Right into Reading
PROGRAM OVERVIEW
Intervention Appropriate K–3+

A Phonics-Based Reading and Comprehension Program
What is Right into Reading?

Right into Reading is a phonics-based reading and comprehension program designed for beginning readers, children at risk, or older children who are having difficulty learning to read. Right into Reading comprises:

- Four carefully structured student workbooks
- Reduced-page answer keys for easy assessment

The Right into Reading books engage and support students at each stage of reading, from identifying sounds and letters as they teach reading for meaning in a wide variety of contexts. Right into Reading combines the best of both worlds—a solid foundation in basic phonics sounds and a wide variety of readings from the earliest level.

- Right into Reading introduces phonics skills in a carefully ordered sequence of “bite-size” lessons so that students can progress easily and successfully from one reading level to the next.
- The stories contain only the phonics elements that have been taught, enabling students to concentrate on fully understanding and enjoying what they are reading.
- The unusually diverse readings include fiction as well as nonfiction topics such as airplanes, whales, the Underground Railroad, and Ben Franklin.
- Students read from a wide variety of text formats including maps, charts, riddles, and newspaper articles.
- Every lesson integrates phonics, vocabulary development, comprehension, and writing.

By emphasizing reading with meaning from the very beginning, Right into Reading enables students to learn to recognize cause and effect, come to logical conclusions, and understand figures of speech. Right into Reading contains all the ingredients necessary for children to learn how to read easily, efficiently, fluently, and with enjoyment.

JUMP RIGHT INTO READING

This book in the Right into Reading series is designed especially for beginning readers in kindergarten or for older students who are experiencing reading difficulties. Lessons reinforce phonemic awareness and provide beginning phonics instruction. Students learn the sounds of the letters and how they combine to make words that have meaning.
RIGHT INTO READING BOOK 3

Book 3 covers the advanced phonics skills necessary for students to read fluently with comprehension. Students apply their new phonics skills as they read selections from a wide variety of content areas. They also have opportunities to learn about the same subject from informational as well as fictional contexts.

SKILLS ADDRESSED

- Sound-symbol relationships
- Phonemic awareness
- Phonics rules
- Reading words in context
- Vocabulary in context
- Literal and inferential comprehension
- Writing in response to text and creative writing
- Critical thinking

Right into Reading supports and reinforces research-based reading instruction including the five pillars of Reading First. To view the research document for Right into Reading, visit epsbooks.com/RightIntoReading.

<table>
<thead>
<tr>
<th>Phonemic Awareness</th>
<th>Exercises reinforce phonological awareness for beginning and struggling readers with pictures and sounds.</th>
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</thead>
<tbody>
<tr>
<td>Phonics</td>
<td>Every lesson introduces a new phonetic element and provides extended practice with spelling, writing, and reading in context.</td>
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<tr>
<td>Comprehension</td>
<td>Controlled reading passages in every lesson include comprehension questions that ask students to think both literally and inferentially.</td>
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<tr>
<td>Vocabulary</td>
<td>Exercises and activities emphasize vocabulary development, and new words are practiced in context through interesting, varied reading selections.</td>
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<tr>
<td>Fluency</td>
<td>Reading passages with phonetic word lists and controlled vocabulary help increase fluency for beginning and struggling readers.</td>
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</tbody>
</table>

HOW DO I FIT RIGHT INTO READING INTO MY CURRICULUM?

Right into Reading is designed as a beginning reading program for children in grades K–3+ or as instruction for older, struggling readers. The combination of phonics and comprehension in this program supports fluency development and promotes reading for enjoyment.

Right into Reading can be used independently as a reading curriculum, or it can supplement a larger basal program. The series can be used with individual students, with students in small groups, or with an entire class. The format of every lesson allows you to differentiate instruction by focusing on only those skills individual students need to become successful readers.

For detailed product information, visit epsbooks.com/RightIntoReading.
## FEATURES FOR YOU

*Right into Reading* integrates phonics and comprehension skills

## BENEFITS FOR YOUR STUDENTS

Students learn to apply sound-symbol relationships to connected text and develop valuable comprehension strategies.

Each lesson begins with a phonics rule or definition highlighted in red and practice words to illustrate the rule.

Students are able to focus clearly on a specific phonics skill in each lesson and apply that skill in context.

*Right into Reading* incorporates writing practice and exercises into every lesson.

Students build writing skills, first by unscrambling simple sentences and progressing to writing page-long stories.

Cumulative lessons build from short vowel sounds to more complex, irregular vowel combinations.

Students gain a sense of accomplishment and success as they proceed through the series, building upon their prior knowledge and skills.

Diverse selections include science and social studies topics as well as poetry and literature.

Students maintain interest and excitement while reading about relevant and informative topics.

Every lesson follows the same, consistent format. Teacher’s keys are available with reduced student pages.

Students become familiar with the structure of the lessons and can concentrate on learning new skills.

## SCOPE AND SEQUENCE

### Jump Right into Reading
- Phonological awareness
- Letter sounds

### Right into Reading Book 1
- Differentiating vowels and consonants
- Short vowel sounds
- Beginning consonant blends
- Ending consonant blends
- Long vowels
- Silent e
- Vowel digraphs (*ai, ay, ee, ea, oa, ow, oe*)
- Syllabication

### Right into Reading Book 2
- Consonant digraphs
- Vowels with *r*
- *Y* as a vowel
- Sounds of *oo*
- Diphthongs (*oi, oy, ou, ow, ew, ea, au, aw*)
- Syllabication

### Right into Reading Book 3
- Soft *g* and *c*
- *Ph*
- Silent Letters
- Syllables
- Unexpected vowel sounds
- Sounds of *ei, ey, ie*
- Sounds of *k* and *s*
- Vowels with *r*
Focused instruction introduces beginning letter sounds with pictures that reinforce sound-symbol relationships.

Lesson 1: Bb

Say the name of the picture. Then circle the letters if the picture begins with the b sound.

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<tbody>
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<td>Bb</td>
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</tbody>
</table>
Exercises provide beginning phonics instruction and help students discriminate between phonemes.

Print the letters for the b sound at the top.
Then print Bb under the pictures that begin with the b sound.
Students add and manipulate letters to form a word, read the word, and then match the word to the corresponding picture.

→ Add a short a to find the name of each picture. Write the number of the picture in the box.

- p_n n
- r_t t
- w_x x
- d_d d
- p_ck c
- j_m m
- f_st s
- n_p p

1 2 3 4 5 6 7 8

→ Change the letters. Then read the new word.

- pan n_a_p
- dab _ a __
- lap _ a __
- Pam _ a __
- Pat _ a __
- dam _ a __
Writing is incorporated into every lesson, beginning with unscrambling simple sentences and progressing toward writing page-long stories.

Write a story with the words. Then read the story. Check to see that it makes sense. The first story is done for you.

```
cat nap The a had

The cat had a nap.
```

```
rat ran The fast
```

```
bat a The has cap
```

```
``
Write in the missing letters. Then read the sentence to see that it makes sense.

1. The Uptons ____ ways visit their ex real granddad on Sundays.

2. The snail left a ____ail as it went dr tr br on its way.

3. “Are you ____aying long?” asked Vic. sm sl st

4. “Don’t ____omplain, you will not have rw c to wait long,” said Joe.

5. The box contained twelve ____ayons. br tr cr

6. “The ____ain is blocked again!” gr dr br exclaimed Gabe in despair.

7. Ms. Gait’s class always puts pd M on a play in ____ay.

8. “I have to ____ay the bills and mail the sp r letters by next week,” Mom said.
Reading selections include diverse topics drawn from fiction and nonfiction.

Louis Braille

Read the story slowly to remember the details. Find the word **combined** and see if you can figure out its meaning.

“I am blind. I cannot tell of men and happenings. But I will find a way to,” said Louis Braille in 1822. He was 13 then. By the time he was 15 he had invented a way.

Braille developed a way to read by using his fingertips. He made up a code of six raised dots. He **combined** the dots in 63 ways. Then he “read” by running his fingertips across the dots.

Today the blind still use Braille’s way to read.
Exercises integrate vocabulary development with reading comprehension skills.

→ Put the sentences in the order that they come in the story.

_____ The animals met by a big oak tree.
_____ In those days bats were like rats.
_____ You did not pass the test, but Bat did.
_____ Next, she picked Bat up and tossed her way up to the top of the oak tree!

→ Reread the story and find these words: unusual habit

Now match the words with their meanings.

_____ 1. habit (a) odd, not usual
_____ 2. unusual (b) doing often

→ Choose one of the words to complete each sentence. Write the word on the line. Then read the sentence to see that it makes sense.

1. Mr. Jones is in the ____________ of getting up at 6:00 a.m.

2. It is ____________ to have a pig as a pet.
Book 2 progresses to more complex, multisyllabic words.

When two words are put together to make one word, it is called a **compound word**. Divide a compound word between the two words.

→ **Use a slash mark to divide each compound word between the two words.**

- shortcut
- lampshade
- chopsticks
- birdbath
- thunderstorm
- birthday
- wheelbarrow
- heartbroken
- cheesecake
- shellfish
- stairway
- sunburn
- sparkplug
- raincoat
- bathtub
- airplane
- Thanksgiving
- something
- homework
- mailbox

→ **Choose a compound word from the list above to complete each sentence.**

1. Althea put Spot into the _____________ to get him clean.
2. Mom made a ________________ for Peter’s birthday.
3. Robert and Tomas are planning to come home for ________________.
4. Never stay under a tree in a _____________________.
5. “I know there is ________________ I’ve forgotten,” said Koreen, running back to the store to get milk.
6. Charles stayed too long in the sunshine and got a ________________.
7. “The car won’t go. I think there is something the matter with the ________________,” said Dad.
8. Martha was ________________ when her pet rabbit died.
Circle the missing letter. Then write the letter on the line.

1. A ___oose is sometimes eaten at Thanksgiving.  m   g   l

2. You can tell a ___accoon by the rings on its tail.  c   b   r

3. You can only see a kangaroo in America if you go to the ___oo.  s   z   t

4. If a plant does not get water it will ____oop.  s   n   t   d   r

5. The hill was steep and Ted was foolish not to wear his hiking ___oots.  h   b   f

6. If you put air into a ___alloon it will expand.  b   g   l

7. A male chicken is called a ___ooster.  b   m   r

8. We eat the ___oots of some plants, such as carrots, potatoes, turnips, and parsnips.  f   t   r
Pre-reading questions provide a purpose for reading and activate prior knowledge.

The Big, Round, Brown Potato

Read the story.

Which do you think has more value—a potato or a cow? Read the story to find out.

Long ago (in fact, over a thousand years ago), a farmer lived in a small village on the top of a hill. He had a hard life farming down the hill and was even harder farming, for the ground was not as rich like the ground at the bottom of the mountain.

One day when the farmer was plowing, he wiped his brow, for he was hot. And there, on the hillside, he spotted the biggest, roundest potato with the thickest skin he had ever seen.

“Where did such a big potato come from?” he asked aloud.

He picked up the big, round, brown potato and took it to his house. He shouted loudly to his wife, “Lowdeen, come and see what I’ve found!”

His wife ran outside. She had flour on her hands from baking. She, too, was astonished to see such a large brown potato.

“Why, it must be about two pounds!” she said.

Her mouth began to water and she said, “I think we’ll have! Let’s eat it now for lunch.”

By writing their own response to text, students practice their reading, composition, and comprehension skills.

Write your own ending to the story of Laura and the dinosaur.
Book 3 develops more complex phonemic concepts and multi-syllable words.

Lesson 13: Syllables

When a word has a prefix or a suffix, divide the word between the base word and the prefix and suffix.

When a word ends in le with a consonant before it, divide the word into syllables.

When a word ends in ckle, divide the word between k and le.

→ Read each word and then write it on the line, using hyphens to divide the word into syllables.

<table>
<thead>
<tr>
<th>Word</th>
<th>Syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>reward</td>
<td>sugarless</td>
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<tr>
<td>purple</td>
<td>sicken</td>
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<tr>
<td>falsehood</td>
<td>kindness</td>
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<tr>
<td>eagle</td>
<td>double</td>
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<tr>
<td>worrying</td>
<td>uneasy</td>
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<tr>
<td>mumble</td>
<td>handle</td>
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<tr>
<td>yearly</td>
<td>pickle</td>
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<tr>
<td>toward</td>
<td>earthquake</td>
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<tr>
<td>startle</td>
<td>wooden</td>
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</tbody>
</table>

→ Draw a line between the beginning and the end of each word.

→ Circle the vowels. Write the number of vowels in each word. Then write the number of vowel sounds and syllables in the word.

<table>
<thead>
<tr>
<th>Vowels</th>
<th>Vowel Sounds and Syllables</th>
<th>Vowels</th>
<th>Vowel Sounds and Syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>dislike</td>
<td>unlucky</td>
<td>apple</td>
<td></td>
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<tr>
<td>assure</td>
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<td>leisurely</td>
<td></td>
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<tr>
<td>bottle</td>
<td>wrinkle</td>
<td>remeasure</td>
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<td>goodness</td>
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<td>little</td>
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<tr>
<td>easy</td>
<td></td>
<td>learning</td>
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<tr>
<td>people</td>
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<td>surely</td>
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<td>worker</td>
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<td>tackle</td>
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<td>award</td>
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<td>inward</td>
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<td>pickle</td>
<td>muscle</td>
<td>disappear</td>
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<td>working</td>
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<td>backward</td>
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<tr>
<td>rectangle</td>
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<td>twinkle</td>
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</tbody>
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