

Getting Started In Section One

This program should be taught a *minimum* of thirty minutes a day each day of the school week. The pace at which a student will proceed through this program will be governed by many different variables. There is a tremendous developmental difference between a student in third grade and a student in high school. Even students in the same grade will have a wide and varying set of learning needs. Most students come to third grade already reading while other students in that same grade have not yet learned even the most fundamental aspects of the alphabet. **Proceed at the pace that is appropriate for the student.**

The goal for your student in this first section of the book is for him to learn the sounds of all of the single consonants and the short sounds for the five major vowels and to discover how all of these sounds may be blended smoothly together to form words. In addition consonant blends and consonant teams or digraphs are introduced.

The letters of the English alphabet are divided into two groups: vowels and consonants. The five major vowel letters are *a, e, i, o, and u*. All the remaining twenty-one letters of the English alphabet are consonants. The letter *y* can function as either a vowel or consonant, depending upon its position in a word. In *Section One* and *Section Two* the letter *y* will function only as a consonant. (Later in the program we will discover in what situations this letter functions as a vowel.)

On most pages in *Section One* the instructional procedure is identical. First students will read every word or letter combination in a lesson. Next the teacher will dictate every word or letter combination found in each lesson. Students should learn to listen to the individual sounds within each dictated word and associate a letter or group of letters to represent each of the sounds within the word in order to spell it correctly.

Most pages of *Sections One* and *Section Two* are divided into two parts: real words and nonsense words. Nonsense words are essential to use in teaching phonics to older students and adults. Many students have memorized hundreds or even thousands of words and yet have little or no knowledge of phonics. No purpose is served by having them call out or spell words they long ago have memorized; in fact, older students who are asked to read and spell one-syllable words they already know will often prematurely conclude that this phonics program is too easy for them. **For this reason it is strongly recommended that teachers use only the nonsense words from each page in *Sections One* and *Two* of the book to teach students in sixth grade through high school and also for adults no longer in school. The two exceptions to this recommendation for students in the sixth grade and beyond would be in the instance where students in these grades read and spell less than eighty percent of the real words from any given page correctly or in the instance where students are learning English as a second language. (Go to <http://www.weallcanread.com/downloads.html>; select link titled *Sequence of Lessons to Introduce to Students* for more information.)**

Teaching with nonsense words forces a student to look at the individual letters within words and to associate sounds with those letters. Since many older students and adults have already developed a sight reading vocabulary, the best way and in many instances the only way to teach them phonics is by presenting them with words they have never before seen. This rationale for using nonsense words to teach decoding for older students is equally compelling for teaching spelling. A student will often know how to spell a word without any knowledge of the phonetic relationship of the sounds and

letters in a given word. When a student is asked to spell a nonsense word, he must rely upon his ability to isolate the individual sounds he hears within the pronounced word and his knowledge of the letters that represent those sounds.

It is vital to be precise when teaching the sounds of all letters but of particular importance when teaching the short sounds for each of the five major vowels. Take as long as is necessary in these initial exercises. These sounds presented in *Section One* are the building blocks for the pronunciation of the entire English language, and thus these pages constitute the heart of the phonics program for teaching reading and spelling.

What follows is a page-by-page *Teacher's Guide* for every lesson in the book *We All Can Read*. Each lesson in the *Teacher's Guide* is subdivided into three parts that are organized under the headings *Supplemental Materials*, *Information Teacher Presents or Reviews on this Page*, and *Student Exercises*.

The information under *Supplemental Materials* tells the teacher what materials correlated to the core book *We All Can Read* are to be used in conjunction with any given page in the book. The information under *Information Teacher Presents or Reviews on this Page* provides the teacher with new information to be presented or information to review with students on a given page. The information under *Student Exercises* provides the teacher with specific activities for students to perform in order for them to consolidate and review skills for that particular lesson.

It is important to stress that the core book is designed as a stand-alone program; teachers, parents, tutors, and students, however, often find additional support materials helpful to them in implementing or learning the program. The supplemental materials that are published as an aid to teachers, parents, tutors, and students working in the core book consist of the following items:

1. **Online Program** combines video, audio, and text to make every lesson in the program available through the Internet and enables students to work independently
2. **Supplemental Fluency Reader** provides additional oral reading practice using decodable text
3. **Flashcard Review Kit** contains three flashcard sets totaling 280 flashcards
4. **Wall Chart Set** contains sixteen posters correlated to specific units in the core book
5. **Blackline Masters** is a book that provides reproducible word lists for students to take home
6. **Phonics Game** provides review and practice of the skills developed in a way that is fun and interactive for students

Ordering information for these materials is found at www.weallcanread.com.

As mentioned in the above paragraph, the entire reading program is also published in an online edition; our online edition coupled with our core book make the program immediately accessible to both instructors and students. Teachers who have never taught phonics before have used the online program with great success. By accessing the online program, a teacher who has never taught phonics before can learn how to introduce the material to students. **Many teachers never learned phonics as young children because the subject was not taught to them in the schools they attended.** Not only did many of these individuals fail to receive phonics instruction as young children, many of them did not receive phonics instruction at any point in their schooling up to and including the education courses taken in college to receive their

teaching certification. Many teachers are reluctant to acknowledge the fact that they do not have an adequate background in phonics; instead they simply avoid teaching the subject. This behavior while understandable is unfortunate because research is very clear regarding the fact that anyone behind in reading must receive intensive, systematic phonics instruction if he is ever likely to have the opportunity to read at an independent level.

The online program can be used as the primary instructional vehicle in the instance where a teacher does not have an adequate background in phonics and is unable to present the material on his own. Many teachers, parents, and tutors have successfully used these materials to teach themselves phonics while simultaneously presenting this information to their students. The online edition is intended to allow older students to work independently through the program or to provide makeup lessons or independent review from any lesson within the book.

The Supplemental Fluency Reader provides additional oral reading practice using decodable text. Decodable text primarily contains words made up of only the letters and letter teams taught up to any given point in the program. Students are not presented with words that contain phonic elements that have not yet been taught. Requiring students to read orally from text that contains only those phonetic principles already introduced is a critical element to help students become fluent readers. A student must be given the opportunity to practice word recognition skills using decodable text until he is able to read accurately and fluently. Accuracy and fluency are both critical factors in reading comprehension. ***The Supplemental Fluency Reader is not intended to serve as a substitute for the core book.*** *The Supplemental Fluency Reader* is intended to provide additional reading practice to augment instruction from the core book. **A complete audio edition of *The Supplemental Fluency Reader* is published in our online program. Students can follow along in the book and listen as every page from *The Supplemental Fluency Reader* is read aloud.**

The **Flashcard Review Kit** consists of three separate yet interrelated flashcard sets designed to provide a comprehensive and concise review of the course for use at the beginning of each instructional period. Begin each instructional period with a review of these three flashcard decks. Introduce the flashcards indicated in the *Teacher's Guide* when you reach the designated page in the core book *We All Can Read*. Continue to add new flashcards, and review previously introduced flashcards throughout the entire program. These flashcards provide a succinct and comprehensive way to review all the phonic elements already introduced up to any given point in the program.

The **Wall Chart Set** contains sixteen 16" by 22" posters and is designed to organize and summarize key information which students must learn. By visually displaying this information on classroom walls, students have ready access to key concepts on a need-to-know basis. Also because the program is cumulative in nature, the posters provide a visual organization of the information presented in the program in a sequential manner. **Visual aids help facilitate learning and retention.**

Blackline Masters is a book that provides a series of reproducible word lists that may be sent home so that parents may participate in their child's learning. These word lists also provide a way to document a student's progress in the program.

The We All Can Read Phonics Game is designed to provide review and practice of the phonics skills developed in a fun and interactive way. Thirty-two individual card decks along with a game board and playing pieces compose the game set. Each game is correlated to a particular unit from the core book *We All Can Read*.

The **Informal Student Assessment Procedure and Chart** organizes all of the information presented in this program into a sequential checklist of skills teachers present as they proceed lesson-by-lesson through the entire program. This assessment chart also provides a teacher with a way to document a student's progress. (Go to <http://www.weallcanread.com/downloads.html>; select link titled *Informal Student Assessment Chart* for more information.) In addition the **Student Decoding Accuracy and Fluency Assessment Chart** presents an oral reading assessment procedure to use to measure a student's ability to read words fluently and accurately. (Go to <http://www.weallcanread.com/downloads.html>; select link titled *Student Decoding Accuracy and Fluency Assessment Chart* for more information.)

Teaching Note – Dry-erase marker board is a wonderful tool to use with students when dictating words for spelling. Students love to write on marker board, and teachers find it much easier to monitor the spelling of an entire class using marker board. Students are taught to hold up their marker boards to show the teacher their spelling of the just dictated word. With one glance a teacher can check the spelling of an entire classroom rather than needing to walk to each student's desk individually. Students seem to find writing on a marker board to be less intimidating psychologically than writing on paper. A misspelled word can be easily erased, and the activity of spelling takes on the characteristics of a word game. Dry-erase marker boards may be purchased at office supply stores or many other kinds of retail outlets as well.

Pacing

Once students begin in the book, the pace of instruction is completely determined by the student's ability to assimilate the information being presented. Because this program is sequential in nature, it is crucial to spend as much time as is necessary on each lesson to be sure that students have learned the skills developed in that lesson. **But it is as equally important not to spend more time than is necessary on a given lesson.** Most students beyond the second grade know at least some of the information in the beginning portion of this book, and many students know a majority of the information that is presented in *Section One*. A critical element to the success of teaching this program is to calibrate the pace of instruction so as to meet the needs of the students. Pacing is by far the most difficult issue for many teachers to resolve as they proceed through their first instructional cycle. If a teacher goes too fast for the learning level of the students in the class, the students will gradually fall behind and eventually lose interest in the program. If a teacher goes too slowly for the learning level of the students in class, the students will become increasingly fidgety, frustrated, and bored.

In some instances high school teachers will begin this program only to conclude in a short period of time that the program is not advanced enough for their students' needs; this situation is virtually never the case when high school students are reading below an independent reading level. Often when high school students lose interest in the program, the difficulty is that the teacher has spent far too long in *Section One* asking students to read and spell both the real words and nonsense words in each lesson of *Section One*. Most high school students, even students reading several grade levels

behind, will not be challenged by the real words contained in *Section One* and *Section Two* of the book. Therefore, as previously stated, students in sixth grade through high school and adults no longer in school should not use the lessons containing real words found in *Section One* and *Section Two*.

If students can read and spell both the nonsense and real words on any given page of this book with an eighty percent or higher degree of accuracy, then those students have demonstrated that they are ready to move on to the next lesson. Later in the program students will not only need to be able to read and spell the words with accuracy but also be able to mark the words in each lesson with an eighty percent or higher degree of accuracy. (This marking system will be explained in great detail as we proceed through the program.) As the teacher has an opportunity to work with students in this program, he will gradually develop a sense of the correct pace to use.

Divergence of Reading Skills Among Students in the Same Class

One common issue that classroom teachers often face is how to meet the needs of all students in a class when there is a large gap between reading skill levels of individual students within the same class. This issue of divergence in reading skills among students in the same class is a very common situation and one that unfortunately offers no easy solution. **Grouping students together in terms of their reading skills is almost always advantageous unless the chronological ages of the students becomes too diverse.**

If it is not possible to group students together into homogenous reading classes, then several other suggestions present themselves. Divide a class into smaller groups. One group can do oral reading practice while another group works in our online program. If some students are very far behind the majority of students in the class, they can work independently in our online program using earphones so as not to disturb the rest of the class and also to provide them with a measure of privacy. The teacher can monitor their work periodically while still providing instruction to the bulk of the class. Students who miss class can use the online program to review lessons missed due to absence. Also consider using some of the more advanced students in class to serve as reading tutors with other students in class who are struggling. These student-tutors can monitor their partner's responses during oral reading exercises and spelling dictation and provide feedback and instruction when appropriate. If the classroom teacher has access to a classroom aide or community volunteer, then that individual can be paired with students who require additional individual instruction and review.

Assessment

It is important to measure all students' progress in this program on a weekly basis if at all possible. (See pages 97-100.) Some evaluation can be administered to the entire class at the same time, but some individual monitoring with each student should also occur each week. **Weekly assessment is critical because it provides a teacher with vital feedback regarding how well each student is learning the material as it is being presented.** Weekly assessment enables the teacher to evaluate what adjustments need be made regarding the instructional process. Questions regarding whether or not the most recently introduced lessons have been learned by students are answered by the assessment procedure. Questions regarding whether or not previously introduced lessons need only be reviewed or retaught in their entirety are answered with the feedback from the assessments. Students who require additional practice or intensive remediation are identified. **The assessment feedback will also indicate whether the teacher should slow-down, maintain, or accelerate the current pace of instruction.**

Page-by-Page Instructions for Section One

All lessons are presented in chronological/numerical order. Please do not skip steps!

Page 1

Supplemental Materials

Posters – Display poster titled *The Consonant and Vowel Sounds*.

Information Teacher Presents or Reviews on this Page

Begin on page one by teaching students the sounds of the consonant letters. Have students refer to page one. On this page is found each consonant letter with a picture above it. For instance the letter *b* is located directly under the picture of a bus. The first sound heard in the word *bus* is /b/. **In this book when either a letter or group of letters are located between slanted lines (virgules), the letter or letters located between the slanted lines represent the sound of the letter.** This /b/ sound is the sound which the letter *b* represents. Carefully go through each letter, and determine how well students know the consonant sounds. Explain to your students that if they have difficulty remembering any of the consonants' sounds, they should remember the key word pictured above each letter. The key word for *b*, for example, is *bus*; for *c* the key word is *cat*. After remembering the key word, students must then learn to isolate the first sound heard in the key word in order to determine the sound represented by the given letter.

When teaching the consonant sounds, avoid as much as possible adding the /uh/ sound after the consonant sounds. As an example the sound for *b* is not /buh/; the sound for *b* is /b/. The sound for *c* is not /cuh/; the sound for *c* is /c/. Two consonant letters, however, do require that a slight /uh/ sound be added at the end of their sounds in order to pronounce them correctly. Those two consonant letters are *w* /wuh/, and *y* /yuh/.

The letters *c* and *g* each represent a second sound. Later in the program (pages 132 - 138) students will learn in what situations these two letters will represent their second sounds. Until that point in the program is reached, when students encounter the letters *c* and *g*, the letters *c* and *g* will always represent their primary sounds as indicated on page one. The letter *y* as a vowel is not introduced in this program until page 139; until that page the letter *y* functions exclusively as a consonant. **For teachers who desire more detailed information regarding the formation of the basic consonant sounds, please see pages 92-96 in the *Teacher's Guide*.**

Student Exercises

Lesson 1

Call out the name of all of the letters from this page in an arbitrary order. Ask the student to think of a word that begins with that letter and to make the sound the letter represents. Reverse this process and make a sound representing one of the consonant letters on this page; students call out the name of the letter that represents the sound you have made.

Page 2

Supplemental Materials

Flash Cards – Introduce Card Set A #'s 1-23/ Card Set B # 1/ Card Set C #'s 1-18.

The flashcards are designed as a cumulative review element. Once a letter and its corresponding sound or sounds are taught, that information is then integrated into the

flashcard set to be reviewed in an ongoing way. **It is suggested that approximately two-to-five minutes at the beginning of each instructional period be spent in the review of these three flashcard decks.** Students enter this program at all different levels of reading proficiency. Some students do not know any of the sounds of any of the letters in the alphabet. Other students know most if not all of the sounds represented by the various letters in the alphabet. **Some of the information presented on these flashcards is already very well known by the majority of students beyond the second grade.** As an example most students in third grade and beyond already know most of the common sounds represented by the consonant letters. In such an instance it is important not to review endlessly information students already have mastered. If it becomes obvious to you that certain flashcards in one of the three decks contain information that students already know, feel free to retire those cards. **Nothing is gained by reviewing material that students already know very well; in fact, unnecessary review can and will cause students to lose interest in the program and limit instructional momentum.**

Information Teacher Presents or Reviews on this Page

Please note that the following information must be presented to your students prior to having them read and spell from page two.

1. The letter *q* is always followed by the letter *u*. The letter team *qu* is classified as a consonant letter team and represents two sounds blended together. The letter *u* is not considered a vowel when it is part of the consonant team *qu*. **In English we use the consonant letter team *qu* to represent the sounds /kw/; the letters *k* and *w* are almost never used for this purpose in spelling words. qu = /kw/ as in *quilt***
2. **Students underline all consonant teams found in words during dictation.**
3. **The letter *x* represents two sounds blended together. *x* = /ks/ as in *box*** (The letter *x* represents a different sound when it comes before the vowel. Only a small number of words contain the letter *x* where it comes before the vowel, and almost all of these words are uncommon words; thus this second sound for the letter *x* is not taught in this program.)
4. The letters *c* and *k* form a consonant team. **The letter team *ck* is never used at the beginning of a word and must come directly after a short vowel: ck = /k/ as in *rock***
5. The letter *s* represents two sounds: *s* = /s/ as in *sun* and s = /z/ as in *nose*. Words which begin with the sound /z/ are always spelled with the letter *z*, never the letter *s*. **Students double underline a letter when it represents its second sound.**

Student Exercises

Lesson 2

Have students read page two in its entirety beginning from row one through row thirteen. Students should be able to make the sound represented by each letter/letter team in each row.

Lesson 3 (Quiz 1)

After students have gone through all thirteen rows, reverse the process. The teacher makes the consonant sounds represented by the letters found in all thirteen rows, and the students write the letters that represent those sounds. **Students use lower case only.** Repeat this procedure as many times as is necessary until it is obvious students have mastered the relationship of the consonant letters and their corresponding sounds. The quiz corresponding to its respective lesson is listed in parenthesis after the lesson number. **Administer the indicated quiz only after all other activities related to that lesson are completed first. Students should demonstrate mastery of the current lesson by scoring eighty percent or higher before proceeding to the next lesson.**

Page 3

Supplemental Materials

Flash Cards – Introduce Card Set A # 24 / Card Set C # 19. Review all cards previously introduced.

Information Teacher Presents or Reviews on this Page

The short *a* sound is introduced. The key word for short *a* is the word *apple*. The short *a* sound is the first sound you must make to say the word *apple*.

Student Exercises

Lesson 4 / Lesson 6

Students read the letter combinations in these lessons. (See the discussion of *Guided Oral Reading Practice* that directly follows.)

Lesson 5 (Quiz 2) / Lesson 7 (Quiz 3)

The teacher dictates the sounds represented by the letter combinations from these lessons, and students write the letters that represent the sounds made by the teacher.

Guided and Repeated Oral Reading Practice

Use both nonsense words and real words for oral reading practice for students through the fifth grade. **Use only the nonsense words for oral reading practice for students in the sixth grade, middle school, high school, and beyond. The two exceptions to this recommendation for sixth grade students and beyond would be in the instance where students in these grades read and spell correctly less than eighty percent of the real words on any given page or in the instance where students are learning English as a second language.** Upon reaching *Section Three* on page 108 in the core book nonsense words are no longer used and all students read from the same word lists.

Reading rests upon a hierarchy of skill development. Students must become capable of reading words both accurately and fluently. *Guided and Repeated Oral Reading Practice*, therefore, consists of two distinct activities.

Students read the words in each lesson accurately. The teacher must carefully monitor each oral reading exercise to make sure students accurately read the words on the page. If a student misreads a word, the teacher should immediately intervene by telling the student to read the word again, and if necessary the teacher should provide step-by-step instructions to the student in sounding out the word. (See *Procedure to Follow When Sounding Out an Unknown Word* on pages 10 - 11.)

Students read the words in each lesson fluently. The ability to read words accurately is a necessary skill that must be mastered by all emerging readers and a skill whose acquisition is justifiably celebrated both by teacher and student alike. But reading words accurately is not enough; a student must also be able to read fluently. Fluency is an essential skill strand that has often been neglected in reading instruction; yet research overwhelmingly and consistently emphasizes the relationship between reading fluency and comprehension. All too often teachers conclude that once students are able to read with accuracy, they will be able to read fluently. Research on the other hand has established the fact that the transference between decoding accuracy and reading fluency is not automatic. Fluency is a skill that can and must be taught, and students who receive fluency training experience marked improvement in their ability to read with accuracy, fluency, and understanding. Students who read and then repeatedly reread text while receiving guidance and feedback become better readers. Explicit

instruction in fluency aids struggling readers of all ages from elementary grades through the middle school and high school grades and adults as well. Without the ability to recognize text automatically, the student's primary focus while reading is on decoding words instead of comprehending the meaning that the flow of words on the page conveys. Fluency is the bridge that connects a student's ability to decode words accurately with the ability of that student to read with understanding. For this reason fluency activities are organically interwoven into virtually every page within this book.

The best way to develop reading fluency is to provide guidance and feedback to students as they read the same text repeatedly.

Guided and Repeated Oral Reading Practice consists of the following activities:

1. **The teacher models fluent reading for the students.** The teacher reads the words in the lesson row-by-row while students listen and silently follow along with the text in the book. The teacher reads each word two times. (For stories read each paragraph twice.)
2. **Students echo the teacher as he reads the words from each row of words in the lesson or each paragraph within a story.** The teacher reads out loud one row of words in the lesson or each paragraph within the story; the students then read out loud that row of words or paragraph. The teacher repeats this procedure twice with each row; for lessons with stories the teacher repeats this procedure with each paragraph within a story.
3. **The teacher and students do choral or unison reading.** The teacher along with the entire class reads together the words from each row of words in the lesson or each paragraph in the story.
4. (Optional) **Students read from the lesson while listening to the audio file that accompanies each fluency lesson.** The student listens to the audio file while silently following along with the text in the book. The student uses his finger and points at each word as he hears that word pronounced. The student then replays the audio file and reads aloud along with the audio file.
5. (Optional) **Students are paired together as partners.** Whenever possible pair strong readers with less fluent partners. The stronger partner models fluent reading in one row and then the other partner reads the same row. The stronger reader provides feedback and when necessary helps the other reader sound out and read the words correctly and with increasing fluency. It is also possible to have two readers of approximately equal skill levels partner together. These partner readers can practice rereading text after having received teacher-guided instruction with that same text.

Most students develop accuracy and fluency skills over time; it takes practice and exposure to print. Students perform repeated readings of the words in each fluency lesson until they are able to read the words effortlessly and without conscious effort spent in decoding or sounding out the words. The fluency activities listed above can be adjusted to meet the individual needs of students. Some students require more repetition in oral reading than do others. Adjust these fluency activities to the frequency rate that is appropriate for your students' needs. Please be aware that these activities are not necessarily all done on the same day and can instead be performed over several days duration.

Guided and Repeated Oral Reading Practice Using Decodable Text

Research shows that the single best instructional technique for developing reading fluency is to provide guided oral reading practice for students using *decodable text*. *Decodable text* is text that is composed of words that primarily contain only those phonetic elements that have been previously introduced. Words containing phonic elements not yet taught in this program are not included in the text. As an example if the consonant team *ch* has not yet been introduced in the program, then no word in the

text will contain the *ch* team until that consonant team is formally presented in the program. All of the word lists and sentences and stories in this book have been carefully developed to include only those phonetic elements that have been taught up to the particular point currently reached in the program. Some common sight words are used on the pages with sentences and stories. In addition a supplemental companion book, *The Supplemental Reader*, has been published to provide additional oral reading practice activities using decodable text. The sentences and stories contained in *The Supplemental Reader* are carefully correlated to follow the order in which phonic elements are presented in this core book. The reading selections in *The Reader* have been carefully developed to insure that the student will encounter only those words that contain phonetic elements the student has already been taught. Ordering information is found at the back of this book for *The Supplemental Reader*. To hear guided oral reading exercises modeled, go to www.weallcanread.com and select the page titled *Online Instruction*.

Page 4

Supplemental Materials

Flash Cards – Review all cards previously introduced.

The Reader – Read pages 1-2 (1st Ed.) or pages 1-4 (2nd Ed.) on completing page 4.

Information Teacher Presents or Reviews on this Page

Tell your students that for the first time on page four they encounter words under two headings: *Nonsense Words* and *Real Words*. Explain to them that a nonsense word as its name implies is a made-up word that has no meaning. Tell them that nonsense words are used in this book to teach phonics because many students have already memorized many if not most of the real words contained in the words listed under the heading *Real Words*. Nonsense words are used in the first two sections of the book to teach phonics because students cannot read and spell these nonsense words from memory. Students must know the sounds represented by the letters in these words in order to read them correctly, and they must also know how to associate the correct letters with the sounds heard in a nonsense word in order to spell the nonsense word correctly during spelling dictation. Teach students the procedure for sounding out words that is listed in the section that immediately follows. Present students with words on the board, and ask them to demonstrate the correct way to sound out the words letter by letter. Use nonsense words chosen from page four for students to demonstrate the correct procedure to use when sounding out unknown words.

Sounding Out Words

Beginning on this page, students encounter nonsense words and real words. If a student encounters a word that he does not know how to decode, he must sound out the word. Sounding out a word refers to the process of decoding a word by identifying the sounds of each individual letter in the word and then blending those sounds together. A student sounds out a word when he does not know the identity of the word. There is a specific sequence of steps to follow when using this sounding-out procedure. When a student is sounding out a word, have him perform the following steps, and insist that this sequence of activities be systematically followed.

Procedure To Follow When Sounding Out an Unknown Word:

- Step One:** Always begin by identifying the vowel sound. (See paragraph below box.)
Step Two: After accurately identifying the vowel sound, identify the consonant sound that immediately follows the vowel sound.
Step Three: Blend together the vowel sound with the following consonant sound.

- Step Four:** If two consonants follow the vowel and do not join to together to form a consonant team, isolate the vowel sound and the first consonant that follows the vowel. Blend those two sounds together. Next isolate the sound of the second consonant following the vowel. Blend the sound of the vowel and the first consonant with the sound of the second consonant.
- Step Five:** After the vowel sound and all consonant sounds found after the vowel have been blended together, have the student identify the sound of the consonant letter that comes immediately before the vowel.
- Step Six:** Blend together the consonant sound with the sound of the vowel and the consonant letter or letters that come after the vowel.
- Step Seven:** If two or three consonant letters come before the vowel and do not join together to form a team, start with the consonant closest to the vowel. Identify that consonant's sound and blend it with the sound of the vowel and the consonant letters that follow the vowel. Next isolate the sound of the next adjacent consonant letter. Blend that letter's sound with the sound of the rest of the word that has already been decoded. If a third consonant occurs before the vowel, isolate that letter's sound last and then blend its sound with the rest of the word.

Teach students always to begin sounding out one-syllable words by identifying the sound of the vowel within the syllable first. Researchers have discovered that syllables can be subdivided into two component parts. *Onsets* are that part of the syllable that consist of whatever consonants occur before the vowel; *rhymes* are that part of the syllable containing the vowel and whatever consonants follow the vowel. Researchers have further identified the fact that students are more easily able to decode a word by being taught to isolate the onsets and rhymes within words. Thus by teaching students to start the decoding process by isolating the sound of the vowel and any subsequent consonants which follow the vowel, you are in effect teaching students to subdivide a syllable into its most basic component parts.

When sounding out a word, your student is being asked to perform two tasks simultaneously: 1) to associate a specific sound with a specific letter and 2) to blend smoothly one sound to another. Either of these two skills can individually be difficult for some. Blending for someone to whom this concept is foreign can be particularly challenging. However with persistence your student will learn to perform both of these skills automatically.

Student Exercises

Lesson 8 / Lesson 10

Students read the words in these lessons. (See the discussion of *Guided Oral Reading Practice* on pages 8 - 10.)

Lesson 9 (Quiz 4) / Lesson 11 (Quiz 5)

The teacher dictates the words from these lessons. (See information under *Spelling Dictation* that immediately follows.)

Spelling Dictation

Until page 74 in the core book use both nonsense and real words for spelling dictation for students through the fifth grade. Until page 74 use only nonsense words for spelling dictation for students in the sixth grade, middle school, high school, and adults. The two exceptions to this recommendation for sixth grade students through adults would be in the instance where students in these grades read and spell

correctly less than eighty percent of the real words on this page or in the instance where students are learning English as a second language. Upon reaching page seventy-four in this book, nonsense words are no longer used for dictation for any students, regardless of their grade or age. This information will be explained in further detail in this *Teacher's Guide* when students reach page 74.

Decoding words accurately, reading words fluently, and spelling words correctly are the three key skill strands developed in this phonics program. English is a phonetic language because of the fact that our letters each represent a specific sound or in some instances more than one sound. The decoding process consists of associating sounds with the already-known letters in the word and blending those sounds together to identify a word. The activity of spelling reverses this process. The identity of the word is already known; it is the spelling of the word that must be discovered. **The student first identifies the number of sounds he hears in the dictated word and then tracks or represents those sounds by writing the letters of the alphabet which represent the various individual sounds he has identified within the dictated word.** Spelling dictation is an intrinsic part of this phonics program; half of the instructional activity in this program consists of dictating the words from each lesson in the book to students. **A major purpose in dictation is to establish for the student the direct and consistent relationship in English between letters and their sounds.**

Note for dictation: **If at all possible, have your weakest readers sit closest to you.** Students should be able to see clearly the teacher's lip movements as each word is pronounced. Dictate the words as clearly as is possible. Be sure the students in the back of the room are able to hear you. One cannot spell correctly what one has not heard accurately. When doing dictation, the teacher should not hesitate to exaggerate the individual sounds within the word when it seems helpful.

Be sure to insist from the beginning that students properly form their letters. (Refer to the letter formation charts *How to Form Lower and Upper Case Letters* found on pages 95 – 96 if students need help in correctly writing any of the lower or upper-case letters.) **When dictating words for spelling, insist that students use only lower-case letters unless there is a specific reason for them to use an upper-case letter.** Many students will arbitrarily use lower or upper case letters in the same word. This pattern indicates a lack of understanding of the difference between lower and upper case letters. Most individuals who have experienced a lifetime of difficulty in learning to read and write believe the language is not learnable because it is arbitrary. And the corollary to the belief that something is arbitrary is that it is also, therefore, unfair. **Stress from the very beginning that the English language is predictable, that there exists an underlying set of rules, and that by systematically learning and applying these rules, virtually anyone can learn to read and to spell successfully.**

Dictation Procedure for Section One

1. The teacher pronounces the word two times. **"The word is jam, jam."** If necessary, the teacher should exaggerate the pronunciation of the individual sounds in the word in order for the more challenged students to be able to hear those individual sounds.
2. The teacher identifies the number of sounds contained in the word and makes those sounds. The teacher says, **"three sounds (and pronounces them slowly and clearly) - /j/, /a/ (short a sound), /m/."**
3. Students write the letters in the word on dry-erase marker board or on practice paper as they hear each individual sound in the word pronounced by the teacher.

4. The teacher pronounces the word a final time. The teacher says, "**jam.**"
5. Students hold up their marker boards for the teacher to see. If the teacher sees a student has misspelled the word, the teacher will say to the student, "**Think about it.**" The teacher will not tell the student how to spell the word but will instead pronounce the word again and exaggerate whatever element in the word the student has misspelled. Even if the student continues to misspell the word, the teacher does not tell the student the correct spelling of the word at this point.
6. The teacher asks students to say the word. The teacher says, "**Say the word.**"
7. Students say, "**jam.**"
8. The teacher asks how many sounds are in the word. The teacher asks, "**How many sounds?**"
9. Students identify the number of sounds in the word. Students reply, "**three.**"
10. The teacher asks for the first sound in the word *jam*. The teacher asks, "**first sound?**" Students do not say the name of the letter *j* but instead make the sound, */j/*." The teacher writes the letter *j* on the board.
11. The teacher asks for second sound in the word *jam*. "The teacher asks, "**second sound?**" Students do not call out the name of the letter *a* but instead make the sound, */a/*" (short *a* sound). The teacher writes the letter *a* on the board.
12. The teacher asks for the third sound in the word *jam*. "The teacher asks, "**third sound?**" Students do not call out the name of the letter *m* but instead make the sound, */m/*." The teacher writes the letter *m* on the board.
13. Students check to make sure they have spelled the word correctly and make any changes in their spelling of the word at this time. If a word contains the letter teams *qu* or *ck*, those letter teams are underlined at this point. (Beginning on page 74 additional consonant teams are introduced.) If a word contains the letter *s* where *s* represents its second sound, the letter *s* is double underlined at this time.

During dictation exercises students will often see how other students are spelling the dictated words. Some students will not always spell the dictated words correctly, and other students will make note of that fact. When this occurrence happens and when it is appropriate for a student to comment on the spelling of another student, teach your students to use a specific sentence to alert another student to the fact that he has misspelled a word. The sentence is, *Think about it*. By instructing your students to use this sentence, students are able to indicate to one another that an error has been made without hurting the other student's feelings. As indicated in step five in the box titled *Dictation Procedure for Section One*, the sentence, *Think about it*, is an excellent sentence for teachers to use to indicate to a student that he has misspelled a word.

Multisensory Phonics

Visual, Kinesthetic, and Auditory Activities Are Interwoven In the Dictation Process
In the *Dictation Procedure for Section One* listed above, the teacher asks students to spell the word *jam*. The teacher makes the sound */j/*. The student writes the letter *j* on practice paper or on a marker board as he simultaneously hears the sound that the letter *j* represents pronounced by the teacher. The teacher makes the sound */a/* (short *a* sound). The student writes the letter *a* on practice paper or on a marker board as he simultaneously hears the sound that the letter *a* represents pronounced by the teacher. The teacher makes the sound */m/*. The student writes the letter *m* on practice paper or on a marker board as he simultaneously hears the sound the letter *m* represents pronounced by the teacher. **Kinesthetic and auditory reinforcement occur when students form the individual letters as the sounds those letters represent are uttered by the teacher.**

In the second half of the dictation process starting with step six, the reverse procedure is introduced to the dictation process. Students have already spelled the word; **now students will segment the individual sounds in the word.** The teacher asks the students to make the first sound in the word *jam*. As the students make the sound /j/, the teacher writes the letter *j* on the board. The teacher asks for the second sound in the word *jam*, and the students make the sound /a/ (short a sound). As the students make the sound /a/, the teacher writes the letter *a* on the board. The teacher asks for the third sound in the word *jam*, and the students make the sound /m/. As students make the sound /m/, the teacher writes the letter *m* on the board. **Visual and auditory reinforcement occur when students see the letters written on the board by the teacher as the students simultaneously make the sounds represented by those letters.**

Please Note the Following Additional Information Regarding Dictation

Most of the words contained in *Section One* of the book can be dictated without any special instructions from the teacher to the student; however, there are four elements within some of these words that require additional attention. Before dictating a word to students, the teacher must scan the word to determine if the word contains any one of the following four elements:

1. Does the word contain the letter team *qu* or *ck*?
2. Does the word contain the sound /k/ at the beginning of the word?
3. Does the word end in the letter *x*?
4. Does the letter *s* represent its second sound in the word?

If any one of these four elements are present within a word, then the teacher must somewhat modify the dictation procedure in order to accommodate these four specific elements. Please refer to the boxes that immediately follow in order to determine the correct procedure to follow in dictating words containing these elements.

Dictating Words Which Contain the Consonant Team *qu* or *ck*

In English we almost always use the consonant letter team *qu* to represent the sounds /kw/; the letters *k* and *w* are not used for this purpose. **Therefore in both real and nonsense words when students hear the sounds /kw/ within a word, they must use the consonant team *qu* to represent those two sounds.** Because the consonant team *qu* represents the two sounds /kw/ blended together, students must count two sounds when accounting for the number of sounds the *qu* team represents. As an example if you dictate the word *quit* and then ask your students how many sounds are in the word *quit*, the correct answer is that the word *quit* contains four separate sounds – /k/, /w/, /i/ (short i sound) and /t/. The consonant team *ck* always follows directly after a short vowel sound and represents a single sound. **When a nonsense word is dictated which ends in a short vowel sound followed by the sound /k/, tell students always to use the *ck* team to represent the sound /k/.**

Dictation Procedure for Words that Contain the Consonant Teams *qu* or *ck*

1. The teacher pronounces the word two times. **"The word is *quit, quit.*"** (This same principle applies with words that contain the consonant team *ck*.) **Students are not told that the word contains a consonant team.** Students have already been told to use the consonant team *qu* to represent the sounds /kw/ in both nonsense and real words. Students have also been told to use the team *ck* to represent the /k/ sound when that sound follows directly after a short vowel in all nonsense words. Students are never given information regarding the correct spelling of dictated words that they can deduce by applying the spelling rules they have thus far been taught.

2. The teacher identifies the number of sounds contained in the word and makes those sounds. The teacher says, "**four sounds (and pronounces them slowly and clearly) –first two sounds /kw/, /i/** (short i sound), **/t/.**" (If a word contains the *ck* team, the two letter team *ck* represents only one sound.)
3. Students write the letters in the word on dry-erase marker board or on practice paper as they hear each sound within the word pronounced by the teacher.
4. The teacher pronounces the word a final time. The teacher says, "**quit.**"
5. Students hold up their marker boards for the teacher to see. If the teacher sees a student has misspelled the word, the teacher will say to the student, "**Think about it.**" The teacher will not tell the student how to spell the word but will instead pronounce the word again and exaggerate whatever element in the word the student has misspelled. Even if the student continues to misspell the word, the teacher does not tell the student the correct spelling of the word at this point.
6. The teacher asks students to say the word. The teacher says, "**Say the word.**"
7. Students say, "**quit.**"
8. The teacher asks how many sounds are in the word. The teacher asks, "**How many sounds?**"
9. Students identify the number of sounds in the word. Students reply, "**four.**"
10. The teacher asks for the first two sounds in the word *quit*. The teacher asks, "**first two sounds?**" Students do not say the name of the letter team *qu* but instead make the sounds, "**/kw/.**" The teacher writes the letter team *qu* on the board.
11. The teacher asks for third sound in the word *quit*. "The teacher asks, "**third sound?**" Students do not call out the name of the letter *i* but instead make the sound, "**/i/**" (short *i* sound). The teacher writes the letter *i* on the board.
12. The teacher asks for the fourth sound in the word *quit*. "The teacher asks, "**fourth sound?**" Students do not call out the name of the letter *t* but instead make the sound, "**/t/.**" The teacher writes the letter *t* on the board.
13. Students check to make sure they have spelled the word correctly and make any changes in their spelling of the word at this time. Because the word contains the letter team *qu*, that letter team is underlined at this point. The letter team *ck* is also underlined at this point. (Beginning on page 74 additional consonant teams are introduced.) If a word contains the letter *s* where *s* represents its second sound, the letter *s* is double underlined at this time.

Dictating Words that Begin with the Sound /k/

The sound /k/ may be represented in three different ways, *c*, *k*, and *ck*. **The *ck* team is used to represent the /k/ sound when the sound /k/ immediately follows after a short vowel.** (All of the vowels in *Section One* of the book are short vowels.) **When dictating a nonsense word containing the sound /k/ as the first sound in the word, tell students which letter you want them to use.** As an example, if you dictate the word *cug*, tell students to use the letter *c* to represent the sound /k/. If you dictate the word *keb*, tell students to use the letter *k* to represent the sound /k/. It is usually not necessary to tell students whether to use *c* or *k* when spelling real words as most students are familiar with the spelling of these common words. Upon reaching page 27 in the core book, students learn the rule governing whether to use the letter *c* or the letter *k* in spelling a word beginning with the /k/ sound. Until page 27 you must tell your students which of those two letters to use when the /k/ sound is the first sound in a nonsense word; upon reaching page 27, the student is no longer told which letter to use and instead must learn to apply the rule taught on page 27 to determine whether to spell the word with *c* or *k*.

Dictation Procedure for Words that Begin with the Sound /k/

1. The teacher pronounces the word two times. **"The word is *kiv*, *kiv*."**
2. The teacher identifies the number of sounds contained in the word and makes those sounds. The teacher says, **"This word begins with the letter *k* and has three sounds (and pronounces them slowly and clearly) – /k/, /i/ (short i sound), /v/."**
3. Students write the letters in the word on dry-erase marker board or on practice paper as they hear each individual sound within the word pronounced by the teacher.
4. The teacher pronounces the word a final time. The teacher says, **"*kiv*."**
5. Students hold up their marker boards for the teacher to see. If the teacher sees a student has misspelled the word, the teacher will say to the student, **"Think about it."** The teacher will not tell the student how to spell the word but will instead pronounce the word again and exaggerate whatever element in the word the student has misspelled. Even if the student continues to misspell the word, the teacher does not tell the student the correct spelling of the word at this point.
6. The teacher asks students to say the word. The teacher says, **"Say the word."**
7. Students say, **"*kiv*."**
8. The teacher asks how many sounds are in the word. The teacher asks, **"How many sounds?"**
9. Students identify the number of sounds in the word. Students reply, **"three."**
10. The teacher asks for the first sound in the word *kiv*. The teacher asks, **"first sound?"** Students do not say the name of the letter *k* but instead make the sound, **"/k/."** The teacher writes the letter *k* on the board.
11. The teacher asks for second sound in the word *kiv*. **"The teacher asks, "second sound?"** Students do not call out the name of the letter *i* but instead make the sound, **"/i/"** (short *i* sound). The teacher writes the letter *i* on the board.
12. The teacher asks for the third sound in the word *kiv*. **"The teacher asks, "third sound?"** Students do not call out the name of the letter *v* but instead make the sound, **"/v/."** The teacher writes the letter *v* on the board.
13. Students check to make sure they have spelled the word correctly and make any changes in their spelling of the word at this time. If a word contains the letter teams *qu* or *ck*, those letter teams are underlined at this point. (Beginning on page 74 additional consonant teams are introduced.) If a word contains the letter *s* where *s* represents its second sound, the letter *s* is double underlined at this time.

Dictating Words that End In the Letter *x*

When dictating a three letter word which contains a short vowel sound immediately followed by the letter *x*, tell your students that the word which you are about to dictate contains three letters. Also note that the letter *x* represents two sounds blended together: /ks/. Therefore when you ask your students to count the number of sounds heard within a dictated word that contains the letter *x*, students must count two sounds when accounting for the sounds the letter *x* represents. As an example if you dictate the word *box* and then ask your students how many sounds are in the word *box*, the correct answer is the word *box* contains four sounds- /b/, /o/, /k/ and /s/.

Dictation Procedure for Words that Contain the Letter *x*

1. The teacher pronounces the word two times. **"The word is *box*, *box*."**
2. The teacher identifies the number of sounds contained in the word and makes those sounds. The teacher says, **"This word has three letters but contains four sounds (and pronounces them slowly and clearly) - /b/, /o/ (short o sound), third and fourth sounds /ks/."**

3. Students write the letters in the word on dry-erase marker board or on practice paper as they hear each individual sound within the word pronounced by the teacher.
4. The teacher pronounces the word a final time. The teacher says, "**box.**"
5. Students hold up their marker boards for the teacher to see. If the teacher sees a student has misspelled the word, the teacher will say to the student, "**Think about it.**" The teacher will not tell the student how to spell the word but will instead pronounce the word again and exaggerate whatever element in the word the student has misspelled. Even if the student continues to misspell the word, the teacher does not tell the student the correct spelling of the word at this point.
6. The teacher asks students to say the word. The teacher says, "**Say the word.**"
7. Students say, "**box.**"
8. The teacher asks how many sounds are in the word. The teacher asks, "**How many sounds?**"
9. Students identify the number of sounds in the word. Students reply, "**four.**"
10. The teacher asks for the first sound in the word *box*. The teacher asks, "**first sound?**" Students do not say the name of the letter *b* but instead make the sound, **/b/**." The teacher writes the letter *b* on the board.
11. The teacher asks for second sound in the word *box*. "The teacher asks, "**second sound?**" Students do not call out the name of the letter *o* but instead make the sound, **/o/**" (short *o* sound). The teacher writes the letter *o* on the board.
12. The teacher asks for the final two sounds in the word *box*. The teacher asks, "**third and fourth sounds?**" Students do not call out the name of the letter *x* but instead make the sounds, **/ks/**." The teacher writes the letter *x* on the board.
13. Students check to make sure they have spelled the word correctly and make any changes in their spelling of the word at this time. If a word contains the letter teams *qu* or *ck*, those letter teams are underlined at this point. (Beginning on page 74 additional consonant teams are introduced.) If a word contains the letter *s* where *s* represents its second sound, the letter *s* is double underlined at this time.

Dictating Nonsense Words that Contain the Letter *s* Representing Its Second Sound

When dictating a **nonsense word** where the letter *s* represents the sound **/z/** as in *dis_z*, the teacher must inform students prior to the time the students spell the word that one of the letters in the word they are about to spell will represent its second sound. (**Do not tell students that one of the letters in a word will represent its second sound when dictating real words where the letter *s* represents its second sound.**) Students must double underline the letter *s* when the letter *s* represents the sound **/z/**. **Students may only use the letter *s* to represent the **/z/** sound when spelling nonsense words if they are first told by the teacher that one of the letters in the word represents its second sound; otherwise, they must use the letter *z*.**

Dictation Procedure for Nonsense Words Where the Letter *s* Represents Its Second Sound

1. The teacher pronounces the word two times. "**The word is *dis_z*, *dis_z*.**"
2. The teacher tells the students that one of the letters in the word will represent its second sound and also identifies the number of sounds contained in the word and makes those sounds. The teacher says, "**One of the letters in this word represents its second sound; the word contains three sounds (and pronounces them slowly and clearly) – /d/, /i/ (short i sound), /z/.**"
3. Students write the letters in the word on dry-erase marker board or on practice paper as they hear each individual sound within the word pronounced by the teacher.

4. The teacher pronounces the word a final time. The teacher says, "dis."
5. Students hold up their marker boards for the teacher to see. If the teacher sees a student has misspelled the word, the teacher will say to the student, "**Think about it.**" The teacher will not tell the student how to spell the word but will instead pronounce the word again and exaggerate whatever element in the word the student has misspelled. Even if the student continues to misspell the word, the teacher does not tell the student the correct spelling of the word at this point.
6. The teacher asks students to say the word. The teacher says, "**Say the word.**"
7. Students say, "dis."
8. The teacher asks how many sounds are in the word. The teacher asks, "**How many sounds?**"
9. Students identify the number of sounds in the word. Students reply, "**three.**"
10. The teacher asks for the first sound in the word dis. The teacher asks, "**first sound?**" Students do not say the name of the letter *d* but instead make the sound, "/d/." The teacher writes the letter *d* on the board.
11. The teacher asks for second sound in the word dis. "The teacher asks, "**second sound?**" Students do not call out the name of the letter *i* but instead make the sound, "/i/" (short *i* sound). The teacher writes the letter *i* on the board.
12. The teacher asks for the third sound in the word dis. "The teacher asks, "**third sound?**" Students do not call out the name of the letter *s* but instead make the sound, "/z/." The teacher writes the letter *s* on the board.
13. Students check to make sure they have spelled the word correctly and make any changes in their spelling of the word at this time. Because this word contains the letter *s* where *s* represents its second sound, the letter *s* is double underlined at this time. If a word contains the letter teams *qu* or *ck*, those letter teams are underlined at this point. (Beginning on page 74 additional consonant teams are introduced.)

Page 5

Supplemental Materials

Flash Cards – Introduce Card Set A # 25 / Card Set C # 20. Review all cards previously introduced.

Information Teacher Presents or Reviews on this Page

The short *e* sound is introduced. The key word for short *e* is the word *egg*. The short *e* sound is the first sound you must make to say the word *egg*. In Lessons 12 and 13 the short *e* is followed by a consonant. In Lessons 14 and 15 the short sounds of *a* and *e* are reviewed, and the short sounds of *a* and *e* are followed by a consonant. For Lessons 14 and 15 review with your students the short sounds of *a* and *e*. It is vital to be precise when teaching the sounds of all letters but of particular importance when teaching the short sounds for each of the five vowels. Take as long as is necessary in these initial exercises. These basic sounds are the building blocks for the pronunciation of the entire English language, and thus these pages constitute the heart of the phonics program for teaching reading.

Student Exercises

Lesson 12 / Lesson 14

Students read the letter combinations in these lessons. (See the discussion of *Guided Oral Reading Practice* on pages 8 - 10.)

Lesson 13 (Quiz 6) / Lesson 15 (Quiz 7)

The teacher dictates the sounds represented by the letter combinations from these lessons. (See information under *Spelling Dictation* on pages 11 - 18.)

Page 6

Supplemental Materials

Flash Cards – Review all cards previously introduced.

The Reader – Read pages 3-4 (1st Ed.) or pages 5-8 (2nd. Ed.) on completing page 6.

Information Teacher Presents or Reviews on this Page

This page consists of three and four letter words which all contain the short *e* sound. Review the short *e* sound.

Student Exercises

Lesson 16 / Lesson 18

Students read the words in these lessons. (See the discussion of *Guided Oral Reading Practice* on pages 8 - 10.)

Lesson 17 (Quiz 8) / Lesson 19 (Quiz 9)

The teacher dictates the words in these lessons. (See information under *Spelling Dictation* on pages 11 - 18.)

Page 7

Supplemental Materials

Flash Cards – Review all cards previously introduced.

Information Teacher Presents or Reviews on this Page

This page is a review page with words containing short *a* and *e*. Review the sounds for short *a* and short *e*.

Student Exercises

Lesson 20 / Lesson 22

Students read the words in these lessons. (See the discussion of *Guided Oral Reading Practice* on pages 8 - 10.)

Lesson 21 (Quiz 10) / Lesson 23 (Quiz 11)

The teacher dictates the words in these lessons. (See information under *Spelling Dictation* on pages 11 - 18.)

Page 8

Supplemental Materials

Flash Cards – Review all cards previously introduced.

Information Teacher Presents or Reviews on this Page

This page consists entirely of sentences. In addition to the word lists that are found on most pages in this book, it is also helpful for students to have the opportunity to read sentences whose words contain those phonic elements recently presented.

Student Exercises

Lesson 24 / Lesson 26

Students read the sentences in these lessons. (See the information that immediately follows regarding the instructional procedure to use for this page.)

Lesson 25 / Lesson 27

The teacher dictates the sentences from these lessons. (See the information that immediately follows regarding the instructional procedure to use for this page.)

Procedure to Follow on Pages Consisting of Sentences

Throughout the first three sections of the book are located pages consisting entirely (*Sections One and Two*) or partly (*Section Three*) of sentences. These pages are evenly divided between nonsense sentences and sentences containing real words in the first two sections of the book; no nonsense words are used in the third section of the book. As in other lessons the instructional procedure is the same. Students are asked to read the sentences and then to spell the sentences. The procedure is somewhat modified to accommodate the fact that sentences are being presented rather than individual words in isolation.

Oral Reading Procedure With Sentences

Students read these sentences in a two-step process. The first time students read a sentence, students read each word in the sentence deliberately to make sure that they are correctly pronouncing each word in the sentence. After the students have correctly identified all of the words in the sentence, they reread the sentence and this time **read the sentence with expression**. The nonsense sentences are just that: nonsensical. They are, however, written to read and sound like an ordinary sentence would in English. Therefore in subsequent readings of these sentences, **students should attempt to read them as if they are speaking the sentence to another person in ordinary conversation**. Students have a lot of fun with this activity. Research has shown that guided oral reading practice helps to develop reading accuracy and fluency, skills that ultimately result in improved comprehension. For that reason students reread the sentences as many times as is necessary until they are able to read the sentences not only accurately but fluently and with expression as well. See page 9 for a list of five guided and repeated oral reading practice activities to use with these sentences. **Use both nonsense and real sentences for oral reading practice for all students regardless of their age.**

Spelling Dictation Procedure With Sentences

When you are dictating these sentences to your students, the procedure is the opposite of the procedure for oral reading. When dictating sentences for spelling, the teacher reads each sentence at least three times. The first two times a teacher reads a sentence to the students, the teacher reads the sentence fluently and with expression. Read both the nonsense sentences and the real sentences with expression. After the teacher reads the sentence twice with expression, she must read the sentence a third time and pronounce each word that is in bold individually and with exaggeration. **To hear sentence dictation exercises modeled, go to www.weallcanread.com and select the page titled *Online Instruction*. Listen to the dictation procedure modeled in Lessons 25 and 27.**

Repeat any word in bold as many times as is necessary so that students hear each individual sound in the word accurately. Remember to scan the words in each sentence prior to dictation to determine if any of the words contain one of the four elements that require a special dictation procedure. See pages 11 - 18 for more information.

All of the sentences contain some sight words; in the nonsense sentences these sight words enable the sentences to sound natural. Sight words are very common words, and students are almost certain to know them already; students know the spelling of sight words from memory. **(In these sentences the sight words are not in bold.) During dictation the teacher does not exaggerate the sounds within the sight words (the words not in bold) nor ask students to identify the number of sounds within those sight words. Students do not make any marks to the sight words such as underlining letter teams.** Only the words in bold are analyzed during the spelling dictation procedure to determine the number of sounds contained in them, the letter teams those

words might contain, and starting on page 62 in the core book, the syllable pattern numbers to associate with the vowels in words.

Use both nonsense and real sentences for spelling dictation for students through the fifth grade. Use only the nonsense sentences for spelling dictation for students in the sixth grade, middle school, high school, and beyond. The two exceptions to this recommendation for sixth grade students and beyond would be in the instance where students in these grades read and spell less than eighty percent of the real words from any given page correctly or in the instance where students are learning English as a second language.

Page 9

Supplemental Materials

Flash Cards – Review all cards previously introduced.

The Reader – Read pages 5-6 (1st Ed.) or pages 9-12 (2nd Ed.) on completing page 9.

The We All Can Read Phonics Game – Students play *Card Game One* upon completing this page.

Information Teacher Presents or Reviews on this Page

This page consists of two stories containing words with short *a* and short *e*. One story uses nonsense words; the other does not. In addition to the word lists that are found on most pages in this book, and the page containing sentences that is presented on the page immediately preceding this page, it is also helpful for students to have the opportunity to read stories whose words contain those phonic elements recently presented.

Student Exercises

Lesson 28 / Lesson 29

Students read the stories in these lessons. (See the information that immediately follows regarding the instructional procedure to use for this page.)

Procedure to Follow on Pages Consisting of Stories

Throughout the book are located pages consisting of stories. These pages are evenly divided between a nonsense word story and a real word story in the first two sections of the book; no nonsense words are used after the end of *Section Two*.

Oral Reading Procedure With Stories

Students read these stories but do not spell the words in them. The students' goal in reading these stories is for them to be able to read the stories with accuracy, fluency, and expression. Practice is the key to accomplish this task. The first time students read these stories they strive for accuracy; once accuracy is achieved, students reread these stories as many times as is necessary until they are able to read them not only with accuracy but with fluency and expression as well. The online audio files that accompany these stories are especially helpful for students to use to accomplish this goal. (Online subscription required.) Students read silently as they hear the stories read aloud on the online audio files. Students replay the online audio files as often as is necessary until they are able to read the stories with the same degree of skill as demonstrated on the online audio files. See page 9 for a list of five guided and repeated oral reading practice activities to use with these stories. **Use both nonsense and real stories for oral reading practice for all students regardless of their age.** (No nonsense words are used in the book after the end of *Section Two*.)