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Introduction

The Sound Out series is a unique collection of hi/lo chapter books for independent reading. The vocabulary in these books has been developed along a continuum of decodability based on a standard Scope and Sequence of phonics skills. These skills generally progress as follows:

- short vowel CVC words
- long vowel CVCe words
- long vowel CV words
- consonant blends and digraphs
- vowel patterns
- word building
- reading multisyllable words

In a similar fashion, the vocabulary of the Sound Out Chapter Books builds cumulatively. This methodical progression gives students massive opportunities to practice skills by decoding one-syllable words and phonetically regular two-syllable words.

As a result of carefully controlled vocabularies, the readability levels of the Sound Out Chapter Books fall well beneath the standard Grade 1 reading scale and are 100% decodable. These unique features make the Sound Out books accessible to the lowest performing, most reluctant readers. Students with minimal reading skills can read the Sound Out books from cover to cover.

Program Features: The Sound Out Chapter Books

- Pocket book trim size, with sophisticated covers that won't discourage older readers
- 32 pages long, with five or six short chapters
- 22 pt. type, line spacing, and margins support easy readability
- Cumulative vocabulary consisting solely of one-syllable decodable words in Sets B-1 and B-2 based on Sound Out Scope and Sequence
- Phonetically regular two-syllable words introduced in Sets C-1 and C-2
- Includes sight words from the Dolch 220 list, listed at the back of each novel
- Can be used for independent reading or in small groups

Using the Sound Out Workbooks

The B-1 Sound Out Workbook can be used to support and expand the skills in Set B-1 of the Sound Out Chapter Books.

- Sight Words (and, the)
- Short vowel CVC words (cat)
- Double consonant and ck endings (duck)
- Plural –s (cats)
- CVCe long vowel words (cave)
- Long vowel pairs (rain)
- CV long vowel words (go)
- Hard and soft c and g (cat, nice; get, page)







Determining Reading Level

Ensure that your student has chosen an appropriately leveled Sound Out Chapter Book for independent reading. See the chart below to identify the level at which your student can decode with relative fluency. The Sound Out Phonics Scope & Sequence is divided into a continuum of six levels of skills.

Sound Out Chapter Books

Each level reviews prior skills and introduces new ones

The color bar on the cover tells you the level

LEVEL	SOUND OUT SKILLS	SAMPLE WORDS	ORDERING
 1	This level includes: <ul style="list-style-type: none"> • CVC short vowel words • Final double consonant and -ck ending • Inflectional ending -s (nouns/verbs, voiced/unvoiced) 	<i>hat, pup</i> <i>fell, back</i> <i>hats, sells</i>	Three Level 1 books and three Level 2 books in each set
 2	Level 1 skills plus: <ul style="list-style-type: none"> • Open-syllable long vowels • CVCe long vowel words • Long vowel pairs (ai, ay, ea, ee, ie, oa) • Soft c and g 	<i>a, I, be, hi, go</i> <i>save, ride</i> <i>paid, say, read, seed, tie, road</i> <i>nice, page, huge</i>	SET A-1 (8125-8) SET A-2 (8237-8) SET A-3 (8523-2)
 3	Level 1-2 skills plus: <ul style="list-style-type: none"> • Blends of 2 or 3 consonants • Final y as long i • Consonant digraphs (ch, sh, th, wh, ph) • Final digraphs (-nk, -ng, -tch) 	<i>flag, stop, street, scrap, hand</i> <i>by, fly, try</i> <i>chop, fish, that, which</i> <i>sank, think, sing, witch</i>	Three Level 3 books and three Level 4 books in each set
 4	Level 1-3 skills plus: <ul style="list-style-type: none"> • Initial silent letters (kn, wr) • r-controlled vowels (a, e, i, o, u) • Variant vowel pairs (au, aw, ew, oo) • Diphthongs (oi, oy, ou, ow) 	<i>knife, knew, wrote</i> <i>car, herd, first, more, fur</i> <i>haul, saw, new, moon</i> <i>coin, toy, out, down</i>	SET B-1 (8192-4) SET B-2 (8244-0) SET B-3 (8530-0)
 5	Level 1-4 skills plus: <ul style="list-style-type: none"> • Contractions (1 and 2 syllables) • Spelling patterns (ign, igh, ight, ought, aught) • Inflectional endings (-es, -ed, -ing) • Final -y as long e, possessives, compound words 	<i>I'll, you're, don't, didn't</i> <i>sign, high, right, thought, caught</i> <i>fades, missed, trotted, hopping</i> <i>rocky, sandy, shop's, pancake</i>	Three Level 5 books and three Level 6 books in each set
 6	Level 1-5 skills plus: <ul style="list-style-type: none"> • Prefixes and suffixes • Syllabification rules (VCCV, long and short VCV) 	<i>reheat, hopeful</i> <i>winter, local, cabin, clever</i>	NONFICTION: X Sports (8425-7) City Secrets (8476-1) U.S. Sports (8483-4)

Review the decoding skills listed at the left of the chart. Select a skill level at which your student has some mastery, and read across to determine which Sound Out set would be appropriate for use in independent reading.

Students Working Independently

The Sound Out Workbooks can be used as a self-directed follow-up to independent reading of Sound Out Chapter Books. Activity pages are written with the same controlled vocabulary used in the books to increase readability and ease of use. The exercises are presented in a predictable format for easy accessibility.

Using the Workbook Pages

After the student has completed reading the Sound Out Chapter Book, provide a copy of the exercise pages for that book.

Go over with the student the Story Synopsis, provided at the beginning of every lesson. This will familiarize you with the story's plot, and remind students of key events. Students may also use the Sound Out Chapter Book for reference.

Students should work through the exercises for each book, entering the answers directly onto the exercise page. Students can enter their total correct answers for the Comprehension, Writing, and Vocabulary sections in the Progress Chart on page 53.

Comprehension

Sequence Pictures. The first simple sequencing activity requires students to place the illustration captions in correct order, showing the correct sequence of events in the story.

Sentence Completion. The second comprehension activity requires students to complete each sentence with the correct word.

True/False Questions. This exercise requires students to read a brief passage from the book and draw conclusions by answering True/False questions.

Writing

Answer questions by completing cloze sentences. This exercise requires students to formulate answers using vocabulary provided in the questions.

Unscramble sentences. This activity asks students to unscramble a sentence from the story and write it correctly.

Fluency

Timed reading. Time the student's reading for one minute. Subtract errors from the number of words read to find Words Correct Per Minute. Students can enter their times in the Timed Reading Log on page 53.

Vocabulary

Identify correct definitions. This activity asks students to connect each vocabulary word with a correct definition.

Proofreading/Spelling

Proofread passage. This activity asks students to proofread a passage from the story and mark it for correction with standard proofreading marks. There are eight errors in each passage. Instruct students in using the following proofreading marks to correct the passages.

^ Insert ✂ Delete ○ Check Spelling ≡ Uppercase Needed

Writing correct spelling of words. Students should then write the misspelled words on the lines provided below the passage. This includes words that were not correctly capitalized.

Extension Activities

Reader's Theater

Reader's Theater is a fun and effective way to help build fluency for student readers. Students can make a Sound Out Chapter Book into a script for a Reader's Theater performance. Many of the Sound Out Books already contain a lot of dialogue. Direct students to identify all dialogue in the story. Write out the dialogue for each chapter, and then decide together what other dialogue should be added to complete the Reader's Theater piece. Assign roles and have students make a copy of their own script. Students may perform the piece as a small group.

Book Reports

Have students select a favorite Sound Out Chapter Book. Provide the following paragraph outline, or one of your own, to help students organize their writing.

- A. What Happened in the Story
- B. What the Characters Are Like
- C. What I Like About This Story
- D. What I Would Change If I Were Writing the Story

It may be appropriate to challenge some students to write their own version of the story.

Letter to the Author

Encourage students to write a letter to the author of any book they have enjoyed reading. Letter writing is good practice for many writing skills, and gives students the chance to express opinions and feelings in a very practical fashion.

Activities

Champs

Story Synopsis

Chapter 1—The Jets

The Jets had one of the best teams this year. They made the play offs. They had Fred on the team. Fred can hit and run and slide like a pro. The play offs were in three days. Then Fred broke his leg. The coach had hopes for a sub that could help.

Chapter 2—The Sub

On the day of the game, the team was glum. Fred met us in the dug out. He had a cast on his leg. He spoke to the team. He told us that his sister Beth would be our sub at home plate. He said we could still win.

Chapter 3—Beth

Beth had on her pads and a red mask and the team hat. Fred said she could catch and hit like a pro. The Jets did not put too much faith in Beth. She is an OK kid but can she play like Fred? Coach Grant said it was time to play.

Chapter 4—Game Time

The game did not go too well. The Seals got the jump on the Jets in a flash. One kid had three home runs. Then Beth gave the Jets a pep talk. She told them to get their brains in gear. She was sure they could win.

Chapter 5—Catch Up

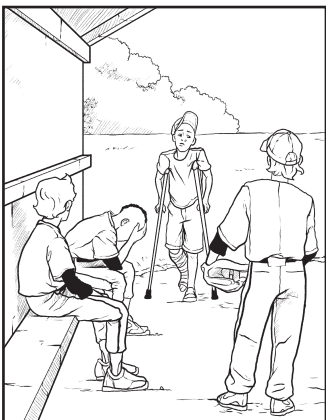
By the top of the 9th, the Jets were back in the game. They came up with some big plays. Beth made some saves at home plate. In the 9th inning the Jets got some players on base. A Seals player missed a fly ball, and a Jets player made a bunt.

Chapter 6—Line Drive

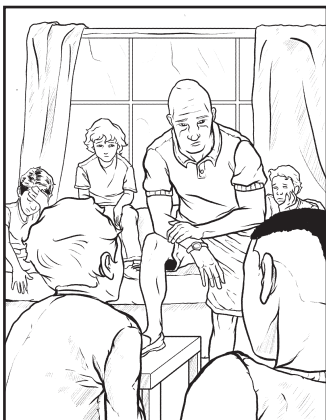
Gus came up to bat. He swung at a bad pitch. Then he hit a line drive. The Jet on base scored to tie the game. The next Jet scored, too, and the game was won. The Jets shook Fred's hand. They felt Beth had made them lucky.

COMPREHENSION

Instructions: Match the picture with the caption.



A



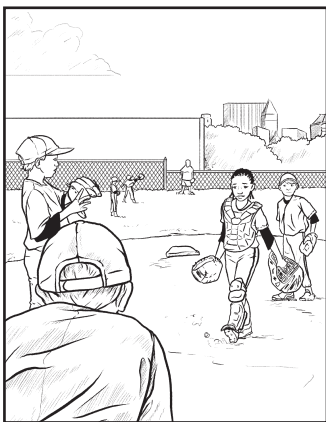
B



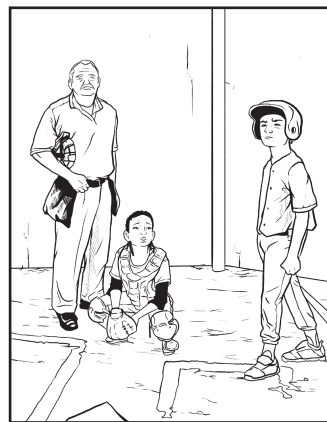
C



D



E



F

- ___ 1. Coach Grant had us meet at his home.
- ___ 2. Fred met us in the dug out.
- ___ 3. Beth had on her pads.
- ___ 4. This one kid was real big.
- ___ 5. Beth dove at the plate as the kid slid home.
- ___ 6. Fred came down from the stands.

COMPREHENSION

Instructions: Write the correct word on the line.

1. We had a lot of _____ on the team. champs subs
 2. Fred was the _____. catch best
 3. Beth had on her _____. pitch pads
 4. The _____ did not go too well. game base
 5. Beth put on her _____. catch mask
-

Instructions: Read the passage and mark the answers True or False.

The play offs were in three days. We were set to take on the Seals. It would be a snap.

We had Fred, and he was the best.

Then Fred got in a crash on his bike.

He broke his leg.

1. The play offs were in three days. T F
2. The Jets were set to play the Bears. T F
3. The Jets were sure they could win. T F
4. Fred was the best on the Jets team. T F
5. Fred broke his leg in a car crash. T F

WRITING

Instructions: Fill in the missing words to answer each question.

1. Did the Jets make the play offs?

Yes, the _____ did _____ the _____ offs.

2. Was Fred the best on the team?

Yes, _____ was the _____ on the _____ .

3. Did Beth play first base?

No, _____ did not _____ first _____ .

4. Did the Jets lead at first?

No, the _____ did not _____ at _____ .

5. Did Beth make some good plays?

Yes, _____ made _____ good _____ .

Instructions: Unscramble the words to write a sentence.

1. were top on the to way We the.

2. home meet Coach had at us his Grant.

3. day On team the glum the was of game, the.

4. out met the us Fred dug in.

5. "We to each catch and each need fly whack pitch."

FLUENCY

Instructions: Time the student's reading for one minute. Subtract errors from the number of words read to find Words Correct Per Minute.

Game Time

The game did not go too well. The Seals 9
got the jump on us in a flash. This one 19
kid was real big. He hit each pitch in to 29
the stands. He had three home runs. We 37
did not get on base. It was sad. 45

"We can not let that big kid get the 54
best of us," said Beth. "They do not have 63
much of a team with out him." 70

"We have a team," she said. "We are 78
the JETS! Get you brains in gear, team. 86
We need to catch each fly and whack each 95
pitch. We can beat these kids!" 101

That is just what Fred would have 108
said. Beth was just like him. 114

Beth put on her mask. She led the 122
team out of the dug out. 128

VOCABULARY

Instructions: Match the word and its definition.

- | | |
|---------|-----------------------------|
| 1. dust | to be up set |
| 2. tie | small bits of dirt |
| 3. fret | some one to take your place |
| 4. sub | the same score |
-

PROOFREADING

Instructions: Find and correct the eight errors in this passage.

We had on of the best teems this year. We made the play ofs. We wer on the way to the top We had a lot of chimps on the team. And we had fred.

Fred is the best of the bet.

Instructions: Write the misspelled words correctly.

Answer Key

Answer Key Continued

Champs

Page 24—Comprehension

- | | |
|------|------|
| 1. B | 4. F |
| 2. A | 5. C |
| 3. E | 6. D |

Page 25—Comprehension

- | | |
|-----------|---------|
| 1. champs | 4. game |
| 2. best | 5. mask |
| 3. pads | |

- | | |
|------|------|
| 1. T | 4. T |
| 2. F | 5. F |
| 3. T | |

Page 26—Writing

1. Yes, the Jets did make the play offs.
 2. Yes, Fred was the best on the team.
 3. No, Beth did not play first base.
 4. No, the Jets did not lead at first.
 5. Yes, Beth made some good plays.
-
1. We were on the way to the top.
 2. Coach Grant had us meet at his home.
 3. On the day of the game, the team was glum.
 4. Fred met us in the dug out.
 5. "We need to catch each fly and whack each pitch."

Page 28

Vocabulary

1. dust—small bits of dirt
2. tie—the same score
3. fret—to be up set
4. sub—some one to take your place

Proofreading

We had **one** of the best **teams** this year.
We made the **play offs**. We were **on** the
way to the top. • We had a lot off **champs**
on the team. And we had **Fred**.

Fred is the best of the best.

one, teams, offs, were, champs, Fred, best

Star Bus

Page 30—Comprehension

- | | |
|------|------|
| 1. D | 4. A |
| 2. B | 5. C |
| 3. F | 6. E |

Page 31—Comprehension

- | | |
|----------|---------|
| 1. star | 4. turn |
| 2. space | 5. shut |
| 3. bump | |

- | | |
|------|------|
| 1. T | 4. F |
| 2. T | 5. T |
| 3. T | |

Page 32—Writing

1. Yes, the belts held the kids in their seats.
 2. No, Beth's dad was not in charge of food.
 3. Yes, Mike did make a wrong turn.
 4. No, Mike did not know where they were.
 5. Yes, the U.S. man did fear Zone Z-12.
-
1. Mike got to fly from stop to stop.
 2. "I feel sort of sick," said Beth.
 3. The kids saw a cloud of dust.
 4. Now the star bus was a long way from home.
 5. "This will be a first class ride," said Rob.

Page 34

Vocabulary

1. port—a place where a ship docks
2. thud—a dull sound
3. stuck—can not move
4. pit—a deep hole

Proofreading

Then the bus(s) hit a big **bump**. It went
in to a spin. **The** straps and **belts** held the
kids down in their **seats**. •

"I feel sort of sick," said Beth.

There was a big **thud**.

bus, bump, The, belts, seats, There

Answer Key *Continued*

The Car Trip

Page 36—Comprehension

- | | |
|------|------|
| 1. C | 4. F |
| 2. E | 5. B |
| 3. D | 6. A |

Page 37—Comprehension

- | | |
|----------|----------|
| 1. roads | 4. moose |
| 2. hug | 5. beach |
| 3. tire | |

- | | |
|------|------|
| 1. F | 4. F |
| 2. T | 5. T |
| 3. T | |

Page 38—Writing

1. Yes, Dad had a map in the car.
 2. No, Mom did not go on the trip.
 3. No, Roy did not help Dad drive the car.
 4. Yes, the hills did have snow on their tops.
 5. Yes, Dad and Roy did go to the creek.
1. Dad had a plan to drive from coast to coast.
 2. He had a map to show Roy the roads.
 3. Dad made a list of what to pack.
 4. Roy held the lug nuts while Dad did the work.
 5. Dad and Roy got to the beach on the West Coast.

Page 40

Vocabulary

1. pack—to put stuff in a bag
2. quick—fast
3. camp—sleep and eat in a tent
4. trip—to go from place to place

Proofreading

At l(e)ast, the day came for the trip. Mom gave them a hug and a kiss.

“You take care,” said Mom. “Send me(e) lots of (of) cards•”

last, Mom, hug, take, me

North Meets South

Page 42—Comprehension

- | | |
|------|------|
| 1. B | 4. C |
| 2. A | 5. F |
| 3. D | 6. E |

Page 43—Comprehension

- | | |
|---------|----------|
| 1. dust | 4. stick |
| 2. safe | 5. threw |
| 3. eat | |

- | | |
|------|------|
| 1. T | 4. F |
| 2. F | 5. T |
| 3. T | |

Page 44—Writing

1. Yes, Ned took a walk to get cool.
 2. No, the Yank did not wear a red cap.
 3. No, Ned did not play the fife.
 4. Yes, Ned and Tim did switch boots.
 5. Yes, Ned and Tim were glad they had met.
1. The green trees blew in the breeze.
 2. The boy in the blue cap put his hand up to wave.
 3. “We have you on the run,” said Tim.
 4. Ned sat down on the bank.
 5. “If my dad has a speck of soil, he can grow a crop.”

Page 46

Vocabulary

1. rock—a stone
2. lose—can not find some thing
3. bank—high ground next to a creek
4. doubt—not sure of

Proofreading

Ned was glad to reach the creek. The green trees **blew** in the breeze• He made a cup(**p**) with his hands. He took a drink. Then he got his face wet. **At** last, he felt cool.

reach, creek, blew, cup, drink, face, At

Progress Chart

Lesson	Comprehension	Writing	Vocabulary
	Number I Got Right		
The Best	(15)	(10)	(4)
Miss French	(15)	(10)	(4)
Champs	(16)	(10)	(4)
Star Bus	(16)	(10)	(4)
The Car Trip	(16)	(10)	(4)
North Meets South	(16)	(10)	(4)

Timed Reading Log

Lesson	Number of Words
How many words did I read?	
The Best	
Miss French	
Champs	
Star Bus	
The Car Trip	
North Meets South	