

Sequence of steps for the placement of a 2nd or 3rd grade student in the Learn to Read Program

Our experience has been that presenting students with the following sequence of word lists is helpful to determine the best level for them to start in the series of workbooks.

There are three steps to determine the workbook level for a 2nd or 3rd grade student:

Step 1

As a starting point, please refer to the Long Vowel Words, Book 5 Page 8 and ask the student if, in school, they have practiced reading the words listed, starting with the word 'kite' and going down the column to the word 'toast'.

It's important to tell the student that some of the words are "Super Challenge" words.

You can explain to the student that you will make a notation of a ☆ (star) next to a word they read and a ? (question mark) next to the "Super Challenge" words. Let the student know that after they practice the word lists they will learn a strategy to read the "Super Challenge" words and turn the question marks into a star.

A) Long Vowel Words, Book 5, page 8

A student who confidently reads these words has an understanding of the long vowel sound in words and can proceed to the next word list ...

Lesson 1 Student Version

A. Learn to Be a Vowel Detective

Directions:

1. Write the accent mark above the first vowel and apply the Reading Code.
2. If there is a second vowel, cross it out because it's silent.
3. Blend the consonant and vowel sounds together to read the word.
4. Draw a line from each word to its matching picture.
5. Trace the 2 because when there are two vowels in a word, the first vowel makes a long vowel sound.

2 = -	1 =
o e i o u	o e i o u
2 kite	1 kit

Example:

2	cvcv	kite
	cvcv	gate
	cvc	leaf
	cvcv	fire
	cvcvc	seeds
	cvcvc	toast

B) Please refer to the Digraphs and Blends, Book 5 page 20

B.1) A student who is challenged or guesses on these words will benefit from starting with the Digraphs and Blends Book 5 to learn a reading strategy to better understand the concept of the long & short vowel sound in words.

B.2) A student who can confidently read these words has an understanding of the long & short vowel sound in words and can proceed to the next word list ...

Lesson 2 Student Version


A. Learn to Be a Vowel Detective

Directions:


1. Highlight or circle the digraph at the beginning or end of the word.
2. Write the accent mark above the first vowel and apply the Reading Code.
3. If there is a second vowel, cross it out because it's silent.
4. Blend the consonant and vowel sounds together to read the word.
5. Draw a line from each word to its matching picture.
6. Trace the **1** or the **2** to identify whether the vowel sound is long or short.


Note: the digraph counts as one consonant.

2 = - ◊	1 = √
a e i o u	a e i o u
z kite	i kit





Example: **1** shell







2 sheep







2 shake







1 ship





2 shade





1 fish

page 20

C) Please refer to the Two-syllable Words, Book 6 page 8

C.1) A student who is challenged or guesses on these words will benefit from starting with the Two-syllable Words, Book 6 to learn a reading strategy to better understand the concept of the long & short vowel sound in words.


C.2) A student who can confidently read these words has an understanding of the strategy to identify the long & short vowel sound in two-syllable words and we can provide the materials for the next level in the workbooks.

Lesson 1 Student Version


A. Learn to Read Two-Syllable Words

Directions:

- 1) Find the two middle consonants and draw or highlight a box around them.
- 2) Mark a "syllable wall" between them.
- 3) Write the long or short accent mark above the vowels.
- 4) Give each part the code, then blend the two parts together to read the whole word.



Example: ki|t|tēn



Example: rēp|t|ilē

rabbit

invite

puppet

picnic











mitten


napkin

page 8

Step 2

Once you identify which word list is a challenge, the parent or Reading Coach and student can watch The Reading Code video on the link below using the workbook lesson on page 6 in this document. The Reading Code provides a strategy for the student to identify the vowel sound in the words that were a “Super Challenge”.

Long Vowels		Short Vowels	
a-with-a-vowel-after says: ā	 acorn	a-without-a-vowel-after says: ă	 apple
e-with-a-vowel-after says: ē	 eagle	e-without-a-vowel-after says: ĕ	 egg
i-with-a-vowel-after says: ī	 ice cream	i-without-a-vowel-after says: ĭ	 igloo
o-with-a-vowel-after says: ō	 oboe	o-without-a-vowel-after says: ŏ	 ox
u-with-a-vowel-after says: ū	 unicorn	u-without-a-vowel-after says: ŭ	 umbrella




The Reading Code - Vowels and the Reading Code
<https://vimeo.com/401488299>











The four Full size workbook pages are included starting at page 6 of this document. You may print them out prior to conducting the assessment or you can review the pages directly from your computer or tablet screen during the assessment.

Step 3

The three video links below provide the step-by-step instruction for the

Skill Charts

Student Version

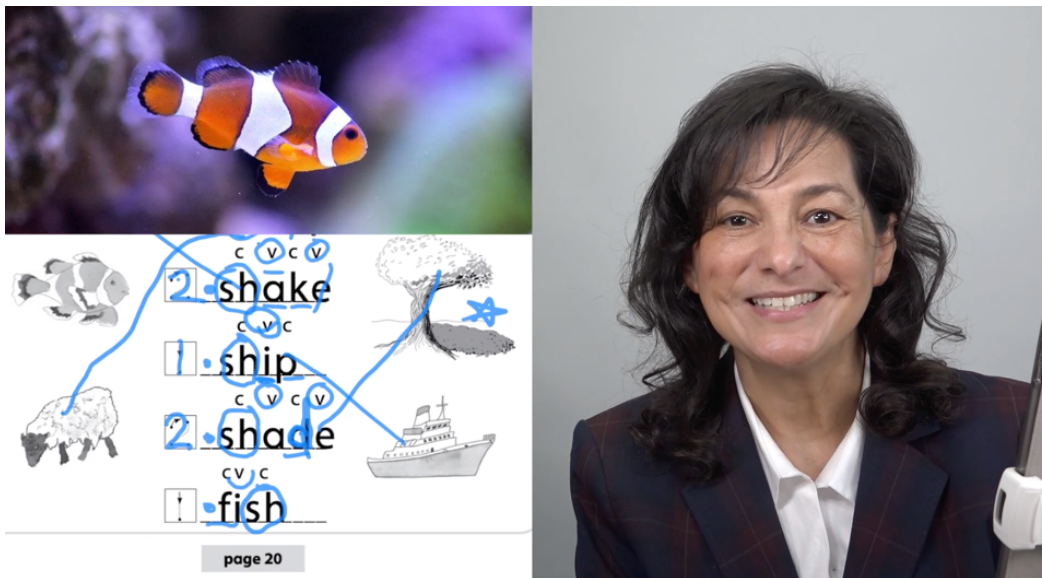
Vowels and the Reading Code

Long Vowels		Short Vowels	
a-with-a-vowel-after says: ā	 acorn	a-without-a-vowel-after says: ă	 apple
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i-with-a-vowel-after says: ī	 ice cream	i-without-a-vowel-after says: ĭ	 igloo
o-with-a-vowel-after says: ō	 oboe	o-without-a-vowel-after says: ŏ	 ox
u-with-a-vowel-after says: ū	 unicorn	u-without-a-vowel-after says: ŭ	 umbrella

worksheets, included on pages 5-9. A student who was challenged during the initial presentation of the worksheets will now have a strategy to read these words.



Digraphs and Blends, Book 5, page 8
<https://vimeo.com/399576421>



Digraphs and Blends, Book 5 page 20
<https://vimeo.com/378728690>

Example: kitten Example: reptile

rabbit invite

puppet picnic

mitten napkin

2 = - 1 = ✓

page 8

Two-

syllable Words, Book 6 page 8
<https://vimeo.com/374348421>

Pacing Guide:

The Learn to Read Workbooks are designed as a skill-based literacy program. Post the assessment:

- A) A student can be placed in the Digraphs and Blends Workbook 5 if they demonstrated a solid understanding of decoding long & short vowel words and the next step is to add the digraph and beginning consonant blend to words.
- B) A student who is proficient in their understanding of the long vowel & short vowels sound in words that include digraphs and beginning consonant blends can be placed in the Two-syllable Words Workbook 6.
- C) The following four pages Pages 6-9) contain the full size workbook pages that you may use in the assessment procedure. You may print out the pages or have the student read these four pages from your computer or tablet screen.
- D) We can be reached to discuss the results at info@LearnToReadOnline.org . We can also setup an online meeting using Zoom or Google Meeting.

A. Learn to Be a Vowel Detective

Directions:

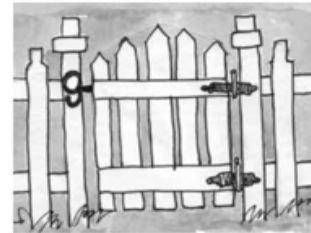
1. Write the accent mark above the first vowel and apply the Reading Code.
2. If there is a second vowel, cross it out because it's silent.
3. Blend the consonant and vowel sounds together to read the word.
4. Draw a line from each word to its matching picture.
5. Trace the **2** because when there are two vowels in a word, the first vowel makes a long vowel sound.

2 = - ∅	1 = ∨
ā ē ī ō ū	ă ě ĩ ö ů
2 kīte	1 kĭt



Example:

2 ~~cvcv~~
kīte



2 gate



2 leaf



2 fire



2 seeds



2 toast

A. Learn to Be a Vowel Detective

Directions:

1. Highlight or circle the digraph at the beginning or end of the word.
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6. Trace the **1** or the **2** to identify whether the vowel sound is long or short.

Note: the digraph counts as one consonant.

2 = - ∅	1 = ∪
ā ē ī ō ū	ă ě ĩ ö ů
2 kīte	1 kĭt



Example:

1 shell



2 sheep

2 shake



1 ship

2 shade



1 fish



A. Learn to Read Two-Syllable Words

Directions:

- 1) Find the two middle consonants and draw or highlight a box around them.
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- 3) Write the long or short accent mark above the vowels.
- 4) Give each part the code, then blend the two parts together to read the whole word.



Example: kĭt|tĕn Example: rĕp|tĭlĕ

rabbit

invite











puppet

picnic

mitten

napkin

Vowels and the Reading Code

Long Vowels	Short Vowels
a-with-a-vowel-after says: ā  acorn	a-without-a-vowel-after says: ă  apple
e-with-a-vowel-after says: ē  eagle	e-without-a-vowel-after says: ĕ  egg
i-with-a-vowel-after says: ī  ice cream	i-without-a-vowel-after says: ĭ  igloo
o-with-a-vowel-after says: ō  oboe	o-without-a-vowel-after says: ŏ  ox
u-with-a-vowel-after says: ū  unicorn	u-without-a-vowel-after says: ŭ  umbrella