

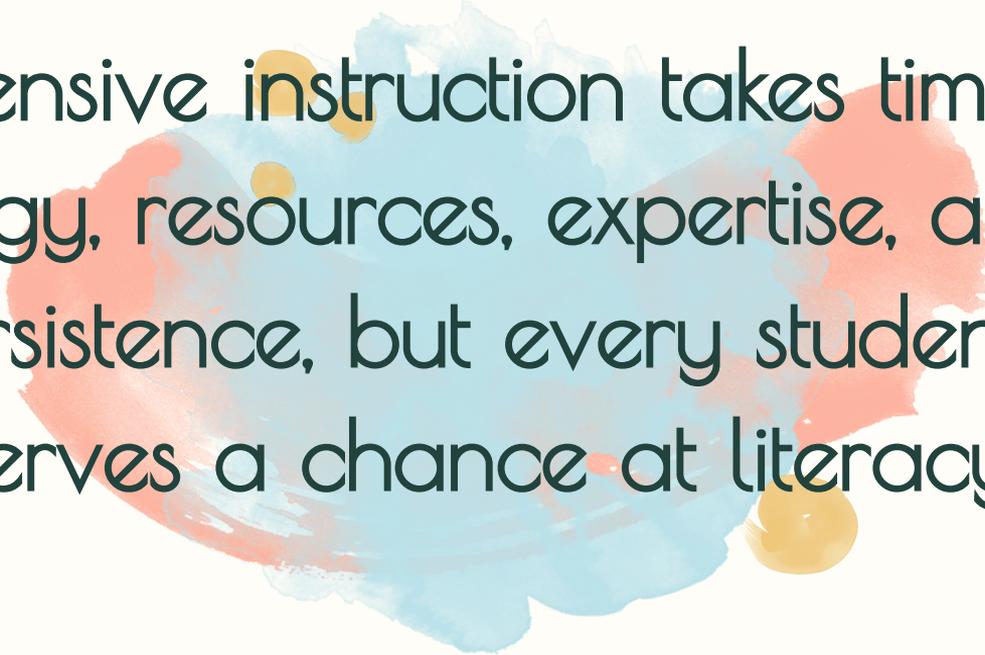


# 95 Percent Phonics

Tiffany Evans

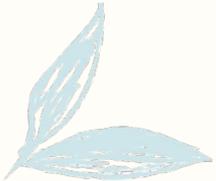
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“Intensive instruction takes time, energy, resources, expertise, and persistence, but every student deserves a chance at literacy.”

-Louisa C. Moats





# Learning Target #1

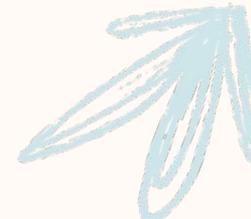
I am learning the significance of teaching phonics and implementing interventions to address knowledge gaps.



# Success Criteria

1. Understand how phonics relates to the Simple View of Reading.
2. Explain why intervening on Phonics would benefit your students and have an impact on their reading journey.





# Learning Target #2

I am learning how to adapt and utilize 95 Percent Phonics Lesson Library to diagnose and address phonics gaps my students may have.



# Success Criteria

1. Understand the materials found within the Phonics Lesson Library.
2. Teach a Phonics Lesson Library lesson.
3. Explain how to use Acadience data to determine when students should be given the Phonics Screener Inventory.
4. Practice administering the phonics screener inventory.
5. Determine program placement based off of test results.



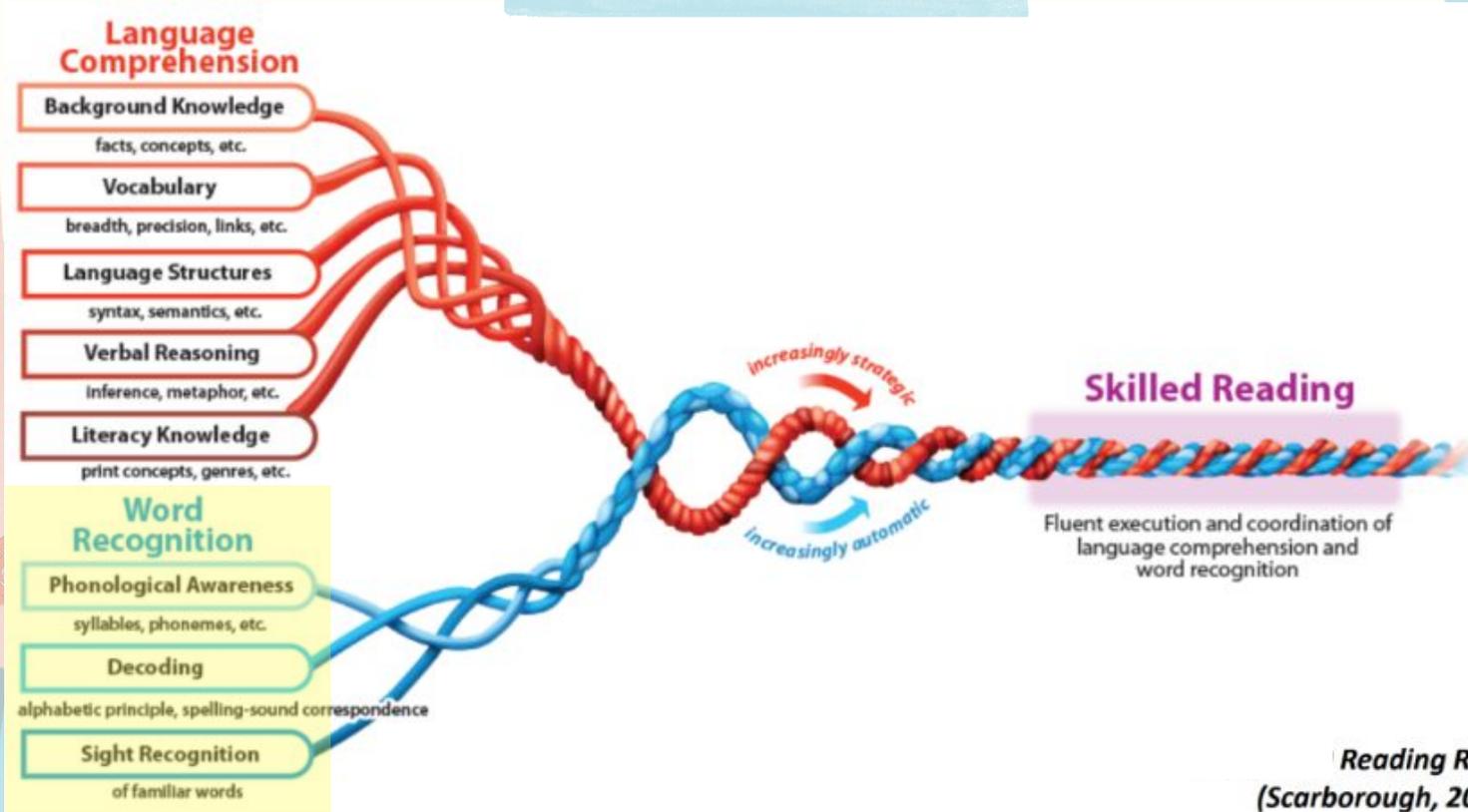
# The Simple View of Reading

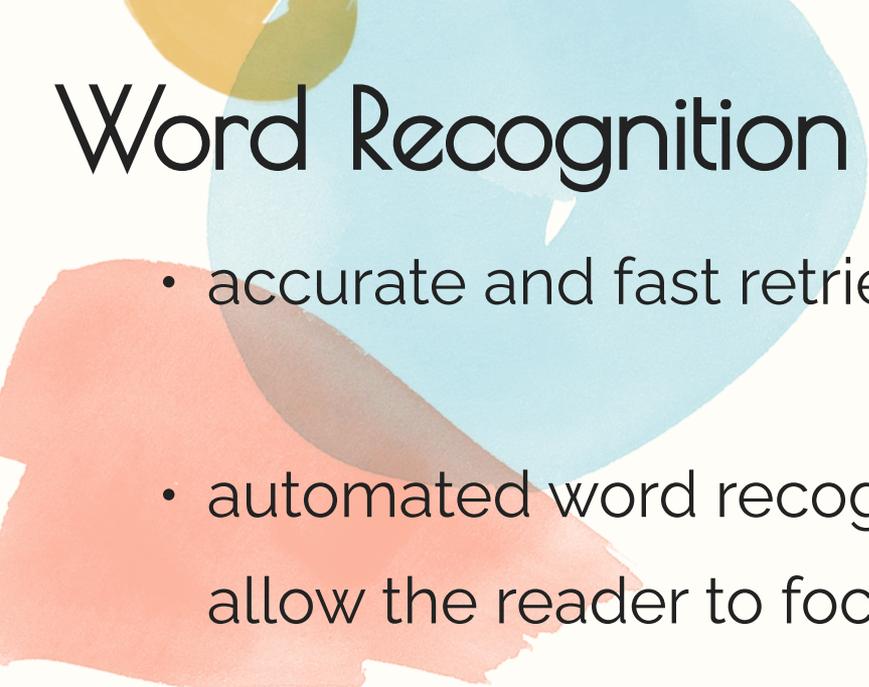


The two most important components of reading are the ability to decode the written word and the ability to comprehend the language of text.

Proficient readers have well-developed skills in both domains.

# The Reading Rope





# Word Recognition

- accurate and fast retrieval of decoded word forms
- automated word recognition frees mental resources to allow the reader to focus on the meaning of the text
- essential for the development of reading comprehension

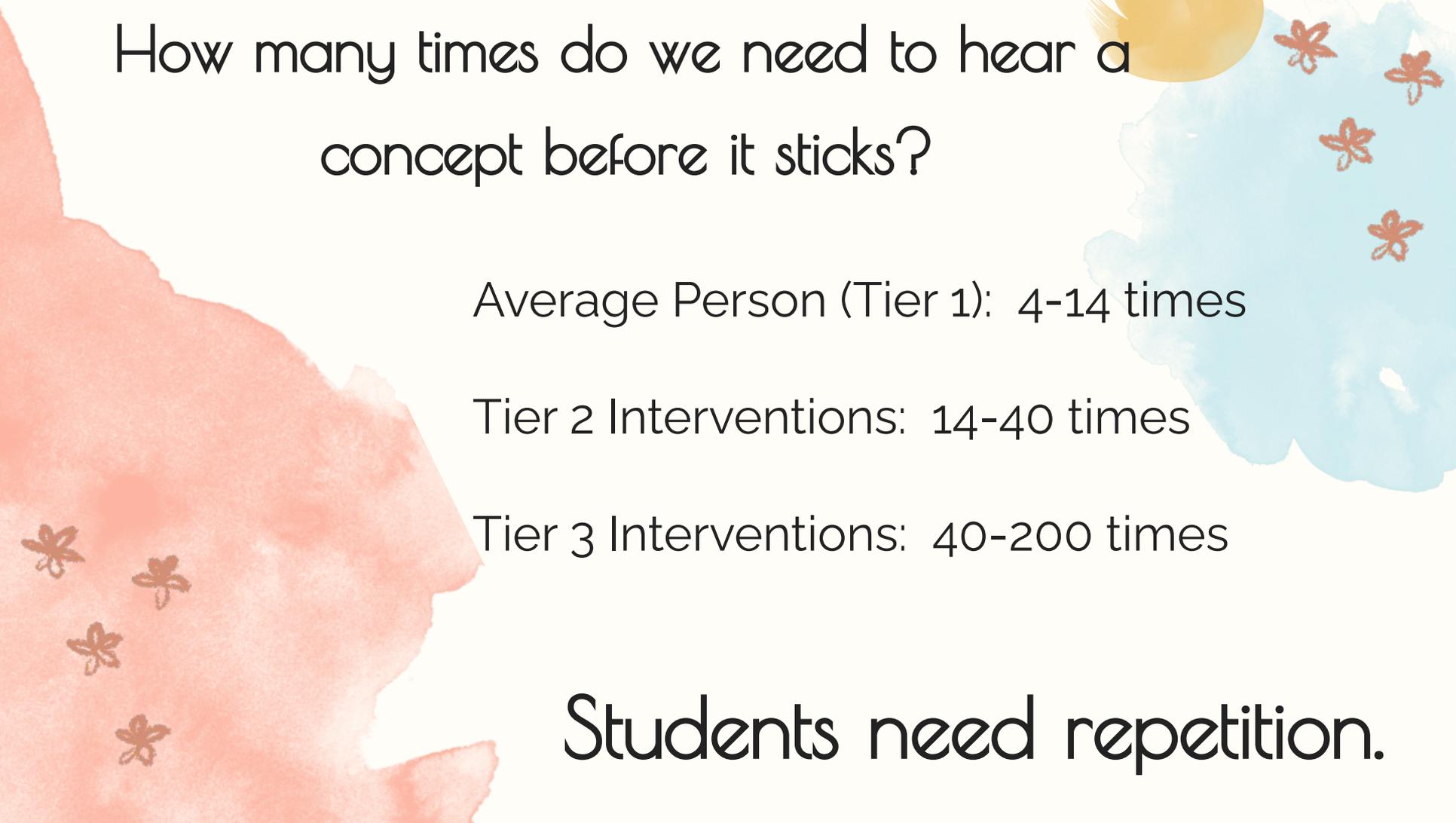
# Word Recognition

## Phonemic Awareness

- The main focus is on sounds/phonemes
- Deals with spoken language
- Students work with manipulating sounds and sounds in words

## Phonics

- The main focus is on graphemes/ letters and their corresponding sounds
- Deals with written language/print
- Both visual and auditory
- Students work with reading and writing letters according to their sound, spelling pattern, and phonological structure



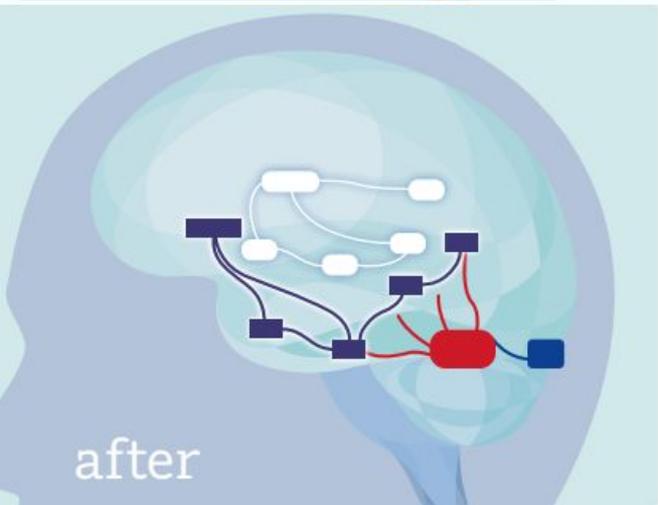
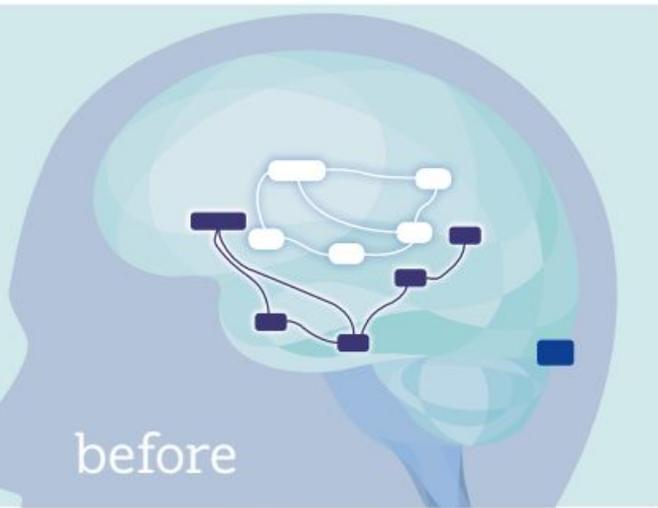
How many times do we need to hear a  
concept before it sticks?

Average Person (Tier 1): 4-14 times

Tier 2 Interventions: 14-40 times

Tier 3 Interventions: 40-200 times

Students need repetition.



Students need repetition.



# Phonics

## Word List 1

ngling

vjihx

qmonp

## Word List 2

brilling

stromps

remterfle

# Phonics

Words that DO NOT  
Follow English Patterns

---

ngling

vjihx

qmonp

Words that DO  
Follow English Patterns

---

brilling

stromps

remterfle

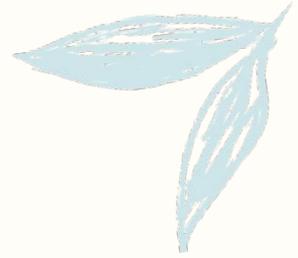
We learned in LETRS that English orthography has many letter patterns and constraints. Some graphemes are used to represent sounds only in the beginning, middle and end of a syllable. Knowledge of such conventions helps to speed up the decoding process and is important for spelling.

# Success Criteria

1. Understand the materials found within the Phonics Lesson Library.
2. Teach a Phonics Lesson Library lesson.
3. Explain how to use Acadience data to determine when students should be given the Phonics Screener Inventory.
4. Practice administering the phonics screener inventory.
5. Determine program placement based off of test results.
6. Know how to use and adapt the materials to meet the needs of your students.



# 95 Percent Phonics Lesson Library



- teacher-directed implementation paths
- targeted intervention to fill specific skill gaps
- systematic, sequential and explicit
- evidence based
- easy-to-use, fully-prepared lessons
- routine-based instruction
- small groups
- gradual release of responsibility

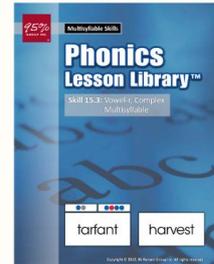
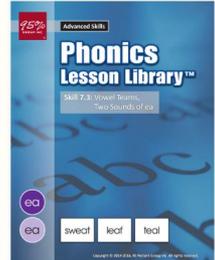
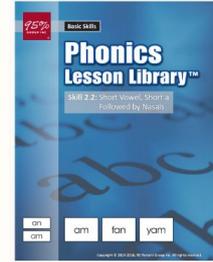


# 95 Percent Materials

The phonics lessons are broken into Basic, Advanced and Multisyllable.

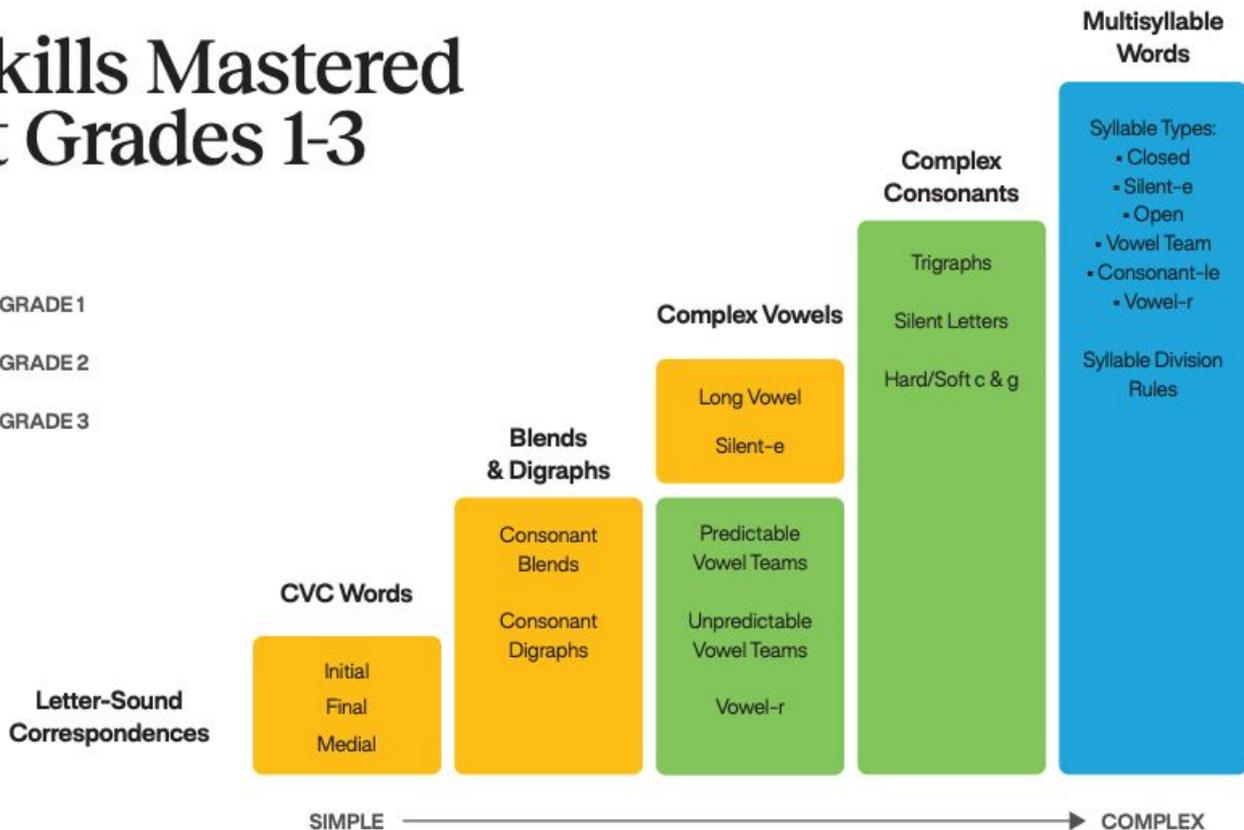
75 Weekly Lessons include:

- Weekly lessons broken into 5 days
- Three decodable text passages per skill
- Word lists
- Teacher word cards
- Student word cards
- Fluency Sheets
- Review Grids
- Comprehension questions
- End of Lesson assessments



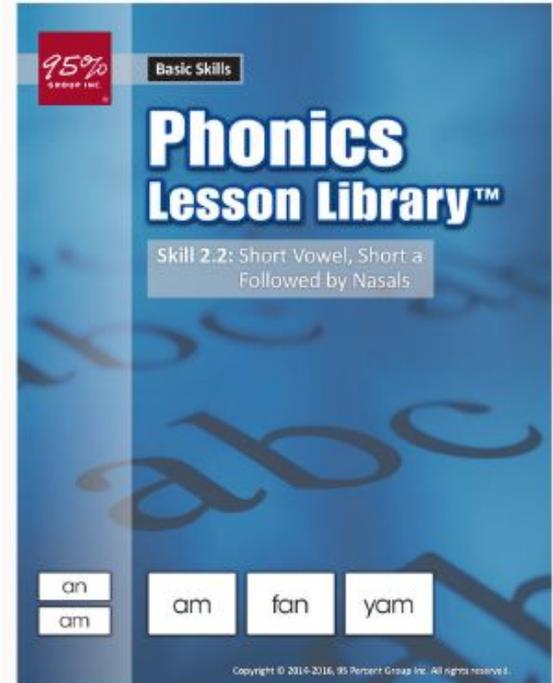
# Skills Mastered at Grades 1-3

- GRADE 1
- GRADE 2
- GRADE 3



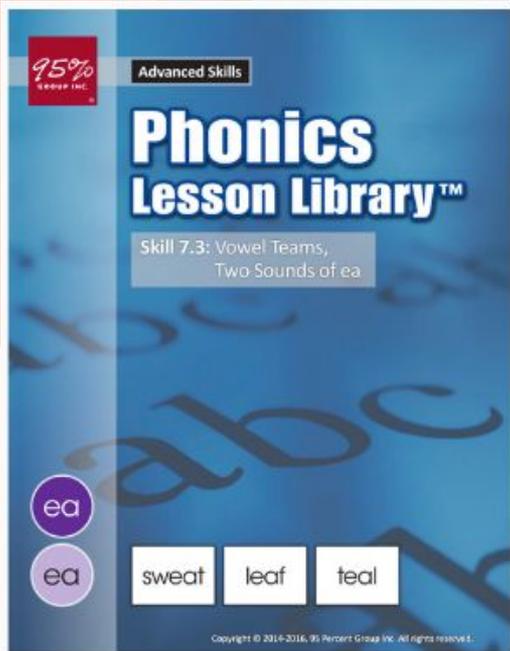
# Basic Phonics

- 32 evidence-backed weekly lessons
- Build a strong foundation of short vowels: 6 lessons
- Introduction to blends & past tense: 8 lessons
- Digraphs: 6 lessons
- Long Vowels and Phonograms: 12 lessons



# Advanced Phonics

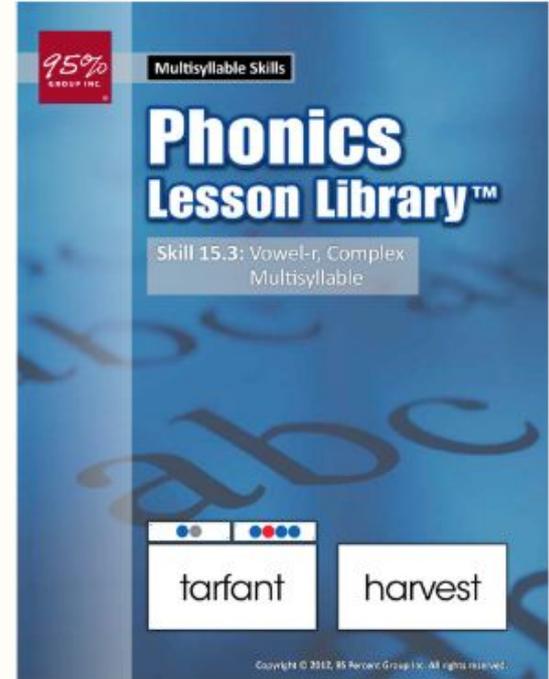
- 25 evidence-backed weekly lessons
- Predictable vowel teams: 5 lessons
- Unpredictable Vowel Teams:  
6 lessons
- Vowel-r: 6 lessons
- Complex Consonants and past tense:  
8 lessons



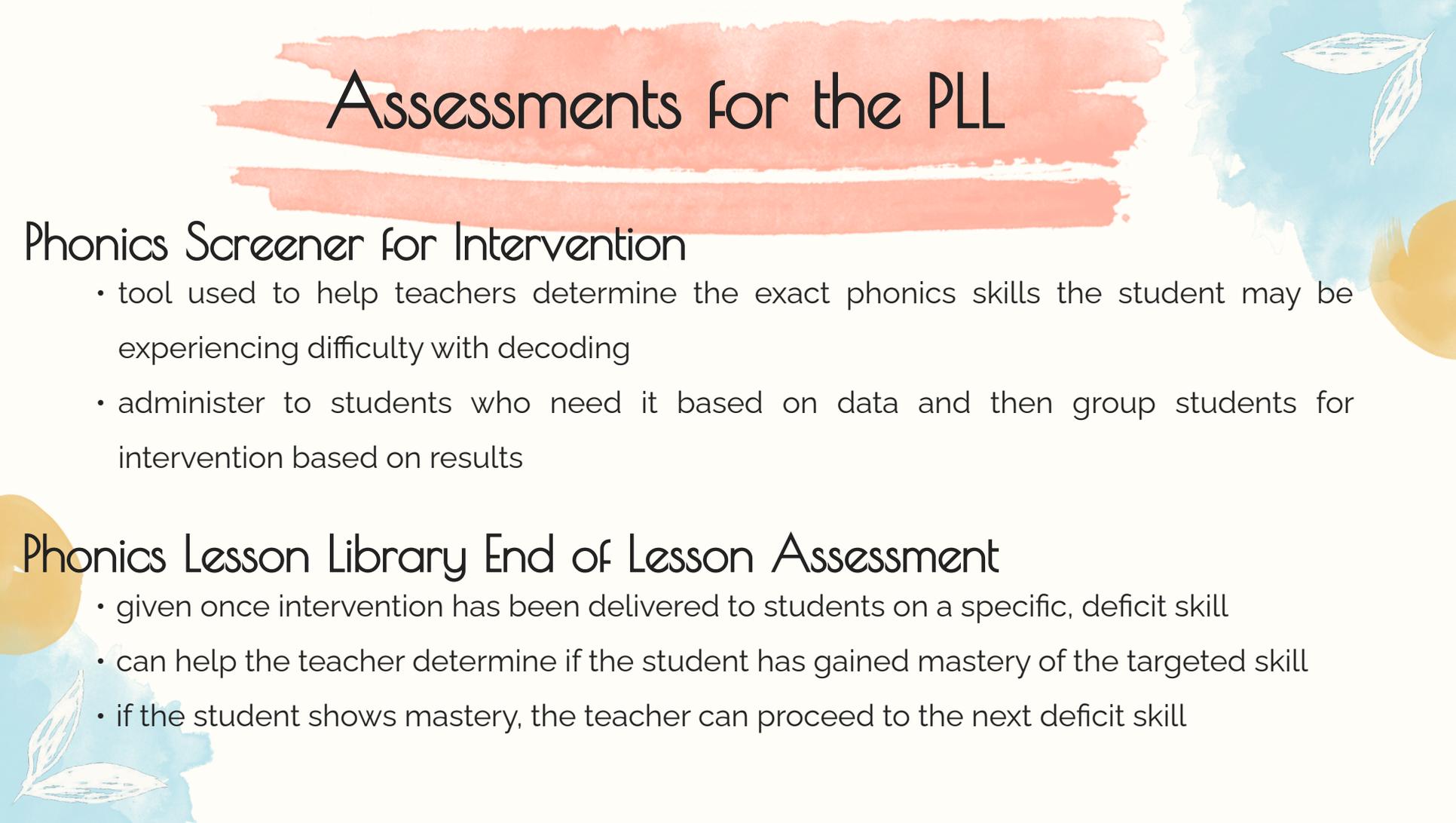
# Multisyllable Phonics

- 18 evidence-backed weekly lessons
- Teach the critical six syllable types in order of difficulty
  - Closed Syllable
  - Long Vowel, silent-e Syllable
  - Open Syllable
  - Vowel Team Syllable
  - Consonant -le Syllable
  - Vowel-r Syllable

The Mutisyllable lessons will always start with addressing the pattern in a **single** syllable (.\_1 lessons). Then students will learn the syllable type in **simple** multisyllables (.\_2 lessons) followed by **complex** multisyllables (.\_3 lessons).



# Assessments for the PLL



## Phonics Screener for Intervention

- tool used to help teachers determine the exact phonics skills the student may be experiencing difficulty with decoding
- administer to students who need it based on data and then group students for intervention based on results

## Phonics Lesson Library End of Lesson Assessment

- given once intervention has been delivered to students on a specific, deficit skill
- can help the teacher determine if the student has gained mastery of the targeted skill
- if the student shows mastery, the teacher can proceed to the next deficit skill

# Components of Effective Instruction in a 95 Percent Phonics Lesson

Each lesson you will have students:

- review a previous skill
- focus on the new concept
- read words
- spell words
- build reading fluency
- write dictated sentences
- practice reading the focus skill in a decodable passage

# 95 Percent PLL Materials Overview



## Teacher Lesson Plan Packet

- 20 page Lesson Plan for a complete five-day cycle
- Teacher Decodable Passages: 3 per skill that highlights the pattern words and underlines the sight words. The passages have a high number of target skill words and words that they should have already mastered.



# 95 Percent PLL Materials Overview

## Review Grids

- Used during the Review Portion of the lesson
- 2 sets for phonics
- 1 set for sight words

and	bend	blended	dented
ended	held	landed	lend
meld	melted	mend	planted
printed	rend	rented	sand
sifted	spend	tended	trend

that	who	please	this
says	want	like	was
will	pretty	with	they
brown	what	have	out

## Teacher Word Cards

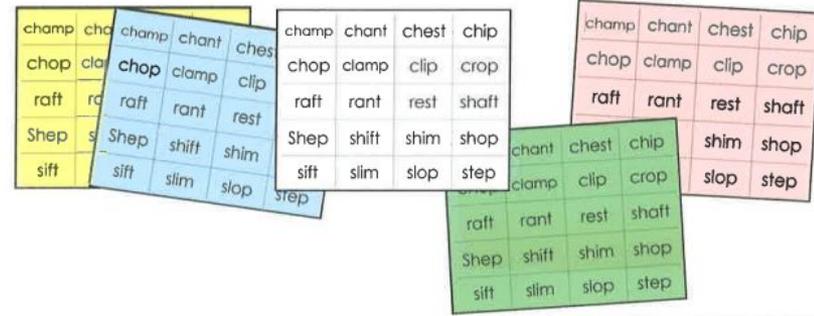
- 20 Large cards featuring target words
- 2 sets per lesson

chop	clamp
clip	crop

# 95 Percent PLL Materials Overview

## Student Word Cards

- Smaller, student-sized version of the teacher cards
- 20 words per set



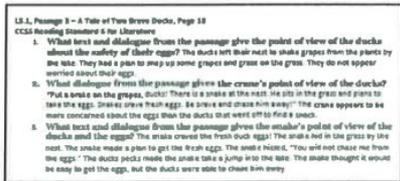
## Student Decodable Passages

- Three passages per sub-skill
- Place in sheet protectors



## Passage Comprehension Questions & Answers

- Three questions and answers per student per sub skill
- Aligned with the Common Core State Standards

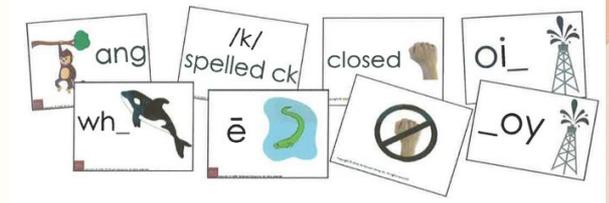




# 95 Percent PLL Materials Overview

## Sound-Spelling Cards and Multisyllable Header Cards

- Set of cards that feature illustrations or text to use during word sorting by phonics pattern
- Column Headers during the Word Sort portion of the lesson



## Teacher and Student Cumulative Passes & Parent Connection



# Online Resources

Each product will come with online access to the ancillary materials. These materials are for printing on demand and can replace items if needed.

## Logging In & Registering Products

1. Go to [my.95percentgroup.com/login.aspx](https://my.95percentgroup.com/login.aspx)
2. Create an account, sign in or use the forgot your password if you are unsure.
3. On the My Online Resources and Product page, click Register A New Product and enter the PLL registration code in your manual.
4. Click View Product Information, read the license information & terms, then click Register My Product.
5. Register all three versions of the Phonics Lesson Library: Basic, Advanced and Multisyllabic

# Matching Game

As a school team, try to match the term with the definition.

# 95 Percent PLL Lessons

All lessons of the PLL feature a combination of the following sections:

- Review
- Teach a New Concept
- Word Reading (including Word Fluency)
- Phrase and Sentence Reading Fluency
- Word Building
- Sentence Dictation
- Transfer to Text
- Comprehension Questions and Answers
- Passage Reading Fluency



# 95 Percent PLL Lessons: Review



## Expected Time for Tier 2: 2 minutes

The review section can be considered a warm-up so they are ready for the upcoming sections of the lesson. The activities are fast-paced and focused. Let's look at potential Phonemic Awareness activities.

**Phonemic Awareness:** Students are challenged to segment the sounds in words and add, delete or substitute sounds in words.

**Potential Tier 3 Adjustments:** Students use chips or blocks to represent the sounds in words. Build up to where they can respond without manipulatives and respond orally.

### Day 1 Lesson Plan for Phonics Intervention

Skill 2.3: Short Vowel, Short i One-Syllable Words

2 Minutes

**Review**

**Phonemic Awareness: Segmentation**

**MATERIALS** None

- Say \_\_\_\_\_. Finger-stretch the sounds you hear in \_\_\_\_.
- How many sounds did you hear?
- Which sound is first? In the middle? Last?

**GOAL** → Students accurately segment words and identify the position of sounds in words.

**WORD LIST**

In, it, sat, bit, zap, tan, fib, Tim, mad, gig, sis, fit, hid, sad, if, zip, sit, had, Jim, lid, fad, fig, dim

### Day 1 Lesson Plan for Phonics Intervention

Skill 10.2: Closed, Simple Multisyllable Multisyllable Words

2 Minutes

**Review**

**Phonemic Awareness: Isolation**

**MATERIALS** None

- Say \_\_\_\_\_. How many syllables are in the word?
- What's the vowel sound in the first syllable? Last syllable?

**GOAL** → Students accurately count syllables and isolate vowel sounds in two-syllable words.

antic	dentist	insist	picnic
basket	dispel	invent	pigment
campus	figment	magnet	tennis
catnip	gossip	mascot	today

### Day 1 Lesson Plan for Phonics Intervention

Skill 6.3: Vowel Teams, ai and ay One-Syllable Words

2 Minutes

**Review**

**Phonemic Awareness: Deletion**

**MATERIALS** None

- Delete /\_\_\_/. New word?

**GOAL** → Students accurately delete sounds from words to produce new words.

Deletion		
teen - /n/ = tee	seek - /k/ = see	meeek - /k/ = me
freed - /d/ = free	street - /s/ = treat	sneeze - /s/ = knees
feed - /d/ = fee	keep - /p/ = key	feet - /f/ = eat
sneer - /s/ = near	freed - /f/ = reed	wheat - /wh/ = eat

# 95 Percent PLL Lessons: Review

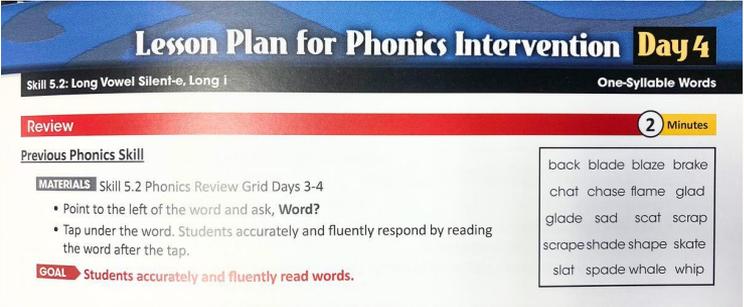
Expected Time for Tier 2: 2 minutes

**Previous Phonics Skills:** Teachers show students the Phonics Review Grids that include words containing the previous skill pattern for fluency practice.

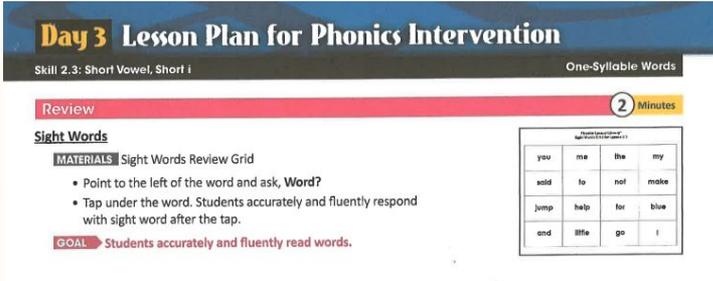
**Sight Words:** The sight word list are words for the PLL Decodable Passages.

**Potential Tier 3 Adjustments:** Create your own sight word review grid with the focus words for that student.

**Syllable Review:** Beginning with Skill 5.1, teachers write single and multisyllable words on the whiteboard. Students identify each words syllable type, vowel sounds and then read the word. There is a word list provided on Day 5 of the lesson plan.

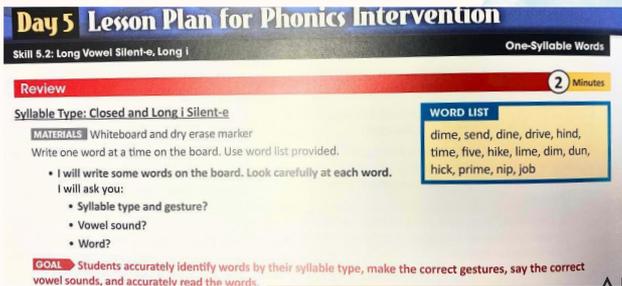


**Lesson Plan for Phonics Intervention Day 4**  
Skill 5.2: Long Vowel Silent-e, Long i One-Syllable Words  
Review 2 Minutes  
Previous Phonics Skill  
MATERIALS Skill 5.2 Phonics Review Grid Days 3-4  
• Point to the left of the word and ask, **Word?**  
• Tap under the word. Students accurately and fluently respond by reading the word after the tap.  
GOAL Students accurately and fluently read words.  
back blade blaze brake  
chat chase flame glad  
glade sad scat scrap  
scrape shade shape skate  
slat spade whale whip



**Day 3 Lesson Plan for Phonics Intervention**  
Skill 2.3: Short Vowel, Short i One-Syllable Words  
Review 2 Minutes  
Sight Words  
MATERIALS Sight Words Review Grid  
• Point to the left of the word and ask, **Word?**  
• Tap under the word. Students accurately and fluently respond with sight word after the tap.  
GOAL Students accurately and fluently read words.  

you	me	the	my
said	to	not	make
jump	help	for	blue
and	little	go	i



**Day 5 Lesson Plan for Phonics Intervention**  
Skill 5.2: Long Vowel Silent-e, Long i One-Syllable Words  
Review 2 Minutes  
Syllable Type: Closed and Long i Silent-e  
MATERIALS Whiteboard and dry erase marker  
Write one word at a time on the board. Use word list provided.  
• I will write some words on the board. Look carefully at each word. I will ask you:  
• Syllable type and gesture?  
• Vowel sound?  
• Word?  
GOAL Students accurately identify words by their syllable type, make the correct gestures, say the correct vowel sounds, and accurately read the words.  
WORD LIST  
dime, send, dine, drive, hind,  
time, five, hike, lime, dim, dun,  
hick, prime, nip, job

# 95 Percent PLL Lessons: Review

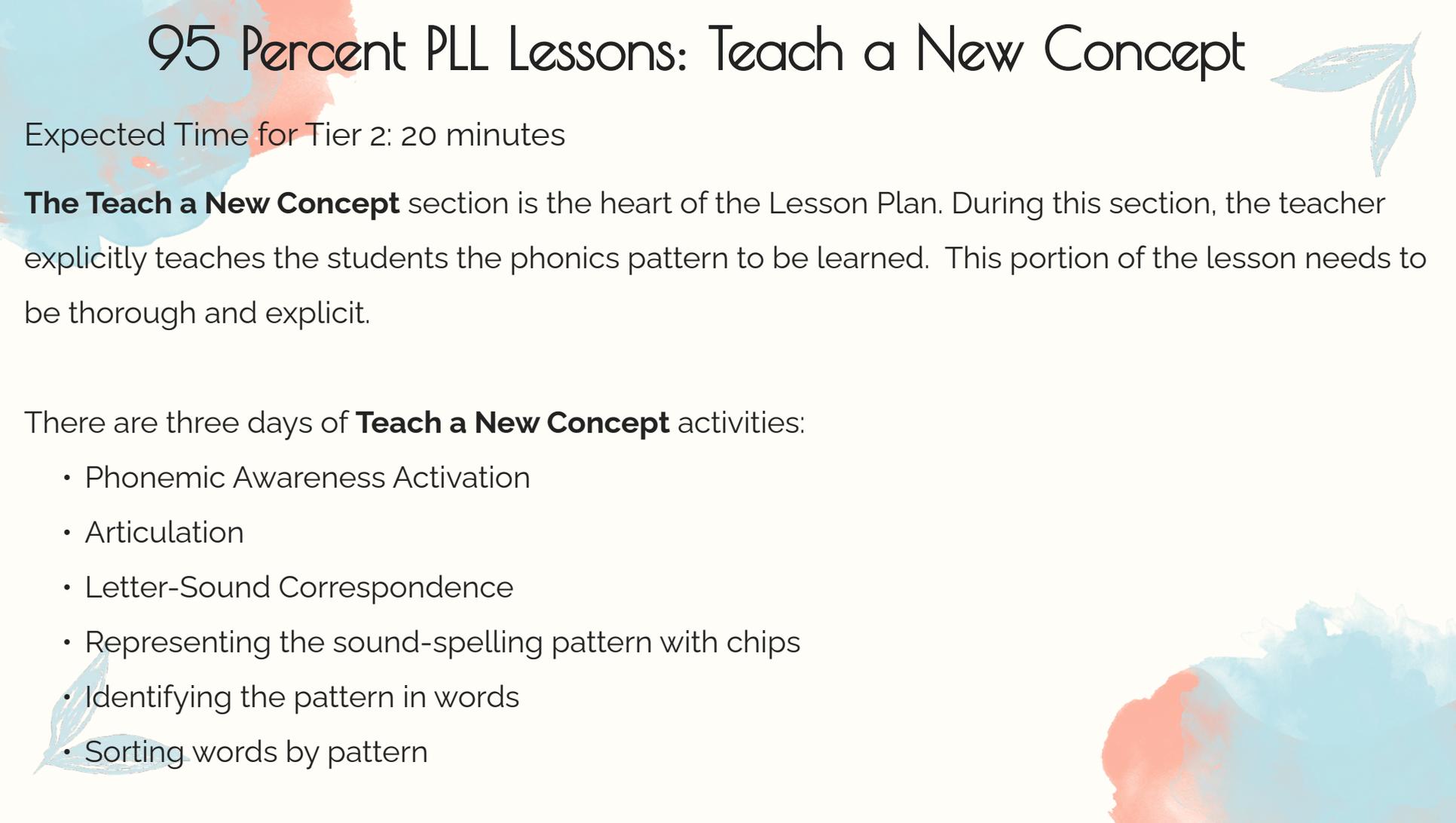
Expected Time for Tier 2: 2 minutes

## Lesson Plan Section: Review

Phonemic Awareness	Previous Phonics Skill	Sight Words	Syllable Review Materials
Materials Needed:	Materials Needed:	Materials Needed:	Needed:
Word List in Lesson Plan	Phonics Review Grids	Sight Word Review Grids	Word List in Lesson Plan

Watch the example lesson video & follow along using the teacher manual.

# 95 Percent PLL Lessons: Teach a New Concept



Expected Time for Tier 2: 20 minutes

**The Teach a New Concept** section is the heart of the Lesson Plan. During this section, the teacher explicitly teaches the students the phonics pattern to be learned. This portion of the lesson needs to be thorough and explicit.

There are three days of **Teach a New Concept** activities:

- Phonemic Awareness Activation
  - Articulation
  - Letter-Sound Correspondence
  - Representing the sound-spelling pattern with chips
  - Identifying the pattern in words
  - Sorting words by pattern
- 

# 95 Percent PLL Lessons: Teach a New Concept

## Can you hear the sound? (2 minutes)

The purpose of this activity is to determine if the students can hear the focus sound in words. Students raise their hand if they can hear the sound in a word. There is a word list for you in a box to the right. The word lists include words that contain the focus sound and contrast words.

### Teach New Concept

20 Minutes

#### 1. Can you hear the sound? 2 Minutes

**MATERIALS** None

- Today we are going to learn to read and spell words with the /i/ sound. Before we begin, I need to know if you can hear this sound.
- I'm going to say some words. If you can hear the /i/ sound, raise your hand. If you don't hear the /i/ sound, show me the "No" gesture (palm facing down, move hand from side to side).
- The first word is **fit**. Students raise hands.
- The next word is **fad**. Students make "No" gesture.

Using word list provided, say each word and ask students to raise hand or give "No" gesture.

#### 2. Can you make the sound? 3 Minutes

**MATERIALS** 1 mirror per student



**I DO** Teacher models.

- Watch my mouth. I'll say the /i/ sound.
- With my hand on my throat, I feel if there is a vibration when I say /i/. Since there is a vibration, the /i/ sound is voiced.
- The /i/ sound is a **continuant** because I can hold it without stopping. Listen, /i/.
- When I make the /i/ sound, my mouth is open and my chin drops. My lips are relaxed. My tongue is just behind my bottom teeth.

**WE DO** Hand out mirrors to students.

- Look in your mirror while making the /i/ sound. Is your mouth open or closed? Are your lips together or apart? Where is your tongue? Put your hand on your throat. Do you feel a vibration when you say /i/?
- I'm going to say some words. If you hear the /i/ sound in the word, say /i/. If you don't hear the /i/ sound, say "No."

Use word list provided. Listen for and correct articulation errors.

**GOAL** Students hear and make focus sound in spoken words.

#### WORD LIST Passage 1

bit, rag, hid, fig, jam, pip, an,  
did, bat, had, kid, Jim, fat, in, fit,  
fad, dig, fib, jig, dad

# 95 Percent PLL Lessons: Teach a New Concept

## Can you make the sound?

(2 minutes)

The purpose of this section is to determine whether students can produce the focus sound in the words.

In LETRS, they emphasize phonemes are distinguished from each other by the placement and action of the lips, teeth and tongue. This section will help you describe a phoneme's place and manner of articulation.

The focus sound will be described as voiced or unvoiced and as a continuant or stop sound. Students will be given mirrors for students to observe their own mouth making the focus sound.

Finally, you'll have each student say the focus sound if they hear it in a word. You'll use the word list found to the right.

### Teach New Concept

20 Minutes

#### 1. Can you hear the sound? ② Minutes

**MATERIALS** None

- Today we are going to learn to read and spell words with the /i/ sound. Before we begin, I need to know if you can hear this sound.
- I'm going to say some words. If you can hear the /i/ sound, raise your hand. If you don't hear the /i/ sound, show me the "No" gesture (palm facing down, move hand from side to side).
- The first word is fit. Students raise hands.
- The next word is fad. Students make "No" gesture.

Using word list provided, say each word and ask students to raise hand or give "No" gesture.

#### 2. Can you make the sound? ③ Minutes

**MATERIALS** 1 mirror per student

**I DO** Teacher models.

- Watch my mouth. I'll say the /i/ sound.
- With my hand on my throat, I feel if there is a vibration when I say /i/. Since there is a vibration, the /i/ sound is voiced.
- The /i/ sound is a continuant because I can hold it without stopping. Listen, /i/.
- When I make the /i/ sound, my mouth is open and my chin drops. My lips are relaxed. My tongue is just behind my bottom teeth.

**WE DO** Hand out mirrors to students.

- Look in your mirror while making the /i/ sound. Is your mouth open or closed? Are your lips together or apart? Where is your tongue? Put your hand on your throat. Do you feel a vibration when you say /i/?
- I'm going to say some words. If you hear the /i/ sound in the word, say /i/. If you don't hear the /i/ sound, say "No."

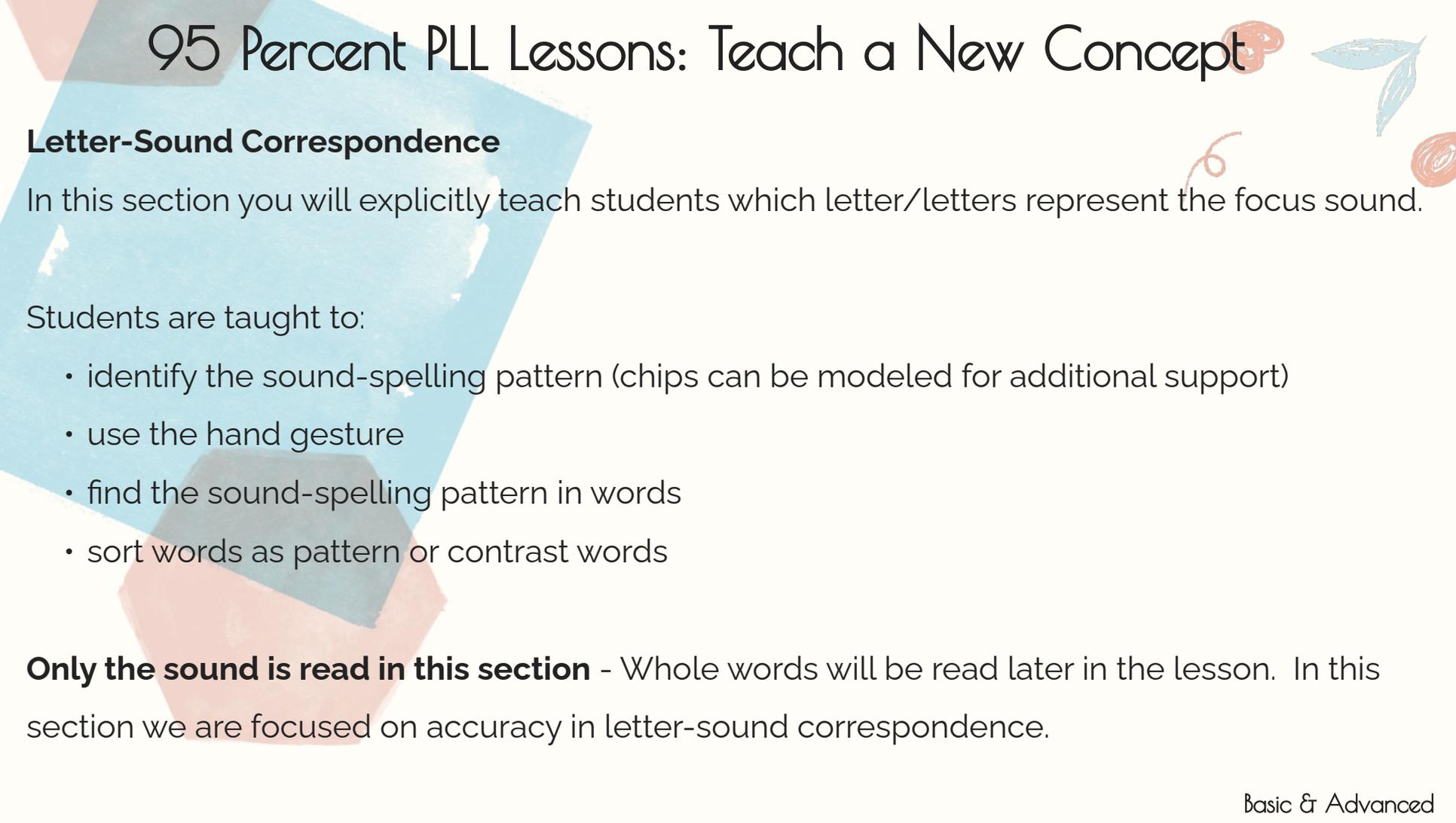
Use word list provided. Listen for and correct articulation errors.

**GOAL** Students hear and make focus sound in spoken words.

**WORD LIST** Passage 1

bit, rag, hid, fig, jam, pip, an,  
did, bat, had, kid, Jim, fat, in, fit,  
fad, dig, fib, jig, dad

# 95 Percent PLL Lessons: Teach a New Concept



## Letter-Sound Correspondence

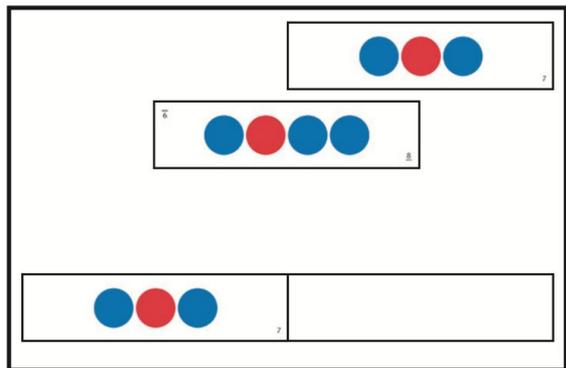
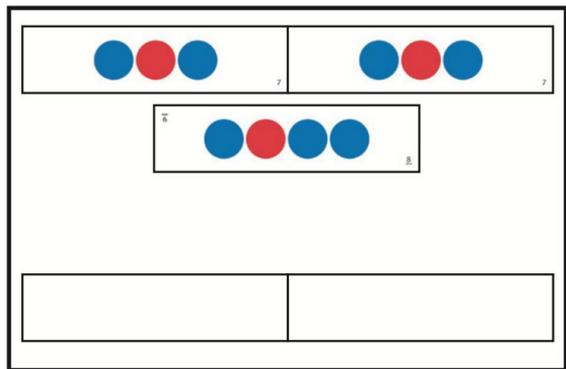
In this section you will explicitly teach students which letter/letters represent the focus sound.

Students are taught to:

- identify the sound-spelling pattern (chips can be modeled for additional support)
- use the hand gesture
- find the sound-spelling pattern in words
- sort words as pattern or contrast words

**Only the sound is read in this section** - Whole words will be read later in the lesson. In this section we are focused on accuracy in letter-sound correspondence.

# 95 Percent PLL Lessons: Teach a New Concept



## Can you identify the syllable pattern with chips?

In this section you will explicitly define and describe the syllable pattern.

- Use the syllable bars to divide the syllables
- Identify the syllable type

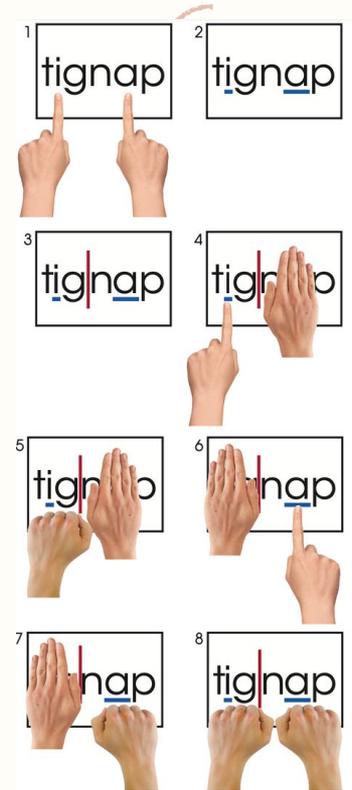
This instructional procedure is found in the Basic, Advanced and Multisyllabic skills.

When teaching the multisyllable lessons (ex. The .2 and .3 lessons), you will see the Teach a New Concept begins with identifying the pattern.

# 95 Percent PLL Lessons: Teach a New Concept

## Can you divide multisyllable words?

In this section you will practice the process to divide the word into syllables. You will show them the routine and gestures to help them identify the pattern and divide the words. You will use pseudowords and real words.



# 95 Percent PLL Lessons: Teach a New Concept

The identification of letter-sound correspondence is taught within a scaffolding framework of I Do, We Do, You Do.

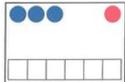
## I Do

- Identify and sort the focus pattern in words
- Display a word and explicitly model how to find the pattern & the gesture
- Do not read the word, just model the sound and finding it in the word

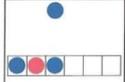
**MATERIALS** Sound and Spelling Chips, Sound-Spelling Mapping Mat (Phonics Chip Kits available from 95 Percent Group)

**GOAL** Teacher models.

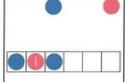
**FIND THE PATTERN:**  
Today we're learning to read and spell words with the short i pattern. The vowel letter *i* represents the /i/ sound, which is a short vowel sound. When a word has one vowel letter followed by one or more consonants, the vowel sound is short.



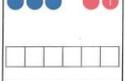
**1** I'm going to use chips to represent sounds in a word. The blue chips represent consonant sounds, and the red chip represents a short vowel sound.



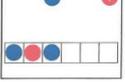
**2** The first word is *kid*. The sounds are /k/ /i/ /d/. Watch me pull down the chips for each sound: a blue chip for /k/, a red chip for /i/, and another blue chip for /d/. *kid*.



The blank red chip represents the /i/ sound, which is a short vowel sound. I'll replace the red sound chip with the red i spelling chip. Let's review: /k/ /i/ /d/, *kid*. The word *cat* has a short i vowel sound, which is spelled with the letter *i*.



Watch me try another word. I'll move the chips back to the top of the mat.



The next word is *cat*. The sounds are /k/ /a/ /t/. Watch me pull down the chips: /k/ /a/ /t/. I used the red sound chip for the vowel sound instead of the red i spelling chip. The word *cat* has a short vowel sound, but it's not the short i vowel sound. Let's review: /k/ /a/ /t/, *cat*.

Use word list on prior page to practice more words.

**GOAL** Students use sound and spelling chips to represent sounds in spoken words.

**MATERIALS** Teacher Word Cards Passage 1, Teacher Sound-Spelling Header Cards (short i and "No"), pocket chart

#### 4. Can you identify the pattern in words? **3 Minutes**

**GO** Teacher models.

Show the first Teacher Word Card. (*Jim*) I'll look for the short i pattern.

- First, I find the vowel letter. With your pointer finger, touch under the vowel letter *i*.
- There is one vowel letter, *i*.
- The vowel letter *i* is followed by one consonant. This word follows the short i pattern, and the vowel sound is /i/.

#### 5. Can you sort the cards by pattern? **7 Minutes**

**GO** Teacher models.

- I put the word card in the pocket chart under the Short i Header Card. Don't ask students to read words.
- Let me show you another word. Show contrast word. (*jam*)
- First, I find the vowel letter. Point below the vowel letter *a*.
- There is one vowel followed by one or more consonants. Because the vowel is a letter *a*, this word is not the short i pattern.
- I place the word card in the pocket chart under the "No" Header Card.



# 95 Percent PLL Lessons: Teach a New Concept

The identification of letter-sound correspondence is taught within a scaffolding framework of I Do, We Do, You Do.

We  
Do

- students and teacher work together to identify the sound-spelling pattern in words
- teacher answers with the students to help sort the remaining cards
- after a few words done accurately, the teacher stops answering and lets the students tell her the gesture, sound and card placement

**WE DO** Sort all of the remaining Teacher Word Cards into the pocket chart.

- Let's sort more words together. I'll answer and gesture with you.
- Pretend to touch the vowel letter.
- How many vowel letters? **1**
- Is the one vowel letter an **i**?
  - Yes—Ask:
    - What's the letter pattern? **One vowel followed by one or more consonants**
    - Sound? **/i/**
    - Where should we place this word card? **Under the Short i Header Card**
  - No—Ask:
    - Where should we place this word card? **Under the "No" Header Card**

Teacher stops answering with students once they are accurate.

**GOAL** Students describe the short vowel pattern as a single vowel letter followed by one or more consonants. Students identify words that contain the pattern and produce the short vowel sound.



# 95 Percent PLL Lessons: Teach a New Concept

The identification of letter-sound correspondence is taught within a scaffolding framework of I Do, We Do, You Do.

You  
Do

- gives students the opportunity to practice the skill with their own individual materials
- teacher still provides guidance and support as needed- not truly independent
- students would get their own set of cards and practice sorting

**WE DO** Sort all of the remaining Teacher Word Cards into the pocket chart.

- Let's sort more words together. I'll answer and gesture with you.
- Pretend to touch the vowel letter.
- How many vowel letters? **1**
- Is the one vowel letter an **i**?
  - Yes—Ask:
    - What's the letter pattern? **One vowel followed by one or more consonants**
    - Sound? **/i/**
    - Where should we place this word card? **Under the Short i Header Card**
  - No—Ask:
    - Where should we place this word card? **Under the "No" Header Card**

Teacher stops answering with students once they are accurate.

**GOAL** Students describe the short vowel pattern as a single vowel letter followed by one or more consonants. Students identify words that contain the pattern and produce the short vowel sound.



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The identification of letter-sound correspondence is taught within a scaffolding framework of I Do, We Do, You Do.

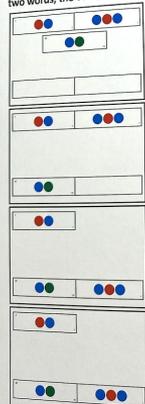
I Do

- Identify the pattern with chips
- Display a word and explicitly model how to split the syllable & the gesture
- Tell the vowel sound in each side of the syllable

**Teach New Concept**  
1. **Can you identify the syllable pattern with chips?** (5 Minutes)  
(Note: This step is optional if phonics chips are not available.)  
**MATERIALS** Syllable bars, Sound-Spelling Mapping Mat (Phonics Chip Kits available from 95 Percent Group)

**1 DO** Teacher models.

**FIND THE PATTERN:**  
to read and spell multisyllable words with the open syllable pattern. The open syllables have Today we're learning to read and spell multisyllable words with the open syllable pattern. The open syllables have a single vowel letter followed by no consonants. The vowel sound is long. In this lesson, when we divide between two words, the vowel sounds are separated by a single consonant.



I'm going to use syllable bars to represent open syllables in a multisyllable word. Remember, blue chips represent consonants, red chips represent a short vowel sound, and a green chip represents a long vowel sound.

Watch how I decide which syllable to use. The word is **demid**. Clap syllables. Since I hear two syllables in this word, I'll need two syllable bars. Watch how I decide which syllable bars to use. Watch how I decide which syllable bars to use. The first syllable **de**, has the sounds /d/ /e/. I hear two sounds and the vowel sound is long, so I'll move the blue-green syllable bar to cover the first box.

The next syllable is **mid**. The sounds are /m/ /i/ /d/. There are three sounds and the vowel sound is short, so I'll move a blue-red-blue syllable bar to cover the second box.

Each syllable bar represents a syllable. When the syllable bars are placed side by side to represent the word **demid**, I can see the syllable bars are divided between the first vowel and the middle consonant. When only one consonant is between the vowel sounds, we usually divide the word after the vowel. The syllables are **de - mid**. The word is **demid**. The color on the syllable bars are blue-green and blue-red-blue.

Use pseudoword list on page 3 to practice more words.

**GOAL** Students use sound chips and syllable bars to represent sounds in spoken words.

NOTE: Use syllables #1, #7, and #19.

**MATERIALS** Pseudoword List, whiteboard, colored markers (black, blue, and red)

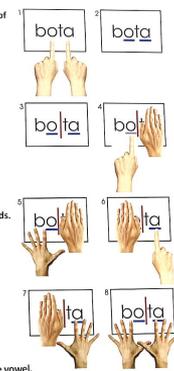
2. **Can you divide multisyllable words?** (13 Minutes)

**1 DO** Teacher models process to divide two-syllable pseudowords.

- Now that you know how to identify and read an open syllable, we'll use that knowledge to divide two-syllable words where one or more of the syllables is open. Watch what I do to figure out where to divide this multisyllable pseudoword. A pseudoword is not a real word but looks like one and follows the same rules as real words.
- Use black marker to write the pseudoword **bota** on a whiteboard. Look at this multisyllable pseudoword.
- **Find and Underline Vowels:**
  - First, I find the vowels. I see vowel letters **o** and **a**.
  - I touch below **o** with my left index finger and below **a** with my right index finger. Touch under the vowels.
  - I underline the letter **o** because it spells the first vowel sound. Use blue marker. I underline the letter **a** because it spells the second vowel sound.
  - This word has two vowel sounds; therefore, it has two syllables.
- **Divide Syllables:**
  - I look to see how many consonants are between the vowel sounds.
  - When there is only one consonant between the vowel sounds, there are two ways we can divide the word.
  - Most of the time we divide after the first vowel letter.
  - This word is divided between the **o** and **t**. I draw a line to show where to divide the word. Use red marker to draw a vertical line between the syllables.
- **Identify Syllables and Vowel Sounds:**
  - Look at the first syllable. With my right hand, I'll cover the second syllable. Use left pointer finger to point to the vowel in first syllable.
    - I see one vowel letter. There are no consonant letters after the vowel. This is an open syllable. I'll make an open hand under the syllable.
    - Since this is an open syllable, the vowel is pronounced with its long sound, /o/.
  - Look at the second syllable. With my left hand, I'll cover the first syllable. Use right pointer finger to point to vowel in second syllable.
    - I see one vowel letter. There are no consonant letters after the vowel. This is an open syllable, so I'll position an open hand under the syllable.
    - Since this is an open syllable, the vowel is pronounced with its long sound, /a/.
  - Now, I'll show the whole word. This is an open-open word. Make an open hand under each syllable by using both hands. Do not read the word.

Use word list above to practice more pseudowords

**WORD LIST Set 1**  
Pseudowords (no cards): bota, bapon, demid, ilo, jomas, kesot, masag, nolla, opti, ropap, sabo, tino



# 95 Percent PLL Lessons: Teach a New Concept

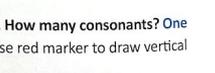
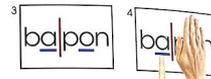
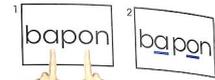
The identification of letter-sound correspondence is taught within a scaffolding framework of I Do, We Do, You Do.

We  
Do

- students and teacher work together to identify the patterns in the syllables
- teacher answers with the students to help divide syllables in the remaining cards
- after a few words done accurately, the teacher stops answering and lets the students tell her the gesture, sound and card placement

**WE DO** Teacher and students divide two-syllable pseudoword together. I'll gesture and answer with you.

- Let's divide two-syllable pseudowords together. (*bapɔn*) Look at this multisyllable pseudoword.
- Use black marker to write the pseudoword. (*bapɔn*)
- **Find and Underline Vowels:**
  - (1) First pretend to touch the vowel letters. Students hold up pointer finger on each hand.
  - (2) Which letters should I underline to represent the vowel sounds? *a* and *o* Use blue marker to underline vowel letters.
  - How many vowel sounds? Two How many syllables? Two
- **Divide Syllables:**
  - (3) Look between the vowel sounds. How many consonants? One
  - Using the most common division rule, where should we divide when there is only one consonant between the vowel sounds? *Between a and p* Use red marker to draw vertical line between syllables.
- **Identify Syllables and Vowel Sounds:**
  - (4) Look at the first syllable. Cover second syllable with right hand.
    - With your left pointer finger, pretend to touch the vowel letter.
      - How many vowel letters? One
      - Is it followed by one or more consonants? No
    - Syllable type? *Open* Show the gesture for open using your left hand.
    - Sound? /*a*/
  - (5) Look at the second syllable. Cover first syllable with left hand.
    - With your right pointer finger, pretend to touch the vowel letter.
    - How many vowel letters? One
    - Is it followed by one or more consonants? Yes
    - Syllable type? *Closed*
    - Show the gesture for closed with your right hand. Closed fist.
    - Sound? /*o*/
- **Divide Syllables (Second Way):**
  - (9) Let's try dividing it a second way. Look between the vowel sounds. How many consonants? One
  - What is the other way to divide this word? *Between the p and a* Use red marker to draw vertical line between syllables.
- **Identify Syllables and Vowel Sounds:**
  - (10) Look at the first syllable. Cover second syllable with right hand. Pretend to touch the vowel letter. Students hold up pointer finger on left hand.
    - How many vowel letters? One Is it followed by one or more consonants? Yes
    - Syllable type? *Closed* Show the gesture for closed using your left hand. Closed fist
    - Sound? /*a*/



# 95 Percent PLL Lessons: Teach a New Concept

The identification of letter-sound correspondence is taught within a scaffolding framework of I Do, We Do, You Do.

You  
Do

- gives students the opportunity to practice the skill with their own individual materials
- teacher still provides guidance and support as needed- not truly independent
- students would get their own set of cards and practice dividing syllables or use a whiteboard to show how to divide

**YOU DO** Students independently divide two-syllable pseudowords. (7) Minutes

**MATERIALS** Teacher Real Word Card Set 1; Whiteboard and markers for each student (black, blue, and red)

- Now it's your turn. I will place a word card in front of you. Write this word on your whiteboard with your black marker.
- Using your pointer fingers, find the vowel letters. Underline them with your blue marker.
- Look between the two vowel sounds to decide where to divide. Draw a red line between the syllables. Remember, if there are two or more consonants between the vowel sounds, divide between the two consonants unless there are blends and digraphs that stay together.
- Gesture and say each syllable type. Say each vowel separately.
- I'll give you another word when you're done.

**GOAL** Students identify the open multisyllable pattern in words, correctly divide the words into separate syllables, make the correct gestures, and produce the appropriate vowel sounds.

# 95 Percent PLL Lessons: Word Reading Accuracy

In this section, students are expected to put these skills to use to accurately read pattern and contrast words. The I Do, We Do, You Do model is still used.

I Do

- Teacher explicitly models gesturing for the syllable type, say the sound and then read the word

We Do

- students read the words with the teacher
- once words are read accurate, the teacher only points and lets the students read

You Do

- Students use the word cards to touch the pattern, produce the sound and then read the word
- all the contrast words contain patterns that have previously learned

## Word Reading Accuracy

4 Minutes

### Can you read the words?

**MATERIALS:** Teacher Word Cards Passage 1, Teacher Sound-Spelling Header Cards (short i and "No"), pocket chart

### I DO Teacher models.

- Now we'll read some words. Watch what I do to read this word.

Show the first Teacher Word Card. (hid)

- First, I decide if this is a short i or not short i pattern.
- I find the vowel letter. With your pointer finger, touch the vowel. There is one vowel letter.
- There is a single i followed by a single consonant. Tap finger below the vowel.
- The vowel sound is short /i/.
- I sweep a finger under the word and say, hid.
- This word follows the short i pattern. I read the word, and place the card under the Short i Header Card.

- I'll read another word. Show the Teacher Word Card for a contrast word. (had)

- I find the vowel letter and touch under it.
- There is only one vowel letter. Tap the vowel.
- It is not a short i.
- The vowel sound is short a. The word is had.
- I read it, and place the card under the "No" Header Card.

### WE DO Read the remaining Teacher Word Cards.

- Let's read more words together. I'll answer with you.
- Find the vowel letter and pretend to touch it. Students pretend to touch the vowel letter(s) on the teacher card.
- Check for the pattern. How many vowel letters are there? 1
- Is the one vowel letter an i that is followed by a single consonant? Does this word have a short i sound?
  - Yes: Tap under the vowels with pointer finger and ask, Sound? Sweep a finger under the word and ask, Word?
  - No: Read the word.
- Where should we place this word card? Answer varies.

Teacher stops answering with students once they are accurate and fluent.

**GOAL** Students accurately identify words that follow the short i pattern, say the correct vowel sounds, and accurately read the words.

### WORD LIST Passage 1

**Pattern Words:** bit, did, dig, fib, fig, fit, hid, in, jig, Jim, kid, pip  
**Contrast Words:** an, bat, dad, fad, fat, had, jam, rag

i	NO
hid	had
bit	bat

# 95 Percent PLL Lessons: Word Reading Accuracy Multisyllabic

In this section, students are expected to put these skills to use to accurately read pattern and contrast words. The I Do, We Do, You Do model is still used.

I Do

- Teacher explicitly models gesturing for the syllable type, say the sound and then read the word

We Do

- students read the words with the teacher
- once words are read accurate, the teacher only points and lets the students read

You Do

- students independently read Student Pseudowords and Real Word Cards.
- Review the process before they start

Multisyllabic Words | Day 1  
Skill 11.3: Long Vowel Silent-e, Complex Multisyllabic

Word Reading Accuracy 10 Minutes

Can you read the multisyllabic words?

MATERIALS Teacher Pseudoword Cards Set 1

I DO Teacher models process to divide and read two-syllable pseudowords. 2 Minutes

Now that we can identify and divide a word into syllables, we'll read some two-syllable words where at least one syllable is silent-e.

Watch what I do to read this multisyllabic pseudoword. Show the first Teacher Word Card. (*misgrade*)

(1) First, I find the vowel letter or letters. I'll use my fingers on both hands to touch under the vowel letters.

I decide where the word is divided. I see three consonants between the vowels.

(2) I know the letters *gr* are a two-letter blend, so I'll keep them together. I divide between *s* and *g*.

I'll read the first syllable. Cover second syllable with right hand.

(3) The syllable type is closed. I'll make a closed fist.

(4) Point under the vowel. I tap under the vowel and say the sound, /i/. Point to the beginning of the syllable. I sweep my finger and read the syllable, *mis*.

Now I'll read the second syllable. Cover first syllable with left hand.

(5) The syllable type is silent-e. I'll make a v-shape.

(6) Point under the vowels. I tap under the vowels and say the sound, /e/. Point to the beginning of the syllable. I sweep my finger and read the syllable, *grade*.

(7) Now I'll read the whole word. I'll sweep my finger and read the word, *misgrade*.

WORD LIST Set 1  
Pseudowords (cards): *apxplode, bonclete, diftrupe, digplate, fimstope, imglabe, lackvape, lishspite, misgrade, musgrade, noxspane, sutplive*

Multisyllable

# 95 Percent PLL Lessons: Word Reading Fluency



Students build fluency by using the Fluency Sheets. Students can use the progress monitoring sheet to track their individual progress. You will use the specific skills fluency sheets for this section of the lesson plan.

## Word Reading Fluency

5 Minutes

**MATERIALS** 1 Fluency Progress Monitoring Graph per student,  
1 Fluency sheet (words and 2-3 word phrases) per student.

- In a moment I'll give you a list of words. Leave the paper face down until you hear the signal to start.
- When it's time to start, turn the paper face up and begin reading across the page to your partner. If you finish before time is up, start at the top and read it again.
- Your goal is to read at a quick, yet comfortable, pace so that you get as many words correct as possible.
- Ready? Start. After 1 minute, say "stop."
- Record the number of words read and number of errors. Erase and be ready to switch roles. Repeat timing for other partner.
- Now that you have both read, calculate your number of words read correctly by subtracting errors from words read. Then add a bar to your graph and shade it in.

**GOAL** Students accurately and fluently read words.

Words			
bike	side	pine	live
hike	mile	drive	pike
fine	slide	fire	hide
trip	mine	hide	wide
life	ride	nive	live
time	mine	like	bite
like	pipe	fire	wife

2 to 3 Word Phrases			
to the lake	in my life	down the pike	on a bike
when they ride	for his life	for a time	over the line
to Pine Lake	with a pin	from the fire	past the line
of the mine	after the ride	in the hide	like a life
of the pike	on they hide	into the pike	to the mine
on its side	of the mine	like a pin	under a pipe
on it drives	by the side	of the size	up the pike

Progress Monitoring Table and Graph									
Name: _____									
Date: _____									
Progress Monitoring Table									
Words	Read	Errors	Words Read Correctly	Bar Graph					
1-2									
3-4									
5-6									
7-8									
9-10									
11-12									
13-14									
15-16									
17-18									
19-20									
21-22									
23-24									
25-26									
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89-90									
91-92									
93-94									
95-96									
97-98									
99-100									





# 95 Percent PLL Lessons: Word Building

This portion of the lesson plan provides students an opportunity to apply their knowledge in writing or making the word with the new focus pattern. These activities follow the I Do, We Do, You Do modeling cycle. Each lesson will have the students complete one of the following activities:

## Sound-Spelling Mapping

- students listen for sounds in a word and write the letters that represent those sounds in the Sound-Spelling map
- each box will end up containing a sound represented by letters

## Word Chains

- structured activity in which students change or add/delete on sound/letter of a word at a time to make a new word
- Word choices are controlled by the instructor

One-Syllable Words Skill 5.2: Long Vowel Silent-e, Long I **Day 2**

**Word Building** 5 Minutes

**Sound-Spelling Mapping**

**MATERIALS** Sound-Spelling Mapping paper and pencils/dry erase markers

**I DO** Teacher models. ① Minute

- Today you'll learn how to spell words that have the long vowel silent-e syllable type. Watch how I use the Sound-Spelling Mapping paper. Each box holds only one sound.
- The word is *bike*. I'll segment the word and tap one box for each sound I hear: /b/ /i/ /k/. I heard three sounds.
- Now I'll write the letters that represent each sound. Write letters in boxes. The word is *bike*.
- I put the silent-e in the box with the letter d. The silent-e cannot be in a box by itself because it doesn't spell a sound—it's part of the long vowel silent-e pattern. Write the e smaller and in the bottom of the box with the d. **OPTIONAL:** Draw a v-shape from the l to the small letter e.

Model with contrast word. (bidi)

**WE DO** Teacher and students spell words. ① Minute

- Let's practice listening for sounds and writing the letters. The word is *bike*. *Bike? Bike?*
- Tell me the sounds in *bike*: /b/ /i/ /k/ How many sounds did you hear? 3
- Ask students to produce each sound and letter as you write them in the box.
- Let's spell one more word. Repeat with contrast word. (bidi)

**YOU DO** Students independently spell words. ① Minute

- Now, it is your turn. I'll give each one of you a word to spell.

Give each student his or her own word to spell. Monitor for accurate segmentation of the word and use of the Sound-Spelling Mapping paper.

As students finish their words, check the words and give them another word to spell until time runs out.

**GOAL** Students accurately spell pattern and contrast words using Sound-Spelling Mapping paper.

**WORD LIST** Passage 1  
*Pattern Words:* bike, fine, life, like, mile, pine, pipe, ride, side, size, time, tire  
*Contrast Words:* bid, fin, lick, mill, mitt, pin, pip, rid, Sid

b	i	k	e	
b	i	k	e	

## Word Building

5 Minutes

### Word Chains

**MATERIALS** Paper/pencil or whiteboard/dry erase marker

**YOU DO** Students independently build a word chain.

- Let's build some word chains. Write the word \_\_\_\_ on your whiteboard.
- Change the word \_\_\_\_ to the word \_\_\_\_.
- Write the new word.
- Now change \_\_\_\_ to \_\_\_\_.
- Write the new word.

Continue giving students words to add, delete, and substitute sounds.

**GOAL** Students accurately spell words to build a word chain.

### WORD CHAINS

- bite, bit, sit, site
- slide, slid, lid, rid
- lime, dime, dim, rim

# 95 Percent PLL Lessons: Word Building

This portion of the lesson plan provides students an opportunity to apply their knowledge in writing or making the word with the new focus pattern. These activities follow the I Do, We Do, You Do modeling cycle. Each lesson will have the students complete one of the following activities:

## Sound-Spelling Mapping

### Multisyllabic

- students listen for sounds in a word and write the letters that represent those sounds in the Sound-Spelling map
- each box will end up containing a sound represented by letters

### Word Building

6 Minutes

#### Syllable Mapping

**MATERIALS** Syllable Mapping paper and pencils/dry erase markers

**I DO** Teacher models. 1 Minute

- Today you'll learn how to spell two-syllable words that include a silent-e syllable. Watch how I use the Syllable Mapping paper. Each box holds one syllable.
- The word is **franchise**. I tap one box for each syllable I hear. **Fran - chise**. There are two syllables.
- Now I'll write the letters that represent each syllable.
- I write the first syllable **fran** in the left box.
- I write the second syllable **chise** in the right box.
- I read the word, **franchise**.

Model with additional pattern word. (**endgame**)

**WE DO** Teacher and students spell multisyllable words. 1 Minute

- Let's practice listening for syllables and writing the letters. The word is **transcribe**. Word? **Transcribe**
- Tell me the syllables in **transcribe**. **Tran - scribe** How many syllables did you hear? **Two**
- Ask students to produce each sound and letter for each syllable as you write them in the boxes.
- Let's spell one more word. Repeat with another word. (**milkshake**)

**YOU DO** Students independently spell words. 4 Minutes

- Now, it's your turn. I'll give each of you a word to spell.

As students finish their words, check the words and give them another word to spell until time runs out.

**GOAL** Students accurately spell pattern words using Syllable Mapping paper.

**WORD LIST** Set 2

*Real Words:* blacksnake, endgame, endzone, fishlike, flintlike, franchise, frontline, grubstake, milkshake, phosphate, transcribe, transfuse

fran	chise
end	game
tran	scribe
milk	shake

# 95 Percent PLL Lessons: Word Building

This portion of the lesson plan provides students an opportunity to apply their knowledge in writing or making the word with the new focus pattern. These activities follow the I Do, We Do, You Do modeling cycle. Each lesson will have the students complete one of the following activities:

## Word Chains Multisyllabic

- structured activity in which students change or add/delete on sound/letter of a word at a time to make a new word
- Word choices are controlled by the instructor

GOAL Students accurately and fluently read pattern and contrast words in a text.

### Word Building

6 Minutes

#### Word Chains

**MATERIALS** Paper/pencil or whiteboard/dry erase marker

**I DO** Teacher models. 1 Minute

- We'll start with one word and then spell others in a word chain. We'll add, delete, or substitute one syllable at a time to spell a new word.
- I'll start by writing the word landlock. I want to change landlock to flintlock. One syllable changes: I change the first syllable land to flint.
- I'll write the word flintlock under landlock.
- Next, I'll change flintlock to flintlike. One syllable changes: I change lock to like.
- Now, I'll write the word flintlike under flintlock.
- Finally, I'll change flintlike to fishlike. I change the first syllable flint to fish.
- I'll write fishlike under flintlike.

landlock

**WE DO** Teacher and students build a word chain. 1 Minute

- Let's do this one together. I'll answer with you.
- We'll start with the word subset. How do you spell subset? s-u-b-t-e-x-t
- Now change subset to context. Which syllable changes? The first syllable sub changes to con
- How do we spell the new word? c-o-n-t-e-x-t
- Now change context to concrete. Which syllable changes? The second syllable text changes to crete
- How do we spell the new word? c-o-n-c-r-e-t-e
- Finally, let's change concrete to discrete. Which syllable changes? The first syllable con changes to dis
- How do we spell the new word? d-i-s-c-r-e-t-e

**YOU DO** Students independently build a word chain. 4 Minutes

- Now you try one. Write the word \_\_\_\_ on your whiteboard.
- Change the word \_\_\_\_ to the word \_\_\_\_\_. Which syllable changes? Which letters change?
- Write the new word.
- Now change \_\_\_\_ to \_\_\_\_\_. Which syllable changes? Which letters change?
- Write the new word.

Continue giving students words to add, delete, and substitute syllables.

**GOAL** Students accurately spell words to build a word chain.

12 Minutes

subset  
context  
concrete  
discrete

**WORD CHAINS**

- transport, transfuse, transcribe, describe
- frosted, frostbite, backbite, backspace
- grubstake, mistake, misplace, anyplace



# 95 Percent PLL Lessons: Phrase & Sentence Fluency

- practice fluency with phrases and sentences
- students can document their progress
- scaffold 2-3 word phrases, 4+ phrases and then sentences

**Day 4** Multisyllable Words  
Skill 11.3: Long Vowel Silent-e, Complex Multisyllable

### 4-Plus Phrase Reading Fluency

**5 Minutes**

**MATERIALS:** 1 Fluency Progress Monitoring Graph per student, 4-Plus Word Phrases, 1 Fluency sheet (4-Plus Phrases and sentences)

**IMPORTANT:** First do phrase-reading fluency, and then do sentence reading fluency. Instructions below apply to both types of fluency with any changes for sentence-reading fluency noted in parentheses.

- In a moment I'll give you a list of 4-plus-word short phrases (sentences). Leave the paper face down until you hear the signal to start.
- When it's time to start, turn the paper face up and begin reading the phrases (sentences) to your partner. Read only the table of 4-plus-word phrases (sentences).
- If you finish the table before time is up, start at the top and read it again.
- Your goal is to read at a quick, yet comfortable, pace so that you get as many phrases (sentences) correct as possible.
- Ready? Start. After 1 minute, say "stop."
- Record the number of words read and number of errors. Erase and be ready to switch roles. Repeat timing for other partner.
- Now that you have both read, calculate your number of words in phrases (sentences) read correctly by subtracting errors from words read. Then add a bar to your graph and shade it in.

**GOAL** Students accurately and fluently read pattern and contrast words in a text.

**Word Building**

**6 Minutes**

# 95 Percent PLL Lessons: Sentence Dictation

- Students write skill words & previously learned words in sentences
- Give time for students to self correct - Have them compare their sentence with yours and put a dot under each letter that is correct. Fix it if needed.

## Sentence Dictation

4 Minutes

**MATERIALS** Paper/pencil or whiteboard/dry erase marker

### Writing the sentence:

- I'll tell you a sentence. Then you'll repeat the sentence with me before you write it.
- The sentence is \_\_\_\_\_. Say it with me. Let's say the sentence one more time.
- Now, write the sentence on your paper/whiteboard. If you forget the sentence, I'll tell you the next words.

While students write the sentence, write the sentence with correct spelling and punctuation onto a whiteboard or sentence strip for proofreading. Do not let the students see the sentence as you write it.

### Proofreading the sentence:

- Now that you are finished, look at my sentence. Put a dot under each letter that's correct. If you didn't spell it correctly, correct it now.

When the students are finished proofreading, have them read the sentence aloud. OPTIONAL: Students may go back and underline pattern words in their sentences.

**GOAL** Students accurately write and proofread sentences containing pattern and contrast words.



### Passage 1 Sentences

Jim had a fig.

Pip and Jim can jig.

Dad hid a pin in a bag.

# 95 Percent PLL Lessons: Sentence Dictation

- Students write skill words & previously learned words in sentences
- Give time for students to self correct - Have them compare their sentence with yours and put a dot under each letter that is correct. Fix it if needed.

**Day 3** Multisyllable Words  
Skill 11.3: Long Vowel Silent-e, Complex Multisyllable

## Sentence Dictation 4 Minutes

**MATERIALS** Paper/pencil or whiteboard/dry erase marker

**Writing the sentence:**

- I'll tell you a sentence. Then you'll repeat the sentence with me before you write it.
- The sentence is \_\_\_\_\_. Say it with me. Let's say the sentence one more time.
- Now, write the sentence on your paper/whiteboard. If you forget the sentence, I'll tell you the next words.

While students write the sentence, write the sentence with correct spelling and punctuation onto a whiteboard or sentence strip for proofreading.

**Proofreading the sentence:**

- Now that you are finished, look at my sentence. Put a dot under each letter that's correct. If you didn't spell it correctly, correct it now.

When the students are finished proofreading, have them read the sentence aloud. OPTIONAL: Students may go back and underline pattern words in their sentences.

**GOAL** Students accurately write and proofread sentences containing pattern and contrast words.

**Set 1 Sentences**

The rock slide  
.....  
enshrined the old tree.

The rock slide enshrined the old tree.  
A black snake entwined around a bush.  
The landscape is transfused with dust.

## Transfer to Text 10 Minutes

**MATERIALS** Teacher copy, Passage 1, Student copy, Passage 1

# 95 Percent PLL Lessons: Transfer to Text



- Students practice their new skill to a connected text
- 4 step Process for Transfer to Text
  - Step 1: Highlight skill words in a passage and count them
  - Step 2: Read only the skill words that have been highlighted
  - Step 3: Read the passage with the skill words highlighted
  - Step 4: Read an unmarked copy of the passage (without the skill words highlighted)

**Transfer to Text** 9 Minutes

**MATERIALS** Teacher copy Passage 2, Student copy Passage 2 from Day 3

Passage 2	Steps
Tim's Big Sis	<ol style="list-style-type: none"><li>1. Read passage with skill words highlighted.</li><li>2. Read unmarked copy of passage (no highlighted words).</li></ol>

**CCSS Reading Standard 9 for Literature**

1. Tim can jam to a jig. What can Pat do to a jig?
2. Tim can sit in the tan van. What can Pat do in the tan van?
3. Why can Pat do more than Tim?

**Tim's Big Sis**

Pat is Tim's big sis. Pat is big. Tim is little. Tim can jam to a jig. Pat can jam and jump to a jig.

Pat can sit in the tan van. Tim can sit and ride his bike.

Tim can sit in the tan van. Pat cannot sit and make a gig!

Tim can sit in the tan van. Pat cannot sit. Pat is small. Tim is not. Pat is small. Pat is not.

Pat is Tim's big sis.



# 95 Percent PLL Lessons: Transfer to Text

- 3 decodable passages
  - Beginning of the week all 4 steps with Passage 1
  - Middle of the week - all 4 steps with Passage 2
  - End of the week - scaffolding is gone and students proceed to step 4 to read the passage

## Transfer to Text

9 Minutes

**MATERIALS** Teacher copy Passage 2, Student copy Passage 2 from Day 3

### Passage 2

### Steps

Tim's Big Sis

1. Read passage with skill words highlighted.
2. Read unmarked copy of passage (no highlighted words).

### CCSS Reading Standard 9 for Literature

1. Tim can jam to a jig. What can Pat do to a jig?
2. Tim can sit in the tan van. What can Pat do in the tan van?
3. Why can Pat do more than Tim?

Tim's Big Sis  
Pat is Tim's big sis. Pat is big. Tim is little. Tim can jam to a jig. Pat can jam and jump to a jig!  
Pat can sit in the tan van. Tim can sit and win at tag!  
Tim can sit in the tan van. Pat can sit in and make it go!  
Tim can sit in the tan van. Pat can sit in Tim. Pat is mad.  
Tim is out. Tim is mad. Pat is out.  
Pat is Tim's big sis.

### CCSS Reading Standard 6 for Literature

1. What text and dialogue from the passage give the point of view of the ducks about the safety of their eggs?
2. What dialogue from the passage gives the crane's point of view of the ducks?
3. What text and dialogue from the passage gives the snake's point of view of the ducks and the eggs?

# 95 Percent PLL Lessons: Transfer to Text

- 3 decodable passages
  - Beginning of the week all 4 steps with Passage 1
  - Middle of the week - all 4 steps with Passage 2
  - End of the week - scaffolding is gone and students proceed to step 4 to read the passage

GOAL → Students identify and read pattern and contrast words.

Transfer to Text 10 Minutes

**MATERIALS** Teacher copy Passage 1, Student copy Passage 1

Passage 1	Steps
Dear Lizgrace	<ol style="list-style-type: none"><li>1. Read passage with skill words highlighted.</li><li>2. Read unmarked copy of passage (no highlighted words).</li></ol>

**CCSS Reading Standard 4 for Literature**

1. The author describes the trip as *endless* while her father describes it as a *little to the north and far to the west*. Explain what they mean by their descriptions.
2. The author describes how a snake *entwines itself around a small bush*, and then later says that she will want to *entwine herself in a shawl*. What does she mean by this?
3. The author sees an old tree that reminds her of a slash pine near her home. Slash pines are named for the swampy ground where they grow. What literal definition can you imagine for a tree called a "slash pine"?

**MATERIALS** Teacher copy Passage 2, Student copy Passage 2

Passage 2	Steps
Extreme Work Changes the Landscape	<ol style="list-style-type: none"><li>1. Highlight skill words in passage and count them.</li><li>2. Read passage with skill words highlighted.</li></ol>

GOAL → Students identify and read pattern and contrast words in a text.

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# Steps of PLL Lessons

1. Review
2. Teach New Concept
3. Word Reading Accuracy
4. Word Reading Fluency
5. Reading Fluency (short phrase, long phrase, sentences)
6. Word Building
7. Sentence Dictation
8. Transfer to Text

# 95 Percent PLL Lessons Overview

## Basic & Advanced

Day 1	Day 2	Day 3	Day 4	Day 5
Review	Review	Review	Review	Review
Teach New Concept	Teach New Concept	Word & Short Phrase Reading	Word Reading Accuracy	Word Building
Word Reading Accuracy	Word Reading Accuracy and Fluency	Word Building	Word Building	Sentence Reading Fluency
Transfer to Text	Word Building	Sentence Dictation	4-Plus Phrase & Sentences	Sentence dictation
	Transfer to text	Transfer to text	Transfer to Text	Transfer to Text

# 95 Percent PLL: Multisyllabic Lessons Overview

- .1 Single Syllable
- .2 Simple Multisyllable
- .3 Complex Multisyllable

Day 1	Day 2	Day 3	Day 4	Day 5
Review	Review	Review	Review	Review
Teach New Concept	Teach New Concept	Word Reading Accuracy	Word Reading Accuracy	Sentence Fluency
Word or Syllable Reading Accuracy	Word or Syllable Reading Accuracy	Short Phrase Fluency	Phrase Reading Fluency	Word Building
	Word Reading Fluency	Word Building	Word Building	Sentence dictation
	Transfer to Text	Sentence Dictation	Transfer to Text	Transfer to Text
		Transfer to text		

# Success Criteria

1. Understand the materials found within the Phonics Lesson Library.
2. Teach a Phonics Lesson Library lesson.
3. Explain how to use Acadience data to determine when students should be given the Phonics Screener Inventory.
4. Practice administering the phonics screener inventory.
5. Determine program placement based off of test results.
6. Know how to use and adapt the materials to meet the needs of your students.





# Practice Teaching A Lesson

With a partner, teach PLL 2.3 Day 1.





# Practice Teaching A Lesson

With a partner, teach PLL 10.2 Day 1.



# Success Criteria

1. Understand the materials found within the Phonics Lesson Library.
2. Teach a Phonics Lesson Library lesson.
3. Explain how to use Acadience data to determine when students should be given the Phonics Screener Inventory.
4. Practice administering the phonics screener inventory.
5. Determine program placement based off of test results.



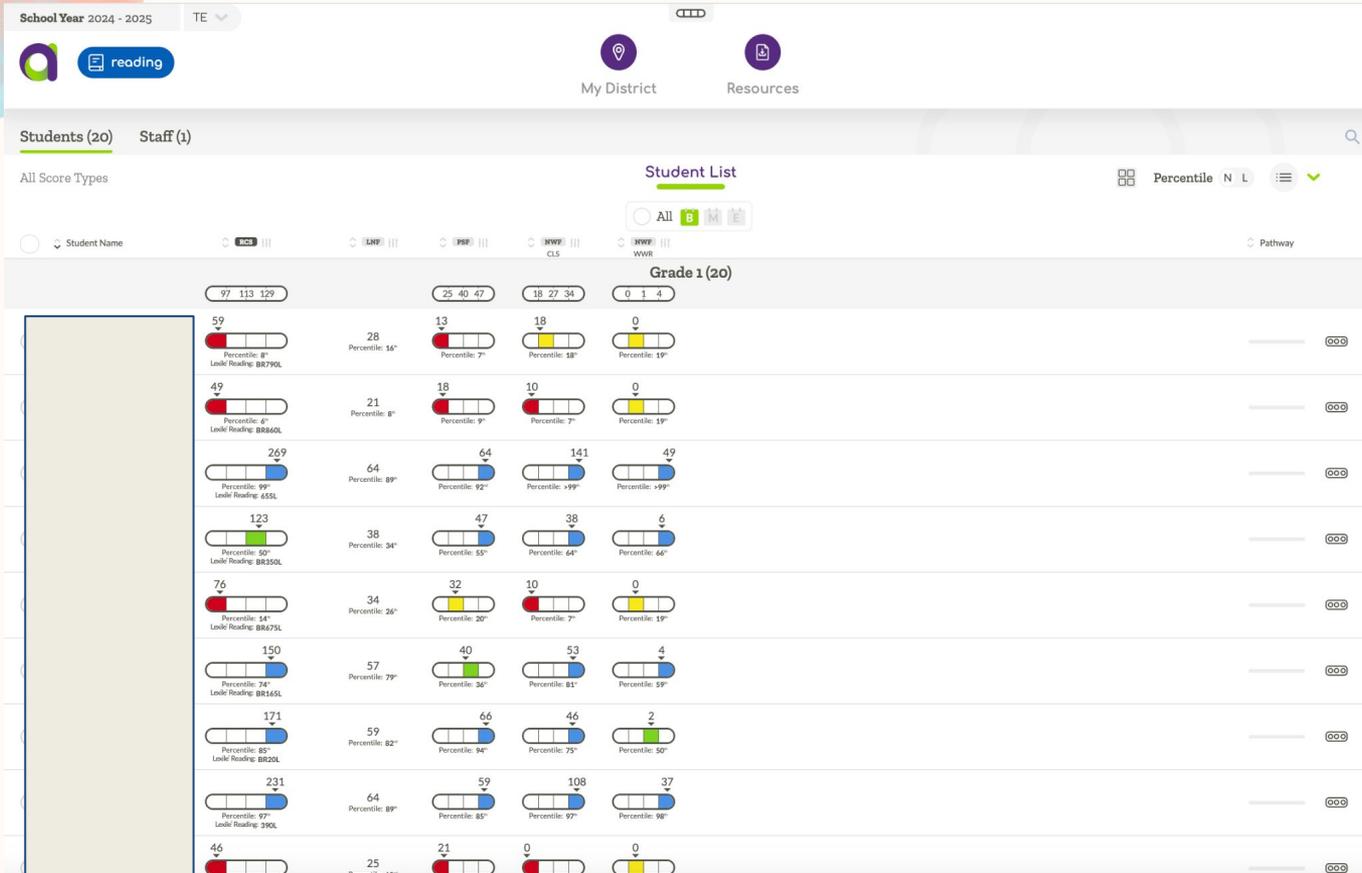
# Phonics Screener for Intervention

The PSI is designed to identify the decoding needs of students who have poor reading accuracy.

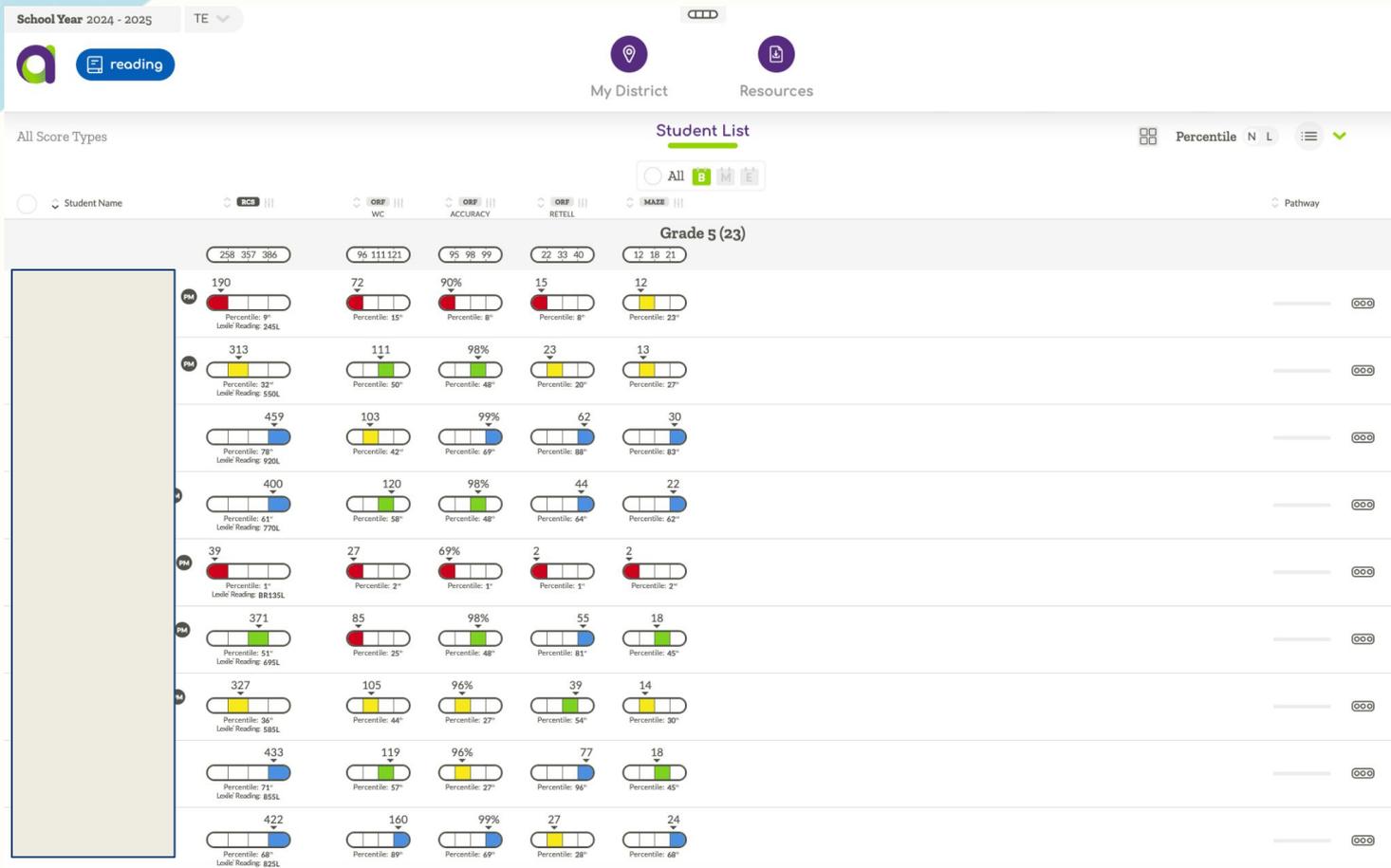
It's appropriate for readers beginning in the latter half of first grade who are reading with less than **95% accuracy** at the word level.

One of the assessments we look at is **Acadience Reading!**

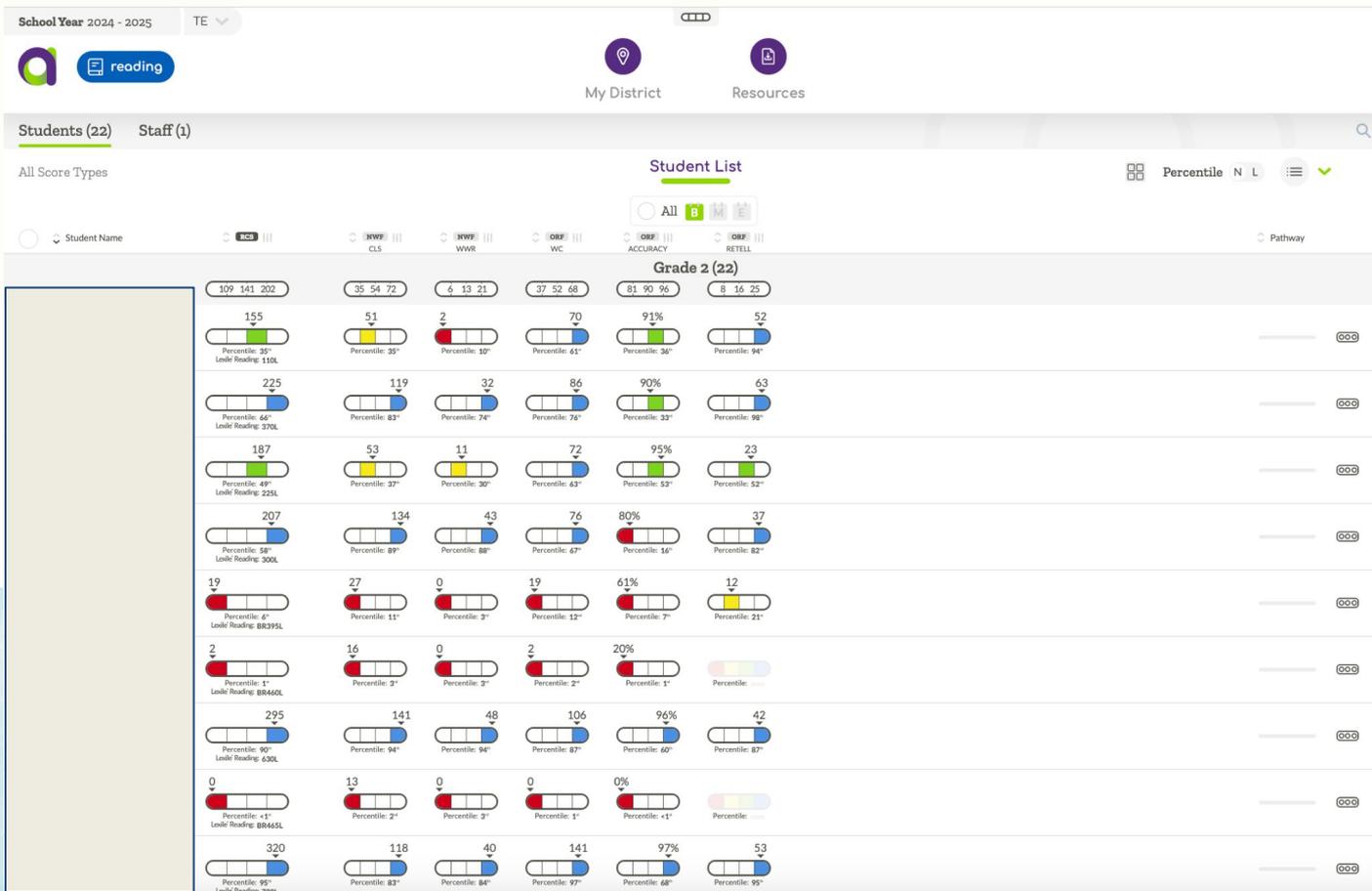
# Based on this data, would you look into giving the PSI?



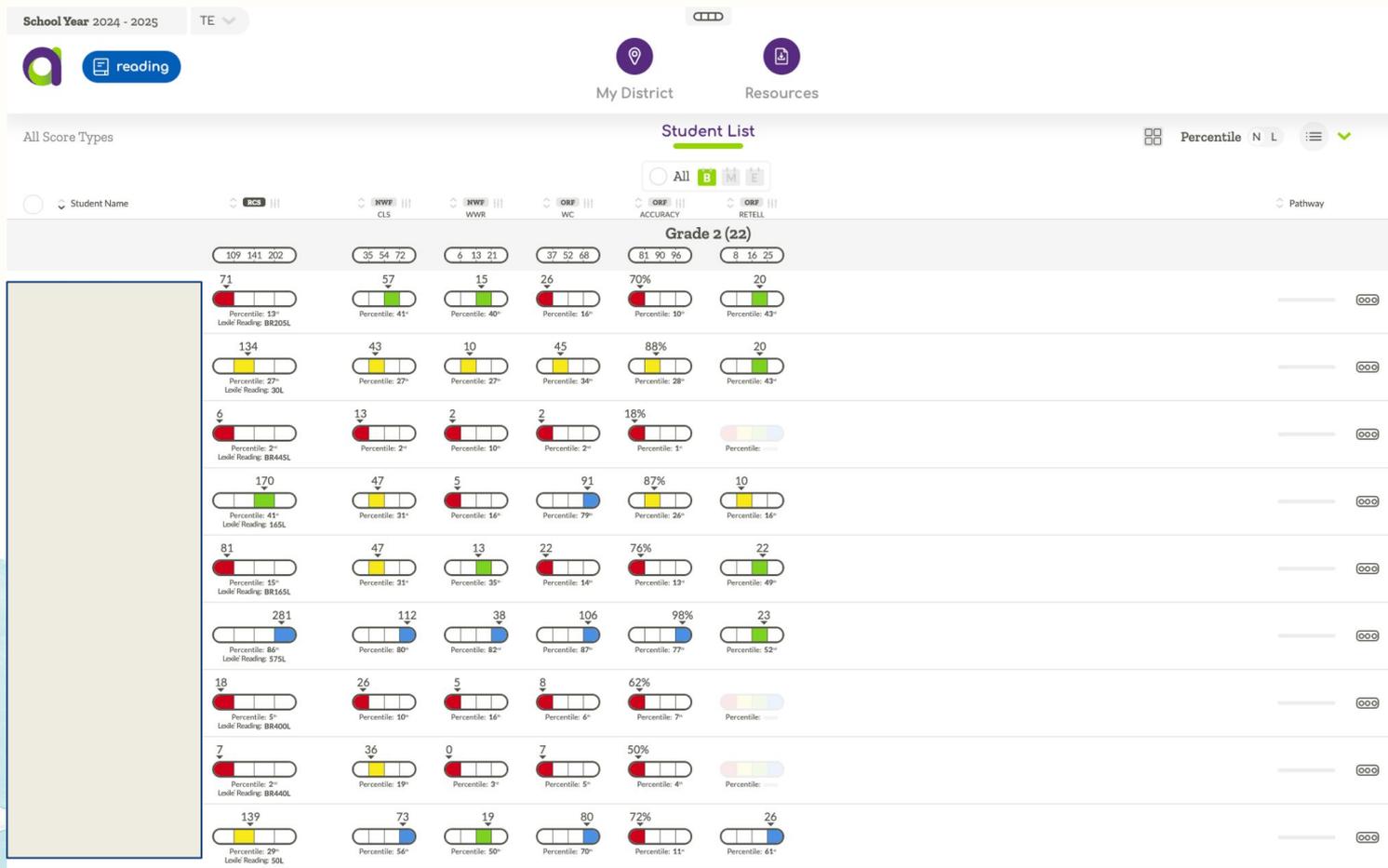
# Based on this data, would you look into giving the PSI?



# Based on this data, would you look into giving the PSI?

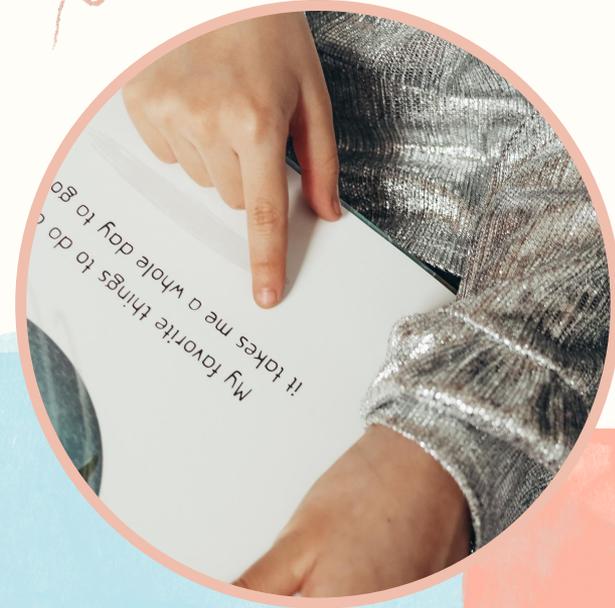


# Based on this data, would you look into giving the PSI?



# Success Criteria

1. Understand the materials found within the Phonics Lesson Library.
2. Teach a Phonics Lesson Library lesson.
3. Explain how to use Acadience data to determine when students should be given the Phonics Screener Inventory.
4. Practice administering the phonics screener inventory.
5. Determine program placement based off of test results.



# Phonics Screener for Intervention

Used to diagnose “holes” or missing Phonics skills.

While screening a student, record student responses as correct or incorrect, but will also record student miscues on incorrect responses.

The assessment is **not timed** because the purpose is to pinpoint skill deficits, not to determine fluency at applying a skill.

## Form A - Skill 2

ud	ib	ap	lon	mez
pab	nif	ket	gop	rud

Pat is at the vet with his pig.

My big red hat was on the rug by the bed.

FORM A

## Form A - Skill 3

triz	flug	blet	mond	gamp
strom	splet	prant	brund	grest

Fred was glad to swim to the raft at camp.

Brad grabs the strap as he jumps off the stilts.

FORM A

# Phonics Screener for Intervention

In the PSI, **both pseudowords and real words** embedded in sentences are used to determine a student's skills in reading phonics patterns.

Scores are provided for each subtest of the screener so the teacher can determine mastery of each phonics pattern.

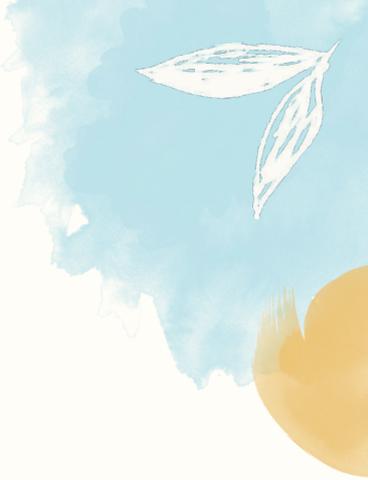
 **Phonics Screener for Intervention™ (PSI™), Version 3.0**  
Student Scoring Form A

Student: \_\_\_\_\_ Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

**Part I: Basic Phonics Skills**

Skill 1: Letter Names and Sounds				Score		
<b>Names</b>	<b>1a</b>	c a m r u v n o x z e s w i b h f l d k t p g q j y		/26		
<b>Sounds</b>	<b>1b</b>	Consonants:	m t s c w l d k p z g r q n v j b y f x h	/21		
	<b>1c</b>	Short Vowels:	a i o e u	/5		
Skill 2: VC and CVC				Score		
	<u>ud</u>	<u>ib</u>	<u>ap</u>	<u>lon</u>	<u>mez</u>	# Correct
	<u>pab</u>	<u>nif</u>	<u>ket</u>	<u>gop</u>	<u>rud</u>	/10
Pat is <u>at</u> the <u>vet</u> with his <u>pig</u> .						# Target Words Correct
My <u>big</u> <u>red</u> hat was <u>on</u> the <u>rug</u> by the <u>bed</u> .						/10
Skill 3: Consonant Blends				Score		
	<u>triz</u>	<u>flug</u>	<u>blet</u>	<u>mond</u>	<u>gamp</u>	# Correct
	<u>strom</u>	<u>splet</u>	<u>prant</u>	<u>brund</u>	<u>grest</u>	/10
Fred was <u>glad</u> to <u>swim</u> to the <u>raft</u> at <u>camp</u> .						# Target Words Correct
Brad <u>grabs</u> the <u>strap</u> as he <u>jumps</u> off the <u>stilts</u> .						/10
Skill 4: Consonant Digraphs				Score		
	<u>thop</u>	<u>shem</u>	<u>chun</u>	<u>thig</u>	<u>whob</u>	# Correct
	<u>raph</u>	<u>tash</u>	<u>sith</u>	<u>chob</u>	<u>sheck</u>	/10
Beth can <u>crunch</u> <u>chips</u> with <u>Seth</u> .						# Target Words Correct
Did Rick <u>shop</u> for the <u>thin</u> <u>black</u> fish?						/10
Skill 5: Long Vowel Silent-e				Score		
	<u>map<u>e</u></u>	<u>suk<u>e</u></u>	<u>vob<u>e</u></u>	<u>ret<u>e</u></u>	<u>dj<u>e</u></u>	# Correct
	<u>thut<u>e</u></u>	<u>strak<u>e</u></u>	<u>sheb<u>e</u></u>	<u>tr<u>o</u>t<u>e</u></u>	<u>spliz<u>e</u></u>	/10
Mike <u>rides</u> his <u>bike</u> for a <u>mile</u> by the <u>lake</u> .						# Target Words Correct
Why did Kate <u>state</u> the <u>joke</u> in <u>fake</u> <u>code</u> ?						/10

# Phonics Screener for Intervention

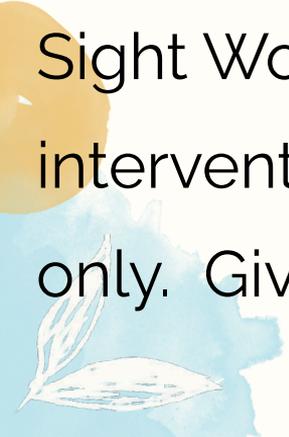


Form A--initial testing before intervention

Form B--after 1 cycle of intervention

Form C--after 2 or more cycles of intervention

Sight Words are included on Form A only. There are no intervention materials for these words. It is for teacher use only. Give this section at your own discretion.



# Phonics Screener for Intervention Scoring



Phonics Screener for Intervention™ (PSI™), Version 3.0

Student Scoring Form A

Student: \_\_\_\_\_ Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

## Part II: Advanced Phonics Skills

Skill 6: Predictable Vowel Teams					
dees	tay	pight	mojd	boap	# Correct
croy	plaw	cree	tajn	traup	/10
Paul paid Roy coins for the seeds.					# Target Words Correct
Who was the maid in the play Joy saw last night?					/10
Skill 7: Unpredictable Vowel Teams [Acceptable pronunciation examples shown in brackets.]					
moop <small>(moon/book)</small>	kie <small>(chief/tie)</small>	lount <small>(rough/house)</small>	theat <small>(seat/head)</small>	stief <small>(chief/tie)</small>	# Correct
foon <small>(moon/book)</small>	sprew <small>(stew/few)</small>	drow <small>(snow/cow)</small>	fea <small>(seat/head)</small>	fout <small>(rough/house)</small>	/10
The low round seat in the room was made of wood.					# Target Words Correct
Matt read his great new book to a few kids.					/10
Skill 8: Vowel-r					
surd	morb	der	zirk	har	# Correct
thirk	morch	pard	merh	furh	/10
Trish got dirt on her shorts and shirt at the park.					# Target Words Correct
Clark gave Kurt a smart horse with black fur.					/10
Skill 9: Complex Consonants					
cudge (/k/udge)	gobe (/g/obe)	gink (/j/ink)	zign	fatch	# Correct
knibe	rodge	cib (/s/ib)	quimb	gnipe	/10
Did Cole or Gail check the knots in the rope in the gym?					# Target Words Correct
The wren walked on the branch to snatch a stick.					/10

\*Correct pronunciation of the letters c and g shown in parentheses.



Phonics Screener for Intervention™ (PSI™), Version 3.0

Student Scoring Form A

Student: \_\_\_\_\_ Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

## Part III: Syllable Types (Multisyllable Pseudowords)

Skill 10: Closed Syllables					
lin • däg	mél • süp	néb • lín	blég • fémep	thüp • cänd	# Correct
tänd • shäp	hést • plüd	grést • föp	drümp • chün	lémep • slän	/20
Skill 11: Long Vowel Silent-e Syllables					
äm • fále	bén • skile	ém • bíze	prib • fúte	slíg • fále	# Correct
glít • löme	blínt • slöke	clüs • glíme	fínt • spléde	mísh • flöte	/10
Skill 12: Open Syllables [Either pronunciation shown is correct.]					
lüt • fú	trú • fále	pló • míze	slú • pánd	báb • dö	# Correct
trúf • ále	plóm • íze	slúp • änd			/10
ké • ísh	vé • lüg	tí • bëck	däg • göde	stá • mísh	
kél • ísh	vél • üg	kíb • èck	däg • öde	stäm • ísh	
Skill 13: Vowel Team Syllables					
sín • doy	flüt • laib	breem • lémep	dröm • tígh	drüd • ployp	# Correct
plüd • nav	drúk • leeg	plöat • lípe	flüp • stroip	chün • faw	/10
Skill 14: Consonant-le Syllables					
héd • zle	sím • dle	snóp • tle	gríb • kle	lüm • dle	# Correct
stroin • dle	fén • fle	bó • ple	nüp • zle	zè • kle	/10
Skill 15: Vowel-r Syllables					
lér • sönd	äm • derk	néb • stor	murn • fröp	mír • zle	# Correct
hírm • söke	bart • flíme	flöt • mar	chüt • vurst	zert • glíme	/10

**Skills 2-9:**  
Must have **9 out of 10**  
correct on BOTH  
pseudowords and real  
words

**Skills 10-15:**  
18/20 (for skill 10)  
9/10 (for skills 11-15)

# Phonics Screener for Intervention Scoring

Student only has to get the **underlined portion** of the pseudoword or real word correct.

Put a slash through incorrect responses and leave correct responses blank.  
Document any other behaviors you notice.



Phonics Screener for Intervention™ (PSI™), Version 3.0

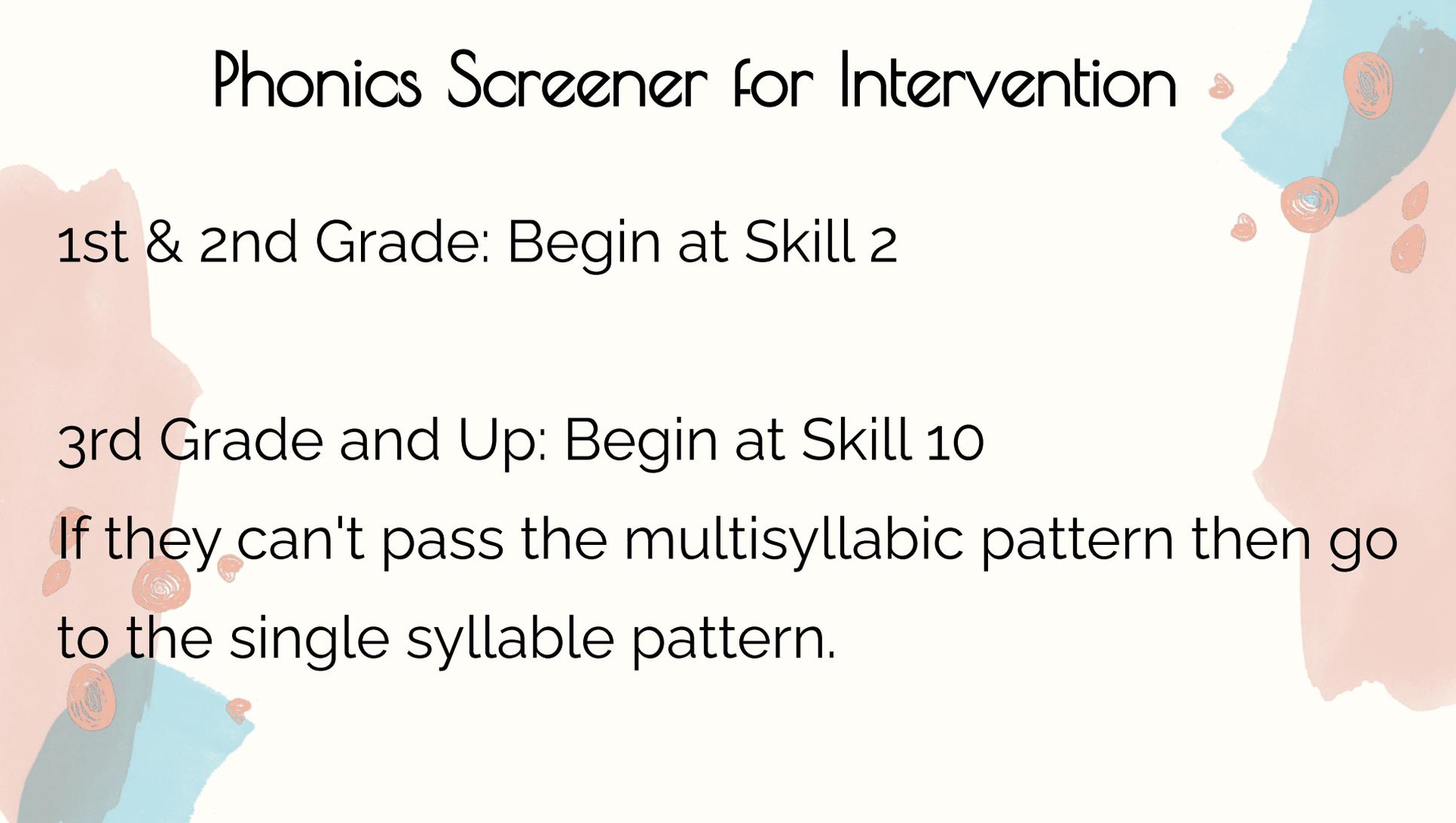
Student Scoring Form A

Student: \_\_\_\_\_ Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

## Part I: Basic Phonics Skills

Skill 1: Letter Names and Sounds		Score			
Names	1a c a m r u v n o x z e s w i b h f l d k t p g q j y	/26			
Sounds	1b Consonants: m t s c w l d k p z g r q n v j b y f x h	/21			
	1c Short Vowels: a i o e u	/5			
Skill 2: VC and CVC		Score			
ud	ib	ap	lon	mez	# Correct
pab	nif	ket	gop	rud	/10
Pat is <u>at</u> the <u>vet</u> with his <u>pig</u> .					# Target Words Correct
My big <u>red</u> <u>hat</u> was on the <u>rug</u> by the <u>bed</u> .					/10
Skill 3: Consonant Blends		Score			
triz	fjug	blet	mond	gamp	# Correct
strom	splet	prant	brund	grest	/10
Fred was <u>glad</u> to <u>swim</u> to the <u>raft</u> at <u>camp</u> .					# Target Words Correct
Brad <u>grabs</u> the <u>strap</u> as he <u>jumps</u> off the <u>stilts</u> .					/10
Skill 4: Consonant Digraphs		Score			
thop	shem	chun	thig	whob	# Correct
raph	tash	sith	chob	sheck	/10
Beth can <u>crunch</u> <u>chips</u> with <u>Seth</u> .					# Target Words Correct
Did Rick <u>shop</u> for the <u>thin</u> <u>black</u> fish?					/10
Skill 5: Long Vowel Silent-e		Score			
map <u>e</u>	suk <u>e</u>	vob <u>e</u>	ret <u>e</u>	dip <u>e</u>	# Correct
thut <u>e</u>	strak <u>e</u>	sheb <u>e</u>	tr <u>o</u> t <u>e</u>	spliz <u>e</u>	/10
Mike <u>rides</u> his <u>bike</u> for a <u>mile</u> by the <u>lake</u> .					# Target Words Correct
Why did Kate <u>state</u> the <u>joke</u> in <u>fake</u> code?					/10

# Phonics Screener for Intervention



1st & 2nd Grade: Begin at Skill 2

3rd Grade and Up: Begin at Skill 10

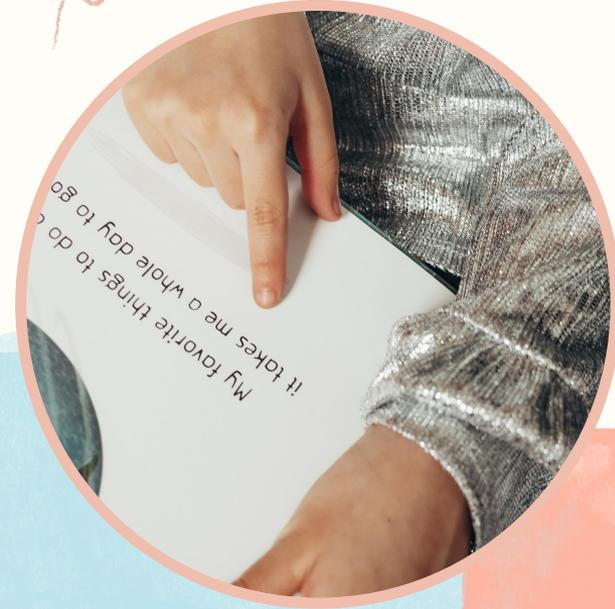
If they can't pass the multisyllabic pattern then go to the single syllable pattern.

A central watercolor splash in shades of light blue and coral, with several small yellow circles scattered around it. In the top right and bottom left corners, there are faint, light blue illustrations of leaves.

Grab and partner and practice giving the PSI.

# Success Criteria

1. Understand the materials found within the Phonics Lesson Library.
2. Teach a Phonics Lesson Library lesson.
3. Explain how to use Acadience data to determine when students should be given the Phonics Screener Inventory.
4. Practice administering the phonics screener inventory.
5. Determine program placement based off of test results.





# Phonics Screener for Intervention™ (PSI™), Version 3.0

## Student Scoring Form A

Student: Michael Scott Evaluator: Tiffany Evans Date: 9/6/22

### Part I: Basic Phonics Skills

Skill 1: Letter Names and Sounds				Score		
Names	1a	c a m r u v n o x z e s w i b h f l d k t p g q j y		/26		
Sounds	1b	Consonants:	m t s c w l d k p z g r q n v j b y f x h	/21		
	1c	Short Vowels:	a i o e u	/5		
Skill 2: VC and CVC				Score		
	ud	ib	ap	lon	mez	# Correct
	pab	nif	ket	gop	rud	9 /10
Pat is at the <u>vet</u> with his <u>pig</u> .						# Target Words Correct
My <u>big red hat</u> was on the <u>rug</u> by the <u>bed</u> .						10 /10
Skill 3: Consonant Blends				Score		
	triz	flug	blet	mond	gamp	# Correct
	strom	splet	grant	brund	grest	9 /10
Fred was glad to <u>swim</u> to the <u>raft</u> at <u>camp</u> .						# Target Words Correct
Brad grabs the <u>strap</u> as he <u>jumps</u> off the <u>stilts</u> .						10 /10
Skill 4: Consonant Digraphs				Score		
	thop	shem	chun	thig	whob	# Correct
	raph	tash	sith	chob	sheck	10 /10
Beth can <u>crunch chips</u> with <u>Seth</u> .						# Target Words Correct
Did Rick <u>shop</u> for the <u>thin black fish</u> ?						10 /10
Skill 5: Long Vowel Silent-e				Score		
	map <u>e</u>	vu <u>b</u> e	rat <u>e</u>	di <u>p</u>	# Correct	
	thut <u>e</u>	she <u>b</u> e	tro <u>t</u> e	spl <u>i</u> z <u>e</u>	7 /10	
Mike <u>rides</u> his <u>bike</u> for a <u>mile</u> by the <u>lake</u> .						# Target Words Correct
Why did Kate <u>state</u> the <u>joke</u> in <u>fake code</u> ?						10 /10



95%  
GROUP INC.

## Phonics Screener for Intervention™ (PSI™), Version 3.0

## Student Scoring Form A

Student: Dwight Evaluator: Tiffany Evans Date: 9/6/22

## Part II: Advanced Phonics Skills

## Skill 6: Predictable Vowel Teams

de <u>e</u> s	ta <u>v</u>	pi <u>gh</u> t	mai <u>d</u>	bo <u>ap</u>	# Correct 10 /10
cro <u>y</u>	plaw	cre <u>e</u>	tain	tra <u>up</u>	# Target Words Correct 10 /10
Paul paid Roy coins for the seeds.					
Who was the maid in the play Joy saw last night?					

## Skill 7: Unpredictable Vowel Teams (Acceptable pronunciation examples shown in brackets.)

mo <u>op</u> [moon/book]	kie [chief/tie]	l <u>ou</u> t [rough/house]	the <u>a</u> t [seat/head]	st <u>ief</u> [chief/tie]	# Correct 10 /10
fo <u>on</u> [moon/book]	sp <u>rew</u> [stew/few]	d <u>row</u> [snow/cow]	fe <u>a</u> [seat/head]	fo <u>ut</u> [rough/house]	# Target Words Correct 10 /10
The low round seat in the room was made of wood.					
Matt read his great new book to a few kids.					

## Skill 8: Vowel-r

s <u>ur</u> d	mo <u>r</u> b	<del>de</del> <u>den</u>	zi <u>r</u> k	ha <u>r</u>	# Correct 7 /10
<del>thi</del> <u>thri</u> k	mo <u>r</u> ch	<del>pa</del> <u>pad</u>	me <u>r</u> n	fu <u>r</u> b	# Target Words Correct 10 /10
Trish got dirt on her shorts and shirt at the park.					
Clark gave Kurt a smart horse with black fur.					

## Skill 9: Complex Consonants

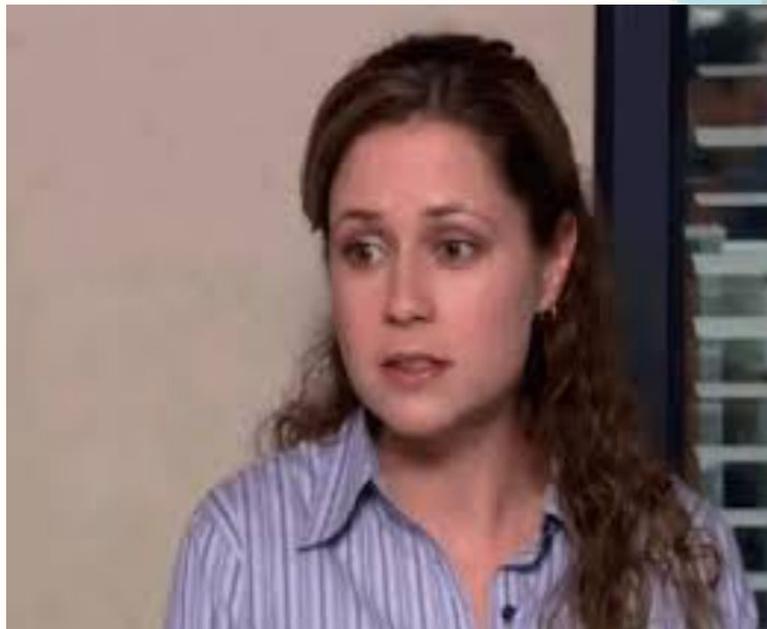
cud <u>g</u> e (/k/udg)	gob <u>e</u> (/g/obe)	gink (/j/ink)	zi <u>gn</u>	fa <u>tch</u>	# Correct /10
kn <u>ib</u> e	rod <u>g</u> e	ci <u>b</u> (/s/ib)	qu <u>im</u> b	gn <u>ip</u> e	# Target Words Correct /10
Did Cole or Gall check the knots in the rope in the gym?					
The wren walked on the branch to snatch a stick.					



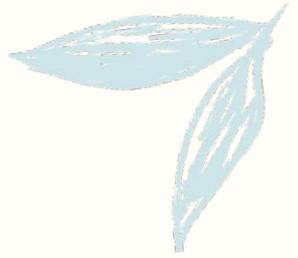
Student: Pam Beesh Evaluator: Tiffany Evans Date: 9/6/22

Part III: Syllable Types (Multisyllable Pseudowords)

Skill 10: Closed Syllables					
<u>l</u> in • d <u>ä</u> g	m <u>ä</u> l • s <u>ü</u> p	n <u>ë</u> b • l <u>i</u> n	bl <u>ë</u> g • f <u>ë</u> mp	th <u>ü</u> p • c <u>ä</u> nd	# Correct
t <u>ä</u> nd • sh <u>ä</u> p	h <u>ë</u> st • pl <u>ü</u> d	gr <u>ë</u> st • f <u>ö</u> p	dr <u>ü</u> mp • ch <u>ü</u> n	l <u>ë</u> mp • sl <u>ä</u> n	19 /20
Skill 11: Long Vowel Silent-e Syllables					
äm • f <u>ä</u> le	b <u>ë</u> n • sk <u>i</u> le	ëm • b <u>i</u> ze	pr <u>i</u> b • f <u>i</u> te	sl <u>i</u> g • f <u>ä</u> le	# Correct
gl <u>i</u> t-lo-me	bl <u>i</u> nt • sl <u>ö</u> ke	cl <u>ü</u> s • gl <u>i</u> me	fint • spl <u>ä</u> te	mish • fl <u>ö</u> te	7 /10
Skill 12: Open Syllables (Either pronunciation shown is correct.)					
lüt • f <u>ö</u>	tr <u>ü</u> • f <u>ä</u> le	pl <u>ö</u> • m <u>i</u> ze	sl <u>ü</u> • p <u>ä</u> nd	b <u>ä</u> b • p <u>ö</u>	# Correct
	tr <u>ü</u> f • <u>ä</u> le	pl <u>ö</u> m • <u>i</u> ze	sl <u>ü</u> p • <u>ä</u> nd		
k <u>ë</u> • l <u>i</u> sh	v <u>ä</u> • l <u>ü</u> g	t <u>i</u> • b <u>ä</u> ck	d <u>ä</u> • g <u>ö</u> de	st <u>ä</u> • m <u>i</u> sh	/10
k <u>ë</u> l • <u>i</u> sh	v <u>ä</u> l • <u>ü</u> g	t <u>i</u> b • <u>ä</u> ck	d <u>ä</u> g • <u>ö</u> de	st <u>ä</u> m • <u>i</u> sh	
Skill 13: Vowel Team Syllables					
sl <u>i</u> n • d <u>oy</u>	fl <u>ü</u> t • l <u>ai</u> b	b <u>re</u> em • l <u>ë</u> mp	dr <u>ö</u> m • t <u>igh</u>	dr <u>ü</u> d • p <u>loy</u>	# Correct
pl <u>ü</u> d • n <u>ay</u>	dr <u>ü</u> k • l <u>ee</u> g	pl <u>oa</u> t • l <u>i</u> pe	fl <u>ü</u> p • str <u>oi</u> p	ch <u>ü</u> n • f <u>aw</u>	/10
Skill 14: Consonant-le Syllables					
h <u>ë</u> d • z <u>le</u>	s <u>i</u> m • d <u>le</u>	sn <u>ö</u> p • t <u>le</u>	gr <u>i</u> b • k <u>le</u>	l <u>ü</u> m • d <u>le</u>	# Correct
stro <u>i</u> n • d <u>le</u>	f <u>ë</u> n • f <u>le</u>	b <u>ö</u> • p <u>le</u>	n <u>ü</u> p • z <u>le</u>	z <u>ë</u> • k <u>le</u>	/10
Skill 15: Vowel-r Syllables					
l <u>er</u> • s <u>ö</u> nd	äm • d <u>er</u> k	n <u>ë</u> b • st <u>or</u>	m <u>ur</u> n • fr <u>ö</u> p	m <u>i</u> r • z <u>le</u>	# Correct
h <u>ir</u> m • s <u>ö</u> ke	b <u>ar</u> t • fl <u>i</u> me	fl <u>öt</u> • m <u>ar</u>	ch <u>üt</u> • v <u>ur</u> st	z <u>er</u> t • gl <u>i</u> me	/10



# Phonics Lesson Library vs. Phonics Chip Kit



Phonics Lesson Library is your first resource for the following reasons:

- It is more intense
- It provides for transfer to text
- There is already some chip kit exposure included



# Phonics Lesson Library vs. Phonics Chip Kit



So when should you use Phonics Chip Kit lessons?

- In place of the small chip kit exposure included in PLL lessons
- If a student needs more help with seeing the pattern after day 2
- As a pre-teach to the full PLL lesson

# SKILL 2.3

## Short i

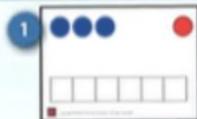
### STEP 1: Sound Chips

Mat	Sound Chips	Spelling Chips
<b>Word List</b>		
bid/bad big/bag bit/bat	did/dad fin/fad fit/fat	gig/gag hid/had his/has
<b>Examples/Nonexamples</b>		
kid/cat lid/lad mid/mad	nip/nap pin/pad pit/pat	rib/rat rig/rag rim/rat
		rip/rap sit/sat tin/tag
		tip/top wit/wag zig/zag

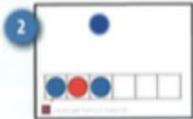
#### I Do (Teacher answers.)

- Today we're focusing on the short vowel *i* pattern.
- The short vowel sounds are /i/, /I/, /i/, /i/, and /i/.

#### Example for Sound Chips



1. I'm going to use these colored sound chips to represent sounds in a word.
  - (I hold up each chip.) The blue chips represent consonant sounds.
  - The red chip represents a short vowel sound. (Place chips at top of mat.)



2. Watch me, my turn. The first word is **him**.
  - First I'll finger-stretch **him**: /h/ /i/ /m/—3 sounds.
  - Watch me pull down the sound chips (slide chip and say sound until it reaches the box):
    - A blue chip for /h/.
    - A red chip for /i/.
    - A blue chip for /m/.
  - Let's review: /h/ /i/ /m/, **him**. Blue, red, blue.
  - **Him** follows the short vowel pattern because there is 1 vowel sound followed by 1 or more consonants. It follows this pattern, so I know the vowel sound is short: /i/.
  - The pattern is 1 vowel sound followed by 1 or more consonants. The vowel sound is short. This is called a closed syllable. (Place closed fist under word.)

Model several examples using word list above.

NOTE: If student needs further instruction in this pattern, refer to the Phonics Lesson Library, Skill 2.3.

### STEP 1: Sound Chips

## Short i

# SKILL 2.3

#### We Do—Level 1 (Teacher and students answer.)

##### Example for Sound Chips



1. Let's build more words. I'll move the chips and you'll answer with me.
  - The next word is **lid**.
  - Repeat. (lid)
  - Finger-stretch **lid**. (/l/ /i/ /d/)
  - What's the vowel sound? (/i/)
2. Now help me with the chips.
  - First sound? (/l/) Which color sound chip should I move? (blue)
  - Middle sound? (/i/) Which chip? (red)
  - Last sound? (/d/) Which chip? (blue)
  - I'll touch the chips as we sound out and then blend the word.
    - Sounds? (/l/ /i/ /d/) Word? (lid) Chips? (blue, red, blue)
    - Vowel sound? (/i/) Is this the short vowel sound? (yes)
  - Let's check for the closed syllable pattern.
    - Is there 1 vowel sound? (yes)
    - Is the vowel sound followed by 1 or more consonants? (yes)
    - Is the vowel sound short in this closed syllable? (yes)
  - We call this a closed syllable because the consonant doses in the vowel. (Place closed fist under word.)

Repeat several examples, as needed.

#### Accuracy

3. Does this fit the closed syllable pattern? (Show each pattern on the mat.) (Students respond with appropriate answer.)

	yes
	yes
	yes
	no
	yes
	no
	yes

The pattern is 1 vowel sound followed by 1 or more consonants

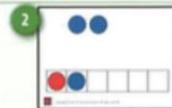
#### We Do—Level 2 (Students answer.)

#### Fluency

##### Example for Sound Chips



1. This time I'll move the chips while you answer.
  - Next word. Ready? **in**.
  - Repeat. (in)
  - Finger-stretch **in**. (/i/ /n/)
  - Vowel sound? (/i/)



2. Now help me with the chips.
    - First sound? (/i/) Chip? (red)
    - Last sound? (/n/) Chip? (blue)
    - Sounds? (/i/ /n/) Word? (in) Chips? (red, blue)
    - Vowel sound? (/i/) Short? (yes)
    - Does it follow the closed syllable pattern? (yes)
    - What is the closed syllable pattern? (It has 1 vowel sound, followed by 1 or more consonants, so the vowel sound is short.)
- Repeat several examples, as needed.

#### You Do (Students answer.)

1. Now it's your turn. I'll give you a mat and some chips. Place chips on your mat so it looks like mine.
    - Ready? **fin**. Repeat. (fin)
    - Finger-stretch **fin**. (/f/ /i/ /n/) Vowel sound? (/i/)
  2. Build the word with chips. (Students build word with correct chips.)
    - Does **fin** follow the closed syllable pattern? (yes) Why? (because it has 1 vowel sound followed by 1 or more consonants, so the vowel sound is short)
- Repeat until students are accurate and fluent.

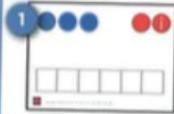
# SKILL 2.3

## Short i

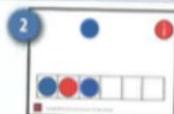
### STEP 2: Trade Sound Chip for Spelling Chip

#### I Do (Teacher answers.)

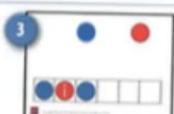
##### Example for Sound/Spelling Chips



- Now I'll trade the sound chip for the spelling chip. Watch me, my turn. The first word is **lip**.
  - Place chips at top of mat. I'll build the word with the sound chips and then make the trade.
  - I'll finger-stretch **lip**: /l/ /i/ /p/—3 sounds.

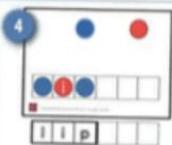


- Watch me pull down the sound chips:
  - A blue chip for /l/.
  - A red chip for /i/.
  - A blue chip for /p/.
  - The red sound chip represents /i/, which is a short vowel sound.



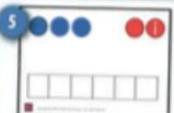
- Next I'll trade the red sound chip for a red spelling chip.
  - When there's a letter on the chip, it's called a "spelling chip."
  - I'll trade the red sound chip for the red i spelling chip.
  - /l/ /i/ /p/, **lip**.

##### Chips to Print (Encode)

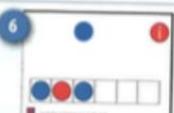


- Now I'll write the word below. (Place sound-spelling paper below the mat.) The sounds in **lip** are /l/ /i/ /p/—3 sounds, so I'll draw bold lines around 3 boxes.
  - The first sound is /l/ spelled with the letter **l**.
  - The middle sound is /i/ spelled with the letter **i**.
  - The last sound is /p/ spelled with the letter **p**.

##### Nonexample



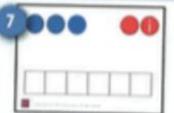
- Let me show you a word that does not have the /i/ sound but follows the pattern. Ready? The word is **lap**.
  - Place chips at top of mat. I'll finger-stretch **lap**: /l/ /a/ /p/.



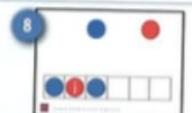
- Watch me pull down the chips.
  - A blue chip for /l/.
  - A red chip for /a/.
  - A blue chip for /p/.
  - /l/ /a/ /p/, **lap**. The vowel sound is /a/.
  - The word **lap** follows the closed syllable pattern but doesn't have a short /i/ sound so I'll use the red sound chip.

Optional: Extend the lesson by writing nonexample word (follow Step 4 above).

##### Print to Chips (Decode)



- Let's try another word. This time we'll start by writing the word. (Place sound-spelling paper below the mat.)
  - The word is spelled **s-i-p**. (Do not pronounce the word.)
  - Now I'll write the word.
  - The letter **s** in the first box.
  - The letter **i** in the second box.
  - The letter **p** in the third box.



- I'll move the chips. (Move chips above the corresponding boxes.)
  - A blue chip for **s**.
  - A red i chip for **i**.
  - A blue chip for **p**.
  - It follows the closed syllable pattern.
  - The vowel letter **i** is followed by a consonant so it has the short /i/ sound.
  - /l/ /i/ /p/, **lip**. (Sweep finger under as you say it.)

Model several examples and nonexamples.

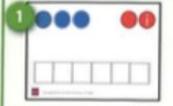
# STEP 2: Trade Sound Chip for Spelling Chip

## Short i

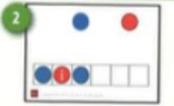
# SKILL 2.3

#### We Do—Level 1 (Teacher and students answer.)

##### Example for Sound/Spelling Chips

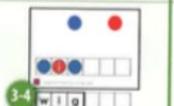


- Let's build more words. I'll move the chips and you'll answer with me.
  - The word is **wig**.
  - Repeat. (**wig**)



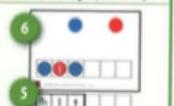
- Finger-stretch **wig**. (/w/ /i/ /g/)
  - Vowel sound? (/i/) Chip? (blue)
  - First sound? (/w/) Chip? (blue)
  - Middle sound? (/i/) Chip? (red i)
  - Last sound? (/g/) Chip? (blue)
  - Sounds? (/w/ /i/ /g/) Word? (**wig**)
  - Vowel sound? (/i/) Is it short? (yes) Chip? (red i)
  - How is the /i/ sound spelled? (i)

##### Chips to Print (Encode)



- This word is spelled **w-i-g**. (Write the word in the Elkonin boxes.)
  - Which chips represent the sound of each letter? (blue, red i, blue)
  - I pronounce this word /wig/. The vowel letter /i/ is followed by a consonant so the vowel is the short /i/ sound. The sounds are /w/ /i/ /g/; the word is **wig**.

##### Print to Chips (Decode)

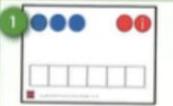


- Let's try another word. We'll write the word first this time. The word is spelled **h-i-t**.
  - How should we write the word in the boxes? (Students indicate correct letters.)
- Chips? (blue, red i, blue) How is this word pronounced? (/hit/) **hit** follows the closed syllable pattern, so /i/ is pronounced with its short sound /i/. The sounds are /h/ /i/ /t/; the word is **hit**.

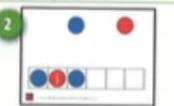
Repeat several examples and nonexamples, as needed.

#### We Do—Level 2 (Students answer.)

##### Example for Sound/Spelling Chips

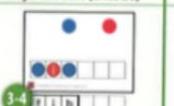


- Ready? Next word. **fib**. Repeat. (**fib**)
  - Finger-stretch. (/f/ /i/ /b/)



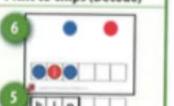
- Move the chips.
  - First sound? (/f/) Chip? (blue)
  - Middle sound? (/i/) Chip? (red i)
  - Last sound? (/b/) Chip? (blue)
  - Sounds? (/f/ /i/ /b/) Word? (**fib**)
  - Vowel sound? (/i/) Is it short? (yes) How is the /i/ sound spelled? (i)

##### Chips to Print (Encode)



- This word is spelled **f-i-b**. (Write the word.)
  - Pronounce the word. (/fib/)

##### Print to Chips (Decode)



- Let's try another word. We'll write the word first this time. Write **h-i-p**. (Students indicate correct letters.)
- Move the chips. (blue, red i, blue)
  - Pronounce the word. (/hip/)

Repeat several examples and nonexamples, as needed.

#### You Do (Students answer.)

- Now it's your turn. Place chips on your mat so that it looks like mine. Ready? **Zip**. Repeat. (**zip**)
  - Finger-stretch **zip**. (/z/ /i/ /p/) Vowel sound? (/i/)
- Build the word with chips. (Students build word with correct chips.)
  - Does **zip** follow the short /i/ pattern? (yes) Why? (because /i/ is followed by a consonant sound, so the vowel sound is short)
  - Say the word. Finger-stretch. Draw a bold line around the boxes. Write the word in the boxes.

Repeat until students are accurate and fluent.

**Mastery Level:** When orally presented short vowel /i/ pattern words, students accurately and fluently represent the words with the appropriate sound and spelling chips.

# SKILL 10.2

## Closed: Simple Multisyllable

### Manipulatives

### Instructional Procedures

#### We Do—Level 1 (Teacher and students answer.)

- Let's build more 2-syllable words. I'll move the syllable bars and you'll answer with me.

Example:

- (Place only syllable bars #1, 7, and 9 at top of mat.) **Ready? Optic. Repeat.** (optic)  
**Syllable Bars:** Say the syllables. (op tic) Now help me with the syllable bars.  
 2. What's the first syllable? (op) What are the sounds? (/o/ /p/)
  - Which syllable bar represents the syllable **op**? (red-blue) (Slide syllable bar #1 to first syllable position.)
- The word is **optic**. What's the second syllable? (tic) What are the sounds? (/t/ /ɪ/ /k/)
  - Which syllable bar represents the syllable **tic**? (blue-red-blue) (Slide syllable bar #7 to second syllable position.)

**Syllable Division:** Let's review. (Slide finger under each syllable and the word as you read them.)

- First syllable? (op) Syllable type? (closed)
- Second syllable? (tic) Syllable type? (closed) Word? (optic)
- When the syllable bars are placed side by side, we can see the syllable division. Pretend to touch the vowel sounds. How many consonant sounds are in between? (2)
- When there are 2 consonant sounds between the vowel sounds, where do we divide? (between the 2 consonants, /p/ and /t/)

**Write Word:**

- Now we'll write the word. (Use Two-Syllable Paper and place it below the syllable bars.)
  - The first syllable is a closed syllable pronounced "op." I'll write it in the box below the first closed syllable bar. The sounds are /o/ /p/. The letters are o-p.
  - The second syllable is a closed syllable pronounced "tic." I'll write it in the box below the second closed syllable bar. The sounds are /t/ /ɪ/ /k/. The letters are t-i-c.
  - Usually when there are 2 consonants between the vowel sounds, the word is divided between them.
  - The word is divided into syllables between p and t.

**2nd Example:** Let's try another word. This time we'll start by writing the word.

- The word is spelled **f-a-b-r-i-c**. (Use Whole Word Paper and place it below the mat.)
- Find the vowel sounds by using our fingers. (Students point to a and i.)
  - How many consonants are between the vowel sounds? (2)
  - Where do I draw the line to divide the word? (between b and r)
- Which syllable bars do I move? (blue-red-blue, and blue-red-blue)
  - Divided this way, let's read the word.
  - First syllable type? (closed) Read syllable. (fab)
  - Second syllable type? (closed) Read syllable. (ric) Word? (fabric)
  - Does that make a word we know? (Yes, fabric is used to make clothes.)

- (Repeat with more examples, as needed.)

# SKILL 10.2

## Closed: Simple Multisyllable

### Instructional Procedures

#### We Do—Level 2 (Students answer.)

- This time I'll move the bars while you answer.

Example:

- (Place only syllable bars #1, 7, and 8 at top of mat.) **Ready? Miscast. Repeat.** (Miscast)  
**Syllable Bars:** Say the syllables. (mis-cast)  
 2. First syllable? (mis) Sounds? (/mɪ/ /ʃ/ /s/) Syllable bar? (blue-red-blue) Syllable type? (closed)  
 3. Second syllable? (cast) Sounds? (/k/ /ɑː/ /s/ /t/) Syllable bar? (blue-red-2 blue) Syllable type? (closed)

**Syllable Division:**

- What type of multisyllable word is this? (closed-closed)
- Pretend to touch the vowel sounds. How many consonant sounds between the vowel sounds? (2)
- Where do we divide? (between /s/ and /k/)

**Write Word:**

- Now we'll write the word. (Use Two-Syllable Paper and place it below the syllable bars.)
    - First syllable? (mis) Letters? (m-i-s) Syllable type? (closed)
    - Second syllable? (cast) Letters? (c-a-s-t) Syllable type? (closed)
    - Pretend to touch and say the vowels. (i, a) How many consonant letters are in between? (2)
    - Where do we divide this word? (between s and c)
- (Repeat with more examples, as needed.)

#### You Do

- Now it's your turn. I'll give you a mat and some syllable bars. Place bars on your mat so it looks like mine.
  - Ready? (until) Repeat. (until)
  - Say the syllables? (un-til)
  - Build the word with syllable bars. (Students build word with correct syllable bars.)
    - What type of multisyllable word is this? (closed-closed) Why? (because each syllable has 1 short vowel sound followed by 1 or more consonant sounds)
  - Now we'll write the word.
    - First syllable? (un) Letters? (u-n) Syllable type? (closed)
    - Second syllable? (til) Letters? (t-i-l) Syllable type? (closed)
    - Point to and say the vowels. (u, i) How many consonant letters are in between? (2)
    - Where do we divide? (between n and t)
- (Repeat with more examples switching between giving words orally, or having students write the words first. Continue until students are accurate and fluent.)

**NOTE:** Once students are accurate and fluent with closed-closed words, provide opportunities for students to practice moving the syllable bars with words from the word list that have blends and digraphs at the beginning or end of the word. Use the orange chip to represent the digraph sound.

**Subject.** First syllable: **sub**. Sounds: /s/ /ʊ/ /b/. Syllable bar: blue-red-blue. Second syllable: **ject**. Sounds: /j/ /ɛ/ /k/ /t/. Syllable bar: blue-red-2 blue. Notice that there are 2 consonants side by side after the vowel. This is a consonant blend. Consonant blends can be at the beginning or end of a word.

**Unpack.** First syllable: **un**. Sounds: /ʊ/ /n/. Syllable bar: red-blue. Second syllable: **pack**. Sounds: /p/ /æ/ /k/. Syllable bar: blue-red-blue. In this word, the /k/ sound is a digraph, which is 1 consonant sound spelled with 2 letters, c-k. I'll place an orange digraph chip over the final blue chip in this syllable. Consonant digraphs can be at the beginning or end of a word.

**Mastery Level:** When orally presented a closed-closed multisyllable word, students accurately and fluently represent the multisyllable word with the appropriate syllable bars.

Thank you for attending!

Please fill out this form to record your attendance  
and let us know how we can best support you!

