

OnTrack Reading

Workbook Instructions

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OnTrack Reading

Important: The OnTrack Reading Advanced Code Workbook is to be used *only after* the student has been taught the Basic Code. That is, the student should be familiar with the sounds that individual letters represent in English words and should also be capable of blending these sounds into simple one-syllable words. An excellent resource for teaching the Basic Code is the book *Reading Reflex* by McGuinness.

About these instructions: Don't be overwhelmed by the detail. These instructions describe how a reading instructor can duplicate the typical OnTrack Reading sessions. If you are such an instructor, you will find yourself referring back to these instructions over time to see whether you have unintentionally omitted some of the procedures, or to find tips on how to sequence the lesson plans to get the most out of each session.

If you are a parent, don't worry about too much about getting the pacing correct, or covering everything in the specific order detailed in the instructions. Instead, just make sure that you're reading the instructions for each particular worksheet so that you get full use out of each one. Do, however, pay some attention to the Pacing Notes so that you know when your student is ready to start different sections of the workbook. This information will help you to vary the lesson plans to hold your student's interest.

Welcome to the OnTrack Reading Advanced Code Phonics Curriculum. These instructions will guide you through the *OnTrack Reading Advanced Code Workbook* page by page.

Getting Started—Testing Skills and Code Knowledge—See Appendix 1, Page 37

First, use the tests in Appendix 1 to test your student's initial skills and code knowledge.

Oral Exercises for Training Phoneme Manipulation—See Appendix 2, Page 42

If your student performs poorly on the Phoneme Manipulation Test covered in Appendix 1, use the word list in Appendix 2 to help train this skill during the first several sessions until he is able to perform the tasks and obtain a perfect score on the test.

Making Proper Error Corrections—See Appendix 3, Page 46

Read this section *before* you begin the mapping exercises so that you know how to correct the various errors your student is likely to make.

Point of View of These Instructions: These instructions are addressed to you as though you are the primary instructor going through several pages of the *OnTrack Reading Advanced Code Workbook* during each primary teaching session, assigning homework to be done later.

Basic Instructions instruct you how to use that type of worksheet. If you have already seen a worksheet with the same Basic Instructions, the page number of the earlier worksheet is listed instead.

Special Instructions cover additional information for a particular worksheet.

Pacing Notes advise you how to move through different sections of the workbook simultaneously and are important for getting the most out of the curriculum.

Notes just provide information on why certain curriculum choices were made. Notes are not instructions and can be ignored.

If you are a parent using this workbook with your child, use the instructions here to guide you as the *primary instructor* during the initial presentation of the worksheets. Plan about 60 to 80 minutes for a reading lesson, then go over several related worksheets as indicated in the Pacing Notes. On following days, put on your parent hat and oversee the homework that you assigned on the day of primary instruction. When you are satisfied, as a parent, that your student has completed the homework, proceed to new material wearing your primary instructor hat once again.

The Four Threads of the OnTrack Reading Curriculum:

Thread One: Covers specific advanced code digraphs, such as sh, ch, qu, etc.

Thread Two: Covers advanced code vowel sounds, such as /ow/, /er/ /oy/, etc.

Thread Three: Covers advanced code consonant sound spellings.

Thread Four: Covers multisyllable words, 2-syllable, 3-syllable and 4-syllable.

Thread One begins on page 4 and runs to page 17. It should be completed during the first few primary lessons.

Thread Two begins on page 18 and runs all the way to page 116. It should be taught over the entire span of primary lessons covering one vowel sound during each primary lesson, except possibly the first lesson.

Thread Three begins on page 117 and runs to page 151. It should be taught at the rate of approximately one consonant sound per primary lesson beginning at the second or third primary lesson.

Thread Four begins on page 152 and runs to page 169. You can begin instruction in the 2-syllable section about the time the /ie/ sound is being mapped in Thread Two, or about primary lesson number four or five.

In addition to working simultaneously on as many as three threads per primary lesson, you should also be occasionally retesting of skills and code knowledge, working on auditory processing ability if the need is indicated, and scheduling oral reading time at most primary lessons.

Here is a typical *primary lesson plan* that should take between 60 to 80 minutes to complete:

- 1) Map one to three consonant digraphs in Thread One, leaving a portion as homework.
- 2) Do any Finding Digraph worksheets for sounds mapped in the last primary teaching session.
- 3) Map the next vowel sound in Thread Two and assign it again as homework.
- 4) Read the short coded story following most vowel mapping pages.
- 5) Do any special worksheets following the vowel mapping pages.
- 6) Read the longer coded story following the vowel mapping pages and assign the same uncoded story on the next page as homework.
- 7) Do Oral Auditory Processing Exercises if need is indicated by testing, and also assign them as homework.
- 8) Do a consonant mapping in Thread Three and assign it again as homework.
- 9) Do chunk-by-chunk multisyllable mapping in Thread Four. *Don't* assign this as homework.
- 10) Do read, chunk, spell multisyllable work. *Don't* assign this as homework.
- 11) Read aloud from an appropriate book for several minutes, then do word analysis* either at the end of the reading, or at intervals during the reading.

*Word analysis: Keep a list of a few words that were challenging to read, then write them down one at a time and have your child read them again and underline any digraphs. If they are multisyllable words and you've progressed to 2-syllable lessons in the workbook, also have your child draw a vertical line between each chunk. (Make corrections as indicated in Appendix 3.)

And here is a typical *homework session* lasting about an sixty to ninety minutes. It might be better to split this into two or three shorter sessions:

- 1) Finish any mappings begun in Thread One.
- 2) Repeat any finding digraph worksheets done in the primary lesson.
- 3) Repeat the major vowel sound mapping in Thread Two.
- 4) Finish any special worksheets in Thread Two that were begun during the primary lesson.
- 5) Read the uncoded side of the longer story after the vowel mapping.
- 6) Do some Oral Auditory Processing exercises, if needed.
- 7) Repeat the consonant mapping in Thread Three that was done during the primary lesson.
- 8) Read aloud from an appropriate book and do word analysis on the more challenging words encountered.

Note: The instructions for the first several pages are necessarily quite long because a lot needs to be explained, both to you as instructor, and to the student (with you doing the explaining.) This amounts to a lot of reading and then a lot of explaining on your part as instructor at first. However, if you will page through the instructions, you will see that the lessons soon become routine and repetitive enough that you can move much more quickly and confidently once you understand the process.

Now, after first doing the testing discussed in Appendix 1 and studying the error correction process described in Appendix 3, begin working your way through the workbook from this point. (Use blank post-it notes to mark pages for homework.)

Instructions for Thread One – Specific Digraphs

Page 3: Code Knowledge Test

Basic Instructions: Tell your student that this is the same test you administered earlier and that it's in there so that he can review the items occasionally until he's certain that he knows them. After you've gone about halfway through the workbook, place a homework marker on the page if you feel more consistent review is indicated.

Special Instructions: Some younger students need an explanation that the items on this page are **codes** for sounds in words. If that is the case, here is one way to make the concept of a *code* clear to a young student:

Take a whiteboard and have a red and green marker ready. Draw a vertical rectangle with a post beneath it and put a large red dot at the top of the rectangle. Tell him it's a traffic light at a busy intersection and ask him what he would do if he was driving up to the red light. Nearly all children old enough to learn to read will know that the red light means "stop." Erase the red dot and draw a green one at the bottom of the rectangle and ask what green means. Again, he should know it means "go." To complete the example, ask if he knows what yellow means.

Then, explain to the student that red and green are just **codes** for the words "stop" and "go." Next, ask him what would happen if a few drivers didn't know the code. After you've

convinced him that mayhem would result, point out that to drive well, we all need to know the traffic light code.

With the concept of a code now clear in the student's mind, refer back to the *Code Knowledge Test* and tell him that all of the items on the page are just codes for the sounds in words. Point again to one he knew on the initial testing and ask, "What is the sound for this piece of code?" After he tells you, hand him a marker and have him write out a few more pieces of the code when you tell him the sounds.

Finish up by telling him that he will need to learn the code for all the sounds if he is to learn to read well, and then remember to occasionally refer to letters and digraphs as pieces of code for various sounds. It is extremely important that the student view print as code for sounds.

Page 4: First Vowel Sounds

Basic Instructions: Have the student read the first word, "cat." Then point to the letter "a" in front of "cat" and ask him what sound it is in "cat." Repeat this for the rest of the words. Then go to line 1 and have him practice saying each of the five sounds in order, allowing him to view the examples if he needs to do so. Then try line 2.

Observe his performance on line 2 and select a sound that he had difficulty with, such as the /i/ sound. Tell him to try the /i/ row next, pointing to line 5 which has the letter "i" every other letter. Be sure to say the sound /i/ as you indicate the row, so he has a secure start on the sound.

Continue in this manner, selecting the next row to work on depending upon what he had difficulty recalling in the current row. Stop after trying to do six to eight rows and return to the exercise later in the lesson, and again at each lesson until he is comfortable saying the appropriate sounds for each letter. Also, assign the page as homework.

Special Instructions: Most students are very unclear on the meaning of a "vowel sound." After completing the exercise above, point to the title of the page, circle the words "Vowel Sounds" and ask if he knows what a vowel sound is. Assuming he begins to ramble on with some inaccurate explanation, stop him and tell him that you will explain what a vowel sound is.

Next, ask him what the volume button on the remote to the TV does. Every child knows that it makes the TV louder or quieter. Then tell him that **vowel sounds give words volume**. That is, vowel sounds make words loud.

To demonstrate, ask him the sounds in "fish" and get him to the point where you both agree that "fish" has three sounds, /f/, /i/ and /sh/. See if he knows which one is the vowel sound. If not, just tell him it's the /i/ sound. Then, tell him you are both going to say "fish" without the vowel sound. In other words, you're both going to say "fsh" and that you're both going to yell "fsh" together as loud as you possibly can. Tell him to hold his hand in front of his mouth and you do so also so that you don't spray each other and then let loose with "fsh!" Do this a few times and then tell him that you're both going to put that little /i/ sound, the vowel sound, back into the word and you're both now going to yell "fish" as loud as you can. He will almost immediately realize that this will cause some embarrassment if anyone is around to hear, or he will simply enjoy yelling "fish!" at the top of his lungs. Either way, you will have made the point that **vowel sounds give words volume**.

Sum up by telling him that you are going to spend much of the lessons learning about vowel sounds. If you have a list of them handy, go down it pointing out sounds like, oo, oy, ee and er. Try a few more examples if you wish, such as "food" without the /oo/, or "toy" without

the /oy/ sound. Finish by telling him that all the other sounds, such as /t/, /p/, /b/ and /sh/ are the quiet sounds and that we call them the **consonant sounds**.

Next, circle the word "First" in the title of the page. Then go down the list of vowels on the page and say "We call these sounds, /a/, /e/, /i/, /o/ and /u/, the **first vowel sounds**. Then, establish the habit of occasionally referring to the first vowel sounds, /a/, /e/, /i/, /o/, and /u/ so that he learns to see them as a *class* within the overall vowel sound category.

Pacing Note: Do not spend a lot of time practicing the sounds on this worksheet at any session. Just go over the first two rows and then select three or four additional rows to try before moving on to something else. Leave a homework tab on the page until you're satisfied that the student knows the first vowel sounds well and can say them with reasonable competence. Do *not* expect mastery of this page before moving on.

Page 5: Spelling the "sh" Sound

Basic Instructions: Point to the "sh" written on the short line in the box and ask your student if he knows what sound it is. If he doesn't know, just tell him it's /sh/. Then tell him that you're going to explain something to him and write the word "digraph" on the worksheet. Refer to the Special Instructions for information on how to proceed next.

Now that your student knows what you mean by a digraph, point to the word "ship" and ask him to read it. If he can't remember the first sound, point to the "sh" and simply say "This is /sh/." Assuming you have completed the basic code work that should precede the use of this Advanced Code Workbook, he should then be able to decode "ship." Go through the rest of the words on the top line and have him read them.

Next, move to the second line, point to the word "wish" and ask him to underline the digraph in the word. After he has done so, have him read the word. Continue across the second line until he's read all the words and underlined all the digraphs, including the "ll" in "shall." Just ask "Any more?" if he misses that one at first.

Now you have to introduce the concept of **mapping** a word. Refer again to the Special Instructions for information on doing this.

Now that your student knows what you mean by "mapping" point to the word "ship" and say "Map 'ship' on the first line." Then cover the word and observe. He should say each sound as he writes "ship" on the first line. Select three or four more words to have him map and then assign the rest to be done later as homework.

Special Instructions: This is an important worksheet because two new concepts are introduced to the student, digraphs and mapping. Read the following carefully before starting on this worksheet.

1. Introducing Digraphs: The student should be introduced to the concept of a digraph with the following explanation:

First, ask him how many letters are in the alphabet. Don't be surprised by any number between 10 and 50, as that is the range you are likely to hear over the years. After he answers, make sure he knows that it is really 26. Then ask him how many sounds there are in English. That is, how many sounds does it take to create all the words in the dictionary? Make it sound big if you wish. The answers you get here will tend to range from 20 to 1,000, with many coming reasonably close to the actual number, which is around 43 (depending upon the curriculum being used.) Tell him that you will be studying 43 separate sounds.

Once the numbers 26 and 43 are on the table, ask him if he sees a problem with this. Depending upon his reaction, illustrate that we simply run out of letters before we run out of sounds, and then ask him again if he sees that to be a problem. Assuming you manage to convince him that, yes, there is a bit of a problem here, then ask him if he knows how it was solved. If he hesitates at all, ask what they did when they got to the /sh/ sound, or the /ch/ sound. Most students will already know, but some may not and you will need to explain that we combined two different letters to represent the "extra" sounds.

Now, introduce the word **digraph**. Tell him that "sh" is a digraph and that a digraph is just two or more letters written together to stand for one sound. Write the word "digraph" on the worksheet and decode it for him so that he will recognize it later and is more likely to remember it when you refer to it later.

2. Introducing Mapping: The student should be introduced to **mapping** with the following explanation (reinforce the concept, if he's already familiar with it):

Explain that mapping a word means that **he should say each sound separately out loud as he writes it**. It is extremely important to build this habit right away when working in the workbook because he will be doing a lot of it. Explain that by saying each sound out loud he is adding both his voice and his ears to the process of learning the spellings of the sounds. Tell him that this is twice as effective as just using his eyes and hands for the task and that the learning process will go much faster if he says the sounds out loud because his eyes, ears, mouth and hands are all concentrating on the task.

Some students are very reluctant to map aloud. If this is the case, having him repeat the process is sometimes enough to get him to say the sounds. However, if you have a very reluctant student on your hands, be sure to re-administer the segmenting test after a few sessions. Mapping aloud is very effective at improving segmenting (because they are always practicing) and if your student fails to improve on the segmenting retest, comment that you suspected this might happen and that mapping out loud builds the skill quickly. Sometimes this objective evidence is enough to convince a student that there is a benefit to following the suggested procedure.

It is important to pay close attention while the student is mapping the /sh/ sound. He should be saying /sh/ once while writing both letters. At first, he might say /sh/ and just write the letter "s" and then move on to the /i/ sound, resulting in "sip" instead of "ship." Point out immediately that he didn't write all of the /sh/ sound and have him try again. The point to mapping is to get the complete sound, composed of the two-letter digraph "sh," mapped as a single unit. You will usually be able to observe some confusion when the student is not yet comfortable with that concept. Until the confusion disappears, the "sh" digraph has not yet been embedded in the student's mind as a single entity. If confusion still remains at the completion of

the homework phase of the worksheet, the words should be repeated, or new words containing the /sh/ sound should be introduced by the parent.

Pacing Note: Failure to read the words on this first digraph page indicates that the student needs more blending practice. It does not necessarily mean that he is not yet ready to handle the concept of digraphs. So long as you ensure that he is attempting to practice blending each of the ten words on the worksheet, he will be getting some blending practice while also moving on to something more interesting at the same time. However, if blending remains a problem, consideration should be given to returning to the basic skills work for a time.

Page 6: Spelling the "k" Sound (Refer to Basic Instructions for Page 5)

Special Instructions: After the mapping is completed, write "ck = Marker" on the top of the worksheet. Then indicate one of the "ck" spellings on the page and tell your student that the digraph "ck" is a marker. Tell him that every time he sees that particular digraph in a word it will have one of the letters a, e, i, o or u in front of it and that letter will be the **first vowel sound**. Tell him "The digraph ck *marks* the letter in front of it as being a first vowel sound." Then go through the words on the page pointing out the ack, eck, ick, ock, uck patterns. Don't worry about this sinking in at this time, but *do* go through the explanation. The concept will come up again several times and is a key part of the multisyllable instruction.

Pacing Note: It is not necessary to complete all of the next several digraph worksheets before starting in Threads Two and Three. You can jump to the worksheet on page 19, *Spelling the "ow" Sound*, after completing two or three of these worksheets. You can also start work on the consonant mappings in Thread Three after doing the "ow" sound worksheet and then gradually introduce the consonants as you work through the vowel sound worksheets.

Page 7: Spelling the "ch" Sound (Refer to Basic Instructions for Page 5)

Page 8: Spelling the "th" Sounds (Refer to Basic Instructions for Page 5)

Special Instructions: Another explanation is necessary here because the digraph "th" actually represents two different English sounds and it is helpful if the student recognizes this. Have him place his palm about an inch from his mouth and say "Think that." Then ask him to say it again and see if he feels air blowing out on his palm more strongly on one of the two words. He should notice that he feels air blowing primarily when he's saying "think," although, to be frank, they often don't come up with the right answer and you might need to demonstrate the difference yourself. Try holding a piece of tissue in front of your mouth while you say first "think" and then "that" and the difference should be obvious to them.

After having the student read the words and find the digraphs, draw a profile of a person's head over the "th" heading in the first column and add some lines coming from the mouth to indicate that the person is blowing air. Then have him read "thin" and ask which sound it begins with, /th/ or /the/. Once he's determined that he blows air out when he says "thin" have him map it in the first column. Repeat the process with the word "that" and see if he can tell you that it starts with the other sound of "th", the /the/ sound. Once he can do that, have him map it in the

second column. Point out that in the second column the "th" has a number "2" above it and that it is there to indicate that there is a second sound for the digraph "th."

Page 9: Finding Digraphs in Words

Basic Instructions: *Always* wait until the next primary session to do the Finding Digraphs worksheets. Do *not* do them immediately after mapping the sounds. That way this worksheet serves as a very effective review of the previous session's mappings.

Tell the student to read the first word aloud and then say each sound in the word, underlining any digraphs he sees as he goes along. If he can't read the word, ask him to first locate and underline any digraphs in the word and then try again to read the word. If he fails to find a digraph, just indicate it and say, for example, "This is /sh/."

Once the left side is completed correctly, show the student how to fold over the page so that he can repeat the exercise as homework and then unfold the page revealing the already-completed left side which then serves as his answer key. Assign the right side as homework.

Page 10: Spelling the "ar" Sound (Refer to Basic Instructions for Page 5)

Page 11: Spelling the "or" Sound (Refer to Basic Instructions for Page 5)

Special Instructions: This lesson lays the foundation for examining all of the overlap options that the student must eventually master. It does this by introducing a second pronunciation for the "ar" digraph, that being the /or/ sound in "war."

During the mapping phase, have the student map each word on the top line, ending with the word "war." Wait a moment to see if he successfully maps it in the second column under the "ar" heading. If he fails to do this, point out the spelling of the /or/ sound in "war" and redirect him to the second column. After he's mapped "war," point out the number "2" over the column heading and ask him if he's seen the "ar" digraph in a previous mapping. Of course he has, since you just covered it on the previous page. If he's forgotten, show him that page.

Explain that the digraph "ar" is usually the /ar/ sound, but that here it's apparently the /or/ sound because the word is definitely pronounced "war." Point to the "2" over the "ar" and say "/or/ is the second sound of this digraph." Assign the rest of the page as homework.

Page 12: Spelling the "ng" Sound (Refer to Basic Instructions for Page 5)

Special Instructions: To demonstrate the /ng/ sound have the student say the word "sing" and then have him say it again while prolonging the ending of the word like this: "sinnnggggg." If he tries to finish the word with a hard-g sound, he will not be able to prolong the pronunciation, but if he says the /ng/ sound properly, he will. Once he's properly saying "sing" and holding the /ng/ sound, tell him that is the /ng/ sound he's saying at the end of "sing."

Pacing Note: By this point you can also have the student working on mapping the /oe/ sound in Thread Two and also mapping the consonant sound /ch/ in Thread Three.

Page 13: Finding Digraphs in Words (Refer to Basic Instructions for Page 9)

Page 14: Spelling the "hw" Sound (Refer to Basic Instructions for Page 5)

Special Instructions: Teach the following pronunciation of the /hw/ sound, which is always spelled "wh": Tell him that /hw/ is the sound we make when blowing out a candle. Have him put his palm about six inches in front of his lips and "blow out the candle." Show him that making either the /h/ sound or the /w/ sound results in very little air blowing on his palm at that distance, compared to the /hw/ sound. He needs to feel the difference between /w/, /h/ and /hw/. Point out the pursing of the lips to direct the air "toward the candle," as compared to no pursing with the /h/ sound, and pursing, but very little air, with the /w/ sound.

Do not, regardless of your initial bias, neglect to at least try teaching this sound. Failure to do so is the cause of many careless reading errors. And, students enjoy learning it.

Besides making words like "when" and "what" easy to distinguish from "then" and "that," teaching a specific /hw/ sound has another enormous advantage. It makes words like "who," "whole" and "whose" relatively easy to decode. All you need to do is model the sound of the "wh" as /hw/ (air blowing, lips pursed, but unvoiced) as you segment each word and then blend it back together. The lack of voicing makes /hw/ sound like /h/ in front of sounds like /oe/ and /oo/, but the lips are still pursed if they are pronounced precisely. The difference between "hole" and "whole" is not really heard, but can be felt by the student if he is paying attention to where how his lips are formed for each. While you may take issue with this explanation, once the student learns to perceive the "wh" digraph as a true /hw/ sound at the beginning of those words, they will become both easier to spell and less likely to be confused with other words when reading. A second benefit is that the digraph "wh" does not ever have to be taught as having two sounds, /h/ and /w/, as is done in many curricula.

Pacing Note: Before doing this worksheet, try to get far enough along in Thread Two to finish the worksheets *Spelling the "oe" Sound* on page 25 and also the *Vowel Sound Game* on page 32 so that the student has learned to decode the vowel sound in "white," "whale" and "whole" without assistance. If he can't read "where" or "what" or "who" because the vowels sounds in those words have not yet been covered, just tell him what the vowel sound is in those words. For example, if he struggles with "where" just point to the "ere" and say, "This is the /err/ sound."

Page 15: Spelling the "kw" Sounds (Refer to Basic Instructions for Page 5)

Special Instructions: Point out that the letter "q" is *always* followed by the letter "u" in English words and that we therefore treat the two letters as a digraph. Make it clear that the "qu" digraph usually represents *two* sounds, so that we say /kw/ when we see it in a word, but because we don't want to think of the "q" standing for the /k/ sound and the "u" standing for the /w/ sound, we treat "qu" as a digraph and say the sounds /kw/ when we encounter it.

Page 16: Spelling the "ks" Sounds (Refer to Basic Instructions for Page 5)

Special Instructions: Point out that the letter "x" is the *only* letter that is code for two sounds *at the same time*. These two sounds are the last two sounds of its name, "eks." If the student tries to underline the letter "x" as a digraph at some point, state that it is not a digraph because it is only one letter, and that a digraph is two or more letters standing for just *one* sound.

This lesson also compares plural spellings and singular spellings of words ending in the /ks/ sounds. The student needs to realize that every time he hears the /ks/ sounds in a word they aren't necessarily spelled "x" and the layout of the lesson makes this obvious.

After the student has mapped several words, write "x=Marker" at the top of the page and tell the student that the letter "x" is another of the four "markers" that he will be learning. Go over the meaning of a "marker" again. (A "marker" *marks* the sound coming before it as a First Vowel Sound.) Then recite the endings of the five example words by saying "ax," "ex," "ix," "ox" and "ux" while pointing them out on the page.

Page 17: Finding Digraphs in Words (Refer to Basic Instructions for Page 9)

Instructions for Thread Two – Vowel Sound Spellings

Page 18: A Parent Guide to Mapping Sounds (Parents should read this page before beginning the process of mapping the vowel sounds in Thread Two and the consonant sounds in Thread Three.)

Page 19: Spelling the "ow" Sound

Basic Instructions: This is a double-sided lesson. Use the first page in the primary teaching session and assign the back side, which is identical, as homework to be done the next day or later, *not* on the same day. Refer to the instructions for mapping on page 18 of the workbook itself to learn how to guide the student through the process of mapping a sound.

Ask the student to read the first word, "cow." If he stumbles on the "ow" digraph tell him that it is the /ow/ sound and have him try again. Once he's decoded it, have him write "ow" on the short line at the head of the first column. Then have him map "cow" on the line below the "ow" that he's just written. As soon as he catches on, start challenging him by covering the word *after* he reads it and determines which column it goes in.

Next, show the student the word "out" and again have him attempt to decode it. As before, if he has trouble with the "ou" digraph just tell him it's /ow/ (the sound) and let him try again. Once he's decoded "out" have him write the "ou" digraph on the short line at the top of the second column and then map "out" on the line below. Continue in this manner, *going left to right across each line*, until the first two lines of coded words have been mapped. When the word "bough" is encountered encourage him to try the /ow/ sound and come up with the correct result even if he doesn't recognize the word. After he gets it correct, just explain that a bough is a branch, like the boughs of a tree.

On the third line the student will encounter "now" which is coded, but in a less obvious way. Continue through the list using the same procedure for each word.

Special Instructions: At the conclusion of this mapping point out to the student that there are three ways to spell the /ow/ sound and that to know which one to use he has to have first seen the word. Therefore, he will learn to spell words best if he learns to read them. After he has read "clown" a number of times, spelling it "cloun" will result in a word that looks wrong to him.

Pacing Note: Start teaching the /ow/ sound after the student has shown success at mapping the first two or three sounds in Thread One.

It is not necessary to map *all* of the /ow/ words. Doing so will often bore an older student. Use your judgment depending upon the age and ability of the student.

A younger student who is having difficulty with the concept of an /ow/ sound and who might also be mapping with difficulty or awkwardness should eventually map all of the words, but the mapping process should be divided up into smaller blocks of time.

Note 1: If you are an instructor who uses this workbook routinely with different students it is useful to have manipulatives that you can display to the student. Each manipulative should have only a one-syllable word on it and the digraphs should be bolded for emphasis. If you create your own, it is helpful to put a space between each sound so that, for example, "crown" is typed "c"-space-"r"-space-"**ow**"-space-"n" so that it appears like this: c r **ow** n.

If you do use manipulatives, they give you the advantage of being able to pick and choose words depending upon the capabilities of your student. Always explain to the younger ones that they will not be mapping the entire stack you're holding, however, or they will perceive a daunting task when they look at it and can become discouraged.

When using manipulatives, use an opaque sheet of paper or plastic to cover the word list on the first mapping page. Then start presenting your choice of manipulatives, sorting them into columns in front of you as your student reads each word. Cover the word after he decides which column it goes into and has written a new column heading if necessary.

If you are an instructor, it is useful to skip the manipulatives for the "ow" mapping only, and use the existing word list to demonstrate the process of mapping to the parent who will be overseeing the homework. That way the parent is more likely to conduct the mapping correctly at home.

Note 2: In this workbook three sounds serve as "anchor sounds" for sounds that follow. They are the /ow/ sound, the /ie/ sound and the /ue/ sound. The reason they are called anchors is that many of the same spellings repeat in the following lessons as overlap options.

The /ow/ sound is covered first among the vowel sounds because, while it is a complex sound in that it is spelled only with digraphs, it has the advantage of having only two common spellings, "ow" and "ou." The reason to teach /ow/ before /oe/ is that spellings of /ow/ are better tested first as /ow/ and then as /oe/, rather than the reverse. This is especially true of the spelling "ou" which is much more commonly pronounced /ow/ than /oe/.

Page 21: The Clown

Basic Instructions: Instruct the student to read the story, starting with the title, listening closely and underlining every word (the entire word) that contains the sound /ow/. You will find that most students can read the stories in the workbook because they have been carefully written using very little code that has not already been presented.

Special Instructions: In remediation, words like "of" and "one" usually present no problem because older students already know them, but if your student is just learning to read you will sometimes need to explain them. During the first reading of the story, just tell the student the words that he puzzles over if he has not learned the code in them yet and explain them after he's finished. Here are some possible explanations:

With the words "the," "he," "no," "a" and "I," point out that the letters a, e, i, o and u each have a second sound, just like "th" and "ar" had second sounds, and that they are easy to remember because they are just the names of the letters. You can write the number 2 over the "o" in "no" or the word "I" to make the point.

Explain "of" and "one" as follows: With "of" just point out that it looks like /o/+f/, but that we say it so quickly and so often that it gets turned into "ov." Don't say "uv," but rather retain a good portion of the /o/ sound when you say "ov." With "one" explain that "one" is a strange word because it has a sound without a letter. Put a double underline under the space in front of "one" and write a "w" under the double underline. Then underline the "ne" and tell your student that the sounds in "one" are /w/./o/./n/, where the /n/ sound is spelled with the digraph "ne." If you wish, you can draw a comparison to the words "done" and "none."

This is also a good time to clear up the confusion caused when we let students learn "the" and "a" as sight words pronounced "thu" and "uh." Write the number 2 over both the "th" and the "e" in "the" and over the word "a" and tell your student that the accurate pronunciation of "the" is "thee," as in "The End," and that the accurate pronunciation of "a" is really "ay." Remind him that we often say it that way, as in "I wish I was A clown!" Provide this explanation if your student has confused "the" and "a" in the story.

Don't provide *all* of the above explanations at once, but note whether they will be needed in the future. For example, if he reads the story almost flawlessly except for stumbling over the word "he" just provide the one explanation that the letter "e" has a second sound, the /ee/ sound, as he's trying to read the word.

Pacing Note: Have your student read each of the simple coded stories that follow the vowel sound mappings immediately after finishing the first session of mapping the sound. In most cases, with the spellings fresh in their minds, even very young children are able to read these stories with reasonable accuracy. With older students, emphasize the underlining of the relevant sounds, since some struggling readers have a difficult time with that task.

Page 22: Finding Digraphs in "ow" Words (Refer to Basic Instructions for Page 9)

Pacing Note: Structure the lesson so that this is one of the first worksheets to be done at the following primary teaching session. Do *not* do it until after your student has done the "ow" mapping at both the primary teaching session and at the homework session. By doing this, it will serve as an excellent review and his performance will reveal whether he needs additional review of the "ow" sound. The pacing of all of the *Finding Digraph* worksheets is the same: Map the sound in the primary teaching session; map it a day or so later in the homework session; complete the *Finding Digraph* worksheet at the next primary lesson and then repeat the second column of the *Finding Digraph* worksheet at the next homework session.

Page 23: First Vowel Sound Patterns – Part One

Basic Instructions: Tell the student that you are going to take a minute to explain something and then explain what a CVC word is and that the vowel sound in a CVC word is usually the First Vowel Sound. Then have him read several of the words on the page. If he struggles at all with any of the words, assign the page as homework as well.

Notes: Many of the words on this page were chosen specifically because they are uncommon. Younger students will not know them on sight and will have to decode them. As they do so, make sure that they are *always* using First Vowel Sounds.

The reason for warning the student that you are going to explain something is that you really need him to sit back and listen, so just tell him that. Most students in remedial programs have been preached at so often and so long by adults that they seem to have an internal switch that turns off their attention by the second or third sentence of a "speech." A student will learn exceptionally fast following the procedures in this workbook without having everything continually explained to them. This is because most of the work is "hands on" and they are working to figure out the processes on their own, with your guidance, of course. When it *is* necessary to explain something, get their attention and then make the explanation fast and clear. Then let the student get back to working on the examples.

Pacing Note: Don't skip this worksheet. It is one of a progression of worksheets illustrating the patterns of First Vowel Sound occurrences. This approach is used instead of requiring the student to learn a series of rules.

Page 25: Spelling the "oe" Sound (See Basic Instructions for Page 19)

Special Instructions: It is very important to introduce a word containing the digraph "oe" (toe, hoe, doe) before introducing a word like "note." Two important concepts are introduced during this mapping, the "vowel + e" and the extensive overlap of the spellings of the "ow" and "oe" sounds.

1. Introducing the concept of "vowel + e": Locate the words "toe" and "note" if you are using manipulatives and present "toe" (or "doe") first, so that the "oe" column has been started on the mapping page. Later, when you present the word "note" (or when you reach it on the word list if you are not using manipulatives) stop and get out your whiteboard or make notes in the margins of the worksheet. Write the word as "noet" while saying each sound and point out that we could have easily spelled "note" in that manner and that it would then go under the "oe" column with "toe" and "doe."

Next, explain that the writer of the first good English dictionary had a big tendency to put the letter "e" at the ends of words whenever he got the chance, even when it would have been better not to do so. You can use "are," "have" or "give" as examples of words with an unnecessary "e" tacked onto them for illustration. Then tell him that when presented with the "oe" digraph in a word, he couldn't resist, and found a way to get the "e" to the end of the word by splitting the "oe" spelling when there was another sound after it. Write "note" again by writing the "n" then the "oe" but leaving a space between the "o" and the "e" and then tuck the "t" in the space while saying each of the sounds. Sum up by linking the "o" and "e" with a little "smiley" under the word.

Even very young children readily accept this explanation. Now have the student write "o-e" (refer to it as "oe dash ee") at the top of the next unused column, and have him map "note." He should write the "e" last in the word, without saying anything, since he has already pronounced the "oe" sound when he wrote the letter "o." Do *not* allow him to write the "oe" in a split manner and then tuck in the "t."

2. Introducing the overlap options in this lesson: Up to this point when a second sound of a digraph was encountered, the number had already been entered for the student. This time, that is not the case.

Your goal by the conclusion of this lesson is to have had the student write the number 2 above the headings of the "ow," "ou" and "ough" columns *and* to realize that he first saw each of those digraphs in the previous lesson where they represented the /ow/ sound. The best time to make that point initially is when he attempts to pronounce one of them as the /ow/ sound. Then just remind him that the "th" digraph had two sounds and so does "ow" (or "ou" or "ough.") At the end of the mapping, point out that every single spelling of the /ow/ sound also appears as a spelling of the /oe/ sound.

Also during this lesson, remind your student that the letter "o" in "no" can also be the First Vowel Sound, /o/, as in "hot." Have him put the number 2 over the "o" column heading and tell him the Second Vowel Sound is the letter name.

This method of having the student number the second, third, and even fourth options of various spellings works very well in establishing the concept that English has a substantial number of overlap options (differing pronunciations) for many of the sound spellings. In future mappings, whenever your student writes a new column heading, encourage him to question whether he's seen a spelling in a previous mapping. Some students become quite proficient at this, while others need continual reminding, but all should learn the overlap options during the mapping process if you follow this simple procedure.

Pacing Note: Some students bog down during a mapping of the /oe/ sound due to the number of words that must be covered. If this happens, break the mapping into two different time slots during the primary lesson and into two different days during the homework lesson.

With older students especially, it works quite well to get through the *Vowel+e* lesson on page 31 of the workbook during the same primary lesson that the /oe/ sound was mapped.

Page 27: Snow (See Basic Instructions for page 21. Underline the /oe/ words.)

Page 28: Finding Digraphs in "ow" and "oe" Words (See Basic Instructions for page 9)

Pages 29 & 30: Moe, the Goat

Basic Instructions: this is a coded story written using primarily sounds that the student has already learned. If you are an instructor working with several students, have him read it out loud during the session in front of the parent/mentor so that the parent/mentor can observe you and learn how to make appropriate error corrections.

Also, if your student had some difficulty underlining the words bearing an /oe/ sound in the story "Snow," you should assign a paragraph or two of "Moe, the Goat" to do a similar search.

After reading the coded story on the front side of the page during the primary lesson, the same story (but uncoded) on the next page should be assigned as homework reading. The student should write any words he struggled over on the lines at the bottom of the page and review them until he knows them.

Note: "Moe, the Goat" is a relatively long story for many younger students and the lack of pictures along with the full page of print may be intimidating. If that appears to be the case,

mark a point about halfway down the story and tell him he only has to read that far on the first reading.

As for comprehension, although many poor readers have trouble with comprehension, most of them will not experience that problem when they are reading using a solid phonics foundation. Since the stories in this workbook were written using mostly the code that the student will have already covered, he will readily follow the story line in most cases. Due to inexperience, some students will misunderstand certain words and constructions, but they will generally know what they are reading.

Page 31: Bike and Skates

Basic Instructions: Do not read this story until teaching the "vowel+e" information in the Special Instructions below. Then just have your student read the story to practice the concept of "vowel+e."

Special Instructions: After the /oe/ sound has been mapped and you have explained the "o-e" spelling of the /oe/ sound, you need to demonstrate to your student that the same concept applies to "a-e," "e-e," "i-e" and "u-e" words.

If you have manipulatives of "vowel+e" words in which leaving off the ending "e" yields an actual CVC word, for example, tape/tap or cube/cub, use those manipulatives to make the point that adding the letter "e" to a CVC word results in changing the First Vowel Sound to the Second Vowel Sound, that is, to the letter name. Just place the manipulative in front of the student with your finger covering the ending "e" and ask him to read it. Correct him, if necessary, by pointing to the vowel and saying "Use the first vowel sound here," and after he reads the word correctly, reveal the entire word by uncovering the ending "e" and again have him read it.

Start with "o-e" words, as these have already been covered in the /oe/ mapping, then do either "i-e" or "a-e" next. The "e-e" spelling is rare and can be skipped if you wish, because the examples are more complex and the "u-e" words should be done last because they cause the most problems typically.

Make the point that "a-e" is the /ae/ sound, just like "o-e" is the /oe/ sound. Tell him the sound of "a-e" is just the name of the first letter. Then do from 15 to 20 words until your student gets the idea and becomes relatively proficient. When done, have him read "Bike and Skates."

Note: Although it is tempting to assume the "vowel+e" construct works across two consonants in words like "paste," "waste," "range," "strange" and "clothe," it is better to decode these words as having ending digraphs (**paste**, **waste**, **range**, **strange** and **clothe**) rather than to allow the student to assume that the "vowel+e" construct permits two consonants to split the leading vowel and the "e." If your student attempts to do so, just say it's "o dash e, not o dash dash e." Doing otherwise will undermine the logic when you later explain why we double the ending consonants in words like "hopping."

Pacing Note: During this lesson you will be able to observe whether or not your student has a good grasp of the First Vowel Sound usage in CVC and CCVC words. If he doesn't, you might consider slowing the mapping pace a bit and doing more mapping in Thread One (where most vowel sounds are First Vowel Sounds) and more easy reading, as well

as some more basic code work. You don't need to stop altogether, but you should consider slowing the pace a bit, and you should not move into multisyllable work yet.

Page 32: Vowel Sound Game

Basic Instructions: Tell your student this is a game. Have him take a pencil and tell him that he is going to score himself. Point to "fat" and ask him to read it. If he does so correctly, tell him to circle the number "1" on the first scoring line. If he misses it, have him put an "X" on it instead. Move to the next word. Allow no second chances in this game because there are only two realistic options.

Now that he knows how it works, point randomly to words in the top group of coded words and have him score another game on the second scoring line. Once your student scores a perfect 10 a couple of times in a row in the first grouping, move to the second grouping, which is uncoded. Eventually, move to the third grouping.

Only play the game once or twice during the primary teaching session and then assign it to be done as homework. Tell the parent/mentor not to overdo the game, but to play it one or two times as a homework "break" instead. Keep reassigning it as homework until the student is achieving perfect scores on the third group of words.

Page 33: Reading the Digraph ow

Basic Instructions: This is a sorting exercise. Manipulatives are quite useful at this point and you should consider making some of your own. Just type the word list from the page plus a few more words you can think of that contain the "ow" spelling in a very large font and cut them into individual words. Find an example of each that your student reads easily, say "cow" and "show," and use these for the first words in two side-by-side columns.

Have your student attempt to read the next word you show him, for example the word "low." If he reads it correctly, have him then say the sound he used, /oe/, and then place it in the column under "show." If he places it in the wrong column, tell him "That would be 'low'," pronouncing it to rhyme with "cow."

If he reads it incorrectly, using a sound other than /ow/ or /oe/, point to the "ow" and tell him "This is either /ow/ or /oe/ so try one or the other." If he reads it using the other option, and does not self-correct, ask him what else it can be, while pointing to the "ow" in the word. If he fails to try the other option successfully tell him "this can be /oe/," while pointing to the "ow" in the word.

Some students can get very hung up on an incorrect word, so if frustration mounts just tell him the word eventually and move on. Later, try returning to the problem word. Typically, they retrieve a completely wrong result and can't shake it off.

Also, you *do want* your student to occasionally try the wrong sound first. At this point, it is *very important* that you tell him that he's doing exactly what he should be doing, first trying one option and then the other until he successfully arrives at the word. The point of this exercise is to build your student's *skill* at manipulating phonemes within a word, as well as his *knowledge* of the feasible options. If he knows all of the words, he will not get a chance to work at the skill and if he has all of the words already memorized on sight, he might never draw the main point of this exercise, which is *to test the various options until he arrives at a word*. So, when he finally tries first one, and then the other option make sure and tell him he did exactly what he should do.

After using manipulatives during the primary teaching session, if possible, then assign this worksheet as homework. The importance of this exercise cannot be over-emphasized. It teaches your student one of the most important decoding skills needed to read the English language—testing overlap options.

Pacing Note: The sorting exercises, all titled "*Reading the Digraph __*" or "*Reading the Letter __*" should not be done until your student has completed the homework lesson for the vowel mapping which preceded it. Then it should be first done during the primary teaching session and assigned as homework.

In other words, the primary session for the /oe/ mapping should *not* include this worksheet. Hold off on doing it until the *next* primary teaching session. It *is* okay to map the next vowel sound during that same session, so the /er/ mapping can be done during the same session. You want your student comfortable with the spellings before he tackles these sorting exercises.

Page 34: Reading Words Ending with "ing" ("i"+"ng")

Basic Instructions: Explain to your student that when we add the "ing" ending to a "vowel+e" word, we drop the "e" and add "ing" in its place. Tell him the ending is called a suffix and that the original word is called either the root word or the base word.

Next, point to "ride" and have him read it. Then point to "riding" and have him read it. Show him that the "ing" has replaced the "e" in "ride" and tell him that the line under the "ing" is only there to remind him that it used to be an "e." Next, and this is very important, show him by going through the sounds in "riding" one by one that the "i" itself is now representing the /ie/ sound. Go through each of the sounds in "riding" like this, pointing at each one:
/r/.../ie/.../d/.../i/.../ng/.

Now, point to the next eight words in order, from "make" to "making" and on down to "flame" and then "flaming" having him read each word. He should be able to do this relatively easily given the groundwork that has been laid here and in previous lessons.

Then go to the next column, but cover the root words with your hand and have your student read just the words with the suffix "ing" attached. He will sometimes find this more difficult. If so, reveal the root word and let him decode it, then go back to the word he has been having trouble decoding. Once he gets it, remind him again that the suffix "ing" has replaced an "e" in a "vowel+e" word.

Finally have him read the word "bake" and then cover it and have him write "baking" on the line next to it, saying each sound as he writes the word. If he forgets to drop the "e" just remind him he should do so, have him correct it and then move down to the next word. Do the first column in the primary lesson and then assign the page as homework. During the homework lesson, the concept is reviewed and the last column of words is written, adding 'ing' to each.

Pacing Note: This is the first of a four-worksheet group that leads the student into an understanding of why he should try the first vowel sound in front of a doubled consonant, and also why we double ending consonants in CVC, CCVC and CCCVC words before adding certain suffixes.

Because the student must understand the /ng/ sound here, this lesson should not be done until after the worksheet "Spelling the 'ng' Sound" in Thread One has been completed.

Pages 35 & 36: The Owl and the Cat (See Basic Instructions for Pages 29 & 30)

Note: This story is included for those students who can use more practice with the /ow/ sound as well as more practice generally. It can be skipped if that practice is unnecessary.

Page 37: Spelling the "er" Sound (See Basic Instructions for Page 19)

Page 39: Spelling the "r" Sound (See Basic Instructions for Page 19)

Special Instructions: The /r/ sound causes some difficulty because it is somewhat difficult to pronounce in isolation. It is not /er/ nor "ruh" but /r/. The most effective way to pronounce it in isolation is to attempt to say "rer," rather than /er/. That is, precede /er/ with a leading /r/. Then, don't drag out or elongate the /er/ portion of "rer" any longer than necessary to get the sound out. Approaching it this way keeps you from saying /er/, which is wrong, or "ruh," which is sloppy because it tacks on an unwanted /u/ sound. Instead, just say "rer" and chop it off quickly.

The purpose of this worksheet is to teach the student the "wr" spelling of the /r/ sound. If you are using manipulatives, show him "rap" followed by "wrap," then "ring" followed by "wring" and then "right" followed by "write" to make the point that the 'wr' digraph is just pronounced /r/.

Note: The /r/ sound is the only consonant sound included in Thread Two, the vowel sound section of the workbook. This is done to make clear the distinction between the vowel sound /er/ and the consonant sound /r/.

Page 41: The Sun Burns (See Basic Instructions for Page 21. Underline the /er/ words)

Page 42: Finding Digraphs in "er," "ar" and "r" Words (See Basic Instructions for Page 9)

Pages 43 & 44: Burp! (See Basic Instructions for Pages 29 & 30)

Page 45: Spelling the "ie" Sound (See Basic Instructions for Page 19)

Note: The /ie/ sound is another anchor sound, in that three of the ways to spell the /ie/ sound ("i," "ie" and "y") can also spell the /ee/ sound. Therefore, don't skip over it, as the explanation of the /ee/ sound worksheet relies on the student having covered the /ie/ sound already.

Pacing Note: It is likely that your student is ready to handle some multisyllable work by now. If you have not already done so, read the Pacing Notes in the instructions for the first multisyllable lesson in Thread Four to determine whether you should begin work in that thread.

If it appears that your student is *not* yet ready for multisyllable work in Thread Four, you will need to consider slowing down the mapping pace and going back to some basic code work. By now, your student should be getting nearly perfect scores on the segmenting and blending tests that you should have administered at the start. If he can't do so, more basic code work is indicated.

Page 47: Mike at Night (See Basic Instructions for Page 21. Underline the /ie/ words)

Page 48: Finding Digraphs in "ie" Words (See Basic Instructions for Page 9)

Page 49: Reading Words Ending with "er" (See Basic Instructions for Page 34)

Special Instructions: Remind your student that the suffix "ing" took the place of the "e" in a "vowel+e" word and tell him that he should think of the suffix "er" the same way, as taking the place of the "e," rather than it being just "ride" with the letter "r" added to it. When you encounter words like "timed" and "hoped" in reading, use the same logic to explain the suffix "ed." That is, the suffix "ed" takes the place of the "e." This prepares him to see that "ed" is often a digraph, though not always.

Page 50: (intentional blank page)

Pages 51 & 52: White Mice Are Quite Nice (See Basic Instructions for Pages 29 & 30)

Page 53: Spelling the "ee" Sound (See Basic Instructions for Page 19)

Special Instructions: See the instructions under "*Spelling the 'oe' Sound*" for handling the overlap options encountered here. Those overlaps are the spellings "y," "e," "ie" and "i." Each of them should be marked with the number 2 above their respective column headings, except the letter "i" which should be marked with the number 3.

When you get to the word "yard," mark a 2 over the "y" and explain that most students pronounce a beginning "y" as "yuh" which isn't correct. Tell him that the letter "y" at the beginning of a word is actually the /ee/ sound pronounced very quickly. Have him say /ee../ar../d/ and then blend the result to make the point, and then reinforce this concept when you get to the word "yes." Incidentally, this is why some curricula do not teach a basic code sound for the letter "y."

Page 55: The Deep Sleep (See Basic Instructions for Page 21. Underline the /ee/ words)

Page 56: Finding Digraphs in "ee" Words (See Basic Instructions for Page 9)

Page 57: Reading the Letter e (See Basic Instructions for Page 33)

Page 58: Reading Words Ending with "y" ("ee") (See Basic Instructions for Page 34)

Pages 59 & 60: Eddy, the Eager Beaver (See Basic Instructions for Pages 29 & 30)

Page 61: Spelling the "ae" Sound (See Basic Instructions for Page 19)

Special Instructions: See the instructions under "*Spelling the 'oe' Sound*" for handling the overlaps encountered here. Those overlaps are the spellings "a," "ey," "ie" and "ea." Each of them should be marked with the number 2 above their respective column headings.

Also, certain English dialects do not enable the blending of /ae+/r/ to arrive at the /err/ sound. Cross off the words on the end of the last three lines (share, chair and bear) if students in your area cannot blend them as /ae+/r/ words.

Page 63: Race Day (See Basic Instructions for Page 21. Underline the /ae/ words)

Page 64: Finding Digraphs in "ae" Words (See Basic Instructions for Page 9)

Page 65: Reading the Letter i (See Basic Instructions for page 33)

Pacing Note: This worksheet incorporates a number of multisyllable words since the letter "i" only rarely represents the /ee/ sound in one-syllable words and since it also represents the /ie/ sound more frequently in multisyllable words than in one-syllable words. Therefore, this worksheet should not be attempted until the student is being successful in at least two-syllable work in Thread Four. Some students will easily be ready by this point, but others will not and this worksheet should then be completed later.

Page 66: Spelling CVC Words with Suffixes (See Basic Instructions for Page 34)

Special Instructions: Before doing this worksheet remind your student that CVC words almost always contain First Vowel Sounds. Then, using either a workbook or the margins of the worksheet itself, demonstrate how "hop" + "ing" would look just like "hoping" and see if you can get him to agree that this presents a problem (since the "ing" suffix looks like it could be replacing an "e.") See if your student knows how the problem was solved and then discuss the solution, which was, of course, to decide to double the ending consonant of CVC (as well as CCVC and CCCVC) words before adding the suffix. Then proceed with the worksheet.

Pages 67 & 68: The Monster of Tall Tale Lake (See Basic Instructions for Pages 29 & 30)

Page 69: Spelling the "e" Sound (See Basic Instructions for Page 19)

Special Instructions: See the instructions under "*Spelling the 'oe' Sound*" for handling the overlaps encountered here. Those overlaps are the spellings "ea" and "ai." The "ea" should have the number 3 marked above it and the "ai" should be marked with the number 2.

Page 71: The Little Red Hen (See Basic Instructions for Page 21. Underline the /e/ words.)

Page 72: Reading the Digraph ea (See the Basic Instructions for Page 33)

Page 73: Spelling the "o" Sound (See the Basic Instructions for Page 19)

Special Instructions: See the instructions under "*Spelling the 'oe' Sound*" for handling the overlap encountered here. That overlap is the "a" spelling of the /o/ sound which should have the number 3 placed above the column heading.

Note: In this curriculum, the letter "a" represents just three sounds (/a/, /ae/ and /o/.) In words like "away" and "ago" the letter "a" is pronounced carefully, using the /o/ sound, rather

than sloppily using the /u/ sound. If you are careful to accent the last syllable, virtually all students will accept this. Of course, if you accent the first syllable (AH-way) then they will not accept the pronunciation as proper and you will then find that you have introduced yet a fourth pronunciation for the letter "a" (the /u/ sound) which just complicates the instruction.

Similarly, it is usually not necessary to teach an /aw/ sound for the letter "a" in words like "talk" and "wall" if you approach the task carefully. (In many areas this is not even an issue due to dialect differences.) First, introduce a word like "want" which tends to have a truer /o/ pronunciation, and then move to "swat" and "water" which are close to /o/, but tending toward /aw/ and finally present words like "wall" and "talk" which in some dialects contain definite /aw/ sounds. The point is that by testing /a/, /ae/ and /o/ only, a student can decode virtually all words without having to add /u/ and /aw/ to complicate matters.

If, in your area, you hear no difference between the /o/ sound in "hot" and the /aw/ sound in "claw" you should consider combining the two lessons, "*Spelling the 'o' Sound*" and "*Spelling the 'aw' Sound*" teaching them as one sound only. Also, if you find that in your area your students have a difficult time assigning an /o/ sound to the letter "a" in words like "talk" and "wall" then you simply need to add a fourth overlap option to the letter "a."

An excellent way to see whether this is necessary is to observe behavior while doing the next worksheet, "*Reading the Letter a*." Observe whether he has difficulty accepting "swat" as having an /o/ sound and ask him where he would put "wall" and "water." Often a good way to do this is to have your student say a word like "talk" using all three possible options, one after the other like this: "/t/a/k/" (tack,) "/t/ae/k/" (take,) "/t/o/k/" (tock) and see if he resists putting "talk" in the /o/ column.

Warning: If you make up your mind beforehand that "talk" can't possibly sound anything like the word "tock," you might as well not even bother with the above process and instead just do the work required to create a fourth sound for the letter "a" because there is no doubt that you will be able to make "talk" and "tock" sound dramatically different if you word to do so (by saying "tock" quickly and sharply while dragging out "tawwwk.") But if you take the opposite tack and see what your student thinks about the issue, you might just save yourself a lot of unnecessary work and your student will be none the worse for it, unless there truly is a dramatic difference between the two sounds in your region.

Page 75: Reading the Letter a (See the Basic Instructions for Page 33)

Note: If you have added a fourth option for the letter "a" as discussed above you will have to also add a fourth column to this exercise.

Page 76: First Vowel Sound Patterns – Part Two

Basic Instructions: Remind your student of the solution to the problem posed in the worksheet on Page 66, "*Spelling CVC Words with Suffixes*." That is, remind him that doubled consonants come up a lot because of the need to preserve the First Vowel Sound in words like "hopping."

Then, go over the information presented in the discussion and finish with the "Chunking Tip." Tell him that if he sees a doubled consonant in the first part of a word, to end the first chunk after the doubled consonant and to then try the First Vowel Sound when reading the chunk. While this will not work in every instance, he will be far more likely to read the first

chunk of the work correctly using the First Vowel Sound before a doubled consonant than if he adopts a different approach. (The main exceptions are "oll" as in "roller" or "strolling" and "all as in "taller" or "stalling."

Now, have your student look at the first word, draw a vertical line after the "ladd" in "ladder" and read the first chunk, then the second, then put the two together. Go through about half the words in the primary lesson and map a few of them at the bottom of the page and then assign the rest to be done as review during the homework session.

Page 77: Spelling the "ue" Sound (See Basic Instructions for Page 19)

Special Instructions: See the instructions under "*Spelling the 'oe' Sound*" for handling the overlap of the /ue/ sound encountered here. That overlap is the "u" spelling of the /ue/ sound which should have the number 2 placed above it.

Note: The /ue/ sound is the third anchor sound. It should precede the teaching of the /oo/ sound because, as with the /ow/oe/ relationship, every single spelling of the /ue/ sound can also represent the /oo/ sound. Furthermore, students should be encouraged to try /ue/ first in unfamiliar words because it is easier to "fall back" into the /oo/ sound than it is to switch to the /ue/ sound if /oo/ did not work. Essentially, at least in the U.S., we tend to pronounce the /ue/ spellings as /oo/ when it is a little too difficult to say a true /ue/ sound.

The British actually stick to a /ue/ pronunciation in some cases where we have lapsed to an /oo/. Examples are "statue" and "statute" which some speakers of British English might decode as written, employing the /ue/ sound, whereas we have completely changed the endings from /t/ue/ and /t/ue/t/ to /ch/oo/ and /ch/oo/t/ respectively. A similar situation arises with the "ture" ending common to words like "structure" and "picture." The British easily decode "picture" as "pic-/t/ue/r/" whereas we corrupt the ending and say "pic-/ch/er/." It is probably easier to have this discussion with the student than it is to introduce the new overlap options that would be necessary to explain the American pronunciations of the words (where "t" becomes /ch/ and "ure" becomes /er/.) Also, some students will easily decode words like "stature" and "picture" if they attempt to say the /ue/ sound first when encountering them, instead of the /oo/ sound.

Page 79: The New Mule (See Basic Instructions for Page 21. Underline the /ue/ sounds *only*, and not the /oo/ sounds in words like *new*, *clue*, *Lew* and *Sue*.)

Page 80: First Vowel Sound Patterns – Part Three

Basic Instructions: If you have followed the instructions carefully to this point, your student should have heard you explain the concept of a "marker" which is just a way of referring to a letter or digraph that is *almost* always preceded by a First Vowel Sound.

Explain again that "x," "ck," "tch," "dge" and "dg" are markers and what is meant by that and then have your student practice reading the one-syllable words containing these "markers."

Next, explain the "chunking tip" and have him draw a vertical line after the "chick" in "chicken" and read the word chunk by chunk. Do about half the words during the primary lesson and assign the rest to be done during the homework session.

Note: There are very few exceptions to the patterns covered in this worksheet. the /oul/ sound occurs in "butcher and the name "Butch" and in some regions we are inclined to say "cetch" for "catch" (which is easily corrected.)

Page 81: Spelling the "oo" Sound (See Basic Instructions for Page 19)

Special Instructions: See the instructions under "*Spelling the 'oe' Sound*" for handling the overlaps encountered here. Those overlaps are the spellings "u-e," "ue," "ew," "u," "o" and "ou." Indeed, most of the spellings of the /oo/ sound have been seen before in previous lessons. The "u-e," "ue" and "ew" are all marked with the number 2, since they were all first seen in the /ue/ lesson preceding this one. The letters "u" and "o" are marked with the number 3 for their third sound, as is the digraph "ou." Remind your student of the other sounds of each of these spellings of the /oo/ sound, if he cannot recall them on his own.

Page 83: The Little Toot (See Basic Instructions for Page 21. Underline the /oo/ sounds.)

Page 84: Finding Digraphs in "ue" and "oo" Words (See Basic Instructions for Page 9)

Page 85: Reading the Suffix ed

Basic Instructions: If you have manipulatives for this lesson, use them. Otherwise go over the first three lines in the primary session and assign the rest to be done during the homework session.

Try to get your student to recognize the three different pronunciations of the "ed" suffix by having him read the key words "turned," "hopped" and "started." Ask him what sound he hears at the end of each word. Some students will say they hear a /d/ sound at the end of "hopped" so you might have to pronounce it for him so that he can hear the /t/ sound.

Note: this is actually a difficult suffix for a lot of poorer readers, so it is presented late in the workbook after your student has seen all of the other worksheets on suffixes and on reading words with doubled consonants. Yet, during oral reading time your student should have encountered the "ed" ending many times and is probably used to you saying "this is /d/ here," or "these are /e/d/ here," or "this is /t/ here." This lesson pulls all of this guidance together for him.

Page 86: Finding Digraphs in "ed" Words (See Basic Instructions for Page 9)

Special Instructions: This is a difficult lesson, even for the instructor, because some of the words can be coded in more than one way on this page. Here is the suggested way to approach the following words:

Handed, hated: These are straightforward, but tricky. There are no digraphs.

Stapled, crippled: When the past tense of a word ending with "le" is created, you should tell your student to think of the word as being coded "s t a p l e d," with "le" representing /ul/ (really /oul/+l/) because otherwise the second syllable will not contain code for the vowel sound. That is, if it is coded "s t a p l ed" with "ed" representing the /d/ sound, then the second syllable, "pled," would be composed only of three consonant sounds, and no vowel sound.

Therefore, in these cases the "d" alone has to represent the /d/ sound, while the "le" is retained as a digraph as in the word "staple."

Phoned, shamed: The digraph here could be the "vowel+e" construct, or it could be the "ed" ending. To be consistent with the worksheets on adding the suffixes "ing," "er" and "y," words like these should be considered to have the digraph "ed" substituted for the ending "e." Therefore, "phoned" is underlined like this: "ph o n ed" If your student needs further explanation, just mark a number 2 over the "o" to indicate that it represents its second sound, /oe/, and tell him "ed" is another suffix taking the place of an "e" in a "vowel+e" word.

Page 87: Reading the Letter o (See the Basic Instructions for Page 33)

Note: As with the letter "a," it is preferable to emphasize a perfect pronunciation of words such as "son" and "off" by using the /o/ sound instead of /u/ and /aw/ respectively. All of the same points made in the **Note** section of Page 73 and 74 – Spelling the "o" Sound also apply here. Thus, any decision to change the approach to teaching the overlaps of the letter "a" should also be considered when it comes to teaching the overlaps of the letter "o."

In most dialects, most children will likely have no trouble adjusting to the admittedly artificial means by which "a" and "o" have been forced into representing only three sounds in this curriculum. The benefit of this approach is that only three sounds have to be recalled when testing overlap options in unfamiliar words. Otherwise, four and even five sounds will have to be tested and teaching all the overlap options becomes more daunting.

Page 88: (intentional blank page)

Pages 89 & 90: A Goose on the Loose (See Basic Instructions for Pages 29 & 30)

Page 91: Spelling the "oul" Sound (See Basic Instructions for Page 19)

Special Instructions: See the instructions under "*Spelling the 'oe' Sound*" for handling the overlaps encountered here. Those overlaps are the spellings "oo" which should be numbered with a 2 and "u" which should be numbered with a 4.

Note: The words "would," "could" and "should" are the only three words (besides variations such as "wouldn't") where this particular vowel sound is spelled either "ou" or "oul" depending upon how the decision falls. In this curriculum, "ou" will already have four overlaps even without including the /oul/ sound. Furthermore, if "ou" is treated as a digraph for the vowel sound in these three words, than "ld" has to logically be a digraph for the /d/ sound. Since these are also the only three common words where "ld" would be a digraph representing /d/, the decision to treat "oul" as a digraph was an easy one.

To help cement this spelling, the sound is labeled the "oul" sound in this curriculum. The only other obvious options were "oo" and "u" and both were taken, so "oul" is a logical alternative.

Page 93: The Full Cook (See Basic Instructions for Page 21. Underline the /oul/ sounds)

Page 94: Finding Digraphs in "ue," "oo" and "oul" Words (See Basic Instructions for Page 9)

Page 95: Reading the Digraph oo (See the Basic Instructions for Page 33)

Note: A curriculum decision was made to deal with only two overlap options for the "oo" digraph. Granted, there are words in which "oo" represents the /oe/ sound, such as "brooch," but they are relatively rare except when followed with an "r" and in "door" and "floor." The value of learning overlap options is in attacking unfamiliar word, so there is little advantage to training a student to consider the /oe/ sound when he encounters the "oo" digraph. He will already be familiar with most of the words requiring the /oe/ sound by this stage in the curriculum anyway.

However, at some point you might want to point out that both "oor" and "orr" are usually pronounced the same as "or" in most words where those spellings are encountered. Examples are "floor" and "door" for "oor" and "horrid," "porridge" and "Morris" for "orr." This is a relatively minor issue so no worksheet is devoted to it. Note also that putting a "w" in front of the digraph "orr" changes it to the /er/ sound in "worry" and "worried."

Page 96: Reading the Letter u (See Basic Instructions for Page 33)

Pages 97 & 98: Bully's Very Bad Day (See Basic Instructions for Pages 29 & 30)

Page 99: Spelling the "u" Sound (See Basic Instructions for Page 19)

Special Instructions: See the instructions under "*Spelling the 'oe' Sound*" for handling the overlap encountered here. That overlap is the spelling "ou" and should be numbered with a 4.

Page 101: Reading the Digraph ou (See Basic Instructions for Page 33)

Special Instructions: Instruct your student to ignore the second column if the words with "our" in them do not decode as /oe+/r/. This is the case with some English dialects.

Page 102: (intentional blank page)

Page 103: Spelling the "i" Sound (See Basic Instructions for Page 19)

Special Instructions: See the instructions under "*Spelling the 'oe' Sound*" for handling the overlap encountered here. That overlap is the spelling "y" and should be numbered with a 3.

Pacing Note: The /sh/ sound in Thread Three should be covered soon, if you have not done so already. It will be needed for the /aw/ mapping on page 111 and also in the last portion of the 2-syllable work in Thread Four

Page 105: Reading the Letter y (See Basic Instructions for Page 33)

Page 106: (intentional blank page)

Page 107: Spelling the "oy" Sound (See Basic Instructions for Page 19)

Page 109: Spelling the "aw" Sound (See Basic Instructions for Page 19)

Page 111: Finding Digraphs in "aw" Words (See Basic Instructions for Page 9)

Special Instructions: See the instructions under "*Spelling the 'oe' Sound*" for handling the overlap encountered here. That overlap is the spelling "ough" which should be numbered with a 4. It might be helpful to discuss the words "though," "through" and "thought" at that time as well. (The first sound of "ough" is the /ow/ sound in "brought.")

Page 112: (intentional blank page)

Page 113: Spelling the "err" Sound (See Basic Instructions for Page 19)

Special Instructions: Students in areas where "arr" is clearly pronounced as a blend of /a+/r/ should not map the fifth column of words, and those in areas where "err" is clearly pronounced as a blend of /e+/r/ should not map the fourth column.

Note: The general approach taken in this curriculum is to let the student decode the /err/ "sound" as two separate elements if /err/ is spelled one of the following spellings of the /ae/ sound: "ai" (chair), "a-e" (share), "ei" (their) and "ea" (pear). Otherwise, in areas where the words "Mary," "marry" and "merry" all sound alike, the following spellings are mapped as a specific /err/ sound: "ar" (parent), "arr" (arrow), "er" (very), "err" (cherry) and "ere" (there).

The "ar" spelling is not included in the first group because generally students are better off always perceiving "ar" as a digraph.

Page 115: Finding Digraphs in "err" Words (See Basic Instructions for Page 9)

Page 116: Reading the Digraph ar (See Basic Instructions for Page 33)

Instructions for Thread Three – Consonant Sound Spellings

Page 117: Spelling the "ch" Sound (See Basic Instructions for Pages 19)

Special Instructions: Write "tch=Marker" at the top of the page and tell the student that the digraph "tch" is another of the four *markers* that he will be learning. Go over the meaning of a marker again. (A "marker" *marks* the sound coming before it as a First Vowel Sound.) Then recite the endings of the five example words by saying "atch," "etch," "itch," "otch" and "utch" while pointing them out on the page.

Pacing Note: As soon as the student is handling the vowel sound mappings with relative ease, introduce this lesson. This lesson can often be done about the same time your student is going through the lesson on "*Spelling the 'oe' Sound*," for instance.

Note: If you are an instructor and are getting good parent/mentor support with homework, it works well with all but the youngest students to just briefly discuss the two

spellings of the /ch/ sound, get your student to write "ch" and "tch" on the short lines in the first two mapping boxes, and then assign the all the work to be done as homework.

Page 119: Spelling the "k" Sound (See Basic Instructions for Page 19)

Special Instructions: See the instructions under "*Spelling the 'oe' Sound*" for handling the overlap encountered here. That overlap is the spelling "ch" and should be numbered with a 2.

Next, write "ck=Marker" at the top of the page and remind your student that the digraph "ck" is one of the four *markers* that he will be learning. Go over the meaning of a marker again. (A "marker" *marks* the sound coming before it as a First Vowel Sound.) Then recite the endings of the five example words by saying "ack," "eck," "ick," "ock" and "uck" while pointing them out on the page. He was first told of the marker, ck, during the mapping done on page 6 of the workbook so, as mentioned, this is just a reminder.

Pacing Note: Depending upon the age and capability of your student, this lesson can just be assigned as homework along with the previous worksheet, "Spelling the 'ch' Sound" if you are an instructor and have a parent/mentor overseeing homework assignments. Whether or not to do so is really just a matter of how fast you want to move your student through the workbook.

Page 121: Finding Digraphs in "r," "k" and "ch" Words (See Basic Instructions for Page 9)

Special Instructions: The word "tickle" requires an explanation. Your student is likely to encounter this lesson before beginning multisyllable work, but he will probably be able to read it. It is important to tell him at this point that whenever he sees "le" at the end of a word to treat it as a digraph and pronounce it /ul/. Note: /ul/ is, to be accurate, the two sounds /oul/ + /l/, but it is not necessary to get into that yet. Just be sure to pronounce it as the two sounds you hear at the end of "tickle" (tick-ul) and consistently reinforce that pronunciation of this digraph whenever it is encountered.

Pacing Note: As with all the *Finding Digraph* worksheets, this lesson is best done after your student has already completed the homework mapping of the particular sounds. This worksheet then serves as a good review of the information and also will give you guidance as to whether your student needs more concentrated review of the material. For example, if he is having trouble finding the digraphs on this worksheet and if the only time he did the mappings were during homework, you might want to consider doing at least part of each consonant mapping during the primary lesson as well.

Also, note that this lesson contains words with the digraph "wr" so it is best to map the /r/ sound on page 39 of the workbook before doing this worksheet.

Page 122 (intentional blank page)

Page 123: Spelling the "s" Sound (See Basic Instructions for Page 19)

Special Instructions: See the instructions under "*Spelling the 'oe' Sound*" for handling the overlap encountered here. That overlap is the spelling "c" and should be numbered with a 2.

Pacing Note: This lesson can be quite challenging for some students. It should not be done until your student is capable of handling it or it will lead to frustration. Once he can do this worksheet, however, he should find all of the rest of the consonant mappings to be relatively easy except for the /sh/ mapping which requires special care to present.

Page 125: Spelling the "z" Sound (See Basic Instructions for Page 19)

Special Instructions: See the instructions under "*Spelling the 'oe' Sound*" for handling the overlaps encountered here. Those overlaps are the spellings "s" and "se" which should both be numbered with a 2.

Pacing Note: The above two worksheets can be assigned together if your student is capable of handling the work. The two worksheets together demonstrate the overlaps of both the letter "s" and the digraph "se."

Page 127: Finding Digraphs in "s" and "z" Words (See Basic Instructions for Page 9)

Page 128: Reading the Letter c (See Basic Instructions for Page 33)

Special Instructions: The *Rule of c* on this page should definitely be explicitly taught because of both its high degree of reliability and its usefulness in decoding longer multisyllable words.

Pacing Note: This worksheet is placed shortly after the worksheet "*Spelling the 's' Sound*" because that is when the concept of the letter "c" representing the /s/ sound was covered. However, if you cover it too early it should be thoroughly reviewed once your student gets to the three and four syllable words, as this is where the *Rule of c* becomes exceptionally useful.

Page 129: Spelling the "g" Sound (See Basic Instructions for Page 19)

Note: No mapping lesson is done in this workbook for the /b/ sound, but when the words "buy," "built" and "build" arise in reading, they should be compared to "guy," "guilt" and "guild" and the inference made that **bu** is a digraph for /b/ in those instances.

Page 131: Spelling the "j" Sound (See Basic Instructions for Page 19)

Special Instructions: See the instructions under "*Spelling the 'oe' Sound*" for handling the overlap encountered here. That overlap is the spelling "g" and should be numbered with a 2.

Next, write "dge=Marker" at the top of the page and tell the student that the digraph "dge" is another of the four *markers* that he will be learning. Go over the meaning of a marker again. (A "marker" *marks* the sound coming before it as a First Vowel Sound.) Then recite the endings of the five example words by saying "adge," "edge," "idge," "odge" and "udge" while pointing them out on the page.

Then tell your student that in words with two chunks the marker usually becomes just "dg" because the "e" becomes part of the next chunk in the word and go over examples like "badg-er" and "budg-et."

Page 133: Finding Digraphs in "j" and "g" Words (See Basic Instructions for Page 9)

Page 134: Reading the Letter g (See Basic Instructions for Page 33)

Page 135: Spelling the "f" Sound (See Basic Instructions for Page 19)

Special Instructions: Pay particular attention to making sure your student notices the "ugh" spelling of the /f/ sound in words like "laugh," "cough" and "tough." and emphasize a perfect pronunciation of the "o" in "tough" (and "rough" and "enough") rather than the /u/ sound.

Page 137: Spelling the "n" Sound (See Basic Instructions for Page 19)

Note: The "ne" digraph for the /n/ sound occurs primarily at the end of words. Two groups of words lead logically to this treatment. The first consists of "none," "done," "gone" and "one" where this option avoids having to treat "o-e" as a sound other than the /oe/ sound. In addition, emphasize a perfect pronunciation of the "o" rather than the /u/ sound in the words "done," "none" and "one."

The second group of words consists of the many multisyllable words that end with "ine," such as "medicine," "engine," "ravine" and "vaccine" where this treatment avoids having to treat "i-e" as a sound other than the /ie/ sound. In these cases, the letter "i" represents either its first sound (engine) or its third sound (ravine.)

Similar logic results in treating an ending "te" as the /t/ sound in words like "climate," "pirate," "opposite" and "granite."

Page 139: Finding Digraphs in "f" and "n" Words (See Basic Instructions for Page 9)

Page 140 (intentionally left blank)

Page 141: Spelling the "sh" Sound (See Basic Instructions for Page 19)

Special Instructions: See the instructions under "*Spelling the 'oe' Sound*" for handling the overlap encountered here. That overlap is the spelling "ch" and should be numbered with a 3.

Also, after all the words in the primary lesson are mapped be sure to point out to your student the common characteristic of the four spellings of the /sh/ sound which occur in the middle of words, "si," "ssi," "ti" and "ci." That is, of course, that all end with the letter "i."

Later, when working with multisyllable words, or during oral reading, if your student tries to read one of these digraphs as a /sh/ sound when it is not, point out that if, for instance, "ti" is a digraph for the /sh/ sound it would have to be followed by a vowel spelling. If it is not, then he should treat the spelling as two separate sounds rather than as a digraph for /sh/. Examples are "practice" and "permissive."

Pacing Note: Because all spellings of /sh/ other than "sh" tend to occur in either multisyllable words or in less common words, the timing of the introduction of this worksheet can be difficult. Your student must be performing well in the two-syllable section at a minimum, or it will be far too difficult, but once he can do so you must introduce this worksheet before he's faced with words using the common "tion" ending later in the two-syllable work.

Also, because this is one of the more difficult consonant mappings, *do not* just assign it to be done only during the homework lesson. *Always* map the /sh/ sound during the primary teaching session and then assign it to be done again as homework.

Page 143: Finding Digraphs in "sh" Words (See Basic Instructions for Page 9)

Page 144: Reading the Digraph ch (See Basic Instructions for Page 33)

Special Instructions: Tell your student that the digraph "ch" usually represents the /sh/ sound in words that be borrowed from the French and that, as a result, many of the words in the /sh/ column will contain some uncommon spellings of sounds.

Page 145: Spelling the "ng" Sound (See Basic Instructions for Page 19)

Special Instructions: See the instructions under "*Spelling the 'oe' Sound*" for handling the overlap encountered here. That overlap is the spelling "n" and should be numbered with a 2.

Also, demonstrate to your student that we could write "sink" as "singk" and "finger" as "fingger." Cross out the "g" following the "n" in each and tell him that we never use the spellings "ngk" or "ngg," and that at those times the letter "n" stands for the /ng/ sound. This is also true when the /k/ sound is spelled with a "c," as in "Inca" and "uncle," and even when it is spelled "ch" as in "anchor."

Page 147: Spelling the "v" Sound (See Basic Instructions for Page 19)

Special Instructions: If you have not done so long before reaching this lesson, tell your student that no English words end just with the letter "v," but that we always write "ve" instead. Ideally, this explanation would have been given when words like "give" and "have" were first encountered.

Page 149: Spelling the "m" Sound (See Basic Instructions for Page 19)

Page 151: Finding Digraphs in "m," "v" and "ng" Words (See Basic Instructions for Page 9)

Pacing Note: If you have been assigning the consonant sounds in Thread Three as you worked through the vowel sounds in Thread Two, you should usually be able to have your student complete this last worksheet before he has finished with Thread Two. Once both the vowel sounds and consonant sounds have been completed, your focus will shift completely to multisyllable work and oral reading, both of which should already be well underway.

Instructions for Thread Four – Multisyllable Decoding

Pages 152 to 157: Reading and Writing Multisyllable Words

Basic Instructions: First, see the Pacing Note below to determine whether your student is ready to begin multisyllable instruction.

If you are satisfied that he is ready to begin, point to "rock" and tell him to read the first chunk, then the second, and then say the word. He should say "rock"... "et"... "rocket."

After he successfully blends the two chunks and says "rocket" tell him to write the first chunk, "rock" on the first line and then put the second chunk on the line next to it. Tell him he should now say the whole chunk, "rock," as he writes it, and not say each separate sound like he has been doing during the mapping lessons.

Proceed down the page having your student read each chunk and then blend the result, to be followed by immediately writing the two chunks on the two lines next to the word.

Tell your student to *always* try the First Vowel Sound when attempting to read a chunk with a single vowel letter in it. This is a habit you will be trying to build and you want to start right away. The words on the first four pages all use First Vowel Sounds intentionally, so he will be successful by trying them first. At the bottom of the fourth page he will finally encounter "jo-ker" and by that time, if the word is unfamiliar to him, he should be used to trying the /o/ sound first.

After your student has read the first page of words, take a minute to explain that he has been blending "chunks" and not syllables. Explain that the dictionary defines syllables and that if he ever takes a syllable test in school and uses chunks instead, he'll fail that test. Tell him that syllables and chunks do have one thing in common in that each chunk and each syllable has exactly one vowel sound in it. The difference is where the words are split between the vowel sounds.

Now, take a white board or paper and explain to your student that when we write longer words we don't go sound-by-sound in our heads or we would get so distracted that we would forget what we were trying to say. Model this by trying to write a long word on the paper while saying each sound. Then tell him we also don't just say the entire word, or we would forget where we were in the spelling. Again, model this by saying the entire word while writing the first couple of letters and then looking puzzled.

Finally, tell him that what we do is say each word a chunk at a time and that we each determine our own chunking of the word. Then model how you write a very long word, like "superintendent," by saying each chunk as you write it.

You are looking for two things during the mapping of the words on this page. The first is whether your student is successfully able to say an entire chunk while he writes it. Just as you had to ensure that he was comfortably writing a digraph as an entity while saying its sound, you now have to work at seeing that he learns to say a chunk at a time as he maps it.

The second thing you are looking for is whether he is attending to the correct spellings. Do this by **covering each word as he maps it**, but first give him a second or two to examine each chunk. Depending on the spelling errors he makes, follow up with corrections or advice.

For example, if he spells "rocket" as "rok-et" point out that there are several ways to spell the /k/ sound and that he has to remember which one is used in "rocket." Tell him that if "roket" looks strange, he should try another spelling of the /k/ sound. On the other hand, if he spells it "rock-it" point out that he has formed the wrong pronunciation of the word in his mind. Tell him

that he needs to be saying "rock-et" instead of "rock-it if he is going to spell it correctly in the future.

If, during the reading phase of the lesson, he hesitates over the "le" in "cattle" or "rattle" just point to the chunk and tell him to say the sounds "ul" when he sees that digraph. (Rhyme "ul" with "pull" when you say it.) And, during the spelling phase, if he misspells the "le" chunk, or hesitates over it, tell him that if he is just saying "ul" at the end of a word to always use the digraph "le" for the "ul" sounds. It's important to say "sounds" here, and not just "sound," because you will be training him to say two distinct sounds to help him remember how to spell words that end with "al," "el," "il" and "ol."

Note: Error corrections should be handled just the same as with one-syllable words, although it gets a bit more complicated since your student will be blending chunks instead of sounds. During this process, he might say each chunk correctly, but then make various errors as he attempts to blend them together.

If your student was prone to making phonemic errors (moving sounds around in the word) in one-syllable words, he will be likely to do the same in multisyllable words. Often this is the result of "jumping to a guess" instead of listening to himself as he blends the chunks and, frankly, this can be very difficult to correct, particularly if he is also prone to some articulation problems.

First, get each chunk properly decoded and then ask him to blend the result. If an error surfaces at this point, you have to indicate the chunk that he changed and tell him what he said. Ultimately, it may be necessary to just tell him the word and move on, returning to it later to see if he's then capable of reading it.

Pacing Note: To determine if your student is ready to begin multisyllable instruction, have him read the first chunk in "rocket." If he is unable to simply say "rock," and instead has to blend it sound-by-sound, then he is probably not ready to begin this level of instruction. Try a few more words to see if he can read entire chunks without blending them sound-by-sound first. If the result is the same and he is unable to read an entire chunk on sight, go back to doing more mapping in Threads Two and Three of the workbook, continue skills work and continue oral reading, but hold off on multisyllable instruction for a few lessons. **This is extremely important! It is possible for students to appear to be making progress for some time in the multisyllable exercises, but if they have not yet gained the ability to efficiently blend one-syllable words, they will eventually become frustrated with multisyllable work. There is just too much going on if they are still blending sound-sound-sound...word.**

Assuming your student is able to read most of the chunks on the first page, you can begin multisyllable instruction. This is true even if he misread some of the chunks by choosing the wrong overlap option. For example, if he read the first chunk of "dinner" as "dine" or the first chunk of "panther" as "pain," but read them as whole chunks, you can continue on with this worksheet.

There are six pages of chunked two-syllable words. Space out their use over the next three or four primary teaching sessions so that your student gets some practice with them over each of the next several lessons.

Also, if you are working with a parent/mentor overseeing homework, **consider doing almost all of the multisyllable work during the primary teaching sessions.** That way you will be able to ensure that it is being done correctly and at the appropriate time. You don't want your student to return to the next primary lesson having mapped all six pages at home.

It is advisable to do all of the two-syllable chunk-by-chunk work that you are going to do before moving on to the three-syllable worksheets. **You can begin doing the two-syllable work beginning on Page 158 as soon as you've finished the first page of chunked words. At each subsequent session do some words in each section until all the 2-syllable work is completed, then begin the 3-syllable work and finally do the 4-syllable work.**

Pages 158 & 159: Multisyllable Reading, Chunking and Spelling Practice

Basic Instructions: Introduce the *Main Rule* written at the top of the worksheet. Don't worry about the exceptions yet. Then go down the first column of words, asking your student to read each word and check it off if he reads it correctly. If he can't do so, just leave the check off and move to the next word.

Once your student has attempted all ten words in the first column, go back to the top of the list and stop at the first checked word (the first word he read correctly) and repeat the Main Rule. Then have him draw a line after the first chunk. (Note: All of the words in the first two columns should have the line drawn right after the vowel spelling, since there are no words that contain exceptions in those two columns.)

If he draws the line in the wrong place, correct him by telling him the vowel sound and having him move the line. If he splits a vowel sound, tell him he split the vowel sound and have him move the line. A common mistake is to chunk "lonely" as "lon-ely" in which case you tell him he split the /oe/ sound. You may have to show him the "o-e" spelling.

Until your student reaches the word "minus" in the second column, all of the vowel sounds are either the most common pronunciation or they are First Vowel Sounds. When he first reads "minus," assuming he doesn't recognize the word, he should say "mi-nus" using the First Vowel Sound, /i/, in the first chunk. This is usually a major teaching moment, so watch for it to unfold. Here are the possible situations:

He says "mi-nus" and then immediately corrects to "minus." Tell him that he did exactly what he was supposed to do when he encounters an unfamiliar word. He tried the First Vowel Sound, did not recognize the word, and then tried the Second Vowel Sound.

He says "mi-nus" and then jumps to "minutes." Tell him that he guessed and that guessing doesn't work. Point out how he added a /t/ sound that isn't there and ask him to try again.

He says "mi-nus" and then jumps to "menace." Tell him that he guessed and that guessing doesn't work. Point out how he changed the /i/ sound to an /e/ sound, but the letter "i" is never the /e/ sound, and ask him to try again.

He says "mi-nus" and pauses, confused. Tell him that so far he's done everything perfectly. He tried the First Vowel Sound and then **he tried to recognize a word but couldn't!** This is crucial. Tell him that he didn't guess, but instead just asked himself whether "mi-nus" is a word. Now tell him that you're going to show him the strategy that actually works and ask him what the Second Vowel Sound is, while pointing at the letter "i." He should know, but if not, just tell him. Then have him attempt the word again.

Don't be surprised if your student then says both chunks perfectly, but when he blends the result he says "minutes." Tell him that this is one of the huge problems with guessing. Once he's guessed, it's hard to get the guess out of his mind. If, after two or three attempts, he still can't get to "minus," just tell him the word, show him what he should have done, and point out how the guess he made caused so much trouble for him.

The main objective here is to establish an efficient decoding strategy for multisyllable words in the place of the inefficient guessing strategy that most struggling readers have adopted. Once your student sees that it works, he will rapidly begin to adopt the new approach, but first he has to realize that it does work better than what he's been doing up to that point.

Now, after your student has chunked all of the checked words, go back up to any that he missed the first time through (the unchecked words) and have him attempt to draw the chunk boundaries in those words. Correct him if he places the line in the wrong place by telling him to stop each chunk after the vowel sound. As he does so, have him say the first chunk, then the second, and blend the result. If he doesn't know a particular vowel spelling's pronunciation, just tell him and have him try again.

Introducing the three Exceptions to the Main Rule:

Before doing column three, you should introduce the first two Exceptions, the concept of doubled consonants and markers, because you will encounter the words "duckling," "expand," (both have markers) "funnel" and "mammal" (both have doubled consonants.)

And before doing the last ten words of column four, you should introduce the third Exception, the concept of "hard-to-say" because you will encounter the words "hundred," "subtract," "control" and "kidney." Explain that words don't start with "ndr" or "btr" because these combinations are "hard to say" and so we don't begin chunks with those sounds either.

Finally, and this is an important point to continue to make, tell your student that all three of the Exceptions tend to "lock in" First Vowel Sounds. Thus, in a longer word, the chunks that have had Exceptions applied can usually be assumed to be correct. The primary exceptions are chunks ending in "all" or "oll" (mall-ard, but also tall-er, and doll-ar, but also roll-er.)

Spelling Practice: Finally, tell your student to circle two or three of the ten words. Then you circle two or three also and then tell him you're going to show him how to learn to spell them. Go over each word, having him examine each one chunk by chunk. Tell him that he will have to remember only one or two sound spellings in each word. Also, tell him to form a "perfect pronunciation" of the vowel sounds in the chunks, so that he is saying "ent" and not "unt" or "int" for the second chunk in "curr-ent," for instance.

Then have him spell each circled word as you dictate them, leaving a small space between each chunk. Correct his chunking, so that he's stopping after the vowel sound, and at the end show him that most of his misspellings, if any, were of the sounds that he needed to remember how to spell, such as the "urr" spelling of the /ur/ sound in "current," for example.

For a thorough discussion on the rationale behind the design of the OnTrack Reading multisyllable curriculum, go to www.ontrackreading.com and read the multisyllable information under the section titled: *OnTrack Reading Phonics Program*.

Appendix 1: Testing Skills (blending, segmenting, phoneme manipulation) and Code Knowledge

The Blending Test as well as the other three tests, are all scored on the score sheet on the next page. You can copy it from this book or download it from the OnTrack Reading website.

The **Blending Test** is a strictly auditory test. Your student is shown no words or letters during the test. All you do is ask your student to watch you closely as you say some sounds and tell him he is to tell you what word they make. Hold something in front of the score sheet so your scoring does not distract or bother your student and then say the three individual sounds in "pig" spacing them out just a bit (/p/.../i/.../g/) and ask him what word that is.

Almost all students can blend "pig" for some reason or other, so that is a good starting word. Check the answer correct if he said "pig" or write exactly what he said if he said something else. If he's confused and won't respond, repeat the sounds one more time.

Move down through the first ten words, all of which have exactly three sounds. Then go to the four-sound words, telling your student that these words are a little longer, but not harder. Finally do the same with the five-sound words.

Add up the correct responses and write, say, 12/15 for the score if he got 12 items correct.

Some comments on the Blending Test items:

"pig"	Usually correct
"cut"	Sometimes they say "cat," confusing the vowel sound
"mess"	Sometimes "mass," again confusing the vowel sound
"pill"	Poor blenders often say "pillow" or "pickle"
"ran"	Poor blenders sometimes say the nonsense word "ratten"
"bird"	Usually correct
"old"	Poor blenders give a variety of answers
"five"	Poor blenders give a variety of answers
"pearl"	Poor blenders often say "purple"
"flip"	An easy word even for poor blenders. A miss can indicate poor memory
"grass"	An easy word even for poor blenders. A miss can indicate poor memory
"wild"	Poor blenders give a variety of answers
"plant"	An easy word. A miss generally indicates poor memory
"crunch"	Poor blenders often miss this, as do those with poor memory
"spend"	Poor blenders often miss this, as do those with poor memory

pig _____ flip _____
 cut _____ grass _____
 mess _____ wild _____
 pill _____
 ran _____ plant _____
 bird _____ crunch _____
 old _____ spend _____
 five _____ Date: _____
 pearl _____ Score: _____

dog _____ frog _____ soon _____
 hat _____ black _____ lawn _____
 pin _____ nest _____ shirt _____
 pot _____ straw _____ stung _____
 rain _____ hand _____ spout _____
 bowl _____ salt _____ point _____
 Date: _____ Score: _____

goat w/out the /g/ _____
 seat w/out the /s/ _____
 lake w/out the /l/ _____
 same w/out the /m/ _____
 wrote w/out the /t/ _____
 please w/out the /z/ _____
 trap w/out the /t/ _____
 play w/out the /p/ _____
 scale w/out the /c/ _____
 smack w/out the /m/ _____
 Date: _____ Score: _____

___ i	rip/mind/ski	___ e	net/be
___ a	mat/table/father	___ o	mop/cold/to
___ u	nut/unit/truth	___ sh	ship
___ ch	chip/school/chef	___ th	think/that
___ ph	phone	___ kn	know
___ qu	quit (kw)	___ wr	write
___ wh	when (hw)	___ ck	duck
___ ng	bang	___ b	boy
___ x	fox (ks)	___ p	pot
___ d	dog	___ c	cat/city
___ g	got/gentle	___ s	sat/his
___ ai	rain	___ oa	boat
___ ee	seen	___ ay	play
___ aw	saw	___ igh	night
___ ir	sir	___ eigh	eight
___ ui	suit	___ augh	caught
___ oy	boy	___ au	fault
___ ur	fur	___ oe	toe
___ oi	soil	___ or	for/work
___ ue	cue/blue	___ ey	key/they
___ ew	new/few	___ er	her/merit (air)
___ ow	now/snow	___ oo	moon/wood
___ ie	tie/chief	___ ei	weird/vein
___ ea	teach/steak/bread	___ y	spy/happy/gym
___ ar	car/war/dollar/arid	___ ou	out/soul/soup/touch

Date: _____ Score: _____

Essentially, the three-sound words test a student's basic ability to blend sounds. The test items in this section are actually harder than some of the longer items, especially "pill," "old" and "pearl," so errors on the first ten words really do indicate a lack of blending ability. The longer items, particularly the five-sound words, are often missed by students who don't read phonetically. That is, they don't blend sounds and syllables when attacking an unfamiliar word, often guessing instead, so they are not continually exercising their short-term memory ability. The performance on the longer words often improves as a result of undergoing the sounding out process emphasized in the curriculum.

The **Segmenting Test** is another strictly auditory test. Just tell your student that you are now going to reverse the process and that you are going to say the word and you want him to tell you the sounds in the word. Then say, "for example, if I say the word 'map' you should say /m/.../a/.../p/, leaving a little pause between each sound so I can tell that you know they are separate sounds." Then administer the test, starting with "dog" and going down the first column.

Put a check on each line if your student says /d/.../o/.../g/ correctly. If he says letter names instead, correct him using the "map" example again. If he continues to use letter names, stop the test, as he is demonstrating a complete inability to segment sounds in words. Write down any incorrect response on the associated lines. For example if he says "/d/.../og/" put a check on the first line and write "og" on the next line and score one item out of three correct for that word.

If he skips a sound in "frog" and says /f/.../o/.../g/, put checks on lines 1, 3 and 4, and mark a big "X" on line 2 to indicate that he skipped the /r/ sound. Score this as three out of four items correct.

If, instead, he segments "frog" as /fr/.../o/.../g/, write "fr" on the first line, leave the second blank and put checks on the last two and score it two out of four items correct.

There are 63 test items associated with the 18 words on the list, so add up the check marks and write the score down as follows, assuming he got 49 lines checked, 49/63. Also, pay attention to whether the words with advanced code spellings caused trouble. Examples are "rain" and "bowl" in the first column and the entire third column. An older student with poor segmenting ability will sometimes segment the basic code words correctly, but then become confused by the words containing advanced code.

The **Phoneme Manipulation Test** is again a strictly auditory test. Tell your student that you are now going to see how easily he can leave a sound off of a word when asked to do so. Then say, "for example, if I ask you to say 'kit' without the /k/ you should say (pause very briefly here)... 'it'." (Remember to use the /k/ "sound," and not the letter name.)

Then tell him that he should say the word first, so there's no confusion over what it is and tell him "say 'goat'." After he says "goat" say "now say 'goat' without the /g/." He should say "oat." If he does, check the line and move on. If he gets it wrong, write exactly what he said on the line. If he fails to reply, give him a second chance and then move on. Note whether you gave him the prompt twice.

There are 10 test items, so just add up the correct responses, say 8, and write 8/10 down for the score.

Some comments on the Phoneme Manipulation Test items"

"goat," "seat" and "lake"	By the end of first grade, most students can do these
"same," "wrote" and "please"	By the end of first grade, most can do these also
"trap" and "play"	These are usually second grade items
"scale" and "smack"	These often take until third grade to master

These grade level comments are estimates, but the point is to not worry if your first grader cannot master the harder items on this test. To some extent, performance depends on language skills that don't develop until later.

Two further comments on the Phoneme Manipulation Test are in order:

First, a student who can't do even the easiest items on the test might be experiencing the sort of language problems associated with struggling readers. For instance such students often have difficulty hearing rhyming words. Those who have no problem with rhymes find the first items on the test to be relatively easy.

Second, the need for this skill is peculiar to a language like English because we are always having to manipulate sounds (phonemes) when we test out potential pronunciations of a new, unfamiliar word. During that process, we are switching from one feasible sound to another one. The Phoneme Manipulation Test measures our ability to get inside a word and leave off one of the phonemes, which, while not the same as switching a phoneme, does test a related ability.

The **Code Knowledge Test** is conducted by showing your student the Code Knowledge Test items on page 3 of the *OnTrack Reading Advanced Code Workbook*. Place a cover sheet over all but the first row of items and begin by asking him what sound he says when he sees the first item in a word. Just point to the letter "i" and say "What sound is this in a word?" If he says /ie/ or /ee/, prompt him again by saying "Anything else?" If he cannot come up with the /i/ sound, mark what he said on the line, but score it as an incorrect answer. Do the same for the rest of the first line.

Lines two and three measure his knowledge of consonant digraphs.

Line four tests his tendency to reverse letters

Line five items all have two possible answers, but score them as incorrect if he can't answer /k/, /g/ and /s/, respectively.

Lines six, seven and eight are vowel digraphs that tend to represent only one sound in most words. That is, they have no common alternatives. If your student says /e/ for the first item, prompt him with "Anything else?" and score it wrong if he can't come up with the /ae sound (as in the example 'rain'.)

Lines nine and ten each have two common options and either can be scored as a correct answer.

The last line, line eleven, has items that have from three to four possible options. Score these wrong if he can't come up with /ee/ for "ea," /ie/ or /ee/ for "y," /ar/ for "ar" and /ow/ for "ou," since these are by far the most common options.

When scoring this test, write any incorrect sound on the line so you have a record of what your student thought the letter or digraph represented. If the test item has more than one possible

answer, start circling the examples representing his correct answers and prompt him for more if he hasn't given the most common one, that is, the first example. Thus, if he looks at the letter "g" and says /j/, circle the word "gentle" on the score sheet and ask "Anything else?" If he can't come up with /g/, mark an "X" on the line so that you know he couldn't come up with the most common option, but that he did answer /j/. If he does then say /g/, circle the word "got" also and put a check mark on the line.

There are 50 test items, so add up the lines with check marks and score as follows, assuming 38 items checked off: 38/50, 76%.

Expectations on these tests:

Typical test results at intake for struggling readers of virtually any age are as follows:

Blending Test	6/15 to 15/15	(Some can blend and some can't)
Segmenting Test	30/63 to 55/63	(Most have some segmenting difficulty)
Phoneme Test	0/10 to 10/10	(Some have the ability and some don't)
Code Knowledge	36% to 72%	(Most have insufficient code knowledge)

Typical test results at exit from the OnTrack Reading Curriculum two to four months later are as follows:

Blending Test	15/15	(Often reached by the halfway point)
Segmenting Test	63/63	(Often reached by the halfway point)
Phoneme Test	10/10	(Often reached by the halfway point)
Code Knowledge	generally above 90% plus a good knowledge of overlap options	

Repeating the Tests:

All four tests should be given about midway through the curriculum, or even sooner in the case of the three auditory tests, to determine whether your student is progressing. Unless you have a particularly challenging student, you should see good advancement toward perfect scores on the auditory tests and a significant improvement in code knowledge. Because code knowledge is dependent on the point reached in the curriculum thus far, it will often not approach the 90% plus level until later in the process. You should notice significant improvement over the score at intake however.

After a perfect score has been achieved on any of the first three tests, the test no longer has to be administered. Once your student can blend or segment perfectly, he should not regress.

Note: Because you will be repeating these tests, do not tell your student what the answers should have been. Just write down his responses, score the result, and share the scores with the parent, if you are working with someone else's child.

Appendix 2: Oral Exercises for Training the Skill of Phoneme Manipulation

Phoneme manipulation is a required auditory skill for readers of English. What is it? It is the ability to quickly and effortlessly change a particular sound within a word when necessary. And why is it necessary? It's a necessary skill when reading English words because we have so many letters and digraphs that can represent two, three or even four different sounds. Though it is used when decoding unfamiliar written words, the skill itself is strictly an auditory skill.

If you are good at phoneme manipulation, then you respond with "clock" when someone asks you to say "click" but change the /i/ to /o/ (using sounds now, not letter names.) Or, you respond with "clamp" if asked to say "cramp," but change /r/ to /l/.

If your student did not achieve a perfect score on the auditory processing test, you should do some oral exercises to help him improve his skill in this area. **The next page is a list of words that can be used to train the skill of phoneme manipulation. The list is divided into seven categories. Here is a description of how to use the list.**

First, notice that each list is organized so that almost all of the consonant sounds are manipulated, with two or three examples of each. For example, the first row of words all start with the /b/ sound, the second all start with the /c/ sound, etc. If you notice that your child has trouble deleting one particular sound, make sure and use the other examples on that row at some point.

Category 1 (*Delete Initial Sound*): Here you ask your child to delete the first sound of each word. With this and all other words, ask him to say the word, and after he repeats the word, then ask him to say it without the target sound. Here is exactly what you say, using beg for an example: "Say beg." (Your child responds "beg.") "Now say beg without the /b/." (Remember, /b/ means the sound of b, not the letter name.)

You will notice that each response sounds like a real word. This provides a cue to your child that he's on the right track. Also, since the spellings of the real words differ from what is being said orally in many cases (eg versus egg,) your child will not easily be able to do this exercise visually, that is, by picturing the word in his mind and reading the result. In many cases, he will have to do it using only the auditory route, which is what you are trying to achieve.

This first category is the easiest for most children, so start with it, going over several words to see if any particular starting sound is harder to drop than the others. Then move on to Category 2.

Word List for Building the Skill of Phoneme Manipulation

Delete Initial Sound

beg, bat, boil
 call, cash, cart
 dare, date, dart
 face, foul, for
 gate, gear, gash
 heart, harm, hall
 jar, jam, jump
 lake, lit, lash
 mice, march
 near, nice, neat
 pad, pitch, part
 rash, roar, rage
 sold, sat, sink
 teach, tan, tie
 van, very, vowel
 wink, wage, war
 chart, chin, chill
 shake, shape
 that, think, there
 which, where

Delete Ending Sound

bike, steak, rake
 bead, seed
 leaf, cough, wife
 log, jog, clog
 stage, wage
 meal, tile, boil
 lame, same
 rain, shine, mine
 keep, group
 grace, mice
 wait, note, goat
 move, Dave
 fuse, nose, haze

Delete 1st or 2nd Sound

black, bleed
 brag, brake
 clash, claim
 crash, crook
 drip, drought
 flake, fled
 glass, glide
 grate, grain
 play, plaque
 pray; proof
 scat, skin
 sled, slip
 smack, smash
 snail, snip
 spin, spill
 stick, stack
 swing, sweep
 trap, track
 twin, twine

Delete Last Sound or Next-to-Last Sound

belt, wilt
 build, cold
 silk, milk
 limp, clamp
 band, bend
 cant, rant
 gasp, clasp
 mask, desk
 mist, best
 shelf, inch
 range

Substitution - First Sound

sad mad
 tan man
 sat cat
 make take
 mill will
 sit lit
 silk milk
 task mask
 more fore
 mend bend
 cash hash
 sell tell
 hill fill
 dart part
 goat boat
 hall wall

Substitution - Last Sound

bait base
 bean beat
 lame lake
 rack rat
 gate game
 make mail
 base bake
 late lame
 bite bike
 fake face
 leak lead
 wheat wheel
 steel steep
 cash can
 drug drum
 feet fear

Substitution - Varied Sounds

clock click
 draft drift
 drip drop
 flame frame
 free flee
 glass grass
 grow glow
 great greet
 pray play
 sled slid
 swing sting
 track trick
 stick stuck
 grand grind
 slap snap
 black slack
 breeze freeze
 sleep slap
 drank prank
 stunk skunk
 bat bait
 net neat
 lit light
 cot coat
 mutt mute

Category 2 (*Delete Ending Sound*): Following the same procedure as described for Category 1, ask your child to say the word first and then ask him to say it without the target sound, which in each case here is the last sound in the word. The first row of words all end in the /b/ sound, the second in the /c/ sound, and so on, so again be watching to see whether your child experiences any difficulty deleting a particular sound and work more on those.

After your child can do the words in this list with reasonable efficiency, start mixing up Category 1 and Category 2 words, first having your child delete a first sound, and then a last sound from the other list. After he can easily move back and forth handling first and last sounds move on to category 3 words.

Category 3 (*Delete First or Second Sound*): Think of this category as having two subcategories, 3a and 3b. Each of the rows cover a different initial blend permitted in English words and in each case it is possible to leave off either the first or second sound and get a recognizable word, although the spellings might differ. Thus plaque without the /p/ is lack, and again, this is advantageous as it makes it more likely that your child is using the auditory route to get the correct answer. If he gets the examples that are easy visually (black/lack) but misses the ones that have spelling changes (plaque/lack) that is a clear sign that he's relying on the visual route and needs this type of exercise even though he appears to usually be successful.

Deleting the first sound is easier, although if your child has been trained to treat blends as one entity he will have some trouble leaving off just the first sound. Work down the list having him delete only the first sound. When he can do that fairly easily, go back through the list and have him delete the second sound (Say black without the /l/) which is more difficult usually. As with the first two categories, once he can delete the second sound, mix up the task by alternating your requests between first and second sounds randomly to build your child's awareness of the location of the various sounds. Then, when he can alternate in this way, move on to Category 4.

Category 4 (*Delete Last or Next-to-Last Sound*): Again, this is really two subcategories 4a and 4b. 4a involves deleting the last sound, as this is the easier task usually. Because there are only a limited number of ending consonant blends in English words, this list is shorter than the others. Repeat the process described for Category 3, working on 4a, then 4b, then mixing it up. Then start mixing up requests from all four categories and subcategories. When your child can handle anything you ask of him in this regard, move on to Category 5.

Category 5 (*Substitution-First Sound*): Now we are finally getting to the point of all this, which is to train your child to easily switch from one sound to another in a spoken word. Why is this important? Because for your child to easily test first one option for a letter or digraph in an unfamiliar word and then another option he must develop a facility for quickly making the switch orally without having to reblend the word sound by sound.

With this list you tell your child to "Say sad, but change the /s/ to /m/." The first word is the starting word and you use the second word to figure out what the new sound is supposed to be. Don't forget that /s/ and /m/ refer to sounds, not letter names. After your child can easily switch initial sounds, move to the next category.

Category 6 (*Substitution-Last Sound*): Do the same process as with the previous category, then start randomly mixing your requests between Category 5 and Category 6 words. After your child can easily do that, move to the Category 7 list.

Category 7 (*Substitution-Varied Sounds*): Here you will use the first word as a starting point and then use the second word to figure out what to tell your child to do. For example the first row is clock-click. This means that you should ask your child to say clock but change /o/ to /i/.

Once your child can easily do all seven categories, his skill at manipulating phonemes should be reasonably well developed. This skill is trainable, and OnTrack Reading clients almost always become capable of doing all seven categories.

As a shortcut, if you're just mildly concerned about your child's skill at phoneme manipulation, just make sure that he can do the Category 3a/3b and 4a/4b words and then jump to Category 7 work on the last five word pairs, beginning with "bat—bait." Think of a progression of vowels that result in words (bat-bait-boot-beet-bit) and have your child work through the whole progression. If he can do that, he's basically showing you that he's capable of switching vowel sounds easily in a word that he's trying to decode, and that, after all, is the purpose of all this.

One final point. Although this is called an "auditory processing" exercise, and it is in fact such an exercise, don't be misled into thinking that passing the auditory processing test referred to earlier or performing to perfection on these exercises can be interpreted as meaning that your child has no other auditory issues getting in the way of his reading. Phoneme manipulation is a skill, and it's good that your child can do it, but he might also be laboring with some other undetected auditory deficit.

Appendix 3: Making Proper Error Corrections

An error presents a learning experience. If it is not corrected, the student "learns" the wrong thing. If it is corrected, and the correction is both timely and properly presented, the student will be redirected in his efforts and will learn the skill or material.

Some instructors, and many parent/mentors, tend to develop a bad habit when correcting an error made by a student. The first word out of their mouth is "No," followed by the correction process, whatever it may be. When the student hears "No" he often becomes defensive, making any error correction difficult. Also, an argument sometimes ensues following the correction, along the lines of, "But that's what I said!" "No, you didn't." And on it goes, with nothing learned.

You can prevent this by beginning every error correction with "You said _____," stating the exact error, which is usually just the word he said. This accomplishes two things at once. First, since the misread word is fresh in his mind, he immediately agrees with you. This forestalls the typical ending argument over what was said. Second, he remains neutral, or may even begin looking for his error, instead of becoming defensive.

Whenever possible, begin every error correction by restating, in a calm and neutral voice, whatever the student said that was incorrect. Then, you must quickly decide upon the proper information to provide him so that he can redirect his efforts. This requires both practice and a method of prioritizing the possible errors. Practice will come only by doing, but the prioritizing will be discussed here.

There are several possible reasons for an error. Among them, and in the order they should be corrected, are 1) phonemic errors, 2) phonics errors and 3) errors related to testing overlap options. Each of these error types is discussed below, with examples of how to address them.

1. A phonemic error: The student has said a word (or non-word) that is very similar to the one in front of him, but he has done one of three things to the word, each involving the placement of a sound, or phoneme. He has either a) left out a sound or b) added a sound or c) moved a sound to the wrong location.

Correction: Simply repeat what he actually said and then indicate his error.

Example #1: He misreads "trip" as "tip." Correction: "You said 'tip.' You left out the /r/." (Use your pencil to point out the "r" in "trip." State the sound /r/, not the letter name.)

Example #2: He misreads "tip" as "trip." Correction: "You said 'trip.' You put a /r/ here." (Use your pencil to point to the place he inserted the extra /r/ sound.)

Example #3: He misreads "bowl" as "blow." Correction: "You said 'blow.' You moved the /l/" (Use your pencil to indicate the movement.)

2. A phonics error: The student has said a word (or non-word) and has all of the sounds in the correct order, but has misread a letter or digraph as a sound that it never represents, or has failed to locate a digraph.

Correction: Repeat what he said and then point out the incorrect pronunciation of the letter or digraph that he used. Then, depending upon his level of current code knowledge, either ask him if he can recall what it actually is, or simply tell him what it is. If his confusion is due to his failure to detect a digraph, ask if he sees a digraph in the word.

Example #1: He misreads "goat" as "got." Correction: "You said 'got.' This is not /o/. Do you know what it can be?" (Indicate the "oa" with your pencil.)

Example #2: He misreads "shoot" as "shot." Correction: "You said 'shot.' We haven't studied this digraph yet. It's just /oo/ in this word." (Indicate the "oo" with your pencil.) Also, note that you added the phrase "in this word." This provides the information the student needs, but also alerts him to the possibility that it might be something else in other words, as it is in, for example, "book."

Example #3: He attempts to read "wrap" with an initial /w/ sound. Correction: "There's a digraph in this word. Can you find it?" If he can't recall it, or you haven't covered it yet, just indicate the "wr" and say "This is /r/ in this word."

As the student gets more comfortable with your corrections, you will be able to shorten them, often simply telling him what he said and then pointing at the location of the error. If the student makes both a phonemic error and a phonics error in the same word, *always correct the phonemic error first*, as it is more important to train accurate blending skills first and worry about the phonics knowledge later. Providing the phonics knowledge instead may give the student enough information to "jump to a guess" and he will never realize that he was also making a blending error.

3. Errors related to the testing of overlap options: The student fails to try another overlap option when his first attempt did not yield the correct result.

Correction: It's important for you to realize the nature of the error the student is making in this case. It is really a failure of omission, rather than an actual error. That is, he's really done nothing wrong as far as he's gone, but he's failed to follow the process through to completion. There are several situations that can occur, and each must be handled differently, but the essence is to get him to test the overlap options.

Example #1: He misreads "chow" to rhyme with "slow" and fails to try the /ow/ sound for the digraph "ow." Correction: "You said 'choe.' Is 'choe' a word?" Assuming he says "No," but makes no effort to try again, indicate the "ow" and ask "What else can this be?" If he doesn't know, simply remind him that it can be either the /ow/ sound or the /oe/ sound and let him try again. Often, he will again try the same sound, /oe/ and you will have to repeat the process. It is important to do so and require the student to attain success on his own, rather than for you to give up and supply him the correct pronunciation.

Example #2: He misreads "shout" as "shoot" and it makes no sense. Correction: "You said 'shoot.' Does 'shoot' make sense here?" Assuming he says "No," but goes no further, continue as in the previous example.

Example #3: He misreads "shout" as "shoot" and it makes sense in context. Correction: "You said 'shoot' and that fits, but this isn't 'shoot.' We spell 'shoot' with a different spelling of /oo/." Assuming he fails to try further, continue as in example #1. That is, indicate the "ou" and ask "What else can this be?"

It is extremely important to correct the phonemic and phonic errors before attempting to correct any failure to test overlap options. This is particularly true in multi-syllable instruction, where the student may have great difficulty blending three or four chunks with accuracy. As he reads each chunk separately, correct any phonemic or phonics errors. Then, if he introduces new phonemic or phonics errors when he attempts to blend the chunks, again address them first. No matter what options he chose for the code in each chunk, get him to blend the chunks *the way he said them first*, and then work on overlap adjustments.

4. The Guessing Game: Often, accompanying each of the three types of errors discussed above is an error that many poor readers are prone to make; they are rampant guessers. This habit can be difficult to break, especially when a student gets beyond the third grade or so. Therefore, you should point out as part of your error correction that he "just guessed" whenever it is obvious that that is what he did. Remind him occasionally that guessing is a bad strategy and show him at every opportunity how it fails him, by making proper error corrections and guiding him to the correct pronunciation. Also, keep emphasizing that English is a code and keep showing him that he is more successful when he is treating it like a code and less successful when he tries his old strategy of simply guessing. It is human nature to want to be competent, so continue to demonstrate how his competence is improving when he decodes compared to when he guesses.

When you get a "careless" reader who consistently misreads the "little words," you will probably find that he can't spell from memory some of the words he's confusing. If a student is mixing up "when" and "then," ask him to spell them following the reading. If he can't spell both of them correctly, it is worth spending a small amount of time at each session on spelling these words. Note that it is important that he learn to spell them by saying each sound in the word, and not by rote recitation of the letter names.