

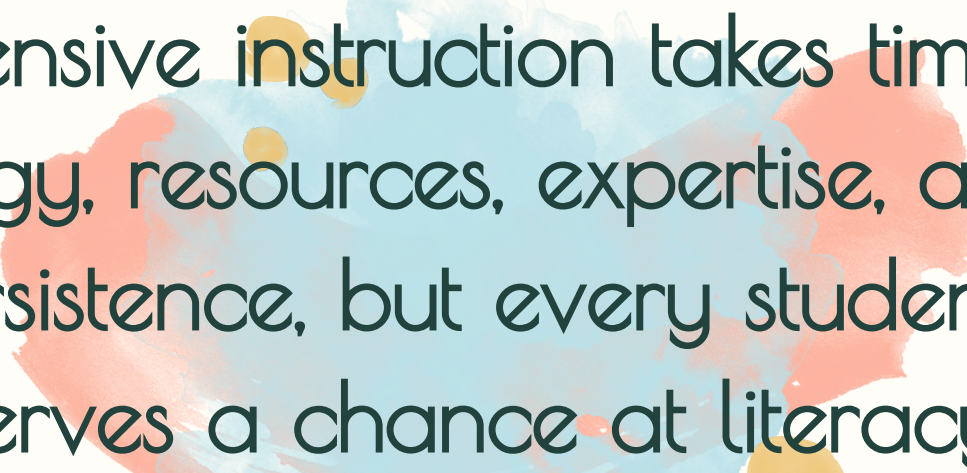


95 Percent Phonics

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

-Louisa C. Moats

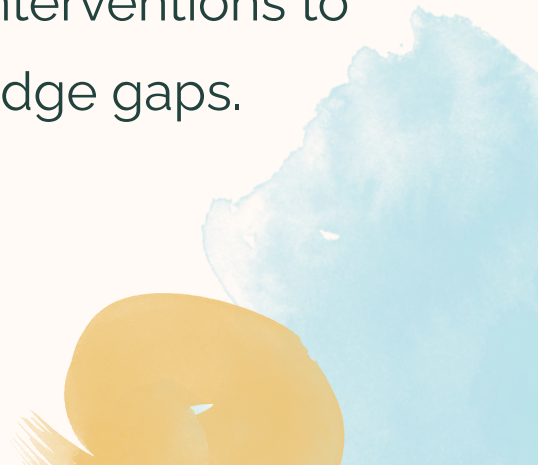




Learning Target #1



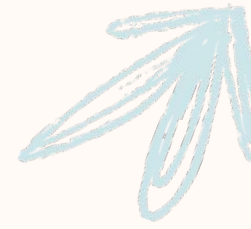

I am learning the significance of
teaching phonics and
implementing interventions to
address knowledge gaps.



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.



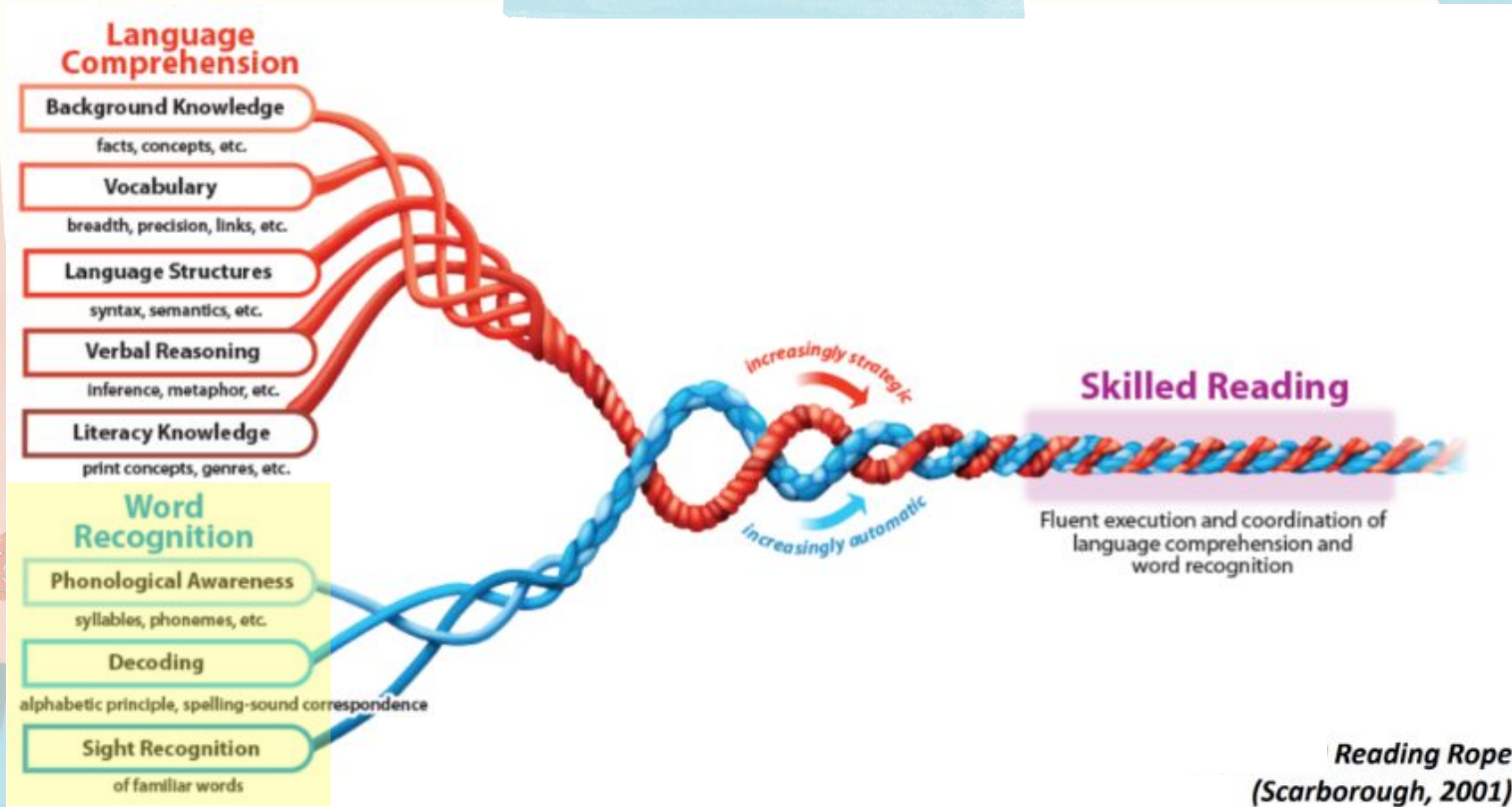
The Simple View of Reading



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

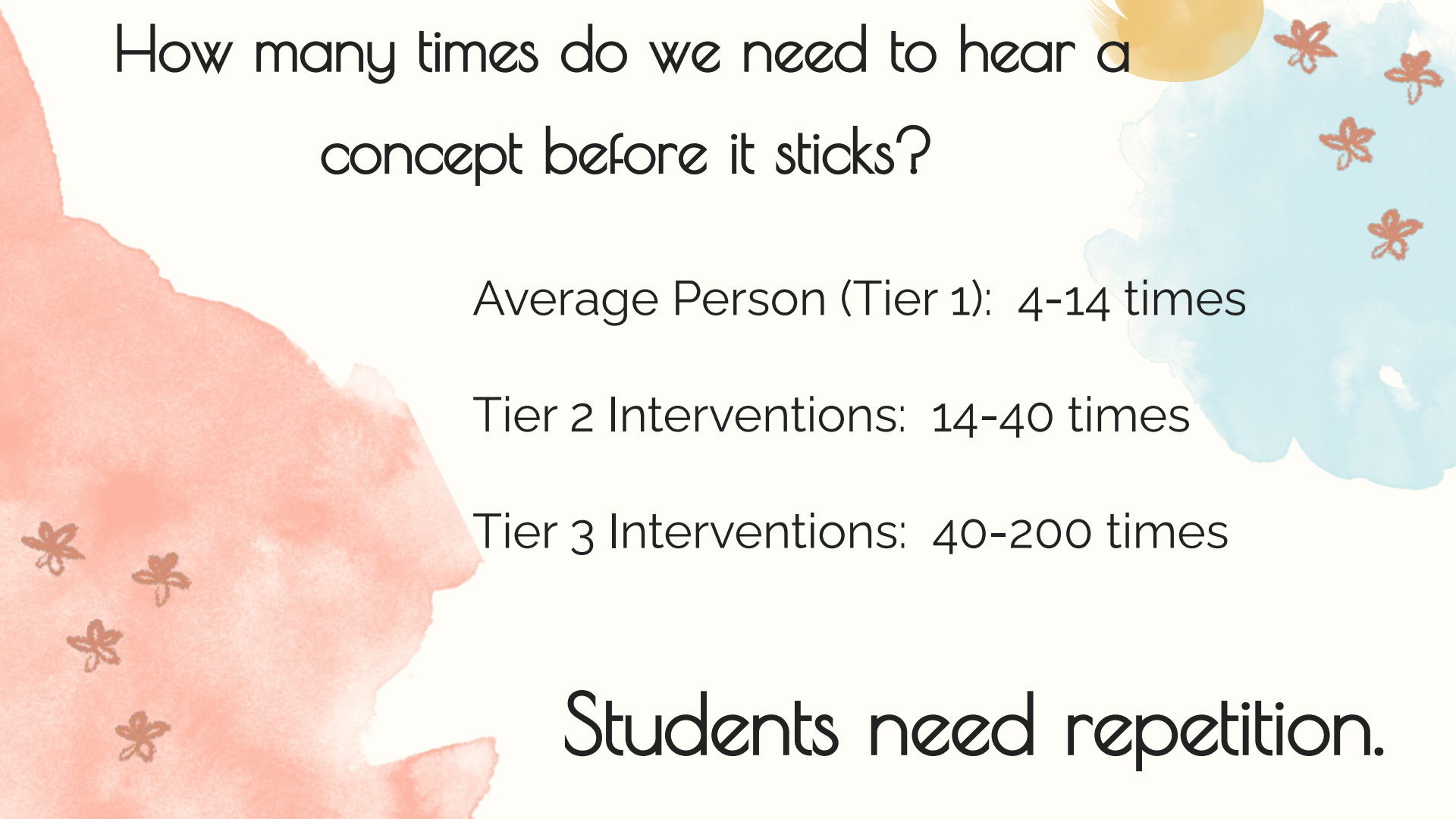
Word Recognition

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

The background features a white canvas with artistic watercolor washes. On the left, there is a large, textured red wash. On the right, there is a large, textured blue wash. A solid yellow circle is positioned in the upper right corner. Scattered across the page are several small, stylized floral motifs in a reddish-brown color.

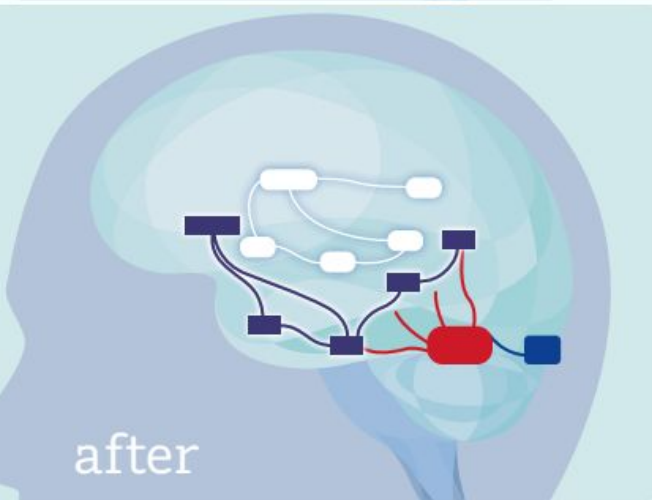
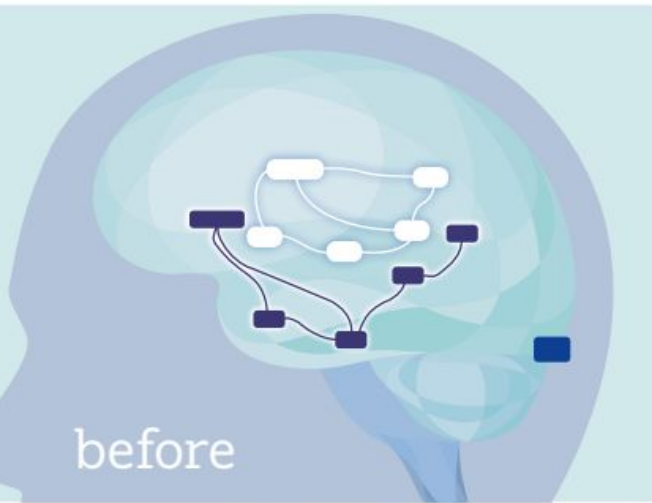
How many times do we need to hear a
concept before it sticks?

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

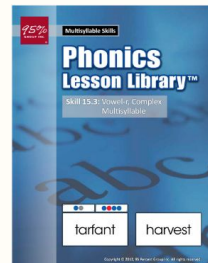
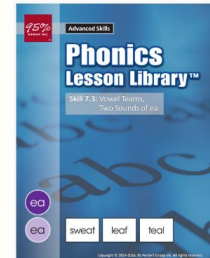
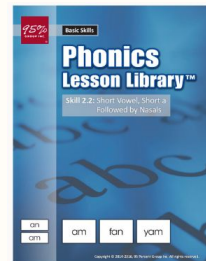


95 Percent Materials

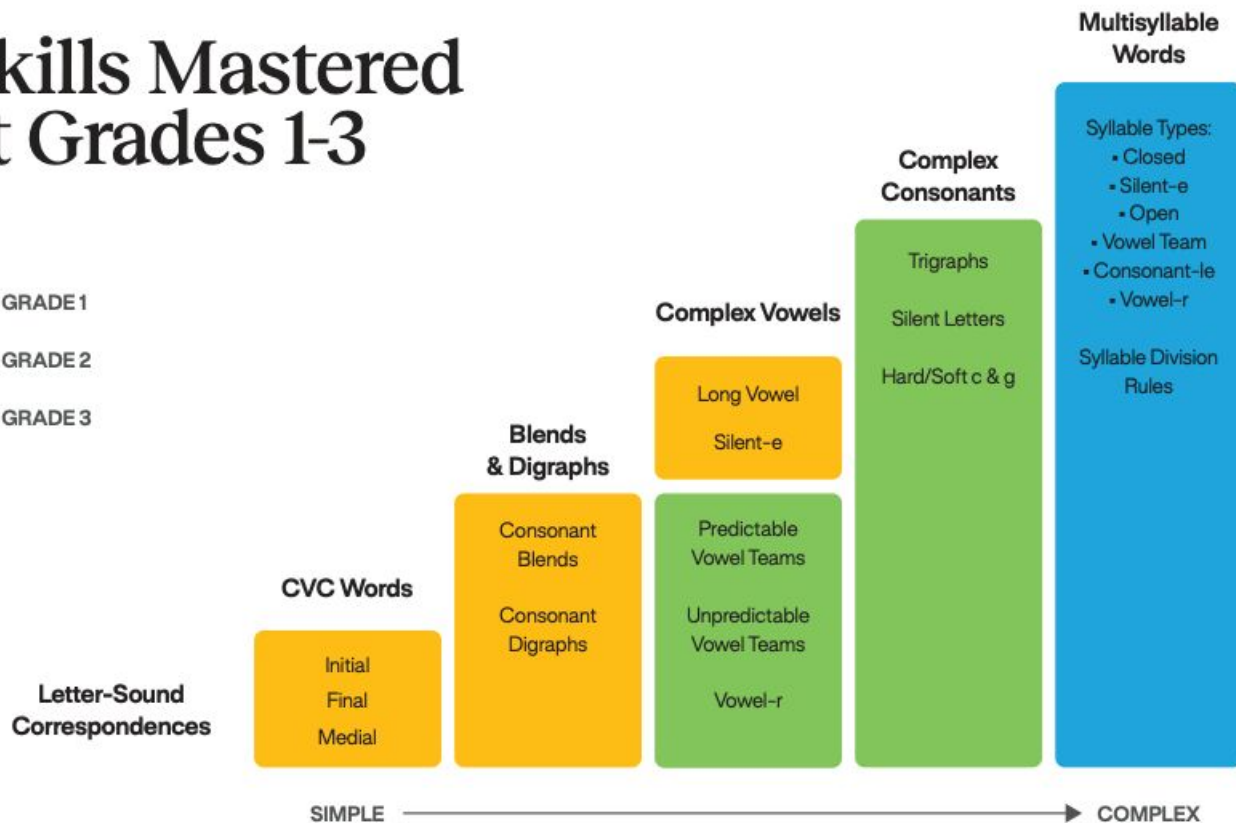
The phonics lessons are broken into Basic, Advanced and Multisyllable.

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

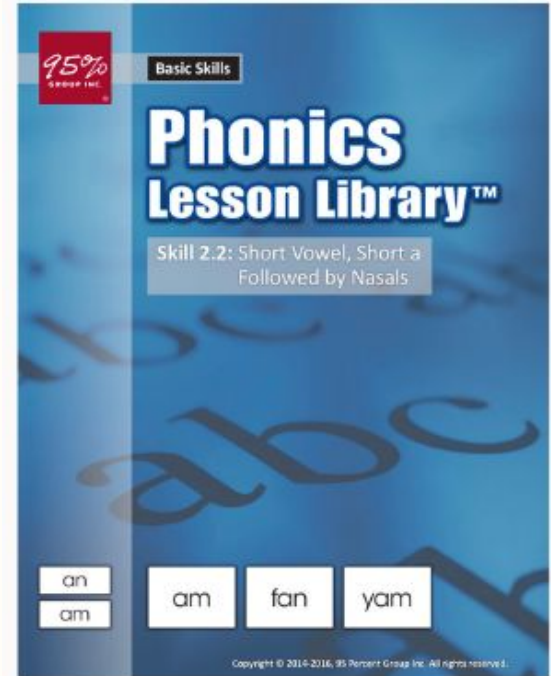


Skills Mastered at Grades 1-3



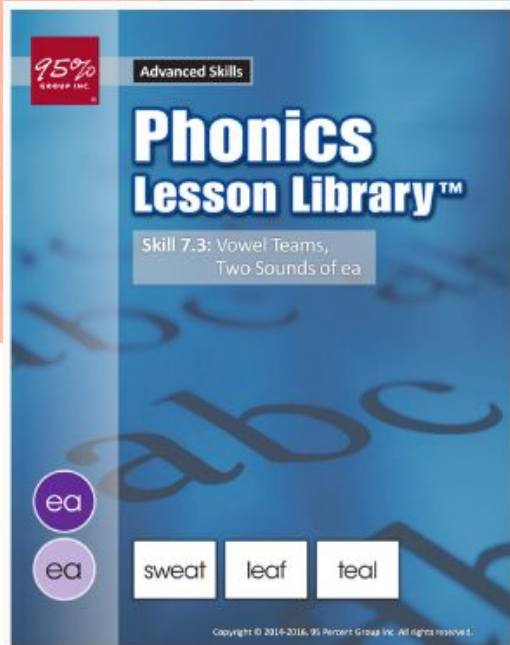
Basic Phonics

- 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

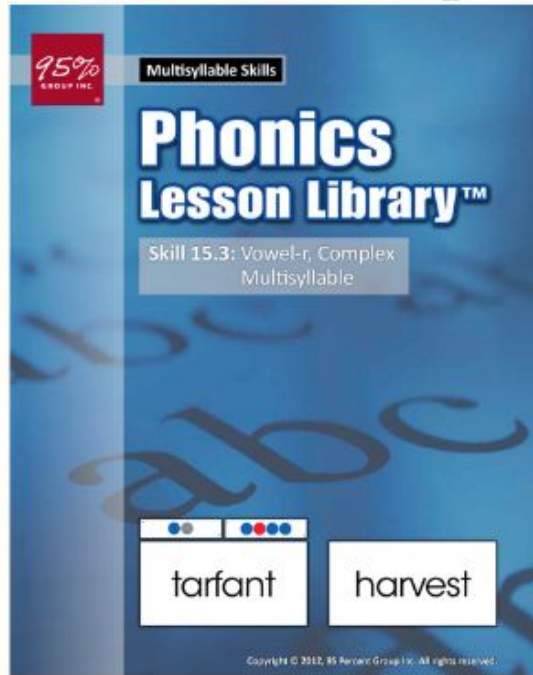
- 25 evidence-backed weekly lessons
- Predictable vowel teams: 5 lessons
- Unpredictable Vowel Teams:
6 lessons
- Vowel-r: 6 lessons
- Complex Consonants and past tense:
8 lessons



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

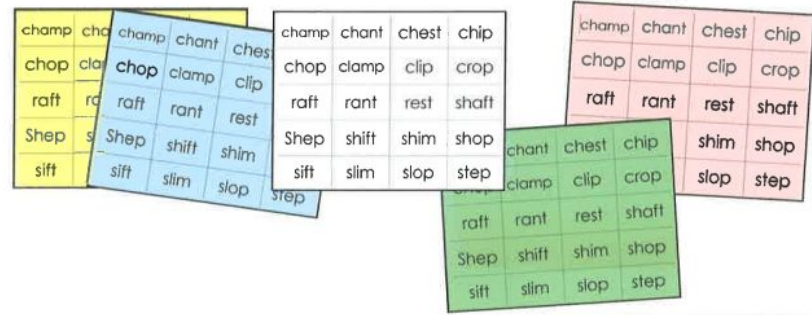
- 20 Large cards featuring target words
- 2 sets per lesson

chop	clamp
clip	crop

95 Percent PLL Materials Overview

Student Word Cards

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



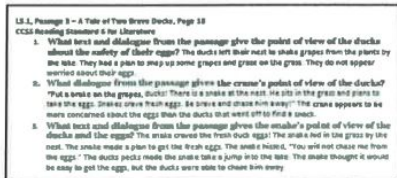
Student Decodable Passages

- 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

Fluency Sheets and Progress Monitoring Table and Graph



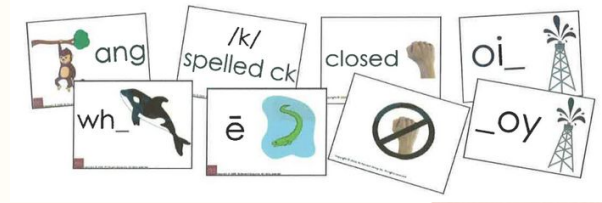
Words	Phrases	Syllables	Fluency
cat	The cat sat on the mat.	cat	100%
dog	The dog barked at the cat.	dog	100%
fish	The fish swam in the tank.	fish	100%
bird	The bird sang in the tree.	bird	100%
house	The house was made of wood.	house	100%
car	The car drove down the road.	car	100%
tree	The tree was very tall.	tree	100%
flower	The flower was very pretty.	flower	100%
leaf	The leaf was green.	leaf	100%
grass	The grass was green.	grass	100%
stone	The stone was heavy.	stone	100%
cloud	The cloud was white.	cloud	100%
moon	The moon was bright.	moon	100%
star	The star was bright.	star	100%
sun	The sun was bright.	sun	100%
rain	The rain was heavy.	rain	100%
snow	The snow was white.	snow	100%
ice	The ice was cold.	ice	100%
wind	The wind was strong.	wind	100%
fog	The fog was thick.	fog	100%
mist	The mist was thick.	mist	100%
clouds	The clouds were white.	clouds	100%
stars	The stars were bright.	stars	100%
moon	The moon was bright.	moon	100%
sun	The sun was bright.	sun	100%
rain	The rain was heavy.	rain	100%
snow	The snow was white.	snow	100%
ice	The ice was cold.	ice	100%
wind	The wind was strong.	wind	100%
fog	The fog was thick.	fog	100%
mist	The mist was thick.	mist	100%

- Two fluency sheet sets per skill that contain
 - words
 - phrases (three word phrases & 4+ word phrases)
 - sentences
- Progress-Monitoring Table and Graph can be used for every skill; students record their fluency progress. You do not need to do the partner reading/tracking. Instead, use this time to have students practice their fluency.

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
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 6.3: Vowel Teams, ai and ay

One-Syllable Words

Review

2 Minutes

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	meek - /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

Day 1 Lesson Plan for Phonics Intervention

Skill 2.3: Short Vowel, Short i

One-Syllable Words

Review

2 Minutes

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

Review

2 Minutes

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

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 word's 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
2 Minutes
Review
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
2 Minutes
Review
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
2 Minutes
Review
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

Materials Needed:

Word List in Lesson Plan

Previous Phonics Skill

Materials Needed:

Phonics Review Grids

Sight Words

Materials Needed:

Sight Word Review Grids

Syllable Review Materials

Needed:

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

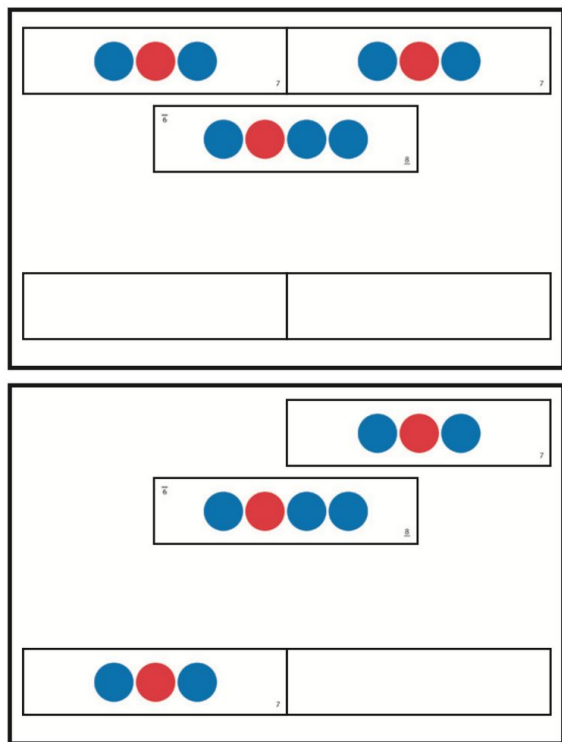
In this section you will explicitly teach students which letter/letters represent the focus sound.

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)

I DO 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*.

3 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 *kid* has a short i vowel sound, which is spelled with the letter *i*.

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

5 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*.

6 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

I DO 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

I DO 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.



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 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 5 Minutes

1. **Can you identify the syllable pattern with chips?** (Note: This step is optional if phonics chips are not available.)
(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)

I DO Teacher models.

FIND THE PATTERN:
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 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. 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

I 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, ito, jomas, kesot, masag, nollg, opti, ropap, tabo, 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 pseudowords together. I'll gesture and answer with you.

- Let's divide two-syllable pseudowords together. I'll gesture and answer with you. Look at this multisyllable pseudoword.
- Use black marker to write the pseudoword. (*bapon*)
- 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:
- Look between the vowel sounds. How many consonants? One
- (3) 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
- (5) Syllable type? Open Show the gesture for open using your left hand.
- Sound? /ā/
- (6) 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
- (7) Show the gesture for closed with your right hand. Closed fist.
- Sound? /ō/
- (8) What are the syllable types in this word? Open-closed I'll use two hands to gesture correctly under each syllable.
- 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 *o* Use red marker to draw vertical line between syllables.
- Identify Syllables and Vowel Sounds:
- 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
- (10) Syllable type? Closed Show the gesture for closed using your left hand. Closed fist
- Sound? /ā/



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

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 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.

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

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

Word Reading Accuracy

Can you read the multisyllable words? 10 Minutes

MATERIALS Teacher Pseudoword Cards Set 1

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

WORD LIST Set 1
Pseudowords (cards): axplide, bonclete, diftrupe, dipglate, fimstope, imglabe, lackvape, lishspite, misgrode, musgrude, noxspane, sutplive

- 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 multisyllable pseudoword. Show the first Teacher Word Card. (*misgrode*)
 - 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.
 - 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.
 - The syllable type is closed. I'll make a closed fist.
 - 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.
 - The syllable type is silent-e. I'll make a v-shape.
 - Point under the vowels. I tap under the vowels and say the sound, /o/.
Point to the beginning of the syllable. I sweep my finger and read the syllable, *grode*.
- Now I'll read the whole word. I'll sweep my finger and read the word, *misgrode*.

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

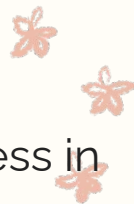
5 Minutes

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.

95 Percent PLL Lessons: Word Reading Fluency



Students build fluency by using the Fluency Sheets. Students can track their progress in the progress-monitoring table and graph. You will use the specific skills fluency sheets for this section of the lesson plan.

...fluently, make the correct gestures, produce the appropriate vowel sounds, and accurately read the words.

Word Reading Fluency

4 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.

Word	Correct	Errors
cat		
dog		
fish		
bird		
house		
tree		
flower		
grass		
leaf		
stone		
water		
fire		
ice		
cloud		
moon		
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planet		
star		
moon		
sun		
cloud		
rain		
snow		
hail		
fog		
mist		
drizzle		
pour		
storm		
thunder		
lightning		
hail		
snow		
ice		
water		
fire		
ice		
cloud		
moon		
sun		
star		
planet		
galaxy		
universe		
space		
rocket		

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 *hide*. I'll segment the word and tap one box for each sound I hear: /h/ /i/ /d/. I heard three sounds.
- Now I'll write the letters that represent each sound. Write letters in boxes. The word is *hide*.
- 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 i to the small letter e.

Model with contrast word: *bid*

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

- Let's practice listening for sounds and writing the letters. The word is *bike*. Word? *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: *bid*

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

h i d e
h i d 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.

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 subtext. How do you spell subtext? s-u-b-t-e-x-t
- Now change subtext 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.

WORD CHAINS

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

12 Minutes

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

4-Plus Phrase and Sentence Reading Fluency

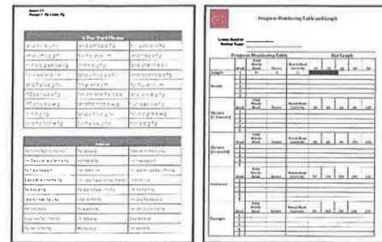
8 Minutes

MATERIALS 1 Fluency Progress Monitoring Graph per student,
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 phrases and sentences.



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 Multisyllables

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)

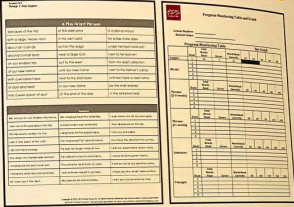
IMPORTANT: First do phrase-reading fluency, and then do sentence reading fluency. Instructions below apply to both types of fluency with any changes for sentence-reading fluency noted in parentheses.

- 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.

Jim had
... ..
a fig.

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.

Transfer to Text 10 Minutes

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

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

Set 1 Sentences

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

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">1. Read passage with skill words highlighted.2. Read unmarked copy of passage (no highlighted words).
CCSS Reading Standard 9 for Literature	
<ol style="list-style-type: none">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's Tim's big sis. Pat's big. Tim's big. 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 in the
tan van. Tim can sit in the tan van. Pat can sit and
ride in the tan van.
Tim can sit in the tan van. Pat can sit in the tan van.
Tim can sit in the tan van. Pat can sit in the tan van.
Pat's 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

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?	

9 Minutes

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 wait at the
make a get
Tim can sit in the tan van. Pat can sit in it and
Tim can sit in the tan van. Pat can sit in it and
Tim is sad. If Tim is sad, Pat is sad.
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">1. Read passage with skill words highlighted.2. Read unmarked copy of passage (no highlighted words).

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">1. Highlight skill words in passage and count them.2. Read passage with skill words highlighted.

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

12 Phonics Lesson Library

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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.



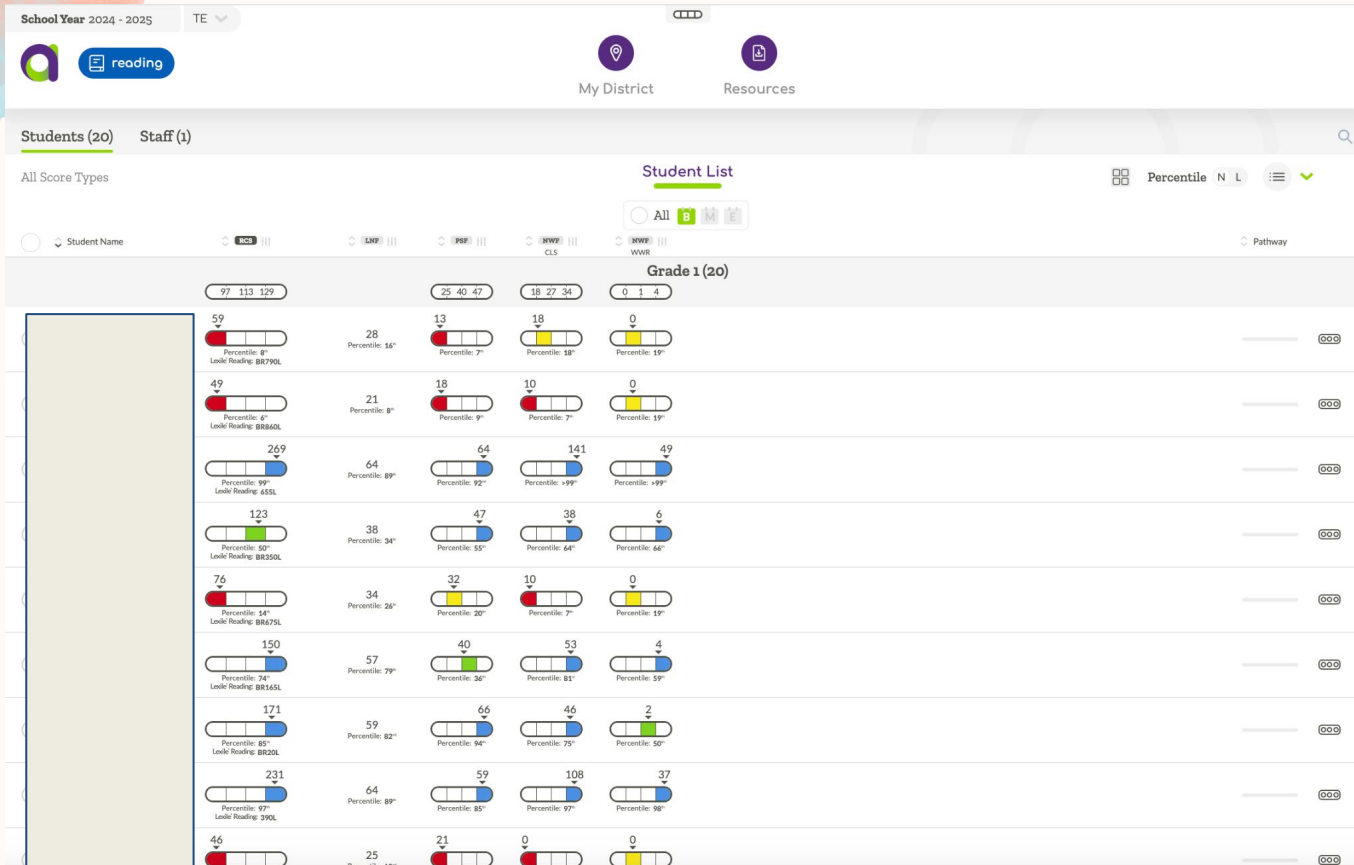
Phonics Screener for Intervention

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

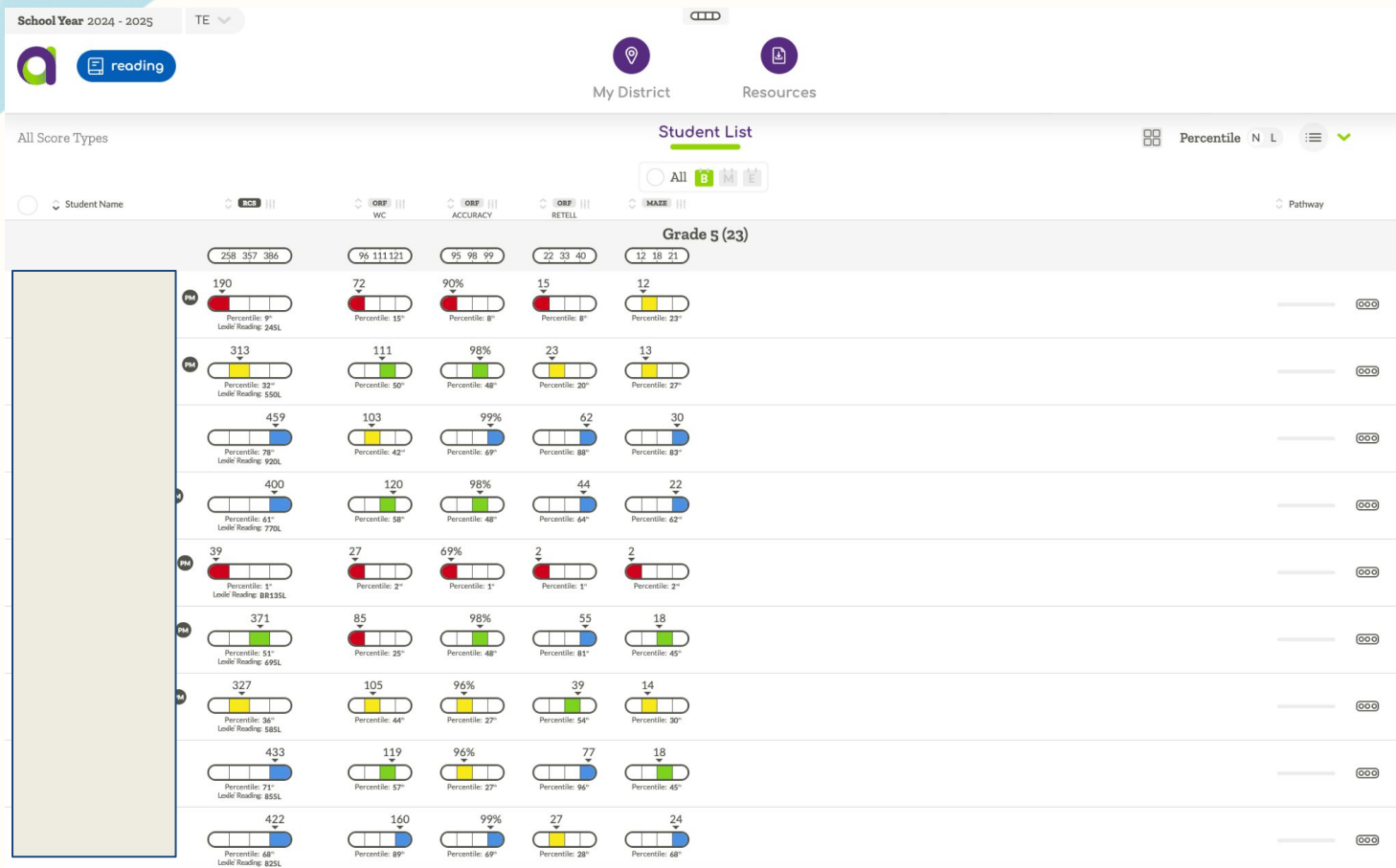
It's appropriate for readers beginning in the latter half of first grade who are reading with less than **95% accuracy** at the word level.

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

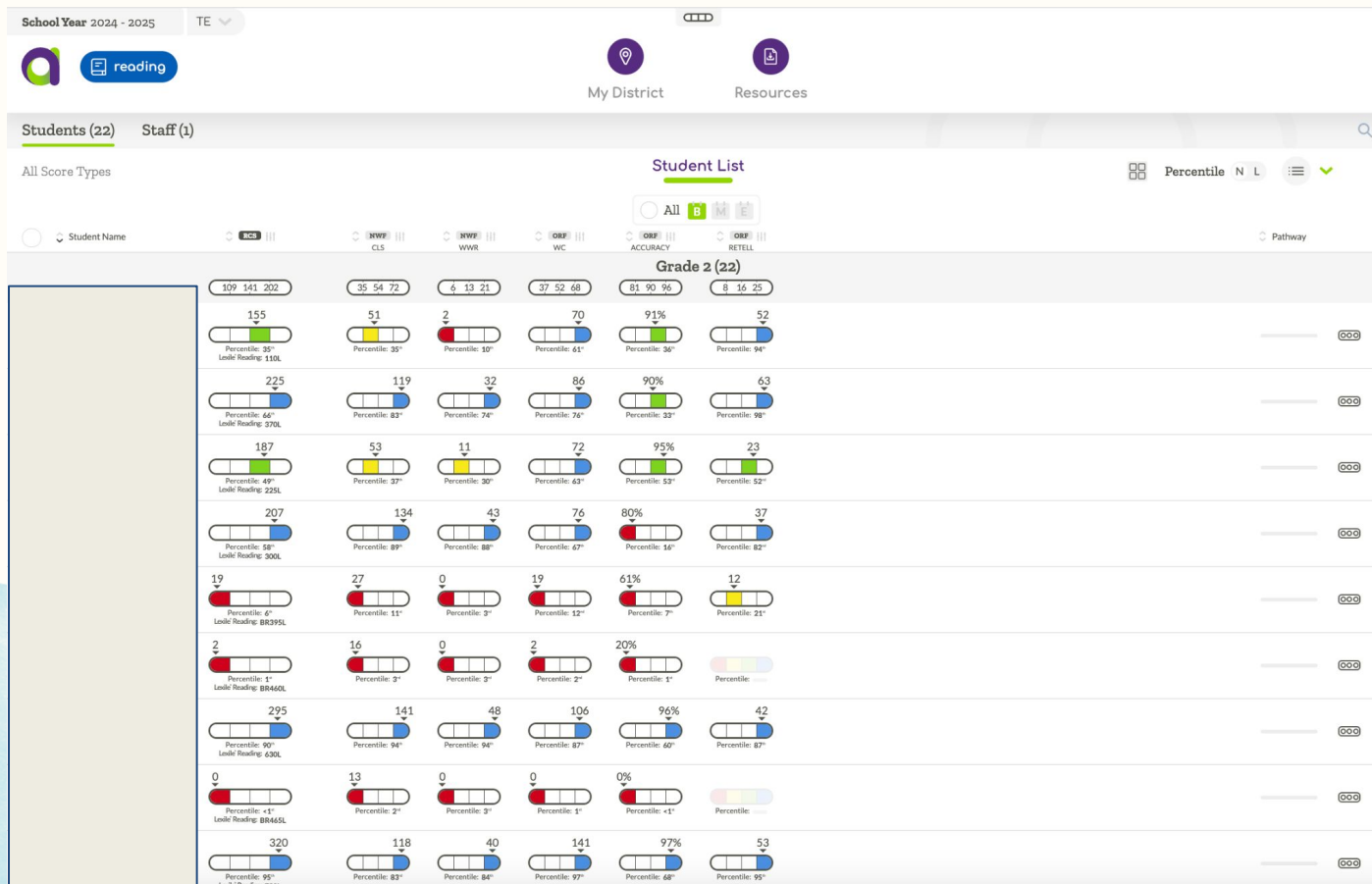
Based on this data, would you look into giving the PSI?



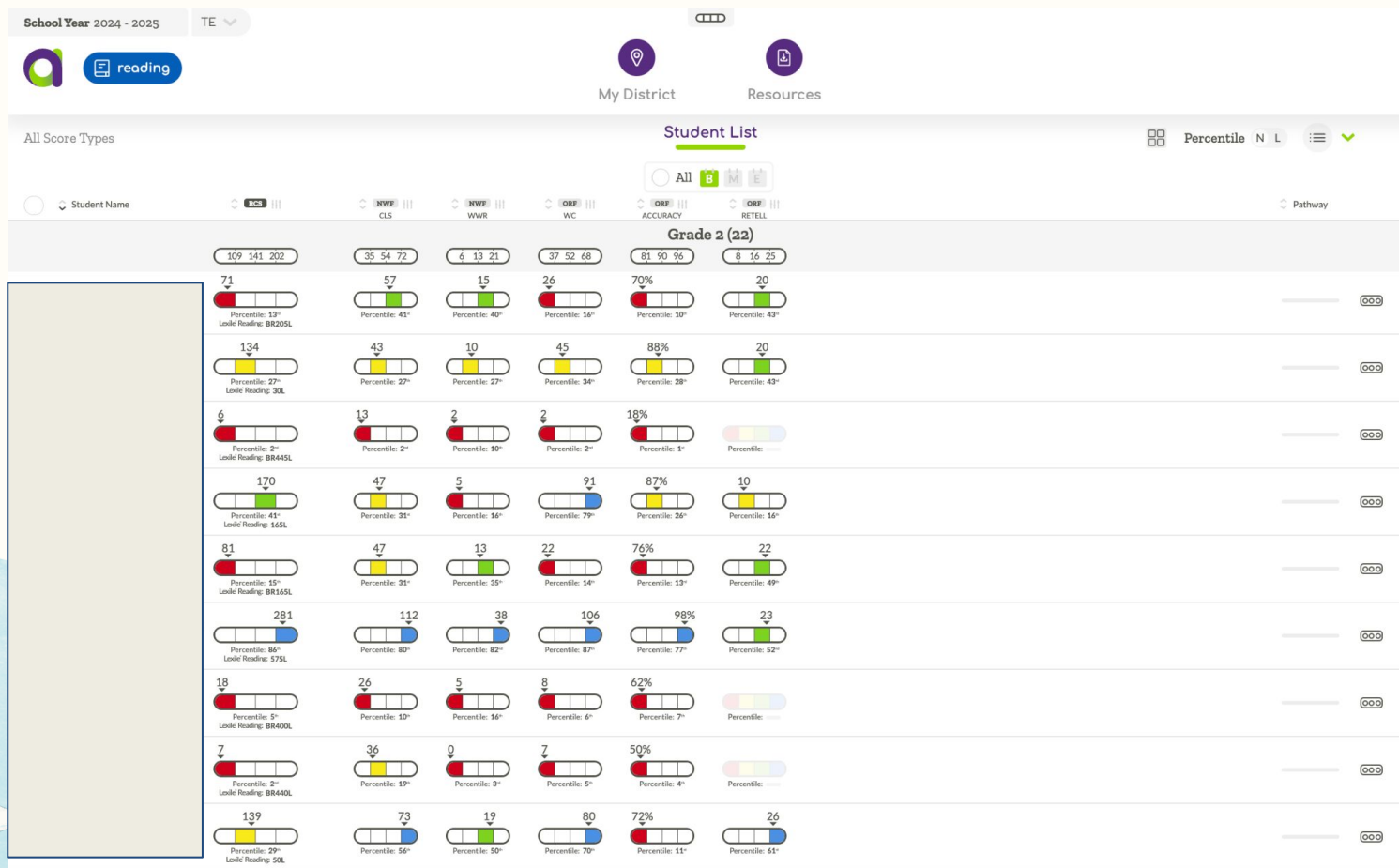
Based on this data, would you look into giving the PSI?



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	
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 <u>big</u> red <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	
<u>Fred</u> was <u>glad</u> to <u>swim</u> to the <u>raft</u> at <u>camp</u> .					# Target Words Correct	
<u>Brad</u> <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	
<u>Beth</u> can <u>crunch</u> <u>chips</u> with <u>Seth</u> .					# Target Words Correct	
Did <u>Rick</u> <u>shop</u> for the <u>thin</u> black 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>	tro <u>t</u> e	spliz <u>e</u>	/10	
<u>Mike</u> <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 joke in <u>fake</u> <u>code</u> ?					/10	

Phonics Screener for Intervention

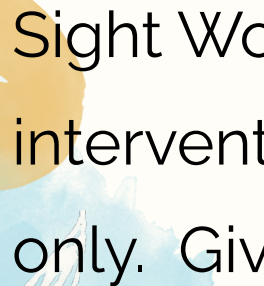


Form A--initial testing before intervention

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

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™ (PSI™), Version 3.0

Student Scoring Form A

Student: _____ Evaluator: _____ Date: _____

Part II: Advanced Phonics Skills

Skill 6: Predictable Vowel Teams					
dees	tay	pight	moid	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 [moon/book]	kie [chief/tie]	lount [rough/house]	theat [seat/head]	stief [chief/tie]	# Correct
foon [moon/book]	sprew [stew/few]	drow [snow/cow]	fea [seat/head]	fout [rough/house]	/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	morrb	der	zirk	har	# Correct
thirk	morrb	pard	merb	furb	/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 • dāg	mēl • sūp	nēb • līn	blēg • fēmp	thūp • cānd	# Correct
tānd • shāp	hēst • plūd	grēst • fōp	drūmp • chūn	lēmp • slān	/20
Skill 11: Long Vowel Silent-e Syllables					
ām • fāle	bēn • skile	ēm • bīze	prib • fūte	slig • fāle	# Correct
glīt • lōme	blīnt • slōke	clūs • glīme	fint • splēde	mīsh • flōte	/10
Skill 12: Open Syllables [Either pronunciation shown is correct.]					
lūt • fō	trū • fāle	plō • mize	slū • pānd	bāb • pō	# Correct
lūt • fō	trūf • āle	plōm • ize	slūp • ānd	bāb • pō	/10
kē • līsh	vā • lūg	tī • bēck	dā • gōde	stā • mīsh	# Correct
kēl • līsh	vēl • ūg	tīb • ēck	dāg • ōde	stām • līsh	/10
Skill 13: Vowel Team Syllables					
slin • dōy	flūt • laib	bream • lēmp	drōm • tigh	drūd • ploy	# Correct
plūd • nay	drūk • leeg	plōat • līpe	flūp • stroip	chūn • faw	/10
Skill 14: Consonant-le Syllables					
hēd • zle	sīm • dle	snōp • tle	grīb • kle	lūm • dle	# Correct
stroin • dle	fēn • fle	bō • ple	nūp • zle	zē • kle	/10
Skill 15: Vowel-r Syllables					
lēr • sōnd	ām • derk	nēb • stor	murn • frōp	mīr • zle	# Correct
hīrm • sōke	bart • flīme	flōt • mar	chūt • vurst	zert • glīme	/10

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 at the vet with his pig.					# Target Words Correct
My big red hat was on the rug by the bed.					/10
Skill 3: Consonant Blends		Score			
triz	flug	blet	mond	gamp	# Correct
strom	splet	prant	brund	grest	/10
Fred was glad to swim to the raft at camp.					# Target Words Correct
Brad grabs the strap as he jumps off the stilts.					/10
Skill 4: Consonant Digraphs		Score			
thop	shem	chun	thig	whob	# Correct
raph	tash	sith	chob	sheck	/10
Beth can crunch chips with Seth.					# Target Words Correct
Did Rick shop for the thin black fish?					/10
Skill 5: Long Vowel Silent-e		Score			
mape	suke	vobe	rete	dipe	# Correct
thute	strake	shebe	trote	splize	/10
Mike rides his bike for a mile by the lake.					# Target Words Correct
Why did Kate state the joke in fake 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.



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 <u>at</u> the <u>vet</u> with his <u>pig</u> .						# Target Words Correct
My <u>big</u> <u>red</u> <u>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	prant	brund	grest	9 /10
Fred was <u>glad</u> 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</u> <u>chips</u> with <u>Seth</u> .						# Target Words Correct
Did Rick <u>shop</u> for the <u>thin</u> <u>black</u> <u>fish</u> ?						10 /10
Skill 5: Long Vowel Silent-e				Score		
	map <u>e</u>	slug	vobe	rate	dip	# Correct
	thute	strike	shebe	trote	splize	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 joke in <u>fake</u> <u>code</u> ?						10 /10



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	mo <u>i</u> d	bo <u>a</u> p	# Correct
					10 /10
cro <u>y</u>	plaw	cre <u>e</u>	ta <u>i</u> n	tra <u>u</u> p	# 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>o</u> p [moon/book]	kie [chief/tie]	loun <u>t</u> [rough/house]	theat [seat/head]	stief [chief/tie]	# Correct
					10 /10
fo <u>o</u> n [moon/book]	sp <u>re</u> w [stew/few]	drow [snow/cow]	fea [seat/head]	fou <u>t</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

surd	mo <u>r</u> b	de den	zirk	har	# Correct
th rik	mo <u>r</u> ch	pa pad	me <u>r</u> n	furb	7 /10
Trish got dirt on her shorts and shirt at the park.					
Clark gave Kurt a smart horse with black fur.					
					# Target
					Words Correct
					10 /10

Skill 9: Complex Consonants

cud <u>g</u> e (/k/udg)	go <u>b</u> e (/g/obe)	gi <u>n</u> k (/j/ink)	zi <u>g</u> n	fa <u>t</u> ch	# Correct
					/10
kn <u>i</u> be	ro <u>d</u> ge	gi <u>b</u> (/s/ib)	qui <u>m</u> b	gn <u>i</u> pe	# Target
					Words Correct
					/10
Did Cole or Gail check the knots in the rope in the gym?					
The wren walked on the branch to snatch a stick.					

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



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

Part III: Syllable Types (Multisyllable Pseudowords)

Skill 10: Closed Syllables

līn • dāg	mēl • sūp	nēb • līn	blēg • fēmp	thūp • cānd	# Correct
tānd • shāp	hēst • plūd	grēst • fōp	drūmp • chūn	lēmp • slān	19 /20

Skill 11: Long Vowel Silent-e Syllables

ām • fāle	bēn • skile	ēm • bīze	prib • fūte	slīg • fāle	# Correct
glit • lōme	blīnt • slōke	clūs • glīme	fint • splēde	mish • flōte	7 /10

Skill 12: Open Syllables [Either pronunciation shown is correct.]

lūt • fō	trū • fāle	plō • mīze	slū • pānd	bāb • pō	# Correct
trūf • āle	plōm • īze	slūp • ānd			
kē • līsh	vē • lūg	tī • bēck	dā • gōde	stā • mīsh	/10
kēl • īsh	vēl • ūg	tīb • ēck	dāg • ōde	stām • īsh	

Skill 13: Vowel Team Syllables

slīn • dōy	flūt • laib	breem • lēmp	drōm • tūgh	drūd • ploy	# Correct
plūd • nav	drūk • leeg	plōat • līpe	flūp • stroip	chūn • faw	/10

Skill 14: Consonant-le Syllables

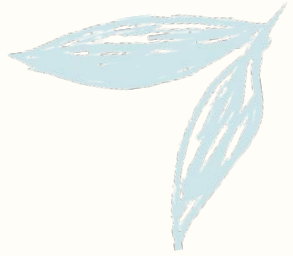
hēd • zle	sīm • dle	snōp • tle	grib • kle	lūm • dle	# Correct
stroin • dle	fēn • fle	bō • ple	nūp • zle	zē • kle	/10

Skill 15: Vowel-r Syllables

ler • sōnd	ām • derk	nēb • stor	murn • frōp	mīr • zle	# Correct
hīrm • sōke	bart • flīme	flōt • mar	chūt • vurst	zert • glīme	/10



Phonics Lesson Library vs. Phonics Chip Kit

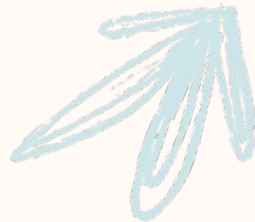


Phonics Lesson Library is your first resource for the following reasons:

- 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																								
<p>Sound-Spelling Mapping Mat</p>																										
<p align="center">Word List</p> <table border="0"> <tr> <td>bid/bad</td> <td>did/dad</td> <td>gig/gag</td> <td>kit/cat</td> <td>rip/rap</td> <td>tip/top</td> </tr> <tr> <td>big/bag</td> <td>fin/fat</td> <td>hid/had</td> <td>nip/nap</td> <td>lit/lit</td> <td>win/win</td> </tr> <tr> <td>bit/bat</td> <td>fit/fat</td> <td>his/has</td> <td>pin/pad</td> <td>tin/tin</td> <td>zig/zag</td> </tr> <tr> <td></td> <td></td> <td></td> <td>mid/mad</td> <td>rim/rat</td> <td></td> </tr> </table> <p align="center"><i>Examples/Nonexamples</i></p>			bid/bad	did/dad	gig/gag	kit/cat	rip/rap	tip/top	big/bag	fin/fat	hid/had	nip/nap	lit/lit	win/win	bit/bat	fit/fat	his/has	pin/pad	tin/tin	zig/zag				mid/mad	rim/rat	
bid/bad	did/dad	gig/gag	kit/cat	rip/rap	tip/top																					
big/bag	fin/fat	hid/had	nip/nap	lit/lit	win/win																					
bit/bat	fit/fat	his/has	pin/pad	tin/tin	zig/zag																					
			mid/mad	rim/rat																						

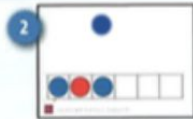
I Do (Teacher answers.)

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

Example for Sound Chips



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



- 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



- 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/

- 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)
 - 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 closes in the vowel. (Place closed fist under word.)

Repeat several examples, as needed.

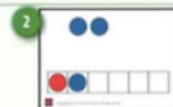
We Do—Level 2 (Students answer.)

Example for Sound Chips



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

- Next word. Ready? **in**.
- Repeat. (in)
- Finger-stretch **in**: /i/ /n/
- Vowel sound? /i/



- 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.)

- 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/

- 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.

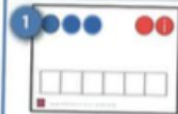
SKILL 2.3

Short i

STEP 2: Trade Sound Chip for Spelling Chip

I Do (Teacher answers.)

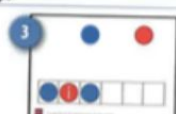
Example for Sound/Spelling Chips



- 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**: /i/ /p/—3 sounds.

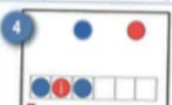


- Watch me pull down the sound chips:
 - A blue chip for /i/.
 - A red chip for /p/.
 - A blue chip for /p/.
 - The red sound chip represents /i/, which is a short vowel sound.



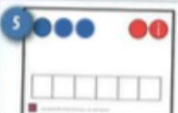
- Next I'll trade the red sound chip for a red spelling chip.
 - When there's a letter on the chip, it's called a "spelling chip."
 - I'll trade the red sound chip for the red i spelling chip.
 - /i/ /p/ **lip**.

Chips to Print (Encode)

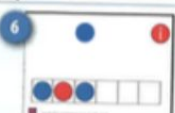


- Now I'll write the word below. (Place sound-spelling paper below the mat.) The sounds in **lip** are /i/ /p/—3 sounds, so I'll draw bold lines around 3 boxes.
 - The first sound is /i/ spelled with the letter **i**.
 - The middle sound is /p/ spelled with the letter **p**.
 - The last sound is /p/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

Nonexample



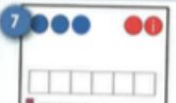
- Let me show you a word that does not have the /i/ sound but follows the pattern. Ready? The word is **lap**.
 - (Place chips at top of mat.) I'll finger-stretch **lap**: /a/ /p/.



- Watch me pull down the chips.
 - A blue chip for /i/.
 - A red chip for /i/.
 - A blue chip for /p/.
 - /i/ /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.
 - /s/ /i/ /p/. **sip**. (Sweep finger under as you say it.)

Model several examples and nonexamples.

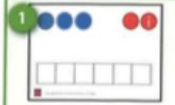
STEP 2: Trade Sound Chip for Spelling Chip

Short i

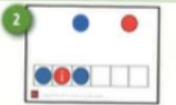
SKILL 2.3

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

Example for Sound/Spelling Chips

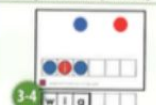


- Let's build more words. I'll move the chips and you'll answer with me.
 - The word is **wig**.
 - Repeat. (**wig**)



2. Finger-stretch **wig**. (/w/ /i/ /g/)
 - Vowel sound? (/i/) Chip? (blue)
 - First sound? (/w/) Chip? (blue)
 - 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)



3. 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**.

Accuracy

Print to Chips (Decode)

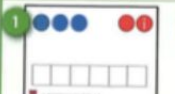


5. Let's try another word. We'll write the word first this time. The word is spelled **hit**.
 - How should we write the word in the boxes? (Students indicate correct letters.)
6. Chips? (blue, red i, blue) How is this word pronounced? (/hɪt/) **hit** follows the closed syllable pattern, so **i** is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

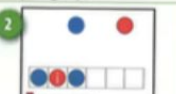
Repeat several examples and nonexamples, as needed.

We Do—Level 2 (Students answer.)

Example for Sound/Spelling Chips

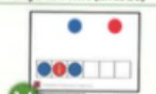


1. Ready? Next word. **fib**. Repeat. (**fib**)
 - Finger-stretch. (/f/ /i/ /b/)



2. 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**)

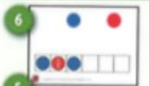
Chips to Print (Encode)



3. This word is spelled **fib**. (Write the word.)
 - Pronounce the word. (/fɪb/)

Fluency

Print to Chips (Decode)



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

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.

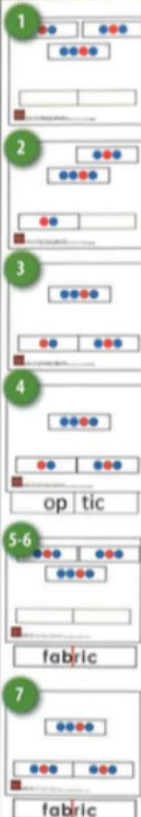
Repeat until students are accurate and fluent.

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.

- 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/ /i/ /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/ /i/ /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)

- First syllable? (mis) Sounds? (/m/ /ɪ/ /s/) Syllable bar? (blue-red-blue) Syllable type? (closed)
- 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.)

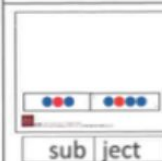
You Do

- 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.

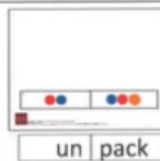
- Ready? Until. Repeat. (until)
- Say the syllables? (un-til)
- Build the word with syllable bars. (Students build word with correct syllable bars.)
 - What type of multisyllable word is this? (closed-closed) Why? (because each syllable has 1 short vowel sound followed by 1 or more consonant sounds)
- 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!

