitute Initial Sounds	Long i (ie) Long o (oe)	Transition to Longer Words
30	Final e (o_e, i_e)	Compare Short and Long Vowel Sounds and Spellings	• Oral Blending • Phonemic Manipulation: Add Syllables and Phonemes • Phonemic Manipulation: Substitute Initial Sounds	Long e (y, ey, ie)	Transition to Longer Words

Grade 2, Level B

Grade 3, Level C

	Phonemic Awareness	Main Skill	Word Study	Main Skill	Word Study
	• Oral Blending • Oral Segmentation • Recognize and Produce Rhyme	Short Vowels	Inflectional Ending -s	Short Vowels	Closed Syllables
	• Oral Blending • Oral Segmentation • Alliteration	Closed Syllables	"Reading Big Words" Strategy	Long a	Open Syllables
	• Oral Blending • Oral Segmentation • Recognize and Produce Rhyme	Consonant + le Syllables	"Reading Big Words" Strategy	Long o	Vowel Team Syllables
	• Oral Blending • Oral Segmentation • Alliteration	l-Blends, r-Blends, s-Blends	Inflectional Ending -ing	Long e	Final Stable Syllables
	• Oral Blending • Oral Segmentation • Recognize and Produce Rhyme	Final Blends	Inflectional Ending -ed	Long i	Final e Syllables
	• Oral Blending • Oral Segmentation • Categorize Sounds	Final e	Soft c and Soft g	Long u	Context Clues: General Clues
	• Oral Blending • Oral Segmentation • Phonemic Manipulation: Add Sounds	Final e Syllables	Inflectional Endings (drop e)	r-Controlled Vowels (<i>äi</i> /, <i>ör</i> /)	r-Controlled Vowel Syllables
	• Oral Blending • Oral Segmentation • Categorize Sounds	Consonant Digraphs (sh, ch, tch, th)	Possessives	r-Controlled Vowels (er, ir, ur)	Abbreviations
	• Oral Blending • Oral Segmentation • Phonemic Manipulation: Add Sounds	Consonant Digraphs (wh, ph, ng/hk)	3-Letter Blends	Long oo and Short oo	Compound Words
	• Oral Blending • Oral Segmentation • Categorize Sounds	Long a	Contractions	Diphthongs /ou/ and /oi/	Hard and Soft g
	• Oral Blending • Oral Segmentation • Phonemic Manipulation: Add Sounds	Open Syllables	Inflectional Endings (double final consonants)	Variant Vowel /ö/	Final Stable Syllables
	• Oral Blending • Oral Segmentation • Distinguish Long and Short Vowel Sounds	Long e	Inflectional Endings (change y to i)	Closed Syllables	Suffixes with Spelling Changes
	• Oral Blending • Oral Segmentation • Distinguish Long and Short Vowel Sounds	Vowel Team Syllables	Silent Letters (kn, wr, gn, mb)	Open Syllables Sounds	Suffixes with Spelling Changes
	• Oral Blending • Oral Segmentation • Phonemic Manipulation: Substitute Sounds	Long i	Suffixes (-y, -ly)	Final Stable Syllables	Context Clues: Definitions, Synonyms
	• Oral Blending • Oral Segmentation • Distinguish Long and Short Vowel Sounds	Long o	Compound Words	Vowel Team Syllables	Context Clues: Antonyms, General Clues
	• Oral Blending • Oral Segmentation • Phonemic Manipulation: Delete Sounds	Long u	Prefixes (un-, re-, dis-)	r-Controlled Vowel Syllables	Homophones
	• Oral Blending • Oral Segmentation • Phonemic Manipulation: Substitute Sounds	Consonant + le Syllables	Homophones	Final e Syllables	Adding Suffixes with Spelling Changes
	• Oral Blending • Oral Segmentation • Phonemic Manipulation: Add Sounds	r-Controlled ar	Comparative Suffixes (-er, -est)	Unaccented Final Syllables	Contractions
	• Oral Blending • Oral Segmentation • Phonemic Manipulation: Delete Sounds	r-Controlled er, ir, ur	Suffixes (-ful, -less)	Inflectional Endings -ed, -ing with Spelling Changes	Using Morphology: Related Words
	• Phonemic Manipulation: Substitute Sounds • Phonemic Manipulation: Add Sounds • Categorize Sounds	r-Controlled or, ore, oar	Abbreviations	Irregular Plurals	More Irregular Plurals
	• Phonemic Manipulation: Substitute Sounds • Phonemic Manipulation: Add Sounds • Categorize Sounds	r-Controlled are, air, ear	Homographs	Prefixes (dis-, un-, pre-, re-)	Using Morphology: Prefixes, Roots
	• Phonemic Manipulation: Substitute Sounds • Phonemic Manipulation: Add Sounds • Categorize Sounds	r-Controlled Vowel Syllables	Irregular Plurals	Suffixes (-er, -or)	Homographs
	• Oral Blending • Oral Segmentation • Phonemic Manipulation: Delete Sounds	Consonant + le Syllables	Inflectional Endings with Spelling Changes	Suffixes (-able, -ful, -less, -ness, -y, -ly)	Using Morphology: Related Words
	• Oral Blending • Oral Segmentation • Phonemic Manipulation: Delete Sounds	Short oo and Long oo	Suffixes (-ful, -less, -y, -ly)	Prefixes (im-, in-, non-, and others)	Using Morphology: Prefixes, Roots
	• Oral Blending • Oral Segmentation • Phonemic Manipulation: Delete Syllables	Diphthong /ou/	Compound Words	Related Words	Using Morphology: Related Words
	• Categorize Sounds • Phonemic Manipulation: Add Syllables • Phonemic Manipulation: Delete Syllables	Diphthong /oi/	Prefixes (un-, re-, dis-, pre-, mis-)	Homophones	Context Clues: Examples, Definitions
	• Categorize Sounds • Phonemic Manipulation: Add Syllables • Phonemic Manipulation: Delete Syllables	Complex Vowel /ö/	More Irregular Plurals	Homographs	Context Clues: Synonyms, Antonyms
	• Oral Blending • Oral Segmentation • Phonemic Manipulation: Add and Delete Syllables	Vowel Team Syllables	Inflectional Endings with Spelling Changes	Compound Words	Using Morphology: Roots
	• Oral Blending • Oral Segmentation • Phonemic Manipulation: Add and Delete Syllables	Review Syllable Types	Related Words	Abbreviations	More Abbreviations
	• Oral Blending • Oral Segmentation • Phonemic Manipulation: Add and Delete Syllables	Final Stable Syllables	Related Words	Contractions	More Contractions

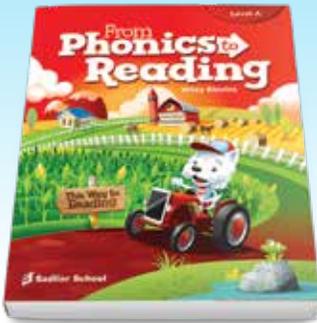


“This is NOT a workbook! This is a transportable, compact, efficient student resource with lots of engaging, multisensory, multimodal activities that will get students to master those skills so that they can transfer them to all reading and writing situations.”

–Wiley Blevins

Support Early Readers with All the Right Tools

From Phonics to Reading gives teachers just the right tools to help students develop the foundational skills they need to succeed in three robust yet compact resources—the Student Worktext, Teacher’s Edition, and online resources.



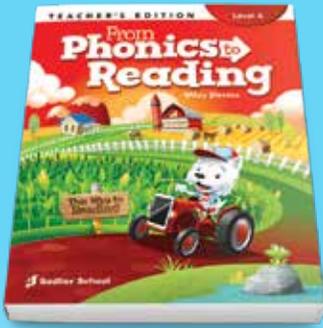
What’s in the Student Worktext?

The Student Worktext adheres to the guiding principles that Wiley has identified for strong phonics instruction—active, engaging, and thought-provoking. Students and teachers have all the right tools they need for each 5-day lesson, including resources for purposeful learning.

- **Blending Lines**, the main strategy for teaching students how to sound out words, must be frequently modeled and applied. (Also available as an Interactive Instructional Resource.)
- **High-Frequency Words** support orthographic mapping where students segment sounds of words, think about spelling patterns, and apply the brain-researched Read-Spell-Write routine.
- **Decodable Texts** and **Passages** offer students opportunities to apply newly taught skills to real reading.
- The **Picture, Word, Letter, Spelling**, and **Syllable Cards** are used for **Word Building** and **Word Sorts** activities that develop students’ encoding or spelling skills. (Also available online.)
- **Dictation** activities accelerate students’ spelling abilities and understanding of common English spelling patterns as well as assist them in transferring their phonics skills to writing.
- **Word Building** activities allow students to demonstrate knowledge of sophisticated phonemic awareness skills (orally segmenting, orally substituting, adding sounds) by building targeted words with letter cards, then writing those words.
- **Writing** opportunities and a range of encoding activities encourage students to write a response to the texts that they have read.
- **Built-in cumulative assessment** acts as a tool to effectively monitor and identify students who need differentiated support and/or intervention.

NEW!
120 Interactive
Decodable Texts
with Lesson
Plans!





What's in the Teacher's Edition?

The Teacher's Edition is a robust resource that guides and supports new and veteran teachers so they can support all learners in reaching mastery. It includes everything the Student Worktext has and more!

- The built-in **Review and Repetition Cycle** helps teachers pinpoint learning deficits along the way.
- The **Teacher Table** and embedded **Professional Development** guides teachers in addressing specific needs of students. See page 14 for more information.
- **Alternative Pacing Guides** fit the scheduling needs of a variety of ELA blocks.
- **Differentiated instructional support** during whole- and small-group instruction enriches and maximizes learning during weekly instruction.



What's Online at Sadlier Connect?

Sadlier Connect, Sadlier's robust learning platform, provides the resources needed to meet all your students' needs—in the classroom and at home.

- **NEW! Sound Walls** and **Articulation Videos** provide illustrations and support for the proper articulation of each vowel and consonant sound.
- **NEW! Interactive Games** for Spelling, Blending, and Reading are assignable and reportable and provide practice and reinforcement of taught skills with immediate audiovisual feedback based on students' responses.
- **Professional Guides** written by Wiley Blevins cover a variety of engaging topics.
- **Professional Videos** created by Wiley explain the different routines, why they are important, and how to make them more impactful.
- **Differentiation** resources aid in meeting the needs of English learners as well as striving and advanced learners.
- **Interactive Instructional Resources** allow teachers to introduce a skill while projecting the activity for students to engage and interact. These resources are also available for use at home. See page 26.
- **Assessments** include a Comprehensive Phonics Survey, Phonemic Awareness Assessments, Benchmark Assessments & Expectations, and more! For a complete list of assessments, see page 28.

Sadlier Connect integrates with learning platforms such as Google Classroom, Canvas, ClassLink, Clever, and Schoology.

WATCH WILEY'S WALKTHROUGH OF THE RIGHT TOOLS AT
www.SadlierSchool.com/FPRtools

Access Support All Along the Way

The *From Phonics to Reading* Teacher's Edition provides embedded professional support for teaching phonics to meet a wide range of students' needs during each lesson. It includes lesson support for English Learners, homework suggestions, and learning center activities, as well as three alternative pacing guides. Interactive instructional resources with audio support are available at www.SadlierConnect.com.

TEACHER TABLE

ENGLISH LEARNERS

Children whose primary language is not English may have difficulties pronouncing some of the sounds in English and understanding their meanings. For example, many languages do not have words with consonant blends. Some languages have few words that end in consonants. Children learning English need an opportunity to transfer their existing language skills into English. Sound transfer information is provided to help teachers recognize the distinctions between a child's primary language and English. Time must also be spent discussing the meanings of the lessons' words through simple definitions (including both languages), actions, pantomiming, and so on.



HOME-SCHOOL CONNECTION

It is important to involve children's families in the reading development of their children. Each unit of the Student Book begins with a Home Connection, outlining the lessons' target skills and titles of the Take-Home Books. In addition, fluency sentences for each lesson are provided in the Teacher's Edition and at www.SadlierConnect.com for children to reread with their families.



TEACHER TABLE

ASSESSMENT

Assessment of phonics skills must be done over an extended period of time to check on mastery or identify decayed learning. Cumulative Assessments help determine which skills have been truly mastered. A Cumulative Assessment for each lesson provides an opportunity to assess children's ability to read correctly (accuracy) and read automatically (fluency) as well as inform future instruction.



TEACHER TABLE

INTERVENTION

To help children with reading difficulties, it's important to assess what they can and cannot do and then plan an intervention program to meet their unique instructional needs. The Intervention feature contains a simplified way to reteach the lesson's daily skill to children that struggled with the lesson or have not mastered previously taught skills. The Small-Group Planners and Student Fluency Reports are additional reporting tools to aid in planning.

INDEPENDENT PARTNER WORK

Effective instruction is based on the gradual release model: I do, we do, you do together, you do alone. Independent/partner work activities encourage children to practice skills on their own. Student accountability checks are built into some of these activities. These activities also provide teachers with time for Teacher Table small-group instruction for English learners, intervention, and assessment.

LEARNING CENTER

Games and learning center activities are a fun way to practice and reinforce skills after the initial instruction. Suggestions for learning center activities that can be created using minimal teacher-created resources are provided. Reproducible resources: letter cards, word cards, sound-spelling letter cards, sound boxes, and sorting boxes are provided in the Teacher's Edition and at www.SadlierConnect.com.



WATCH THE INSTRUCTIONAL SUPPORT VIDEO AT
www.SadlierSchool.com/FPRsupport

Day 1

Make Phonics Instruction Active and Impactful Every Day!

Each Lesson includes 5 days of high-impact phonics routines (Blending, Word Building, High-Frequency Words, Dictation, and Reading Connected Texts) that maximize students' learning.

The two best predictors of early reading success are alphabet recognition and phonemic awareness. Each day a range of phonemic awareness subskills is taught with an emphasis on oral blending and oral segmentation because of their impact on reading and writing development.

Students are introduced to the target skill in **Learn and Blend** by using an action rhyme and displayed sound-spelling cards.

Blend It provides words in "blending lines" with the lesson's targeted skill *and* previous skills taught. Modeling and applying blending frequently are key in phonics instruction.

Daily Practice activities ensure students revisit the blending lines during the week through interactive practice and marking up text.

Introduction

Learn and Blend
 Directions: Listen and join in.

A as in ant.
 A as in late.
 A as in apron, pay,
 and wait.



Long a

a ai
 ay a_e

Blend It
 Directions: Chorally read the words.

INTRODUCE

1.	ran	rain	plan	plain	sad	say
2.	may	pay	play	say	stay	stray
3.	pail	sail	tail	trail	train	brain
4.	chain	tray	faint	nail	paint	raise

5. "Rain, rain, go away," yelled Gail.
 6. I had to wait all day for the train to come.

REVIEW

7.	go	she	hope	cute	ride	same
8.	bring	ranch	chop	sink	pitch	when

CHALLENGE

9. rain rainbow day birthday

Daily Practice
 Directions: Do one activity each day. Then check the box.

- Build Fluency** Read the words each day by yourself and to a partner.
- Mark It** Circle all the words with *ai*. Underline all the words with *ay*.
- Spell It** Have a partner say each word. Write the word. Check your answer.
- Write About It** Use the words to create a story. Draw a box around the words from the list that you used.

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Level A, Student Edition

3. High-Frequency Words

5 MIN

Read-Spell-Write • Student Book, page 212
Introduce *away*, *one*, *doesn't*, and *something* using the Read-Spell-Write routine.

Read Write the word in a context sentence and underline the word. Point to the word and have children chorally read it.

Say: *The cat ran away fast.* [Point to the word *away*.] *This is the word away. What is the word?*

Spell Spell the word aloud and have children repeat it. Briefly point out any letter-sounds or spellings children might already know or that are the same as other words they have learned.

Say: *The word away is spelled a-w-a-y. Spell it with me: a-w-a-y. What is the last sound in the word away? What letters do we write for this sound?*

Write Ask children to write the word two times on Student Book, page 212 as they spell it aloud.

Say: *Watch as I write the word. I will say each letter as I write it. [Model this.] Now it's your turn. Write the word two times. Say each letter as you write it.*

High-Frequency Words

Read-Spell-Write
Directions: Write each word two times. Say each letter as you write it.

1. away away away

2. one one one

3. doesn't doesn't doesn't

4. something something something

Use in Context
Directions: Complete each sentence with a word from above. Read the finished sentences to a partner.

1. My dog doesn't like to play catch.

2. Something big is inside that box.

3. One day I will ride in a train.

4. "Go away," yelled Kate.

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Students are introduced to the lesson's **High-Frequency Words** using the Read-Spell-Write routine. They will come back and write with these words later in the week.

When most instruction time is spent on applying phonics skills to authentic reading and writing, students progress at a faster rate.

Students build word awareness in a variety of activities such as **Word Sort** and **Word Building**.

5. Word Sort

5 MIN

Open Sort Display the following word cards (on page 443 and available in Instructional Resources at SadlierConnect.com): *gray*, *may*, *nail*, *paint*, *play*, *rain*, *soil*, *soy*, *stay*, *train*. Read each word with children to make sure they know all the words. Have partners discuss ways to sort the words. Invite children to share their ideas and model their sort. This is a good way to see how children are thinking about words.

Sort It Out • Student Book, page 214

Closed Sort Tell children that they will now sort the words according to **long** a spelling patterns: *ai* and *ay*. Model sorting the first word on page 214. Have children write the words in the correct column. Circulate and ask children why they are putting specific words into each column. When completed, have children read the completed word lists in each box.

Check and Discuss Review the words in each sort category. Ask children what they learned about these words from doing the sort. Guide children to

Word Sort

Sort It Out
Directions: Read each word. Then sort the words. Write each word in the correct box.

gray may nail paint play
rain soil soy stay train

ai	ay
gray	gray
paint	may
rain	play
soil	soy
train	stay

What did you learn about how words work?
The ai is in the middle of a word. The ay is at the end of a word.

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OBJECTIVES Teacher pages 213–214

- Read grade-level text with understanding
- Use context to confirm word meanings
- Sort words by common spelling patterns

4. Read Connected Text

10 MIN

Connected Text • Student Book, page 213

Guide children in a reading of "What Will I Paint?"

- Read the title. Have children repeat. Point out the question-and-answer format of the story.
- Have children point to each word as they chorally read it aloud.
- If children have difficulty with any word, stop and provide corrective feedback (e.g., model how to sound it out). Then have children reread the sentence with the corrected word. Confirm that the word is correct by asking children to use other cues. For example, ask: *Does the word make sense in the sentence? Is it the kind of word that would fit (e.g., noun, verb)? Is it the right word?*

Ask questions about the text to check comprehension. Allow children to discuss answers with a partner before you call on a child to answer. Prompt children to answer in complete sentences and find details in the text to support their answers. Say:

What is the first thing the child painted?
Each question has many clue words. Which words in Question 1 helped you figure out the answer?
Which sentence is the same in each question?

Interact with the Text • Student Book, page 213

- Have children mark the text prompts and answer the question at the bottom of the page.

Day 2

Wiley Blevins believes that when a new skill is introduced, it should be systematically and purposefully reviewed for the next four to six weeks. "It's not one and done. It's one and just begun!"

Incorporating a dictation (encoding) routine into weekly instruction, **Think and Write** gives students opportunities to learn letter-sound relationships and spelling as they write.

Three major weekly activities focus students on spelling words with the phonics skills they have been taught.

Lesson 15 • Day 2

Dictation

Think and Write
Directions: Listen to each picture name. Write the spelling for each sound in a separate box.

1.  ch ai n

2.  g r ay

3.  t r ai n

Listen and Spell
Directions: Write each word and sentence that you hear.

1. may 2. pain

3. stay 4. brain

5. One day I will ride a train.

Lesson 15 • Long a • 215

INDEPENDENT/PARTNER WORK

Reread Connected Text Have partners reread "What Will I Paint?" on Student Book, page 213. Ask children to list any words they struggle with. Review these words with children as time permits. Prompt partners to write new "What Will I Paint?" questions and answers.

Long a

OBJECTIVES Teacher pages 215–216

- Segment words into individual sounds
- Decode one-syllable words with vowel teams ai and ay
- Read irregularly spelled words
- Spell words with ai and ay spelling patterns

1. Phonemic Awareness
5
MIN

Oral Segmentation Tell children they will be segmenting, or breaking apart, words. Say the following words, one at a time: *save, may, make, pain, paint, rain, train*. Ask children to segment each word sound by sound, then count the number of sounds. Provide corrective feedback by modeling how to segment the word using sound boxes and counters. Stretch the sounds in the word. Place one counter in each box as you move from sound to sound.

2. Sound-Spelling/Blending
5
MIN

Cumulative Quick Check Display sound-spelling cards for all the previously taught phonics skills, one at a time. Have children chorally say each sound. Mix the card set, then repeat.

Blend It • Revisit Student Book, page 211
 Have children reread the Blend It lines to a partner to build fluency. Circulate, listen in, and provide corrective feedback. Then have children complete the Mark It activity.

3. High-Frequency Words
5
MIN

Review Reteach the high-frequency words *away, one, doesn't, and something* using the Read-Spell-Write routine.

Extend Ask children to create oral sentences for each word. Have them say each sentence to a partner, and then write the sentence (e.g., *I ate one apple*). Prompt children to expand on one sentence by adding descriptive details or combining two ideas using *and* (e.g., *I ate one red apple and a cheese sandwich*).

Long a **215**

All pages from Level A, Teacher's Edition

Lesson 15 • Day 2

4. Dictation

5 MIN

- Think and Write** • Student Book, page 215
- Connect children's growing phonics skills to writing.
- Say *may*. Model segmenting the word sound by sound. Move your hands from left to right as you go (/m/ . . . /ā/). Have children repeat. Ask: *How many sounds are in may?*
 - Guide children to connect each sound to a spelling. Say: *What is the first sound in may? That's right, /m/. What letter do we write for that sound? [Write the letter m.] What is the next sound in may? Yes, it's /ā/. What spellings have we learned for the long a sound? Which spelling should I write? Why is ay a better choice than ai?*
 - Have children complete Think and Write. When completed, write the answers for children to self-correct their work.

Note: Children will complete the Listen and Spell activity on Student Book, page 215 on Day 4.

5. Word Building

10 MIN

- Make New Words** • Student Book, page 216
- Guide children to use letter cards to build or make the following words in sequence: *pay, lay, play, plain, pain, rain, train, strain, stain, say, may, ny*. Have them cut out the letter cards on Student Book, page 444.
- Say a word for children to make (e.g., *pay*). Circulate and provide corrective feedback.
 - Then tell children which letter to replace (e.g., replace the *p* in *pay* with the letter *l*). Ask: *What is the new word?*
 - Repeat the activity. This time don't tell children which letter to replace. Tell them which new word to make (e.g., change *lay* to make *play*). Ask: *Which sound is different? What new letter will you use?*
 - Have children write the words they made on Student Book, page 216.

216 Lesson 15

Word Building

Make New Words

Directions: Make words with the letter cards on page 444. Write the words on the lines.



pay	train
lay	strain
play	stain
plain	say
pain	may
rain	ray

216 Long a • Lesson 15

TEACHER TABLE
INTERVENTION

- Think and Write** Repeat the Think and Write activity on Student Book, page 215 with children who struggle.
- Use sound boxes and counters. Stretch the sounds in the first word. Place one counter in each box as you move from sound to sound. Have children repeat.
 - Then model how to connect each sound with a spelling. For example, ask, *What is the first sound in chain? What spelling do we write for the /ch/ sound?* Refer children to sound-spelling cards or your alphabet wall frieze. Remove the counter and replace it with the letters *ch*.
 - Guide children to orally segment each remaining word, then replace each counter with a spelling. Continue with words such as: *say, stay, may, main, pain, paint*.

Visit SadlierConnect.com for Instructional Resources.



The **Circle Back** icon indicates that students will come back to these activities during the week's lessons.

Using letter cards for each lesson's **Word Building** activity, students increase their word awareness and flexibility with the new and previously taught target skills.

Every lesson plan contains embedded professional development boxes to help teachers address the needs of all their students as well as support independent work and home connections.

Day 3

In his research, Wiley Blevins has proven that phonics instruction needs to be *immediately applied to reading*. That’s why each lesson contains a decodable Take-Home Book (passages in Levels B&C) in print and digital formats—to connect phonics skills to reading. Your students will see the power of how to use these words to read!

Decodable text should meet three criteria: comprehensible, instructive, and engaging.

Lesson 15 • Day 3

4. Read Connected Text 10 MIN

Take-Home Book • Student Book, pages 217–218
 Guide children in a reading of “My Big Trip.” First help them cut out the story and fold it in half to form a booklet.

Preview and Predict Read the title. Have children repeat. Describe the illustration on the first page using key words to frontload vocabulary. Ask children to tell what they think the story will be about and why, noting details in the illustration and title.

First Read (Read Together) Have children point to each word as they chorally read it aloud. If they have difficulty with a word, provide corrective feedback. Have children reread the sentence with the corrected word. Confirm that the word is correct by asking children to use other cues. For example, ask: *Does the word make sense in the sentence? Is it the kind of word that would fit (e.g., noun, verb)? Is it the right word?*

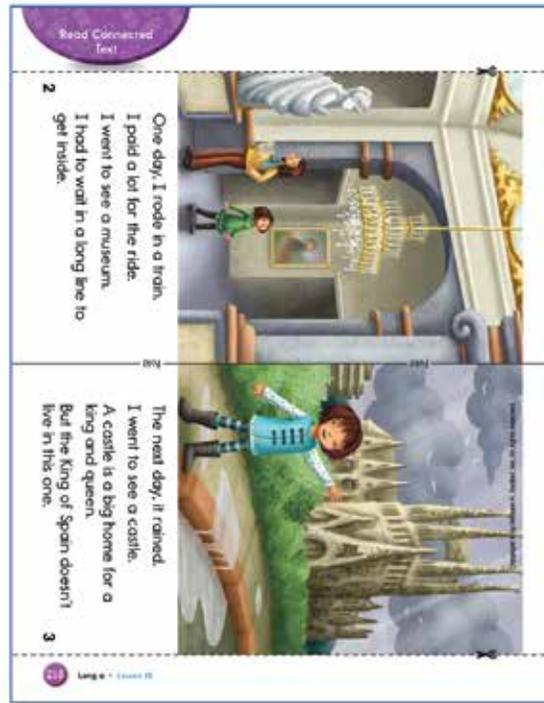
Check Comprehension Ask questions about the story. Allow children to discuss answers with a partner before you call on a child to answer. Prompt children to answer in complete sentences and find details in the text or illustrations to support their answers.

- *Where did the girl go? Point to the country’s name in the story.*
- *What did the girl do in Spain? Find the sentences that tell this.*
- *What problems did the girl have? Circle them.*
- *Where might the girl go next? Why do you think this?*

INDEPENDENT/PARTNER WORK

Spell It Have children complete the Spell It activity in Daily Practice on Student Book, page 211 with partners. Prompt each child to select five words for their partner to write. Have them use the words on the Student Book page to self-correct their work.

218 Lesson 15
Visit SadlierConnect.com for Instructional Resources.



Look for the digital icon at point of use in the Teacher’s Edition for activities with Interactive Instructional Resources and audio support.

“Our goal must be to teach to mastery rather than just exposure.”

–Wiley Blevins

Word Study

Compound Words
 Directions: Write the name of each picture. Use the words in the box. Then combine the picture names to make a compound word. Draw a picture above the word you made.

brush rain foot tooth box ball mail bow

1.  **foot + ball = football**

2.  **rain + bow = rainbow**

3.  **mail + box = mailbox**

4.  **tooth + brush = toothbrush**

Lesson 15 • Long • 219

Lesson 15 • Day 3

OBJECTIVES

Teacher page 219

- Identify the elements of a sentence
- Read compound words
- Review the use of different end marks
- Read irregularly spelled words

5. Print Concepts

5 MIN

Student Book, pages 217-218

Understanding How Sentences Work Use sentences from the story to review proper sentence construction.

- Write “last may, I went to Spain” on the board. Guide children to recognize and correct errors.
- Point out that the first word in a sentence and proper names (*Last, May*) begin with a capital letter.
- Point out the word spaces between each word in the sentence. Ask: *What would happen if all the words were squished together like this?* lastmayIwenttoSpain
- Point out that a sentence must end with a punctuation mark. Ask: *What end mark do we use for this sentence? Is the sentence telling us something? Or, is it asking a question?* Review the names and use of periods and question marks.

Each **Take-Home Book** embeds the lesson’s foundational skills (including **Print Concepts**) and reviews previously taught skills, building students’ mastery during each read.

TEACHER TABLE
 INTERVENTION

Word Building Repeat the Day 2 Word Building activity (Teacher page 216) with children who struggled.

- Focus on the position and spelling of sounds that change from one word to the next.
- Model your thinking as you build a new word.
- For example, *The words may and pay sound almost the same. The only difference is their beginning sound. May starts with the /m/ sound. The /m/ sound is spelled with the letter m. Pay starts with the /p/ sound. The /p/ sound is spelled with the letter p. So I need to take away the letter m in may and replace it with the letter p to make the word pay.*

6. Word Study

5 MIN

Compound Words • Student Book, page 219

Write the word *raindrop*. Explain that *raindrop* is a compound word, made up of the two smaller words. Draw a line between *rain* and *drop*. Discuss that the smaller words in a compound word often help the reader determine the compound word’s meaning. Ask: *What is a raindrop?*

- Guide children to complete Compound Words. Have children put together words to make a compound word, then draw a picture of the word.
- Help children read and spell words they are unsure of, such as: *foot, tooth, and bow.*
- With children, create a list of other compound words they know. Add to the list in the upcoming weeks.

The combination of phonics and **Word Study** helps students with word recognition, reading (decoding), and spelling (encoding).

Long a 219

All pages from Level A, Teacher’s Edition

Day 4

“Teachers oftentimes spend too much instructional time doing the ‘heavy lifting,’ such as over modeling. Effective instruction is based on the gradual release model.”

-Wiley Blevins

Each student completes an independent practice activity, **Read and Write**, which can also be used as an informal assessment of the student’s developing ability to apply the lesson’s skill.

Lesson 15 • Day 4

Long a

OBJECTIVES Teacher pages 220–221

- Blend sounds to produce words
- Decode one-syllable words with vowel-team spellings
- Read irregularly spelled words
- Build fluency
- Spell words with common spelling patterns

1. Phonemic Awareness
5
MIN

Oral Blending Tell children they will be blending, or putting together, sounds to make words. Say the following sound sequences:

/d/ /a/ /t/ /a/ /v/ /p/ /a/ /d/ /w/ /a/ /t/ /t/ /a/ /n/ /m/ /a/ /d/ /t/ /a/ /t/ /s/ /t/ /a/ /n/ /t/

Ask children to blend the sounds together to make a word. Provide corrective feedback.

2. Sound-Spelling/Blending
5
MIN

Cumulative Quick Check Display sound-spelling cards for all the previously taught phonics skills, one at a time. Have children chorally say each sound. Mix the card set, then repeat.

Word Study: Compound Words Write the word *snowman*. Explain that *snowman* is a compound word. Guide children in identifying the two smaller words in *snowman* and then using them to define the word. Repeat with the words *raincoat*, *anthill*, *bathroom*, *pancake*, *wheelchair*, *starfish*, and *classroom*.

3. Independent Practice
5
MIN

Read and Write • Student Book, page 220

Guide children to complete Read and Write independently. Have children select and write the correct word to match the picture. Use the page as an informal assessment of children’s developing ability to read and write **long a** words.

Independent Practice

Read and Write

Directions: Say each picture name. Circle the word for the picture. Write it on the line.

<p>chain </p> <p><input type="radio"/> train</p> <p>tray</p> <p>1. <u>train</u></p>	<p>sail </p> <p>small <input type="radio"/> snail</p> <p>2. <u>snail</u></p>
<p>grain </p> <p>grade <input type="radio"/> gray</p> <p>3. <u>gray</u></p>	<p>pain </p> <p>paint <input type="radio"/> pants</p> <p>4. <u>paint</u></p>
<p><input type="radio"/> spray </p> <p>stay</p> <p>stray</p> <p>5. <u>spray</u></p>	<p>pay </p> <p>plane <input type="radio"/> play</p> <p>6. <u>play</u></p>

TEACHER TABLE

INTERVENTION

Word Study: Compound Words Repeat the compound word activity with children who struggled. Write each word on separate index cards. Read the words and have children repeat. Then guide them to make compound words. Ask children to explain what each compound word means. Help children see smaller words in larger words as they begin to transition from one-syllable to multi-syllable words.

220 Lesson 15

Visit SadlierConnect.com for Instructional Resources.

“Whoever does the thinking in a lesson, does the learning.”

–Wiley Blevins

Lesson 15 • Day 4

Cumulative Review

Build Fluency

Directions: Complete each sentence. Use at least one word from the sample answers below, with *ai* or *ay*.

1. He doesn't like rain.
2. Who will take the train?
3. My school sends mail.
4. Don't use the red tray.

Directions: Write a sentence using each word pair. Sample answers below.

5. race, snail The snail lost the race.
6. hope, stay I hope you can stay and play.

4. Cumulative Review

5 MIN

Build Fluency • Student Book, page 221

Write and review the high-frequency words *ai*, *ay*, *one*, *doesn't*, and *something*. Then have children complete the Build Fluency sentence activities independently. Prompt children to add this cumulative review page to their folders and use it to build fluency.

5. Dictation

5 MIN

Listen and Spell • Revisit Student Book, page 215

Have children complete the Listen and Spell activity.

- Say the following words, one at a time: 1. *may*, 2. *pain*, 3. *stay*, 4. *brain*. Have children write the words. Then have children write the following sentence: 5. *One day I will ride a train*. Write the answers for children to self-correct their work.
- Use children's dictation to analyze spelling errors and provide corrective feedback and additional instruction and practice at the Teacher Table.

For example, some children might be stuck using the final *e* spelling *a_e* for all **long a** words. Help children move past that by giving them additional practice sorting, reading, and building *a_e*, *ai*, and *ay* words. Teach children a small set of high-utility words for each spelling (e.g., *made*, *take*, *say*, *play*, *rain*, *paint*). Have them write the words in their journals to use as a reference.

6. Read Connected Text

10 MIN

Take-Home Book • Student Book, pages 217–218

- 1. Guide children through a second read of “My Big Trip.”

Second Read (Develop Fluency) Have children whisper-read the book or read it to a partner. Circulate, listen in, and provide corrective feedback.

Retell and Write Have children retell the story to a partner in their own words. They can use the illustrations as cues to their retelling. Then have children write a response to the story. Use sentence starters for children needing support: *In Spain, you can _____*, or *Spain is a fun place to go because _____*. Allow drawings.

Essential for mastery, students continue the review and repetition cycle. Each lesson includes a **Cumulative Review** of previously taught skills.

Students engage in **Dictation** activities, helping to transfer their new reading skills to writing.

INDEPENDENT/PARTNER WORK

Word Building Have partners use the letter cards on Student Book, page 444 to practice building **long a** words. Write the following words for children to build with their partners: *may*, *say*, *play*, *pain*, *rain*, *train*, *strain*. Prompt children to build any other words they can, using the letter cards.

Day 5

The weekly instructional cycle with a built-in review and repetition cycle includes Cumulative Assessments to help determine which skills have truly been mastered. All skills should be evaluated based on two factors: speed and accuracy.

Lesson 15 • Day 5

Long a

OBJECTIVES Teacher page 222

- Segment words into individual sounds
- Decode one-syllable words with vowel-team spellings
- Read compound words

1. Phonemic Awareness 5 min

Oral Segmentation Tell children they will be segmenting words. Say the following words, one at a time: *say, save, may, make, pain, paint, rain, train*. Ask children to segment each word sound by sound. Provide corrective feedback.

2. Sound-Spelling/Blending 5 min

Cumulative Quick Check Display sound-spelling cards for all the previously taught phonics skills, one at a time. Have children chorally say each sound. Mix the card set, then repeat.

Word Study: Compound Words Write the following on the board: *rain, ball, some, bow, coat, cap, drop, base, foot, one, thing, place*. Read the words and have children repeat them. Guide children to make as many compound words as possible. Record the words.

3. High-Frequency Words 5 min

Build Fluency • Revisit Student Book, page 221

Review Write *away, one, doesn't, and something* on chart paper. Have children chorally read each word. Then have them read their Build Fluency sentences.

4. Word Building 10 min

Word Ladder • Student Book, page 222

Guide children to complete the Word Ladder. Say each clue and the number of letters that must change. Prompt children to write the new word. Ask children to spell aloud the answer. Have children give a thumbs-up if correct. Circulate and check children's work for accuracy.

222 LESSON 15

Word Building

Word Ladder

Directions: Listen to each clue. Then write the word. Start at the bottom and climb to the top.

A color
Add one letter.

A beam of light
Change one letter.

First letter of "rain"
Take away one letter.

It falls from the clouds.
Take away one letter.

This runs on a track.
Change one letter.

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INDEPENDENT/PARTNER WORK

Sort Words Have children cut out the word cards on Student Book, page 443 and use them to repeat the closed sort activity described on page 214 of this Teacher's Edition. Children can work independently, then with a partner. Suggest that the partner time the sort. For example, have children use a timer and sort the words in less than 15 seconds. If timers are not available, have the child's partner count to 30. The child should complete the sort before the partner stops counting. Have partners read their completed sorts aloud.

Visit SodajerConnect.com for Instructional Resources.

Students combine word building and vocabulary using the lesson's target skill to complete the **Word Ladder**.

Write About It

Directions: Read "My Big Trip" again. Write what you learned about Spain.



Answers will vary.

Handwriting practice lines with a decorative border.

OBJECTIVES

Teacher page 223

- Read irregularly spelled words
- Develop fluency
- Write a response to a reading

5. Writing Extension

10 MIN

Take-Home Book • Revisit Student Book, pages 217–218

Have children reread "My Big Trip" to themselves. Circulate and ask children to read a few sentences to you to check on their growing fluency.

Write About It • Student Book, page 223

Guide children to complete the Write About It activity. Tell children to write what they learned about Spain. Have children complete their stories during independent work time. Children can share their stories with partners, get feedback, and revise as needed.

Writing tests confirm and consolidate students' phonics knowledge. It is application at the highest level.

INDEPENDENT/PARTNER WORK

Build Fluency While you administer the Fluency Check on Student Book, page 224 to a small number of students, have the remaining children reread previous stories in their Take-Home Book folders, practice reading the words on the Fluency Check with a partner, and/or complete the Write About It activity in Daily Practice on Student Book, page 221.

PROGRESS CHECK

- Assess children's growing decoding skills

6. Cumulative Assessment

5 MIN

Fluency Check • Student Book, page 224

Administer the Cumulative Assessment.

- Select a small group of children to assess this week. Note that the goal is to cycle through all the children every 3–4 weeks.
- One at a time, ask children to read the cumulative word list. Mark one check for every word read correctly (accuracy) and one check for every word read automatically (fluency). Record the results on the Student Fluency Report on page 197C. You may want to note any misreadings on the form.
- Use the Small Group Planners on pages 461–462 to modify the Teacher Table small-group instruction and practice in the upcoming weeks.
- While you are assessing children, have the children not selected for this week's assessment read the cumulative word lists to partners. Have children take home the list to practice reading with their families to display their growing reading abilities.

Fluency Check assesses the mastery of cumulative lessons' target skills. A small group of students are assessed each week so that all students are assessed monthly, giving teachers an easy way to track student progress.

Fluency Check

Directions: Listen to the child read the word list. Mark one check in the green box if the word is read correctly (accuracy). Mark another check in the blue box if it is read automatically (fluency).

CUMULATIVE ASSESSMENT			
Lesson	Word	Lesson	Word
15	brain	12	bake
	gray		side
	sway		place
	paintbrush		fine
14	we	11	long
	hi		bank
	go		sunk
	she		string
13	rope	10	chip
	hoping		when
	these		bunch
	huge		matching

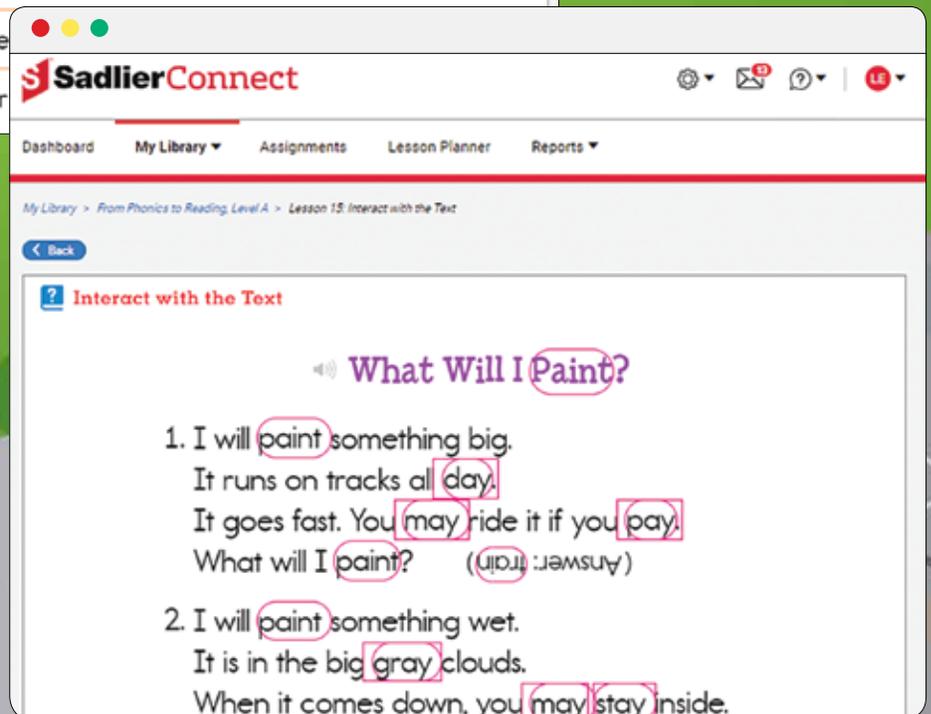
Number Correct (Accuracy) _____/20
Number Automatic (Fluency) _____/20

TEACHER TABLE ASSESSMENT

Extend the Assessment You may wish to also check on children's growing ability to spell this week's high-frequency words and words with long a and previously taught phonics skills. Use these words: one, away, brain, stay, go, hope, nice, sing, chop, when. This assessment does not have to be administered individually.

Enhance Your Students' Learning Experiences

Free interactive instructional resources on www.SadlierConnect.com support encoding and decoding skills instruction with content from the Student Edition—**Blend It, Connected Text, Word Sort, Think and Write, Make New Words,** and **Take-Home Books.** In addition, the audio program models correct pronunciation of sounds and words as well as reading of texts.



WATCH AN OVERVIEW VIDEO OF THE INSTRUCTIONAL RESOURCES AT www.SadlierSchool.com/InteractiveInstr

Pace Student Learning

Balancing the pacing of your instruction to maximize students' mastery and application of key skills can be challenging. That is why Wiley Blevins has developed three optional pacing guides that provide an equal balance of phonics with application to the reading and writing while maintaining his research-based approach and philosophy.



Pacing Guide

Phonics lessons should be fast-paced, rigorous, and fun, with children active and engaged throughout the entire lesson (e.g., every child responds, choral readings, partners talking about how words work, and so on). The bulk of the time should be devoted to "real reading and writing" experiences and activities directly linked to these goals (listening, dictation, word building, word sorts, reading connected text).

From Phonics to Reading, Level A Suggested Pacing for Lessons

Day 1 (35 min)	
1. Phonemic Awareness (5 min)	4. Read Connected Text (10 min)
2. Introduce Sound-Spelling (10 min)	5. Word Sort (5 min)
3. High-Frequency Words (5 min)	

Day 2 (30 min)	
1. Phonemic Awareness (5 min)	4. Dictation (5 min)
2. Sound-Spelling/Blending (5 min)	5. Word Building (10 min)
3. High-Frequency Words (5 min)	

Day 3 (35 minutes)	
1. Phonemic Awareness (5 min)	4. Read C...
2. Sound-Spelling/Blending (5 min)	5. Print C...
3. High-Frequency Words (5 min)	6. Word S...

Day 4 (35 minutes)	
1. Phonemic Awareness (5 min)	4. Camels
2. Review Sound-Spelling/Blending/Word Study (5 min)	5. Dictate
3. Independent Practice (5 min)	6. Reread Fluency

Day 5 (40 minutes)	
1. Phonemic Awareness (5 min)	4. Word B...
2. Review Sound-Spelling/Blending/Word Study (5 min)	5. Writing
3. High-Frequency Words (5 min)	6. Camels

*Note: Teacher Table Sorts Group Instruction and Independent/Ph. Work time should also be factored into each lesson.

xxviii From Phonics to Reading

From Phonics to Reading: Level A

Alternative Pacing Guide

The primary instructional plan of *From Phonics to Reading, Level A* is designed to be delivered in 30-40 minutes daily, providing an approach to phonics instruction that will maximize students' mastery and application of key skills. However, you may have a shorter block of time per day. If that is the case, follow this adjusted pacing guide, which maintains Wiley Blevins' research-based approach and philosophy.

This 20-minute plan includes the most critical and powerful phonemic awareness skills and an increased focus on authentic reading and writing. This plan will be delivered daily during your phonics block. It includes program activities in guided reading and in independent partner work, and homework.

Day 1 (20 min)	
1. Phonemic Awareness (oral blending) (5 min)	2. Introduce Sound-Spelling (5 min)
Activity for independent learning time or partner work	

Day 2 (20 min)	
1. Phonemic Awareness (oral segmentation) (5 min)	
Weekly Transition Activity: Cumulative Quick Review	
Activity for independent learning time or partner work	

Day 3 (20 min)	
1. Sound-Spelling/Blending (Blend it) (5 min)	2. High-Frequency Words (5 min)
Activity for guided reading: Print Concepts (high-frequency words)	

Day 4 (20 min)	
1. Sound-Spelling/Blending (includes Word Study) (5 min)	
Activity for independent learning time or homework	

Day 5 (20 min)	
1. Word Building (10 min)	
Activity for one guided reading block: Camels	

From Phonics to Reading: Level A

Comprehensive Phonics Solution Pacing Guide

The primary instructional plan of *From Phonics to Reading, Level A* is designed to be delivered in 30-40 minutes daily, providing an approach to phonics instruction that will maximize students' mastery and application of key skills.

You may have only 15 minutes to dedicate to your phonics block. In that instance, use this fast-track pacing guide, which allows you to provide equal balance of phonics with application to reading and writing. This adjusted pacing guide maintains Wiley Blevins' research-based approach and philosophy.

This plan identifies instructional activities that should be delivered daily during your reading block. It will be important to include the remaining program activities in whole and small groups, independent learning centers, partner work, and homework.

Highlighted Face = FAST TRACK

	Day 1	Day 2	Day 3	Day 4	Day 5
Phonics (15-20 min)	1. Phonemic Awareness (oral blending) (5 min) 2. Introduce Sound-Spelling (10 min) 3. High-Frequency Words (5 min)	1. Phonemic Awareness (oral segmentation) (5 min) 2. Sound-Spelling/Blending (5 min) 3. High-Frequency Words (5 min)	1. Phonemic Awareness (5 min) 2. Sound-Spelling/Blending (5 min) 3. High-Frequency Words (5 min) 4. Word Study (5 min)	1. Phonemic Awareness (5 min) 2. Sound-Spelling/Blending (5 min) 3. Independent Practice (5 min) 4. Cumulative Review (5 min)	1. Phonemic Awareness (5 min) 2. Sound-Spelling/Blending (5 min) 3. High-Frequency Words (5 min)
Reading (5-10 min)	4. Read Connected Text (5-10 min)	4. Read Connected Text (independent work time)	5. Read Connected Text (10 min) 6. Print Concepts (5 min)	5. Read Connected Text to Build Fluency (10 min)	4. Cumulative Assessment (5 min)
Writing (including Spelling) (5-10 min)	5. Word Sort (5 min)	5. Dictation (5 min) 6. Word Building (10 min)	7. Write High-Frequency Content Sentences (independent work time)	6. Dictation (5 min)	5. Word Building (10 min) 6. Writing Extension (10 min)

Extension and Application: Where the Learning Sticks

Evaluate with a Comprehensive Assessment System

The frequent and varied assessments in *From Phonics to Reading* provide the essential information needed to monitor students' foundational skills growth in a way that is responsive to each student's needs. Through these impactful assessments, teachers can truly inform instruction to build a strong foundation in early reading and writing.

Name _____ Date _____

Letter-Name Assessment

Opposite	Accuracy	Speed	Opposite	Accuracy	Speed
1. O			16. E		
2. B			18. D		
3. A			19. F		
4. C			17. L		
5. I			18. Y		
6. P			20. Z		
7. S			19. G		
8. F			21. J		
9. H			22. N		
10. T			23. I		
11. W			24. O		
12. M			25. U		
13. B			26. V		

Accuracy _____/26 Letters Mastered _____
Speed _____/26 First Letters for Next Grade _____
First Letters for Next Grade _____

Comprehensive Phonics Survey - Assessment Overview

The Comprehensive Phonics Survey consists of 26 items to assess children's ability to identify, name, and sound out letters and words. The survey is designed to be used as a diagnostic tool to identify students who may need additional instruction in phonics and reading. The survey is designed to be used as a diagnostic tool to identify students who may need additional instruction in phonics and reading.

Assessment

Use the survey to assess students' knowledge of the alphabet and their ability to identify and sound out letters and words. The survey is designed to be used as a diagnostic tool to identify students who may need additional instruction in phonics and reading.

Administering the Assessment

Administer the Comprehensive Phonics Survey to students in a quiet area of the classroom or a separate room. The survey should be administered to students individually or in small groups. The survey should be administered to students individually or in small groups.

Scoring the Assessment

Score the survey by counting the number of correct answers. The survey is designed to be used as a diagnostic tool to identify students who may need additional instruction in phonics and reading.

Letter-Name and Letter Sound Assessments

Assess students' knowledge of the alphabet including letter names and letter sounds as well as accuracy and speed.

Comprehensive Phonics Survey

Determine the foundational skill needs of students as they progress through the grades with this comprehensive phonics assessment that covers a span of skills (across multiple grades) from simple to complex.

Phonemic Awareness Assessment - Assessment Schedule

All children should be assessed for phonemic awareness skills and oral fluency skills at least once a year. The assessment should be administered to students at the beginning, middle, and end of the school year. The assessment should be administered to students at the beginning, middle, and end of the school year.

Beginning of Year	Middle of Year	End of Year
Phonemic Awareness Assessment (Part 1) - Blending, Segmenting, and Deletion	Phonemic Awareness Assessment (Part 2) - Blending, Segmenting, and Deletion	Phonemic Awareness Assessment (Part 3) - Blending, Segmenting, and Deletion

Fluency Check

Use this check to assess students' fluency in reading. The check is designed to be used as a diagnostic tool to identify students who may need additional instruction in reading.

CUMULATIVE ASSESSMENT

Item	Word	Fluency	Word	Fluency
1	clip	<input type="checkbox"/>	map	<input type="checkbox"/>
2	flip	<input type="checkbox"/>	box	<input type="checkbox"/>
3	block	<input type="checkbox"/>	dot	<input type="checkbox"/>
4	glad	<input type="checkbox"/>	log	<input type="checkbox"/>
5	egg	<input type="checkbox"/>	bit	<input type="checkbox"/>
6	pen	<input type="checkbox"/>	ick	<input type="checkbox"/>
7	bag	<input type="checkbox"/>	fan	<input type="checkbox"/>

Phonemic Awareness Assessments for Levels K-C

Check on blending and segmenting because they are so tightly connected to beginning reading and writing growth

Sample Cumulative Assessment, Level A

Determine which skills have truly been mastered based on two factors: accuracy and speed.

Sample Fluency Report, Level A

Assess at the letter, word, and sentence level to monitor fluency.



Spelling Instructional Guide

Use three activities—Dictation, Word Building, and Word Sort—to focus on the spelling of words with the phonics skills taught each week.

Print Concepts Assessment

Use this Observation Checklist and prompts to formally assess each student's mastery of basic concepts of print.

Print Concepts Assessment

Use this Observation Checklist and prompts to formally assess each student's mastery of basic concepts of print.

Student Name	Student Observation	YES	NO	Comments
	1. Knows the difference between uppercase and lowercase letters.			
	2. Knows the difference between a word and a letter.			
	3. Knows the difference between a word and a letter.			
	4. Knows the difference between a word and a letter.			
	5. Knows the difference between a word and a letter.			
	6. Knows the difference between a word and a letter.			
	7. Knows the difference between a word and a letter.			
	8. Knows the difference between a word and a letter.			
	9. Knows the difference between a word and a letter.			
	10. Knows the difference between a word and a letter.			

From Phonics to Reading Spelling Instructional Guide

Use the skills of spelling in these Phonics to Reading!

1. **Spelling**—When using phonics during spelling, use an observation. This will provide opportunities to observe specific skills such as writing sounding letters, writing age-appropriate words, or writing words. In some cases, students may be able to write words that are not on the list. If so, note these words in the "Other Words" column. Use the "Other Words" column to record any other words that are written on the list of the page.

2. **Spelling**—When using phonics during spelling, use an observation. This will provide opportunities to observe specific skills such as writing sounding letters, writing age-appropriate words, or writing words. In some cases, students may be able to write words that are not on the list. If so, note these words in the "Other Words" column. Use the "Other Words" column to record any other words that are written on the list of the page.

3. **Spelling**—When using phonics during spelling, use an observation. This will provide opportunities to observe specific skills such as writing sounding letters, writing age-appropriate words, or writing words. In some cases, students may be able to write words that are not on the list. If so, note these words in the "Other Words" column. Use the "Other Words" column to record any other words that are written on the list of the page.

4. **Spelling**—When using phonics during spelling, use an observation. This will provide opportunities to observe specific skills such as writing sounding letters, writing age-appropriate words, or writing words. In some cases, students may be able to write words that are not on the list. If so, note these words in the "Other Words" column. Use the "Other Words" column to record any other words that are written on the list of the page.

Letter Formation Assessment

Review students' writing with this Observation Checklist to formally assess each student's mastery of letter formation.

Uppercase Letters					Lowercase Letters						
A	B	C	D	E	a	b	c	d	e		
F	G	H	I	J	f	g	h	i	j		
K	L	M	N	O	k	l	m	n	o		
P	Q	R	S	T	p	q	r	s	t		
U	V	W	X	Y	Z	u	v	w	x	y	z

High-Frequency Words Assessments, Levels K-C

Ensure mastery of high-frequency words by reviewing the same high-frequency words across Grades K-3.

Benchmark Assessments & Expectations for Levels K-C

Monitor student progress for meeting grade-level expectations and use the results to modify small group support for students not meeting those expectations.

High-Frequency Word Assessments

Use this Observation Checklist and prompts to formally assess each student's mastery of high-frequency words.

1. Knows the difference between a word and a letter.

2. Knows the difference between a word and a letter.

3. Knows the difference between a word and a letter.

4. Knows the difference between a word and a letter.

5. Knows the difference between a word and a letter.

6. Knows the difference between a word and a letter.

7. Knows the difference between a word and a letter.

8. Knows the difference between a word and a letter.

9. Knows the difference between a word and a letter.

10. Knows the difference between a word and a letter.

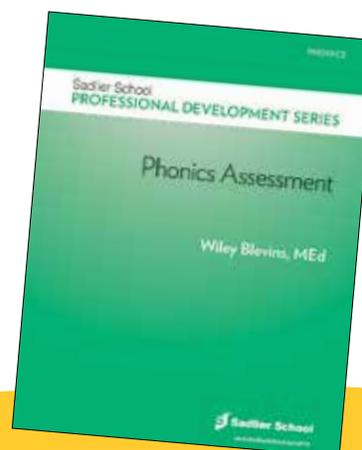
Sadlier From Phonics to Reading Benchmark Assessments & Expectations

Use the following From Phonics to Reading Assessment & Expectations as benchmarks to monitor student progress for meeting grade-level expectations. Use the results to modify small group support for students not meeting those expectations.

Grade	Assessment	Expectations	Assessment	Expectations
K	Phonics	Knows the difference between a word and a letter.	Reading	Knows the difference between a word and a letter.
1	Phonics	Knows the difference between a word and a letter.	Reading	Knows the difference between a word and a letter.
2	Phonics	Knows the difference between a word and a letter.	Reading	Knows the difference between a word and a letter.
3	Phonics	Knows the difference between a word and a letter.	Reading	Knows the difference between a word and a letter.

Phonics Assessment eBook by Wiley Blevins

Wiley Blevins explains the four major ways to evaluate a student's phonics mastery.



READ THE RESEARCH AT

www.SadlierSchool.com/AssessFPR

Check Out All These Components Supporting Teachers, Students, and Families!

Instructional Tools

ABC Express*

Above-Level Student Support Instructional Guide*

Benchmark Assessments and Expectations*

CCSS Assessment Item Analysis

Comprehensive Phonics Solution Pacing Guide

Correlations

Decodable Texts and Passages (Print and Online)

English Learner Supports Instructional Guide*

Explicit Instruction Guide

Fluency Teacher's Guide*

From Fluency to Comprehension—Routines and Minilessons*

High-Frequency Words Teacher's Guide*

High-Frequency Word Assessments Teacher Resource

Hop, Skip, Jump Instructional Guide*



Assessments

Grade K into Grade 1 Pre- and Post-Test

Grade 1 into Grade 2 Pre- and Post-Test

High-Frequency Words

Reading Observation Form

Level A Beginning-of-the Year Phonics Quick Check

Cumulative Phonics Assessment/Weekly Fluency Check

Comprehensive Phonics Survey

Letter Formation

Phonemic Awareness

Print Concepts

Letter-Name Letter-Sound

Spelling Sentences (End-of-Week)

Interactive Instructional Resources* (6)
(See page 26)

Interactive Practice Activities*

Letter Formation Instruction and Practice*

Multiple Tiers for Success Instructional Guide

Multisensory/Multimodal Instructional Guides

Phonics Assessment Instructional Guide

Phonological Awareness Scope and Sequence—
A Rationale

Print Concepts Teacher's Guide*

Professional Development Videos (12)

Small Group Planner*

Small Group Planner: intervention*

Sorting and sound boxes

Sound-spelling cards, sound-spelling
letter cards

Sound Wall and Articulation Videos*

Speed drills

Spelling Instructional Guide

Student Fluency Report

Summer School Implementation Guide*

Word cards, letter cards, picture cards,
sound cards, syllable cards

Home Connection

Family Letters (English and Spanish)

Interactive Instructional Resources

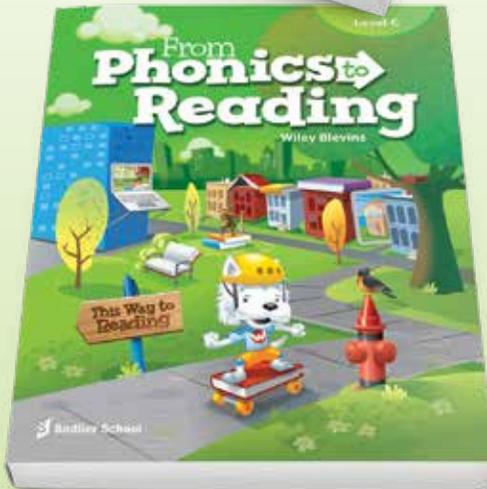
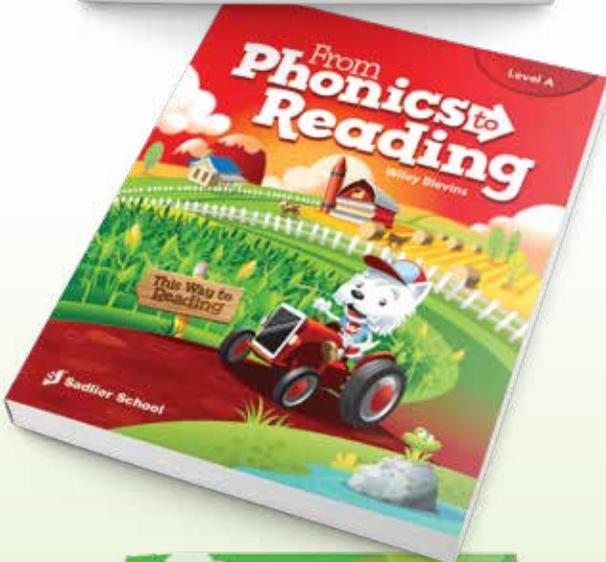
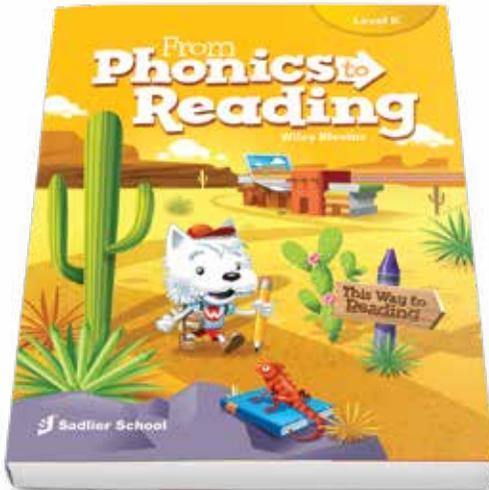
Using Interactive Instructional Resources
at Home Video (English & Spanish)

Student Fluency Sentences

Decodable Texts and Passages
(Print and Online)

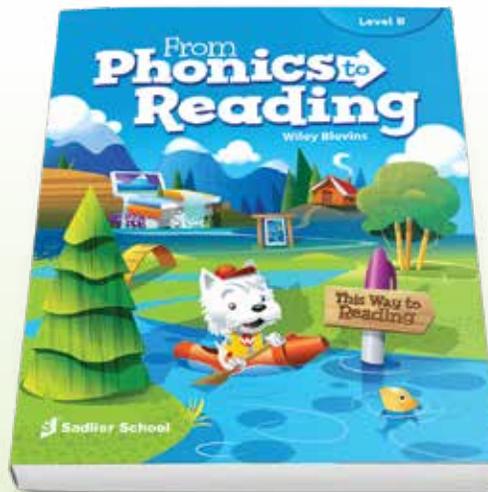


*Provides Differentiation/Intervention support



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From Phonics to Reading is a new comprehensive foundational skills program for Grades K-3 that supports you and your students every step on the path from phonics to reading!



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