

Introduction and Contents

Guided oral reading practice helps students achieve fluency in reading connected text. The use of controlled reading material enables students to be successful during the reading experience by ensuring only known skills are used in the text. Stories are correlated to the Layer One lessons in *Phonics First™ Foundations for Reading and Spelling* and are structured to contain only the sounds and the sight words taught up to that lesson. (Note that the *Foundations* lesson number is indicated in parenthesis after each story title below.)

Each story is reproducible and designed to be cut and stapled into mini-books for students. ***Permission is given for an individual teacher to copy stories for each student in one classroom. Permission is not given for reproduction for additional classrooms.***

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Skill Sequence and Sight Words

Each story builds upon the previous, adding new sounds and sight words. The new sound shown is featured in the story. The new sight word may appear in that story or in subsequent stories.

Hot (1-11)	o /ō/, a /ā/, d, g /g/, c /k/, t, m, l, h	a, I, the, for, and
On the Hill (1-14)	n, i	is, see, has
The Pug Pup (1-17)	r, p, u /ū/	of, was, he
Jog, Jog, Jog (1-18)	j	to
Sad Sam (1-19)	s	his
The Chums Chop and Chop (1-20)	ch	go
Fun! Fun! Fun! (1-21)	f	she
The Big Bug (1-22)	b	by
Kim's Kit (1-23)	k	do
Shall She Shop (1-25)	sh	from, put
Pets (1-26)	e /ē/	how
The Bug that Beth Did See (1-27)	th	you
Will's Pet (1-28)	w	saw
Val's Ill Pet (1-29)	v	come
The Fox by the Shed (1-30)	x /ks/	what
Buzz...Buzz...Zap (1-31)	z	want
Will and the Whip (1-32)	wh	does
Tom's Dog (1-33)	y /y/	have
The Quiz (1-34)	qu /kw/	who
Chuck the Duck (1-35)	ck	they

The Phonics First™ Foundations Reading and Spelling Program

The *Phonics First™ Foundations* program, which has its roots in the Orton-Gillingham methodology, teaches students systematic processes for decoding (reading) and encoding (spelling). *Phonics First™ Foundations* incorporates scientifically research-based learning strategies proven to be most effective for instructing students who are at-risk for reading difficulties. *Phonics First™ Foundations* is a multisensory, systematic, structured, sequential, phonics-based, direct-instruction teaching system. Beginning, struggling, at-risk and learning disabled students who are taught to read using this system make significant gains in reading and spelling, while building a lifelong understanding of the structure of our language.

To learn more about *Phonics First™* professional development and materials for the *Foundations* system, and for a free catalog of all our teaching materials, contact us:

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