



Literacy and Intervention

PAF

PROGRAM OVERVIEW Intervention Appropriate Grades K-6

Fits RTI Tiers **1 2 3**

A multisensory curriculum for teaching reading, spelling, and handwriting in the elementary classroom



Preventing Academic Failure (PAF)

by Phyllis Bertin and Eileen Perlman

What is Preventing Academic Failure (PAF)?

PAF is a multisensory curriculum that uses Orton-Gillingham teaching methods. PAF can be used as an effective beginning reading program in the primary grades for all children, or as a program for older, struggling readers or students with learning disabilities. The program provides a 4-level sequence of reading, spelling, and handwriting.

PAF presents the building blocks of written language arts in a logical order, which results in minimum frustration and maximum success. The step-by-step progression leads to increased mastery and self-esteem.

PAF is coordinated with the *Merrill Readers* for reading practice. Students practice reading words, phrases, and sentences in the *Stepping Up* books before reading stories with an expanded context for comprehension instruction in the *Merrill Readers*. The *Merrill Readers* are published by SRA/McGraw Hill, but are available to purchase through Educators Publishing Service.

Research-Based Reading Instruction: PAF is based on the latest research for teaching decoding, fluency, and comprehension. For a detailed research document on PAF, visit epsbooks.com/PAF.

PAF and Explode The Code

These two best-selling EPS products are designed to be used together to teach, practice, and reinforce phonetic skills. The PAF Teachers Handbook includes point-of-use references to the *Explode The Code* books. Exercises in *Explode The Code* provides practice reading, writing, copying, matching, and spelling.



Features for You

- PAF is a multisensory curriculum integrating visual, auditory, and kinesthetic modalities.
- PAF uses direct instruction and student – teacher interaction.
- PAF includes a strong fluency component based on oral and repeated readings.
- PAF uses the same vocabulary for reading and spelling, resulting in more cohesive instruction.
- PAF incorporates a unique handwriting component that includes specially designed books for left-handed students.

Benefits for Your Students

- Students receive information in a variety of ways, providing frequent reinforcement and increased retention.
- Students are better able to understand and retain essential reading skills through direct teaching and frequent teacher-student interaction.
- Students gain a sense of success and increased comprehension as they become smooth, fluent readers.
- Students are better able to learn reading and spelling skills in conjunction with vocabulary instruction.
- Students receive handwriting instruction that best fits their individual needs and reinforces reading development.

Scope and Sequence

First Steps In Reading (Levels* 1–16)

- Consonant sounds (c, t, d, g, s, m, l, h, p, n, f)
- Short *a*
- Lowercase letter formation
- CVC words (decoding and encoding)
- Sight words

Stepping Up In Reading 1 (Levels 17–96)

- Short vowel sounds
- CVC words (decoding and encoding)
- Consonant digraphs
- Ending consonant blends
- Multisyllabic and compound words
- Suffixes (-s, -es, -ing, -ed, -er)
- Sight words

Stepping Up In Reading 2 (Levels 97–158)

- Beginning consonant blends
- Long vowels
- Vowel digraphs
- Open, closed, silent e, r-controlled, and vowel team syllables
- Suffixes (-est, -ful, -less, -ly, -y)
- Sight words

Stepping Up In Reading 3 (Levels 159–215)

- Vowel digraphs
- Vowel diphthongs
- Soft *c* and *g*
- Silent letters
- Three+ multisyllabic root words
- Sight words

*A “Level” is a lesson taught over several days, focusing on 1 concept.

How do I fit *PAF* into my curriculum?

PAF can be implemented in a variety of ways. It can be used as a beginning reading program in grades K–3, or with older, struggling readers or students with learning disabilities. The lessons are designed to be completed daily and can be done in small groups, individually, or with an entire class.

For more detailed information on the *PAF* program, please visit: www.pafprogram.com

PAF Components

The components needed to implement *PAF* depend on the grade or skill level of the students. Below is a list of suggested materials for each level of *PAF*.

Kindergarten Skill Level

- *PAF Teachers Handbook*
- *First Steps In Reading*
- *Alphabet Picture Cards*
- *Set I Review Cards*

Grade 1 Skill Level

- *PAF Teachers Handbook*
- *Stepping Up In Reading Book 1*
- *PAF Handwriting Program for Print*
- *PAF Handwriting Program for Numerals*
- *Alphabet and Keyword Picture Cards*
- *Set I Review Cards*
- *Merrill Reader A – “I Can”*
- *Merrill Reader B – “Dig In”*
- *Merrill Reader C – “Catch On”*
- *Merrill Reader D – “Get Set”*

Grade 2 Skill Level

- *PAF Teachers Handbook*
- *Stepping Up In Reading Book 2*
- *Keyword Picture Cards*
- *PAF Handwriting Program for Cursive (optional)*
- *Set II Review Cards*
- *Merrill Reader E – “Step Up”*
- *Merrill Reader F – “Lift Off”*

Grade 3 Skill Level

- *PAF Teachers Handbook*
- *Stepping Up In Reading Book 3*
- *PAF Handwriting Program for Cursive*
- *Keyword Picture Cards*
- *PAF Cursive Wall Strip or Cursive Alphabet Picture Cards*
- *Set II Review Cards*
- *Merrill Reader G – “Take Flight”*
- *Merrill Reader H – “Break Through”*

Lesson* Structure

The lessons in the *PAF Teachers Handbook* follow a consistent daily format. Below is an explanation of the lesson structure and a sample lesson.

PAF Daily Lesson Sequence

- 1. Review (5-10 minutes)** — Students review previously taught phonogram cards, sight words (red words), and affixes. As each phonogram is reviewed, students respond in two ways:
 - When shown the card, students say the sound and “skywrite” the phonogram.
 - When given the sound, students respond by repeating the sound and “skywriting” the phonogram.
- 2. Introduction of New Material**
 - Phonograms
 - Handwriting instruction
 - Red words
 - Spelling rules
 - Syllabication
 - Grammatical concepts
- 3. Spelling Dictation (20–30 minutes)**

Students apply the new concept to the encoding of spoken language.

 - Individual word dictations
 - Sentence dictations
 - Original sentence (students write their own sentence using a given word.)
- 4. Reading words, phrases, and sentences (15 minutes)** — Students develop fluency as they read the words, phrases, and sentences from the *Ready to Read* and *Stepping Up In Reading* books.

Reading Text (30–45 minutes) — Students read phonetically-controlled text that reinforces the new concept. The *PAF Teachers Handbook* is coordinated with the *Merrill Readers*.
- 5. Reinforcement Activities** — Students engage in a variety of independent exercises and activities that reinforce the new concept. The *PAF Teachers Handbook* is coordinated with the *Explode The Code* series to be used during this part of the lesson.

PAF Sample Lesson (/y/ = \bar{i})

1. Review card packs for reading and spelling. The specific phonograms, sight words, and affixes depend on the individual group of students.
2. Review with students the concept that the sound / \bar{i} / at the end of a one syllable word is spelled with the letter y. The dash in front of the –y indicates that the letter is at the end of a word or syllable and makes a vowel sound.
- 3. Words to dictate:** *my, by;*
optional blends: *sky, cry, fly, myself*
Sentences to dictate:
My mom sat on the red bench.
Put this bun in my lunchbox.
Rags had a nap by my bed.
Can Mr. Rich do my math with me?
Can you be at the bus by ten?
That is not my laptop.
Original sentence: Select one of the spelling words and have children use it to write an original sentence. Words that they cannot be expected to spell are written on the board.
4. Read words and phrases from *Stepping Up In Reading Book 1*, page 80.

Students read *Merrill Reader C*, pages 85–88.
5. Students complete *Explode The Code Book 1*, pages 90-92.

For more information on *Explode The Code*, visit epsbooks.com/ETC

*A lesson can be taught over several days.

Each lesson includes corresponding pages from the reader, student book, and reinforcement exercises.

PAF

MERRILL BOOK C - CATCH ON

LEVEL 53

o (octopus)

Stepping Up – Book 1, 42-45
 Merrill Reader C, 5-8
 Merrill Skills Book C, 1-4
 Explode the Code 1, 78-79, 84
 (omit 77)

on	lot	fox	hop
not	dog	mom	job
box	pot	top	jog
got	hot	mop	log

optional blends

stop	frog	spot
------	------	------

Tom got a lot of hot dogs.
 Mom put hot suds in the pot.
 Dot is Jan's mom.
 Did Tom quit his job?
 Can a fox live in a log?
 Did the bug hop on top of the box?

After working with the new vowel sound for several lessons, do divided dictations using the following sets of words:

(Day 1) tap, in, hot, on, nut, not, hit, top
 (Day 2) pit, dog, mop, pot, dig, pat, dug, map

a	i	u	o

LEVEL 54

Red Word: was
 Motor Pattern: Capital W

PAF Print Book, 94-95
 Stepping Up – Book 1, 46-49
 Merrill Reader C, 9-12
 Merrill Skills Book C, 5-9
 Explode the Code 1, 80-82

Mom was not mad at Rags.
 The ham was in the pot.
 Tom was not at his job.
 Was it hot in the sun?
 Was Dot on the bus?
 Was it fun to jog?

Daily lesson plans include words for reading and dictation.

PAF

LEVEL 87

-ank (bank)
-ink (pink)
-unk (trunk)

Stepping Up – Book 1, 106-107
Merrill Reader D, 67-72
Merrill Skills Book D, 56-63
Explode the Code 2, 80

bank sank tank yank
thank

optional blend

blank

Thank you very much!
Mrs. Banks went to the bank to get cash.
Mr. Banks is a rich banker.
The ship sank in the pond.
Give the top of the box a yank.
We have a tank of fish at school.

-ink
(pink)

ink wink sink pink
think

optional blend

blink

Put the dishes in the sink.
The box was sinking in the pond.
I think I can do it myself.
This pen has pink ink.
Don't wink at me!
Mrs. Sands thinks she can go to the bank.

-unk
(trunk)

junk chunk bunk dunk
sunk

optional blend

skunk

Jim and Kim have bunk beds.
That junk has got to go!
Mrs. Banks got rid of a lot of junk.
Can I have a chunk of that?
My fishing rod sunk in the pond.
Don't dunk the chips in your mug!

First Steps In Reading builds phonemic awareness and combines phonetic concepts with letter formation, beginning with initial consonant sounds.



Write the letter *n* next to each picture that begins with the sound /n/.

57

Student books include a page with words and phrases for reading that reinforce specific phonetic concepts and increase fluency.

PAF
Level 67

this	that	math
then	with	thin
path	bath	thick
them	thud	bathtub

that's

a thick pad	in the bathtub
this backpack	gives it to them
on the path	a math test
with his boss	then went back
thin legs	with a kiss
had a bath	waxed that hot rod
this and that	with you

Underline and re-read the phrases that tell *where*.

71

Sight word instruction includes sentences that increase fluency and accuracy.

PAF
Level 139

because

1. Let's go to the cabin at the lake because it will be fun to have a picnic there.
2. Steve is at the end of his rope because he can't get his car fixed in time to pick up the kids.
3. Jeff was late for school because he missed the bus.
4. Eve dozed off for a short while because she was tired.
5. Take these white roses home with you because I won't be here to take care of them.
6. Steve won't be home until later because he went to visit a friend.
7. Pete would never trade his pet snake for a dog or a cat because he likes it so much.
8. We couldn't have the baseball game because of the thunderstorm.
9. The car would not start because there was no gas left in the tank.
10. I am taking care of my sister after lunch because my mom has to go to the dentist.

Discuss the literal and figurative meaning of the idiom in sentence 2.



Handwriting books integrate visual, auditory, and kinesthetic elements with visual cues for proper letter formation.

A handwriting practice page for the letter 'U'. The page features a four-line grid: a solid top line, a dashed middle line, a solid baseline, and a solid bottom line. A blue cap icon is positioned on the top line. A blue belt buckle icon is on the dashed middle line. A blue 'X' icon is on the baseline. A blue sneaker icon is on the bottom line. A large, light blue letter 'U' is centered on the page. A small blue dot at the top of the 'U' has a downward-pointing arrow, with the number '1' below it. The number '2' is placed at the bottom right of the 'U'. The page number '28' is centered at the bottom.

Cursive practice includes individual letters, groups of letters, and whole words.

x n n n n n

x n n n n n

x

x gr

x cr

x dr

x fr

x ar

x red

29

Handwriting books designed especially for left-handed students with appropriate slant.

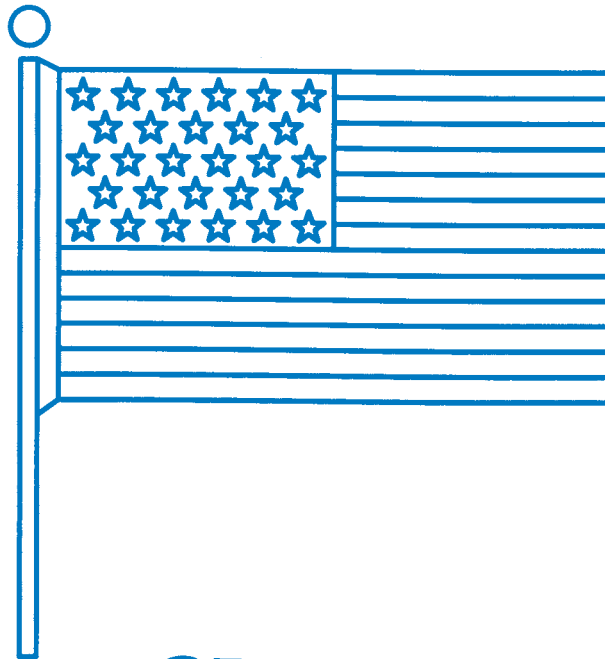
29

The *PAF* Program includes instruction in numeral formation and letter formation. The student books also integrate beginning number concepts.

23

Keyword cards provide visual cues and help increase automaticity.

fl-



flag

PAF level 106

27

Keyword Picture Cards

MCI

Making Connections® Intervention

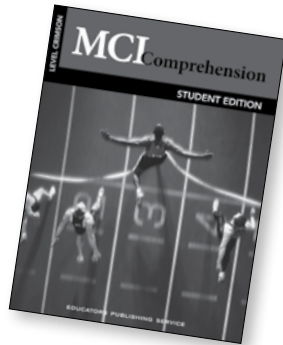
GRADES 6-12



A Comprehensive Literacy Intervention

MCI Comprehension

MCI Comprehension contains high-interest fiction and nonfiction texts designed for struggling readers. The program provides direct, systematic, research-based instruction of comprehension skills in the context of a strategic approach to reading.



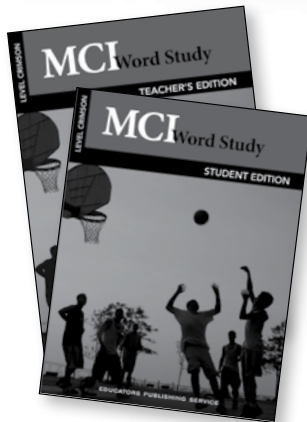
MCI Online

MCI Online's adaptive software provides students with individualized interactive comprehension instruction and practice, with scaffolded support.



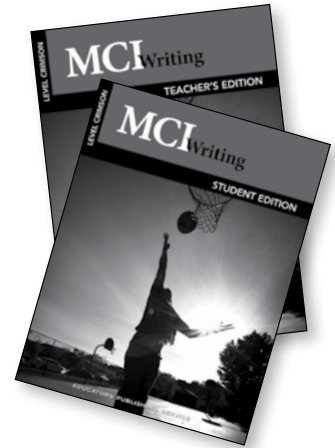
MCI Word Study

MCI Word Study is designed to give added support to students who struggle with decoding or have vocabulary deficits that affects their reading progress.



MCI Writing

MCI Writing incorporates the Six Traits as it uses modeling and the writing process to help students create a story or essay with appropriate structure.



MCI Student Library

These interesting paperbacks provide an independently-read capstone experience, giving students the opportunity to apply the newly learned focus skill and use multiple strategies.

12 books per level including fiction, nonfiction, and graphic novels.



Literacy and Intervention

tel 800.225.5750 fax 888.440.2665 epsbooks.com

Connect with Us!



Learn more at epsbooks.com/connect



Scan this code to visit our website

To learn more, visit epsbooks.com/MCI