



READING
PROGRAM

- ✓ **Effective**
- ✓ **Comprehensive**
- ✓ **Teacher Friendly**

**An Orton-Gillingham based school program
for teaching reading, spelling, and handwriting**

Successfully used in schools for over 40 years!



For Teachers, By Teachers

✓ Effective

The PAF Reading Program is a beginning reading program that incorporates reading, spelling, and handwriting using multisensory techniques. It utilizes the best instructional practices supported by scientific research and is an effective program for all children.

✓ Comprehensive

The PAF program contains all the critical elements of a comprehensive reading program for primary grades: phonemic awareness, phonics, decoding, word recognition, vocabulary, spelling, handwriting, and comprehension strategies. All these vital components of reading are taught simultaneously in integrated lessons, each subject reinforcing and strengthening the others.

✓ Teacher Friendly

Everything has been organized to make the PAF program effective and user-friendly. Written for and by teachers, the instructions are concise and easily accessible. There is no need for a large assortment of books and materials for each area of study. Everything children need for a lesson is contained in just two books: a decodable chapter book and a Skills Book.



PAF is an Orton-Gillingham based reading program and is a component of the Windward Institute program for teacher certification accredited by The International Multisensory Structured Language Education Council.

For Students

Chapter Books

These beautifully illustrated decodable chapter books are unlike any other beginning readers. The narratives have all the basic elements of good storytelling—character, setting, plot, conflict, and resolution. Children love the adventure and humor!



The decodable text only contains sounds that have been taught so that children can sound out the words. There is a repetition of vocabulary to develop recognition of common words and the length of words and complexity of sentences gradually increases. The books provide the practice needed to develop accurate and fluent reading, as well as coherent stories that support effective comprehension strategies.

Skills Books

Each chapter book has a corresponding Skills Book. Comprehensive Skills Books contain activities for teachers to provide direct instruction in phonemic awareness, decoding, word recognition, spelling, handwriting, vocabulary, and comprehension. They are meant to be used under teacher supervision with discussion and immediate feedback.

For Teachers

Teacher Editions

Each chapter book also has a Teacher Edition that provides prompts to support children's engagement and understanding of the stories. The resulting class discussions encourage logical reasoning, making inferences, and a range of comprehension strategies including rereading, paraphrasing, and summarizing.

PAF Teacher Handbook

The Teacher Handbook includes detailed instructions on how to implement the program, as well as words and sentences for spelling dictations for each level of the PAF sequence.

Professional Development

Professional Development, in the form of courses, workshops, and ongoing teacher support, is provided by experienced PAF teachers and can be tailored to the needs of individual schools and districts.

On-line Resources

- ✓ Curriculum-based Tests
- ✓ Placement Tests
- ✓ Lesson Plan Forms
- ✓ Reinforcement Activities
- ✓ Homework
- ✓ Dictation Paper

Supplementary Materials

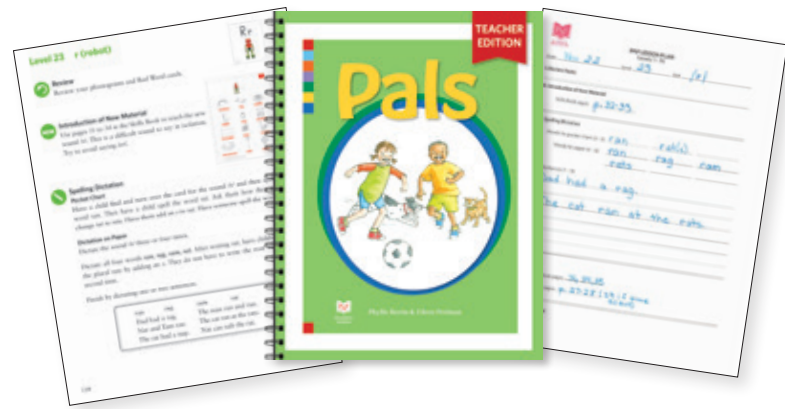
- ✓ Alphabet Picture Cards
- ✓ Pocket Chart Alphabet Cards
- ✓ Review Packs
- ✓ Keyword Picture Cards



Here is how the materials are used in a typical lesson.

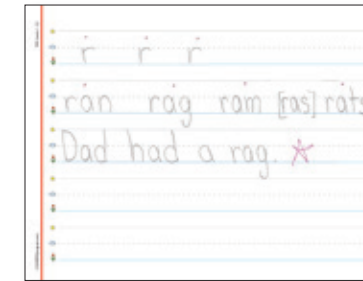
Level 23 r (robot)

Plan the Lesson



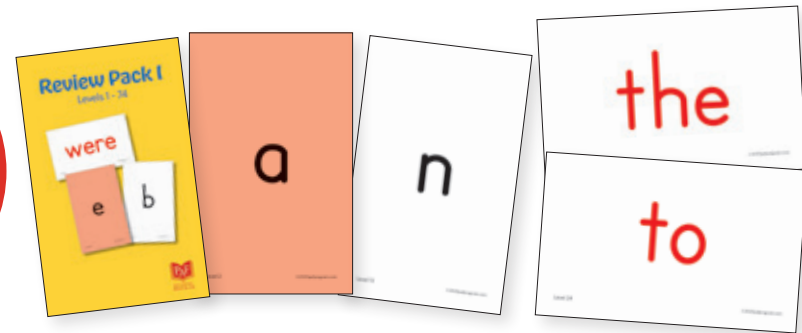
Plan the lesson using the Teacher Handbook and the Teacher Edition.

3 Spelling Dictation



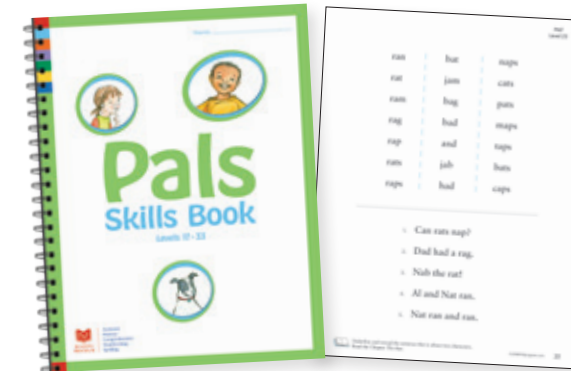
Give a dictation with the new phonogram, using words and a sentence provided in the Teacher Handbook.

1 Review



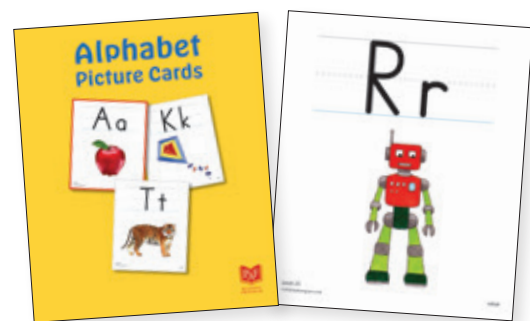
Review previously taught sounds and nonphonetic words, using the Review Pack.

4 Reading



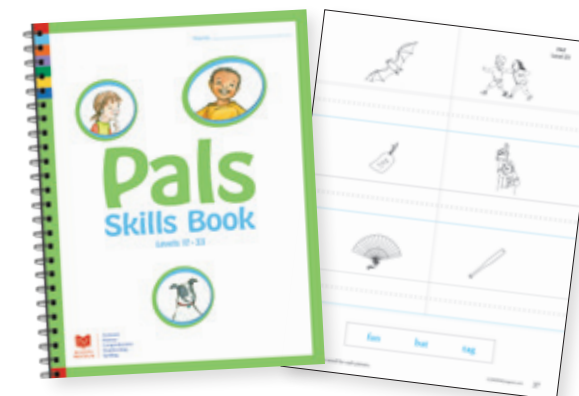
Read a list of words with children from the Skills Books to develop decoding skills, word recognition, and reading fluency.

2 Introduction of New Material

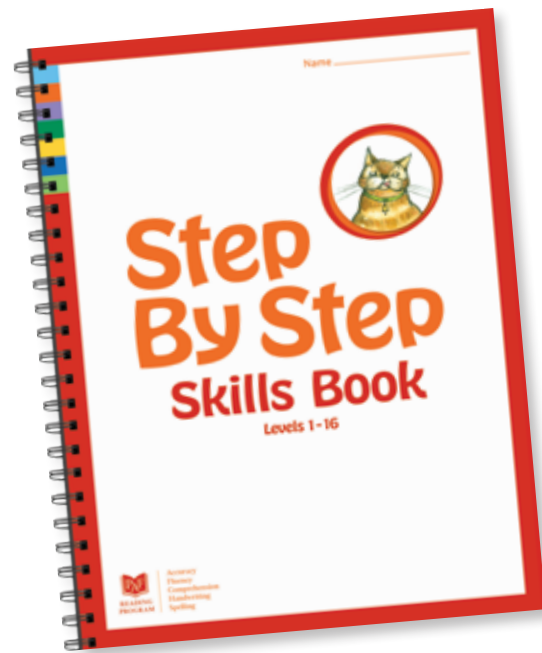


Introduce the new phonogram, using the keyword card from the Alphabet Picture Cards and Skills Book pages.

5 Reinforcement

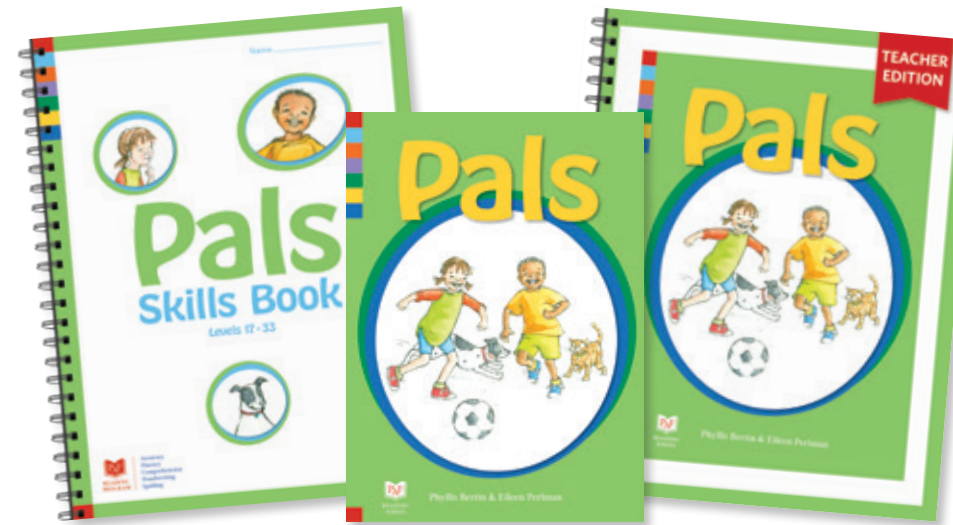


Provide reinforcement activities from the Skills Book.



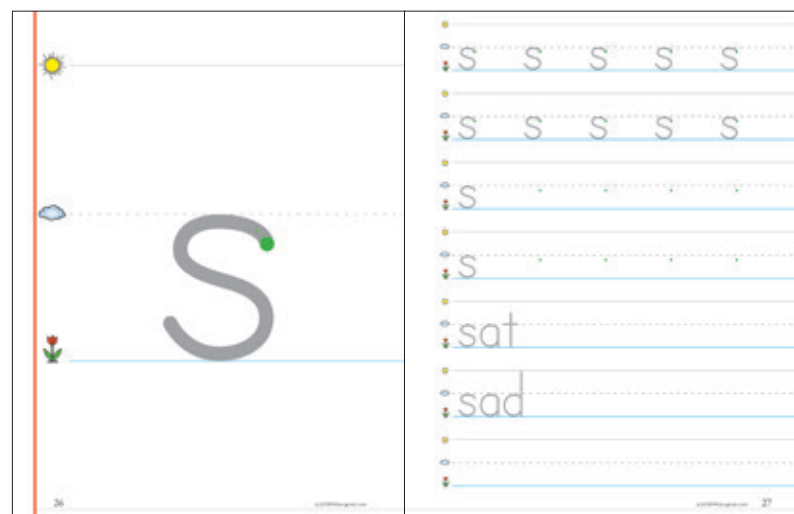
Step By Step

- Consonants c, t, d, g, s, f, m, p, l, h, n
- Short vowel a
- Suffix -s



Pals

- Consonants j, b, r, v, y
- Short vowel a



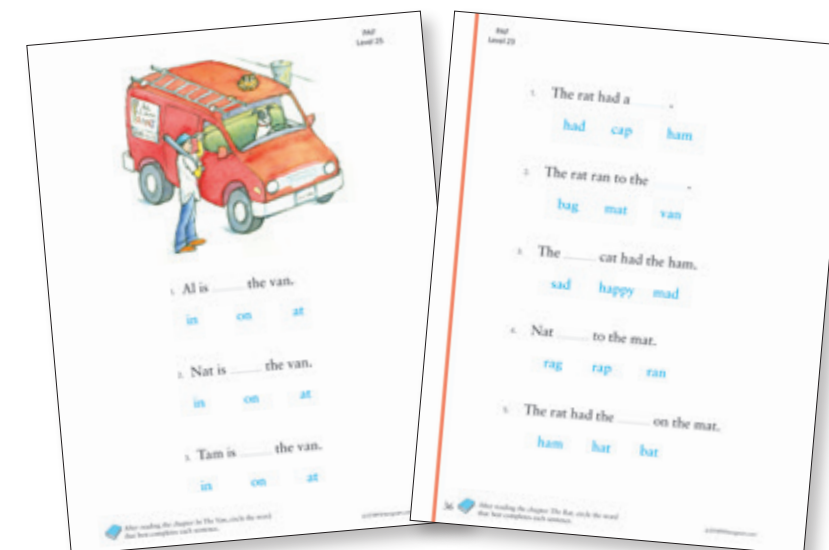
Handwriting



Phonemic Awareness



Multiple Meaning Words



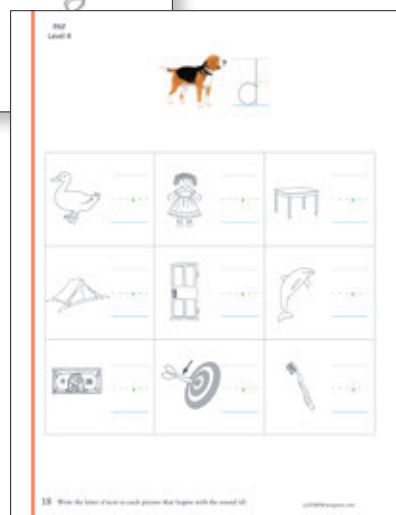
Story Comprehension



Sentence Comprehension



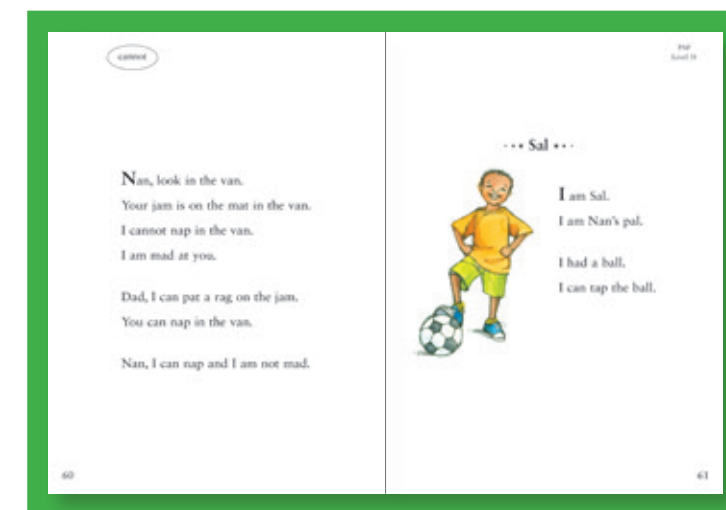
Accuracy and Fluency



Phonics



Accuracy and Fluency



Chapter Book

PAF Levels 17 - 33

PAF Levels 1 - 16



Fun in the Sun

- Consonants k, w, x, z, qu
- Short vowels i, u



Let's Go!

- Short vowels o, e
- Digraphs ch, th
- Suffixes: -ing, -ed

PAF Level 34

The man put his kit into the van.
Jill said, "Did you put nuts in the buns?"
Put Al's maps in the bus.
Sal puts Tam into the tub.
Did Nan put Nat in the sun?
"They put the bugs in a tin can," said Jill to Nan.
Put the jam into the bag and give it to Al.
Ann puts figs and nuts in the mix.
Tim's dad put his mug in the suds.

Nonphonetic Words

PAF Level 35

in the cup	dug it up
cuts his lip	cut his lip
a tub of suds	a tub of suds
at the bus	at the bus
a big bug	a big bug
a cup of nuts	a cup of nuts
runs in the sun	runs in the sun
zips it up	zips it up
six big buns	six big buns
run and tag	run and tag
six cubs	six cubs
dug up	dug up

Accuracy and Fluency

PAF Level 36

Did Ann run the bus?

Are the twins on the bus?

Is it OK to have Nat on the bus?

Are Nan and Nat happy?

Did Tim have gum in his bag?

Did Tim give a bit of bun to Nat?

Did the bun have bits of ham in it?

Story Comprehension

PAF Level 73

1	2
3	4

Put a witch in box #1. Then give her a pet hat.
In box #2, put a fat hen. Then give her a bunch of chicks.
Put a duck on a rock in box #3. Then add the sun.
In box #4, put a kid catching a ball. Then give him a pal.

Following Directions

PAF Level 63

Jack is...

licking

kiss tack pack kick tuck look lock tick lick pick

Morpheme Awareness

PAF Level 76

ch

much	chuck	chicks
chop	chick	chats
chin	chum	chills
such	check	chops
rich	chess	chips
chip	chill	checked

inch	pinch	punched
lunch	bunch	pinching
ranch	quench	pinched
punch	hunch	munched
bench	munch	lunchbox

Accuracy and Fluency

PAF Level 34

Is it fun...

to rip your bag?

to bat and run?

to have a pup?

to cut your lip?

to dig in mud?

to wax a van?

to have pals?

to sit in suds

Phrase Comprehension

PAF Level 48

... On The Bus ...

Ann runs the bus.
The twins are on the bus.
Nan and Nat are on the bus.
Nan said, "Ann, is it OK if Nat sits on the bus?"
Ann said, "It is not good to have cats on the bus. Nan, your cat cannot sit on the bus."
Nan and Nat are sad.

Chapter Book

PAF Levels 34 - 52

PAF Level 54

Liz tossed her backpack onto her bed.
Liz tossed her backpack into the bath.

She packed her mitt, doll, and a red yo-yo.
She packed the bag with ten books.

Liz ran as quick as a fox.
Liz huffed and puffed as she ran.

Sentence Comprehension

PAF Level 54

Max is not as big as Jill and Tim, but he likes to go to shops and he looks like the twins.

Ann has a mix for buns, but she has no nuts for the mix and she will put ham in the mix.

Ann put on her fan, but she has a mix for buns and it did not go.

Ann sits in Jon's shop, but Max runs and runs and she hops on a box.

Ann is mad at Max, but she said, "Sit!" to him and she gives him a bug.

Story Comprehension

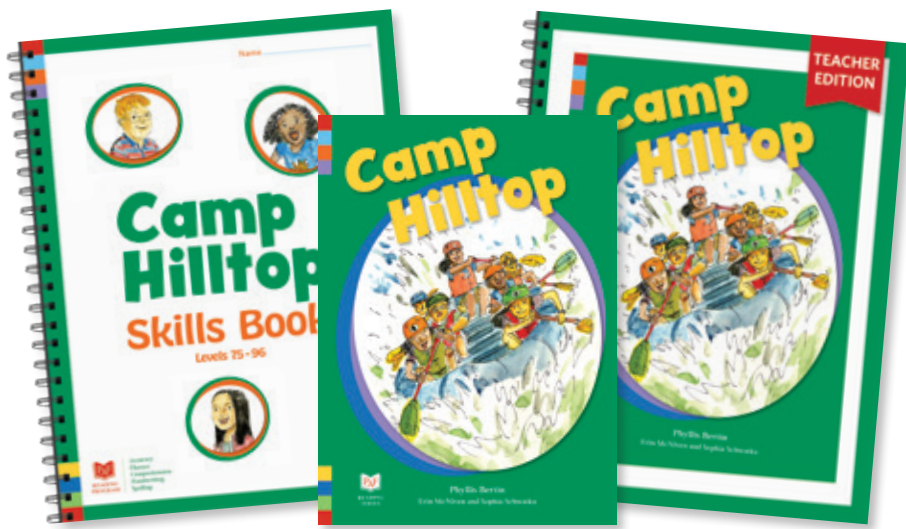
PAF Level 54

... Peg's Book Shop ...

Peg was in her shop. Her shop has lots of books. She was fixing a box of books. Ann and Max go into the shop.
"Good to see you," said Peg.
"Good to see you, Peg," said Ann.
"Max, go and look at the books. Your mom and I like to gab," said Peg. She likes kids to look at her books.
Max got Hop on Pop. He got Go Dig Go. Max likes books of cats and dogs. He got the book The Cat in the Hat. He sat and put it on his lap.

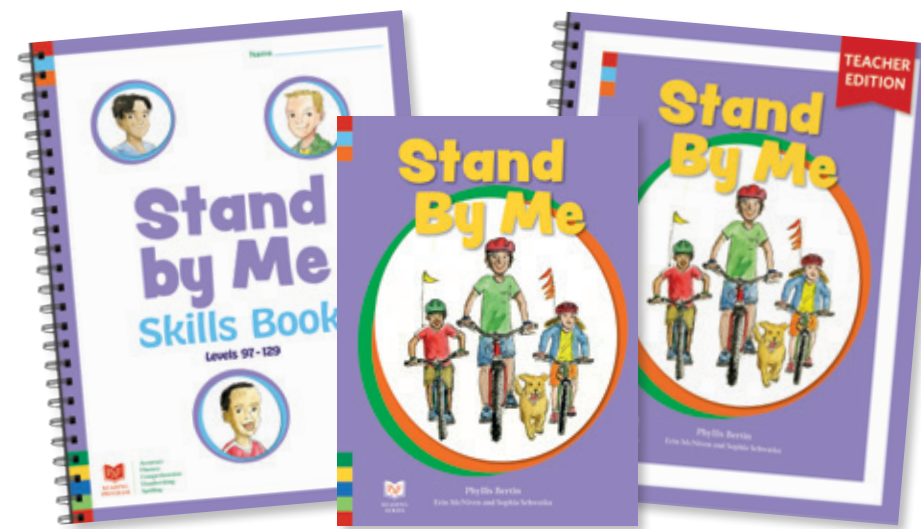
Chapter Book

PAF Levels 53 - 74



Camp Hilltop

- Final Blends
- Two-Syllable Root Words: VCCV (rabbit)
- Contractions
- Suffixes: -es, -er



Stand By Me

- Initial Blends
- R-controlled Vowels
- Two-Syllable Root Words: VCV (robot)
- Suffixes: -est, -ful, -less

PAF Level 94

	Suffix Means "More"	Suffix Means "the Doer"
faster	×	
singer		
hunter		
quicker		
catcher		
richer		
seller		
longer		
duller		
packer		
thinker		
pitcher		
sicker		

PAF Level 97

will + not =

won't

1. Mr. Beck won't go to the shop with Josh.
2. The dish won't fit on the rack.
3. Nick said to Liz, "I won't go fishing with you."
4. Won't you miss us if we go to camp?
5. If you won't do your math, then you can't go with us.
6. Zack won't put the chess set back in the box.
7. "I won't catch, but I will pitch," said Mrs. Beck.
8. "I won't let you go to the ranch yet," said Mr. Beck.
9. Won't you get hot if you sit in the sun?

Morpheme Awareness Contractions

PAF Level 97

muffin		
rabbit	happen	napkin
picnic	basket	until
rocket	button	jacket
lesson	magnet	bottom
kitten	tennis	ticket
ribbon	channel	suffix
tunnel	bucket	sudden
attic	funnel	goblin
muffin	gallon	helmet
puppet	public	chicken
mascot	pocket	mitten

Syllable Division

PAF Level 129

JUMPING SPIDER

This spider has super legs that propel it so that it can jump very far. Rather than trapping an insect in its web, this spider will jump at its target. It spins a strand of silk, so if it misses the insect, it can get back to its web in a flash.

HUNTSMAN SPIDER

Huntsman spiders are big and have long legs. In fact, they can have a leg span of 8 to 10 inches! Spinning webs to catch insects is not its trick. This spider hunts for insects. It traps insects with its legs, and then injects venom with its fangs.

BARN SPIDER

The barn spider is very small and very common. This spider has black and tan bands on its legs. It lives in the rafters of barns in the summer and fall. A barn spider is not active in the day. But in the dark, it will sit in its web until an insect lands, and then catch its dinner.

SPYTING SPIDER

The spitting spider spins webs. Rather than spin silk that has in it. That stops an insect. The spider can catch it. The legs are so long that it is walking on silk!

Yes or No?

1. Spiders are insects.
2. Spiders spin webs to trap insects.
3. The silk strands of spiders are very strong.
4. A spider will put its eggs in a sac until they hatch.
5. Some spiders have wings.
6. Common spiders can harm humans.
7. There are all sorts of spiders.
8. Spider webs have venom.
9. All spiders have six legs.

Nonfiction Text Text Comprehension

PAF Level 122

1. Don't fall off the ungladder!
2. Do you want the TV on or off?
3. The duck fell off the log into the pond.
4. The kids started fishing off the dock.
5. Don't run or you will fall off the back porch.
6. None of the spots will come off my shorts.
7. I can't slip my ring off my finger.
8. Don't put off doing your spelling until the morning.

Nonphonetic Words

PAF Level 94

Who?

1. Who was kicking his tent?
2. Who helped Nick put up his tent?
3. Who sat on an ant hill?
4. Who got six fish all by herself?
5. Who fixed muffins with Val?
6. Who was going to give a singing lesson?

Zack	Ben	Nick
Josh	Liz	Bill
Jess	Val	Tom

Story Comprehension

PAF Level 97

3

Liz was packing for camp. She had a big mess on her bed. Her mom looked in on her. "My!" said Mrs. Beck. "This looks like a pigpen. That bag looks as if it will pop. Let me have a look at your packing."

Her mom was shocked. "Liz, you can't pack your mitt, your hat, and your fishing rod!"

"But Mom! If my pals like to pitch and catch, I will have to pack a hat and mitt. And I like to fish," Liz said with a huff.

Chapter Book

PAF Levels 75 - 96

PAF Level 102

be men begin

no gin

mi man

bu bur

o no

be pen

he tel

bu gan

ar tel

ma let

mo no

pi sic

but so

1. Ben was in a rush to get to school, _____ he was up at six o'clock.
2. Ben was looking for Nick at school, _____ he did not see him.
3. Ben's books fell, _____ Justin didn't help him pick them up.
4. Ben did not like Justin, _____ he did not want him in his class.
5. Justin is in Ben's class, _____ Ben thinks his good luck socks were not so good!
6. Liz and Nick were in Ben's class, _____ he had good luck after all!

Open and Closed Syllables

Conjunctions

PAF Level 129

9

quick! The pumpkin is going to fall! Some kids jumped up and helped her lift the pumpkin onto her desk.

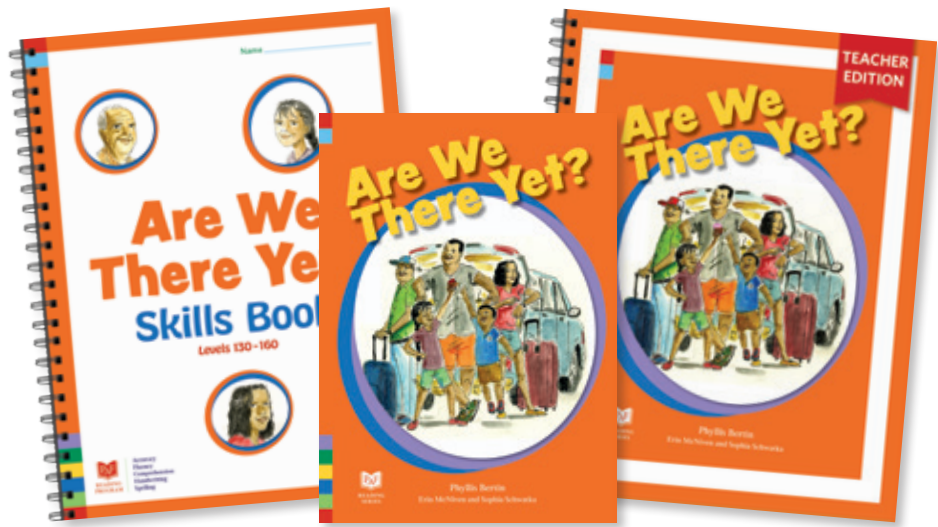
One fall day the wind did not let up. Ben put on his thickest jacket and left for school. There was a chill, and it felt a bit like winter. Ms. Block had said that today she had something fun for the class to see.

The kids were all in class, but Ms. Block was not. That was odd. All of a sudden, there was Ms. Block with a plump pumpkin in her arms.

The pumpkin was so big that she did not see her desk. She bumped into it and said, "Help! Come

Chapter Book

PAF Levels 97 - 129



Are We There Yet?

- Common Long Vowels
- Homonyms
- Suffixes: -en, -y, -ly
- Silent e Spelling Rule



The Dragons of Wellington

- Multisyllable Root Words
- Vowel Digraphs
- Soft c and g
- Syllable Division VCCCV (hundred)
- Affixes: re-, un-, -ness, -ment, -tion

Does the root word end with a silent e?
Does the suffix begin with a vowel?
If both answers are YES, drop the e and add the suffix.

Root Word	Suffix	New Word
1. make	ing	making
2. bake	er	
3. take	en	
4. safe	er	
5. brave	est	
6. taste	ed	
7. shake	en	
8. care	less	
9. share	ing	
10. late	er	
11. scare	ed	
12. care	ful	

Spelling Rule

Grandpa's Jokes

Why are fish so smart?
Fish are smart because they live in schools.

Why did it get hot after the baseball game?
It got hot because all the fans left.

Why was the math book sad?
It was sad because it had a lot of problems.

Why did the farmer name his pig Ick?
He named the pig Ick because he was always running out of his pens.

Why did the student bring a king to class?
The student needed a ruler.

Why did the witch go to school?
She went to school because she wanted to spell better.

Multiple Meaning Words

Amazing Animals

Panda
A panda will grow from a tiny baby to a massive adult very quickly, in just two or three years. The biggest pandas are the black and white ones that live far away in China. The United States rents a small number of pandas from China to display here.

Zebra
Zebras are related to horses and, like horses, they stand upright while they are asleep. No two zebras have the same markings on their black and white coats. Do you think they have white stripes on a black body or black stripes on a white body?

Cobra
Cobras strike their victims with lightning speed. They eat small mammals and snakes. Cobras can go for weeks between meals, if their last meal was a big one. All cobras are harmful to humans.

Puma
Not all big cats are alike. Some big cats live in packs, but not the pumas. Pumas live and hunt alone. Their long and strong back legs make pumas first-rate jumpers. They can jump as high as fifteen feet. That is pretty amazing!

Llama
The llama is related to the camel, but it has no humps. They will carry big loads for farmers or for hikers. Llamas are smart and friendly, but please don't upset them. If they are afraid, they will spit at you again and again!

Nonfiction Text

Knights of Old

Did you ever wonder what exactly a knight was? A knight was a fighter in the Middle Ages. The main job of a knight was to protect his lord and to defend the lord's lands and castles. A knight was expected to be brave in battle and gentle in peace – a powerful and kind person.

Training to becoming a knight was long and difficult. The first step was for a six- or seven-year-old boy to leave his family and live with a knight as his page. A page had to help the knight dress, bring him his meals, and do odd jobs. Pages would also practice fighting each other with wooden weapons. When the page was a teenager, he could advance to being a squire.

A squire had more important and difficult tasks than a page. He would care for his knight's horses and clean the knight's weapons and armor. A squire might travel to battles and help his knight put on his heavy armor. The squire also had to practice his own fighting skills, such as how to ride a horse while gripping a lance or other weapons. Finally, at the age of twenty-one, most squires were allowed to become knights and use the title, Sir.

Nonfiction Text

Many boys dreamed of becoming a knight, but only a boy from a rich family could afford the expense. Knights might have to pay for their equipment, including weapons, armor and horses. For example, they were expected to own at least three horses.

The first horse was a strong fighting horse that could hold a man in full armor in a battle. The second kind of a horse was a riding horse that could travel long distances quickly. Lastly, the knight needed a baggage horse to carry his equipment. Some knights had as many as two dozen horses!

Knights owned full-body armor, to protect them from top to bottom. Two common kinds of armor were chain mail armor and plate armor. Chain mail armor was made of hundreds of tiny metal rings that were linked into a mesh. Plate armor was constructed of dozens of metal plates. Plate armor was more heavy and rigid than chain mail armor, but it was better in protecting the knight. Sometimes a knight would wear both kinds of armor at the same time. It was sweltering inside full body armor!

Knights might also have armor made for their fighting horses. A horse that wore armor had to be extra strong to also have a man in armor on its back. All armor was made by a blacksmith and was extremely expensive. Making armor was difficult and could take months.

action	commemoration	education
motion	subtraction	operation
nation	emotion	celebration
lation	collection	imitation
station	infection	vibration
fraction	excursion	combination
position	instruction	medication
edition	reflection	invitation
nurture	prediction	definition
condition	prevention	composition
vacation	quotation	competition
invention	donation	nominations
protection	information	frustration
election	reservation	satisfaction
pollution	translation	transportation

imagination

Accuracy and Fluency

Math Quiz

1. fifteen plus three	$15 + 3 = 18$
2. sixteen minus zero	
3. nineteen and two	
4. seventeen plus one	
5. the sum of two tens	
6. seven and nine and five	
7. twelve minus nine	
8. the sum of three fives	
9. five plus two minus three	
10. seventeen plus two minus seven	

Math Vocabulary

1. compare	3. rotate	5. excuse
2. combine	4. dictate	6. exhale
3. compete	7. debate	8. expect
4. compute		9. extend
10. expire	12. entire	14. super
11. empire	13. retire	15. supper
12. vampire	14. desire	16. support
13. vaspire	15. admin	
14. retire	16. below	18. excuse
15. refuse	17. beside	19. exhale
16. consume	18. behave	20. inhale
17. confuse	19. became	21. invite
18. propel	20. costume	22. require
19. provide	21. consume	23. refuse
20. promote	22. confuse	24. retire
21. profile	23. compete	25. revise

Accuracy and Fluency

So Long, Baker!

Baker began to frost the cupcakes one by one. Milo had wanted a lot of the frosting. She had to be careful to save some for the last cupcake.

After she was done, they looked grand. She scraped what was left of the frosting from the bottom of the dish with her finger and licked it. The frosting tasted super.

Milo was teasing a ball for Baxter, the Smiths' boxer. There was still frosting all over the room. He had not even started to help with the mess. Blake hated picking up after Milo. She felt like she was the one who had to take care of all the messes he made. And he made a lot of them.

"Stop teasing that ball," said Blake. "Mom said we have to fix this mess and you're the one who made it. Come help me."

Chapter Book

PAF Levels 130 - 160

A Wonderful Puzzle

Across:

- Zoo
- Ranily
- Over
- Part of the year
- They protect your hands
- Advice

Down:

- Amazing
- A day of the week
- A family member
- Something used for digging
- Opposite of "back"
- A set of teeth
- Something used for baking

Answers: across: 1. Zoo, 2. Ranily, 3. Over, 4. Part of the year, 5. They protect your hands, 6. Advice. Down: 1. Amazing, 2. A day of the week, 3. A family member, 4. Something used for digging, 5. Opposite of "back", 6. A set of teeth, 7. Something used for baking.

Vocabulary

However...

One day, clouds were covering the town in a thick fog. However, King James decided to go for a ride anyway. King James decided to go back to bed.

Prince Henry wanted to go riding with his father. However, the king said, "Nothing would please me more." The king said, "Maybe another time."

Dora would roam around the forest on her own. However, the king wanted her to always come back to him. The king thought she was too playful.

King James was a skillful horseman. However, he could ride even the wildest horses. He fell off Cicco when the horse came to a sudden standstill. He had landed right on his face.

King James was quite sore from his fall. However, he had not think he had any broken bones.

Cicco had come back to the castle. However, Dora was still chasing after an one had seen Dora.

The lump over the king's eye was throbbing. However, all he could think about was the missing dragon. His biggest problem was his broken arm.

Story Comprehension Conjunctions

In Someone Else's Shoes

Fergus said, "The name of this book is Everything You Want to Know About Wild Plants. All of my books were gifts from uncles in return for caring their illnesses. Let me see what it suggests for sore feet."

Fergus gently turned the pages until he found the one he needed. Molly looked on in wonder. Each page had never owned boots—let alone a pair that belonged to a prince. Henry was happy he could wriggle his feet into Fergus' shoes. Problem solved!

Fergus said, "You haven't told me why you are here today."

Henry said, "Yesterday, our dragon disappeared. Molly thought you might be able to help us find her."

"A dragon? Strange that you should ask. This morning while I was gathering mushrooms, I came across these." Fergus reached into his pocket and opened his fist.

"Dragon scales!" exclaimed Henry. The scales were dirty, and the edges were curled. Fergus had found proof that a

Chapter Book


PAF Levels 161 - 184

620L

Teacher Materials

Student Materials

Teacher Handbook



Cards

- Alphabet Picture Cards (Ff, Ee, Aa, Kk, Tt)
- Phonics Chart (m, p, c, d, f, g, h, i, l, r, s, t, cat)
- Review Pack 1 (the, were, j, a)
- Keyword Picture Cards (pl- plant, ui fruit)
- Review Pack 2 (won't, sh plane, plan igh, ung ea)

Teacher Edition

- Pals
- Fun in the Sun
- Let's Go!
- Camp Hilltop
- Stand by Me
- Are We There Yet?
- The Dragons of Wellington

Skills Book and Reader

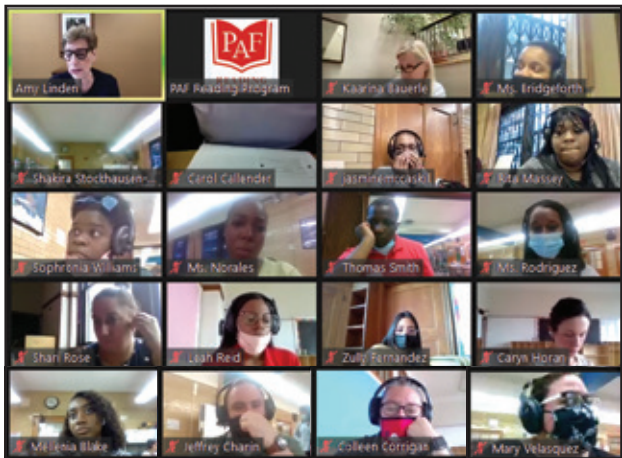
PAF level

Content

- Levels 1 - 33**
 - Pals**
 - Consonants *b, c, d, f, g, h, j, l, m, n, p, r, s, t, v, y*
 - Short vowel *a*
 - Suffix: *-s*
- Levels 34 - 52**
 - Fun in the Sun**
 - Consonants *k, w, x, z, qu*
 - Short vowels *i* and *u*
- Levels 53 - 74**
 - Let's Go!**
 - Short vowels *o* and *e*
 - Digraphs *ch, sh, th*
 - Suffixes: *-ing, -ed*
 - Compound Words
- Levels 75 - 96**
 - Camp Hilltop**
 - Final Blends
 - Two-Syllable Root Words: VCCV (*rabbit*)
 - Suffixes: *-es, -er*
 - Contractions
- Levels 97 - 129**
 - Stand by Me**
 - Initial Blends
 - R-controlled Vowels *-ar* and *-or*
 - Two-Syllable Root Words: VCV (*robot*)
 - Suffixes: *-est, -ful, -less*
- Levels 130 - 160**
 - Are We There Yet?**
 - Common Long Vowels
 - Suffixes: *-en, -y, -ly*
 - Homonyms
- Levels 161 - 184**
 - The Dragons of Wellington**
 - Multisyllable Root Words (*president*)
 - Vowel Digraphs (*oo, oi, ou*)
 - Soft *c* and *g*
 - Special Syllable Endings (*puzzle*)
 - Syllable Division (VCCCV) (*hundred*)
 - Affixes: *re-, un-, -ness, -ment, -tion*

PAF in a Nutshell

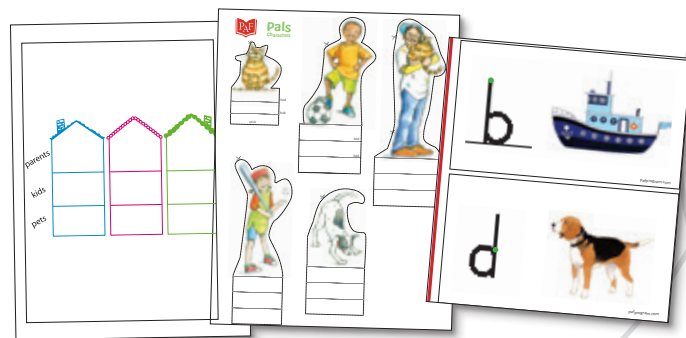
1 **Professional Development** by PAF Master Teachers.



2 Detailed step-by-step **Teacher Handbook** that includes a sequence of over 200 lessons.



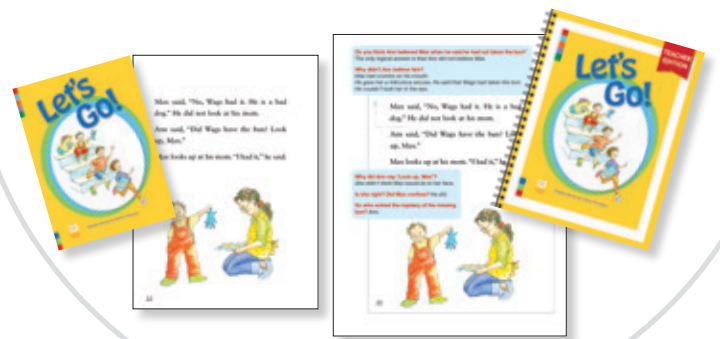
3 Online **Teacher Resources** that include word lists, instructional charts, and verbalizations for handwriting instruction.



4 **Decodable Chapter Books**



5 **Teacher Editions** for the Decodable Chapter Books, annotated to improve the effectiveness of reading comprehension instruction.



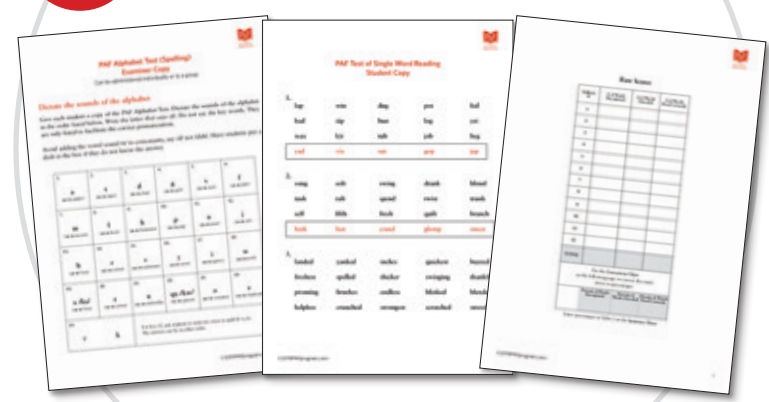
6 **Skills Books** for each level of the Decodable Chapter Books that include activities for accuracy and fluency, comprehension, spelling, and handwriting.



7 **Diverse Characters** lead to engaging and inclusive stories.



8 **Placement and Curriculum-based Tests** to monitor and assess progress.



9 **PAF is a research-based reading program** successfully used for decades.





For more information or questions, contact us at
info@pafprogram.com
1-800-674-3849
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