



PHONICS
MASTERY GUIDE



INTRODUCTION

These Mastery Guides should be used to fast-track your reader to benchmark or as a boost for on-level students to reach benchmark more quickly!

While phonics instruction is only one part of learning to read, it is the main part – and the single most common area in which students struggle. Research has shown that a good reader must have foundational skills such as phonemic awareness and phonics before they can successfully move on to read text fluently, develop a strong vocabulary, and independently comprehend what they read.

The Phonics Mastery Guide covers all of the phonics elements that are essential for prepping each of your students for **TOTAL COMPREHENSION MASTERY!**

Special note:

Each lesson in the Guide was designed to be delivered in sequence until complete. If you find that your students are performing well during the program, that's fantastic! If you find that they are struggling to keep up or have regressed, feel confident repeating a lesson until their skills are solid. For maximum results, complete all of the lessons contained within the Guide.



How to Use the Mastery Guides

Each lesson in the *Mastery Guides* follows an explicit lesson sequence. Here is a look at each section and the Common Core State Standards (CCSS) that particular section meets:

Phonemic Awareness Words

Each lesson in Mastery Guides 1 and 2 begins with a phonemic awareness warm - up requiring students to blend and segment words. This is done orally with the group. The National Reading Panel found that blending and segmenting phonemes into words aids in learning to read and spell more than any of the other phonological awareness skills. That is why every lesson begins with students blending and segmenting words.

For segmenting, the teacher says the word “wax” and has the students repeat the word. Then students count out each sound they hear in the word “wax”. Students say /w/ /a/ /x/. Students can use their fingers as they say the sounds.

Next, the teacher has a list of words the students need to blend. The teacher says the sounds in the word “tip” - /t/ /i/ /p/ - not the word “tip” - just the sounds. The students then blend the sounds together and say the word “tip”.

The **Phonemic Awareness Words** section is in the CVC and Consonant Blends guides only.

CCSS:

RF.K.2.D

RF.1.2.A

RF.1.2.B

RF.1.2.C

RF.1.2.D

Sound Spelling

Research recommends teaching a phonics sound spelling explicitly in isolation. Following the **Phonemic Awareness Words section**, there are sound spellings that are either new for the day or a review from the previous lesson. Typically, once a sound spelling is introduced, it is reviewed for several days before a new sound is introduced.

When introducing the new sound spelling, the teacher simply tells students the sound and how it is spelled, and that is their focus for the lesson.

CCSS:

RF.K.1.D

RF.K.3.A

RF.K.3.B

RF.1.3.A

RF.1.3.B

RF.1.3.C

RF.2.3.B

Sound Spelling Cards



Words to Blend

This section contains a list of 12 words the teacher will have the students blend using Sound by Sound Blending. All of the words in this section contain the new sound spelling.

Procedure for Sound - by - Sound Blending using the word *Sam*:

1. Print the first letter of the word ***Sam*** on the board.
2. Point to the ***S*** and say, “Sound” - Let the students say the sound.
3. Print the letter ***a*** on the board, point right under it and say, “Sound” - Let the students say the sound.
4. Place your finger back at the beginning of the word and say, “Blend.”
5. After you say, “Blend” - swoop your finger under the ***Sa*** while students say, “SSSaaa.”
6. Print the letter ***m*** on the board, point right under it and say, “Sound.” Let the students say the sound.
7. Place your finger back at the beginning of the word and say, “Blend” - After you say, “Blend” - swoop your finger under the ***Sam*** while students say “Sssaaamm.”
8. Place your finger at the beginning of the word and say, “Word.” Slide your finger under the word

CCSS:

RF.K.3.A

RF.K.3.B

RF.1.3.A

RF.1.3.B

RF.1.3.C

RF.1.3.D

RF.1.3.E

RF.2.3.A

RF.2.3.C

RF.2.3.E

RF.2.3.F

Repeat this procedure with the rest of the words in this section. Once the routine is well established with the students, the teacher should stop using voice commands and just use signals, such as the swooping of the finger for when to blend. This will speed up the pace of the lesson.

The **Words to Blend** section is in each guide.

Automatic Word Recognition

This section appears for the first time in the **Consonant Blends Mastery Guide**. The goal of phonics instruction is to prepare students to read words fluently. Studies have shown that when students are able to read words without having to sound them out, their brain is free to comprehend what they are reading.

Students need to practice reading words automatically in isolation, as well as in decodable text. Every **Automatic Word Recognition** section includes 12 words that contain a previously taught sound spelling. Teachers have the option to write these words on the board, or use the charts located in each lesson.

CCSS:

RF.K.3
RF.K.3.A
RF.K.3.B

RF.1.3.B
RF.1.3.C
RF.1.3.E

RF.2.3.A
RF.2.3.C
RF.2.3.E

RF.3.3.C

Automatic Word Recognition Chart Lesson 1		
Sam	rip	mad
gas	tip	can
mix	not	fox
rot	fun	set

This section is different from the **Words to Blend** section because students are required to read these words as a whole word, without sounding out. The teacher simply points to the word, pauses a second, says, “Word,” and swoops a hand under the word as the students read it.

Irregular Sight Words

The first 300 sight words on the Fry word list are used throughout all of these Mastery Guides. Words are introduced by the teacher using the “Say it, Spell it, Say it” strategy. A few words are introduced and then practiced for several days to ensure students learn the words completely.

Sight words are made up of both regular and irregular words. Regular sight words are words that, once a student has learned the spelling pattern for, become regular because they are decodable. For example, **can** and **it**. Sight words that are irregular are words that children will never be able to sound out. For example, **of** and **was**.

Only irregular sight words are included in the sight word section to be explicitly taught. Students learn the decodable words as they go through the lessons in the Mastery Guides. The words have been placed in decodable text so students have the opportunity to practice reading them for several days.

Decodable Work

This is where the reading practice comes in. You can see why it is important to follow the sequence of this lesson. In this part of the lesson, students apply what they have learned.

The decodable passages that are provided contain words with spelling patterns already introduced to students. This is the opportunity for the students to practice their automaticity.

An important thing to remember about decodable text is that it is for practicing phonics and fluency, not for working on comprehension skills.

CCSS:

RF.K.3.C

RF.1.3.G

RF.2.3.F

RF.3.3.D

CCSS:

RF.K.1.A

RF.K.1.B

RF.K.1.C

RF.K.3.B

RF.K.3.C

RF.K.4

RF.1.3.B

RF.1.3.E

RF.2.3.A

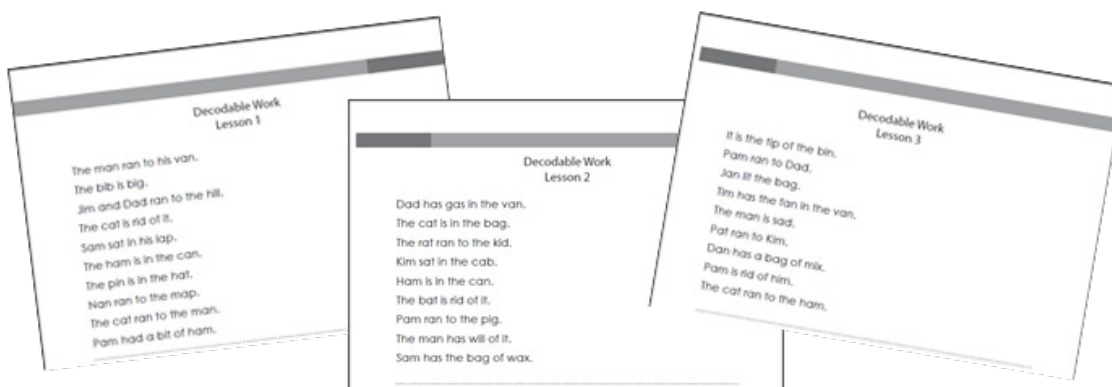
RF.2.3.B

RF.2.3.E

RF.3.3.C

Students whisper read the first sentence while the teacher walks around and listens. Next, the teacher leads the students in rereading the sentence in unison, so that they have an example of how to fluently read.

The Decodable Work section is found in each guide.



Dictation

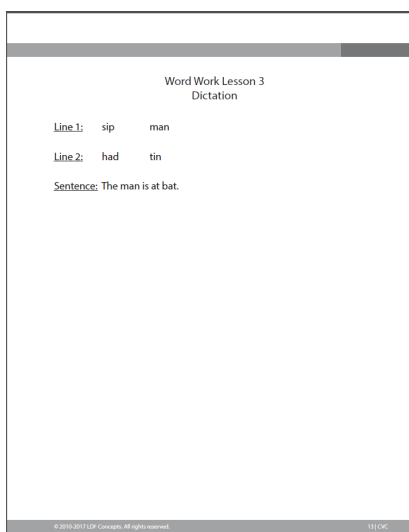
This is a great way for teachers to see how their students are progressing. It is important for students to know dictation is not a graded test, but just practice for them. **Procedure for Dictation:**

CCSS:

RF.K.3.A

RF.K.3.B

RF.1.2.D



1. Teacher says the word.
2. Students repeat the word.
3. Students say the sounds in the word.
4. Students write the word.

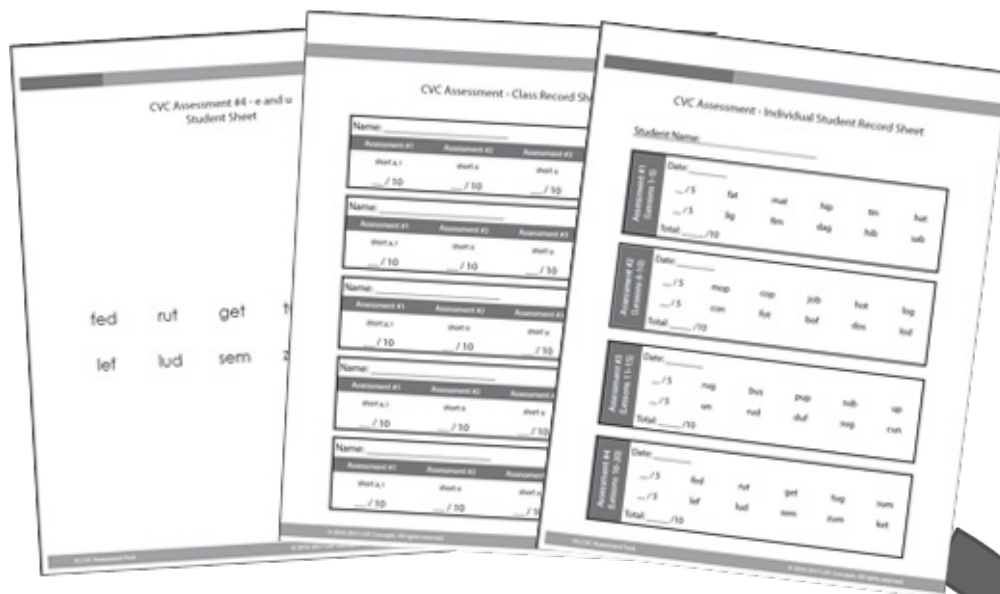
When dictating a sentence, the teacher reads the whole sentence to the students. The teacher may need to read the sentence several times as the students write it out.

Assessments

After every 5 lessons there is an assessment. Students need to score 9/10 to pass.

Each assessment has a row of 5 real words that include the previously taught sound spellings. The second row contains 5 nonsense words that also include the previously taught sound spellings. The purpose of having them read nonsense words is to ensure they have actually learned the sound spellings taught in the previous lessons, and not just memorized some of the words.

Each assessment pack includes teacher record sheets for tracking student errors and scores. Class and individual record sheets are included.



CVC Assessment - Individual Student Record Sheet

Student Name: **Susie M.**

Assessment #1 (Lessons 1-5)	Date: _____					
	<u>4</u> / 5	fat	mat	hip	tin	hat
	<u>4</u> / 5	lig	fim	dag	hib	sab
	Total: <u>8</u> / 10					



Irregular Sight Words Assessments

Sight words are assessed after every 5 lessons. The sight words that are included in the assessment are words that were taught in the previous lessons. Students should be able to read each word within 3 seconds. If it takes them longer than that, mark the word as incorrect.

Each Irregular Sight Words assessment pack also includes teacher records sheets for tracking student errors and scores. Class and individual record sheets are included.

