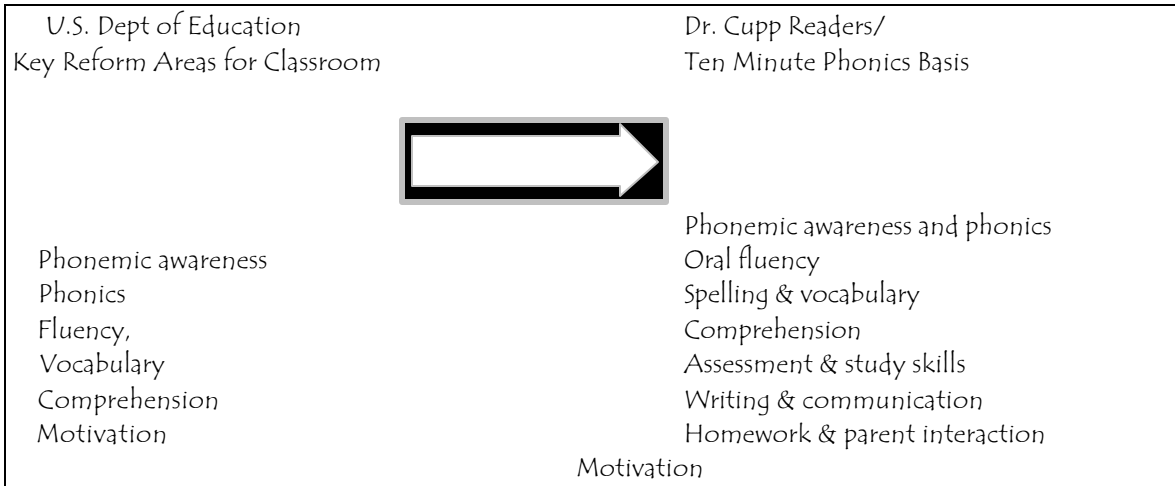


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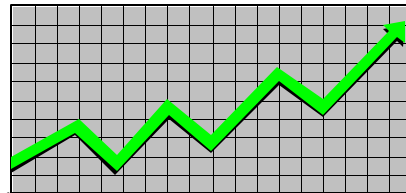
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## **DR. CUPP READERS ADVENTURE SERIES/TEN MINUTE PHONICS: A SUMMARY OF DOCUMENTED RESULTS & RESEARCH CONNECTIONS ABSTRACT**

**The foundations of effective reading**, those tools that allow teachers to reach the goal of all students reading by the end of third grade, **are reflected in both the *Dr. Cupp Readers Adventure Series* and *Ten Minute Phonics*.**



A recent survey revealed that, among approximately 300 students using Dr. Cupp's products, 56% improved 20 points or more on basic literacy tests



With a specific, trackable scope and sequence, **teachers find in *Dr. Cupp Readers* a logical, progressive plan to move children toward literacy**, allowing for individual learning styles and abilities. The flexibility of *Ten Minute Phonics* as an integrated component of *Dr. Cupp Readers* or as a stand alone phonics program also makes it a simple yet valuable tool in today's complex classroom.

***Dr. Cupp Readers* and *Ten Minute Phonics* are grounded in scientifically-based research** from such reliable sources as the National Reading Panel, Preventing Early Reading Difficulties in Young Children, Put Reading First, What Research Has to Say About Reading Instruction and the *Reading Research Quarterly*. It also includes elements verified by cognitive and behavioral psychologists and educators. Individual research findings support the approach *Dr. Cupp's Readers* takes to move students from pre-literacy levels to competency in basic reading skills in 60 booklets.

## INTRODUCTION

In independent surveys conducted in January and May of 2002, classroom teachers gave *Dr. Cupp Readers Adventure Series* and *Ten Minute Phonics* a high approval rating for beginning and struggling readers. Cindy Cupp combined 32 years of educational experience (including 19 in the classroom) with a comprehensive approach to teaching fundamentals, and building fluency and comprehension to create the series. It is intended for both children learning to read and those identified as at-risk for academic failure. It can be used in regular K-1 classrooms, for English as a Second Language, early intervention, learning disabled and special education students.

This report furnishes findings from two independent surveys, summarizes related statistics and shares observations. The latter portion references mainstream scientific research supporting methods used in *Dr. Cupp Readers*. Throughout this report, for convenience, *The Dr. Cupp Readers Adventure Series* is referred to as simply *Dr. Cupp Readers*. *Ten Minute Phonics* will not be specifically mentioned for clarity's sake but is included within the research and survey samplings.

Considering the hodge-podge of testing vehicles being used throughout the state of Georgia, the fact that few standardized tests are given to the same group of children annually in subsequent years and the delay in school receiving Georgia CRCT scores, the evaluation of test results was a challenge. By reviewing all existing results from a variety of testing vehicles such as the Stanford 9, Basic Literacy Test, Lexia, STAR and teachers' informal reading inventories and other in-class assessments, a cumulative picture emerged. No matter which test scores were being reviewed or in what combination, children exposed to the methods and fun of *Dr. Cupp Readers* and *Ten Minute Phonics* showed marked improvement. This was also supposed in the consistency of comments from teachers and administrators across the state. When possible, comparable groups who did not use *Dr. Cupp's* materials were also reviewed for comparison. One participant, a first grade teacher, put it this way:

My students are so motivated. One student, who would devise ways to absent himself from reading, now stands at my elbow begging and pleading to be first to read. He has tasted success and he likes it.

Another teacher of EIP (early intervention students) says,

I don't know what I would have done without this program; my students are making progress and getting excited about reading for the first time. It offers a balanced approach to phonics, sight words and comprehension instruction and is proving to be very effective.

**SAMPLES OF SUCCESS REFLECTED IN ASSESSMENT**

Schools implementing *Dr. Cupp Readers* and/or *Ten Minute Phonics* use diverse assessment tools to evaluate student progress, ranging from Informal Reading Inventories to more structured and even standardized tests. Overall, on basic literacy tests, students improved up to 38 points in the period between September 2001 and January 2002 with average improvement of nearly 16 points. In the more recent survey, using the same type of sampling, EIP and general classroom students improved as many as 71 points for the school year, with 56% improving 20 points or more. The average improvement there was 24.12.

The following are from specific schools.

School Name and Contact	Assessment Type	Results
Maxwell Elementary Amy Reddick, 1 <sup>st</sup> Grade General Class Dr. Cupp Readers & Ten Minute Phonics 706-595-1762/706-595-0941	Basic Literacy Test, STAR & Stanford 9	Eighteen students averaged improvement of nearly 50% on basic literacy tests from August 2001 to May 2002. STAR report revealed an average improvement of just over 1.5 yrs. with the AVERAGE reading level scored at 2.6. Stanford 9 tests given in March 2002 showed scores averaging a 2.6 grade equivalency in a range of 1.7 to 4.6. Reddick noted a student scored at 0.4 reading level (STAR) in Sept., 2001 and finished with a grade equivalency of 3.2 (4.6 on Stanford 9 Total Reading Score).
North Harlem Elementary Beth Usry, 1 <sup>st</sup> Grade General Class Dr. Cupp Readers & Alpha Motion Cards <a href="mailto:HBUSRY@aol.com">HBUSRY@aol.com</a>	Basic Literacy Test & Informal Reading Inventories	Seventeen students in Ms Usry's class average progress on basic literacy tests was 47.65% from August-May (range from a 31-66 point increase). No student tested lower on an Informal Reading Inventory than Instructional 2 <sup>nd</sup> grade and the highest student tested at 8 <sup>th</sup> grade after beginning at only 39 on the basic literacy test (reached mastery at score of 100 by years' end).
Fair Street Elementary Carol Brinson 5 <sup>th</sup> Grade EIP Class Ten Minute Phonics <a href="mailto:BrinsonC@gainesville-city.k12.ga.us">BrinsonC@gainesville-city.k12.ga.us</a>	Basic Literacy Test	This 5 <sup>th</sup> grade EIP class saw students using <i>Dr. Cupp Readers</i> for the first time improve an average of 8 points on a basic literacy test in 2 months. The same students' test scores from their fourth grade year (with the same teacher but before <i>Dr. Cupp Readers</i> ) averaged an improvement of only four points in four months. <i>Twice the improvement in half the time.</i>
Jenkins County Elementary Vondesa Lee K General Class Dr. Cupp Readers/ 10 Minute Phonics <a href="mailto:vlee@jchs.com">vlee@jchs.com</a>	Basic Literacy Test	Ms Lee's class improved an average of 29.05 points from September 2001 to May of 2002. No student improved less than 13 points. She says, "This program has been great for my students. What an enjoyable way to teach reading!"
Brooklet Elementary Lisa Cox 1 <sup>st</sup> Grade EIP Class Dr. Cupp Readers, Ten Minute Phonics and Alpha Motion Cards <a href="mailto:mcox@bulloch.k12.ga.us">mcox@bulloch.k12.ga.us</a>	STAR and Basic Literacy Test	Ms. Cox saw her students improve from September 2001 to May 2002 an average of 20.5 points on the basic literacy test. Their STAR grade equivalency in April 2002 rose to an average of one year, two months.

School Name and Contact	Assessment Type	Results
Mulberry Creek Elementary Linda Brown, 1 <sup>st</sup> Grade General Class Used Dr. Cupp Readers and Ten Minute Phonics <a href="mailto:lindajbrown78@hotmail.com">lindajbrown78@hotmail.com</a>	Stanford 9	This school shared test scores not only students using <i>Dr. Cupp Readers</i> and on a control group of comparable first graders who did not use it. Results reveal that 94% of the students in the <i>Dr. Cupp Readers</i> program reached grade level or above in reading competency compared to only 67% of those in the control group. <i>Dr. Cupp Reader</i> students, at year's end, tested at no lower than three months below grade level whereas the control group had 20% testing at more than three months below grade level on the same instrument.
Beaverdam Elementary Kaye Christian et al K-2 General Classroom w/EIP Inclusion (1 EIP class) Used Dr. Cupp Readers and Ten Minute Phonics <a href="mailto:kchris1057@aol.com">kchris1057@aol.com</a>	Basic Literacy Test/ STAR	First grade EIP classes using Dr. Cupp's products improved 1.3-1.5 grade levels on STAR test results for the 2001-2002 school year. Similar improvements (average of nearly 15 points) occurred with these students on their basic literacy test scores.

Summarized from data collected for Cup Publishing by Cathy Puett Miller, Independent Literacy Consultant, Copyright @2002

Among other schools, there were similar results. On basic literacy tests, students improved up to 38 points in the period between September 2001 and January 2002, with 43% showing increases of more than 10 points. In the more recent survey, using the same type of sampling, EIP and general classroom students improved up to 71 points for the school year with as many as 56% improving 20 points or more. A sampling of second grade students who used Dr. Cupp Readers during the 2001-2002 school year but were taught using the Ten Minute Phonics kit during the previous year, improved an average of 35 points on basic literacy tests during the course of the school year. This is particularly significant since the only variation was the introduction of Dr. Cupp Readers (the students and even the teacher remained the same).

## **EVIDENCE-BASED ASSESSMENT: APPROACHES THAT WORK IN CLASSROOMS**

Over two six-week periods, Cathy Puett Miller, Independent Literacy Consultant, conducted written surveys of *Dr. Cupp Readers*' users. One hundred sixty-nine classroom teachers, "specials" teachers and administrators contributed. Ms. Miller observed twelve classrooms in which teachers used *Dr. Cupp Readers*. The schools participating ranged from suburban city to rural community schools. Results confirm the comment of one EIP teacher: "My students are making progress and getting excited about reading for the first time. It offers a balanced approach to phonics, sight words and comprehension instruction, very effective."

The survey documents responses from teachers and administrators whose schools use *Dr. Cupp Readers* and/or *Ten Minute Phonics*. Respondents represent classrooms from pre-kindergarten to fifth grade. The greatest use of Cindy Cupp's products were in first grade, followed by kindergarten, second and third grade. Participants included Early Intervention Programs (50%) and regular grade-level classes (44%) with the remaining 6% representing English as a Second Language, special education and Title I classes.

**Ninety percent of teachers polled give *Dr. Cupp Readers* a high overall rating** (57% the highest possible and 33% the second highest on a scale of 1 to 5). Phonics and oral fluency were judged to be the strongest elements, confirming its value to both beginning and struggling readers. Teachers identify improvements in children's attitude toward reading, the teacher's ability to specialize instruction compared to other "learn to read" tools, and teacher implementation. Games and activities that allow students practice time add to the motivation to create a fun environment for learning. Those include (in rank of popularity):

- Hop N Pop (an individual, timed sight word practice),
- Beat the Tiger (fluency and self-correcting activities),
- Ten Minute Phonics (stand alone phonics component)
- Dr. Detective (practice for comprehension strategies) and
- the Race Track (a multi-purpose game used when teams work together).

Michael Graves, head of the Literacy Education Program at the University of Minnesota, addresses the importance of motivation when he says,

A successful reading experience is one in which students understand the selection, learn from it, enjoy it, and achieve goals you and they have set. . . . Such an experience leaves students realizing they have been successful. If students are to become successful readers -- adults who can and do read, both to gain information and for the pleasure and satisfaction that reading can provide -- the vast majority of their reading experiences must be successful ones.

## MORE SUCCESS STORIES

**KINDERGARTEN TEACHER:** “17 out of 18 students in my class are reading, and with great success, thanks to *Dr. Cupp Readers* and *Ten Minute Phonics*.”

**FIRST GRADE TEACHER** with a regular classroom: “This program had the most impact on my non-reading students. The first story took a week before they could comprehend the difference between the words “Jack” and “Jilly” but, as time continued, they caught on. They started adding sight words and worked on short vowel skills and now they know 100 Dolch sight words and are sounding out new words all the time. Compared to other methods it’s been much faster.”

**SECOND GRADE ESOL READING GROUP:** “One of my children has only been in this country for three weeks but he’s been able to recognize words on the *Ten Minute Phonics* card with a little Spanish reinforcement from me as the teacher and his peers in the classroom. He’s really progressing well using this technique; I’ve even learned he’s gifted.”

**THIRD GRADE TEACHER/TITLE I CLASSROOM:** “I must admit I was a bit skeptical at first. I would not have believed it; my kids love the program. Just a brief look at the materials doesn’t do them [the *Dr. Cupp Readers* materials] justice. I thought my kids would be bored with them but they aren’t because they can read it and they are having success at reading for the first time in their lives!”

**KINDERGARTEN THROUGH THIRD GRADE EIP TEACHER:** “This is the only program I use with EIP students. I just received test results on a first grade student and, in three months, they rose from a 22 to a 53 on a basic literacy test. This student will exit the EIP program since he is now reading on grade level.”

**FIRST GRADE TEACHER** with a regular classroom: “I’ve been using the BLT (Basic Literacy Test), an informal assessment tool introduced to me through the GA Reading First program, to monitor my student’s improvement in basic literacy skills. Most children have improved their BLT scores since fall and having Jack and Jilly made a real difference. One particular child scored 28 in September and just tested at 38 now (up ten points in just 3 months!).” [Note: the scale for monitoring BLT is based on a score range of 1-100.]

Positive comments regarding improved test scores, enthusiasm from teachers and students, and their own observations of what’s happening in the classroom were also common among administrators responding to the survey:

**PRINCIPAL OF ELEMENTARY SCHOOL OF 750 STUDENTS:** “I received a call from my school psychologist earlier this year and she asked me: ‘Do you know you have children performing above their level of ability? What *are* you doing?’ I credited the *Dr. Cupp Readers* program; there are so many reasons it works for us.”

***ASSISTANT PRINCIPAL ON HER VOLUNTEER WORK WITH HIGH SCHOOL STUDENT USING DR. CUPP READERS:*** “I was tutoring a high school student who could not read and decided to try the *Ten Minute Phonics* concept with him that we use at my elementary school. He knew most of his letters and a few sounds when we started. I used the *Ten Minute Phonics* cards and in about 6-7 hours of instruction he was really reading.”

***PRINCIPAL OF ELEMENTARY SCHOOL IN RURAL GEORGIA:*** “Their whole attitude has turned around 100%. Bringing out competitiveness through segments like Hop N Pop is a motivator for some students and turns them on to successful reading.”

## INITIAL RESEARCH FOUNDATION

Over the past two decades, reading researchers have identified major areas of instruction critical to students' success in reading and writing. In the mid-1990's, a collaboration of the International Reading Association resulted in What Research Has to Say About Reading Instruction. In 1998, Preventing Reading Difficulties in Young Children, a book edited for the National Research Council's Committee on the Prevention of Reading Difficulties in Young Children by such leading researchers as Catherine Snow and Peg Griffin, followed. The next year, the same editors worked together to produce a follow up entitled Starting Out Right: A Guide to Promoting Children's Reading Success. In 2000, the National Reading Panel, established by the National Institute of Child Health and Human Development and the U.S. Secretary of Education, identified three components critical to learning to read: alphabets, fluency and comprehension after extensive review of current research. The panel divided these into 5 sub-categories: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. In addition, the U.S. Department of Education identified 6 key reform areas for the classroom: **motivation, phonemic awareness, decoding, fluency, vocabulary and comprehension strategies**. All these confirm Cindy Cupp's approach.

Snow, Burns & Griffin, in Preventing Reading Difficulties in Young Children (1998), verify the importance of **a strong phonics base**. They state that "getting started in alphabetic reading depends critically on mapping letters and spellings of words into speech units that they represent; failure to master word recognition can impede text comprehension." Share, Jorm, Maclean, et al. in a *Journal of Educational Psychology* article report that "teaching children to manipulate phonemes in words was highly effective across all literacy domains and outcomes." They also state that "these measures best predict how well students will be reading at the end of kindergarten and first grade." *Dr. Cupp Readers* gives many opportunities for building that expertise.

*Dr. Cupp Readers* add support elements to basic phonemic awareness and phonics, oral fluency, spelling and vocabulary, and comprehension: **assessment and study skills, writing and communication, and homework and parent interaction**. These help teachers identify specific problems for students and provide solutions. Each *Dr. Cupp Readers* booklet contains space for notations and individual test results. The program is also built for individualized instruction within groups. Individual participation and small group activities create chances for more intensive teaching such as suggested in Prevention of Reading Difficulties in Young Children. This is especially important for struggling, "at-risk," readers. Dr. Sharon Walpole verified that approach when she said, "The overriding goal of a reading program is to provide adequate instruction at [an appropriate] level for all children." Reading groups continue to work on controlled vocabulary and skills particular to that story until they have mastered it, whether it takes two days, one week or three weeks. Within groups, teachers have opportunity to tailor instruction as they assess students' individual needs.

The National Reading Panel emphasizes that teachers should be able not only to assess needs of the individual students but adjust instruction to meet specific needs. They reference a study by Miller and Ellsworth (1985) that appeared in the *Elementary School Journal*, which found that **differentiation in instruction** caused significant differences in student performance. *Dr. Cupp Readers* build in that component; children receive corrective instruction and support until they learn a certain word or skill. Teachers comment that they "suddenly were able to recognize the individual problems their children were having and the solutions were right there in *Dr. Cupp Readers*."

*Dr. Cupp Readers* is packaged with components such as **controlled, systematic new word introduction** and increasingly involved comprehension exercises, plus varied, fun stories and games to keep children motivated and engaged. Each *Dr. Cupp Readers* booklet integrates spelling and vocabulary components. A first grade EIP teacher tells of her experience:

My kids absolutely LOVE the *Dr. Cupp Readers* program. They get SO excited when it is time to do Reading. I can't believe the progress they have made. I had a couple of my lowest children complete their "Hop and Pop" in less than 40 seconds!

## MORE RESEARCH PARTICULARS

Contemporary experts such as R. L. Isakson, J.W. Miller, W.E. Tunmer and S. Iversen advocate **teaching word-recognition instruction with such a monitoring approach**. Isakson writes, "Readers [are] taught to pay attention to whether the decoding makes sense and to try decoding again when the word as decoded is not in synchrony with other ideas in the text and pictures or doesn't sound right." Michael Pressley of the University of Notre Dame in "What Comprehension Instruction Should Be" also points out the importance of "teaching students to monitor whether they are understanding text." After a few weeks of the *Dr. Cupp Readers* program, a teacher may simply ask, "Does that sound right?" or give a clue relating to the appropriate phonics rule or comprehension strategy. In either case, the teachers encourage self-correction, based on the student's understanding. After as little as one month of *Dr. Cupp Readers*, students adopt this strategy and, in all *Dr. Cupp Readers* groups, in as little as three to four months, students routinely self-correct.

From the onset of *Dr. Cupp Readers*, other elements of effective reading instruction are evident. If a teacher begins with pre-readers or students who need instruction on individual sounds used in spoken words, the teachers' guide provides a preliminary introduction especially for those needs. Teachers' guides give techniques for **teaching how written language is made up of sounds, letters, words and sentences**. They also teach **manipulation of phonemes** to enforce familiarity with sounds and letters (a key ingredient in highly effective instruction with a variety of learners, according to the National Reading Panel). Researchers who support this approach include Adams, Foorman, Lundberg and Beeler, authors of Phonemic Awareness in Young Children: A Classroom Curriculum. A teacher from a Georgia city-wide school system commented, "in one week, my ESL students knew more letters and letter sounds. It was quick and easy for them with Dr. Cupp's methods."

*Dr. Cupp Readers* introduces the concepts of **sound blending** and **phonemic awareness** using onset and rime with common three-letter words. It teaches most frequently used consonants in addition to short and long vowel sounds. *Dr. Cupp Readers* enhance phonemic awareness by explicitly and systematically teaching children to manipulate phonemes, focusing on a few at a time. Miss Sound O's page gives students direct exercises to practice phonemes, onset and rime and simple "sound-it-out" words. According to the 2000 National Reading Panel's study, this is the most effective way to build that group of skills (O'Conner et al. 1995). They found **systematic phonics** and **phonemic instruction** produces significant benefits for children K-6 and for children having difficulty learning to read. Dr. Cupp's teachers' guides provide scope and sequence charts as easy-to-follow outlines. Phonemic

awareness also develops through introduction of the Word House, a tool for reinforcing the basic short and long vowel sounds and common phonics rules. Stories remind students of a given letter's sound or the rule that helps the child "say it right."

Rather than using a simple rote exercise, *Dr. Cupp Readers* turn the practice of **sight words** into games. Students become engaged in fun activities while they get practice time they need. As they work in the small group setting, they also receive reinforcement by hearing other children practice aloud. The consistent appearance of memorable characters such as Miss Sound-O and Hop N Pop within a regular structure enhances the learning experience. These contribute to **motivation** to read, one of the Reading Panel's six focal points.

Each *Dr. Cupp Readers* introduces spelling words, **reinforcing specifics of frequent, regular spelling-sound relationships**. This is another requirement of effective reading instruction according to Preventing Reading Difficulties in Young Children. This book's researchers state "the goals of phonics instruction are to provide children with key knowledge and skills and to ensure they know how to apply that knowledge in their reading and writing." *Dr. Cupp Readers* quickly move students from identifying words in isolation to recognizing and using them in text. It gives them such opportunities through:

- an introduction of new words,
- a story with words already introduced and mastered in previous units (and repetition),
- a review and practice of sight words in various order,
- a comprehension segment,
- a writing segment and/or a practice/homework segment.

*Dr. Cupp Readers* begin a track for reading instruction at a simple level. When children have mastered 4 sight words, they can read the first story. Initial sight words are no more than 5 letters long so children read with success right away. At least 85% of the text contains words introduced in previous lessons. This allows stories to become more

complex in vocabulary, comprehension and interest, and increases the chances for success from their growing knowledge base. The remaining (maximum 15%) are new "sound-it-out" words children see when they begin the unit. Labels identify "tricky words" that do not follow rules. These words are introduced and explicitly reviewed.

The basic psychological view that **success motivates** leads *Dr. Cupp Readers* students forward as they master words. This concept is used as children meet Hop N Pop, a fun, timed reading of previously introduced words and new sight words. Rinaldi, Sells, et al. in 1997 studied the effects of reading "racetracks" on sight word acquisition and fluency in elementary students. Their conclusions, published in the *Journal of Behavioral Education*, endorse such a tool. Observations in the classroom always show this to be most popular with students. One teacher commented: "Hop N Pop is a 'reward' in my room; the children love it."

Snow, Griffin, et al. in Starting Out Right emphasize the importance of positive experiences, an environment to encourage enthusiasm and success in learning to read and write. Researchers Delisle and Berger (ERIC EC Digest E478) confirm that "underachievement is

often tied to self-concept development.” Self-esteem builds when children succeed with decoding, reading real words and understanding them through *Dr. Cupp Readers*. Many see reading as a positive experience for the first time.

With the crush for other skills, teachers can neglect **fluency**. *Dr. Cupp Readers* bring it to the forefront through guided, unison and repeated reading. The format of *Dr. Cupp Readers* allows students to develop the ability to read with speed, accuracy and proper expression by practicing sight word lists with Miss O and reading stories *Dr. Cupp Readers* also promotes modeling by the teacher. Children are told to follow along. Shifting reading from one student to the next helps reinforce “keeping your place.” These practices are an important contributor to fluency as identified by such education and literacy experts as Steven Stahl of the University of Georgia. He says, “Fluency-oriented approaches and repeated readings improve comprehension. Teachers support fluency through repetition and modeling.”

These programs also give children opportunities to connect with reading through **conversation and writing, and give extra support at home**. A writing element (beginning with writing and drawing, and always providing a writing prompt) appears in each booklet. By adding a home work component that the parent/guardian must sign, the phonics and fluency practices extend beyond school. The child receives more corrective interaction with an older reader or adult.

*Dr. Cupp Readers* introduce an expectation for **comprehension** from the start. Questions from Dr. Detective require a student to sound out words and understand what he/she has read in order to answer questions. With the unit segmented into short, usable pieces, there is much room for discussion of text, supporting a greater grasp of the stories and relationships to background knowledge and experience of the students. Effective comprehension instruction strategies suggested by P. David Pearson, Laura Roehler, the National Council of Teachers of English and Michael Pressley support this approach:

- Strategies are taught over time and with practice. Reading develops as a process of emerging expertise (one Dr. Detective segment appears in each booklet),
- Strategies are used repeatedly with opportunities for students to activate background knowledge and transfer strategy in every lesson. The teacher's guides also suggest additional questions for discussion to encourage supported, structured practice.
- Strategies are taught explicitly in the context of reading, (through the “Beat the Tiger” and Dr. Detective segments from the beginning, and later in the Writing segments), and
- Strategies are modeled from the very beginning by the teacher (design of initial comprehension questions makes the correct answer obvious to encourage early success). Also scaffolding occurs (as characters appear in the later stories), and chapters lead from booklet to booklet as knowledge builds including “Oral Language Lessons.”

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Objective	Component (Strand/Course)	Where Taught
	<p><b>KINDERGARTEN</b>  <b>(Note: because of the flexibility of instruction in Dr. Cupp Readers, QCCs for both K and 1<sup>st</sup> have been included in this instrument)</b></p>	
	<p><b>Oral Communication/Listening and Speaking</b></p>	
1.	Listens and speaks in informal conversations with peers and adults	<i>Dr. Cupp Readers</i> Books 1-60 (Dr. Detective and Homework Page)
2.	Listens to a variety of literary forms, including stories and poems	Read Alouds for <i>Dr. Cupp Readers</i> Parts I & II – up to three a day
3.	Follows one and two-part oral directions	<i>Dr. Cupp Readers</i> Books 1-60 (each page)
4.	Repeats auditory sequences: letters, words, numbers and rhythmic patterns	<i>Dr. Cupp Readers</i> Readiness, R1, R2, R5 <i>Dr. Cupp Readers</i> Books 1-31, 34-52, 54, 60
5.	Recognizes rhyming words	<i>Dr. Cupp Readers</i> Books 1-16, 31-60 – rhyming words appear in sight word lists – teacher initiates recognition
8	Increases vocabulary to reflect a growing range of interests and knowledge	<i>Dr. Cupp Readers</i> Books 1-60 (via Miss Sound-O, Hop N Pop)
9.	Communicates effectively when using descriptive language, relating experiences and retelling stories	<i>Dr. Cupp Readers</i> Books 1-60 Homework page
10.	Begins to discriminate between spoken words and sentences	<i>Dr. Cupp Readers</i> Readiness, R3 <i>Dr. Cupp Readers</i> Activities #2, 6, 7, 15 and 16
11.	Blends sounds orally to make words	<i>Dr. Cupp Readers</i> Books 1-60 (Miss Sound - O), Activities #1, 5, 6, 8, 11, 15
	<p><b>Written communication/Reading</b></p>	
13	Recognizes words in familiar contexts	<i>Dr. Cupp Readers</i> Books 1-60 (Miss Sound O Stories – usually 1 <sup>st</sup> page),, Activities 1-13, 6-7, 11, 13, 16
15	Holds print materials in correct position	<i>Dr. Cupp Readers</i> Books 1-60, Activities 1-16

Objective	Component (Strand/Course)	Where Taught
<b>KINDERGARTEN (continued)</b>		
16	Demonstrates left-to-right and top-to-bottom progression	<i>Dr. Cupp Readers</i> Books 1-60, Activities 1-16
17	Discriminates visual similarities and differences in words	<i>Dr. Cupp Readers</i> Books 1-60, Activities 2, 4, 8, 9, 11, 12, 13, 16
18	Distinguishes between written letters, words and sentences	<i>Dr. Cupp Readers</i> Readiness, R3 <i>Dr. Cupp Readers</i> Activities 2, 6, 7, 8, 9, 11, 12, 16
20	Associates sounds with letters	<i>Dr. Cupp Readers</i> Readiness, R1 and R2 <i>Dr. Cupp Readers</i> Books 1-20, Activities #5, 7, 8, 9, 11
21	Verbalizes consonant sound when shown the consonant letter	<i>Dr. Cupp Readers</i> Readiness, R-1, R, R5, R6 <i>Dr. Cupp Readers</i> Books 1-15
22	Recognizes rhyming words	<i>Dr. Cupp Readers</i> Books 1-22, 24-30, 33-35. 45-48, 56, 57
23	Reads selected sight words	<i>Dr. Cupp Readers</i> Readiness R2-R3, R5, R6, R7, R8, R9 <i>Dr. Cupp Readers</i> Books 1-60 (Hop N Pop)
25	Uses words that signal sequence relationships such as first, next and last	<i>Dr. Cupp Readers</i> Books 20, 22, 26, 31, 32-35, 42,-51, 53-60
26	Classifies by characteristics such as color, size, shape, structure and function	<i>Dr. Cupp Readers</i> Books 10-14, 20-22, 24-27, 29, 31-60 (stories contain color and size characteristics – teacher initiates classification)
29	Demonstrates an understanding that print makes sense by reading and explaining own writings and drawings	<i>Dr. Cupp Readers</i> Books 1-60 (writing page)
30	Increases vocabulary to reflect a growing range of interests and knowledge	<i>Dr. Cupp Readers</i> Books 1-60 (Miss Sound O, Dr. Detective, Homework Components, Activities 1, 3, 4)
31	Recognizes simple word opposites	<i>Dr. Cupp Readers</i> Books 10-12, 15, 22-29, 31, 33-35, 37, 41, 44, 47, 49, 57

Objective	Component (Strand/Course)	Where Taught
<b>KINDERGARTEN (continued)</b>		
<b>Written Communication: Writing</b>		
33	Uses examples from literature to create individual and group stories	<i>Dr. Cupp Readers</i> Books 1,2, 5, 7, 13, 14, 19, 21-24, 26-27, 31-60, Activity 14
34	Draws pictures and/or uses letters and phonetically spelled words to write about experiences, stories, people, objects or events	<i>Dr. Cupp Readers</i> Books 1-60, Activity 14
35	Uses left-to-right pattern of writing.	<i>Dr. Cupp Readers</i> Books 1-60, Activity 14
36	Prints name, self-selected words and letters of the alphabet	<i>Dr. Cupp Readers</i> Books 1-60, Writing Segment, Activity 14
<b>Written Communication: Literature</b>		
38	Experiences traditional and contemporary literature through a variety of media	<i>Dr. Cupp Readers</i> Books-1-60 (stories for read aloud in each selection, Read Alouds Parts I & II for traditional and contemporary literature
39	Responds to literal, inferential and evaluative questions about literature	<i>Dr. Cupp Readers</i> Books 1-60 (Beat the Tiger, Dr. Detective and Homework components
40	Recognizes cultural diversity represented in literature	<i>Dr. Cupp Readers</i> 25, 26, 31-60 (other types of diversity as well)
<b>FIRST GRADE</b>		
<b>Oral Communication/Listening and Speaking</b>		
1	Adapts or changes oral language to fit the situation by following the rules of conversation with peers and adults	<i>Dr. Cupp Readers</i> Books 34-60, Activity 15
2	Listens to a variety of literary forms including stories and poems	Read Alouds Parts I & II
3	Follows two and three-part oral directions	<i>Dr. Cupp Readers</i> Books 31-60, Activities 1-15
4	Recalls information presented orally.	<i>Dr. Cupp Readers</i> Books 34-52, 54, 60

Objective	Component (Strand/Course)	Where Taught
	<b>FIRST GRADE (continued)</b>	
5	Interprets the meaning of questions to give an appropriate response	<i>Dr. Cupp Readers</i> Books 31-60
6	Increases vocabulary to reflect a growing range of interests and knowledge	<i>Dr. Cupp Readers</i> Books 31-60 (Hop N Pop, Miss Sound O), Activities 1, 3, 4 (including Tricky Words)
7	Communicates effectively when using descriptive language, relating experiences and retelling stories read, heard or viewed	<i>Dr. Cupp Readers</i> Books 31-60 (Homework Component, Classroom discussions of stories)
8	Uses a variety of language patterns and sentence structures	<i>Dr. Cupp Readers</i> Books 31-60 (discussions in classroom during activities and homework component)
9	Demonstrates an understanding of words and ideas when heard in context	<i>Dr. Cupp Readers</i> Books 31-60 (Listening to other students and teacher read), Read Alouds – Part II
10	Blends sounds orally to make words	<i>Dr. Cupp Readers</i> Books 31-60 (Miss Sound O)
11	Divides words into syllables.	<i>Dr. Cupp Readers</i> Books 34, 41-60 (Miss Sound O)
	<b>Written Communication: Reading</b>	
12	Increases vocabulary to reflect a growing range of interests and knowledge	<i>Dr. Cupp Readers</i> Books 31-60 (Miss Sound O and HopNPop) Activities 1 (new words on cards), 3 (Tricky Words), 4 (HopNPop)
13	Distinguishes between letter/word, word/sentence, left/right and beginning/ending of words and sentences	<i>Dr. Cupp Readers</i> Books 31-60 (out loud and silent reading practiced in each booklet)
15	Applies phonetic strategies to read	<i>Dr. Cupp Readers</i> Books 31-60 (in read aloud and silent reading practices in each booklet), Miss Sound O, Activities 1 and 9
16	Uses word order and sentence structure to read	<i>Dr. Cupp Readers</i> 31-60 (in read aloud practices in each booklet)
17	Demonstrates an understanding of semantic relationships by using pictures, context clues, word meanings and prior knowledge in reading	<i>Dr. Cupp Readers</i> 31-60 (in read aloud practices in each booklet, <i>Dr. Detective</i> and <i>Beat the Tiger</i> )
18	Increases existing sight vocabulary	<i>Dr. Cupp Readers</i> 31-60 (Hop N Pop, Tricky Words)

Objective	Component (Strand/Course)	Where Taught
<b>FIRST GRADE (continued)</b>		
19	Integrates language structure, meaning clues, phonetic strategies and sight vocabulary when reading orally and silently	<i>Dr. Cupp Readers</i> 31-60 (stories in every booklet, Dr. Detective and Beat the Tiger, Homework component)
20	Reads with fluency and expression	<i>Dr. Cupp Readers</i> 31-60 (Beat the Tiger), Activity 2 – fluency, 15 – Public Speaking
21	Recognizes Explicit main ideas, details, sequence of events and cause-effect relationships in fiction and nonfiction	<i>Dr. Cupp Readers</i> 31-51, 55-60 (Dr. Detective, Homework Component)
22	Recognizes Implicit main ideas, details, sequence of events and cause-effect relationships in fiction and nonfiction.	<i>Dr. Cupp Readers</i> 31-60 (Dr. Detective, Homework Component)
23	Identifies main characters	<i>Dr. Cupp Readers</i> Books 41, 45, 48
24	Identifies characters’ actions, motives, emotions, traits and feelings.	<i>Dr. Cupp Readers</i> Books 31-60 (class discussions of stories and Homework component)
25	Draws conclusions and makes predictions and comparisons	<i>Dr. Cupp Readers</i> Books 31-60 (class discussions of stories)
26	Reads for understanding and rereads as needed for clarification, self-correction and further comprehension.	<i>Dr. Cupp Readers</i> Books 31-60 (Beat the Tiger, Dr. Detective, Homework component)
28	Recognizes and reads compound words, contractions, possessives, and words containing the suffixes “ing,” “ed,” “s,” and “es.”	<i>Dr. Cupp Readers</i> Books 32-34, 36, 38-53, 60 (Miss Sound O)
29	Uses knowledge of root words, prefixes and suffixes in word recognition	<i>Dr. Cupp Readers</i> Books 32-60 (Miss Sound O and stories read)
30	Recognizes simple word opposites	<i>Dr. Cupp Readers</i> Books 32, 39-43, 51 (word opposites appear in Hop N Pop and/or Miss Sound O lists)
<b>Written Communication/Writing</b>		
31	Uses examples from literature to create individual and group stories	<i>Dr. Cupp Readers</i> Books 31, 34, 35, 37, 41, 44, 47, 48, 49,57
32	Uses correct spelling for frequently used sight vocabulary.	<i>Dr. Cupp Readers</i> Books 31-60 (writing assignments), Activity 12 (spelling)

Objective	Component (Strand/Course)	Where Taught
<b>FIRST GRADE (Continued)</b>		
33	Uses learned phonetic strategies to spell correctly.	<i>Dr. Cupp Readers</i> Books 31-60 (in writing segments), Activity 12 (spelling), Activity 14 (writing)
34	Writes a minimum of three sentences about a topic	<i>Dr. Cupp Readers</i> Books 31-60 (in writing segments), Activity 14 (writing)
35	Writes about self selected topics using pictures, letter/sound associations and known words	<i>Dr. Cupp Readers</i> Books 31, 33, 34, 41 (writing components) Activity 14 (writing)
38	Prints Legibly	<i>Dr. Cupp Readers</i> Books 31-53, 60 (writing assignment with each booklet), Activity 14 (writing)
<b>Written Communication/Literature</b>		
39	Experiences traditional and contemporary literature through a variety of media	Read Alouds Part II
40	Responds to literal, inferential and evaluative questions about literature	<i>Dr. Cupp Readers</i> Books 31-60 (Dr. Detective and homework component)
41	Discriminates between realism and fantasy	<i>Dr. Cupp Readers</i> Books 31-60 (covered during class discussions of stories/ “are characters real or pretend?”)
44	Recognizes cultural diversity represented in literature	<i>Dr. Cupp Readers</i> Books 50-53 (other types of diversity as well)
<b>Written Communication/Reference and Study</b>		
48	Recognizes the author, illustrator and title as identifying items of information about a book	<i>Dr. Cupp Readers</i> Books 31-35, 43, 49, 59 (discussion about the author in Dr. Detective and/or homework component)
<b>FIRST GRADE (continued)</b>		
50	Uses easy fiction books, nonfiction books, various audiovisual resources and software as information sources	<i>Dr. Cupp Readers</i> Books 46 & 54 (research at the library for writing)
51	Uses the media center and available technology as sources of information and pleasure	<i>Dr. Cupp Readers</i> Books 46 & 54 (research at the library for writing)

<b>KINDERGARTEN</b>		
<b>Oral Communication/Listening and Speaking</b>		
3.	Follows one and two-part oral directions	Ten Minute Phonics – all decks, Ten Minute Phonics Toolbox Readiness R-1 (Alpha Motion ), R2 (Sing and Sign), R3 (Sentence, word, letter, sound), R4 (Objects in room), R7 (The Train Game), R8 (Race Car Game), R9 (Turn and Say Game), R10 (Race Car Game – Assessment, also regular lesson plans for Ten Minute Phonics)
4.	Repeats auditory sequences: letters, words, numbers and rhythmic patterns	Ten Minute Phonics – all decks, Ten Minute Phonics Toolbox Readiness R-1 (Alpha Motion), R2 (Sing and Sign), R3 (Sentence word, letter, sound)
5.	Recognizes rhyming words	Ten Minute Phonics – Decks 3-36 (teacher points out rhyming words when they appear in decks)
11.	Blends sounds orally to make words	Ten Minute Phonics – all decks, Ten Minute Phonics Toolbox Readiness R1 (Alpha Motion), R2 (Sing and Sign), R3 (Sentence, word, letter, sound), R4 (objects in room), R5 (Silent Game), R6 (Practice new skill), R7 (The Train Game), R8 (Race Car Game), R9 (Turn and Say), R10 (assess new skill-Race Car Game), same type of activities for Ten Minute Phonics Lesson Plans
<b>Written communication/Reading</b>		
16	Demonstrates left-to-right and top-to-bottom progression	Ten Minute Phonics – all decks, Ten Minute Phonics Toolbox Readiness R2 (Sing and Sign), R3 (Sentence, word, letter, sound), R5 Mini-lesson/Silent Game, R6 Practice new skill, R7 (The Train Game), R9 (Turn and Say Game)
17	Discriminates visual similarities and differences in words	Ten Minute Phonics – all decks, Ten Minute Phonics Toolbox Readiness R1 (practicing new words on cards), R3 (Tricky Words), R4 (Hop N Pop), R5(Silent Games), R7 (the Train), R8 (Race Car Game), R9 (Turn and Say), also Ten Minute Phonics Lesson Plans
KINDERGARTEN (continued)		

20	Associates sounds with letters	Ten Minute Phonics – all decks, Ten Minute Phonics Toolbox Readiness R1 (practice saying new words), 3 (Tricky Words), 4 (Hop N Pop), 5 (Silent Games), 7 (The Train), 8 (Race Car Game), 9 (Turn and Say)
21	Verbalizes consonant sound when shown the consonant letter	Ten Minute Phonics – Decks 1-10, Ten Minute Phonics Readiness R1 (Alpha Motion), R2 (Sing and Sign), R3 (Sentence, word, letter, sound), R5 (Mini Lesson-Silent Game)
22	Recognizes rhyming words	Ten Minute Phonics – Decks 3-36 (teacher points out rhyming words when they appear in decks)
30	Increases vocabulary to reflect a growing range of interests and knowledge	Ten Minute Phonics – Decks 1-36, Ten Minute Phonics Readiness R3 (Sentence, word, letter, sound), R5 (Mini lesson), R6 (Practice New Skill), R7 (The Train Game), R8 (Race Car Game), R9 (Turn and Say Game), also Ten Minute Phonics Lesson Plans

<b>FIRST GRADE</b>		
3	Follows two and three-part oral directions	Ten Minute Phonics – all decks, Ten Minute Phonics Toolbox Readiness R-1 (Alpha Motion ), R2 (Sing and Sign), R3 (Sentence, word, letter, sound), R4 (Objects in room), R7 (The Train Game), R8 (Race Car Game), R9 (Turn and Say Game), R10 (Race Car Game – Assessment), Also regular lesson plans for Ten Minute Phonics
4	Recalls information presented orally.	Ten Minute Phonics – all decks, Ten Minute Phonics Toolbox Readiness R1 (Alpha Motion), R2 (Sing and Sign), R3 (Sentence, word, letter, sound), R4 (objects in room)
6	Increases vocabulary to reflect a growing range of interests and knowledge	Ten Minute Phonics – Decks 1-36, R3 (Sentence, word, letter, sound), R5 (Mini lesson), R6 (Practice New Skill), R7 (The Train Game), R8 (Race Car Game), R9 (Turn and Say Game)
10	Blends sounds orally to make words	Ten Minute Phonics – Decks 1-36, Ten Minute Phonics Readiness R1 (Alpha Motion), R2 (Sing and Sign), R3 (Sentence, word, letter, sound)
11	Divides words into syllables.	Ten Minute Phonics – Decks 1-36, Ten Minute Phonics Readiness R5 (Mini Lesson/Silent Game), R6 (Practice new skills), R7 (The Train Game), R8 (Race Car Game), R9 (Turn and Say Game)
12	Increases vocabulary to reflect a growing range of interests and knowledge	Ten Minute Phonics – Decks 1-36, Ten Minute Phonics Readiness R3 (Sentence, word, letter, sound), R5 (Mini lesson), R6 (Practice New Skill), R7 (The Train Game), R8 (Race Car Game), R9 (Turn and Say Game)
<b>Written Communication: Reading</b>		
15	Applies phonetic strategies to read	Ten Minute Phonics – Decks 1-36, Ten Minute Phonics Readiness R5 (Mini Lesson/Silent Game), R7 (The Train Game), R8 (Race Car Game), R9 (Turn and Say Game)

## CORRELATION: DR. CUPP READERS™ TO GA QUALITY CORE CURRICULUM

Many GA Quality Core Curriculum strands for K-1 are covered in **EVERY** booklet of Dr. Cupp Readers™

Dr. Cupp Reader™ Booklet	Georgia QCC Strand/Standard
Before Dr. Cupp Readers™*	K 3,4, 6, 7, 10, 11, 13, 15, 18, 20, 21
Book 1	K1, 3, 4, 5, 8, 9, 11, 13, 15, 16, 17, 18, 20, 21, 22, 23, 29, 30, 33, 34, 35, 36, 37, 39
Book 2	K1, 3, 4, 5, 8, 9, 11, 13, 16, 17, 18, 20, 21, 22, 23, 29, 30, 33, 34, 35, 36, 37, 39
Book 3	K1, 3, 4, 5, 8, 9, 11, 13, 16, 17, 18, 20, 21, 22, 23, 29, 30, 34, 35, 36, 37, 39
Book 4	K1, 3, 4, 5, 8, 9, 11, 13, 16, 17, 18, 20, 21, 22, 23, 29, 30, 34, 35, 36, 37, 39
Book 5	K1, 3, 4, 5, 8, 9, 11, 13, 16, 17, 18, 20, 21, 22, 23, 29, 30, 33, 34, 35, 36, 37, 39
Book 6	K1, 3, 4, 5, 8, 9, 11, 13, 16, 17, 18, 20, 21, 22, 23, 29, 30, 34, 35, 36, 37, 39
Book 7	K1, 3, 4, 5, 8, 9, 11, 13, 16, 17, 18, 20, 21, 22, 23, 29, 30, 33, 34, 35, 36, 37, 39
Book 8	K1, 3, 4, 5, 8, 9, 11, 13, 16, 17, 18, 20, 21, 22, 23, 29, 30, 34, 35, 36, 37, 39
Book 9	K1, 3, 4, 5, 8, 9, 11, 13, 16, 17, 18, 20, 21, 22, 23, 29, 30, 34, 35, 36, 37, 39
Book 10	K1, 3, 4, 5, 8, 9, 11, 13, 16, 17, 18, 20, 21, 22, 23, 26, 29, 30, 31, 34, 35, 36, 37, 39
Book 11	K1, 3, 4, 5, 8, 9, 11, 13, 16, 17, 18, 20, 21, 22, 23, 26, 29, 30, 31, 34, 35, 36, 37, 39
Book 12	K1, 3, 4, 5, 8, 9, 11, 13, 16, 17, 18, 20, 21, 22, 23, 26, 29, 30, 31, 34, 35, 36, 37, 39
Book 13	K1, 3, 4, 5, 8, 9, 11, 13, 16, 17, 18, 20, 21, 22, 23, 26, 29, 30, 31, 34, 35, 36, 37, 39
Book 14	K1, 3, 4, 5, 8, 9, 11, 13, 16, 17, 18, 20, 21, 22, 23, 26, 29, 30, 31, 34, 35, 36, 37, 39
Book 15	K1, 3, 4, 5, 8, 9, 11, 13, 16, 17, 18, 20, 21, 22, 23, 29, 30, 31, 34, 35, 36, 37, 39 1 <sup>st</sup> Grade: 3, 4, 5, 13, 16, 17, 18, 19, 24, 25, 26, 31, 34, 39
Book 16	K1, 3, 4, 5, 8, 9, 10, 11, 13, 16, 17, 20, 22, 23, 29, 30, 34, 35, 36, 37, 39 1 <sup>st</sup> Grade: 3, 4, 5, 9, 13, 15, 16, 17, 18, 19, 24, 25, 26, 31, 32, 33, 34, 40
Book 17	K1, 3, 4, 8, 9, 11, 13, 15, 17, 18, 20, 22, 23, 29, 30, 34, 35, 36, 37, 39. 1 <sup>st</sup> Grade: 3, 4, 5, 9, 10, 13, 16, 17, 18, 19, 24, 25, 26, 31, 32, 33, 34, 40
Book 18	K1, 3, 4, 8, 9, 11, 13, 15, 17, 18, 20, 22, 23, 29, 30, 34, 35, 36, 39 1 <sup>st</sup> Grade: 3, 4, 5, 9, 10, 13, 16, 17, 18, 19, 24, 25, 26, 31, 32, 33, 34, 40, 48
Book 19	K1, 2, 3, 4, 8, 9, 11, 13, 15, 17, 18, 20, 22, 23, 29, 30, 33, 34, 35, 36, 39 1 <sup>st</sup> Grade: 3, 4, 5, 6, 7, 9, 10, 13, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 32, 33, 34, 40
Book 20	K1, 3, 4, 8, 9, 11, 13, 15, 17, 18, 20, 22, 23, 25, 26, 29, 30, 34, 35, 36, 39 1 <sup>st</sup> Grade: 3, 5, 9, 10, 13, 15, 16, 17, 18, 19, 20, 24, 25, 26, 32, 33, 34, 40
Book 21	K1, 2, 3, 4, 8, 9, 11, 13, 15, 17, 18, 20, 22, 23, 26, 29, 30, 33, 34, 35, 36, 39 1 <sup>st</sup> Grade: 3, 5, 9, 10, 13, 15, 16, 17, 18, 19, 20, 24, 26, 32, 33, 34, 40
Book 22	K1, 2, 3, 4, 8, 9, 11, 13, 15, 17, 20, 22, 23, 25, 26, 29, 30, 33, 34, 35, 36, 38, 39 1 <sup>st</sup> Grade: 3, 5, 7, 9, 10, 13, 15, 16, 17, 18, 19, 20, 22, 24, 25, 26, 31, 33, 34, 40
Book 23	K1, 2, 3, 4, 8, 9, 11, 13, 15, 17, 18, 20, 26, 29, 30, 31, 33, 34, 35, 36, 39 1 <sup>st</sup> Grade: 3, 5, 7, 9, 10, 13, 15, 16, 17, 18, 19, 20, 21, 22, 25, 26, 30, 31, 32, 33, 34, 40
Book 24	K1, 2, 3, 4, 8, 9, 11, 13, 15, 17, 18, 20, 22, 23, 26, 29, 30, 33, 34, 35, 36, 38, 39. 1 <sup>st</sup> Grade: 3, 5, 7, 9, 10, 13, 15, 16, 17, 18, 19, 20, 21, 25, 26, 31, 32, 33, 34, 39, 40, 51
Book 25	K1, 2, 3, 4, 8, 9, 11, 13, 15, 17, 18, 22, 23, 29, 30, 33, 34, 35, 36, 38, 39. 1 <sup>st</sup> Grade: 3, 5, 7, 9, 10, 13, 15, 16, 17, 18, 19, 20, 26, 31, 32, 33, 34, 39, 40
Book 26	K1, 2, 3, 4, 8, 9, 11, 13, 15, 17, 18, 20, 22, 23, 25, 26, 29, 30, 33, 34, 35, 36, 38, 39. 1 <sup>st</sup> Grade: 3, 5, 7, 9, 10, 13, 16, 17, 18, 19, 20, 21, 25, 26, 30, 31, 32, 33, 34, 39, 40
Book 27	K1, 2, 3, 4, 8, 9, 11, 13, 15, 17, 18, 22, 23, 26, 29, 30, 33, 34, 35, 36, 38, 39. 1 <sup>st</sup> Grade: 3, 5, 9, 10, 13, 15, 16, 17, 18, 19., 20, 24, 25, 26, 31, 32, 33, 39, 40
Book 28	K1, 2, 3, 4, 8, 9, 11, 13, 15, 17, 20, 22, 23, 29, 30, 33, 34, 35, 36, 38, 39 1 <sup>st</sup> Grade: 3, 5, 7, 8, 9, 10, 11, 13, 15, 16, 17, 18, 19, 20, 25, 26, 28, 31, 34, 40
Book 29	K1, 3,, 8, 9, 11, 13, 15, 17, 18, 22, 23, 25, 26, 29, 30, 31, 33, 34, 35, 36, 38, 39. 1 <sup>st</sup> Grade: 3, 5, 7, 8, 9, 10, 11, 13, 15, 16, 17, 18, 19, 20, 21, 26, 28, 29, 30, 31, 32, 33, 34, 36
Book 30	K1, 3, 4, 8, 9, 11, 13, 15, 17, 18, 22, 23, 29, 30, 34, 35, 36, 39, 41 1 <sup>st</sup> Grade: 3, 5, 7, 8, 9, 10, 11, 13, 15, 16, 17, 18, 19, 20, 26, 28, 29, 32, 33, 34, 40 41, 51
READ ALOUDS – Part I	K2, 38, 39, 40, 41. 1 <sup>st</sup> Grade: 2, 38, 39, 48

**CORRELATION: DR. CUPP READERS™ TO GA QUALITY CORE CURRICULUM  
 (cont.)**

Dr. Cupp Reader™	Georgia QCC Strand/Standard
Book 31	1 <sup>ST</sup> Grade: 3, 5, 6, 7, 8, 9, 10, 12, 13, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 28, 29, 31, 32, 33, 34, 35, 36, 38, 40, 43, 48
Book 32	1 <sup>ST</sup> Grade: 3, 5, 6, 7, 8, 9, 10, 12, 13, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 28, 29, 30, 32, 33, 34, 38, 43
Book 33	1 <sup>ST</sup> Grade: 3, 5, 6, 7, 8, 9, 10, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 28, 29, 31 32, 33, 34, 35, 38, 40, 48
Book 34	1 <sup>ST</sup> Grade: 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 28, 29, 31, 32, 33, 34, 35, 36, 38, 40, 48
Book 35	1 <sup>ST</sup> Grade: 1, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 29, 30, 32, 33, 34, 36, 38, 40, 43
Book 36	1 <sup>ST</sup> Grade: 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 28, 29, 32, 33, 34, 36, 40, 48
Book 37	1 <sup>ST</sup> Grade: 1, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 28, 29, 32, 33, 34, 36, 40, 48
Book 38	1 <sup>ST</sup> Grade: 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 28, 29, 32, 33, 34, 36, 40, 48
Book 39	1 <sup>ST</sup> Grade: 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 28, 29, 30, 31, 32, 33, 34, 36, 38, 40, 48
Book 40	1 <sup>ST</sup> Grade: 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 28, 29, 32, 33, 34, 38, 40
Book 41	1 <sup>ST</sup> Grade: 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 28, 29, 30, 31, 32, 33, 34, 35, 38, 40, 48
Book 42	1 <sup>ST</sup> Grade: 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 28, 29, 32, 33, 34, 35, 38, 40, 48
Book 43	1 <sup>ST</sup> Grade: 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 28, 29, 30, 31, 32, 33, 34, 35, 38, 40, 48
Book 44	1 <sup>ST</sup> Grade: 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 28, 29, 31, 32, 33, 34, 38, 40
Book 45	1 <sup>ST</sup> Grade: 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 28, 29, 32, 33, 34, 38, 40, 43, 50, 51
Book 46	1 <sup>ST</sup> Grade: 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 28, 29, 32, 33, 34, 38, 40, 50, 51
Book 47	1 <sup>ST</sup> Grade: 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 28, 29, 31, 32, 33, 34, 35, 38, 40, 50, 51
Book 48	1 <sup>ST</sup> Grade: 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 28, 29, 31, 32, 33, 34, 38, 40
Book 49	1 <sup>ST</sup> Grade: 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 28, 29, 31, 32, 33, 34, 35, 38, 40, 48
Book 50	1 <sup>ST</sup> Grade: 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22, 24, 26, 28, 29, 32, 33, 34, 40, 43, 44, 48
Book 51	1 <sup>ST</sup> Grade: 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 28, 29, 30, 32, 33, 34, 35, 38, 40, 44
Book 52	1 <sup>ST</sup> Grade: 3, 5, 6, 7, 8, 9, 10, 12, 13, 15, 16, 17, 18, 19, 24, 26, 28, 29, 32, 33, 34, 38, 40, 44, 48
Book 53	1 <sup>ST</sup> Grade: 3, 5, 6, 7, 8, 9, 10, 12, 13, 15, 16, 17, 18, 19, 24, 25, 26, 28, 29, 32, 33, 34, 38, 40, 44
Book 54	1 <sup>ST</sup> Grade: 3, 5, 6, 7, 8, 9, 10, 12, 13, 15, 16, 17, 18, 19, 24, 25, 26, 29, 31, 32, 33, 34, 36, 48, 50
Book 55	1 <sup>ST</sup> Grade: 3, 5, 6, 7, 8, 9, 10, 12, 13, 15, 16, 17, 18, 19, 22, 24, 25, 26, 28, 29, 32, 33, 34, 38, 40
Book 56	1 <sup>ST</sup> Grade: 3, 5, 6, 7, 8, 9, 10, 12, 13, 15, 16, 17, 18, 19, 22, 24, 25, 26, 28, 29, 32, 33, 34, 38, 40
Book 57	1 <sup>ST</sup> Grade: 1, 3, 5, 6, 7, 8, 9, 10, 12, 13, 15, 16, 17, 18, 19, 24, 26, 28, 29, 32, 33, 34, 38, 40, 50
Book 58	1 <sup>ST</sup> Grade: 3, 5, 6, 7, 8, 9, 10, 11, 13, 15, 16, 17, 18, 19, 21, 24, 25, 26, 28, 29, 32, 33, 34, 38, 40
Book 59	1 <sup>ST</sup> Grade: 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 22, 24, 26, 28, 29, 32, 33, 34, 38, 48
Book 60	1 <sup>ST</sup> Grade: 1, 3, 4, 5, 6, 7, 8, 9, 10, , 13, 15, 16, 17, 18, 19, 20, 24, 26, 29, 32, 33, 34, 35, 38, 40
READ ALOUDS II	1 <sup>ST</sup> Grade: 2, 39, 40, 48

## **CORRELATION: TEN MINUTE PHONICS™ TO GA QUALITY CORE CURRICULUM**

Many Georgia Quality Core Curriculum strands for K-1 are covered in **EVERY** Deck of Cindy Cupp's Ten Minute Phonics™. The following represents a specific correlation by strand number and grade level.

Ten Minute Phonics™ Lessons	Georgia QCC Strand/Standard
PreTen Minute Phonics™*	K 3,4, 20, 21,
Deck 1	K 3, 4,11, 16, 17, 20, 21 1 <sup>st</sup> Grade: 3, 4, 6, 10, 11, 12, 15
Deck 2	K3, 4, 11, 16, 17, 20, 21, 22, 30 1 <sup>st</sup> Grade: 3, 4, 6, 10, 11, 12, 15
Deck 3-10	K 3, 4, 5, 11, 16, 17, 20, 21, 22, 30 1 <sup>st</sup> Grade: 3, 4, 6, 10, 11, 12, 15
Deck 11-36	K 3, 4, 5, 11, 16, 17, 20, 22, 30 1 <sup>st</sup> Grade: 3, 4, 6, 10, 11, 12,, 15

## **CORRELATION: Dr. Cupp Readers™/Ten Minute Phonics™ Activities TO THE GA QUALITY CORE CURRICULUM**

These activities are designed for use with each *Dr. Cupp Readers* booklet and with the *Ten Minute Phonics* cards.

Ten Minute Phonics™ Lessons*	Georgia QCC Strand/Standard
Activity 1-Practice saying new words on cards	K 3, 4, 8, 10, 13, 16, 21, 23, 30 1 <sup>st</sup> Grade: 6, 12, 18, 19, 20, 26
Activity 2 – Read Sentences to Improve Fluency	K 1, 3, 8, 10, 11, 13, 15, 16, 17, 18, 20, 21, 22, 23, 30 !st Grade: 1, 6, 9, 10, 11, 13, 15, 16, 17, 18, 19, 20
Activity 3 – Say Tricky Words	K3, 4, 8, 10, 13, 16, 21, 28, 30 1 <sup>st</sup> Grade: 6, 12, 15, 18, 19, 20, 26
Activity 4 – Hop N Pop	K 3, 11, 16, 17, 22, 23 1 <sup>st</sup> Grade: 10, 11, 12, 18
Activity 5 – Silent Games	K 3, 11, 16, 18, 20, 21, 23 1 <sup>st</sup> Grade: 3, 5, 10, 15
Activity 6 – Practice New Skills	K 3, 11, 16, 18, 20, 21, 23 1 <sup>st</sup> Grade 3, 5, 10, 15
Activity 7 – The Train Game	K 3, 5, 8, 10, 11, 13, 15, 16, 17, 18, 20, 21, 22, 23, 25, 30 1 <sup>st</sup> Grade: 3, 6, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 26, 28, 29
Activity 8 – Race Car Game	K 3, 5, 8, 11 16, 17, 20, 22, 30 1 <sup>st</sup> Grade: 3, 6, 10, 11, 12, 15, 28, 29
Activity 9 – Turn and Say Game	K 3, 5, 8, 11, 16, 17, 20, 22, 20 1 <sup>st</sup> Grade: 3, 6, 10, 11, 12, 15, 28, 29
Activity 10 - Assess New Skill	K 3, 5, 8, 10, 11, 13, 15, 16, 17, 18, 20, 21, 22, 23, 25, 30 1 <sup>st</sup> Grade: 3, 6, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 26, 28, 29
Activity 11 – Beat the Tiger	K 3, 5, 8, 11, 13, 15, 16, 17, 18, 20, 21, 22, 23, 29, 30 1 <sup>st</sup> Grade: 3, 6, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 26, 28, 29
Activity 12 – Spelling	K3, 5, 16, 17, 35 1 <sup>st</sup> Grade: 3, 4, 9, 11, 32, 33, 38
Activity 13 – Assessment	K 3, 13, 15, 16, 17, 18, 20, 22, 23, 30, 35, 36 1 <sup>st</sup> Grade: 12, 13, 15, 16, 17, 18, 19, 21, 26, 28, 29, 38, 40
Activity 14 – Writing	K 3, 33, 34, 35, 36 1 <sup>st</sup> Grade: 31, 32, 33, 34, 35, 38
Activity 15 – Public Speaking	K 3, 10, 15, 16, 18, 23, 27, 29, 34 1 <sup>st</sup> Grade: 7, 8, 13, 20
Activity 16 – Homework/Parent Component on Comprehension & Fluency	K 1, 3, 8, 9, 10, 13, 15, 16, 17, 18, 23 30, 39, 40 1 <sup>st</sup> Grade: 1, 5, 6, 7, 8, 9, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 28, 29, 40

\*For Instructions, see the Teacher's Guide.