

BOOKSHOP

Phonics

Intervention

Teacher's Guide
& Lesson Plans

By Jill H. Allor, Ed.D. and Cecilia Minden-Cupp, Ph.D.



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We would like to thank the many teachers who have opened their classrooms for our research. We appreciate their professionalism and collegiality in working with us to implement and refine effective reading instruction practices.

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Contents

Welcome to <i>Bookshop Phonics Intervention</i>	4
The <i>Bookshop Phonics Intervention</i> Research Base	6
The <i>Bookshop</i> Literacy Block	8
<i>Bookshop Phonics Intervention</i> Integrated Instructional Materials	10
<i>Bookshop Phonics Intervention</i> Assessment	12
Placement Instructions	12
Differentiating Instruction With <i>Bookshop Phonics Intervention</i>	15
Teaching <i>Bookshop Phonics Intervention</i>	16
<i>Bookshop Phonics Intervention</i> in Multi-Tiered Instruction and Response to Intervention	26

Lessons

Lessons 1–10	27
Progress Monitoring	39
Lessons 11–20	42
Progress Monitoring	54
Lessons 21–30	57
Progress Monitoring	69
Lessons 31–40	72
Progress Monitoring	84
Lessons 41–50	87
Progress Monitoring	99
Lessons 51–60	102
Progress Monitoring	114
Lessons 61–70	117
Progress Monitoring	129
Lessons 71–80	132
Progress Monitoring	144

Resources

Key Word List	147
Look and Say Word List	147
Build a Sentence Word List	148
Sound Pronunciation Guide	148
Reduced Teacher Charts	149
Letter-Sound Correspondence Assessment Student Sheet	171
Letter-Sound Correspondence Assessment Scoring Sheet	172
Assessment Student Sheets 1–8	174
Assessment Scoring Sheets 1–8	182
Blackline Masters	199
Additional Practice Activities	205
Scope & Sequence	210
References	218
Routines	220

Welcome to...

BOOKSHOP Phonics Intervention

Bookshop Phonics Intervention offers explicit, sequential, and comprehensive phonics instruction for students beyond Grade 1 who need additional support for literacy skills. Using a unique array of materials, teachers can effectively teach essential reading skills in ways that make the experience both engaging and meaningful for students.

Meet the Authors

Dr. Jill H. Allor is an Associate Professor and Chair of the Department of Teaching and Learning at Southern Methodist University, where she is also Director of the Master Reading Teacher Program and a fellow of the Institute for Reading Research.

Dr. Cecilia Minden-Cupp is former Director of the Language and Literacy Program at Harvard Graduate School of Education. She is a Literacy Consultant and author of many books for children. Both educators have many years of classroom experience and field research, and bring a deep understanding to the teaching and learning of language skills. Their approach to teaching children to read is realistic, practical, and thoroughly cognizant of the ways in which children learn.

Program Overview

At the core of all *Bookshop Phonics Intervention* materials are four essential early literacy strands: phonemic awareness, phonics, word recognition, and fluency. *Bookshop Phonics Intervention* is a comprehensive and effective method of intervention, both as a complement to

other literacy resources used in the classroom or as a supplement to a basal reading program.

A research-based scope and sequence (see p. 210) drives *Bookshop Phonics Intervention*. The scope and sequence moves through a logical instructional sequence—from the most common sounds and words to more complex words and sentences. Skills are explicitly taught and practiced through a set of 15 unique teaching routines that appear on both easy-to-use individual cards and in the back of this book. Each routine clearly indicates the strand (e.g., word recognition) and skill as they apply to instruction. Easy-to-follow steps facilitate meaningful teaching; each day a combination of routines provides lively and significant interaction between teacher and students. As students progress, the sequence of the content and routines progresses and changes, providing either scaffolding or challenges as needed.



The linear flow of the scope and sequence aligns the strands, skills, routines, and objectives. It provides for systematic instruction across 80 individual lesson plans. Five-lesson units support teachers in managing the flow of instruction. Preceding each five-lesson unit is a Skills Block Focus Sheet, which enables teachers to see at a glance the routines used in each upcoming lesson. These focus sheets facilitate ongoing teacher monitoring of student progress as they work through the skills in each five-lesson unit.

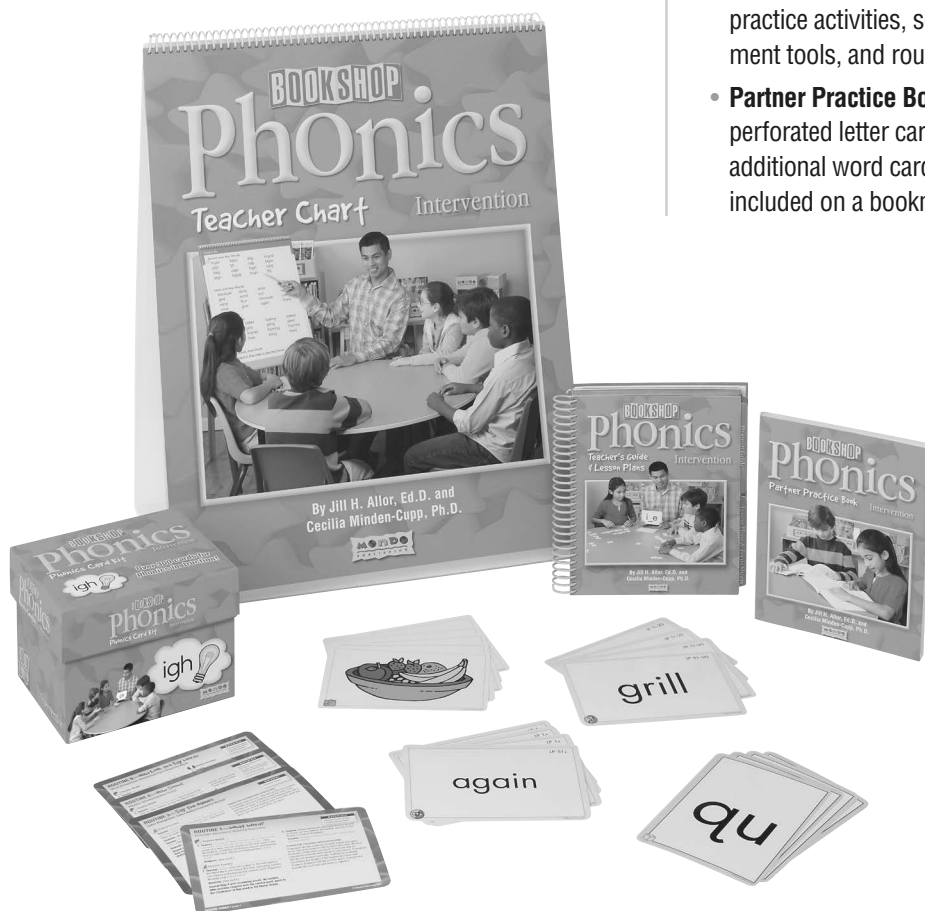
A Progress Monitoring component appears after every ten lessons, providing a link between assessment of the prior ten lessons and ongoing instruction. This component aligns perfectly with the requirements of Response to Intervention (RTI) as it enables teachers to determine almost at a glance any at-risk students who are not responding to (Tier 1) instruction and who may, therefore, require more intensive (Tier 2) instruction. Suggestions for more intensive instruction on all strands and skills are provided. We know that most educators regard RTI as an early-intervention delivery system aimed at specific academic (specifically, early reading) problems (Fuchs & Fuchs, 2008). *Bookshop Phonics Intervention* effectively supports the two purposes of RTI, providing a valid means of assessing the needs of struggling students and accessible tools for targeted instruction. See page 26 for more on RTI.

Lessons are approximately 15–20 minutes in length. Timing is easily adjusted to suit student needs and available time. Integrated into each lesson are opportunities for students to work with partners in peer tutoring. *Bookshop Phonics Intervention* also works well as a one-on-one tutoring program providing individual practice with a tutor, paraprofessional, or volunteer.

Program Components

Bookshop Phonics Intervention is designed for teachers by teachers. The program's ease of use, flexibility, and continuous rotational reinforcement of phonics skills enable teachers to both meet individual needs and help students to make continuous progress. *Bookshop Phonics Intervention* includes the following components—all designed with accessibility and effective instruction in mind. See pages 10–25 for more detailed information regarding the components and their use.

- **Phonics Card Kit:** includes Routine Cards, Letter Cards, Key Word Cards, Look and Say Word Cards, and Sound and Say Word Cards
- **Teacher Chart:** includes word and sentence charts that teach and reinforce various skills
- **Teacher's Guide:** includes program introduction and overview, Skills Block Focus Sheets, lesson plans, Progress Monitoring forms, skills assessments, blackline masters and practice activities, scope and sequence, reproducible management tools, and routine cards for easy reference.
- **Partner Practice Book:** includes peer practice reading pages, perforated letter cards, perforated Key Word cards, and additional word cards. The Sound, Read, and Check strategy is included on a bookmark for easy student reference.



The *Bookshop Phonics Intervention* Research Base

Educators agree that learning to read is a complex and wondrous process. Multiple factors must work together for children to become competent readers (Adams, 1990; Juel & Minden-Cupp, 1999; National Reading Panel, 2000; Snow, Burns, & Griffin; Stanovich, 2000). Competent readers effortlessly process print and focus on the meaning of text (Adams, 1990; Torgesen, 2002). Factors influencing this process include all facets of spoken language (e.g., semantics, syntax, pragmatics, phonology, and morphology), as well as the alphabetic writing system and the general knowledge that readers bring to a text (Adams, 1990; Stanovich, 2000). In addition, competent readers draw on their prior knowledge of language and of the world.

The Duality of Knowledge and Skills

Critical knowledge and skills in beginning reading can be categorized as inside-out and outside-in components (Whitehurst & Lonigan, 1998). Inside-out components relate to the alphabetic writing system (including phonology and orthography) and include phonemic awareness, phonics, and fluency. Outside-in components depend on the knowledge of the world and the meaningful elements of spoken language that readers bring to text, and include oral vocabulary, prior knowledge, and strategic comprehension. Becoming a competent reader requires explicit instruction in both inside-out and outside-in components, and immediate integration of these components in connected text at the earliest stages of reading development. Current models of the reading process show that comprehension may be impaired if deficits exist in one or more of these areas (Ehri & McCormick, 1998; Stanovich, 2000).

The *Bookshop Reading Program* clearly and explicitly addresses both the inside-out (alphabetic knowledge) and outside-in (oral language and strategic comprehension) components of the reading process. *Bookshop* provides an instructional framework that includes assessment tools, oral language development materials, systematic phonemic awareness and phonics instruction, and sequentially leveled student texts—all linked to explicit lesson plans that enable teachers to follow a clearly defined instructional path.

Bookshop Phonics Intervention provides explicit instruction for critical word recognition skills. The skills are reinforced through teacher-directed instruction and then applied through teacher-guided practice using materials in the *Bookshop Reading Program*. Thus teachers are supported in providing both reinforcement and guided practice.

The goal of the intervention is to ensure that students acquire the ability to identify individual words in print accurately and fluently—a distinguishing characteristic of competent readers. Effortless and automatic recognition of individual words

enables readers to focus their cognitive energy on comprehension (Adams, 1990; Samuels et. al., 1992). However, while explicit teaching and focused practice of these skills occurs primarily in *Bookshop Phonics Intervention*, the inside-out aspect is both an explicit part of instruction and teacher-guided practice during the literacy block, and a part of the instructional sequence in other parts of the *Bookshop* core reading program.

The Importance of Basic Phonics Knowledge

Competent readers connect written language to speech and meaning. As they effortlessly and fluently identify the words they read, these words and sentences are immediately related to their meanings. The meanings of passages support word recognition in at least two ways. First, comprehension enables readers to verify that they have correctly identified words. Second, when readers comprehend text fully, they are able to read more quickly.

Although these connections clearly support word recognition, competent readers recognize words primarily by relying on their knowledge of the spellings of individual words (Torgesen, 2002). Readers must first acquire some knowledge of our alphabetic system in order to utilize context for word recognition. In other words, they need basic knowledge of phonics in order to understand the meanings of passages to aid word recognition. As Adams (1991) explains, it “has been proven beyond any shade of doubt that skillful readers process virtually each and every word and letter of text as they read. This is extremely counter-intuitive. For sure, skillful readers neither look nor feel as if that’s what they do. But that’s because they do it so quickly and effortlessly. Almost automatically, with almost no conscious attention whatsoever, skillful readers recognize words by drawing on deep and ready knowledge of spellings and their connections to speech and meaning.”

Bookshop Phonics Intervention, based on scientific research about the development of fluent word recognition, provides routines and activities that build detailed knowledge of the alphabetic system. This pedagogy includes critical content, effective instructional techniques, and instruction tailored to individual needs based on ongoing assessment. Skills are carefully detailed, sequenced, and integrated. Spelling and writing activities are incorporated, as they support thorough processing of individual words. (Ehri, 1997; Ehri & Wilch, 1987; Juel & Minden-Cupp, 2000; Perfetti, 1992; Richgels, 2001; Templeton & Bear, 1992).

Principles of Effective Instruction

Research data show a great deal about principles of effective instruction (Coyne, Kame’enui, & Simmons, 2001; Kame’enui, Carnine, Dixon, Simmons, & Coyne, 1998; Swanson & Hoskyn, 1998; Vaughn, Gersten, & Chard, 2000). The carefully designed

scope and sequence of *Bookshop Phonics Intervention* follows these principles. New skills are introduced gradually, and cumulative review is included regularly. Easier skills are introduced before more difficult ones, and confusing skills are separated in sequence. This type of scaffolding is an important element of effective instruction. Instructional routines also include explicit instruction, modeling, and directions on techniques for feedback and scaffolding of skills and strategies. Similarly, the timing of teaching skills is important in helping students to integrate skills and ultimately apply them to connected text (Kame'enui, Carnine, Dixon, Simmons, & Coyne, 1998). Students will integrate overlaid skill strands more easily in *Bookshop Phonics Intervention*.

Peer tutoring is another important part of *Bookshop Phonics Intervention*. Peer tutoring both improves reading skills and fosters early reading development (Fuchs, Fuchs, & Burish, 2005; Fuchs, Fuchs, Mathes, & Simmons, 1997; Mathes, Torgesen, & Allor, 2001). In addition, peer tutoring provides important practice as well as opportunities for teachers to monitor progress and provide feedback.

Immediate Application of New Skills to Text

An important feature of *Bookshop Phonics Intervention* is its use of targeted word lists and decodable texts. These are both practiced using the Teacher Chart for focused instruction following skill introductions, and applied and practiced by students with teacher support. A variation of each chart appears in the *Partner Practice Book*. Students read this page during peer tutoring and independent practice; this provides additional opportunities for both student practice and teacher observation. Students can also use the *Partner Practice Book* with in-class tutors or specialists, or at home.

For students at the earliest stages, the carefully crafted decodable texts on the charts and practice pages are separate and discrete numbered sentences; they are not forced or contrived continuous texts. Such forced relationships often result in nonsensical stories that lead students to believe that continuous text—and reading, for that matter—need not make any sense. Once students have mastered a significant bank of phonics skills, the decodable texts are continuous-text stories. Both the decodable sentences and continuous text-stories offer students ample exposure and practice in the application of previously taught skills.

The Teacher Chart and *Partner Practice Book* translate research into practice by immediately applying taught skills to text and providing consistent cumulative review (Juel & Roper-Schneider, 1985; Kame'enui, Carnine, Dixon, Simmons, & Coyne, 1998; Stahl, Duffy-Hester, & Stahl, 1998). During the shared reading portion of the literacy block, students read all types of text with teacher support. Once assessment data indicates that students have the appropriate skills in place, they read authentic texts. The text in *Bookshop Phonics Intervention* enables

students to apply skills independently because it is composed of taught high-frequency words and words that students can decode using taught phonics skills. There are no illustrations, so students must focus on processing print without depending on pictures.



In summary, *Bookshop Phonics Intervention* represents best practice in teaching word recognition because it is thoroughly grounded in scientifically based reading research. *Bookshop Phonics Intervention* integrates techniques that work together to enable students to effortlessly and thoroughly process individual words, which leads to fluent reading and allows for deep processing of meaning.

Establishing Measurable Goals

Bookshop Phonics Intervention facilitates effective assessment and data-based instructional decision-making. It helps teachers carefully assess student progress in order to ensure the growth of reading skills. Teaching students to read fluently during the primary grades is critical, since early weakness in skills can lead to long-term failure (Juel, 1988). Although research is very clear that early intervention is key, techniques similar to those employed in *Bookshop Phonics Intervention* are successful for students of any age who have not mastered basic word recognition skills and are dysfluent readers (see Abbott & Berninger, 1999; Berninger et al., 2003; Torgesen et al., 2001, Rashotte, MacPhee, & Torgesen, 2001). Effective instruction includes establishing measurable goals. *Bookshop Phonics Intervention* helps teachers both choose goals and state them in observable, measurable terms. These goals are clearly linked to the instructional routines. Each teaching routine provides explicit instruction that targets skills in each strand: phonemic awareness, phonics, and word recognition. Progress monitoring and assessment are built in.

The *Bookshop* Literacy Block

The journey to becoming literate is a complex one that begins at birth and continues throughout life. Speaking, listening, reading, and writing form the basis of literacy, and the classroom environment plays a vital role in its achievement.

Creating a Supportive Environment

For teachers and students to achieve maximum benefit from learning opportunities, the classroom literacy program must rely on firmly established structures and routines. When the classroom environment immerses students in print and language, and when their attempts at reading and writing are valued and supported with focused instruction, students are encouraged to become literate. A supportive classroom environment is well-organized, with many opportunities for reading and writing. Structure and explicit instruction are provided. Teachers use a range of powerful teaching strategies and activities that both encourage and reward student engagement in the learning process.

Meeting Individual Needs

In order for students to make significant literacy advances, instruction must meet individual needs. A systematic assessment procedure that includes initial pre-testing or screening of all students in the classroom is an important means of establishing starting points for teaching and learning. Ongoing progress monitoring supports the tracking of student progress towards defined targets after establishing appropriate teaching and learning starting points for each student. Teachers use ongoing assessment and classroom observations to determine the amount of time students need to work on each skill.

It is important to reflect on information gained from both initial and ongoing assessments and observations of student work. This information influences the choice of materials and instructional strategies. Continuous monitoring and assessment is essential in the early years in order to do the following:

- Establish starting points for instruction
- Gain insight into individual strengths and weaknesses
- Provide focused learning opportunities
- Assist in grouping students for focused instruction
- Determine levels of mastery in order to decide whether to repeat routines/skills/lessons or move on

The connections between phonics, reading, and writing are evident in the instructional materials in the *Bookshop Reading Program*. In some cases, initial assessments may indicate that foundational work in oral language is necessary in order to meet the needs of students with oral-language deficits. *Bookshop's Let's Talk About It!* provides the support necessary for this work.

Phonics Intervention

Bookshop Phonics Intervention is designed specifically for students requiring more intensive instruction and support in skill mastery. These are students who left Grade 1 without a firm grasp of phonemic awareness and phonics skills. They need additional assistance to strengthen their ability to quickly decode words and increase fluency. Teacher-guided small group instruction with these students typically lasts 15–20 minutes. Other students work independently during this time. Partner practice (i.e., peer tutoring) is interspersed.

Teachers currently using *Bookshop Phonics* will note a change from the Kindergarten and Grade 1 scope and sequences (180 lessons) in the order in which features are taught. *Bookshop Phonics Intervention* is designed for daily use over a shorter period of time (80 lessons). The scope and sequence has been adjusted to accommodate intense phonics instruction. Specific and measurable objectives are clearly delineated, along with routines that foster development of the objectives. On the scope and sequence, teachers can see how long specific objectives are practiced and when they are replaced with more challenging ones. Thus the scope and sequence provides a clear overview of how skills are developed and interwoven.

Seven of the 15 teaching routines used each week focus on phonemic awareness and phonics, ensuring a continuing process of modeling and practice until students reach mastery of each skill. The other eight routines focus on word recognition, including high-frequency words and use of a flexible word-recognition strategy to decode words in connected text. Together the predetermined scope and sequence of instruction and the 15 research-based teaching routines seamlessly implement and integrate the three strands of phonemic awareness, phonics, and word recognition.

Literacy Block Structure

The *Bookshop* assessments help teachers determine starting points for instruction and provide vital information for providing differentiated instruction. Once starting points are identified, teachers follow clearly defined instructional pathways for each student. Additional assessments support ongoing monitoring.

LITERACY BLOCK (GRADES 2–5)		
Skills Block (optional 1/2 hour)	Reading Block (1 hour)	Writing Block (1 hour)
(For small group intervention if applicable and if time permits)	Whole Class Instruction (15 Minutes)	Whole Class Instruction (15 Minutes)
Small Group Instruction (30 Minutes)	Small Group Instruction (40 Minutes)	Small Group Instruction (35 Minutes)
	Whole Class Share (5 Minutes)	Whole Class Share (10 Minutes)

Research tells us that the establishment of a structured daily literacy block dramatically improves student literacy outcomes (Crévola and Hill, 2000). This block begins with an optional 30-minute skills block, followed by a one-hour reading block and a one-hour writing block. The *Bookshop Reading Program* supports teachers and students as they interact in the two defining areas of literacy study: reading and writing. Manageable units of time keep the learning pace active and students interested. Most importantly, each block interacts with and supports the other to create a solid foundation in literacy knowledge.

Skills Block (optional)—30 Minutes

When time permits, a skills block is scheduled prior to the reading block for small group instruction. Timing can be flexible—if only one small group requires intervention, 30 minutes may not be required. Additionally, it may not be necessary to schedule a skills block every day. Conversely, if placement screening (see p. 12) indicates that two or more small groups require intervention, skills instruction may have to take place in time slots other than prior to the reading block. Teachers can determine an appropriate rotation schedule that meets the needs of intervention students.

Bookshop Phonics Intervention adapts easily for use in RTI Tiers 1, 2, and 3. In Grade 2, the program can first be used for small group Tier 1 or 2 intervention. Students who do not respond receive one-to-one skills instruction as Tier 3 Intervention. For classrooms in Grades 3 and up with significant numbers of candidates, Tier 2 intervention is an appropriate starting point. When there are fewer candidates, or for students not responding to Tier 2 intervention, one-on-one Tier 3 delivery is recommended.

Reading Block—60 Minutes

The reading block is divided into whole class-small group-whole class instructional sessions. The first whole class session (15 minutes) uses the shared reading strategy and a teacher-selected focus. Shared reading uses enlarged books, transparencies, charts, poems, or songs, and incorporates a range of genres and text types.

The two small-group sessions (40 minutes total) involve a teacher-selected focus and explicit teaching of small groups. Instructional strategies might include phonics intervention, oral language-reading, shared reading, or guided instructional reading. Remaining students are engaged in a variety of independent reading tasks.

In the concluding whole-class share session (5 minutes), students share understandings of skills taught and learned. Additionally, it provides an excellent opportunity for ongoing monitoring of oral-language development.

Writing Block—60 Minutes

The writing block is divided into whole class-small group-whole class instruction. The first whole-class session (15 minutes) uses a teacher-selected focus for modeled or shared instruction. The focus is on both construction of the different text types and on modeling various stages of the writing process.

The small-group session (35 minutes) involves student-centered learning with a teacher-selected focus. Instructional strategies include oral language-writing, small-group shared writing, interactive writing, and guided instructional writing.

The concluding whole-class share session (10 minutes) is student-centered with a teacher-selected focus. Again, this is a time for reflection during which students articulate their understandings of what they have learned.

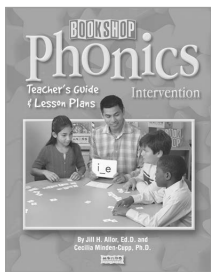


Interrelationships of the Blocks

Connections between *Bookshop Phonics Intervention* routines and the reading and writing blocks are limitless. For example, oral vocabulary instruction supports students' ability to recognize words used for Routine 6—Sound and Say Words. This routine assists students in thinking about letter-sound correspondences and how to create words. This skill then spirals up to the complex strategies in Sound, Read, and Check, a simple three-step process for decoding unknown words. This gives students support during guided instructional reading. Skills learned in Routine 6 also support Routine 7—Sound and Spell Sort, which provides practice in sounding out words as students write them. Used in concert, the three components—phonics, reading, and writing—provide diverse opportunities for teachers and families to support students as they become motivated and confident readers and writers.

Bookshop Phonics Intervention Integrated Instructional Materials

Bookshop Phonics Intervention enables direct teaching of letter-sound relationships in a clearly defined sequence, along with easy-to-use materials that support numerous opportunities for application and practice by students. *Bookshop Phonics Intervention* materials are attractive, durable, clear, and carefully crafted. Designed for multiple uses with easy-to-follow guidelines, each component allows for both easy preparation before class and quick organization and storage after class. The *Bookshop Phonics Intervention* program includes the following:



TEACHER'S GUIDE

This comprehensive guide includes a program overview, explanation of the research base, scope and sequence, detailed lesson plans, Skills Block Focus Sheets, Progress Monitoring assessment sheets, blackline masters, references, and resources, plus copies of the chart pages

and teaching routines for easy reference. The routines correspond to the objectives and skills listed in the scope and sequence, and offer specific recommendations for corrective feedback and scaffolding. The critical content of *Bookshop Phonics Intervention* is clearly presented in the scope and sequence, which shows at a glance both how the strands, skills, objectives, and routines are related, and when to introduce, practice, and assess mastery of each skill. Lesson plans make clear which routines are utilized for instruction in each lesson.

Chart 40

Sound and Say Words

deep	park	sweet	year
spot	glow	split	broke
shone	peanut	farm	creep
dart	raft	seem	plan

Look and Say Words

friend	were	what	live
door	goes	two	most
want	has	there	about
o'clock	four	kind	put

Read the Parts

si ren	va cant	hu mid	pi let
e ven	mu sic	me ment	ba sic
la bel	ho tel	mi nus	be gin

Sound, Read, and Check
The card trick was amazing.

TEACHER CHART

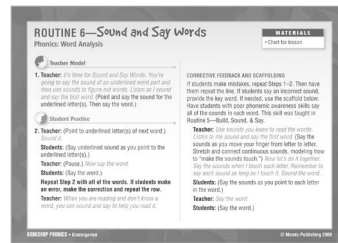
The Teacher Chart includes 80 pages of words, sentences, and stories for teaching phonics and word recognition skills. Charts are numbered to match the lesson plans. New material is introduced two or three times in each five-lesson unit. Teachers use the charts both to present new skills and to guide student practice.

Review is cumulative and systematic, giving students ample opportunity to practice and refine their skills. For example, patterns taught in one week are reviewed heavily in the following week in both Routine 6—Sound and Say Words and Routine 12—Read Carefully.



PHONICS CARD KIT

Routine Cards explain each of the 15 teaching routines and include both teacher models and student practice. The routines are also conveniently located in the back of this teacher's guide. They employ explicit instructional language that remains consistent throughout the program



to support students as they actively practice and apply skills. These carefully designed teaching routines, a central feature of *Bookshop Phonics Intervention*, focus on skills essential to

becoming a successful reader. They also guide teachers through effective procedures so that they can focus time and energy on assessing students and providing practical and immediate corrective feedback and scaffolding. The routines stay fresh and engaging through changes in word selection, sentences, tips, and reminders—specifics that are integral to each lesson plan. The routines are guides, not rigid scripts. Although it is not important to follow the exact phrasing of the routines, it is important to phrase directions consistently so that students know precisely what you expect them to do. The use of instructional routines that use consistent, repetitive language allows students to focus on the content of the instruction rather than on the teacher talk. Routines enable effective communication with each learner. See pages 18–20 for more information on the routines.



Letter Cards provide practice in reading letters and words. Both uppercase and lowercase letters are represented in a font similar to that which students will encounter in authentic text. Letter Cards appear in alphabetical order in the Phonics Card Kit, and in the order in which they are used in the *Partner Practice Book*, thus ensuring that cards are not removed and subsequently lost before they are needed. You may want students to keep their Letter Cards in small plastic zipper bags or envelopes, and

to write their names or initials on the backs of their cards.



Key Word Cards are used as mnemonic devices to help students remember sounds associated with letters. One side of the card shows a letter or letter pattern. The other side has a picture of an object that represents the sound of the letter

or letter pattern. The idea is for students to look at the letters, recall the mnemonic link (i.e., the picture), which then reminds them of the sound the letters represent. During reading, when students come across an unknown word, they can think of the picture that goes with the letters in the word, which reminds them of the sound. Students then blend the sounds to form the unknown word. A duplicate set appears at the end of each *Partner Practice Book*. For a complete list of Key Word Cards, see page 147.



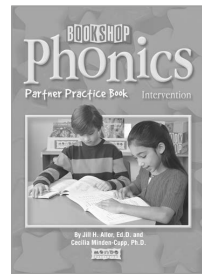
Look and Say Word Cards show words with letter-sound patterns that are difficult or impossible to sound out using common pronunciations of sounds. Occasionally these

cards show words that students will eventually be able to sound out, but which are used in this program before students learn those particular letter sounds or patterns. These cards are also used in Routine 13—Build Sentences. A duplicate set appears at the end of the *Partner Practice Book*. For a complete list of Look and Say Word Cards, see page 147.



Sound and Say (Build a Sentence) Word Cards show words that are regularly spelled and composed only of taught letter sounds and letter patterns. In Routine 13—Build Sentences,

students use these cards along with Look and Say Cards to build sentences. Once students are able to read the Sound and Say words automatically, they may wish to glue them into a word book. A duplicate set appears at the end of each *Partner Practice Book*. For a complete list of Sound and Say (Build a Sentence) Cards, see page 148.



PARTNER PRACTICE BOOK

The *Partner Practice Book* provides meaningful peer and individual practice for both the learning and reinforcement of skills. Research tells us that students often benefit from opportunities to experiment, either alone or with partners. The practice of partner reading is recognized by the What Works Clearinghouse, which was established by the U.S. Dept. of Education as a central and trusted source for what works in education. These consumable books, designed with practical classroom management in mind, include 80 peer worksheets, numbered to match the charts and lesson plans, perforated letter cards, word cards, and Key Word cards to help teach and reinforce skills. Each student receives a fresh and complete set of manipulatives at the start of the intervention, arranged in order of lesson presentation for systematic removal from the back of the book. The manipulatives then become the property of each student for continued practice. The Sound, Read, and Check strategy is included on a handy bookmark.



Bookshop Phonics Intervention Assessment

Effective implementation of *Bookshop Phonics Intervention* requires ongoing assessment in order to make data-based instructional decisions. The flexible use of teaching routines and lesson plans can only be accomplished with thorough and frequent assessment of student progress. Teachers should observe students during all routines and conduct ongoing assessments after every ten lessons using the *Bookshop Phonics Intervention* Assessments 1–8 (see p. 173) and, when appropriate, the *Bookshop* Assessment Battery (available separately from Mondo Publishing).

This teacher's guide includes two progress-monitoring pages after each group of ten lessons. These progress-monitoring spreads guide teachers step-by-step through the assessment process, including conducting assessments, completing a summary chart of assessment data, and making instructional decisions based on that data. This assessment effectively supports teachers in deciding if students need to repeat a lesson or two, practice one or more skills, or move on. For example, if a student needs additional practice with several of the skills taught in the first ten lessons, the teacher should repeat all or part of those lessons. If a student only needs practice with one skill, the teacher should provide additional practice with that skill before moving on to subsequent lessons. *Bookshop Phonics Intervention* facilitates meaningful assessment with the following materials:

1. Bookshop Phonics Intervention Placement

Test screens students to determine at which point on the scope and sequence each student should start, based on the skills they have mastered.

2. **Skills Block Focus Sheets** for each five-lesson unit list objectives and provide overviews of routines utilized and skills taught in each lesson. Teachers indicate pre- and post-unit levels of individual student mastery in the boxes provided.

3. **Intervention Assessments 1–8** assess the specific skills taught in the intervention. They include a convenient summary chart on each scoring sheet that enables teachers to see at a glance which skills need review.

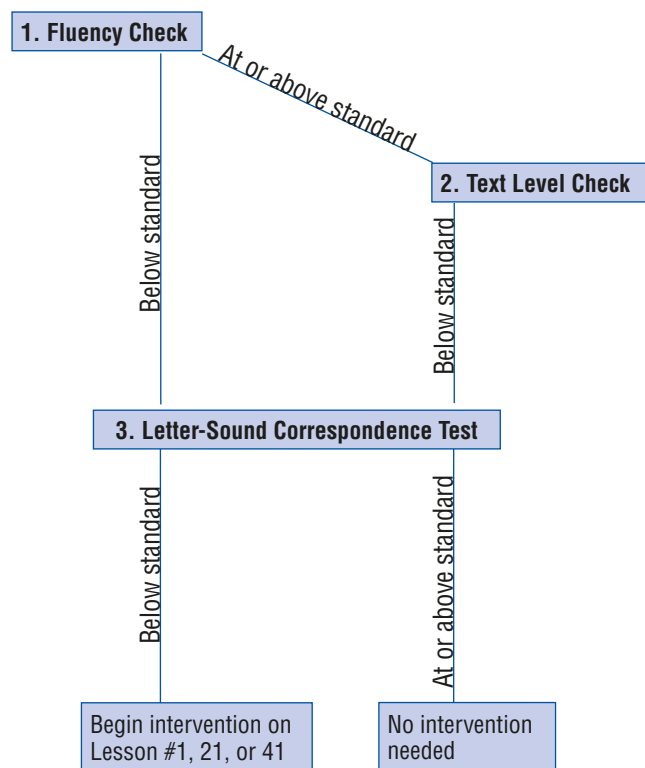
4. **Progress Monitoring: Linking Assessment and Instruction spreads** follow every ten lessons, providing teachers with step-by-step instructions for assessment and instructional decision-making. Recommendations for additional practice are included.

Phonics Intervention Placement Test

Bookshop Phonics Intervention provides a screening rubric and guidelines for determining which students might benefit from phonics instruction, as well as a tool for deciding where on the

scope & sequence their intervention should begin: Lesson 1, Lesson 21, or Lesson 41.

Placement is essentially a three-step process. Steps 1 and 2 involve screening students who *may* benefit from phonics intervention based on current (beginning of the year) rates of fluency and reading levels. For teachers using the *Bookshop Reading Program*, this information can be obtained by using the *Bookshop Assessment Battery*. Teachers supplementing other programs with *Bookshop Phonics Intervention* may use the assessment data they have already obtained for reading levels and fluency, or they may purchase the *Bookshop Assessment Battery* from Mondo Publishing. Step 3 involves administration of a letter-sound correspondence test.



Overview of Screening Process for Determining Placement in Phonics Intervention

1. Fluency Check Students reading below the fluency rates provided in the chart below automatically take the letter-sound correspondence test. Students reading at or above the rates in Chart 1 are then screened by text level (see Step 2). For example, a student in Grade 3 who is reading at 68 WPM on a grade-level text must take the letter-sound correspondence test. A student in Grade 3 reading at 85 WPM on grade-level text moves on to the text-level screen (Step 2).

CHART 1: FLUENCY RATES AT PRETEST

Grade	WPM on Benchmark or Grade-Level Text	WPM on DIBELS Passage
2	<40	<40
3	<75	<90
4	<95	<110
5	<105	<118

Key: WPM = words per minute; < = less than
Students reading below the fluency rates listed above proceed to Letter-Sound Correspondence Test.

2. Text Level Check

Use this screen with students who are reading at or above the fluency standards in Chart 1. Select the column that matches the assessment data you have available for each student. If the student in Grade 3 who is reading at 85 WPM is reading a Level L text (below the standard), that student would proceed to the letter-sound correspondence test. If he or she is reading 85 WPM on a Level O text, that student is exempt from further screening unless the teacher has cause for concern. It is likely that this student does not need phonics intervention.

CHART 2: TEXT LEVELS AT PRETEST

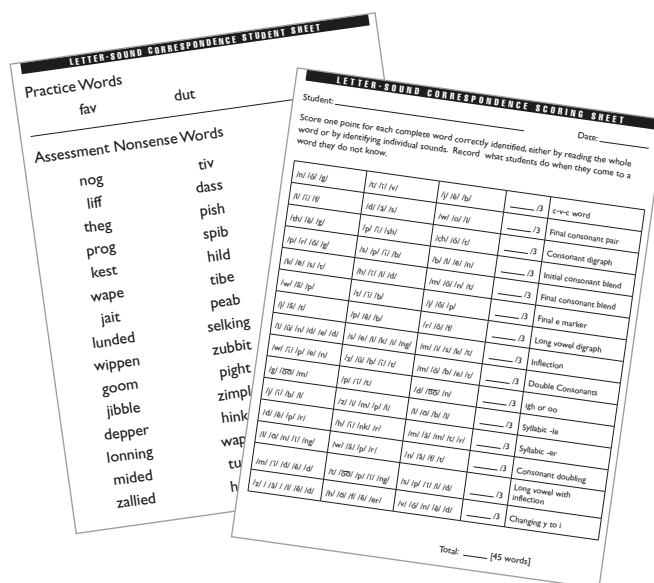
Grade	Guided Reading Level	DRA Level	Intervention Level	Basal Equivalent
2	<K	<20	<18	<Grade 2
3	<M	<28	<20	<Grade 3
4	<O	<38	<24	<Grade 4
5	<O	<40	<26	<Grade 5

Key: < = less than
Students reading below the text levels listed above proceed to Letter-Sound Correspondence Test.

3. Letter-Sound Correspondence Test

Having isolated a group of candidates for phonics intervention, administer the letter-sound correspondence test individually to each student (see page 169 for complete directions and reproducible student and scoring sheets). Select appropriate starting points for instruction according to the chart that follows.

If there are students who do not “make the cut” by these standards but who are working below grade level and who are, therefore, cause for concern, teachers should administer the letter-sound correspondence test and make their decision based on those results.



Letter-Sound Correspondence Student and Scoring Sheets

CHART 3: SCORING AND PLACEMENT ON THE SCOPE & SEQUENCE

Score on Letter-Sound Correspondence	Begin on Lesson #
<16	1
16–24	21
25–32	41
>32 (slow responses)	41
>32 (quick responses)	Probably no need for intervention

Key: < = less than; > = more than

A score of 33/45 is the minimum standard for the end of Grade 2. For students scoring <16, teachers may wish to administer a simpler version of the letter-sound correspondence assessment (see the *Bookshop Assessment Manual* for Grades K–2) and use the results to determine which consonants to reteach.

Once students have been placed in small groups and have started instruction, you may find that in some cases, the first few lessons seem too easy for a couple of students in the group. However, this is a terrific opportunity for these students to get comfortable with the program before it becomes more challenging. In addition, it is an opportunity for teachers to observe how these students utilize word attack skills in a comfortable setting. The lessons will increase in difficulty quickly enough; meanwhile, take advantage of the time to observe and adjust.

All Progress Monitoring pages include the following:

- Chart outlining skills and objectives taught in the previous ten lessons
- Detailed assessment instructions tailored to the previous ten lessons and reduced sample assessment scoring sheets
- Suggested guidelines for making instructional decisions
- Convenient lists of high-frequency and decodable words taught in the previous ten lessons that can be used to create additional practice activities or word banks for repeating routines

To prepare, teachers gather necessary items, make appropriate copies, and administer and score the assessments. Each assessment mirrors the routines used in the preceding ten lessons, including taught sounds and words. At the end of each assessment scoring sheet is a simple summary chart. Teachers simply transfer the scores from each assessment onto the chart.

The final step in progress monitoring is to determine appropriate intervention action and a plan for making it happen. Clear guidelines are provided to help teachers make instructional decisions for each student. See page 25 for a more detailed explanation of Progress Monitoring.

Differentiating Instruction With *Bookshop Phonics Intervention*

Students learn best at their level of understanding, in what Vygotsky (1962) termed the “zone of proximal development.” To provide differentiated instruction, students are placed in small, relatively homogeneous groups based on performance on key skills. The goal is for all students to perform at or above benchmark levels on assessment indicators.

Teachers use the *Bookshop Phonics Intervention* Placement Test to determine whether students will benefit from the intervention and, if so, on which lesson to begin. This allows teachers to precisely place each student along the continuum of the phonics scope and sequence. Data from teacher observations (indicated on focus sheets), ongoing intervention assessments (provided after every ten lessons), and the *Bookshop* Assessment Battery help teachers accommodate the varying needs of students as they progress through the intervention. *Bookshop Phonics Intervention* provides scaffolded support as students practice essential skills. Individuals or small groups meet five times during each five-lesson unit. Suggestions for additional practice, including blackline masters and instructions for practice activities, are provided after every ten lessons.

The flexibility of *Bookshop Phonics Intervention* helps teachers keep instruction relevant to each individual. Teachers determine when students are ready to move ahead. Students struggling with key skills can continue to practice those skills during small group and/or independent time until attaining mastery. Teachers should observe students as they decode words to ensure that they are applying the skills and strategies taught during the intervention.

Conducting Ongoing Assessment

- At the beginning of each five-lesson unit, photocopy a focus sheet for each small group.

- After writing the students’ names in the spaces provided on the focus sheet, indicate prior progress levels on the specific objectives listed by writing an *S* if the student is *struggling* with the skill; *P* if the student requires continued *practice* but is progressing; or *M* if the student has *mastered* the skill (see page 14).
- Observe students during instruction, particularly during intervention lessons. Take notes as needed on the focus sheets. At the end of each five-lesson unit, indicate on the focus sheet the current level of progress (*S*, *P*, or *M*) for each objective.
- After Lessons 10, 20, 30, 40, 50, 60, 70, and 80, use the appropriate assessment (see pp. 174–181) to assist in determining which students require additional practice to achieve objectives and which students are ready to progress to the next lessons.



- Similarly, after every ten lessons, use the information on the progress monitoring spreads to assist you in collecting data, reviewing student progress, providing additional practice, and planning for upcoming lessons.

Teaching Bookshop Phonics Intervention

Bookshop Phonics Intervention is comprised of 15–20-minute sessions that are designed to move quickly. Teachers model the skill and then observe as students practice. Students continue to practice skills over the next series of lessons until they achieve mastery.

Techniques and Tips for Teacher-Directed Instruction

Teachers meet with a small, homogeneous group while other students work independently. The lessons move back and forth between teacher-directed instruction (small-group practice) and peer-mediated instruction (partner practice). Use the following tips and techniques during teacher-directed portions of the lessons.

Unison Responses

Teachers should require students to respond in unison for most routines that require oral responses (e.g., What Word?) and routines that utilize charts. This increases opportunities for all students to practice. Students should respond simultaneously so that they are not simply repeating answers of their peers. This technique requires practice and a clear visual or auditory cue so that students know exactly when to respond. For example, when students read letters or words from a chart, teachers *point* (while students think) and then *tap* when they want students to read the letter or word.



Individual Practice

Although most oral responses should be in unison, occasional individual responses are also necessary for assessment, as it can be difficult to assess individuals during unison responses. All students should be asked to provide individual responses at some point, but teachers should require more frequent

individual responses from students who are struggling. Invite individual responses in random order to minimize predictability.

Pacing

Keep the pace fast to maintain student attention. On chart work, teachers should make sure their pace is as quick as possible while providing sufficient thinking time for students to keep up. As students' skills improve, teachers should gradually increase the pace.

Monitoring, Feedback, and Scaffolding

Teachers should monitor carefully during all routines, watching students and listening to responses. If an error occurs, correct it immediately. It is not necessary to point out the individual who made the error; simply stop and follow the correction procedure with the entire group.

There are specific corrections for each routine, which follow the same basic procedure:

1. Model the correct response.
2. Have students repeat the response.
3. Back up a few items (or a line) so that students can practice the missed item again.

Teachers use scaffolding when necessary to provide students with just enough assistance to determine the correct response. For example, if a student read the word *sat* as *sit*, a teacher might point to the *a* and ask, "What sound?"

Tailoring Instruction to Individual Needs

The charts and many of the routines include cumulative review. During cumulative review, students should be making only occasional errors. If errors are frequent on review items, consider repeating some routines or entire lessons, as multiple errors decrease the effectiveness of the routines. The goal is for decoding to become effortless so that students achieve fluency.

Students needing additional support for critical skills require much more practice than others in order to become fluent. Consistently spending extra time practicing previous charts or partner pages is a useful strategy. Older students, peers, volunteers, families, and paraprofessionals are helpful resources to consider for these students.

Phonology Basics

Pronouncing sounds in isolation, which is required for phonemic awareness and phonics instruction, is not as simple as it seems. The Sound Pronunciation Guide on page 148 can assist in the correct pronunciation of sounds. We recommend exploring phonology further by seeking assistance from a speech therapist or reviewing materials such as Louisa Moats's

From Speech to Print: Language Essentials for Teachers (2000). The following principles and techniques help deliver effective phonemic awareness and phonics instruction.

There are two basic categories of sounds that are important for instruction, stop sounds and continuous sounds.

- **Stop Sounds**, such as /t/, /p/, and /b/, are sounds that cannot be stretched without distortion. Avoid adding vowels to these sounds when pronouncing them in isolation. For example, if you say sounds for students to blend, such as /d/ /a ➔ /d/, be careful not to say /duh/ /a ➔ /duh/. This confuses some students.
- **Continuous sounds**, such as /s ➔ /, /m ➔ /, and /n ➔ /, are sounds that can be stretched without distortion. Stretching these sounds for two to three seconds helps some students remember and blend sounds more easily.
- Pronounce sounds in isolation just as they are pronounced in words. For example, the *r* in *rabbit* is pronounced /rrr/, not /er/. We do not say /erabbit/; rather, we say /rabbit/.
- Stretching and connecting continuous sounds is an excellent form of scaffolding for students who have difficulty blending. For example, if a student is able to say the sounds for *s*, *u*, and *n*, but cannot blend them into *sun*, you can stretch and connect these sounds, /s ➔ /u ➔ /n ➔ /, modeling how to blend. This is possible only for words beginning with continuous sounds.

Techniques and Tips for Partner Practice

Partner practice is integrated into teacher-led instruction. When it is indicated in the routine you are using, direct students to work with their partners to complete the given routine. All routines that are implemented during partner practice are first taught by the teacher.

Students provide feedback to each other in the same way that their teachers provide feedback to them. Teachers should model this procedure for students both during small group instruction and prior to partner practice. Students will need to be reminded to make corrections and to do so politely. They should provide three to four seconds of think time before correcting each other; teachers can model how to count seconds and wait. This is also an excellent time for teachers to listen briefly to individual students and provide feedback.



During partner practice, teachers must monitor students carefully, providing feedback and reinforcement for both academic performance and cooperative behavior. Although students should be consistently encouraged to correct all errors and repeat any items missed, partner practice is effective even when students do not consistently correct each other's errors. Partners are not expected to provide scaffolding. It is important to remember that partner practice is included only *after* skills have been taught by the teacher. Basic partner practice techniques are as follows:

- Students should sit *next to* their partners during partner practice.
- Students complete the routine with their partners just as they did during teacher-led instruction. Routines are not introduced during partner practice; all routines are designed to provide review and build fluency during partner practice.
- Partner practice involves reading from *Partner Practice Book* pages. Tell students who will be “Reader” first and who will be “Reader” second. Whoever is not reading is the “Coach.” The Coach’s job is to listen carefully and help in the same way that the teacher helps students with that particular routine.
- Students check the boxes on the *Partner Practice Book* page as they finish reading each section to their partner. Teach students how to praise each other appropriately, and remind them to do it frequently.
- Explain to students what they should do when they are finished with the assigned practice (i.e., reread pages, review previous pages, or read in an assigned book).
- It is helpful to use a signal, such as a bell, to indicate when it is once again time to stop and listen to the teacher.


Examining the Teaching Routines

Each lesson plan contains effective teaching routines that rotate to maintain student interest. The routines appear at the back of this book as well as on individual cards in the Card Kit. Each routine card clearly outlines the steps to follow, while also providing additional ways to scaffold instruction and support students who need more assistance.


Each routine focuses on one target objective. Although the content of the routines becomes progressively more challeng-


ing, the routine itself remains constant. Materials needed for the routines include Teacher Charts, *Partner Practice Book* pages, and Word and Sentence Banks shown on the lesson plans. As teachers become familiar with the routines, they can focus more on observing students and providing appropriate feedback and scaffolding; as students become familiar with the routines, they can focus more on practicing the skills. You may want to refer to the routine cards as you read through these tips and reminders.

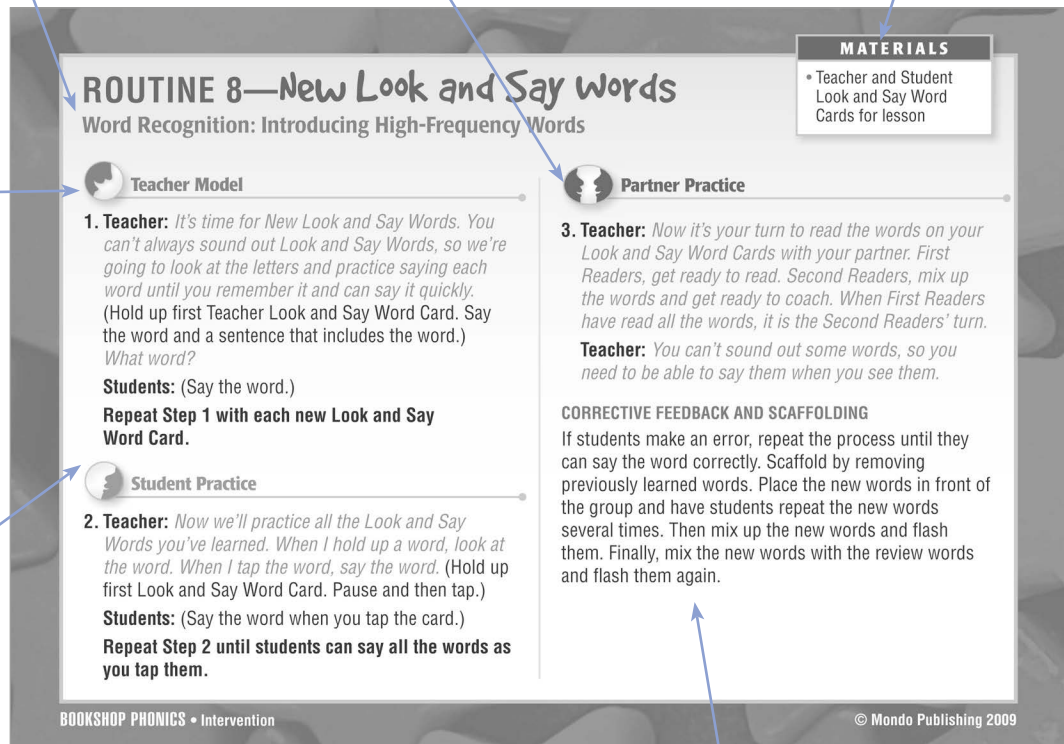
Headings show the strand and the skill.

On some routines, an icon  indicates that students practice with partners.

The materials box provides a quick reference to aid in lesson preparation.

An icon  shows content that teachers model for students. Most phonics skills require clear demonstration rather than explanation.

An icon  indicates that students practice what the teacher modeled.



ROUTINE 8—New Look and Say words
Word Recognition: Introducing High-Frequency Words

MATERIALS

- Teacher and Student Look and Say Word Cards for lesson

Teacher Model

1. Teacher: *It's time for New Look and Say Words. You can't always sound out Look and Say Words, so we're going to look at the letters and practice saying each word until you remember it and can say it quickly. (Hold up first Teacher Look and Say Word Card. Say the word and a sentence that includes the word.) What word?*

Students: (Say the word.)

Repeat Step 1 with each new Look and Say Word Card.

Student Practice

2. Teacher: *Now we'll practice all the Look and Say Words you've learned. When I hold up a word, look at the word. When I tap the word, say the word. (Hold up first Look and Say Word Card. Pause and then tap.)*

Students: (Say the word when you tap the card.)

Repeat Step 2 until students can say all the words as you tap them.

Partner Practice

3. Teacher: *Now it's your turn to read the words on your Look and Say Word Cards with your partner. First Readers, get ready to read. Second Readers, mix up the words and get ready to coach. When First Readers have read all the words, it is the Second Readers' turn.*

Teacher: *You can't sound out some words, so you need to be able to say them when you see them.*

CORRECTIVE FEEDBACK AND SCAFFOLDING

If students make an error, repeat the process until they can say the word correctly. Scaffold by removing previously learned words. Place the new words in front of the group and have students repeat the new words several times. Then mix up the new words and flash them. Finally, mix the new words with the review words and flash them again.

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Specific suggestions for corrective feedback and scaffolding are provided in case students are not responding appropriately to instruction.

Techniques and Tips for Teaching Routines

ROUTINE 1—WHAT WORD?

Phonemic Awareness: Blending Phonemes

OBJECTIVE: Orally blend phonemes into a word (teacher: /s ➔ /a ➔ /t/; student: sat)

After you say the onset and rime, students say the word. Again, stretch continuous sounds and keep stop sounds (i.e., *b, t, p, d*) short. If time permits, ask students to use the word in a sentence to help support language.

TIP: Require unison responses to ensure that students are not waiting for another student to speak first and copying the answer of the other student.

ROUTINE 2—SAY IT SLOWLY

Phonemic Awareness: Segmenting Words Into Phonemes

OBJECTIVE: Orally segment words into individual phonemes

Say the first word in the word bank. Model how to say the word slowly. Listen for students to respond in unison, keeping stop sounds short and stretching continuous sounds. Help students move from one sound to another by holding up a finger each time a new sound is spoken. Provide corrective feedback by repeating the word slowly. Then ask students to repeat it slowly.

TIP: Pronouncing isolated sounds of words can be tricky. Be sure students are able to separate the individual sounds. Teachers may need to model for students until they are able to do this easily.

ROUTINE 3—NEW SOUND

Phonics: Introducing a New Sound

OBJECTIVE: Say the most common sound for featured letters or letter patterns

Use the Key Word Card to model the new sound. Next, model spelling a word from the word bank with the new sound, using letter cards. Students use their letter cards to spell words from the word bank.

TIP: To get the full benefit of this activity, students should say the sounds of the letters aloud as they spell. They need to hear the sounds to make the connection.

ROUTINE 4—THINK, TALK, AND WRITE

Phonics: Invented Spelling

OBJECTIVE: Write words or sentences in which each phoneme is represented by a grapheme that makes that sound, applying all taught graphemes

This activity presents students with an opportunity to put the skills they are learning into authentic practice. This routine follows Routine 14—Read the Story. In Think, Talk, and Write, teachers lead a brief discussion on possible ways to respond to the writing prompt. Instruct students to write about their ideas, spelling words independently. Encourage students struggling with spelling to say each word slowly, one sound at a time, and match each sound to its letter(s). Accept misspelled words if the feature is correct or if the feature has not been taught. Use this activity as an opportunity to see which sounds students are using and which ones they need to practice.

TIP: Model writing that would be similar to what you would expect them to write. Encourage them to contribute as much as possible. Students may wish to illustrate their stories during independent time. Encourage them to share their stories with one another.

ROUTINE 5—WRITE, SOUND, AND SAY WORDS

Phonics: Word Analysis

OBJECTIVE: Write words made up of taught letter patterns (patterns taught in Routine 3—New Sound)

Students write each word, copying it from the chart. Then students say the sounds in the word, and then the word. If students say an incorrect sound, scaffold by saying the Key Word. Assist students who are having difficulty blending by stretching and connecting sounds. If words in the lesson begin with continuous sounds, help students blend sounds by saying, “Do not stop between sounds.”

TIP: This routine is specifically designed to provide practice for students who have difficulty blending sounds into words. Encourage students to say the sounds as they write the letters.

ROUTINE 6—SOUND AND SAY WORDS

Phonics: Word Analysis

OBJECTIVE: Pronounce words made up of taught letter patterns (patterns taught in Routine 3—New Sound)

Students say the sound for the underlined letter(s) and then say the entire word. If students say an incorrect sound, scaffold by saying the Key Word. Assist students who are having difficulty blending by stretching and connecting sounds.

TIP: Some students may be able to do this quickly, while others may take more practice. Scaffold the blending process slowly until the student is able to read the word.

ROUTINE 7—SOUND AND SPELL SORT

Phonics: Word Analysis

OBJECTIVE: Demonstrate understanding of letter-sound correspondences by writing words that are made up of taught letter sounds and patterns

Model spelling one of the words from the word bank. Think aloud so that students can follow your choice of letters and placement. Students write the word on the blackline master. It is important for students to say the sound of each letter and then say each word after they have spelled it. This ensures that students are relating phonemic awareness to print.

TIP: Saying the sound of the letter while spelling the word helps students remember how to read the word.

ROUTINE 8—NEW LOOK AND SAY WORDS

Word Recognition: Introducing High-Frequency Words

OBJECTIVE: Pronounce both featured and review sight words

Students look at the word when you hold up the Word Card and say the word when you tap the card. Provide scaffolding by removing previously learned words until student can say all of the new words correctly. Another way of providing scaffolding is by showing students all the new words and asking them to repeat the new words in order.

TIP: Scaffold the learning of new Look and Say Words by first placing all the new word cards in front of the group and having them say the new words several times in the same order. Then mix up the words and flash each one to the students. Finally, mix the new words with the review words and flash them again.

ROUTINE 9—LOOK AND SAY WORDS

Word Recognition: High-Frequency Words: Cumulative Review

OBJECTIVE: *Fluently pronounce taught sight words*

Provide corrective feedback by saying the correct word and asking students to repeat the row. If students make frequent errors, consider repeating routines or entire lessons. Multiple errors will decrease the effectiveness of the charts.

TIP: If students are struggling, go through the row of words in order once and then point to them in random order. If students make an error, say the correct word and repeat the row.

ROUTINE 10—READ THE GROUPS/READ THE WORDS

Word Recognition: Structural Analysis

OBJECTIVE: *Pronounce words or word groups formed by combining words made up of taught patterns*

This routine is called Read the Groups when students read words that have the *same* base but different suffixes. It is called Read the Words when they read words that have *varied* bases and suffixes. Point to the words on the chart. Students say the word as you tap the word.

TIP: If students make an error, say the correct word and repeat the row.

ROUTINE 11—READ THE PARTS

Word Recognition: Syllable Types

OBJECTIVE: *Pronounce multisyllabic words made up of taught patterns and syllable types*

Model reading longer words for students by first reading the underlined parts of the word and then the whole word. Point to each part and then to the whole word as students respond in unison. If students make an error, correct it and repeat the row.

TIP: Listen for students as they respond in unison. If a student or students are saying an incorrect sound, scaffold by reminding them of the key word. If needed, sound out each syllable before saying first the parts and then the word.

ROUTINE 12—READ CAREFULLY

Word Recognition: Cumulative Review

OBJECTIVE: *Pronounce words made up of taught patterns and syllable types*

This routine gives students the opportunity to work with their partners. One is the Reader and one is the Coach. Then they switch. Practice positive coaching skills with students until they understand what to do when they are the Coach. Words in this routine are deliberately similar in structure. Students must look closely at the internal structure of words to read them. They should practice until they are able to read the words automatically.

TIP: This is a good independent activity. Students can practice the words with a partner during independent time. Remind students that the goal is to read the words quickly and easily.

ROUTINE 13—BUILD SENTENCES

Word Recognition: Cumulative Review

OBJECTIVE: *Using word cards made up of taught patterns and syllable types, put words together to make a phrase or sentence.*

Students read the Word Cards and build the sentences on the chart. The same set of 18 words is used for five continuous lessons, giving students ample opportunity to construct a variety of sentences with the same words.

TIP: Students needing more assistance will benefit from teacher modeling as the student builds each word in the sentence. Students may also create additional sentences with the word cards.

ROUTINE 14—READ THE STORY

Word Recognition: Strategic and Fluent Reading

OBJECTIVE: *During oral reading, when a word is unknown, apply a flexible strategy for determining the pronunciation of unknown words.*

During this routine, students apply all taught skills to connected text. Students need to learn what to do when they come to a word they cannot decode. Begin by reviewing the steps of Sound, Read, Check. Model how to use the steps using a word or sentence from the lesson or from a book. Students should be active participants. Read the first sentence together. Listen to students as they read aloud to monitor their accuracy. Apply the strategy if needed. Ask individuals to read the sentence aloud. Then partners read the rest of the story to each other. Listen to students as they read to monitor accuracy.

TIP: Remind students that remembering to sound, read, and check will help them become better readers.

ROUTINE 15—SOUND, READ, AND CHECK

Word Recognition: Strategic Reading

OBJECTIVE: *Apply a flexible strategy for determining the pronunciation of unknown multisyllabic words*

This time *Sound, Read, and Check* is applied to words in isolation. Review the steps of Sound, Read, and Check. Model how to use it with the first word. Have students practice applying the strategy to the remaining words on the chart. Monitor their responses. Ask them to respond individually if needed.

TIP: Remind students that this is the same process used in *Sound and Say* and *Read the Parts*. Have students think about the meaning of the word and use it in a sentence.

Examining the Skills Block Focus Sheet

The Skills Block Focus Sheet guides teachers as they make data-based instructional decisions. At the start of each five-day unit, teachers photocopy the sheet for each small group and use it to plan the unit. On the student chart (bottom) portion, next to each objective, is a box in which to indicate the level of student performance (based on teacher observation during small-group instruction) at the end of the unit: *S* if the student is *struggling*, *P* if the student is *practicing* appropriately, and *M* if the student has *mastered* the skill. For skills that have been introduced or practiced in prior units, the boxes are divided with a diagonal slash. Teachers may refer to prior focus sheets, note how they assessed students on those skills, and record that prior level (*S*, *P*, or *M*) in the left section of the box before beginning the five-lesson unit (see sample).

At the end of the unit, teachers note the new assessment level in the remaining portion of the box. In this way, teachers may get a heads-up regarding the number of students still struggling or experiencing a high degree of mastery of a particular skill. Using the completed sheet, teachers can determine which students need to practice, review, or skip working on various objectives. Most often, when a skill has *just* been introduced, students will be marked either *S* or *P* after the five lessons, as there will not have been sufficient time to reach mastery (*M*) in most cases.

A designation of *M* does not automatically mean that a student can skip the skill going forward. Mastery includes both accuracy and fluency (automaticity); continued practice will result in fluency.

Objectives and related teaching routines for each lesson are clearly listed.

Title indicates which lessons are featured during the five-lesson unit.

After photocopying the Skills Block Focus Sheet for each group, fill in the date and any necessary class designation.

The objectives for all routines show which skills each student needs to master. The skill level column indicates where students should be at this point according to the scope and sequence.

Each routine is clearly identified by number and instructional skill.

Space is provided to write students' names in each group.

For skills that have already been introduced, teachers record the assessment level from prior focus sheets next to the students' names. This provides a ready reference regarding students' current abilities with each repeated skill.

Teachers use this key to indicate the skill level of each student at the end of each five-lesson unit.

Skills Block Focus Sheet for Lessons 26–30

Photocopy this sheet each week for each group.

	Lesson 26	Lesson 27	Lesson 28	Lesson 29	Lesson 30
3—NEW SOUND	Le / t / (bike)	ie / i / (the); -y / i / (fly); igh / i / (lightbulb)	wt / t / (wrist)		
6—SOUND AND SAY WORDS	Word Analysis	Word Analysis	Word Analysis	Word Analysis	Word Analysis
7—SOUND AND SPELL SORT		Word Analysis		Word Analysis	
8—NEW LOOK AND SAY WORDS	High-Frequency Words: <i>give, what, again, because</i>	High-Frequency Words: <i>their, into, please, why</i>			
9—LOOK AND SAY WORDS	High-Frequency Words: Cumulative Review	High-Frequency Words: Cumulative Review	High-Frequency Words: Cumulative Review	High-Frequency Words: Cumulative Review	High-Frequency Words: Cumulative Review
10—READ THE GROUPS	Structural Analysis	Structural Analysis	Structural Analysis	Structural Analysis	Structural Analysis
15—SOUND, READ, AND CHECK	Strategic Reading	Strategic Reading	Strategic Reading	Strategic Reading	Strategic Reading
12—READ CAREFULLY	Cumulative Review	Cumulative Review	Cumulative Review	Cumulative Review	Cumulative Review
14—READ THE STORY	Strategic and Fluent Reading	Strategic and Fluent Reading	Strategic and Fluent Reading	Strategic and Fluent Reading	Strategic and Fluent Reading
4—THINK, TALK, AND WRITE					Developmental Spelling

Date 10/06 Class Mrs. Jewel

Objective	Routine	Skill Level	Student Names				
			Juan	Kadir	Laura	Maria	Max
Say the most common sound for /e, ie, -y, and igh/i / /; /w/ / /	3—NEW SOUND	Introduce	S	P	P	S	P
Write sentences or phrases that relate to a story and include words where each phoneme is spelled with a grapheme that makes that sound, applying all taught graphemes	4—THINK, TALK, AND WRITE	Practice	S	P	P	S	P
Pronounce words made up of letter patterns taught in NEW SOUND and short vowel words in which each letter represents its most common sound, including CCVC pattern (ex. <i>gnip</i>)	6—SOUND AND SAY	Practice	S	S	S	P	P
Demonstrate understanding of letter-sound correspondences by writing words that are made up of taught letter sounds and patterns	7—SOUND AND SPELL SORT	Practice					
Pronounce featured sight words: <i>give, what, again, because, their, into, please, why</i>	8—NEW LOOK AND SAY WORDS	Introduce					
Fluently pronounce taught sight words	9—LOOK AND SAY WORDS	Practice	S	S	P	P	S
Pronounce words formed by combining CVCe words with -s, -ed, and -ing	10—READ THE GROUPS	Introduce and Practice					
Pronounce words made up of taught spelling patterns and syllable types	12—READ CAREFULLY	Practice	S	S	S	P	P
Read a story, applying a flexible strategy to determine the pronunciation of unknown words, with appropriate prosody	14—READ THE STORY	Practice	S	S	P	P	P
Apply a flexible strategy for determining the pronunciation of unknown multisyllabic words	15—SOUND, READ, AND CHECK	Practice	S	S	S	P	P

Assessment Key: S = Struggling P = Practicing M = Mastered

Additional Comments/Observations: _____

31 BOOKSHOP PHONICS • Intervention

Examining the Lesson Plan

The lesson plan provides a road map for teaching specific objectives. Lesson Plan 26, New Sound *i_e*, would be used during the fifth week of intervention for students who began with Lesson 1. Review the Skills Block Focus Sheet for Lessons 26–30 (see p. 21), as well as the focus sheet from the prior five-lesson unit that includes comments about student

performance on specific objectives (several of the same objectives are practiced in Lessons 21–25). The routines for the week are repeated often; frequent practice helps students feel secure in their knowledge of what is expected. A step-by-step walk-through of this lesson follows.

Title shows the lesson plan number, featured skills, and corresponding objectives.

Each routine is clearly identified with the routine number, the strand, and the skill.

Word/Sentence Banks provide carefully designed lists of words/sentences to be used during each routine. These items correspond carefully to targeted objectives and typically include cumulative review. Alternatives may be used as long as they match the targeted objective.

Routines are listed in order of instruction, not necessarily in numerical order. The teacher first models for the group and then has students work in pairs for peer practice.

Reminders are included to help keep instruction consistent and focused on the objective. These reminders help teachers implement the program with high degrees of fidelity.

All materials needed for each routine are clearly listed.

Teacher Tips assist with pacing, classroom management, scaffolding, and variations on the instruction.

Each lesson ends with a brief review of a specific feature of that lesson.

26

Look and Say Words: *give, what, again, because*; New Sound *i_e*

OBJECTIVES: Say the sound for *i_e*; Pronounce the words *give, what, again, because*; Cumulative Review

Small Group Instruction/Partner Practice

REMINDER Detailed directions for all routines are located on routine cards in the card box and in the back of this teacher's guide.

USE ROUTINE 3—New Sound
Phonics: Introducing New Sound

MATERIALS

- Teacher Key Word Card: *i_e/bike* and all cards for review
- Teacher and Student Letter Cards: *b, d, e, h, i, k, r, t*

TEACHER TIP
The /*t*/ sound is slightly changed when it is followed by /*r*/. This is called coarticulation.

WORD BANK		
ride	bite	tide
tire	hike	bride

USE ROUTINE 6—Sound and Say Words
Phonics: Word Analysis

MATERIALS

- Chart 26

REMINDER Stop and correct any error, modeling as needed. Then repeat the row.

USE ROUTINE 8—New Look and Say Words
Word Recognition: Introducing High-Frequency Words

MATERIALS

- Teacher and Student Look and Say Word Cards: *give, what, again, because*

USE ROUTINE 9—Look and Say Words
Word Recognition: High-Frequency Words
Cumulative Review

MATERIALS

- Chart 26

USE ROUTINE 10—Read the Groups
Word Recognition: Structural Analysis

MATERIALS

- Chart 26

REMINDER Provide corrective feedback by saying the correct word and then repeating the row.

USE ROUTINE 15—Sound, Read, and Check
Word Recognition: Strategic Reading

MATERIALS

- Chart 26

USE ROUTINE 12—Read Carefully
Word Recognition: Cumulative Review

MATERIALS

- Partner Practice Book page 26

TEACHER TIP
Encourage students to compliment and praise one another.

USE ROUTINE 14—Read the Story
Word Recognition: Strategic and Fluent Reading

MATERIALS

- Partner Practice Book page 26

CLOSURE

TEACHER: What is our Key Word for the letter pattern *i_e*? (Hold up the Teacher Letter Card.)

STUDENTS: *bike*

TEACHER: What sound? (Point to the letter *i_e* on the Teacher Card.)

STUDENTS: /*i_e*/, /*t*/

TEACHER: (Model sounding and reading words with *i_e* from the chart.)

32 BOOKSHOP PHONICS • Intervention

Teaching a Lesson Step by Step

To get a clear sense of how *Bookshop Phonics Intervention* works in the classroom, here are some notes on classroom management and a walk-through of Lesson 26.

Classroom Management

It's important to establish routines in order for small groups to function effectively. Organize the classroom and the learning task materials to promote independence and responsibility. Task management boards are an effective way to do this.

A task management board is an organizational tool designed to build independent work habits in students and to liberate teachers from repeatedly explaining the daily order of events. Students refer to task management boards for information about their daily activities. Displaying the tasks in this way promotes students' ability to take responsibility for their own learning. There should be separate boards for the reading block and the writing block. Students in phonics intervention can meet with teachers during small-group time in either block (or at other times during the day as desired or required). Keep in mind that it takes time to establish routines and make expectations explicit.

Prior to meeting with the intervention small group, clarify expectations for the rest of the class.

1. Select appropriate independent activities for students.
2. Photocopy any required student materials.
3. Enter activities on the task management board.
4. Review the schedule with students.

Preparing for the Lesson

At the beginning of the week (or at the end of the previous week) prepare as follows:

1. Locate Lesson Plan 26 in the *Teacher's Guide*.
2. Gather the necessary cards from the Card Kit: eight Routine Cards (or you can refer to the routines that follow p. 220) plus Letter and Word Cards needed for the routines and activities as indicated on the lesson plan.
3. Add student data to your photocopies of the Skills Block Focus Sheet for Lessons 26–30.
4. Carefully review the routines, activities, and assessments.
5. Collect and place all materials needed for instruction and independent activities in predetermined locations for ease of use.

Intervention Instruction

After assigning independent tasks to the rest of the class, the teacher calls the Intervention group to the table and proceeds, following the lesson plan.

1. **Routine 3—New Sound** This routine supports instruction for phonics, an important skill in learning to decode words. As the students spell words with the new sound, the teacher observes which students are responding correctly, providing corrective feedback and scaffolding for those needing additional support.
2. **Routine 6—Sound and Say Words** The teacher points to words on Chart 26 (see sample on page 24), asking students to say the underlined part and then the word. Words are composed of previously taught sounds. Students respond in unison when the teacher taps the chart.
3. **Routine 8—New Look and Say Words** The teacher holds up a Look and Say word card and says the word, gives a sentence using the word, and repeats the word. Students respond in unison when the teacher taps the word card.
4. **Routine 9—Look and Say Words** The teacher points to words on Chart 26, asking students to repeat words. Again students respond in unison when the teacher taps the chart.
5. **Routine 10—Read the Groups** The teacher points to groups of words on Chart 26, asking students to say words composed of previously taught sounds and suffixes. Again students respond in unison when the teacher taps the chart.
6. **Routine 15—Sound, Read, and Check** The teacher points to a sentence on Chart 26 (see sample on page 24), asking students to apply the Sound, Read, and Check strategy to words composed of sounds not previously taught. Students respond in unison.
7. **Routine 12—Read Carefully** In pairs, students take turns reading words from Partner Practice page 26 (see sample on page 24). The teacher monitors students' reading, encouraging them to assist each other. Students repeat lines until they are able to read words without mistakes.
8. **Routine 14—Read the Story** This routine is the student's opportunity to apply all taught skills to connected text. Students are encouraged to use what they learned in Sound, Read, and Check when they come to a word they don't know. Students repeat sentences until they are able to read the story (Partner Practice page 26) without mistakes.

Chart 25

Sound and Say Words

tr <u>a</u> ck	bl <u>e</u> ss	dr <u>i</u> p	br <u>a</u> nd
pl <u>o</u> t	l <u>i</u> ft	rid <u>e</u>	bl <u>o</u> ck
bik <u>e</u>	pl <u>a</u> in	fr <u>e</u> sh	car <u>e</u>
pl <u>a</u> n	bl <u>a</u> de	br <u>a</u> in	lif <u>e</u>

Look and Say Words

because	away	what	again
give	some	put	want
were	four	because	carry
what	give	again	there

Read the Groups

bake	bakes	baking	baked
pile	piles	piling	piled
frame	frames	framing	framed
line	lines	lining	lined

Sound, Read, and Check

I jumped in the lake a *second* time.

Teacher Chart 26

Activities for Additional Practice

Some students may need additional practice to achieve mastery of an objective. Teachers may also choose to stop at the end of each ten-lesson segment and spend one group session focusing on additional practice before proceeding to the next ten-lesson segment. *Bookshop Phonics Intervention* provides suggestions for inexpensive and easy-to-use materials. Reproducible blackline masters (see pp. 199–208) include directions for all eight activities.

Teachers may wish to present the activities to paraprofessionals, parents, and volunteers working with your intervention students. Give them an opportunity to read through instructions, manipulate the materials, and ask questions. This will ensure that students receive the maximum benefit from the additional practice.

Additional Techniques and Tips

Here are few additional tips to support the teaching of *Bookshop Phonics Intervention*.

- At the beginning of the year, make sure students understand the routines that will be used during the first lessons, as well as what they need to do during independent time. It might be necessary to spend a day or two monitoring and assisting during independent work. See the *Bookshop Reading Teacher's Guide* for more information on task management boards.

Name _____

Read Carefully

find	plain	bike	plans
give	bottle	because	dripped
sudden	cake	door	apple
bundle	blessing	blade	flash
planned	very	what	gave
life	battle	bring	middle
sail	spotless	ride	your
again	game	jacket	traffic

Read the Story

We are *having* a picnic today. I have a big picnic basket. We will put a blanket on the grass here in the shade. Then we will take a hike and have our lunch. We have *sandwiches* and cake. We have apples. We have drinks in bottles. Yum! This will be a fun picnic.

Wait! Look at the ants on the blanket. They will go into the basket. Stop! We will put our basket in this spot. A spot with no ants!

Partner Practice Book page 26

- Similarly, when you introduce a new routine in a lesson, take time to make sure students understand it.
- It is better to give students a firm grip on the process than to rush through all the material. Sometimes it may take more than one session to complete a lesson successfully. You may also need to repeat some lessons.
- Use the word lists on pages 147–148 to help you alphabetize and organize Key Word Cards, Look and Say Word Cards, and Build a Sentence Word Cards.
- Organizing materials for all five lessons before beginning to teach a five-lesson unit allows you to better focus on instruction.
- Use independent time for students to practice objectives not yet mastered. Rereading partner practice pages with a partner is an excellent independent activity for students who are struggling.
- Take time at the end of the lesson or end of the day to reorganize materials so they will be ready for use the next day. Students may be able to assist you.

Bookshop Phonics Intervention in Multi-Tiered Instruction and Response to Intervention

Bookshop Phonics Intervention is a flexible program that can be used effectively in a variety of settings, within both a multi-tiered framework and as a part of a Response to Intervention system. Teaching routines are straightforward and follow a clear scope & sequence, which allows a variety of educators to successfully implement the program. Detailed information on assessment and on tailoring instruction to individual needs through scaffolding and pacing within the curriculum is provided. Classroom teachers will find *Bookshop Phonics Intervention* easy to integrate into their existing reading programs. Reading interventionists will find it effective for a variety of students, from those working slightly below grade level to those with more significant struggles. With preliminary teacher guidance, the routines and activities can be used effectively by peers, volunteers, and families as well.

Assessment Analysis Is Key

Assessment is the key to determining the most effective way to use *Bookshop Phonics Intervention*. The program includes an assessment system ideal for determining its best use within a multi-tiered framework and as part of RTI. The instruction is assessment-driven, and the intervention is personalized.

- **Clear placement rules** help educators determine both the degree of risk, the need for intervention, and the point in the program at which it is optimal for each student to begin.
- Frequent **progress monitoring** is integrated into the program, with detailed guidance and manageable tools for determining whether specific, observable objectives are being met.
- Teachers use the **Skills Block Focus Sheets** to collect and summarize specific observation from daily instruction. Clear guidelines are provided.
- **Partner Practice Book** pages are cumulative and provide a direct way of observing whether or not students are able to apply taught skills when reading words and connected text.
- Intervention is **goal-directed**. At eight points in the program, following every 10 lessons, teachers are provided with a **mastery assessment** and detailed guidance for analyzing all available assessment information, including teacher observation, to determine whether students have mastered critical objectives or require additional practice before moving on to the next 10 lessons.

All these materials are carefully linked to the **scope & sequence**, which details observable objectives and when they need to be mastered for success in the curriculum.

Using Bookshop Phonics Intervention within a Multi-Tiered System

Using the assessment system described above, educators can easily tailor instruction to the needs of their students and identify the most effective and efficient ways to use *Bookshop Phonics Intervention* within a multi-tiered system. The intervention can be used effectively by a variety of personnel, including reading interventionists, classroom teachers, and paraprofessionals. Additional practice using many of these materials can also be provided by volunteers, families, and peers. Most students in Grade 2 will respond successfully within Tier I instruction provided by classroom teachers, with some students also requiring extra Tier II instruction. For students needing intensive instruction, *Bookshop Phonics Intervention* can be used in Tier III with more frequency, with careful implementation or the assistance of a reading specialist or coach. Students in Grade 3 or higher who still have not successfully mastered the skills taught in *Bookshop Phonics Intervention* will likely need Tier II or Tier III instruction and should be monitored carefully to determine their response to intervention.

In addition to being well suited for small group instruction during time designated for reading instruction, *Bookshop Phonics Intervention* is ideal for various types of supplemental instruction. Of course, a combination of these approaches would also be very effective. For example, a teacher or interventionist may teach a student on a regular basis and also coordinate additional practice implemented by volunteers, peers, or families. The straightforward routines make it ideal for activities for additional practice provided by volunteers, paraprofessionals, families, and peers. In fact, early versions of *Bookshop Phonics Intervention* have been demonstrated to be effective when implemented by volunteers and paraprofessionals (Allor, Diffily, Weiser, Cheatham, Jones, & Montgomery, 2008; Allor & Lachney, 2008; Allor & McCathren, 2004; Allor, Mooney, & Roberts, 2008). Peer tutoring with materials similar to these has also been demonstrated to be effective (Mathes, Howard, Allen, & Fuchs, 1998; McMaster, Fuchs, & Fuchs, 2006).