

# Introduction and Unit 1

## Assessment and Remediation Guide







# Introduction

## Assessment and Remediation Guide

Skills Strand

**GRADE 1**

Core Knowledge Language Arts®



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# Table of Contents

# Introduction

## Assessment and Remediation Guide

Welcome Letter . . . . .	v
Levels of Instructional Need . . . . .	vi
Guide Organization . . . . .	vii
Grade 1 Skills Scope and Sequence . . . . .	x
The Basic and Advanced Code: Understanding How Phonics is Taught in CKLA . . . . .	xiii
Individual Code Chart . . . . .	xxi
Summary of Progress Monitoring Assessments Provided in the Grade 1 <i>Assessment and Remediation Guide</i> . . . . .	lv



## Welcome Letter

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Dear Teacher,

Welcome to the Grade 1 *Assessment and Remediation Guide*. For our youngest students, mastering early reading and writing skills is critical for advancing on to become competent readers in the later grades. You will find resources in this Guide to help you provide reteaching and reinforcement of the objectives taught in the Grade 1 Skills strand of the Core Knowledge Language Arts (CKLA) Program. There is a valuable benefit to struggling students when the *Assessment and Remediation Guide* is utilized for instruction intended to reteach and reinforce objectives not mastered from the Skills strand Teacher Guide lessons: continuity between the core classroom and supplemental instruction. Instruction beyond the Skills strand Teacher Guide lessons may be required for students who merely need particular gaps in knowledge addressed or for students who present more significant struggles with literacy.

Paralleling the Grade 1 Skills strand, this *Assessment and Remediation Guide* follows a developmental progression for skills in the areas of phonics, fluency and comprehension, and early writing. The units in this guide build incrementally, meaning that mastery of the skills taught in earlier units is assumed and therefore a prerequisite for success in later units. Students who struggle to master earlier skills will face increasing challenges with each new unit if they progress without adequate mastery of previous unit objectives.

Some students may only require targeted reinforcement of skills from individual *Assessment and Remediation Guide* units, as needed. Other students may require comprehensive reteaching spanning multiple units. If students progress through multiple units of the *Assessment and Remediation Guide*, they should do so in order, addressing weaknesses from the earliest point in the Grade 1 progression first. Within units, refer to the Scope and Sequence charts (provided when applicable) as you follow the steps for Determining Student Need under target sections.

Planning instruction with the *Assessment and Remediation Guide* is guided by:

- observation of student performance during instruction from the Grade 1 Teacher Guide lessons.
- student scores on performance assessments throughout the Grade 1 units.
- progress monitoring assessments from the *Assessment and Remediation Guide*.

In each section, Step 1 of Determining Student Need provides a helpful chart for reflecting on student performance from the Grade 1 Teacher Guide lessons and assessments. Next, you are prompted to consider student's level of instructional need. The level of instructional need will direct you to corresponding lesson templates. Finally, progress monitoring assessments are provided at the end of each section to facilitate decisions about student progress or ongoing remediation needs.

Thoughtful observation of daily performance, integration of assessment with instruction, and provision of targeted remediation as quickly as possible will help most struggling Grade 1 students become successful Grade 1 students!

## **Levels of Instructional Need**

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The Grade 1 Assessment and Remediation Guide will serve students who:

- may enter Grade 1 with known literacy skill educational needs requiring instruction beyond the Skills strand Teacher Guide lessons.
- may have significant instructional needs identified by the student performance assessments throughout the Grade 1 units.
- may complete some Grade 1 units yet demonstrate a lack of preparedness for subsequent units.

Depending on the severity of student instructional need, instructional personnel available, and student grouping options, materials from the Grade 1 Assessment and Remediation Guide may be used for:

- guided reinforcement
- explicit reteaching
- comprehensive reteaching

Guided reinforcement should be used when students demonstrate incomplete mastery of specific skills. Think of it as patching a hole, wherein a relatively short sequence of specific instructional attention will allow students to keep on pace with their peers. It will require additional guided practice, during temporary individual or small group time, on an as needed basis. This level of need tends to be met by differentiated classroom instruction. Consider the following examples relative to Unit 1 objectives:

- If certain students are picking up the phonics code knowledge taught, but struggle to apply it when spelling because their segmenting ability is weak, a series of lessons from the Segmenting Support! section may shore up the weakness.
- If certain students are challenged by particular sound-spelling correspondences (e.g., short vowels or consonant clusters with nasals /m/ or /n/), targeted lessons from the Single Letter Sound-Spellings section may fill in the hole(s).
- If certain students struggle with inferential comprehension questions, stories from the Student Readers may be revisited with instruction from the Fluency and Comprehension section to target inferential thinking.
- If certain students demonstrate weak letter formation when writing, instruction from the Writing section may reinforce specific letters.

Explicit reteaching should be used when students require explicit instruction in a component area of literacy (i.e., phonological awareness, phonics, comprehension, fluency, or writing). Either initial explicit instruction was missed or did not suffice to produce student understanding. Think of it as a repair job, wherein most aspects of literacy development are on pace, but specific component areas require more than additional guided practice. It will require committed time for explicit instruction with individuals or small groups. This level of need tends to be met by intervention instruction. Consider the following examples relative to Unit 1 objectives:

- If certain students consistently struggle to acquire code knowledge, ongoing reteaching from the Phonics sections may allow them to keep pace with the lesson sequence in the Unit 1 Teacher Guide.
- If certain students have a pattern of strong word recognition yet poor comprehension, regular reteaching from the Fluency and Comprehension section may relieve the discrepancy.

Comprehensive reteaching should be used when students require explicit instruction across multiple component areas of literacy (i.e., phonological awareness, phonics, comprehension, fluency, or writing). These students tend to have instructional needs preventing them from keeping up with the lesson sequence in the Teacher Guides. Think of it as a rebuilding job, wherein significant adaptations or alterations to the instructional plan are needed. It will require significant committed time for comprehensive instruction with individuals or small groups. This level of need tends to be met by intense intervention or individualized education plans serviced through Special Education. In this case, the scope and sequence of Grade 1 should be followed using comprehensive instruction from across the sections of the *Assessment and Remediation Guide* units. Students who are significantly below grade level will most likely need to continue with instruction from subsequent units of the *Assessment and Remediation Guide* as they continue to work toward grade level benchmarks.

## **Guide Organization**

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Instruction from the Grade 1 *Assessment and Remediation Guide* will be most effective when used in either one-on-one or small group settings. Learning is optimized when instruction is facilitated by a teacher with expertise related to literacy instruction. Small teacher to student ratios maximize individual learning, particularly through increased opportunity for immediate (reinforcing or corrective) feedback for each student.

A description of the Basic and Advanced Code taught to student using CKLA materials starting in Kindergarten immediately follows this overview. This description will provide insight and context for how phonics skills are introduced in Kindergarten and taught throughout Grade 1 and Grade 2.

The remaining materials in the guide are aligned with the objectives from the CKLA Skills strand units. Within the sections you will find:

**Steps for Determining Student Need:** First a helpful chart is provided to prompt reflection on student performance with the Grade 1 lessons and assessments. The goal is to identify which CKLA unit objectives are in need of remediation. Next, when applicable, a scope and sequence chart specific to the section is provided. Identifying the earliest point on the scope and sequence will inform where remedial instruction should begin. Then, you are prompted to consider student's level of instructional need. Determining the level of instructional need will direct you to corresponding lesson templates to use when planning instruction.

**Planning for Instruction:** Lesson templates correspond to the three levels of instructional need: guided reinforcement, explicit reteaching, or comprehensive reteaching. A sample remedial lesson is provided for each as a model of how specific skills and activities can be applied to the templates. Information about the dimensions of difficulty to consider when planning instruction is also provided to help you adjust the difficulty of your lessons, ensuring students are appropriately scaffolded or challenged.

**Instructional Resources:** Activities and games inviting students to apply and strengthen the target skills for each section are provided.

**Progress Monitoring:** Resources for progress monitoring, including student record sheets, are provided at the end of each section. Progress monitoring is intended to be integrated into instruction as much as possible. These tools can be used to create a systematic record of student skill development and to inform instructional planning. We recommend teachers use the Progress Monitoring resources provided:

- by integrating within instruction as much as possible. The resources are designed to parallel instructional tasks, facilitating brief, seamless integration. The intention is not to clog up instructional time with additional assessments.

- only when, based on observation of instructional performance, students appear to be ready for a comprehensive check of the target skills for the section. Set schedules for Progress Monitoring assessments tend to result in their overuse. The resources are intended to serve as confirmation and meaningful record of student progress, as opposed to a collection of numbers.
- to inform instruction! If student mastery of the target skills is confirmed by a Progress Monitoring assessment, then teachers can be confident in the decision to move students forward. If students do not achieve the goal scores for a Progress Monitoring assessment, analysis of errors will indicate areas of continued instructional need.

### **Instructional Materials:**

- **Resource Information:** Any resource information supporting instructional planning or activities is provided at the beginning of the collection of Instructional Materials for each section.
- **Word Lists:** Specific to the Phonics sections, collections of words, phrases, or sentences needed for activities are provided. These lists are not intended to be exhaustive or restrictive. This resource is included to facilitate lesson preparation; however, teachers are welcome to use the lists as models for adding words, phrases, or sentences of their own.
- **Letter, Word, or Picture Cards:** Letter, word, or picture cards required for instructional activities are games are provided.
- **Stories for Oral Reading:** Specific to the Fluency and Comprehension sections, decodable text (reprinted or adapted from the Student Readers) is provided allowing students to practice the discrete skills taught and creating a bridge for the generalization of those skills to other forms of connected text.
- **Work Pages:** Pages needed to facilitate modeling during Explicit Instruction, supervised practice and application of skills during Guided Practice, or reinforcement during Independent Practice are provided.

**Note:** If you have a complete printed version of a unit, tagging each of the above subsections within each unit section will facilitate your use of the materials.

## Grade 1 Skills Scope and Sequence

Unit	Phonics	Fluency and Comprehension*
Unit 1	<p>Review the Five Short Vowel Sounds  <i>/i/ spelled ‘i’ (<i>hit</i>)  <i>/e/ spelled ‘e’ (<i>bed</i>)  <i>/a/ spelled ‘a’ (<i>bat</i>)  <i>/u/ spelled ‘u’ (<i>but</i>)  <i>/o/ spelled ‘o’ (<i>hot</i>)</i></i></i></i></i></p> <p>Review the Twenty-Five Consonant Sounds  <i>/p/ spelled ‘p’ (<i>pot</i>) and ‘pp’ (<i>napping</i>)  <i>/t/ spelled ‘t’ (<i>top</i>) and ‘tt’ (<i>sitting</i>)  <i>/d/ spelled ‘d’ (<i>dot</i>) and ‘dd’ (<i>add</i>)  <i>/k/ spelled ‘c’ (<i>cat</i>), ‘k’ (<i>kid</i>), ‘cc’ (<i>hiccup</i>), and ‘ck’ (<i>black</i>)  <i>/g/ spelled ‘g’ (<i>gift</i>) and ‘gg’ (<i>egg</i>)  <i>/n/ spelled ‘n’ (<i>net</i>) and ‘nn’ (<i>running</i>)  <i>/h/ spelled ‘h’ (<i>hat</i>)  <i>/s/ spelled ‘s’ (<i>sun</i>) and ‘ss’ (<i>dress</i>)  <i>/f/ spelled ‘f’ (<i>fit</i>) and ‘ff’ (<i>stuff</i>)  <i>/v/ spelled ‘v’ (<i>vet</i>)  <i>/z/ spelled ‘z’ (<i>zip</i>), ‘zz’ (<i>buzz</i>), and ‘s’ (<i>dogs</i>)  <i>/m/ spelled ‘m’ (<i>mad</i>) and ‘mm’ (<i>swimming</i>)  <i>/b/ spelled ‘b’ (<i>bat</i>) and ‘bb’ (<i>rubbing</i>)  <i>/l/ spelled ‘l’ (<i>lip</i>) and ‘ll’ (<i>bell</i>)  <i>/r/ spelled ‘r’ (<i>red</i>) and ‘rr’ (<i>ferret</i>)  <i>/w/ spelled ‘w’ (<i>wet</i>)  <i>/j/ spelled ‘j’ (<i>jump</i>)  <i>/y/ spelled ‘y’ (<i>yes</i>)  <i>/x/ spelled ‘x’ (<i>tax</i>)  <i>/ch/ spelled ‘ch’ (<i>chin</i>)  <i>/sh/ spelled ‘sh’ (<i>shop</i>)  <i>/th/ spelled ‘th’ (<i>thin</i>)  <i>/th/ spelled ‘th’ (<i>them</i>)  <i>/qu/ spelled ‘qu’ (<i>quit</i>)  <i>/ng/ spelled ‘ng’ (<i>sing</i>)</i></i></i></i></i></i></i></i></i></i></i></i></i></i></i></i></i></i></i></i></i></i></i></i></i></p>	<p>Tricky Words: <i>a, I, no, so, of, is, all, some, from, word, are, were, have, one, once, to, do, two, who, the, said, says, was, when, where, why, what, which, here, and there</i></p> <p>Grammar: nouns and punctuation</p>
Unit 2	<p><i>/ee/ spelled ‘ee’ (<i>seed</i>)  <i>/ae/ spelled ‘a_e’ (<i>cake</i>)  <i>/ie/ spelled ‘i_e’ (<i>line</i>)  <i>/oe/ spelled ‘o_e’ (<i>hope</i>)  <i>/ue/ spelled ‘u_e’ (<i>cube</i>)</i></i></i></i></i></p>	<p>Tricky Words: <i>be, he, me, she, we, their, they, by, my, you, and your</i></p> <p>Grammar: proper nouns</p>

Unit	Phonics	Fluency and Comprehension*
<b>Unit 3</b>	/oo/ spelled 'oo' ( <i>soon</i> ) /oo/ spelled 'oo' ( <i>look</i> ) /ou/ spelled 'ou' ( <i>shout</i> ) /oi/ spelled 'oi' ( <i>oil</i> ) /aw/ spelled 'aw' ( <i>paw</i> )	Tricky Words: <i>should, would, could, down, because</i>  Grammar: verbs (present- and past-tense)
<b>Unit 4</b>	/er/ spelled 'er' ( <i>her</i> ) /ar/ spelled 'ar' ( <i>car</i> ) /or/ spelled 'or' ( <i>for</i> )	Tricky Words: <i>Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, today, yesterday, and tomorrow</i>  Grammar: contractions, past-tense marker –ed, adjectives
<b>Unit 5</b>	/p/ spelled 'p' and 'pp' (review) /b/ spelled 'b' and 'bb' (review) /k/ spelled 'c', 'k', 'cc', and 'ck' (review) /g/ spelled 'g' and 'gg' (review) /ch/ spelled 'ch' (review) and ' <b>tch</b> ' ( <b>new</b> ) /j/ spelled 'j' (review), ' <b>g', 'ge</b> ' ( <b>new</b> ) /t/ spelled 't', 'tt', 'ed' (review) /d/ spelled 'd', 'dd', 'ed' (review) /f/ spelled 'f' and 'ff' (review) /v/ spelled 'v' (review) and ' <b>ve</b> ' ( <b>new</b> ) /r/ spelled 'r' (review) and ' <b>wr</b> ' ( <b>new</b> ) /l/ spelled 'l' and 'll' (review)	Tricky Words: <i>how, stagecoach, and picture</i>  Grammar: plural nouns, suffix –ing, sentence types, parts of sentences, and sentence building
<b>Unit 6</b>	/s/ spelled 's', 'ss' (review); ' <b>c', 'ce', and 'se</b> ' ( <b>new</b> ) /z/ spelled 'z', 's', 'zz' (review) /m/ spelled 'm' and 'mm' (review) /n/ spelled 'n', 'nn' (review), and ' <b>kn</b> ' ( <b>new</b> ) /ng/ spelled 'ng' (review) and ' <b>n</b> ' ( <b>new</b> ) /w/ spelled 'w' (review) and ' <b>wh</b> ' ( <b>new</b> )	Tricky Words: <i>cow</i>  Grammar: pronouns ( <i>he, she, it, we, they, I, and you</i> )
<b>Unit 7</b>	/ae/ spelled 'ai' and 'ay' /oe/ spelled 'oa'	Tricky Words – <i>fight, Gomez, gracias, Hildago, Mexico, uno</i>  Grammar: noun-verb agreement, commas, conjunctions

\*Fluency and Comprehension maintain a focus on reading with purpose and understanding throughout Grade 1. Tricky Words are included under Fluency and Comprehension because automatic recognition of these words contributes to fluent reading. Grammar is included under Fluency and Comprehension because understanding grammatical structure contributes to comprehension for reading and writing.

**Note:** The *Assessment and Remediation Guide* does not include remediation for the skills from Unit 7 of Grade 1. Many Grade 1 students, particularly struggling students, may not complete Unit 7. It is not a prerequisite for a successful start in Grade 2 of the CKLA Program, and the skills from Unit 7 of Grade 1 are taught in the beginning of Grade 2.



# The Basic and Advanced Code: Understanding How Phonics is Taught in CKLA



The Core Knowledge Language Arts Program teaches the highly complex letter-sound correspondences of the English language in an explicit and systematic manner in Kindergarten through Grade 2. Students are taught how the 26 letters (or graphemes) of the alphabet are used in various combinations to represent 44 sounds (or phonemes). There are approximately 150 different spellings for these sounds.

Students are first taught the Basic Code for each of the 44 phonemes. The Basic Code spelling for a sound is usually the most common, or the least ambiguous, spelling for a sound. By learning these letter-sound correspondences first, students experience a high degree of predictability, and therefore success, in decoding words with these spellings.

Basic Code spellings may be single letters, such as these spellings and sounds: ‘a’ > /a/, ‘e’ > /e/, ‘b’ > /b/, ‘m’ > /m/. Basic Code spellings may also include digraphs or two letters to represent a sound, such as ‘ee’ > /ee/, ‘oy’ > /oi/, ‘ou’ > /ow/, ‘sh’ > /sh/, ‘th’ > /th/. Other Basic Code spellings include separated digraphs, such as ‘a\_e’ > /ae/, ‘o\_e’ > /oe/. The chart on the next page lists the Basic Code as taught in CKLA.

**The Basic Code consonant sounds and spellings and the five short vowel sounds and spellings taught in Kindergarten CKLA Units 3–9 are reviewed in Grade 1 CKLA Unit 1. The remaining Basic Code vowel sounds and spellings are taught in Grade 1 Units 2–4.**

In a Basic Code lesson, students first learn to listen for and isolate a single sound and are then taught the spelling for that sound. Typically in this type of lesson, the teacher introduces the sound and conducts various oral language activities with the students to be certain they can identify the sound orally. The teacher then presents the spelling for that sound and models writing the spelling, as well as sounding out simple one-syllable words that use the spelling. Additional reading and writing practice opportunities for students then follow.

## **Basic Code Spellings**

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### **Vowel Sounds and Spellings**

/a/ as in hat  
/o/ as in hop  
/i/ as in it  
/e/ as in pet  
/u/ as in but  
/ee/ as in bee  
/ae/ as in cake  
/ie/ as in bite  
/oe/ as in home  
/ue/ as in cute  
/oo/ as in soon  
/oo/ as in look  
/ou/ as in shout  
/oi/ as in oil  
/aw/ as in paw  
/er/ as in her  
/ar/ as in car  
/or/ as in for

### **Consonant Sounds and Spellings**

/p/ as in pot  
/t/ as in top  
/d/ as in dot  
/k/ as in cat, kid  
/g/ as in gift  
/n/ as in nut  
/h/ as in hot  
/s/ as in sun  
/f/ as in fit  
/v/ as in yet  
/z/ as in zip  
/m/ as in mad  
/b/ as in bat  
/l/ as in lip  
/r/ as in red  
/w/ as in wet  
/j/ as in jump  
/y/ as in yes  
/x/ as in tax  
/ch/ as in chin  
/sh/ as in shop  
/th/ as in thin  
/th/ as in them  
/qu/ as in quit  
/ng/ as in sing

The Advanced Code consists of all other spelling alternatives (over 100) used to spell the 44 phonemes in English. Examples of alternative spellings include ‘mm’ > /m/, ‘ss’ > /s/, ‘c’ > /s/, ‘g’ > /j/, ‘ay’ > /ae/, ‘ey’ > /ee/. Some of these spelling alternatives occur relatively frequently in the English language, while others are quite rare.

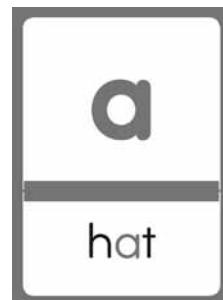
**The new Advanced Code taught in Grade 1 includes:**

- /ch/ > 'tch' (Unit 5)
- /j/ > 'g' and 'ge' (Unit 5)
- /v/ > 've' (Unit 5)
- /r/ > 'wr' (Unit 5)
- /s/ > 'c', 'ce', and 'se' (Unit 6)
- /n/ > 'kn' (Unit 6)
- /ng/ > 'n' (Unit 6)
- /w/ > 'wh' (Unit 6)
- /ae/ > 'ai' and 'ay' (Unit 7)
- /oe/ > 'oa' (Unit 7)

**More of the Advanced Code is taught in Grade 2 of CKLA.**

As each spelling alternative is taught in CKLA, the frequency with which students may expect the spelling to occur is communicated in several ways. A “power bar” on cards is used to indicate how frequently or infrequently a spelling occurs. A long power bar indicates the spelling occurs frequently, while a short bar designates a rarer spelling.

The long power bar on the card below indicates that the ‘a’ spelling is used frequently to spell /a/, the short vowel sound:



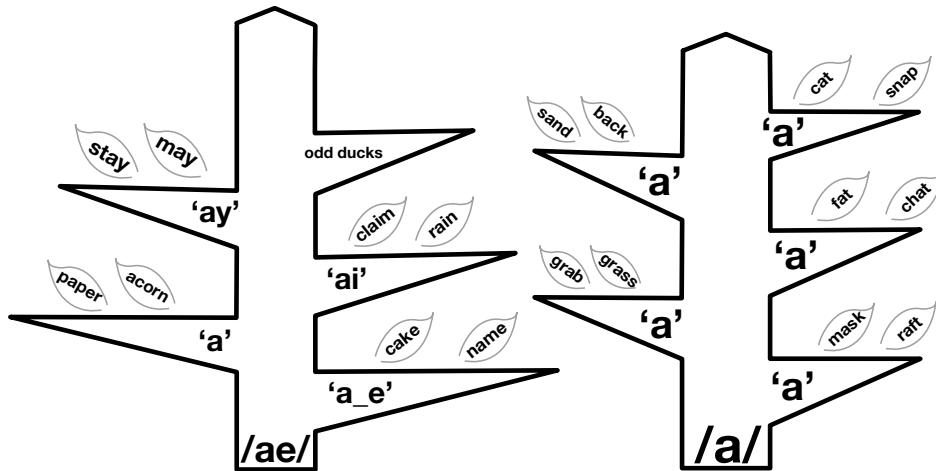
The short power bar on this card signals that the ‘eigh’ spelling is used infrequently to spell /ae/.



The relative frequency of spellings for any given sound is also communicated in the student's Individual Code Chart. In this chart, the spellings for a sound are arranged in order from most to least frequent. Students begin to use the Individual Code Chart in Grade 1 as they progress toward more independence. A copy is provided at the end of this section for your reference only. This chart should not be duplicated and distributed to students at this level.

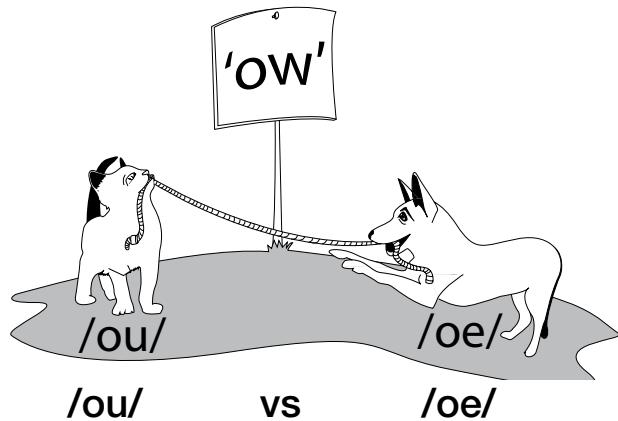
Students are introduced to and practice the Advanced Code in two types of lessons, Spelling Alternative Lessons and Tricky Spelling Lessons.

In a Spelling Alternative Lesson, the teacher first reviews the Basic Code spelling that students have already learned for a particular sound. New words with different spellings for the same sound are then introduced. Often students are asked to conduct word sorts as a way to reinforce the idea that the same sound may be spelled multiple ways. In Grades 1 and 2, teachers are encouraged to display Spelling Trees in the classroom as yet another way to reinforce spelling alternatives. A given sound is listed on the tree trunk, with various branches representing different spellings. Leaves with words exemplifying a spelling are placed on the appropriate branches.



*The fact that there are so many spelling alternatives in the English language presents a challenge for students when they are asked to write (and spell) a word.*

Tricky Spelling Lessons are used to explicitly call students' attention to a spelling pronounced and read more than one way. For example, 'a' can be pronounced as /a/ (cat), /ae/ (paper), /o/ (father) or /ə/ (about). It may be helpful to think of a tricky spelling as an instance in which several sounds vie for the student to pronounce and read the spelling a different way:



*Tricky spellings present a challenge when students are asked to read unfamiliar words because it is possible to sound out and pronounce a tricky spelling multiple ways.*

In a Tricky Spelling Lesson, the teacher calls explicit attention to many examples of words in which the same spelling is pronounced different ways. Students are taught to try each pronunciation they have learned for a spelling until they recognize a particular pronunciation as a familiar word that makes sense in the context.





# Individual Code Chart

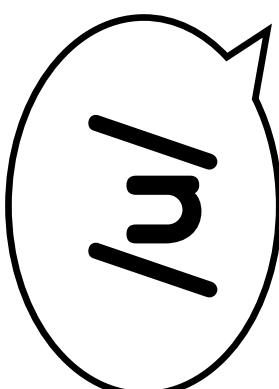
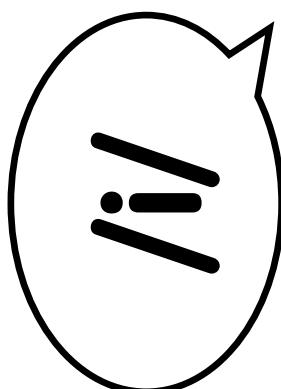
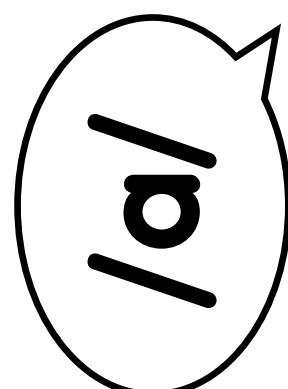
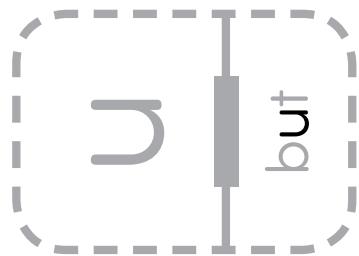
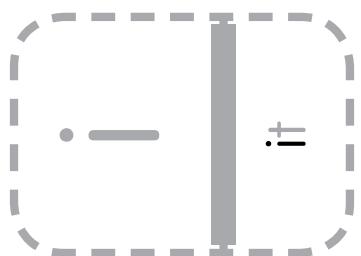
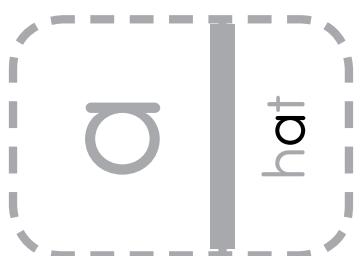
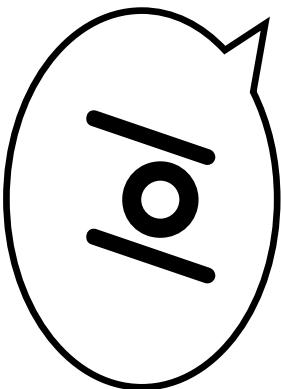
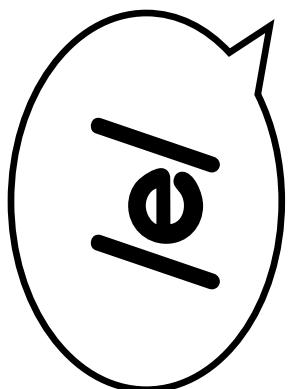
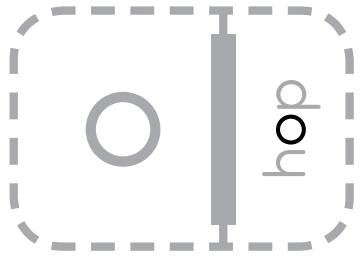
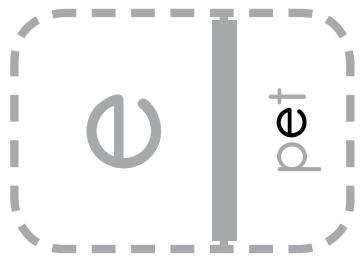
Skills Strand

**GRADE 1**

Core Knowledge Language Arts®  
New York Edition

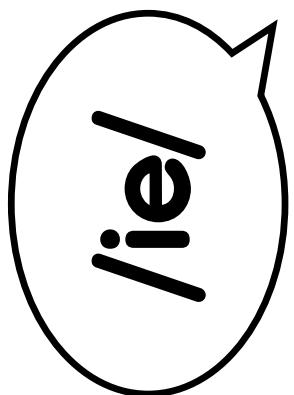
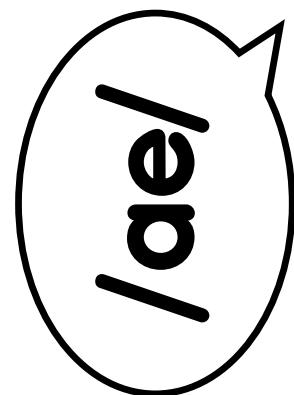
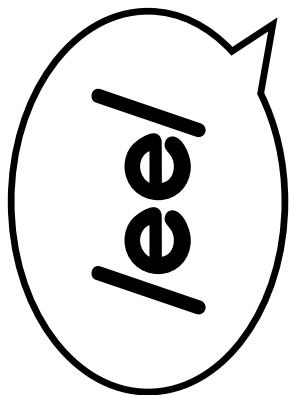
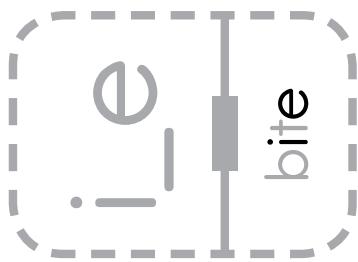
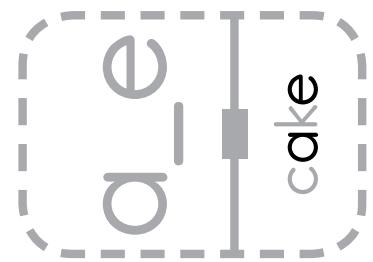
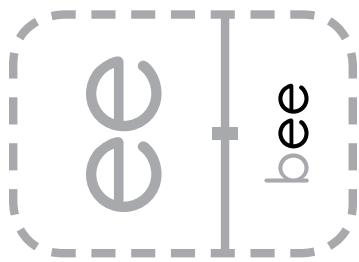
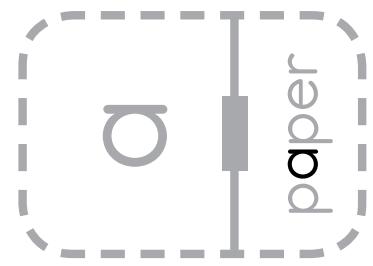
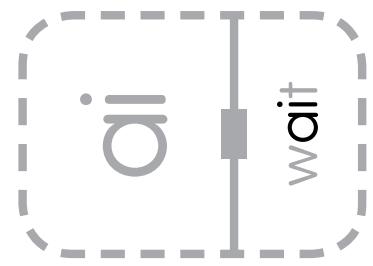
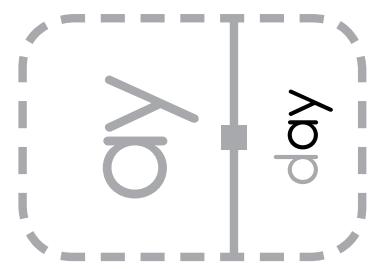




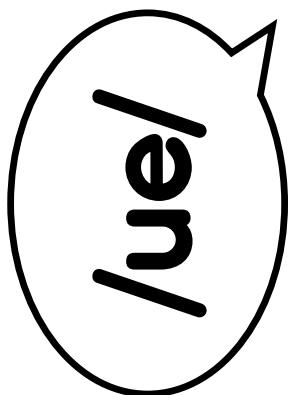
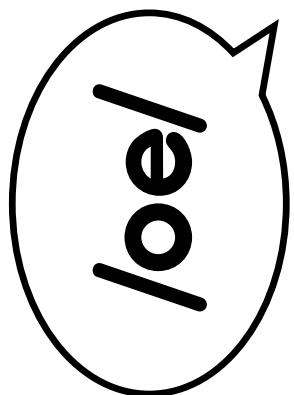
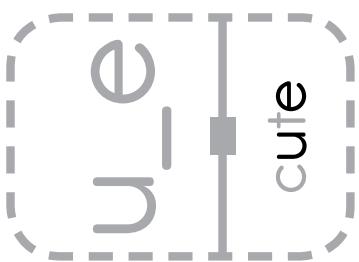
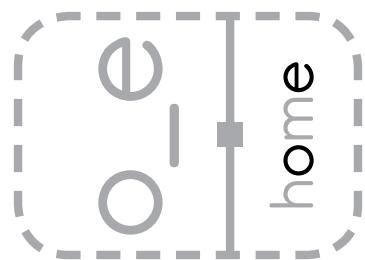
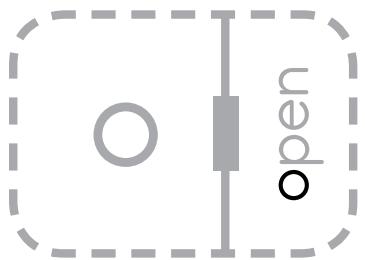
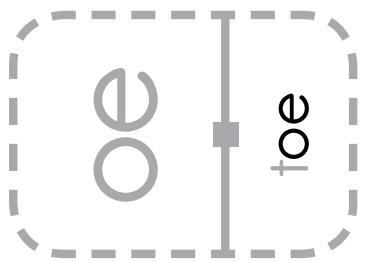




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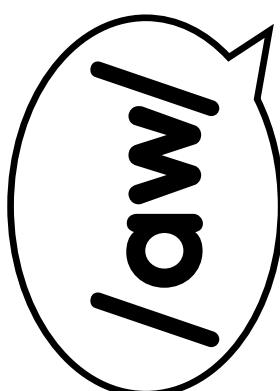
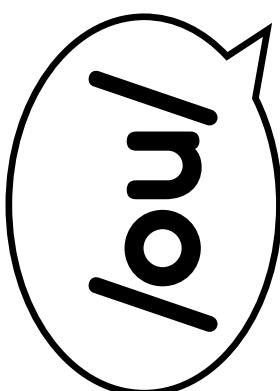
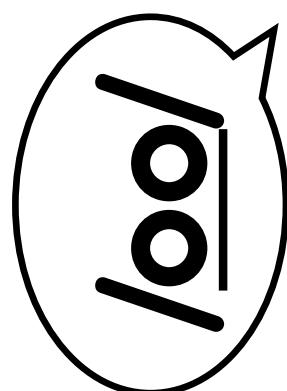
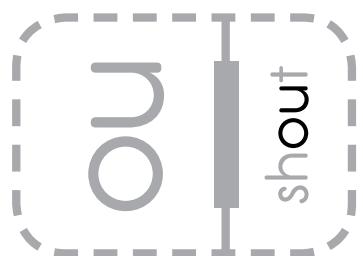
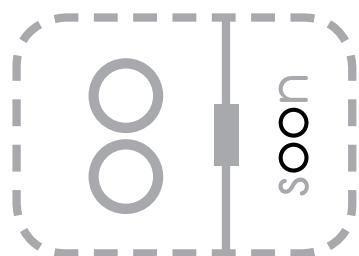
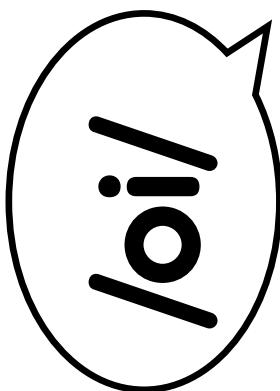
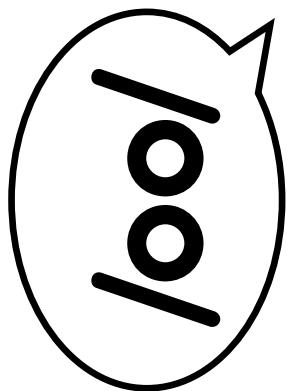
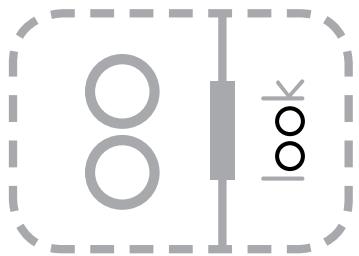






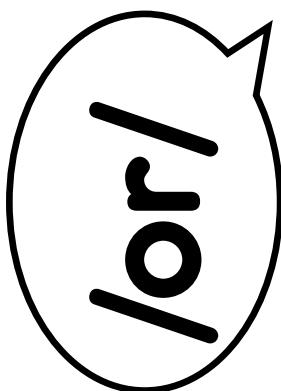
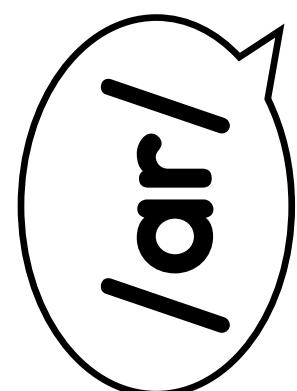
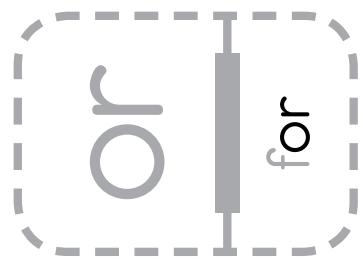
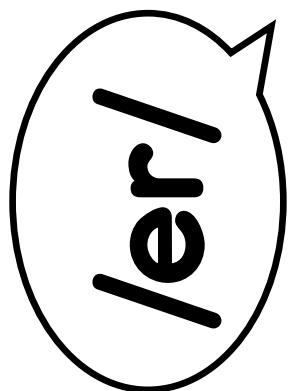
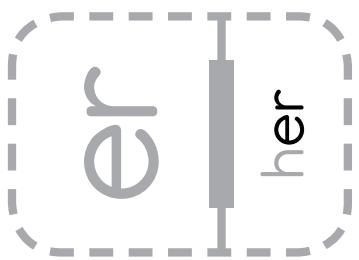


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# Individual Code Chart

Skills Strand

**GRADE 1**

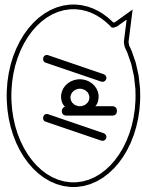
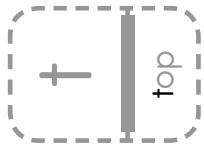
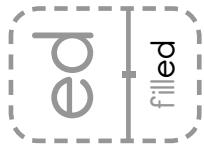
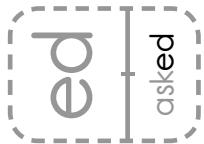
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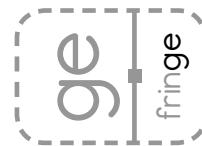
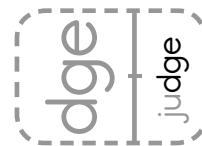
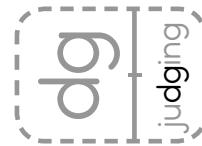
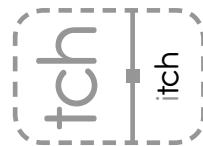
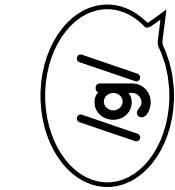
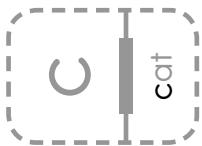
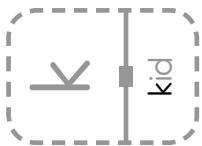
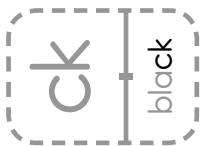
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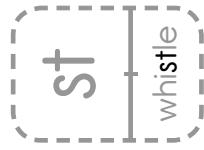
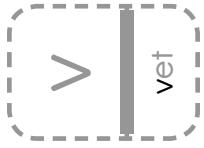
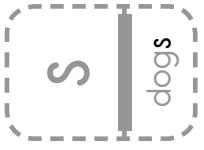
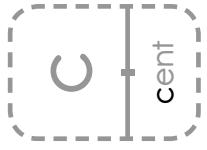
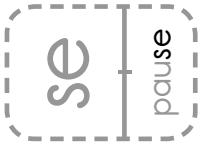
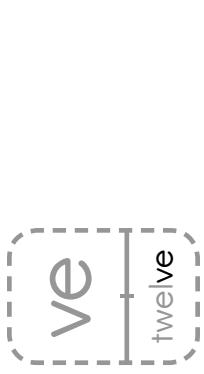
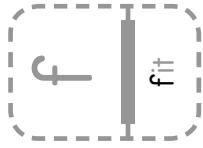
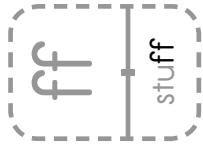
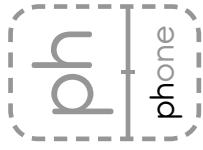


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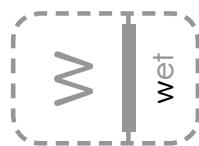
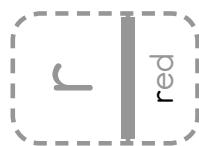
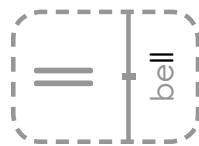
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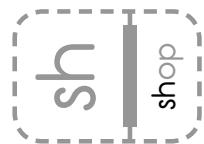
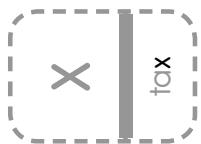
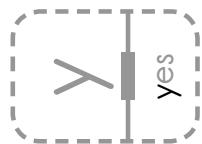
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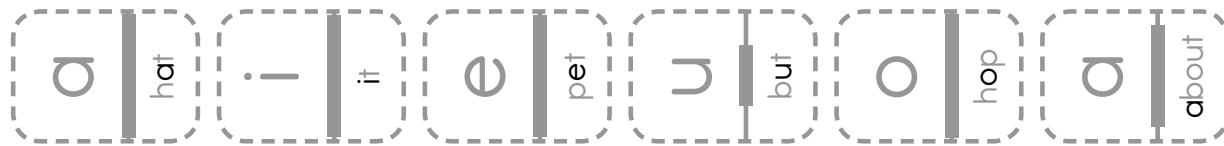
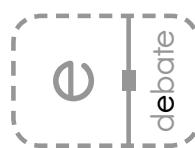
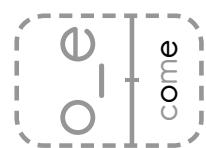
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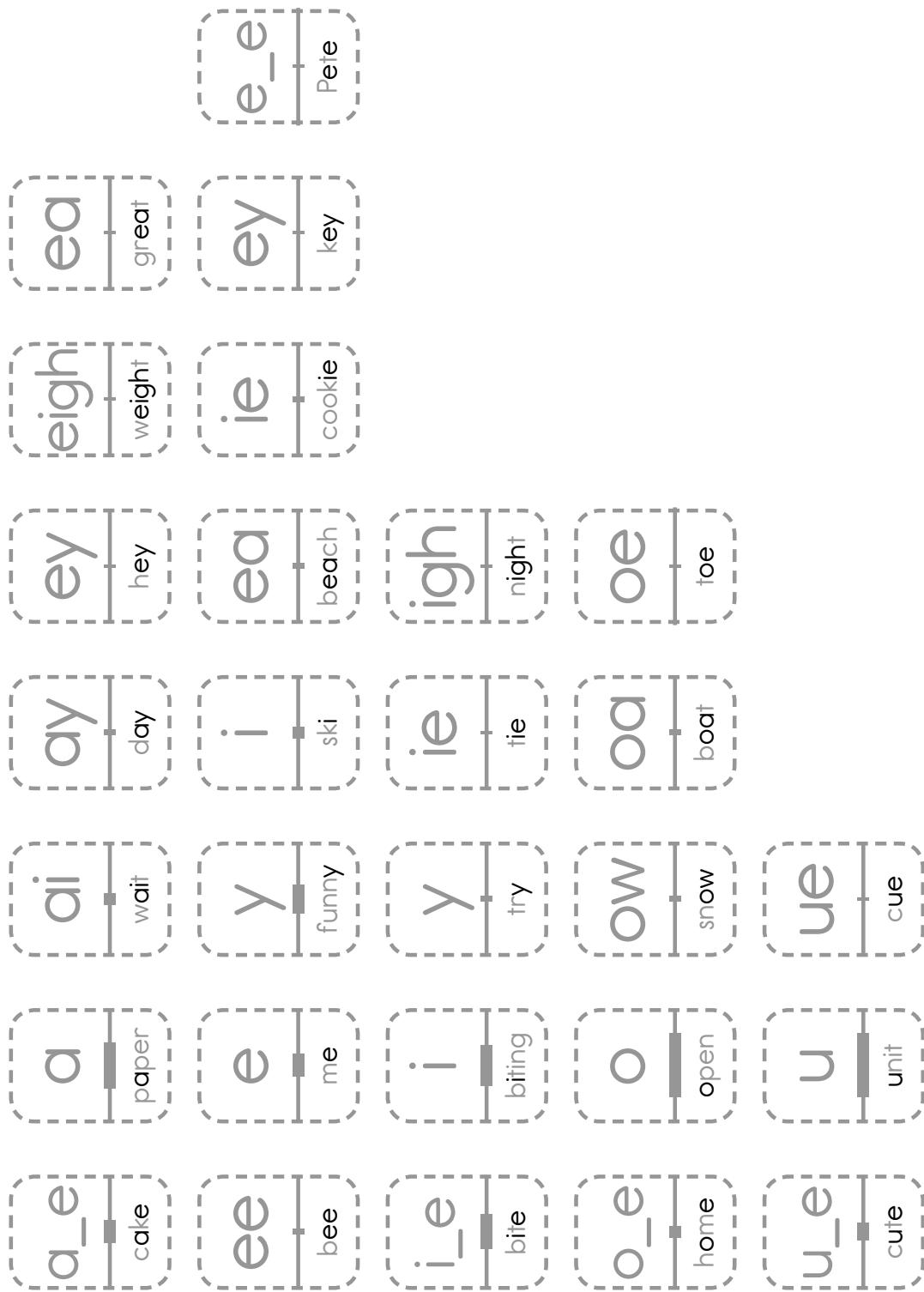
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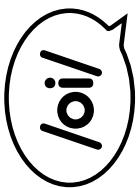
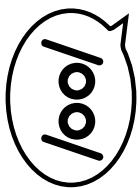
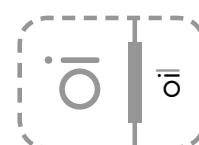
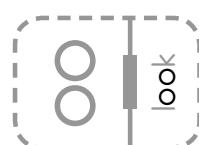
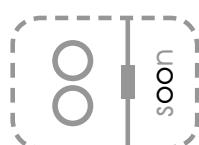
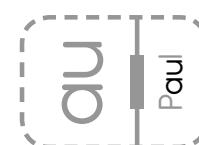
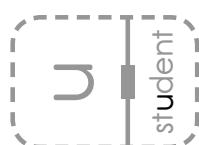
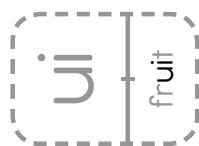
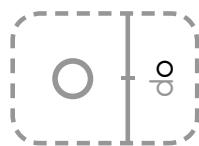


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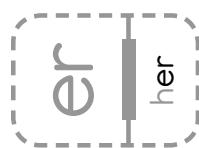
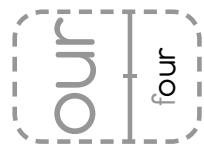
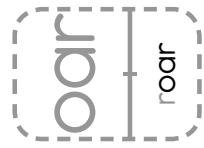
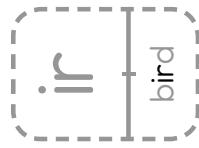
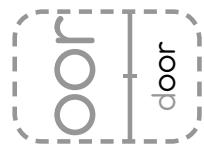
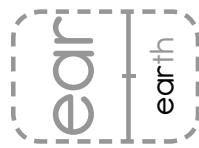


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# **Summary of Progress Monitoring Assessments Provided in the Grade 1 Assessment and Remediation Guide**



Phonics		
Content (Sound-Spellings)	Skill	Location in the Assessment and Remediation Guide
Review of Code Knowledge from Kindergarten Units 3–8	Phonological Awareness (Observational Chart)	Unit 1 Section I
	Word and Pseudo Word Reading	
'ee'>/ee/, 'a_e'>/ae/, 'i_e'>/ie/, 'o_e'>/oe/, and 'u_e'>/ue/	Word Reading	Unit 2 Section I
'oo'>/oo/, 'oo'>/ool/, 'ou'>/ou/, 'oi'>/oil/, and 'aw'>/awl/	Word Reading	Unit 3 Section I
'er'>/er/, 'ar'>/arl/, and 'or'>/or/	Word Reading	Unit 4 Section I
'tch'>/ch/, 'g' and 'ge'>/j/, 've'>/v/, and 'wr'>/r/ with review of other previously taught alternate spellings	Word Reading	Unit 5 Section I
'c', 'ce', and 'se'>/s/, 'kn'>/n/, 'n'>/ng/, and 'wh'>/w/ with review of other previously taught alternate spellings	Word Reading	Unit 6 Section I

Fluency and Comprehension (Connected Text with Target Sound-Spellings)		
Content	Skill	Location in the Assessment and Remediation Guide
Review of Code Knowledge from Kindergarten Units 3–9	Understanding: Literal , Inferential, and Evaluative Questions	Unit 1 Section II
'ee'>/ee/, 'a_e'>/ae/, 'i_e'>/ie/, 'o_e'>/oe/, and 'u_e'>/ue/	Understanding: Literal , Inferential, and Evaluative Questions	Unit 2 Section II
'oo'>/oo/, 'oo'>/ool/, 'ou'>/ou/, 'oi'>/oil/, and 'aw'>/awl/	Understanding: Literal , Inferential, and Evaluative Questions	Unit 3 Section II
'er'>/er/, 'ar'>/arl/, and 'or'>/or/	Understanding: Literal , Inferential, and Evaluative Questions	Unit 4 Section II
'tch'>/ch/, 'g' and 'ge'>/j/, 've'>/v/, and 'wr'>/r/ with review of other previously taught alternate spellings and Tricky Words ( <i>how</i> , <i>stagecoach</i> , and <i>picture</i> )	Understanding: Literal , Inferential, and Evaluative Questions	Unit 5 Section II
'c', 'ce', and 'se'>/s/, 'kn'>/n/, 'n'>/ng/, and 'wh'>/w/ with review of other previously taught alternate spellings and Tricky Words ( <i>cow</i> )	Understanding: Literal , Inferential, and Evaluative Questions	Unit 6 Section II

### Fluency and Comprehension: Tricky Words

Content	Skill	Location in the Assessment and Remediation Guide
Review of Tricky Words from Kindergarten Units 3–9	Tricky Words Word Reading	Unit 1 Section II
<i>be, he, me, she, we, their, they, by, my, you, and your</i>	Tricky Words Word Reading	Unit 2 Section II
<i>should, would, could, down, and because</i>	Tricky Words Word Reading	Unit 3 Section II
<i>Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, today, yesterday, and tomorrow</i>	Tricky Words Word Reading	Unit 4 Section II

### Fluency and Comprehension: Grammar

Content	Skill	Location in the Assessment and Remediation Guide
nouns and punctuation	Grammar (Observational Chart)	Unit 1 Section II
proper nouns	Grammar (Observational Chart)	Unit 2 Section II
present- and past-tense verbs	Grammar (Observational Chart)	Unit 3 Section II
contractions, past-tense marker –ed, adjectives	Grammar (Observational Chart)	Unit 4 Section II
plural nouns, suffix –ing, sentence types, parts of sentences, and sentence building	Grammar (Observational Chart)	Unit 5 Section II
pronouns: <i>he, she, it, we, they, I, and you</i>	Grammar (Observational Chart)	Unit 6 Section II







# Unit 1

## Assessment and Remediation Guide

Skills Strand

**GRADE 1**

Core Knowledge Language Arts®



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# Table of Contents

## Unit 1

### Assessment and Remediation Guide

<b>Section I, Phonics . . . . .</b>	<b>7</b>
Steps for Determining Student Need . . . . .	9
Establish areas of weakness within the phonics component . . . . .	9
Confirm the earliest point of code knowledge weakness . . . . .	12
Plan for instruction according to the level of instructional need . . . . .	13
Planning for Instruction . . . . .	14
Lesson Template Section Descriptions . . . . .	14
Dimensions of Difficulty . . . . .	16
Lesson Templates and Sample Remedial Lessons . . . . .	17
Guided Reinforcement . . . . .	17
Explicit Reteaching . . . . .	19
Comprehensive Reteaching . . . . .	21
Phonics Exercises . . . . .	24
Warm-Up: Match Me . . . . .	24
Warm-Up: Blending and Segmenting . . . . .	24
Explicit Instruction: Review the Sound-Spelling . . . . .	25
Guided Practice: Chaining . . . . .	26
Other Guided Practice for Phonological Awareness . . . . .	27
Push & Say (for Blending or Segmenting Practice) . . . . .	27
Find My Word (for Blending Practice)/Silly Monster Talk (for Segmenting Practice) . . . . .	29
Oh Nuts! Game for Segmenting Practice . . . . .	30
Flip Your Lid! Game for Segmenting Practice . . . . .	31
Construction Time! Game for Segmenting Practice . . . . .	32
Other Guided Practice for Sound-Spellings . . . . .	32
Push & Say . . . . .	32
Making Words . . . . .	34
BINGO . . . . .	35

Race to the Top . . . . .	36
Memory . . . . .	37
Phonics Progress Monitoring . . . . .	38
Phonological Awareness Observational Chart . . . . .	39
Sound-Spellings Word Recognition Assessments . . . . .	43
Materials for Phonics Lessons . . . . .	61
<b>Section II, Fluency and Comprehension</b> . . . . .	153
Steps for Determining Student Need . . . . .	155
Establish areas of weakness within the fluency and comprehension component . . . . .	155
Plan for instruction according to the level of instructional need . . . . .	157
Planning for Instruction . . . . .	158
Lesson Template Section Descriptions . . . . .	158
Dimensions of Difficulty . . . . .	160
Lesson Templates and Sample Remedial Lessons . . . . .	161
Guided Reinforcement . . . . .	161
Explicit Reteaching . . . . .	162
Comprehensive Reteaching . . . . .	164
Fluency and Comprehension Exercises . . . . .	167
Fluency . . . . .	167
Warm-Up: Silly Voices . . . . .	167
Warm-Up: Two Voices . . . . .	168
Comprehension . . . . .	169
Explicit Instruction: Address Prior Knowledge and Set a Purpose . . . . .	169
Guided Practice: Model Thinking with Reading . . . . .	170
Guided Practice: Read with Purpose and Understanding . . . . .	170
Tricky Words . . . . .	172
Explicit Instruction: Review the Sound-Spelling . . . . .	172
Other Guided Practice for Tricky Words . . . . .	172
Tricky Word Sorts . . . . .	176
BINGO . . . . .	177
Race to the Top . . . . .	177
Memory . . . . .	178

Other Guided Practice for Grammar . . . . .	179
Noun Song . . . . .	179
Noun Game . . . . .	179
Punctuation Game . . . . .	180
Grammar Practice . . . . .	181
Fluency and Comprehension Progress Monitoring . . . . .	182
Fluency and Comprehension Passage Readings . . . . .	185
Tricky Words Word Recognition Assessments . . . . .	200
Grammar Observational Chart . . . . .	204
Materials for Fluency and Comprehension Lessons . . . . .	206
Acknowledgments . . . . .	283



# Section I

## Phonics



## **Steps for Determining Student Need**

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### **Step 1: Establish areas of weakness within the phonics component**

You may wish to use the following chart by highlighting where students have struggled with particular instructional tasks, demonstrated weak performance on certain assessment components (administered in Lessons 6–10), and/or continued to be challenged with Pausing Points used for review. Columns with significant highlighting will indicate:

- which Unit 1 objectives (top row) are in need of reinforcement or remediation.
- the corresponding *Assessment and Remediation Guide* section (bottom row) in which you will find appropriate instructional resources.

IF student struggles with...	Phonological Awareness	Sound-Spellings (Single Letter, Consonant Clusters, Digraphs, and/or Double Letter)
<b>As observed during related instructional tasks:</b> <ul style="list-style-type: none"> <li>Blending and Segmenting (Unit 1 Lessons 1, 3, 4, 11, 12, 14–18, 20–22, 27–32)</li> <li>Writing and Reading Overview (Segmenting and Blending from Unit 1 Lesson 1)</li> <li>Mirror, Mirror (Unit 1 Lessons 21, 22)</li> </ul>	<ul style="list-style-type: none"> <li>Word Box (Unit 1 Lessons 1–3, 5, 11, 14)</li> <li>Pocket Chart Chaining for Reading (Unit 1 Lessons 1, 2, 4, 16–18)</li> <li>Code Flip Book Review (Unit 1 Lessons 2–5, 11–13, 15–18, 20, 25, 26)</li> <li>Phrase Box (Unit 1 Lesson 4)</li> <li>Large Card Chaining (Unit 1 Lessons 5, 11, 13, 16)</li> <li>Phrases (Unit 1 Lessons 5, 14, 15)</li> <li>Sister Sounds (Unit 1 Lessons 11, 18, 25)</li> <li>Label the Picture (Unit 1 Lessons 12, 15, 16, 20)</li> <li>Pocket Chart Chaining for Spelling (Unit 1 Lessons 12, 15)</li> <li>Digraphs (Unit 1 Lessons 17, 18, 20)</li> <li>Phrases and Sentences (Unit 1 Lesson 18)</li> <li>Vowel Discrimination Game (Unit 1 Lessons 21, 22)</li> <li>Sound-Spelling Review (Unit 1 Lessons 23, 28–30)</li> <li>Consonant Sounds (Unit 1 Lesson 23)</li> <li>Double Letter Spellings (Unit 1 Lessons 23, 24)</li> <li>The Sound /k/ Spelled ‘ck’ (Unit 1 Lessons 23, 24)</li> <li>Word Sort with ‘c’, ‘k’, and ‘ck’ (Unit 1 Lessons 24, 25)</li> <li>The Sound /z/ Spelled ‘s’ (Unit 1 Lesson 25)</li> <li>Dictation with Words (Unit 1 Lessons 29, 30)</li> </ul>	<p>Single Letter Sound-Spellings (Including Consonant Clusters)</p> <ul style="list-style-type: none"> <li>Word Recognition Assessment (items 1–10)</li> <li>Pseudoword Reading Test (lines 1–4)</li> <li>Code Knowledge Diagnostic Assessment (lines 1–5)</li> </ul> <p>Digraph and Double Letter Sound-Spellings</p> <ul style="list-style-type: none"> <li>Word Recognition Assessment (items 11–20)</li> <li>Pseudoword Reading Test (lines 5 and 6)</li> <li>Code Knowledge Diagnostic Assessment (lines 6 and 7)</li> </ul>

<b>IF student struggles with...</b>	<b>Phonological Awareness</b>	<b>Sound-Spellings (Single Letter, Consonant Clusters, Digraphs, and/or Double Letter)</b>
<b>AND IF review with related Pausing Points is not enough:</b>	<ul style="list-style-type: none"> <li>Blend and segment words</li> <li>Distinguish similar sounds</li> <li>Recognize and isolate the sounds reviewed in Unit 1</li> </ul>	<ul style="list-style-type: none"> <li>Recognize the spellings reviewed in Unit 1</li> <li>Write the spellings reviewed in Unit 1</li> <li>Distinguish the spellings ‘c’, ‘k’, and ‘ck’ for the sound /k/</li> <li>Read one-syllable words</li> <li>Spell one-syllable words</li> <li>Write one-syllable words</li> <li>Write phrases</li> <li>Write sentences</li> </ul>
<b>Then use Grade 1 Unit 1 Assessment and Remediation Guide resources from...</b>	Section I, Phonics: Phonological Awareness	Section I, Phonics: Sound-Spellings

## Step 2: Confirm the earliest point of code knowledge weakness

If code knowledge is weak, then use the provided Unit 1 Phonics Scope and Sequence to determine the earliest point at which skills need remediation and begin reinforcement and reteaching there. This is critical because the content of the *Assessment and Remediation Guide* builds on previously taught skills. If code knowledge is not a target for remediation, then move on to Step 3.

### Unit 1 Phonics Scope and Sequence

Unit 1 Lesson	Single Letter Sound-Spellings (includes consonant clusters)	Unit 1 Lesson	Digraph and Double Letter Sound-Spellings
1	/p/ (pot) spelled ‘p’—‘P’ /k/ (cat) spelled ‘c’—‘C’ /g/ (gift) spelled ‘g’—‘G’ /h/ (net) spelled ‘n’—‘N’ /a/ (bat) spelled ‘a’—‘A’	17	/ch/ (chin) spelled ‘ch’ /sh/ (shop) spelled ‘sh’
2	/i/ (hit) spelled ‘i’—‘I’ /o/ (hot) spelled ‘o’—‘O’ /t/ (top) spelled ‘t’—‘T’ /d/ (dot) spelled ‘d’—‘D’	18	Sister Sounds /th/ (thin) spelled ‘th’ /th/ (them) spelled ‘th’
4	/m/ (mad) spelled ‘m’—‘M’ /f/ (fit) spelled ‘f’—‘F’ /v/ (vet) spelled ‘v’—‘V’	20	/ng/ (sing) spelled ‘ng’ /qu/ (quit) spelled ‘qu’
5	/s/ (sun) spelled ‘s’—‘S’ /z/ (zip) spelled ‘z’—‘Z’ /h/ (hat) spelled ‘h’—‘H’	23	Instructional Focus on the Most Common Double Letter Sound-Spellings in Single Syllable Words: /k/ (black) spelled ‘ck’ /f/ (stuff) spelled ‘ff’ /l/ (bell) spelled ‘ll’ /s/ (dress) spelled ‘ss’ Other Double Letter Sound-Spelling Introduced in Skills Strand Lessons to Promote Awareness: /b/ (rubbing) spelled ‘bb’ /d/ (add) spelled ‘dd’ /g/ (egg) spelled ‘gg’ /m/ (swimming) spelled ‘mm’
11	Sister Sounds /s/ and /z/, /f/ and /v/	24	Other Double Letter Sound-Spellings: /k/ (hiccup) spelled ‘cc’ /n/ (running) spelled ‘nn’ /p/ (napping) spelled ‘pp’ /r/ (ferret) spelled ‘rr’ /t/ (sitting) spelled ‘tt’ /z/ (buzz) spelled ‘zz’ The Sound /k/ Spelled ‘c’, ‘ck’, ‘k’, ‘cc’
12	/b/ (bat) spelled ‘b’—‘B’ /l/ (lip) spelled ‘l’—‘L’ /r/ (red) spelled ‘r’—‘R’		
13	/w/ (wet) spelled ‘w’—‘W’ /e/ (bed) spelled ‘e’—‘E’ /u/ (but) spelled ‘u’—‘U’		
15	/j/ (jump) spelled ‘j’—‘J’ /y/ (yes) spelled ‘y’—‘Y’		
16	/x/ (tax) spelled ‘x’—‘X’ /k/ (kid) spelled ‘k’—‘K’		

### **Step 3: Plan for instruction according to the level of instructional need**

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For a description of each level, see Levels of Instructional Need in the Introduction for the Grade 1 Assessment and Remediation Guide.

If the student is in need of:

- **guided reinforcement** with specific areas of the phonics (Section I) component, then you are ready to go to the corresponding section and plan using the Guided Reinforcement Lesson Template.
- **explicit reteaching** with specific areas of the phonics (Section I) component, then you are ready to go to the corresponding section and plan using the Explicit Reteaching Lesson Template.
- **comprehensive reteaching**, including instruction with Fluency and Comprehension (Section II), additionally follow the steps for Determining Student Need in the Fluency and Comprehension section. Determining student need across the sections will then inform planning using the Comprehensive Reteaching Lesson Template.

## **Planning for Instruction**

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The lessons in Section I, Phonics are based on the objectives from Grade 1, Unit 1. Please refer to the Alignment Chart in the Teacher Guide for a more in-depth explanation about the objectives that are covered. The objectives from Grade 1, Unit 1 include:

- ✓ **Blending and segmenting (segmenting and blending phonemes to form one-syllable words)**
- ✓ **Sound-spellings (reading and writing single letters, consonant clusters, the alternate spelling 's' > /z/, digraphs, and double letters)**

### **Lesson Template Section Descriptions**

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Lesson template section descriptions are provided to highlight the purpose of each lesson section. Different combinations of lesson sections are used in the three templates aligned to Levels of Instructional Need. Understanding the purpose of each lesson section will inform instructional planning.

#### ***Warm-Up Activities***

Warm-Up activities prepare students for instruction and focus student attention on following directions. A Warm-Up activity should begin each remedial instruction session regardless of the lesson template selected. The Phonics exercise, Match Me, and phonological awareness exercise, Blending and Segmenting, are recommended choices for the Warm-Up. These exercises activate foundational knowledge and abilities for reading and spelling.

#### ***Explicit Instruction***

Explicit instruction is part of the Reteaching (both Explicit and Comprehensive) lesson templates. The Explicit Instruction section provides teacher-directed time to prepare students to engage with the instruction. The phonics exercise, Review the Sound-Spelling, is recommended for Explicit Instruction to provide direct instruction with challenging sound-spellings targeted for instruction. If Explicit Instruction in Phonological Awareness is needed, see references to the related sections from the **Kindergarten Assessment and Remediation Guide** noted under Phonics Exercises: Other Guided Practice for Phonological Awareness.

A single objective should be the primary focus of any remedial instruction session. If you are using the Comprehensive Reteaching Lesson Template and students need remediation with Phonics and Comprehension, then rotate the focus selected for the Warm-Up, Explicit Instruction, and related Guided Practice (working with skills) throughout a series of sessions. A rotating focus may look like this:

Session 1	Session 2
<b>Warm-Up:</b> Phonics focus	<b>Warm-Up:</b> Comprehension focus
<b>Explicit Instruction:</b> Phonics focus	<b>Explicit Instruction:</b> Comprehension focus
<b>Guided Practice (working with skills):</b> Phonics focus	<b>Guided Practice (working with skills):</b> Comprehension focus
<b>Guided Practice (applying skills):</b> Combination from component areas (e.g., a Phonics and a Fluency activity)	<b>Guided Practice (applying skills):</b> Combination from component areas (e.g., a Phonics and a Comprehension activity)
<b>Independent Practice/Progress Monitoring:</b> Phonics activity (observing for success independently)	<b>Independent Practice/Progress Monitoring:</b> Progress monitoring assessment for Comprehension

#### **Guided Practice (working with skills)**

Guided Practice (working with skills) is a transition from teacher-directed Explicit Instruction into supported instructional time. Therefore, the ‘working with skills’ Guided Practice is an extension of the Explicit Instruction. The phonics exercise, Chaining, is recommended for Guided Practice (working with skills) to have students apply sound-spelling knowledge with a high level of support and opportunity for immediate feedback.

#### **Guided Practice (applying skills)**

Guided Practice (applying skills) provides a flexible opportunity for practice with other activities from the Exercises section. If a single objective is the focus for remediation (e.g., digraph sound-spellings), then corresponding activities should be selected for this portion of the Guided Reinforcement or Explicit Reteaching lesson template. If multiple objectives are the focus for remediation, then assorted activities under Exercises may be selected from Phonics (Section I) and Fluency and Comprehension (Section II) of Unit 1.

#### **Independent Practice/Progress Monitoring**

Following the Exercises section is a Progress Monitoring section. Time is allotted at the end of the Reteaching (both Explicit and Comprehensive) lesson templates for independent practice and/or progress monitoring. Independent practice time is an extension or repeat of previously completed activities with which students have demonstrated the ability to perform independently. As needed, this allows for integration of progress monitoring assessments.

## Dimensions of Difficulty

Lessons can be crafted to be more or less difficult by varying the salience (i.e., sound clarity) of phonemes and word length. The following chart illustrates how lessons can be designed to be more or less challenging across both dimensions.

<i>Least Difficult</i>	<b>Read and Spell with Salient (Clear/Distinct) Sounds (e.g., <i>st-</i> and <i>sk-</i>)</b>	<b>Read and Spell with Less Salient (Softer/More Obscure) Sounds (e.g., <i>-mp</i> and <i>-nk</i>)</b>
<b>Skill</b>		
<b>Read and spell three-phoneme words</b>		
<b>Read and spell four-phoneme words</b>		
<b>Read and spell five-phoneme words</b>		<b>Most Difficult</b>

Particular phonemes may be more challenging for struggling students and are most likely to be targets for remediation. Difficulties will be highly individual and may include:

- **Confusions between minimal pairs.** These sounds differ only in voicing and we recommend highlighting this difference in explicit instruction to bolster student ability to discriminate these similar sounds.

1. /b/ and /p/
2. /g/ and /k/
3. /d/ and /t/
4. /v/ and /f/ (The buzzy sound of these fricatives makes them additionally challenging.)
5. /z/ and /s/ (The buzzy sound of these fricatives makes them additionally challenging.)
6. /th/ and /th/
7. /ch/ and /j/ (The consonant cluster ‘tr’ may also be confused with /ch/ or /j/ because of similar articulations.)

- **Confusions between short vowels.** Vowel sounds fall along a continuum. The English language draws lines in the continuum to create a span of sound considered /a/ or /o/ and so forth. Neighboring spans of sound along the vowel sound continuum can be challenging to discriminate. The continuum for short vowels follows /a/-/i/-/e/-/o/-/u/. The jaw position changes the least between /i/ and /e/ as well as between /o/ and /u/, which are two commonly challenging combinations to discriminate. If short vowel confusions are a target for remedial instruction, we recommend working with non-adjacent short vowel sounds first (e.g., /a/ and /o/).
- **Difficulty with nasal sounds.** Nasal sounds are /m/ and /n/ because air is blocked from escaping through the mouth, sending the sound instead through the nose. This creates a muffled softer sound, particularly in comparison to other more prominent sounds within a word (e.g., *jump* or *sand*). Working with nasals in final consonant clusters, especially segmenting for spelling, can be challenging. If final consonant clusters are a target for remedial instruction, we recommend working with clusters of more salient consonants first (e.g., -sk, -st, -ft).
- **Difficulty with liquid sounds.** Liquid sounds are /l/ and /r/ because their articulation is rather fluid, almost vowel-like, and can be highly impacted by adjacent sounds in words. Working with liquid sounds in initial consonant clusters, especially segmenting for spelling, can be challenging. If initial consonant clusters are a target for remedial instruction, we recommend working with 's'-consonant clusters before 'l'-consonant clusters or, often the most challenging, 'r'-consonant clusters.

## Lesson Templates and Sample Remedial Lessons

Lesson Templates are provided to structure your use of the instructional resources. Sample Remedial Lessons provide examples of how instructional exercises can be utilized within the templates. Time (noted in minutes) is an estimate and should be adjusted as needed.

### Guided Reinforcement Lesson Template

**Note:** Progress monitoring related to instruction from Guided Reinforcement lessons may be integrated within instructional times other than these brief remedial lessons, or remedial instructional time may be devoted to completed progress monitoring as needed.

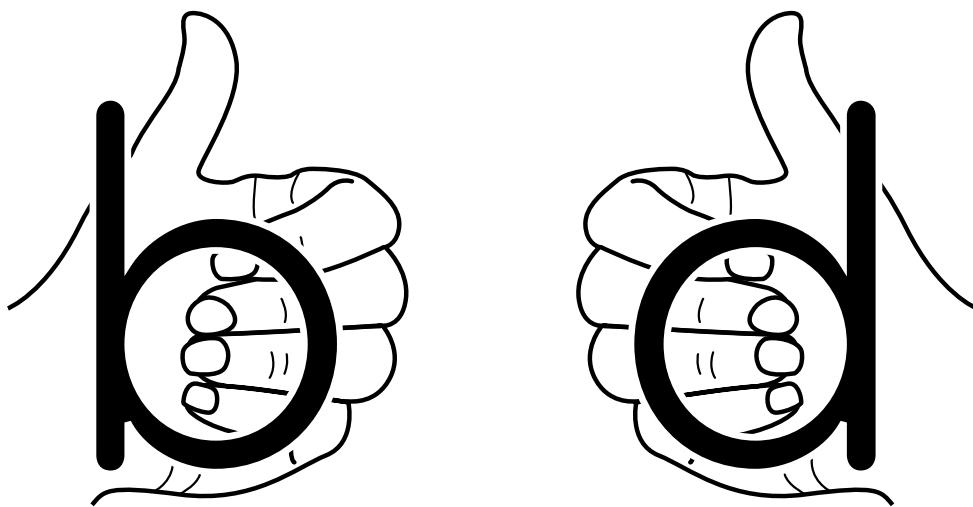
Guided Reinforcement	Exercise	Materials	Minutes
<b>Warm-Up</b>	Choose one: <ul style="list-style-type: none"> <li>• <b>Match Me</b></li> <li>• <b>Blending and Segmenting</b></li> </ul>	activity dependent	3
<b>Guided Practice (applying skills)</b>	Choose one or two activities or games from Phonics Exercises according to target objectives: phonological awareness and/or sound-spellings	activity dependent	12

## Guided Reinforcement Sample Remedial Lesson

Target: reversal with ‘b’, ‘d’, and ‘p’

Guided Reinforcement	Exercise	Materials	Minutes
<b>Warm-Up</b>	<p>Students have some lingering reversal issues with ‘b’, ‘d’, and ‘p’. This is a normal occurrence for students at this level of development; however, addressing it may resolve the confusions more promptly.</p> <p><b>Blending and Segmenting</b> Word List: <i>dad, dip, dab, did, pad, pod, pop, bad, bob, bed, bib, bud</i></p>	Word List(s)	3
<b>Guided Practice (applying skills)</b>	<p><b>Sound-Spellings: Push &amp; Say</b> Word List: see Warm-Up (consonants: ‘d’, ‘p’, and ‘b’; vowels: ‘a’, ‘e’, ‘i’, ‘o’, ‘u’) letter cards: The word <i>bed</i> presents an opportunity for learning a reference for ‘b’ and ‘d’. *</p>	Word List(s) (from Warm-Up)  Push & Say Letter Card set and Sound Boxes page for each student	12

\*You may teach students to create an image of a bed by putting their fists together with thumbs up. As a whole it resembles a bed structure, the left hand resembles the letter ‘b’ reminding students the circle part goes to the right, and the right hand resembles the letter ‘d’ reminding students the circle part goes to the left. Once sound-spelling knowledge is learned for ‘b’ and ‘d,’ the *bed* image created with hands may serve as a helpful reminder for letter recognition and formation.



## ***Explicit Reteaching Lesson Template***

Explicit Reteaching	Exercise	Materials	Minutes
<b>Warm-Up</b>	Choose one: <ul style="list-style-type: none"> <li>• <b>Match Me</b></li> <li>• <b>Blending and Segmenting</b></li> </ul>	activity dependent	3
<b>Explicit Instruction</b>	<b>Review the Sound-Spelling</b>	Grade 1 Code Flip Book  Articulation Chart  Word List(s)	4
<b>Guided Practice (working with skills)</b>	<b>Chaining</b>	Chaining List  Large Letter Cards (optional)  writing materials for teacher and students	8
<b>Guided Practice (applying skills) OR Independent Practice/ Progress Monitoring</b>	Choose one or two activities or games from Phonics Exercises according to target objectives: phonological awareness and/or sound-spellings.  Activities with which students have demonstrated independence may engage students when progress monitoring with individuals is needed.	activity dependent  Progress Monitoring worksheets	10

## Explicit Reteaching Sample Remedial Lesson

Target: final nasal consonant clusters

Explicit Reteaching	Exercise	Materials	Minutes
<b>Warm-Up</b>	<b>Match Me</b> Students have struggled to discriminate the nasal sounds /n/ and /m/ in final nasal consonant clusters in word building and spelling activities. Play “Match Me” with ‘n’ and ‘m’, and include review of short vowel sound-spellings with ‘a’, ‘e’, ‘i’, ‘o’, and ‘u’.	Large Letter Cards: 'n', 'm', 'a', 'e', 'i', 'o', and 'u'	3
<b>Explicit Instruction</b>	<b>Review the Sound-Spelling</b> Review /n/ > ‘n’ and /m/ > ‘m’	Grade 1 Code Flip Book  Articulation Chart  Word List(s)	4
<b>Guided Practice (working with skills)</b>	<b>Chaining</b> Chaining list targeting final nasal consonant clusters: cap > camp > lamp > lump > limp > lip > sip > sin > sink > pink > pin > pan > can (consonants: ‘c’, ‘p’, ‘m’, ‘l’, ‘s’, ‘n’, ‘k’, and vowels: ‘a’, ‘i’, and ‘u’)	Chaining List  dry erase board, marker, and eraser for teacher and each student	8
<b>Guided Practice (applying skills) OR Independent Practice/Progress Monitoring</b>	<b>Making Words</b> Complete the Making Words (Consonant Cluster ‘i’) worksheet with the Making Words Extension Worksheet. Tell students the goal is to make as many –ink words as they can first, and then make as many other words as they can figure out.	Making Words (Consonant Cluster ‘i’) and Extension Worksheet for each student  Consonant Cluster Word/Picture Cards	10
	<b>Memory/Sound-Spelling: Progress Monitoring</b> While student partners play Memory with Consonant Cluster Word/Picture Cards, complete Sound-Spelling Progress Monitoring	Word Cards and Record Sheets for Word Reading 7	

## Comprehensive Reteaching Lesson Template

Comprehensive Reteaching	Exercise	Materials	Minutes
<b>Warm-Up</b>	If Phonics Focus choose one of the following: <ul style="list-style-type: none"> <li>• <b>Match Me</b></li> <li>• <b>Blending and Segmenting</b></li> </ul> If Fluency and Comprehension Focus choose one of the following: (see Section II, Fluency and Comprehension) <ul style="list-style-type: none"> <li>• <b>Silly Voices</b></li> <li>• <b>Two Voices</b></li> </ul>	activity dependent	3
<b>Explicit Instruction</b>	If Phonics Focus: <b>Review the Sound-Spelling</b>  If Fluency and Comprehension Focus: <b>Address Prior Knowledge and Set a Purpose</b> (see Section II, Fluency and Comprehension)	activity dependent	5
<b>Guided Practice (working with skills)</b>	If Phonics Focus: <b>Chaining</b>  If Fluency and Comprehension Focus: <b>Model Thinking with Reading</b> (see Section II, Fluency and Comprehension)	activity dependent	10
<b>Guided Practice (applying skills)</b>	Choose one or two activities or games from Exercises sections according to target objectives across components: <ul style="list-style-type: none"> <li>• If Phonics Focus (see Phonics Exercises)</li> <li>• If Fluency and Comprehension Focus: <b>Read with Purpose and Understanding</b> (see Section II, Fluency and Comprehension)</li> </ul>	activity dependent	12
<b>Independent Practice/Progress Monitoring</b>	Activities with which students have demonstrated independence may engage students when progress monitoring with individuals is needed.	activity dependent  Progress Monitoring worksheets	10

**Note:** If a single remedial instruction session does not allow enough time to complete the Comprehensive Reteaching Lesson, then the instruction can be divided over two instructional sessions instead. A split lesson structure may look like this:

Session 1	Session 2
<b>Warm-Up</b> <b>Explicit Instruction</b> <b>Guided Practice (working with skills)</b> <b>Initiate Guided Practice (applying skills)</b>	<b>Warm-Up</b> <b>Explicit Instruction</b> <b>Continue Guided Practice (applying skills)</b> <b>Independent Practice/Progress Monitoring</b>

## Comprehensive Reteaching Sample Remedial Lesson

Target: confusions between /ch/, /t//r/, and /j/

Comprehensive Reteaching	Exercise	Materials	Minutes
<b>Warm-Up</b>	<p><b>Match Me</b> Students have struggled to discriminate between /ch/, /t//r/, and /j/ in word building and spelling activities. Play Match Me with ‘ch’, ‘t’, ‘r’, and ‘j’.</p>	Large Letter Cards: ‘ch’, ‘t’, ‘r’, and ‘j’	3
<b>Explicit Instruction</b>	<p><b>Review the Sound-Spelling</b></p> <ul style="list-style-type: none"> <li>Tell students, “As we learn more sounds and the letters used to spell them, we will discover some which are confusing because they sound a lot alike. We will talk about ‘ch’ &gt; /ch/ and two other very similar sounds.”</li> <li>Discuss how /ch/ is easily confused with /j/ because the articulations only differ in voicing.</li> <li>Discuss /t/ and /r/ combined as a cluster and notice how the articulations shift. Instead of a clean tap behind the teeth for /t/, for the consonant cluster the rim of the tongue taps, similar to the articulation for /ch/. This is because the lower jaw is pulled up to push the lips out for the /r/ articulation!</li> <li>Provide a few sample words asking students to identify which sound-spelling is needed at the beginning by holding up the correct letter cards: <ul style="list-style-type: none"> <li>‘ch’ –chat, chin, chunk</li> <li>‘tr’ –trip, trot, trunk</li> <li>‘j’ –jet, jig, job</li> </ul> </li> </ul>	Articulation Chart  Word List(s)  Warm-Up Letter Cards	5
<b>Guided Practice (working with skills)</b>	<p><b>Chaining</b> Chaining list targeting ‘ch’: chat &gt; hat &gt; hit &gt; hip &gt; chip &gt; chop &gt; chap &gt; champ &gt; camp &gt; cap &gt; cat (digraph: ‘ch’, consonants: ‘t’, ‘h’, ‘p’, ‘m’, ‘c’, and vowels: ‘a’, ‘i’, and ‘o’)</p>	Chaining List  dry erase board, marker, and eraser for teacher and each student	10

Comprehensive Reteaching	Exercise	Materials	Minutes
<b>Guided Practice (applying skills)</b>	<b>Sound Spellings: Push &amp; Say</b> Students build words with ‘ch’, ‘j’, and the consonant cluster ‘t’’r’. Word List: Real word contrasts: <i>junk/trunk/chunk, jot/trot, t<b>romp/chomp, trap/chap</b></i> ; Contrasts including psuedoword: <i>trab/chab/jab, chop/jop/trop, chin/jin/trin</i> , and <i>jet/tret/chet</i> . (digraph: ‘ch’; consonants: ‘t’ –double ‘t’ is needed, ‘r’, ‘j’, ‘n’, ‘k’, ‘m’, ‘p’, and ‘b’; vowels: ‘a’, ‘e’, ‘i’, ‘o’, and ‘u’)	Sound Boxes page  Push & Say Letter Cards	12
	<b>Tricky Words: BINGO</b> (Fluency and Comprehension Exercise) In addition to phonics objectives, fluency and comprehension objectives are also targeted with this student group. Tricky Word knowledge is developing, and students will reinforce their knowledge by reading Tricky Words for the game BINGO.	Tricky Word cards  BINGO Boards	
<b>Independent Practice/ Progress Monitoring</b>	Independent Practice: <b>Two Voices</b>	copies of Two Voices stories	10
	Progress Monitoring: Continue Fluency and Comprehension Progress Monitoring assessment with students.	Record Sheets for Fluency and Comprehension Progress Monitoring 3	

## **Phonics Exercises**

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This section contains activities and games recommended for use in the Warm-Up, Explicit Instruction, and Guided Practice (working with skills) portions of the lesson templates. Instructions for the activities and games are provided, and necessary materials are noted.

### **Warm-Up: Match Me**

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**Objective:** Prompt student attention to the connection between written letters and spoken sounds for taught sound-spellings.

**Materials:**

- Large Letter Cards

**Preparation:** Gather student sets of Large Letter Cards from Materials for Phonics Lessons corresponding to the sound-spellings you intend to address in the rest of the lesson, as well as other sound-spellings students have been explicitly taught and have not yet mastered. Selections should be informed by instructional observations and student performance on the Word Recognition, Pseudoword Reading, and Code Knowledge Diagnostic Assessments.

**Instructions:**

- Provide each student with a set of Large Letter Cards corresponding to the targeted sound-spellings.
- Tell students you will either say a sound or show a letter.
- If a sound is provided, students should find the corresponding spelling on the Large Letter Cards.
- If a spelling (Large Letter Card) is shown, students should prepare to provide the corresponding sound when prompted.
- If anyone provides an incorrect answer, correct the error, and have students repeat the item.
- Keeping notes on a copy of the Phonics Scope and Sequence chart (provided in “Determining Student Need”) regarding sound-spelling knowledge mastered, progressing, or unfamiliar will help you plan for the next lesson Warm-Up.

### **Warm-Up: Blending and Segmenting**

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**Objective:** Prompt student attention to the foundational skills of blending and segmenting phonemes to prepare for reading and/or spelling tasks.

**Materials:**

- Word List(s)

**Preparation:** Identify the sound-spellings you intend to address in the rest of the lesson as well as for a handful of other sound-spellings students have been explicitly taught and have not yet mastered. At least one vowel is required. Selections should be informed by instructional observations and student

performance on the Word Recognition, Pseudoword Reading, and Code Knowledge Diagnostic Assessments. Using the selected sound-spellings create three to five real words or pseudowords (reference Word Lists from Materials for Phonics Lessons for suggestions).

**Instructions:**

- Provide the sounds for each word in segmented fashion. Have students blend the sounds and prepare to say the word aloud when prompted. Using blending motions may scaffold students who struggle (see Blending Motions provided in Materials for Phonics Lessons).
- Say each word blended. Have students segment the sounds, responding when prompted. (Representing sounds with objects may scaffold students who struggle.)
- Keeping notes on a copy of the Phonics Scope and Sequence chart (provided in “Determining Student Need”) regarding sound-spelling knowledge mastered, progressing, or unfamiliar will help you plan for the next lesson Warm-Up.

## **Explicit Instruction: Review the Sound-Spelling**

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**Objective:** Reteach sound-spelling knowledge needed for reading and writing with which students are demonstrating difficulty.

**Materials:**

- Grade 1 Code Flip Book
- writing materials for students (e.g., paper and pencils)
- Articulation Chart
- Word List(s)

**Preparation:** Select sound-spellings in need of remediation. Gather Grade 1 Code Flip Book and the Articulation Chart from Materials for Phonics Lessons. Reference the Word Lists from Materials for Phonics Lessons to create word lists with three to five words for each sound-spelling targeted in the lesson. Also gather writing materials for each student.

**Instructions:**

- Display the appropriate Flip Book page for the sound-spelling being taught.
- Remind students of the articulation needed to make the target sound.
- Say and have students echo the example word, noting where the sound-spelling occurs (initial, medial, or final position).
- Briefly review the strokes for letter formation.
- Say a number of words with the targeted sound-spelling, and have students repeat after you. Then have students write the words.

## Guided Practice: Chaining

**Objective:** Work with sound-spelling correspondences by requiring attention to individual sound-spelling changes as words are read or spelled.

### Materials:

- chaining list
- writing materials for students and teacher
- optional: Large Letter Cards

**Preparation:** Select a chaining list targeting sound-spellings in need of remediation from Materials for Phonics Lessons. Gather writing materials (e.g., dry erase boards and markers) for both teacher and students. If you wish to display letter cards for the letters used in the chain, copy and cut the required Large Letter Cards from Materials for Phonics Lessons.

### Instructions:

- Display the letters required for the selected chain. They may be written at the top of the board or chart paper or may be letter cards set out in front of students on the table.

#### *Chaining for Reading*

- Start with chaining for *reading*. (Decoding tends to be less challenging than encoding.) Tell students you will use the letters to write words for them to read.
- Write the first word and tell students to look at the letters from left to right. As they look at the letters, they need to remember the sounds the letters stand for and blend the sounds together to make the word.
- Make the letter change needed for the next word and describe the change as it is made. For example, changing *sap* to *tap* say, “Now I’m changing the ‘s’ at the beginning to a ‘t’. What word did I make now?”
- Continue until the chain is complete.
- If support is needed, model the sounds and blending. Also encourage students to use the blending motions they have learned.

#### *Chaining for Spelling*

- Next use the same or an alternate chain for *spelling*. Tell students you will say words for them to write, and for each new word they will only need to change one letter.
- Say the first word and tell students to break the word up into sounds and write the letters for each sound from left to right.
- Provide the next word and have students explain the change they had to make from the previous word. For example, changing *cap* to *camp* students may say, “I added an ‘m’ in between the ‘a’ and the ‘p’.”
- Continue until the chain is complete.
- If support is needed, model breaking the sounds apart and writing the letters for each sound.

## **Phonics Exercises: Other Guided Practice for Phonological Awareness**

This section provides activities and games addressing the skills of blending and segmenting words. The exercises are recommended for use in the Guided Practice (applying skills) and Independent Practice portions of the lesson templates. Blending is a phonological foundation for reading and segmenting is a phonological foundation for spelling. Blending and segmenting activities promote student awareness of and flexibility with phonemes (the smallest units of speech sound). Reading and writing skills are built upon this foundation. The activities and games provide engaging opportunities to develop phonological awareness with decreasing support as students' skills strengthen.

If students demonstrate the need for more explicit instruction with oral blending and/or segmenting, access additional resources in the **Kindergarten Assessment and Remediation Guide** Phonological Awareness Sections:

1. Unit 2 Section I, Blending and Segmenting Syllables
2. Unit 2 Section II, Blending Two or Three Phonemes
3. Unit 3 Section I, Segmenting Two or Three Phonemes
4. Unit 6 Section I, Blending Three to Five Phonemes
5. Unit 7 Section I, Segmenting Three to Five Phonemes

### **Phonological Awareness: Push & Say (for Blending or Segmenting Practice)**

Use Sound Boxes to have students represent phonemes with objects. Representing phonemes with objects allows for cognitive focus on discriminating sounds in words before requiring the additional demand of matching letter knowledge to those sounds. This activity is valuable for developing readiness for phonics work.

**Note:** Though /x/ is a sound combination of /k/ and /s/, it is taught as one sound. You may praise students who recognize /x/ as a sound combination, but they are to treat it as one sound, placing one object in the box to represent the phoneme. Similarly, when /qu/ occurs in the initial position of words, praise students who recognize /qu/ as a sound combination of /k/ and /w/, but they are to represent the phoneme with one object in the corresponding box.

#### **Materials:**

- Word List or Find My Word/Silly Monster Talk page from Materials for Phonics Lessons

**Note:** Word Lists and the Find My Word/Silly Monster Talk worksheets are organized by sound-spellings to facilitate aligning blending and segmenting practice with the sound-spelling targets for any corresponding phonics instruction.

- A collection of small objects (cubes, pennies, beans, buttons, etc.)
- copies of the Sound Boxes page from Materials for Phonics Lessons

**Preparation:** Use words from the Word Lists or Find My Word/Silly Monster Talk worksheets to create a list targeting phonemes with which students have demonstrated difficulty. Gather a collection of small objects, and make copies of the Sound Boxes page.

**Instructions:**

- Provide students a handful of objects and a copy of the Sound Boxes page.
- If students are unfamiliar with Push & Say, demonstrate the procedure with the word *fun*. Push & Say begins by providing a whole word for students to segment. Say *fun* and then segment the words with finger taps. [For an emphasis on blending, remove the initial segmenting task for students. Instead of initially saying the blended word *fun* (which provides the answer!), start by saying it in segmented fashion with finger taps.] Then, from left to right, place an object below a box for each sound. (For *fun*, an object should be below the first three boxes.) Next, say the sounds /f/ /u/ /n/ as you push each object into its box to represent the sounds. Immediately run your finger from left to right under the boxes, blending the sounds together to say the whole word *fun*.

**Note:** Be sure to demonstrate the objects pushed from left to right from the students' perspective. If you are sitting across from students, this means you will push the objects from right to left.

- Tell students they will not use all the boxes for every word, but they should always start with the first box on the left.
- To manage with small groups, you may ask students to wait once they line up their objects below the boxes for each word. Then you can prompt students to push the objects into the boxes for each phoneme and say the blended word as they are ready.

***Push & Say for Blending***

- Tell students you will say sounds for them to blend into words. The boxes and objects will represent individual sounds before they are blended into words.
- Work through your word list to give students blending practice. Use familiar blending motions (e.g., finger tapping) as you say one word at a time in segmented fashion.
- Students echo the phonemes of the word you said as they push an object to represent each sound into the boxes (from left to right). They should then run their finger under the boxes (from left to right) as they blend the sounds to make a word.
- If students struggle, sequential blending may help students who have difficulty with final blending (see Blending Motions in Materials for Phonics Lessons).

### **Push & Say for Segmenting**

- Tell students you will say words for them to break into their smallest sounds. The boxes and objects will represent individual sounds before they are blended into words.
- Work through your word list to give students segmenting practice.
- Students segment phonemes and push an object into the boxes for each sound (from left to right). Then students run their finger under the boxes (from left to right) as they repeat the blended word.
- If students struggle, say the word again by stretching out the sounds (e.g., /sssss-aaaaa-nnnnn-ddddd/).

### **Phonological Awareness: Find My Word (for Blending Practice)/Silly Monster Talk (for Segmenting Practice)**

The Find My Word/Silly Monster Talk worksheets can be used to have students work with phonemes for either blending (Find My Word) or segmenting (Silly Monster Talk) practice.

#### **Materials:**

- Find My Word/Silly Monster Talk page from Materials for Phonics Lessons

**Note:** Find My Word/Silly Monster Talk worksheets are organized by sound-spellings to facilitate aligning blending and segmenting practice with the sound-spelling targets for any corresponding phonics instruction. The objects included on the worksheets for Silly Monster Talk are not restricted to taught sound-spelling correspondences (e.g., ‘ea’ > /e/ in bread is used). Therefore, while the worksheets may be selected to align with sound-spelling targets for phonics instruction, the words corresponding with the images should not be used for reading or spelling. These worksheets were designed for exclusive focus on phonemes, not graphemes.

- for segmenting practice: Silly Monster image from Materials for Phonics Lessons
- optional: collection of small objects (blocks, pennies, beans, tiles, etc.)

**Preparation:** Select and copy the Find My Word/Silly Monster Talk page targeting phonemes with which students have demonstrated difficulty. For segmenting practice also copy the Silly Monster image to provide a signal that Silly Monster talk will be used. A puppet may be created by copying and cutting the image from card stock and mounting it on a popsicle stick; the puppet can then be used for modeling and to signal students’ turns by passing the puppet around. Optional: Gather a collection of small objects to use to cover images as they are identified.

#### **Instructions:**

- Option: Blocks, pennies, beans, tiles, or the like can be used to cover pictures as sounds are identified.

### **Find My Word (for Blending Practice)**

- Provide students with a copy of the selected Find My Word worksheet.
- Review the names of the depicted items with students to ensure the intended word association.
- Pronounce the name of an object by saying the phonemes in segmented fashion.
- Students blend the phonemes and point to the picture of the object.
- Repeat until all the pictures are identified.
- Encourage students to use the blending motions they have learned to help them blend the sounds, and sequential blending may help students who struggle with final blending (see Blending Motions in Materials for Phonics Lessons).

### **Silly Monster Talk (for Segmenting Practice)**

- Provide students with a copy of the selected Silly Monster Talk page and display the Silly Monster image.
- Tell students Silly Monster talks by breaking the sounds in words apart. Say: "For example, instead of saying *shut*, Silly Monster would say, /sh/ /u/ /t/."
- Review the names of the depicted items on the worksheet with students to ensure the intended word association.
- Point to a picture and ask students to say what it is by talking like Silly Monster does.
- If students are unable to answer, say the name of the item by stretching out the word (e.g., /ssssshhhh-uuuuu-t-t-t-t-t/).
- Continue until all the pictures are identified using Silly Monster talk.

## **Phonological Awareness: Oh Nuts! Game for Segmenting Practice**

### **Materials:**

- squirrel image
- six acorns per student
- Word List(s)

**Preparation:** Copy the squirrel image and copy and cut out acorns from Materials for Phonics Lessons. If available in your area, actual acorns could be collected and used! Reference the Word Lists from Materials for Phonics Lessons to create a word list targeting phonemes in need of remediation.

### **Instructions:**

- Place the squirrel in the middle of the table and tell students they need to help you feed the squirrel.
- Give each student at least six acorns.

- Tell students you are going to say a word and they should remove one acorn from their pile for each sound in the word.
- Once all students have the correct number of acorns set out, ask individual students to feed the squirrel by saying each sound for the word as they place each acorn on the squirrel. When they are finished they get to say, “Oh nuts!”
- As all students “feed the squirrel,” the acorns will pile up on the squirrel. Then redistribute the acorns for the next word.

## Phonological Awareness: Flip Your Lid! Game for Segmenting Practice

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### Materials:

- at least six bottle caps per student
- 2-liter soda bottle with bottom cut off
- Word List(s)

**Preparation:** Collect a number of bottle caps from discarded water or soda bottles. They do not have to be all alike and certainly can add more interest if the colors are varied. Cut off the bottom of a 2-liter soda bottle and wash it thoroughly to remove any stickiness. Reference the Word Lists from Materials for Phonics Lessons to create a word list targeting phonemes in need of remediation.

### Instructions:

- Give each student at least six bottle caps.
- Tell students you are going to say a word and they should remove one bottle cap from their pile for each sound in the word.
- Once all students have the correct number of bottle caps set out, ask individual students to say each sound for the word as they gently toss each bottle cap into the soda bottle bottom.
- As all students get a turn, the bottle bottom will fill up with bottle caps.
- Redistribute the bottle caps for the next word.

## **Phonological Awareness: Construction Time! Game for Segmenting Practice**

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### **Materials:**

- at least six blocks per students
- Word List(s)

**Preparation:** Gather a collection of any variety of blocks (e.g., unit blocks or locking cubes). Reference the Word Lists from Materials for Phonics Lessons to create a word list targeting phonemes in need of remediation.

### **Instructions:**

- Give each student at least six blocks.
- Tell students you are going to say a word and they should remove one block from their pile for each sound in the word.
- Once all students have the correct number of blocks set out, ask individual students to say each sound for the word as they place each block, building a collective structure as the game continues.
- Supply new blocks to each student for each successive word.

## **Phonics Exercises: Other Guided Practice for Sound-Spellings**

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This section provides activities and games reinforcing code-knowledge as students apply sound-spellings to read or spell words. The exercises are recommended for use in the Guided Practice (applying skills) and Independent Practice portions of the lesson templates. Game materials are provided in sets according to categories of sound-spellings: single letter, consonant cluster, digraph, and double letter. We recommend copying and cutting the materials from card stock to allow for reuse. The exercises provide engaging opportunities to develop code knowledge with decreasing support as students' skills strengthen.

### **Sound-Spellings: Push & Say**

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#### **Materials:**

- Push & Say Letter Card set for each student
- Sound Boxes page for each student
- Word List(s)

**Preparation:** Copy the Sound Boxes page and copy and cut a set of Push & Say Letter Cards for each student from Materials for Phonics Lessons. Reference the Word Lists from Materials for Phonics Lessons to create a word list targeting sound-spellings in need of remediation.

#### **Instructions:**

- Provide each student with the Sound Boxes page and a set of Push & Say Letter Cards required for the words selected for building.

- If students will build words with double letter sound-spellings, remind them of the spellings used for /f/, /l/, /s/, and /k/ when those sounds occur at the end of words (e.g., ‘ff’, ‘ll’, ‘ss’, and ‘ck’). Students should use the letter cards with double letter spellings when this occurs.
- Say a word, such as *spin*.
- Students echo the word and then individually work to select the letter cards for the sound-spellings identified as they segment the word into phonemes.
- Have students place the letter cards directly below the boxes in the correct positions from left to right. Tell students they will not always use all the sound boxes (e.g., four-phoneme words).
- Once you see a student is ready, ask him or her to push the cards into the boxes from left to right and say the sound as each letter card is pushed. Immediately, students should run their finger under the word in one smooth motion and say the whole word blended.
- Clear the board for the next word.
- If additional support is needed, begin by asking students to flip their letter cards over to the blank side and Push & Say for a few practice words using the blank side of the cards. This removes the component of identifying the correct sound-spelling, allowing students to start with a focus on the sounds and their positions before adding in the task of connecting the sounds to spellings.

Sound Boxes can be used in varied ways:

1. Select words from the Word Lists from Materials for Phonics Lessons for students to practice building and blending with target sound-spellings.
2. Students who struggle to write the words from the Making Words activities in this section, may be supported by building in Sound Boxes first and then copying the word onto the handwriting lines.
3. Sound Boxes may also support students during Chaining activities. For reading the teacher may build or write sound-spellings in the boxes to help highlight the positions, particularly helping to focus student attention to the correct position as spellings change to form a new word. Similarly, for spelling, students may build or write sound-spellings in the boxes for support as they break apart and record the phonemes they hear in words.

## Sound-Spellings: Making Words

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### Materials:

- Making Words Template (prepared and copied for each student)
- Making Words List(s)
- pencils for each student
- optional: Making Words Extension Worksheet copied for each student

**Preparation:** Select a Making Words List according to the sound-spellings targeted for remediation.

**Note:** Some lists allow for making words that include a final ‘s’ (e.g., *flags* or *grabs*).

Fill in the template with the chosen list. (Lists are written by row.) Copy for each student. Also copy the Extension Worksheet, if desired. Gather pencils for each student.

### Instructions:

- Model how to use the letters surrounding the center box to make words. Tracing the path of letters may support students as they attempt sound-spelling combinations.
- Students write the words they make on the lines provided below.
- Ensure comprehension by asking students to provide a sentence using the real words they make.
- More words can be created than the number of lines provided. For students who are capable of productively continuing to create additional words, the Extension Worksheet can be copied and provided.

### Making Words Lists

- **Making Words (Initial Position) Lists** offer the highest level of support by having students make words by manipulating the sound in the initial position only.
- **Making Words (Initial and Final Positions) Lists** have students make words by manipulating the sound in the initial and final position.
- **Making Words (Consonant Cluster, Digraph, and Double Letter) Lists** allow students to make three to five phoneme words.

<b>(Initial Position 'a' 1)</b>	b m s / f _ad d / p h l	<b>(Consonant Cluster 'e')</b>	b l f / s e t / p n d									
<b>(Initial Position 'a' 2)</b>	j c r / h _am d / m b y	<b>(Consonant Cluster 'i')</b>	t s k / p i n / w l d									
<b>(Initial Position 'a' 3)</b>	t f r / c _an m / v p n	<b>(Consonant Cluster 'o')</b>	f r d / p o c / g s t									
<b>(Initial Position 'a' 4)</b>	g z l / n _ap c / m r t	<b>(Consonant Cluster 'u')</b>	c l p / s u m / t k g									
<b>(Initial Position 'a' 5)</b>	s r h / c _at b / f m p	<b>(Digraph 'a')</b>	r c sh / t a b / s m th									
<b>(Initial Position 'l' 1)</b>	l h r / d _ip s / t z n	<b>(Digraph 'e')</b>	qu th s / n e t / ch m f									
<b>(Initial Position 'i' 2)</b>	h k s / b _it l / f p z	<b>(Digraph 'u' 1)</b>	sh t l / n u z / qu ch p									
<b>(Initial Position 'o' 1)</b>	h c b / f _og l / n d j	<b>(Digraph 'o')</b>	c th r / l o p / s ng sh									
<b>(Initial Position 'o' 2)</b>	p d n / r _ot l / t g h	<b>(Digraph 'u' 2)</b>	b r sh / l u c / f n ch									
<b>(Initial Position 'u')</b>	m j d / h _ug l / r b t	<b>(Digraph 'u' 3)</b>	s r c / t u l / h ng th									
<b>(Initial and Final Position 'a')</b>	s r f / g a b / n t p	<b>(Double Letter 'a')</b>	b l s / c a g / ck r s									
<b>(Initial and Final Position 'e')</b>	m r t / w e b / p d n	<b>(Double Letter 'e')</b>	s m t / w e ll / d r ss									
<b>(Initial and Final Position 'i')</b>	h r t / g i p / n b m	<b>(Double Letter 'i')</b>	t s p / r i l / ck g ll									
<b>(Initial and Final Position 'o')</b>	n j t / b o g / p x h	<b>(Double Letter 'o')</b>	g c r / l o t / ss b ck									
<b>(Initial and Final Position 'u')</b>	h r f / j u g / n b m	<b>(Double Letter 'u')</b>	p l c / b u ff / s t ck									
	<b>Sample: (Initial Position 'a' 1)</b>		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>b</td><td>m</td><td>s</td></tr> <tr> <td>f</td><td>_ad</td><td>d</td></tr> <tr> <td>p</td><td>h</td><td>i</td></tr> </table>	b	m	s	f	_ad	d	p	h	i
b	m	s										
f	_ad	d										
p	h	i										

## Sound-Spellings: BINGO

### Materials:

- BINGO game set
- nine tokens per student

**Preparation:** Copy a BINGO game set (Boards and Cards) from Materials for Phonics Lessons according to the category of sound-spellings targeted for remediation. Cut the BINGO Cards. Gather tokens for each student to cover spaces on their game boards (e.g., cubes, pennies, beans, etc.).

### Instructions:

- Provide students with a BINGO Board and at least nine tokens.
- As word cards are selected and read, students search for the word on their game board.
- Ask students to put their finger on the word if they find it and read it aloud to confirm they are correct before covering the space.
- When students are incorrect, use the opportunity to address the confusion.

- When students are correct ask, “How did you know that was \_\_\_\_\_?” (This verbalization of knowledge is powerful for reinforcing learning.)
- The game maybe played until one or all students get three spaces covered in a row, or until one or all students get “black-out” (covering the entire board).

## Sound-Spellings: Race to the Top

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### Materials:

- Large Letter Cards or Word/Picture Cards
- Race to the Top Game Boards
- container to keep two-sided cards
- game pieces (e.g., different colored cubes, various coins, odd-shaped buttons, etc.)

**Preparation:** Select Large Letter Cards or Word/Picture Cards from Materials for Phonics Lessons according to the category of sound-spellings targeted for remediation. Copy and cut out cards. If Word/Picture Cards are used, gather a container (e.g., brown bag) from which the two-sided cards can be drawn. Copy Race to the Top Game Boards. Also gather different objects for students to use as game pieces.

Large Letter Cards may be placed face down in a pile.

- Give the Sound: As letter cards are flipped over, students provide the correct sound.
- Give the Word: As letter cards are flipped over, students provide a word that contains the sound.

Word/Picture Cards Cards should be concealed and drawn from a container, such as a brown bag.

- Read It: As cards are drawn, the *word* side of the card is shown to the opposing player to be read. The *picture* side allows for confirmation/correction.
- Spell It: As cards are drawn, the *picture* side of the card is shown to the opposing player to be spelled (e.g., on a dry erase board). The *word* side allows for confirmation/correction.

### Instructions:

- Provide students with game boards, a game piece, and selected card set.
- Students perform according to the cards and game variation chosen. For correct answers students move up a rung; for incorrect answers students fall down a rung. First one who gets to the top wins.

## Sound-Spellings: Memory

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### Materials:

- Word/Picture Cards

**Preparation:** Select Word/Picture Cards from Materials for Phonics Lessons according to the category of sound-spellings targeted for remediation. Copy the cards onto card stock, otherwise students can see the images through the paper when they are turned over. The word and picture side of the cards should be cut apart.

### Instructions:

- Model how to mix up the cards, lay them out, and take turns turning pairs over to look for matches.
- The goal is to match the word with its corresponding image.
- As students become comfortable with the game it may be able to be played independently.

# Phonics Progress Monitoring

## Progress Monitoring: Phonological Awareness

Blending and segmenting are necessary foundational skills for reading and spelling in Grade 1. However, phonological awareness skills will continue to develop as students progress with the Grade 1 scope and sequence of code knowledge. Lingering challenges with blending and segmenting should be addressed, but should not hold a student back from advancing to Unit 2 if the student is otherwise prepared. Therefore, specific performance standards are not designated; a sample system for collecting progress monitoring data is provided instead.

- Individual records should be kept for students in need of phonological awareness remediation.
- Fill in the Skill column with the blending and/or segmenting targets for assessment. The following table lists a progression in order of difficulty for blending, segmenting, and isolating (a more sophisticated subskill of segmenting) phonemes.

Skill: Blending	Skill: Segmenting	Skill: Isolating
two phonemes	two phonemes	phoneme in the initial position
three phonemes	three phonemes	phoneme in the final position
four phonemes	four phonemes	phoneme in the medial position of three-phoneme words
five phonemes	five phonemes	any position of four- or five-phoneme words

- Informal observational records of general performance during lessons may be kept under **Remediation Sessions**. We recommend recording the date of observation and an overall ranking of how the student performed with the skill that day:

**NYR:** Not Yet Ready

**P:** Progressing

**R:** Ready

A more formal assessment may be completed with students one-on-one. Often instructional tasks can be adjusted from a *learning tool* to an *assessment tool* by simply having the student complete a handful of items without assistance. Under **Progress Monitoring** we recommend recording the date of assessment and the performance score (e.g., 3/4 or 75%) with the skill that day.

Following is an example of the type of information you would record in the Observational Chart:

***Phonological Awareness: Observational Chart (Sample)***

<b>Student:</b>	<b>Remediation Sessions (Date and Rank of NYR, P, R)</b>								<b>Progress Monitoring (Dates and Scores)</b>		
	<b>Phonemes Skill</b>	4/11 P	4/12 P	4/13 R	4/14 R					4/11 2/4	4/14 4/4
<b>Blending four phonemes</b>											
<b>Segmenting three phonemes</b>											
<b>Isolating phonemes in the medial position</b>											

Here is an example of an Observational Chart that you could create to track a student's performance on Progress Monitoring assessments:

***Phonological Awareness: Observational Chart Template (Sample)***

<b>Student:</b>	<b>Remediation Sessions (Date and Rank of NYR, P, R)</b>								<b>Progress Monitoring (Dates and Scores)</b>		
	<b>Phonemes Skill</b>										

## Progress Monitoring: Sound-Spellings

The Progress Monitoring worksheets provided involve asking individual students to read a collection of words in isolation. The worksheets are grouped according to the type of sound-spelling knowledge they measure: single letter, consonant cluster, digraph, or double letter. For the single letter assessments, Pseudoword Reading measures are also included. Pseudoword Reading assessments are provided as an option if teachers suspect that students have memorized some of the read words and are using automatic word recognition instead of applying decoding knowledge. This may be the case with students in need of remediation and reteaching who have had extended and repeated opportunities to work with these specific words.

Sound-Spelling Targets Assessed	Sound-Spelling Progress Monitoring Worksheets
'm' > /m/, 'a' > /a/, 't' > /t/, 'd' > /d/, 'o' > /o/, 'c' > /k/, 'g' > /g/, and 'i' > /i/	Sound-Spelling 1 and 2 Sound-Spelling 13 and 14
'n' > /n/, 'h' > /h/, 's' > /s/, 'f' > /f/, 'v' > /v/, 'z' > /z/, 'p' > /p/, and 'e' > /e/	Sound-Spelling 3 and 4 Sound-Spelling 15 and 16
'b' > /b/, 'l' > /l/, 'r' > /r/, 'u' > /u/, 'w' > /w/, 'j' > /j/, 'y' > /y/, 'x' > /x/, and 'k' > /k/	Sound-Spelling 5 and 6 Sound-Spelling 17 and 18
Initial or Final Blends/Clusters (e.g., <i>tr</i> -, <i>fl</i> -, <i>sp</i> -, <i>-st</i> , <i>-nd</i> , <i>-lt</i> ), and the Tricky Spelling 's' > /z/	Sound-Spelling 7 and 8
Digraphs: /ch/, /sh/, /th/, /th/, /ng/, and /qu/	Sound-Spelling 9 and 10
Double Letter (e.g., 'ck', 'ff', 'll', and 'ss')	Sound-Spelling 11 and 12

**Preparation:** Copy the page of words with the Record Sheet corresponding to the Progress Monitoring worksheet you have selected, and cut out the words.

### Instructions:

- Model with the sample item.
- Show the cards to the student one at a time.
- Use the Record Sheet to record each word as the student reads.
- Place a check next to each word read correctly.
- For misread words, write exactly what students say as the word is sounded out. If students misread a word, prompt them to try to read the word again, letting them know their first attempt was incorrect.
- Students may benefit from the supports utilized during instruction such as blending motions and representing sounds with objects (e.g., Push & Say). Demonstrate and encourage their use during modeling with the sample item if needed. The goal is for students to eventually be capable of completing the tasks without physical supports or, at least, utilizing the supports independently (without your prompt).

## Scoring:

Sound-Spelling Progress Monitoring 1–6 and 13–18 (Single Letter)	Sound-Spelling Progress Monitoring 7 and 8 (Consonant Cluster)
<p>Scoring is based on one point assigned for every sound-spelling in a word which is read correctly. Interpret scores as follows:</p> <ul style="list-style-type: none"> <li>• 14 or 15 points—excellent</li> <li>• 11–13 points—good</li> <li>• 8–10 points—fair</li> <li>• Less than 8 points—poor</li> </ul>	<p>Scoring is based on one point assigned for every consonant cluster in a word which is read correctly. Interpret scores as follows:</p> <ul style="list-style-type: none"> <li>• 18–20 points—excellent</li> <li>• 16 or 17 points—good</li> <li>• 12–15 points—fair</li> <li>• Less than 12 points—poor</li> </ul>
<p>Goal: Achieve scores of Good or Excellent (11 points or higher).</p> <p>Scores of 10 or less indicate additional reteaching and reinforcement is required from <i>Assessment and Remediation Guide</i> Unit 1 Section I, Phonics.</p>	<p>Goal: Achieve scores of Good or Excellent (16 points or higher).</p> <p>Scores of 15 or less indicate additional reteaching and reinforcement is required from <i>Assessment and Remediation Guide</i> Unit 1 Section I, Phonics.</p>

Sound-Spelling Progress Monitoring 9 and 10 (Digraph)	Sound-Spelling Progress Monitoring 11 and 12 (Double Letter)
<p>Scoring is based on one point assigned for every consonant digraph in a word which is read correctly. Interpret scores as follows:</p> <ul style="list-style-type: none"> <li>• 9 or 10 points—excellent</li> <li>• 8 points—good</li> <li>• 6 or 7 points—fair</li> <li>• Less than 6 points—poor</li> </ul>	<p>Scoring is based on one point assigned for every double letter spelling in a word which is read correctly. Interpret scores as follows:</p> <ul style="list-style-type: none"> <li>• 8 points—excellent</li> <li>• 6 or 7 points—good</li> <li>• 5 points—fair</li> <li>• Less than 5 points—poor</li> </ul>
<p>Goal: Achieve scores of Good or Excellent (8 points or higher).</p> <p>Scores of 7 or less indicate additional reteaching and reinforcement is required from <i>Assessment and Remediation Guide</i> Unit 1 Section I, Phonics.</p>	<p>Goal: Achieve scores of Good or Excellent (6 points or higher).</p> <p>Scores of 5 or less indicate additional reteaching and reinforcement is required from <i>Assessment and Remediation Guide</i> Unit 1 Section I, Phonics.</p>

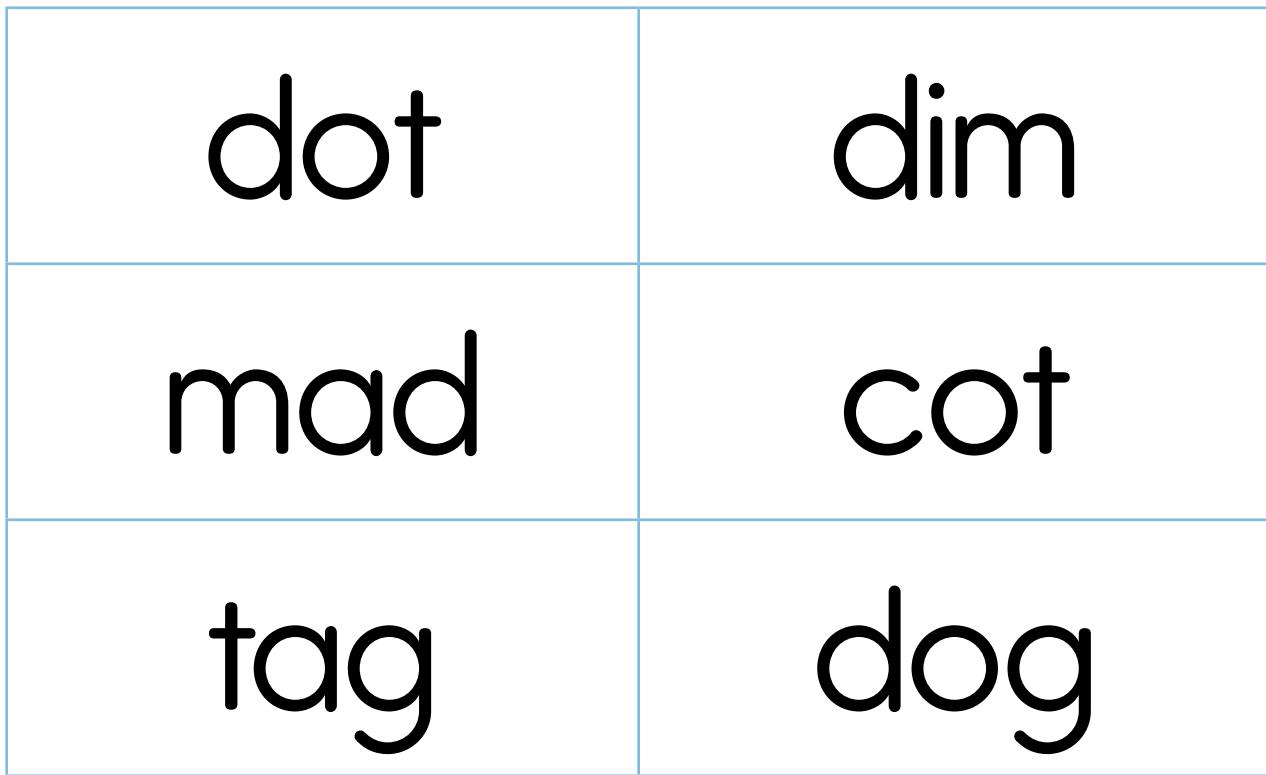
- Further analyze student errors to determine whether there are one or more particularly problematic sound-spellings. The subtotals for targeted sound-spellings at the bottom of the Record Sheets facilitate the identification of specific problem areas.

**Note:** One less common double letter spelling (e.g., ‘gg’, ‘dd’, ‘zz’, or ‘tt’) is included in Progress Monitoring 11 and 12. These words were introduced in the Skills strand lessons as examples of other double letter consonant spellings. Success with this item on the assessment is an indication of student ability to generalize knowledge of pronouncing double letter sound-spellings.

- Also examine whether there are mispronunciations occurring more frequently in a given position in words. For example, does the student read the initial sound correctly, but misread the medial and/or final sound?
- Finally, examine whether the student succeeded in reading words correctly on the second attempt. If so, the student may be rushing and may benefit from explicit instruction to slow down and look at each letter in a word sequentially, left to right.

Name: \_\_\_\_\_

Sound-Spelling: Progress Monitoring 1



Record Sheet for Sound-Spelling: Progress Monitoring 1

Word	Student Pronunciation			
Sample: dot				
1. mad	/m/	/a/	/d/	____ (3)
2. tag	/t/	/a/	/g/	____ (3)
3. dim	/d/	/i/	/m/	____ (3)
4. cot	/k/	/o/	/t/	____ (3)
5. dog	/d/	/o/	/g/	____ (3)
<b>Total Correct</b>				

'c' > /k/ (4) \_\_\_\_ /1

'a' > /a/ (1, 2) \_\_\_\_ /2

't' > /t/ (2, 4) \_\_\_\_ /2

'm' > /m/ (1, 3) \_\_\_\_ /2

'o' > /o/ (4, 5) \_\_\_\_ /2

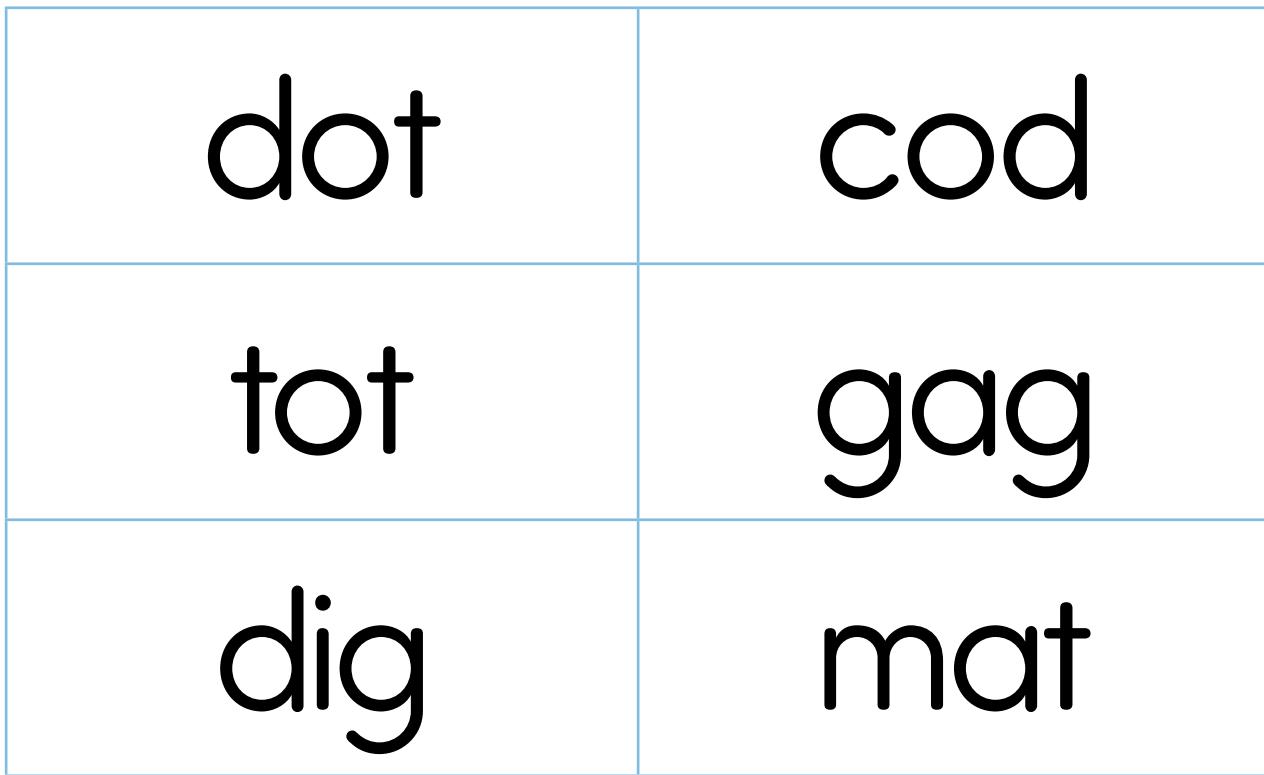
'd' > /d/ (1, 3, 5) \_\_\_\_ /3

'g' > /g/ (2, 5) \_\_\_\_ /2

'i' > /i/ (3) \_\_\_\_ /1

Name: \_\_\_\_\_

Sound-Spellings: Progress Monitoring 2



Record Sheet for Sound-Spellings: Progress Monitoring 2

Word	Student Pronunciation			
Sample: dot				
1. tot	/t/	/o/	/t/	____ (3)
2. dig	/d/	/i/	/g/	____ (3)
3. cod	/k/	/o/	/d/	____ (3)
4. gag	/g/	/a/	/g/	____ (3)
5. mat	/m/	/a/	/t/	____ (3)
<b>Total Correct</b>	____ /15			

'c' > /k/ (3) \_\_\_\_ /1

'a' > /a/ (4, 5) \_\_\_\_ /2

't' > /t/ (1, 5) \_\_\_\_ /3

'm' > /m/ (5) \_\_\_\_ /1

'o' > /o/ (1, 3) \_\_\_\_ /2

'd' > /d/ (2, 3) \_\_\_\_ /2

'g' > /g/ (2, 4) \_\_\_\_ /3

'i' > /i/ (2) \_\_\_\_ /1

Name: \_\_\_\_\_

Sound-Spellings: Progress Monitoring 3

ten	set	van
pen	zip	fed
hop	sap	

Record Sheet for Sound-Spellings: Progress Monitoring 3

Word	Student Pronunciation			
Sample: ten				
1. set	/s/	/e/	/t/	____ (2)
2. van	/v/	/a/	/n/	____ (2)
3. pen	/p/	/e/	/n/	____ (3)
4. zip	/z/	/i/	/p/	____ (2)
5. fed	/f/	/e/	/d/	____ (2)
6. hop	/h/	/o/	/p/	____ (2)
7. sap	/s/	/a/	/p/	____ (2)
Total Correct	____ /15			

Note: Student performance with all phonemes should be noted for evaluation; however, only the group 'n' > /n/, 'h' > /h/, 's' > /s/, 'f' > /f/, 'v' > /v/, 'z' > /z/, 'p' > /p/, and 'e' > /e/ is specifically scored for this assessment.

'n' > /n/ (2, 3) \_\_\_\_ /2      'f' > /f/ (5) \_\_\_\_ /1      'p' > /p/ (3, 4, 6, 7) \_\_\_\_ /4

'h' > /h/ (6) \_\_\_\_ /1      'v' > /v/ (2) \_\_\_\_ /1      'e' > /e/ (1, 3, 5) \_\_\_\_ /3

's' > /s/ (1, 7) \_\_\_\_ /2      'z' > /z/ (4) \_\_\_\_ /1

Name: \_\_\_\_\_

Sound-Spelling: Progress Monitoring 4

ten	vet	zap
sip	fan	set
hen	hip	

Record Sheet for Sound-Spelling: Progress Monitoring 4

Word	Student Pronunciation			
Sample: ten				
1. vet	/v/	/e/	/t/	____ (2)
2. zap	/z/	/a/	/p/	____ (2)
3. sip	/s/	/i/	/p/	____ (2)
4. fan	/f/	/a/	/n/	____ (2)
5. set	/s/	/e/	/t/	____ (2)
6. hen	/h/	/e/	/n/	____ (3)
7. hip	/h/	/i/	/p/	____ (2)
<b>Total Correct</b>				

**Note:** Student performance with all phonemes should be noted for evaluation; however, only the group 'n' > /n/, 'h' > /h/, 's' > /s/, 'f' > /f/, 'v' > /v/, 'z' > /z/, 'p' > /p/, and 'e' > /e/ is specifically scored for this assessment.

'n' > /n/ (4, 6) \_\_\_\_ /2

'f' > /f/ (4) \_\_\_\_ /1

'p' > /p/ (2, 3, 7) \_\_\_\_ /3

'h' > /h/ (6, 7) \_\_\_\_ /2

'v' > /v/ (1) \_\_\_\_ /1

'e' > /e/ (1, 5, 6) \_\_\_\_ /3

's' > /s/ (3, 5) \_\_\_\_ /2

'z' > /z/ (2) \_\_\_\_ /1

Name: \_\_\_\_\_

Sound-Spellings: Progress Monitoring 5

<b>rub</b>	<b>bug</b>	<b>rib</b>
<b>sub</b>	<b>kid</b>	<b>job</b>
<b>yum</b>	<b>lob</b>	<b>wax</b>

Record Sheet for Sound-Spellings: Progress Monitoring 5

<b>Word</b>	<b>Student Pronunciation</b>			
Sample: rub				
1. bug	/b/	/u/	/g/	____(2)
2. rib	/r/	/i/	/b/	____(2)
3. sub	/s/	/u/	/b/	____(2)
4. kid	/k/	/i/	/d/	____(1)
5. job	/j/	/o/	/b/	____(2)
6. yum	/y/	/u/	/m/	____(2)
7. lob	/l/	/o/	/b/	____(2)
8. wax	/w/	/a/	/x/	____(2)
<b>Total Correct</b>	____ /15			

**Note:** Student performance with all phonemes should be noted for evaluation; however, only the group ‘b’ > /b/, ‘l’ > /l/, ‘r’ > /r/, ‘u’ > /u/, ‘w’ > /w/, ‘j’ > /j/, ‘y’ > /y/, ‘x’ > /x/, and ‘k’ > /k/ is specifically scored for this assessment.

‘b’ > /b/ (1, 2, 3, 5, 7) \_\_\_\_ /5

‘w’ > /w/ (8) \_\_\_\_ /1

‘x’ > /x/ (8) \_\_\_\_ /1

‘l’ > /l/ (7) \_\_\_\_ /1

‘j’ > /j/ (5) \_\_\_\_ /1

‘k’ > /k/ (4) \_\_\_\_ /1

‘r’ > /r/ (2) \_\_\_\_ /1

‘y’ > /y/ (6) \_\_\_\_ /1

‘u’ > /u/ (1, 3, 6) \_\_\_\_ /3

Name: \_\_\_\_\_

Sound-Spellings: Progress Monitoring 6

rub	web	bus
jug	lab	yak
box	rut	kit

Record Sheet for Sound-Spellings: Progress Monitoring 6

Word	Student Pronunciation			
Sample: rub				
1. web	/w/	/e/	/b/	_____(2)
2. bus	/b/	/u/	/s/	_____(2)
3. jug	/j/	/u/	/g/	_____(2)
4. lab	/l/	/a/	/b/	_____(2)
5. yak	/y/	/a/	/k/	_____(2)
6. box	/b/	/o/	/x/	_____(2)
7. rut	/r/	/u/	/t/	_____(2)
8. kit	/k/	/i/	/t/	_____(1)
Total Correct	_____ /15			

**Note:** Student performance with all phonemes should be noted for evaluation; however, only the group ‘b’ > /b/, ‘l’ > /l/, ‘r’ > /r/, ‘u’ > /u/, ‘w’ > /w/, ‘j’ > /j/, ‘y’ > /y/, ‘x’ > /x/, and ‘k’ > /k/ is specifically scored for this assessment.

‘b’ > /b/ (1, 2, 4, 6) \_\_\_\_ /4

‘w’ > /w/ (1) \_\_\_\_ /1

‘x’ > /x/ (6) \_\_\_\_ /1

‘l’ > /l/ (4) \_\_\_\_ /1

‘j’ > /j/ (3) \_\_\_\_ /1

‘k’ > /k/ (5, 8) \_\_\_\_ /2

‘r’ > /r/ (7) \_\_\_\_ /1

‘y’ > /y/ (5) \_\_\_\_ /1

‘u’ > /u/ (2, 3, 7) \_\_\_\_ /3

Name: \_\_\_\_\_

Sound-Spellings: Progress Monitoring 7

spin	trots	plan
snug	left	grip
stop	blink	damp

Record Sheet for Sound-Spellings: Progress Monitoring 7

Word	Student Pronunciation					
Sample: spin						
1. trots	/t/	/r/	/o/	/t/	/s/	____ (4)
2. plan	/p/	/l/	/a/	/n/	-	____ (2)
3. snug	/s/	/n/	/u/	/g/	-	____ (2)
4. left	/l/	/e/	/f/	/t/	-	____ (2)
5. grip	/g/	/r/	/i/	/p/	-	____ (2)
6. stop	/s/	/t/	/o/	/p/	-	____ (2)
7. blink	/b/	/l/	/i/	/n/	/k/	____ (4)
8. damp	/d/	/a/	/m/	/p/	-	____ (2)
<b>Total Correct</b>						

**Note:** Student performance with all phonemes should be noted for evaluation; however, only consonant clusters are scored for this assessment.

initial r-consonant cluster (1, 5) \_\_\_\_ /4

initial s-consonant cluster (3, 6) \_\_\_\_ /4

initial l-consonant cluster (2, 7) \_\_\_\_ /4

final 's' (1) \_\_\_\_ /2

final nasal (/m/ or /n/)-consonant cluster (7, 8) \_\_\_\_ /4

final mixed-consonant cluster (4) \_\_\_\_ /2

Name: \_\_\_\_\_

Sound-Spellings: Progress Monitoring 8

spin	went	swim
crop	blimp	scabs
trap	club	lost

Record Sheet for Sound-Spellings: Progress Monitoring 8

Word	Student Pronunciation					
Sample: spin						
1. went	/w/	/e/	/n/	/t/	-	____ (2)
2. swim	/s/	/w/	/i/	/m/	-	____ (2)
3. crop	/c/	/r/	/o/	/p/	-	____ (2)
4. blimp	/b/	/l/	/i/	/m/	/p/	____ (4)
5. scabs	/s/	/c/	/a/	/b/	/z/	____ (4)
6. trap	/t/	/r/	/a/	/p/	-	____ (2)
7. club	/c/	/l/	/u/	/b/	-	____ (2)
8. lost	/l/	/o/	/s/	/t/	-	____ (2)
Total Correct						

**Note:** Student performance with all phonemes should be noted for evaluation; however, only consonant clusters are scored for this assessment.

initial r-consonant cluster (3, 6) \_\_\_\_ /4

initial s-consonant cluster (2, 5) \_\_\_\_ /4

initial l-consonant cluster (4, 7) \_\_\_\_ /4

final 's' (5) \_\_\_\_ /2

final nasal (/m/or/n/)-consonant cluster (1, 4) \_\_\_\_ /4

final mixed-consonant cluster (8) \_\_\_\_ /2

Name: \_\_\_\_\_

Sound-Spellings: Progress Monitoring 9

wish	thank	shift
them	pong	flung
rash	with	quiz
chop	lunch	

Record Sheet for Sound-Spellings: Progress Monitoring 9

Word	Student Pronunciation				
Sample: wish					
1. thank	/th/	/a/	/n/	/k/	_____(1)
2. shift	/sh/	/i/	/f/	/t/	_____(1)
3. them	/th/	/e/	/m/	-	_____(1)
4. pong	/p/	/o/	/ng/	-	_____(1)
5. flung	/f/	/l/	/u/	/ng/	_____(1)
6. rash	/r/	/a/	/sh/	-	_____(1)
7. with	/w/	/i/	/th/	-	_____(1)
8. quiz	/qu/	/i/	/z/	-	_____(1)
9. chop	/ch/	/o/	/p/	-	_____(1)
10. lunch	/l/	/u/	/n/	/ch/	_____(1)
<b>Total Correct</b>					

**Note:** Student performance with all phonemes should be noted for evaluation; however, only consonant digraphs are scored for this assessment.

'ch' > /ch/ (9, 10) \_\_\_\_ /2

'th' > /th/ (1, 7) \_\_\_\_ /2

'qu' > /qu/ (8) \_\_\_\_ /1

'sh' > /sh/ (2, 6) \_\_\_\_ /2

'th' > /th/ (3) \_\_\_\_ /1

'ng' > /ng/ (4, 5) \_\_\_\_ /2

Name: \_\_\_\_\_

Sound-Spellings: Progress Monitoring 10

wish	song	dish
thump	math	quest
chant	that	inch
prong	shrub	

Record Sheet for Sound-Spellings: Progress Monitoring 10

Word	Student Pronunciation				
Sample: wish					
1. song	/s/	/o/	/ng/	-	____(1)
2. dish	/d/	/i/	/sh/	-	____(1)
3. thump	/th/	/u/	/m/	/p/	____(1)
4. math	/m/	/a/	/th/	-	____(1)
5. quest	/qu/	/e/	/s/	/t/	____(1)
6. chant	/ch/	/a/	/n/	/t/	____(1)
7. that	/th/	/a/	/t/	-	____(1)
8. inch	/i/	/n/	/ch/	-	____(1)
9. prong	/p/	/r/	/o/	/ng/	____(1)
10. shrub	/sh/	/r/	/u/	/b/	____(1)
Total Correct	____ /10				

**Note:** Student performance with all phonemes should be noted for evaluation; however, only consonant digraphs are scored for this assessment.

'ch' > /ch/ (6, 8) \_\_\_\_ /2

'th' > /th/ (3, 4) \_\_\_\_ /2

'qu' > /qu/ (5) \_\_\_\_ /1

'sh' > /sh/ (2, 10) \_\_\_\_ /2

'th' > /th/ (7) \_\_\_\_ /1

'ng' > /ng/ (1, 9) \_\_\_\_ /2

Name: \_\_\_\_\_

Sound-Spellings: Progress Monitoring 11

shell	huff	brass
thick	sell	press
buzz	fill	sock

Record Sheet for Sound-Spellings: Progress Monitoring 11

Word	Student Pronunciation				
Sample: shell					
1. huff	/h/	/u/	/f/	-	_____(1)
2. brass	/b/	/r/	/a/	/s/	_____(1)
3. thick	/th/	/i/	/k/	-	_____(1)
4. sell	/s/	/e/	/l/	-	_____(1)
5. press	/p/	/r/	/e/	/s/	_____(1)
6. buzz	/b/	/u/	/z/	-	_____(1)
7. fill	/f/	/i/	/l/	-	_____(1)
8. sock	/s/	/o/	/k/	-	_____(1)
Total Correct					

Note: Student performance with all phonemes should be noted for evaluation; however, only double letter sound-spellings are scored for this assessment.

'ck' > /k/ (3, 8) \_\_\_\_ /2

'ff' > /f/ (1) \_\_\_\_ /1

Other: 'zz' > /z/ (6) \_\_\_\_ /1

'ss' > /s/ (2, 5) \_\_\_\_ /2

'll' > /l/ (4, 7) \_\_\_\_ /2

Name: \_\_\_\_\_

Sound-Spellings: Progress Monitoring 12

shell	pass	staff
mutt	chill	kick
truck	toss	yell

Record Sheet for Sound-Spellings: Progress Monitoring 12

Word	Student Pronunciation				
Sample: shell					
1. pass	/p/	/a/	/s/	-	_____(1)
2. staff	/s/	/t/	/a/	/f/	_____(1)
3. mutt	/m/	/u/	/t/	-	_____(1)
4. chill	/ch/	/i/	/l/	-	_____(1)
5. kick	/k/	/i/	/k/	-	_____(1)
6. truck	/t/	/r/	/u/	/k/	_____(1)
7. toss	/t/	/o/	/s/	-	_____(1)
8. yell	/y/	/e/	/l/	-	_____(1)
Total Correct					

**Note:** Student performance with all phonemes should be noted for evaluation; however, only double letter sound-spellings are scored for this assessment.

'ck' > /k/ (5, 6) \_\_\_\_ /2

'ff' > /f/ (2) \_\_\_\_ /1

Other: 'tt' > /t/ (3) \_\_\_\_ /1

'ss' > /s/ (1, 7) \_\_\_\_ /2

'll' > /l/ (4, 8) \_\_\_\_ /2

Name: \_\_\_\_\_

Sound-Spellings: Progress Monitoring 13



Record Sheet for Sound-Spellings: Progress Monitoring 13

Word	Student Pronunciation			
Sample: tid				
1. mim	/m/	/i/	/m/	____ (3)
2. tig	/t/	/i/	/g/	____ (3)
3. dod	/d/	/o/	/d/	____ (3)
4. gad	/g/	/a/	/d/	____ (3)
5. cam	/k/	/a/	/m/	____ (3)
Total Correct				

'c' > /k/ (5) \_\_\_\_ /1

'a' > /a/ (4, 5) \_\_\_\_ /2

't' > /t/ (2) \_\_\_\_ /1

'm' > /m/ (1, 5) \_\_\_\_ /3

'o' > /o/ (3) \_\_\_\_ /1

'd' > /d/ (3, 4) \_\_\_\_ /3

'g' > /g/ (2, 4) \_\_\_\_ /2

'i' > /i/ (1, 2) \_\_\_\_ /2

Name: \_\_\_\_\_

Sound-Spellings: Progress Monitoring 14



Record Sheet for Sound-Spellings: Progress Monitoring 14

Word	Student Pronunciation			
Sample: tid				
1. gat	/g/	/a/	/t/	____ (3)
2. com	/k/	/o/	/m/	____ (3)
3. mig	/m/	/i/	/g/	____ (3)
4. dat	/d/	/a/	/t/	____ (3)
5. tod	/t/	/o/	/d/	____ (3)
<b>Total Correct</b>				

'c' > /k/ (2) \_\_\_\_ /1

'a' > /a/ (1, 4) \_\_\_\_ /2

't' > /t/ (1, 4, 5) \_\_\_\_ /3

'm' > /m/ (2, 3) \_\_\_\_ /2

'o' > /o/ (2, 5) \_\_\_\_ /2

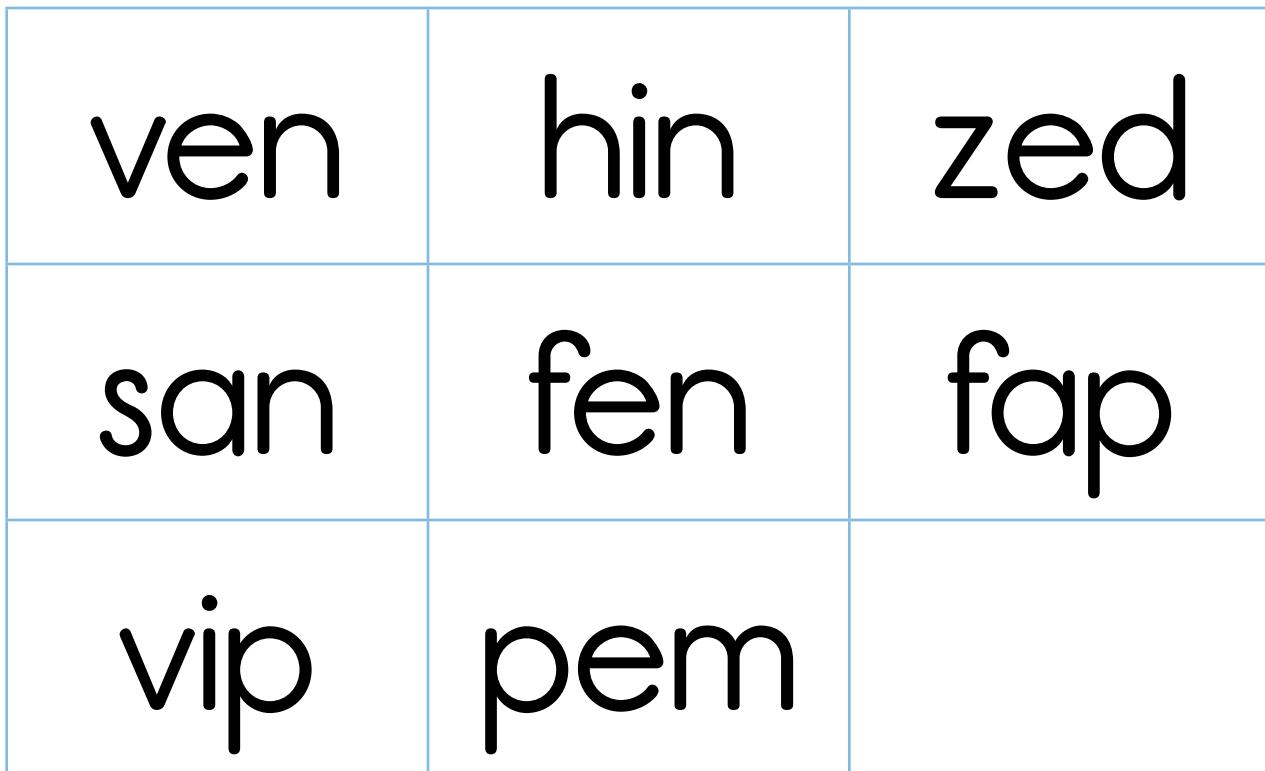
'd' > /d/ (4, 5) \_\_\_\_ /2

'g' > /g/ (1, 3) \_\_\_\_ /2

'i' > /i/ (3) \_\_\_\_ /1

Name: \_\_\_\_\_

Sound-Spellings: Progress Monitoring 15



Record Sheet for Sound-Spellings: Progress Monitoring 15

Word	Student Pronunciation			
Sample: ven				
1. hin	/h/	/i/	/n/	____ (2)
2. zed	/z/	/e/	/d/	____ (2)
3. san	/s/	/a/	/n/	____ (2)
4. fen	/f/	/e/	/n/	____ (3)
5. fap	/f/	/a/	/p/	____ (2)
6. vip	/v/	/i/	/p/	____ (2)
7. pem	/p/	/e/	/m/	____ (2)
<b>Total Correct</b>	____ /15			

**Note:** Student performance with all phonemes should be noted for evaluation; however, only the group 'n' > /n/, 'h' > /h/, 's' > /s/, 'f' > /f/, 'v' > /v/, 'z' > /z/, 'p' > /p/, and 'e' > /e/ is specifically scored for this assessment.

'n' > /n/ (1, 3, 4) \_\_\_\_ /3      'f' > /f/ (4, 5) \_\_\_\_ /2      'p' > /p/ (5, 6, 7) \_\_\_\_ /3

'h' > /h/ (1) \_\_\_\_ /1      'v' > /v/ (6) \_\_\_\_ /1      'e' > /e/ (2, 4, 7) \_\_\_\_ /3

's' > /s/ (3) \_\_\_\_ /1      'z' > /z/ (2) \_\_\_\_ /1

Name: \_\_\_\_\_

Sound-Spellings: Progress Monitoring 16



Record Sheet for Sound-Spellings: Progress Monitoring 16

Word	Student Pronunciation			
Sample: ven				
1. hap	/h/	/a/	/p/	____ (2)
2. zin	/z/	/i/	/n/	____ (2)
3. het	/h/	/e/	/t/	____ (2)
4. seg	/s/	/e/	/g/	____ (2)
5. vin	/v/	/i/	/n/	____ (2)
6. vep	/v/	/e/	/p/	____ (3)
7. faz	/f/	/a/	/z/	____ (2)
<b>Total Correct</b>	____ /15			

**Note:** Student performance with all phonemes should be noted for evaluation; however, only the group 'n' > /n/, 'h' > /h/, 's' > /s/, 'f' > /f/, 'v' > /v/, 'z' > /z/, 'p' > /p/, and 'e' > /e/ is specifically scored for this assessment.

'n' > /n/ (2, 5) \_\_\_\_ /2

'f' > /f/ (7) \_\_\_\_ /1

'p' > /p/ (1, 6) \_\_\_\_ /2

'h' > /h/ (1, 3) \_\_\_\_ /2

'v' > /v/ (5, 6) \_\_\_\_ /2

'e' > /e/ (3, 4, 6) \_\_\_\_ /3

's' > /s/ (4) \_\_\_\_ /1

'z' > /z/ (2, 7) \_\_\_\_ /2

Name: \_\_\_\_\_

Sound-Spellings: Progress Monitoring 17

wub	lut	yob
kib	vix	rab
wum	yeb	jud

Record Sheet for Sound-Spellings: Progress Monitoring 17

Word	Student Pronunciation			
Sample: wub				
1. lut	/l/	/u/	/t/	_____(2)
2. yob	/y/	/o/	/b/	_____(2)
3. kib	/k/	/i/	/b/	_____(2)
4. vix	/v/	/i/	/x/	_____(1)
5. rab	/r/	/a/	/b/	_____(2)
6. wum	/w/	/u/	/m/	_____(2)
7. yeb	/y/	/e/	/b/	_____(2)
8. jud	/j/	/u/	/d/	_____(2)
<b>Total Correct</b>	_____/15			

**Note:** Student performance with all phonemes should be noted for evaluation; however, only the group ‘b’ > /b/, ‘l’ > /l/, ‘r’ > /r/, ‘u’ > /u/, ‘w’ > /w/, ‘j’ > /j/, ‘y’ > /y/, ‘x’ > /x/, and ‘k’ > /k/ is specifically scored for this assessment.

‘b’ > /b/ (2, 3, 5, 7) \_\_\_\_ /4

‘w’ > /w/ (6) \_\_\_\_ /1

‘x’ > /x/ (4) \_\_\_\_ /1

‘l’ > /l/ (1) \_\_\_\_ /1

‘j’ > /j/ (8) \_\_\_\_ /1

‘k’ > /k/ (3) \_\_\_\_ /1

‘r’ > /r/ (5) \_\_\_\_ /1

‘y’ > /y/ (2, 7) \_\_\_\_ /2

‘u’ > /u/ (1, 6, 8) \_\_\_\_ /3

Name: \_\_\_\_\_

Sound-Spellings: Progress Monitoring 18

wub	hix	lib
jun	wud	reb
kib	yug	bab

Record Sheet for Sound-Spellings: Progress Monitoring 18

Word	Student Pronunciation			
Sample: wub				
1. hix	/h/	/i/	/x/	_____(1)
2. lib	/l/	/i/	/b/	_____(2)
3. jun	/j/	/u/	/n/	_____(2)
4. wud	/w/	/u/	/d/	_____(2)
5. reb	/r/	/e/	/b/	_____(2)
6. kib	/k/	/i/	/b/	_____(2)
7. yug	/y/	/u/	/g/	_____(2)
8. bab	/b/	/a/	/b/	_____(2)
Total Correct	_____ /15			

**Note:** Student performance with all phonemes should be noted for evaluation; however, only the group ‘b’ > /b/, ‘l’ > /l/, ‘r’ > /r/, ‘u’ > /u/, ‘w’ > /w/, ‘j’ > /j/, ‘y’ > /y/, ‘x’ > /x/, and ‘k’ > /k/ is specifically scored for this assessment.

‘b’ > /b/ (2, 5, 6, 8) \_\_\_\_ /5

‘w’ > /w/ (4) \_\_\_\_ /1

‘x’ > /x/ (1) \_\_\_\_ /1

‘l’ > /l/ (2) \_\_\_\_ /1

‘j’ > /j/ (3) \_\_\_\_ /1

‘k’ > /k/ (6) \_\_\_\_ /1

‘r’ > /r/ (5) \_\_\_\_ /1

‘y’ > /y/ (7) \_\_\_\_ /1

‘u’ > /u/ (3, 4, 7) \_\_\_\_ /3

## **Materials for Phonics Lessons**

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Materials needed for planning and delivering phonics instruction are provided here. Resources which may be needed for phonological awareness and sound-spelling instruction are provided first. Specific materials to phonological awareness and sound-spellings follow. The phonics instructional materials provided include:

**Articulation Chart**

**Short Vowel Signs**

**Blending Motions for Two- to Five-Phoneme Words**

**Word Lists and Chains for Reading and Spelling**

**Push & Say Sound Boxes**

**Push & Say Letter Cards**

**Phonological Awareness Materials**

[\*\*Find My Word/Silly Monster Talk Worksheets\*\*](#)

[\*\*Oh Nuts! Game Materials\*\*](#)

**Sound-Spelling Materials**

[\*\*Large Letter Cards \(for Match Me and Race to the Top\)\*\*](#)

[\*\*Making Words Template and Extension Worksheet\*\*](#)

[\*\*BINGO Boards and Cards\*\*](#)

[\*\*Race to the Top Game Board\*\*](#)

[\*\*Word/Picture Cards \(for Race to the Top and Memory\)\*\*](#)

## Articulation Chart

Refer to the Articulation Chart when students need support distinguishing phonemes for the explicit instruction exercise Review the Sound-Spelling and any other time when reviewing articulation may help clarify sound-spelling knowledge for students. Often students who struggle with the *sound* information of phonemes are supported by knowledge of the mechanical (i.e., physical) aspects of phonemes. For example, if students struggle to hear the difference between /t/ and /d/, they can rely on recognizing whether their voice is on or off to help identify which phoneme it is.

The order of phonemes aligns with the sequence taught in the Grade 1 Skills strand Unit 1 Teacher Guide.

Phoneme	Articulation Features (Notice in the Mirror)	Is Your Voice On or Off?	Can You Stretch the Sound?*
/p/	Lips are pressed together and the air “pops” out (Note this is the same as /b/.)	Off	No
/k/	Back of the tongue touches the roof of the mouth, lips are open a little, and the air “pops” out (Note this is the same as /g/.)	Off	No
/g/	Back of the tongue touches the roof of the mouth, lips are open a little, and the air “pops” out (Note this is the same as /k/.)	On	No
/n/	Tip of the tongue touches the bump behind the upper teeth and lips are open a little (Air goes through your nose! Pinch your nose and you’ll cut off the sound.)	On	Yes
/a/	Mouth is open wide and the tongue is low in the front of the mouth	On	Yes
/i/	Mouth is open wide and jaw is higher than for /a/	On	Yes
/o/	Mouth is open wide and jaw is lower than for /a/	On	Yes
/t/	Tip of the tongue taps behind the upper teeth, lips are open a little, and the air “pops” out (Note this is the same as /d/.)	Off	No
/d/	Tip of the tongue taps behind the upper teeth, lips are open a little, and the air “pops” out (Note this is the same as /t/.)	On	No
/m/	Lips are together (Air goes through your nose! Pinch your nose and you’ll cut off the sound.)	On	Yes
/f/	Upper teeth gently touch the lower lip as air is forced noisily through the space between (Note this is the same as /v/.)	Off	Yes
/v/	Upper teeth gently touch the lower lip as air is forced noisily through the space between (Note this is the same as /f/.)	On	Yes
/s/	Front of the tongue cups the roof of the mouth, and lips are open a little as air is forced noisily through the space between (Note this is the same as /z/.)	Off	Yes
/z/	Front of the tongue cups the roof of the mouth, and lips are open a little as air is forced noisily through the space between (Note this is the same as /s/.)	On	Yes
/h/	Mouth is open wide and the tongue is low in the front of the mouth as air is forced noisily through the space between the vocal folds	Off	No
/b/	Lips are pressed together and the air “pops” out (Note this is the same as /p/.)	On	No

Phoneme	Articulation Features (Notice in the Mirror)	Is Your Voice On or Off?	Can You Stretch the Sound?*
/l/	Tip of the tongue touches the bump behind the upper teeth and lips are open a little as air passes through with minimal friction	On	Yes
/r/	Tongue is curled back and lips are open a little as air passes through with minimal friction (Take care not to pronounce the r-controlled vowel sound /er/. Instead, pronounce with a clean /r/ sound like at the beginning of red.)	On	Yes
/w/	Lips are rounded and the back of the tongue is raised as air is forced noisily through the space between	On	Yes
/e/	Mouth is open wide and jaw is in a middle/neutral position (For /i/ and /a/ the jaw is higher and for /o/ the jaw is lower.)	On	Yes
/u/	Mouth is open wide and jaw is in a low position (The jaw is higher for all the other short vowels.)	On	Yes
/j/	The rim of the tongue taps against the roof of the mouth, lips are open a little, the corners of the lips are pulled up (as if doing a teeny smile), and the air is released with friction (Note this is the same as /ch/.)	On	No
/y/	Tongue pushes against the sides of the upper teeth as air passes through with minimal friction	On	Yes
/x/	This sound is actually two sounds that roll together /k/ and /s/. Tongue starts touching the roof of the mouth and rolls forward a bit to push air out in a stream behind the upper teeth. Lips remain open a little.	Off	No

#### Digraph Phonemes

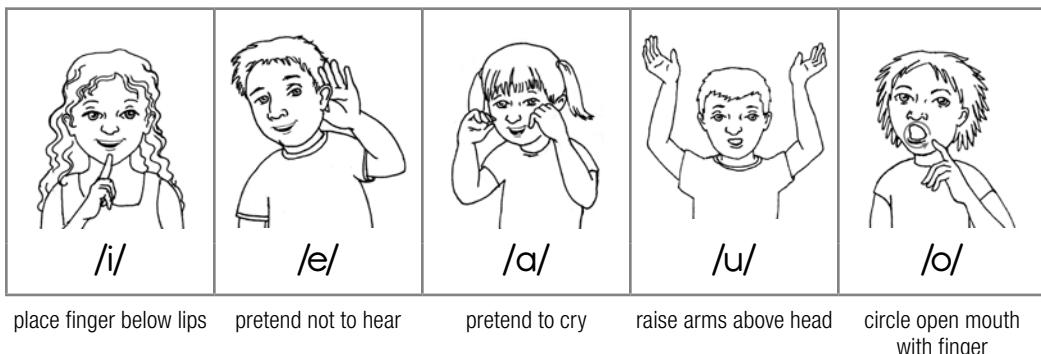
/ch/	The rim of the tongue taps against the roof of the mouth, lips are open a little, the corners of the lips are pulled up (as if doing a teeny smile), and the air is released with friction (Note this is the same as /j/.)	Off	No
/sh/	The rim of the tongue gently touches the roof of the mouth, and lips are pushed out as air is forced noisily through the space between	Off	Yes
/th/	Place the tip of the tongue between the upper and lower teeth as air is forced noisily through the space between (Note this is the same as /th/.)	Off	Yes
/th/	Place the tip of the tongue between the upper and lower teeth as air is forced noisily through the space between (Note this is the same as /th/.)	On	Yes
/ng/	This sound is like trying to make an /n/ sound with the articulation for /g/. Back of the tongue touches the roof of the mouth, closing off the mouth so that the air and sound goes through the nose	On	Yes
/qu/	This sound is actually two sounds that roll together /k/ and /w/. Tongue starts touching the roof of the mouth and drops as the lips are rounded and air is pushed out	Off	No

**Note:** To check for voicing, put your hand on your throat as you make a letter sound. If your voice is ON you will feel it vibrate!

\*Non-continuous sounds (sounds that cannot be stretched) are more difficult to pronounce in isolation. It is tempting to add a short vowel sound after the consonant sound (e.g., /buh/ instead of /b/). When teaching these sounds, particularly the voiced plosives /g/, /d/, and /b/, the fricative /h/, and the affricate /j/, make an effort to keep the sounds as clipped as possible.

## Short Vowel Signs

Articulation for the short vowel sounds may be supported by the following gestures that represent the shapes of the letters.



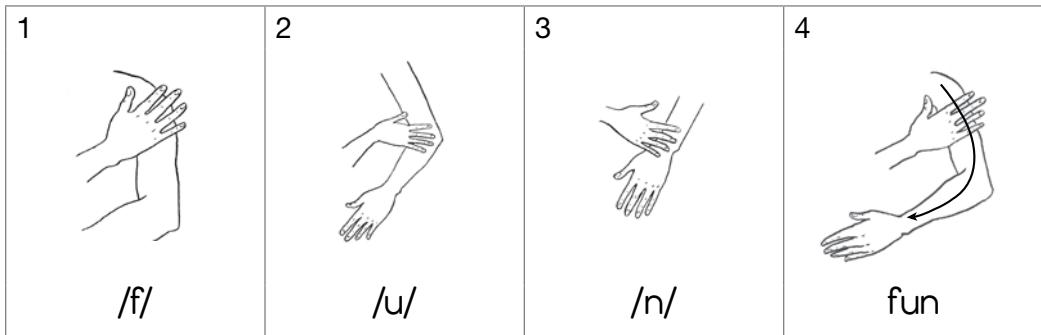
## Blending Motions for Two- to Five-Phoneme Words

Blending motions scaffold students by taking the more abstract concept of phonemes and making it more concrete with visual and kinesthetic support. Students who struggle with the fine motor blending with finger gestures may have success initially using the gross motor arm gesture instead.

### Blending Motions for Three-Phoneme Words (Arm Gesture)

For lessons targeting blending three-phoneme words, you may choose to use *gross motor* hand motions. This motion prompts students to:

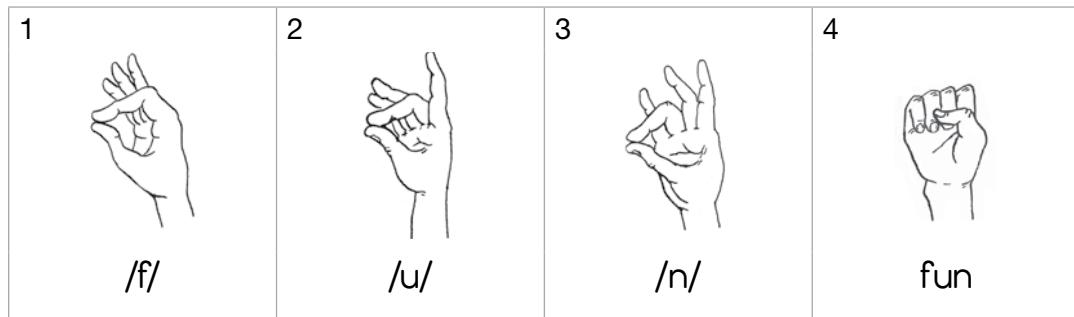
- Hold your right arm in front of your body.
- Touch your left shoulder as you say the first of three phonemes (e.g., /f/).
- Touch your left elbow as you say the second of three phonemes (e.g., /u/).
- Touch your left wrist as you say the third of three phonemes (e.g., /n/).
- Slide your right hand from your left shoulder down to your left wrist as you say the whole word with the phonemes blended (e.g., *fun*).



### **Blending Motions for Two- to Five-Phoneme Words (Finger Gestures)**

Finger tapping is an option for students ready for *fine motor* movement. This motion prompts students to:

- Tap your pointing finger against your thumb as you say the first phoneme (e.g., /f/).
- Tap your middle finger against your thumb as you say the second phoneme (e.g., /u/).
- Tap your ring finger against your thumb as you say the third phoneme (e.g., /n/).
- Tapping your pinkie finger against your thumb can be used if the word has a fourth phoneme.
- Make a fist as you say the whole word with the phonemes blended (e.g., *fun*).
- This blending motion can be modified for use with five-phoneme words by tapping fingers on the table, instead of tapping fingers against the thumb.



### **Additional Blending Support**

If students struggle to hold all of the individual sounds in their mind before final blending,

1. /s/
2. /a/
3. /n/
4. /d/
5. blend: *sand*

Then sequential blending may reduce the burden on memory.

1. /s/
2. /a/
3. blend: *sa*
4. /n/
5. blend: *san*
6. /d/
7. blend: *sand*

## **Word Lists and Chains for Reading and Spelling**

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Word Lists are provided to facilitate selecting words for various exercises.

The words are organized by the scope and sequence of sound-spelling correspondences taught in Unit 1 of the Grade 1 Skills Teacher Guide.

If blending and segmenting activities correspond to reading or spelling instruction, then aligning the sound-spelling targets for both the phonological awareness and the phonics instruction is encouraged.

## ***Two- or Three-Phoneme Word Lists by Single Letter Beginning Sound-Spellings***

Two-Phoneme Real Words		Three-Phoneme Real Words								
		/m/		/t/		/d/		/k/ > 'c'		/g/
am at it an on in	if	mat	mop	tag	tip	dad	dig	cat	cop	gag
	us	mad	met	tot	ten	dam	dip	cot	cab	got
	up	mom	mob	tan	tab	dot	den	cod	cob	gig
	ax	man	mix	tap	tax	dog	dab	cog	cut	gas
	ox	map	mud	top	tub	did	dug	can	cub	gap
				tin		dim		cap		get gab gob gut gum
/n/		/h/		/s/		/f/		/v/		/p/
nag	net	ham	hit	sat	set	fat	fin	van		pat pad pan pot pod pop pit
nap	nut	hat	hip	sad	sob	fad	fed	vet		pig pin pet peg pen pox pub
not nod	nun	had	hen	sag	six	fan	fax			
		hot	hum	sap	sum	fog	fox			
		hog	hut	sit	sun	fit	fib	zap		
		hop	hug	sis	sub	fig	fix	zip		
		him	hub	sip						
/b/		/l/		/r/		/w/		/j/		/y/
bat	bib	lad	lit	ram	rid	wag		jam		yam
bad	bet	lag	lid	rat	rig	wax		jab		yap
bag	bed	lap	lip	rag	rip	wit		jot		yak
ban	beg	lab	let	ran	rib	wig		jog		yet
bog	bum	lot	led	rap	red	win		job		yes
bob	but	log	leg	rot	rut	wet		jig		yep
box	bud	lob	lug	rod	rug	wed		jet		yum
bit	bug	lox		rob	run	web		jut		
bid	bun			rim	rub			jug		
big	bus									
bin										
										kit kid kin

**Note:** 'x' does not occur as an initial sound-spelling for decodable words at this point in instruction; therefore, it is found as a final sound-spelling within the categories above.

**Two- or Three-Phoneme Pseudoword Lists by Single Letter Beginning Sound-Spellings**

Two-Phoneme Pseudowords		Three-Phoneme Pseudowords									
		/m/		/t/		/d/		/k/ > 'c'		/g/	
ag	em	mam	mem	tat	tem	dod	din	cam	gog	nam	nom
im	et	mim	med	tam	tet	dat	dem	cad	gam	nat	noz
id	ed	mag	meg	tad	ted	dag	det	cag	gat	nad	nop
ig	en	mot	mep	tom	teg	dom	deg	com	gad	nan	nem
om	ep	mod	mab	tod	tep	dit	dep		gom	nim	ned
ot	ab	mog	mib	tog	tob	dan	dob		gan	nit	neg
og	ob	mig	mox	tim	tib	dap	deb		gop	nid	nep
ap	ib	min	meb	tid	teb	don	dub		gox	nin	nib
ip	eb	mip	mub	tig		dop			gub	nis	nix
oz	ub	mon								niz	neb
/h/		/s/		/f/		/v/		/p/		/z/	
han	het	sam	sos	fam	fop	vam	von	pag	ped	zat	zop
hap	heg	san	soz	fap	fem	vad	voz	pim	peg	zad	zem
hig	hep	sim	sop	fim	fet	vag	vop	pid	pab	zag	zet
hin	hab	sid	sem	fid	feg	vap	vem	pip	pob	zan	zed
hom	hob	sig	seg	fip	fen	vim	ved	pog	pib	zim	zen
hod	hox	siz	sen	fom	fep	vit	ven	poz	peb	zid	zep
hon	hib	som	sep	fot	fob	vid	vep	pem		zin	zab
hof	hix	sog	sab	fod	feb	vig	vab			ziz	zob
hoz	heb			fon	fub	vin	vob			zom	zib
				foz		viz	vox			zot	zeb
						vip	vib			zog	zub
						vom	vix			zon	
						vot	veb				
						vog	vub				
/b/		/l/		/r/		/w/		/j/		/y/	
bam	bix	lan	len	rad	rin	wam	wim	jat	jix	yat	yid
bap	bem	lom	lep	rab	riz	wat	wid	jad	jem	yad	yig
bab	ben	lod	leb	rom	rix	wad	wib	jan	qed	yag	yin
bod	bep	lon	lum	rog	rem	wan	wem	jom	jeg	yan	yiz
bon	beb	loz	lut	ron	ret	wap	weg	jod	jen	yab	yib
boz	bup	lig	lud	rop	reg	wab	wep	jon	jep	yom	yix
bim	bub	lin	lun	roz	ren	wom	wum	jop	jeb	yot	yem
bip		liz	lup	rit	reb	wot	wud	joz	jud	yod	yed
		lib	lub			wog	wug	jit	jud	yog	yeg
		lem				woz	wup	jid	jun	yon	yen
						wob	wub	jip	jup	yit	yeb
								jib	jub	yop	yut
										yoz	yud
										yob	yug
										yox	yun
										yim	yub
/k/ > 'k'		kam	kag	kom	kim	kip	kib	ket	ken	keb	kug
		kad	kax	koz	kig	kiz	kem	ked	kep	kud	kun

**Note:** 'x' does not occur as an initial sound-spelling for decodable word at this point in instruction; therefore, it is found as a final sound-spelling within the categories above.

### Three- to Five-Phoneme Word Lists by Consonant Clusters

**Note:** Adding ‘s’ to the end of most four-phoneme words below will provide additional five-phoneme words for reading and spelling.

s-consonant clusters					
four-phoneme				five-phoneme	
scab	smog	spat	stop	scalp	stink
skid	snap	spin	swam	skunk	swept
skin	snip	spot	swim	spend	swift
skit	snob	stem		stand	
skip	snug	step			

l-consonant clusters					
four-phoneme				five-phoneme	
blip	club	glob	sled	blast	plant
blob	flag	plan	slid	blend	plink
clam	flap	plod	slip	blink	plump
clap	flip	plug	slot	clink	slant
clog	glad	slam	slug	clump	slump
				flunk	

r-consonant clusters					
four-phoneme				five-phoneme	
brim	drip	grab	prod	crust	grump
crab	drop	grip	trot	draft	print
crib	drum	grub	trap	drink	tromp
crop	drug	grin		frost	trunk
drag	frog	prop		grand	

Words with consonant clusters in the final position may be selected from the four-phoneme Word Lists below or harvested from the five-phoneme Word Lists above.

<b>Short vowel final consonant cluster words</b>	<b>-sk</b>	<b>-st</b>	<b>-ft</b>	<b>-l consonant</b>
	mask	fast	raft	melt
	desk	best	left	self
	tusk	list	lift	milk
		lost	gift	
		dust	soft	
<b>Short vowel final nasal (/n/ or /m/) phoneme consonant cluster words</b>	<b>-mp</b>	<b>-nt</b>	<b>-nd</b>	<b>-nk</b>
	lamp	pant	sand	bank
	ramp	went	land	pink
	limp	hunt	send	wink
	bump		wind	junk
	jump			

### Three- to Five-Phoneme Word Lists by Digraphs

**Note:** Adding ‘s’ to the end of most of the following four-phoneme words will provide additional five-phoneme words for reading and spelling. However, this does not apply to words ending in ‘ch’ or ‘sh’, which require the ‘es’ spelling not taught yet.

	three-phoneme		four-phoneme		five-phoneme
/ch/	chat chin chip chop inch		champ chant chunk bunch lunch bench pinch		branch crunch
/sh/	shed shin ship shop shut cash mash	rash mesh dish wish fish hush rush	shelf shift shred shrub shrug blush brush crash	crush flash fresh smash swish trash flush	shrink
/th/	thin thing thud bath math path moth with		thank theft think broth cloth sloth throb thump		thanks
/th/	than that them then this				
/qu/			quit quiz		quilt quest quint quench
/ng/	bang fang hang hung king long lung rang	ring rung sang sing song 	bring clang cling clung fling 	prong sting stung swung swing	Spring sprung strong strung

## Word Lists by Double Letter Sound-Spellings

'ck'			'ff'	'ss'		'll'	
back	peck	clock	staff	bass	bliss	<b>all</b>	ill
black		dock		brass	hiss	shall	bill
clack	brick	lock	cliff	class	kiss		chill
pack	chick	rock	sniff	glass	miss	bell	drill
quack	click	sock	stiff	grass		dwell	fill
rack	kick	shock		pass	boss	fell	gill
sack	lick	tock	off		cross	sell	grill
slack	pick			chess	gloss	shell	hill
smack	sick	buck	buff	dress	loss	smell	pill
snack	slick	cluck	bluff	less	moss	swell	spill
tack	stick	duck	cuff	mess	toss	tell	still
track	tick	luck	fluff	press		well	till
	thick	puck	gruff	stress	fuss	yell	will
check	wick	pluck	huff				
deck		stuck	muff				
neck	block	truck	puff				
			stuff				

The most widely used double letter spellings for one-syllable words are focused on in this unit of the *Assessment and Remediation Guide*: 'ck', 'ff', 'ss', and 'll'.

The expectation for Unit 1 is for students to decode double letter spellings. Accurate and consistent spelling with double letter spellings is not expected until students have had more exposure to these sound-spelling patterns in print and more explicit instruction about the use of double letter spellings when certain phonemes occur at the end of words (e.g., *bill*) or at a syllable juncture to preserve the short vowel sound (e.g., *muffin*).

The taught Tricky Word *all* is included above and noted in **bold**. [Because 'all' is a tricky spelling (i.e., not decodable), similar words such as *ball*, *tall*, and *wall* are not included in the Word Lists. However, students may be able to decode them when encountered in other text by using 'all' as a key word.)

## ***Chaining Lists for Reading and Spelling by Single Letter Sound-Spellings***

The chains below are reprinted from the Supplemental Materials throughout the Skills strand Unit 1 lessons. Sound-spelling knowledge builds on itself throughout the unit, therefore the chains are noted according to where they occur in the sequence of taught sound-spellings. We recommend you target sound-spellings in need of remediation from the earliest point in the sequence and work forward from there. Chains for reading and spelling should be selected accordingly.

Lesson # (Sound-Spellings Reviewed)	Chains
<b>2 (/p/ &gt; 'p', /k/ &gt; 'c', /g/ &gt; 'g', /n/ &gt; 'n', /a/ &gt; 'a', /i/ &gt; 'i', /o/ &gt; 'o', /t/ &gt; 't', /d/ &gt; 'd')</b>	<ol style="list-style-type: none"> <li>1. dot &gt; pot &gt; pat &gt; cat &gt; cap &gt; cop &gt; cod &gt; pod &gt; pad &gt; dad</li> <li>2. pot &gt; pod &gt; cod &gt; cop &gt; cot &gt; cat &gt; cap &gt; tap &gt; top &gt; pop</li> <li>3. pin &gt; pig &gt; dig &gt; dog &gt; dot &gt; not &gt; got &gt; pot &gt; pit &gt; pat</li> <li>4. dip &gt; tip &gt; tap &gt; nap &gt; nag &gt; gag &gt; tag &gt; tan &gt; pan &gt; can</li> </ol>
<b>4 (Add: /m/ &gt; 'm', /f/ &gt; 'f', /v/ &gt; 'v')</b>	<ol style="list-style-type: none"> <li>1. mad &gt; man &gt; van &gt; pan &gt; pin &gt; tin &gt; fin &gt; fan</li> <li>2. vat &gt; mat &gt; map &gt; tap &gt; tip &gt; tin &gt; tint &gt; mint</li> <li>3. mop &gt; map &gt; gap &gt; cap &gt; camp &gt; damp &gt; dam &gt; dim</li> </ol>
<b>5 (Add: /s/ &gt; 's', /z/ &gt; 'z', /h/ &gt; 'h')</b>	<ol style="list-style-type: none"> <li>1. sip &gt; hip &gt; hop &gt; hog &gt; fog &gt; fig &gt; fin &gt; fit &gt; sit &gt; sat</li> <li>2. sad &gt; sand &gt; hand &gt; had &gt; hat &gt; hot &gt; hit &gt; pit &gt; spit &gt; spin</li> <li>3. hip &gt; sip &gt; zip &gt; zips &gt; zaps &gt; zap &gt; tap &gt; tat &gt; pat &gt; pot</li> </ol>
<b>12 (Add: /b/ &gt; 'b', /l/ &gt; 'l', /r/ &gt; 'r')</b>	<ol style="list-style-type: none"> <li>1. hand &gt; band &gt; bond &gt; pond &gt; pod &gt; pot &gt; lot &gt; rot &gt; rat &gt; hat</li> <li>2. rib &gt; rig &gt; rag &gt; bag &gt; big &gt; bin &gt; pin &gt; pan &gt; plan &gt; plant</li> <li>3. zip &gt; lip &gt; flip &gt; slip &gt; slap &gt; slop &gt; flop &gt; flap &gt; flat &gt; flag</li> <li>4. lip &gt; slip &gt; slap &gt; flap &gt; lap &gt; rap &gt; rip &gt; rib &gt; crib &gt; crab</li> </ol>
<b>13 (Add: /w/ &gt; 'w', /e/ &gt; 'e', /u/ &gt; 'u')</b>	<ol style="list-style-type: none"> <li>1. band &gt; bend &gt; lend &gt; led &gt; sled &gt; slid &gt; lid &gt; bid &gt; bed &gt; bad</li> <li>2. bat &gt; bet &gt; belt &gt; bent &gt; dent &gt; tent &gt; ten &gt; men &gt; met &gt; get</li> <li>3. went &gt; wet &gt; net &gt; not &gt; nut &gt; hut &gt; rut &gt; rust &gt; rest &gt; west</li> <li>4. cub &gt; cup &gt; cap &gt; lap &gt; rap &gt; rag &gt; wag &gt; wig &gt; twig &gt; twin</li> </ol>
<b>15 (Add: /j/ &gt; 'j', /y/ &gt; 'y')</b>	<ol style="list-style-type: none"> <li>1. yes &gt; yet &gt; jet &gt; jut &gt; just &gt; jest &gt; west &gt; went &gt; lent &gt; lend</li> <li>2. yip &gt; yap &gt; yam &gt; jam &gt; jab &gt; job &gt; jog &gt; jug &gt; hug &gt; rug</li> </ol>
<b>16 (Add: /x/ &gt; 'x', /k/ &gt; 'k')</b>	<ol style="list-style-type: none"> <li>1. skin &gt; skim &gt; skid &gt; skit &gt; sit &gt; six &gt; mix &gt; fix &gt; fox &gt; box</li> <li>2. six &gt; sit &gt; kit &gt; kin &gt; skin &gt; skip &gt; slip &gt; flip &gt; lip &gt; clip</li> </ol>

### ***Chaining Lists for Reading and Spelling by Consonant Clusters***

The chains below are designed such that if you get to the end and wish to continue you can simply repeat the chain. However, select chains are lengthy to incorporate more than one consonant cluster. Chains may be sectioned if students do not sustain attention for the whole chain.

Consonant Cluster	Chains
<b>Initial s-</b>	sit > skit > spit > spin > pin > pit > pot > spot > spat > sat sip > snip > snap > sap > tap > top > stop > step > stem > hem > him > hip cab > scab > scat > cat > sat > sap > sip > skip > skin > skit > sit > fit > fat > fan > can
<b>Initial l-</b>	sip > slip > lip > flip > flap > lap > cap > clap > clam > slam > slap > sap lob > blob > glob > gob > sop > sip > slip > slid > lid > lad > lab pan > plan > clan > can > cab > cob > lob > lab > lad > glad > lad > pad
<b>Initial r-</b>	cop > crop > drop > drip > grip > rip > rap > cap pop > prop > drop > drip > rip > rib > crib > crab > cab > tap > top tap > trap > trip > grip > rip > rim > brim > trim > tram > ram > rap
<b>Final nasal (/n/ and /m/)</b>	lap > lamp > clamp > camp > ramp > rap > rip > lip lip > limp > lump > plump > pump > bump > bum > bug > bag > lag > lap wet > went > sent > set > sat > pat > pant > pan > pin > pink > wink > sink > sin > sit > set sad > sand > land > lend > bend > bed > bad win > wind > wink > pink > sink > stink > tin cap > camp > lamp > lump > limp > lip > sip > sin > sink > pink > pin > pan > can
<b>Final other</b>	mast > mat > fat > fast > fist > list > lift > lit > lot > lost > last dust > dusk > tusk > task > mask > mast > must melt > belt > bet > best > rest > nest > net > met

### Chaining Lists for Reading and Spelling by Digraph Sound-Spellings

All chains are designed such that if you get to the end and wish to continue you can simply repeat the chain. However, most chains are lengthy. Chains may be sectioned if students do not sustain attention for the whole chain.

Consonant Digraph	Chains
'ch'	chat > hat > hit > hip > chip > chop > chap > champ > camp > cap > cat chip > chips > chops > chaps > chats > chat > chant > chat > cat > cap > chap such > much > munch > lunch > bunch > bun > sun rant > chant > chat > chap > champ > lamp > limp > chimp > chomp > romp > ramp > rap > rat
'sh'	shin > ship > ships > shops > shop > hop > hot > shot > shut > rut > rush > run > fun > fin sat > sash > slash > lash > cash > crash > rash > rush > hush > hut > hat nut > shut > shun > run > rush > rash > mash > mush > lush > slush > shush > shut > hut rug > rush > rash > sash > lash > slash > splash > splat > split > slit > sit > fit > fig > rig plush > lush > lash > sash > stash > slash > splash > splish > splosh > splash
'th'	thin > tin > pin > pan > path > math > moth > mop > map > tap > tan > than > then set > sent > tent > tenth > ten > tan > tin > thin > win > with > wit > wet thin > pin > pan > than > then > them > hem > hum > hump > thump > bump > bum > bun > sun > sin tank > thank > bank > ban > pan > pat > path > pith > pit > spit > spat > sat > sit > sis > this > thin > than > tan
'qu'	quit > quilt > quint > squint > stint > tint > tin > win > wit quest > nest > net > set > sit > quit > pit > pet > pest > rest rest > quest > best > bet > bit > quit > quilt > silt > sit > pit > pest
'ng'	nap > snap > slap > slang > sang > sag > bag > bang > rang > ran > rap lip > slip > sling > sing > sting > string > strong > sprung > sprung > ring > rip rim > brim > bring > ring > ping > pong > pop > lop > lip > clip > cling > fling > flung > lung > long > lob > rob > rib
Mixed	bunch > hunch > lunch > punch > munch > much > mush > mash > math > path > pat > rat > rut > rush > rung > sung > sun > bun ring > thing > thin > tin > tip > quip > quit > quits > quilts > quilt > wilt > wit > win > chin > kin > king inch > pinch > pin > pit > pith > path > pang > sang > song > sing > sin > shin > in chest > rest > quest > best > bet > bat > bash > bath > bang > rang > ran > rat > pat > pet > pest hat > chat > bat > bash > bath > bang > bag > rag > rash > rang > rash > rat top > shop > ship > chip > chips > rips > rip > ring > rings > things > thinks > think > thin > tin > tip chat > that > than > can > cash > gash > sash > sang > sing > thing > thin > than > that

### ***Chaining Lists for Reading and Spelling by Double Letter Sound-Spellings***

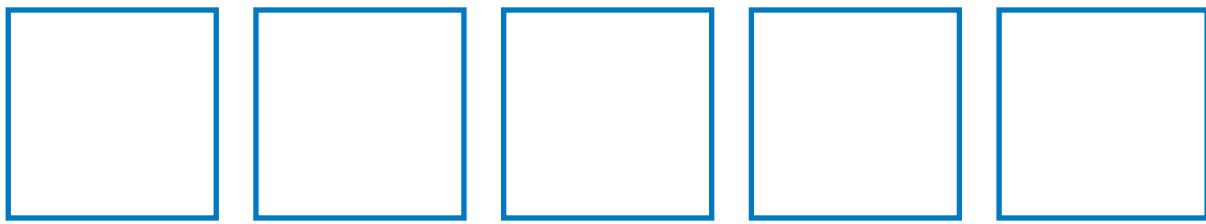
All chains are designed such that if you get to the end and wish to continue you can simply repeat the chain. However, most chains are lengthy. Chains may be sectioned if students do not sustain attention for the whole chain.

Double Letter Spelling	Chains
<b>'ff'</b>	snip > sniff > stiff > staff > stash > sash > mash > mush > muff > cuff > cub > cap > nap > snap bad > bud > buff > muff > puff > huff > hut > cut > cuff > cub > cab > cat > bat tub > stub > stud > stuff > stiff > staff > stab > tab
<b>'ll'</b>	dwell > well > will > pill > fill > fell > sell > swell set > sell > shell > shed > bed > bell > yell > yet ill > chill > hill > bill > bell > shell > fell > fill
<b>'ss'</b>	miss > hiss > hid > had > bad > bass > brass > grass > glass > lass > lad > lid > mid pass > bass > brass > grass > glass > gloss > loss > lass met > mess > less > led > lid > mid > miss > moss > mom > mop > map > mat
<b>'ck'</b>	wick > tick > sick > stick > slick > lick > chick > kick click > cluck > luck > duck > buck > tuck > stuck > stack > tack > tick > lick ram > rack > pack > pick > puck > pluck > luck > lick > click > clack > rack rock > lock > block > clock > clack > slack > smack > sack > rack

Name: \_\_\_\_\_

Sound-Spellings: Push & Say Sound Boxes

*Directions: Use this page for Push & Say. For a phonological awareness focus students represent sounds with objects as they blend or segment phonemes. For a phonics focus students represent sounds with Letter Cards.*



*Directions: Copy and cut out the Letter Cards for use with Push & Say. Consonants potentially used in the initial and final position when building words are provided twice.*

a	b	b	c	d	d
e	f	g	g	h	i
j	k	k	l	m	m
n	n	o	p	p	r
s	s	t	t	u	v
w	x	y	z	z	ch
sh	sh	th	qu	ng	ck
ff	ll	ss			

Phonological Awareness: Silly Monster for Segmenting

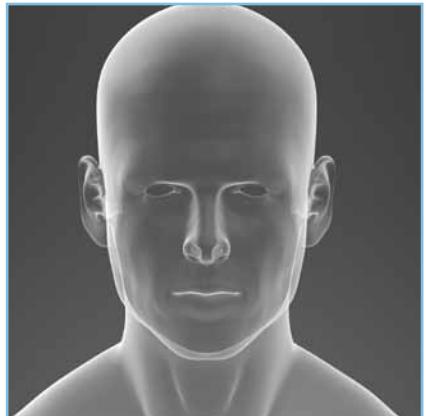
*Directions: Display Silly Monster when using Silly Monster Talk pages to signal students to say words in segmented fashion.*



Name: \_\_\_\_\_

Directions: Have students practice blending by identifying images when objects are said in segmented fashion or practice segmenting by saying the name of images like Silly Monster who breaks words into their individual sounds. The images on this page represent: dog, head, sun, bus, duck, knee, rain, van, and jeep.

Phonological Awareness: Find My Word/Silly Monster Talk (Two and Three Phonemes A)



Name: \_\_\_\_\_

*Directions: Have students practice blending by identifying images when objects are said in segmented fashion or practice segmenting by saying the name of images like Silly Monster who breaks words into their individual sounds. The images on this page represent: bee, nose, kite, cab, pig, leg, boat, cat, and jet.*

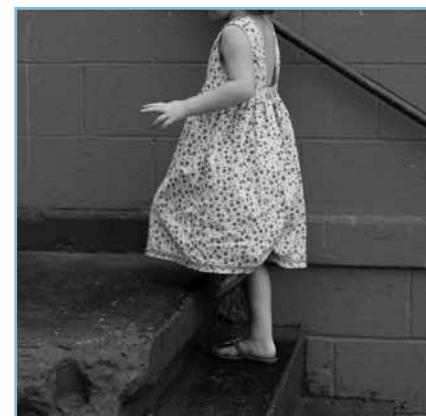
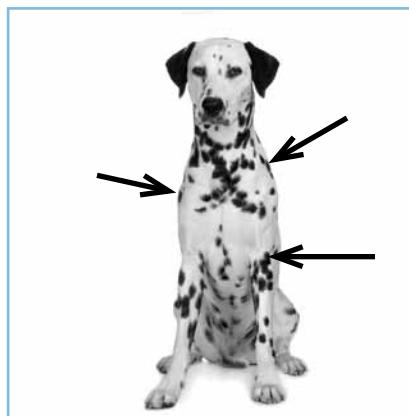
Phonological Awareness: Find My Word/Silly Monster Talk (Two and Three Phonemes B)



Name: \_\_\_\_\_

Directions: Have students practice blending by identifying images when objects are said in segmented fashion or practice segmenting by saying the name of images like Silly Monster who breaks words into their individual sounds. The images on this page represent: stick, scarf, smiles, sneeze, spots, steps, stem, stars, and swims.

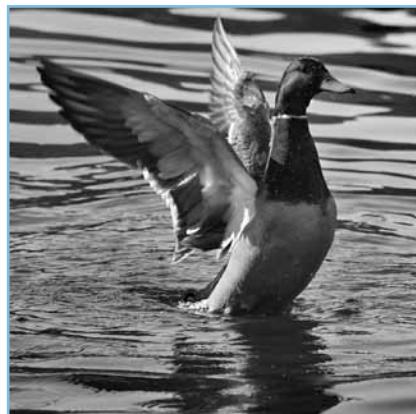
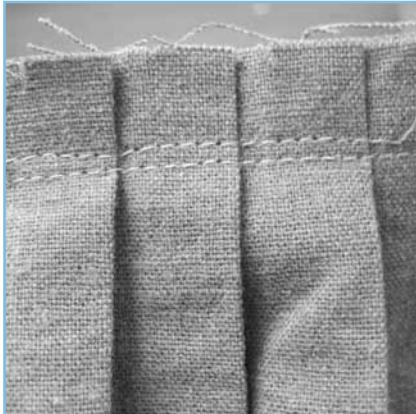
Phonological Awareness: Find My Word/Silly Monster Talk (Initial S-Consonant Clusters)



Name: \_\_\_\_\_

*Directions: Have students practice blending by identifying images when objects are said in segmented fashion or practice segmenting by saying the name of images like Silly Monster who breaks words into their individual sounds. The images on this page represent: flag, pleats, glue, clock, sled, flaps, plug, globe, and glove.*

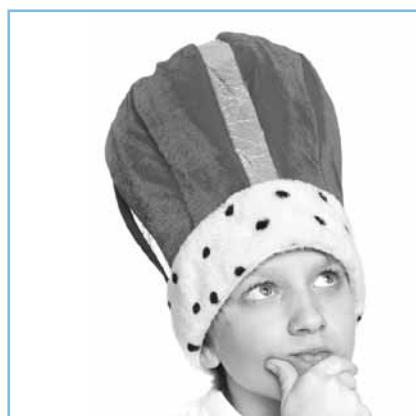
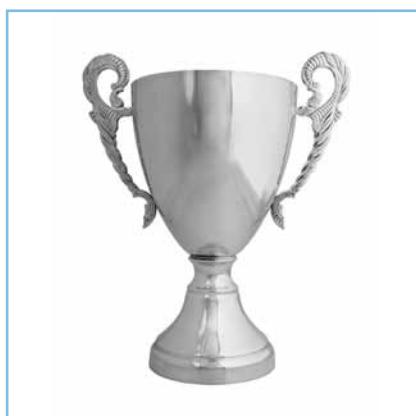
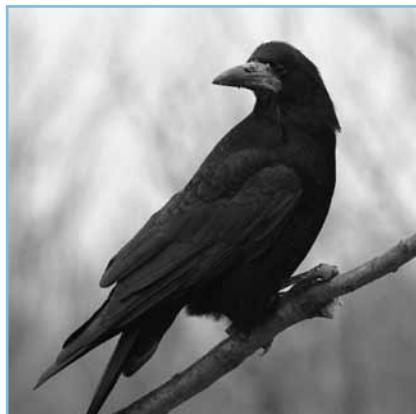
Phonological Awareness: Find My Word/Silly Monster Talk (Initial L-Consonant Clusters)



Name: \_\_\_\_\_

Directions: Have students practice blending by identifying images when objects are said in segmented fashion or practice segmenting by saying the name of images like Silly Monster who breaks words into their individual sounds. The images on this page represent: bread, treats, crab, drum, crow, branch, grass, prize, and prince.

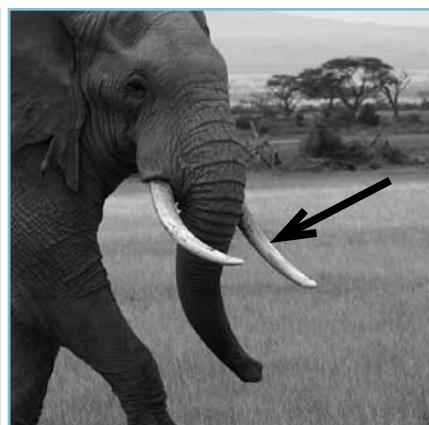
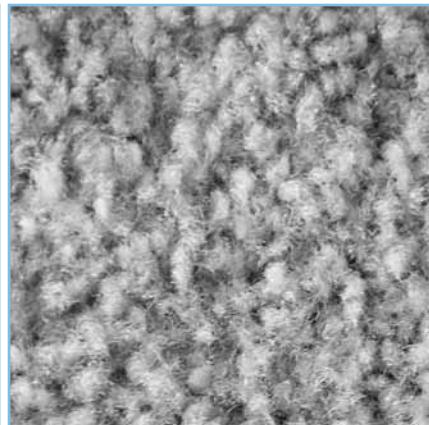
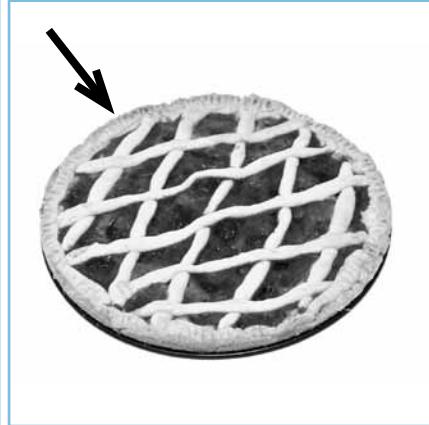
Phonological Awareness: Find My Word/Silly Monster Talk (Initial R-Consonant Clusters)



Name: \_\_\_\_\_

*Directions: Have students practice blending by identifying images when objects are said in segmented fashion or practice segmenting by saying the name of images like Silly Monster who breaks words into their individual sounds. The images on this page represent: desk, raft, crust, mask, gift, soft, melt, milk, and tusk.*

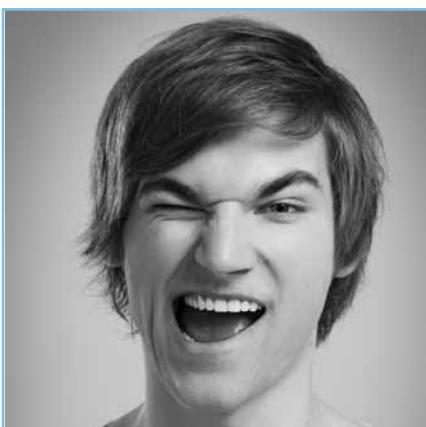
Phonological Awareness: Find My Word/Silly Monster Talk (Final Non-Nasal Consonant Clusters)



Name: \_\_\_\_\_

*Directions: Have students practice blending by identifying images when objects are said in segmented fashion or practice segmenting by saying the name of images like Silly Monster who breaks words into their individual sounds. The images on this page represent: lamp, drink, swamp, sand, plant, bump, wink, front, and jump.*

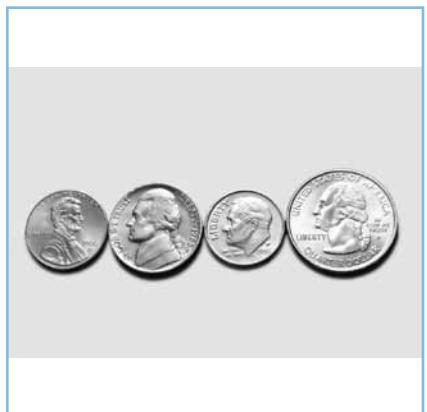
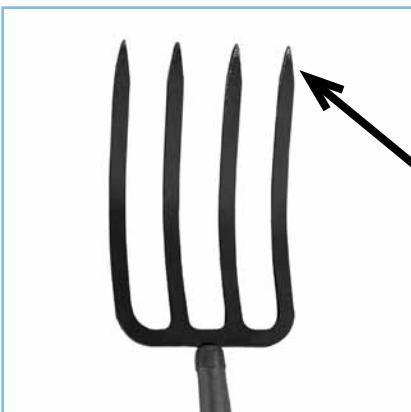
Phonological Awareness: Find My Word/Silly Monster Talk (Final Nasal Consonant Clusters)



Name: \_\_\_\_\_

Phonological Awareness: Find My Word/Silly Monster Talk 1 (Mixed Digraphs)

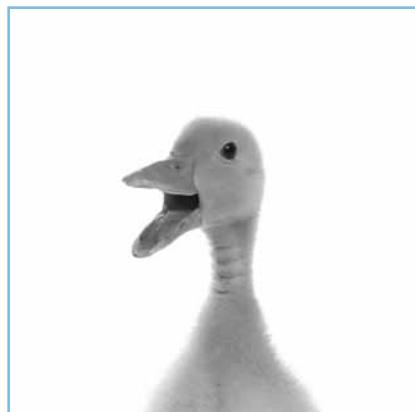
*Directions: Have students practice blending by identifying images when objects are said in segmented fashion or practice segmenting by saying the name of images like Silly Monster who breaks words into their individual sounds. The images on this page represent: them, flash, beach, prong, shave, change, cloth, throw, and quick.*



Name: \_\_\_\_\_

Directions: Have students practice blending by identifying images when objects are said in segmented fashion or practice segmenting by saying the name of images like Silly Monster who breaks words into their individual sounds. The images on this page represent: church, think, swing, wrench, teeth, quack, sheet, smash, and these.

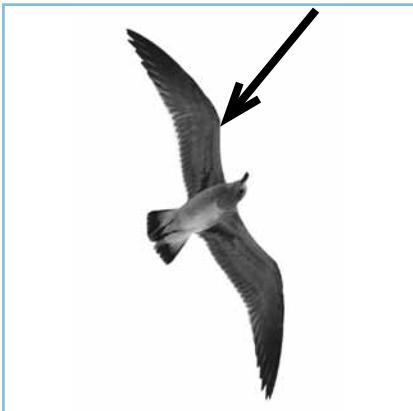
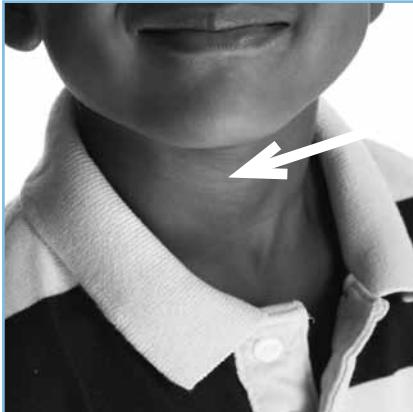
Phonological Awareness: Find My Word/Silly Monster Talk 2 (Mixed Digraphs)



Name: \_\_\_\_\_

*Directions: Have students practice blending by identifying images when objects are said in segmented fashion or practice segmenting by saying the name of images like Silly Monster who breaks words into their individual sounds. The images on this page represent: throat, shirt, quilt, wing, check, path, lunch, smooth, and crash.*

Phonological Awareness: Find My Word/Silly Monster Talk 3 (Mixed Digraphs)

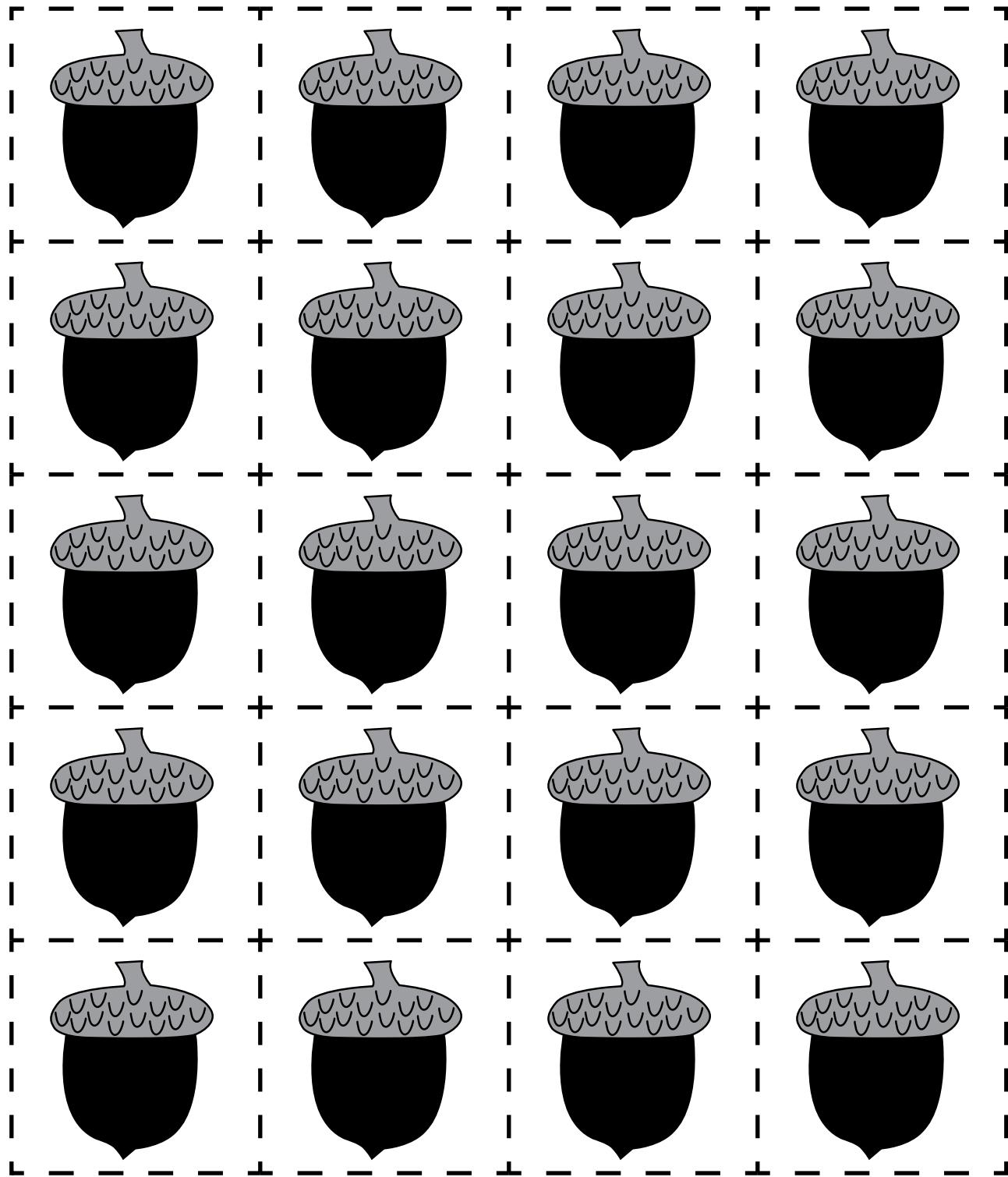


*Directions: Copy and use for the Phonological Awareness game Oh Nuts!*



Phonological Awareness: Oh Nuts! (Squirrel)

Phonological Awareness: Oh Nuts! (Acorns)



Directions: Copy on card stock and cut out acorns to use with Oh Nuts!

*Directions: Copy and cut out these Letter Cards for use with the Unit 1 Section 1 Warm-Up activity Match Me or game Race to the Top.*

a

b

c

d

e

f

g

h

Sound-Spellings: Large Letter Cards 2 (Single Letter)

*Directions: Copy and cut out these Letter Cards for use with the Unit 1 Section 1 Warm-Up activity Match Me or game Race to the Top.*

i

j

k

l

m

n

o

p

*Directions: Copy and cut out these Letter Cards for use with the Unit 1 Section 1 Warm-Up activity Match Me or game Race to the Top.*

r

s

t

u

v

w

Sound-Spellings: Large Letter Cards 4 (Single Letter)

*Directions: Copy and cut out these Letter Cards for use with the Unit 1 Section 1 Warm-Up activity Match Me or game Race to the Top.*

X

Y

Z

*Directions: Copy and cut out these Letter Cards for use with the Unit 1 Section 1 Warm-Up activity Match Me or game Race to the Top.*

Sound-Spellings: Large Letter Cards 5 (Digraph)

ch

sh

th

qu

ng

Sound-Spellings: Large Letter Cards 6 (Double Letter)

*Directions: Copy and cut out these Letter Cards for use with the Unit 1 Section 1 Warm-Up activity Match Me or game Race to the Top.*

ck

bb

dd

ff

gg

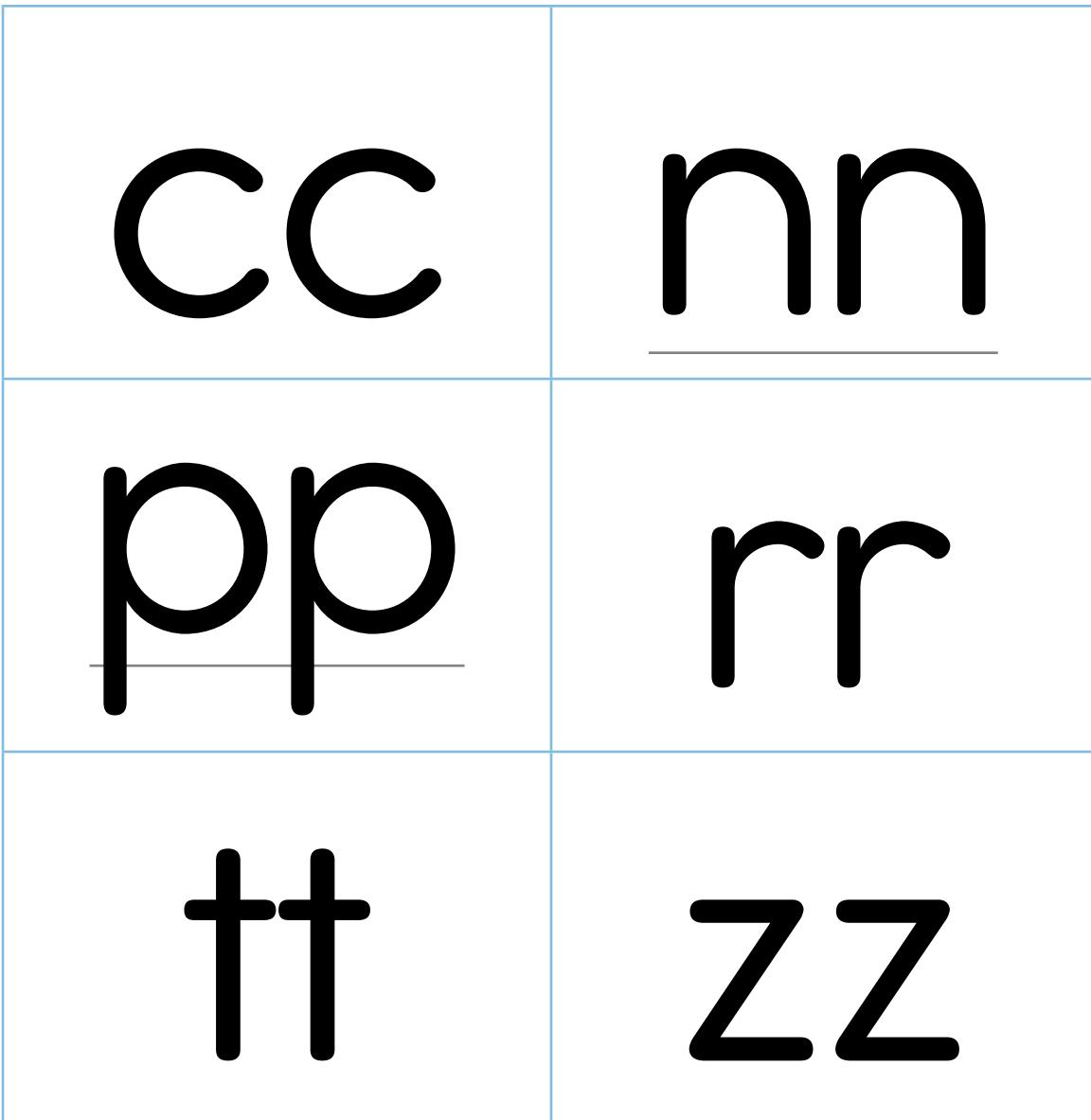
||

mm

ss

*Directions: Directions: Copy and cut out these Letter Cards for use with the Unit 1 Section / Warm-Up activity Match Me or game Race to the Top.*

Sound-Spellings: Large Letter Cards 7 (Double Letter)



Name: \_\_\_\_\_

Sound-Spellings: Making Words Template

*Directions: Fill in the grid using letter from chosen list. Students use the letters surrounding the vowel as beginning and ending sound-spellings to create words, and write the words on the lines provided below.*


\_\_\_\_\_

— — — — —

\_\_\_\_\_

— — — — —

\_\_\_\_\_

— — — — —

\_\_\_\_\_

— — — — —

\_\_\_\_\_

— — — — —

\_\_\_\_\_

— — — — —

\_\_\_\_\_

— — — — —

Name: \_\_\_\_\_

Sound-Spellings: Making Words Extension Worksheet

*Directions: Students record additional words created from the Making Words worksheets on the handwriting lines provided.*

A set of four horizontal lines for handwriting practice. It includes a solid top line, a dashed midline, and a solid bottom line.A second set of four horizontal lines for handwriting practice, identical to the first set.

*Directions: Copy (card stock is recommended to allow for reuse) and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game BINGO.*

Sound-Spellings: BINGO Boards 1 (Single Letter)

us	rip	web
jam	bat	in
bed	yam	lid

kid	wig	bad
bed	in	rip
us	yes	let

*Directions: Copy (card stock is recommended to allow for reuse) and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game BINGO.*

Sound-Spellings: BINGO Boards 2 (Single Letter)

yes	rat	in
let	up	bad
box	bug	wig

jam	up	bug
lid	bag	in
kit	web	ran

*Directions: Copy (card stock is recommended to allow for reuse) and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game BINGO.*

Sound-Spellings: BINGO Boards 3 (Single Letter)

it	yak	ran
bag	jet	us
red	lap	wax

lap	yam	jet
rat	us	bat
kin	it	run

*Directions: Copy (card stock is recommended to allow for reuse) and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game BINGO.*

Sound-Spellings: BINGO Boards 4 (Single Letter)

up	box	big
jug	lot	kin
kid	run	it

kit	yak	up
jug	big	red
it	wax	lot

*Directions: Copy (card stock is recommended to allow for reuse) and cut out the word cards for use with BINGO Boards.*

us	up	in	it
bat	bad	bag	big
bed	bug	lap	lot
lid	let	rat	ran
rip	red	run	web
wig	jet	jug	jam
yak	yes	yam	kin
kit	kid	box	wax

*Directions: Copy (card stock is recommended to allow for reuse) and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game BINGO.*

Sound-Spellings: BINGO Boards (Consonant Clusters) 1

crust	print	mask
land	trap	limp
desk	clog	glad

blink	grand	smog
melt	spat	flag
clamp	hunt	drink

*Directions: Copy (card stock is recommended to allow for reuse) and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game BINGO.*

Sound-Spellings: BINGO Boards (Consonant Clusters) 2

mask	crust	print
trot	clamp	stem
blast	gift	swam

smog	crib	ramp
trap	swept	hunt
swim	limp	blast

*Directions: Copy (card stock is recommended to allow for reuse) and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game BINGO.*

Sound-Spellings: BINGO Boards (Consonant Clusters) 3

blend	trunk	grand
swam	crib	flag
lost	land	gift

lift	swept	bump
grand	trot	glad
blink	ramp	stem

*Directions: Copy (card stock is recommended to allow for reuse) and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game BINGO.*

Sound-Spellings: BINGO Boards (Consonant Clusters) 4

clamp	lift	blast
swim	desk	trap
trunk	spat	lost

ramp	drink	bump
melt	swam	mask
glad	clog	blend

*Directions: Copy (card stock is recommended to allow for reuse) and cut out the word cards for use with BINGO Boards.*

trap	glad	crib	trot
grand	blast	print	clog
mask	flag	drink	smog
clamp	stem	swim	lost
ramp	swept	blink	crust
land	blend	gift	trunk
spat	desk	lift	hunt
swam	melt	limp	bump

*Directions: Copy (card stock is recommended to allow for reuse) and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game BINGO.*

Sound-Spellings: BINGO Boards (Digraphs) 1

hung	throb	quit
than	mash	bring
thump	shred	chunk
quiz	sang	thing
swish	that	chop
shed	bring	flash

*Directions: Copy (card stock is recommended to allow for reuse) and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game BINGO.*

Sound-Spellings: BINGO Boards 2 (Digraphs)

throb	prong	them
hush	quench	swish
flash	long	pinch

pinch	long	quiz
swung	then	crash
thing	shut	thump

*Directions: Copy (card stock is recommended to allow for reuse) and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game BINGO.*

Sound-Spellings: BINGO Boards 3 (Digraphs)

broth	fresh	that
clang	fling	quit
chunk	mash	sang

quench	fling	shed
with	chop	than
hung	clang	fresh

*Directions: Copy (card stock is recommended to allow for reuse) and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game BINGO.*

Sound-Spellings: BINGO Boards 4 (Digraphs)

crunch	strong	quest
then	champ	hush
swung	broth	shred

champ	crash	quest
them	with	shut
strong	crunch	prong

*Directions: Copy (card stock is recommended to allow for reuse) and cut out the word cards for use with BINGO Boards.*

than	that	them	then
quit	quiz	quest	quench
thing	with	broth	throb
thump	chop	chunk	pinch
crunch	champ	shed	shut
mash	hush	flash	shred
crash	fresh	swish	hung
long	sang	strong	bring
fling	prong	swung	clang

*Directions: Copy (card stock is recommended to allow for reuse) and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game BINGO.*

Sound-Spellings: BINGO Boards 1 (Double Letter)

track	snack	fuss
press	fluff	shock
still	tell	off

drill	will	stuff
fell	brick	slick
chess	cross	truck

*Directions: Copy (card stock is recommended to allow for reuse) and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game BINGO.*

Sound-Spellings: BINGO Boards 2 (Double Letter)

tell	thick	quack
glass	fuss	press
puff	snack	block

fill	quack	truck
thick	sell	drill
glass	shock	stuff

*Directions: Copy (card stock is recommended to allow for reuse) and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game BINGO.*

Sound-Spellings: BINGO Boards 3 (Double Letter)

check	toss	slick
cross	block	puff
chill	snack	brass

off	sell	pluck
fluff	still	miss
check	fill	drill

*Directions: Copy (card stock is recommended to allow for reuse) and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game BINGO.*

Sound-Spellings: BINGO Boards 4 (Double Letter)

miss	glass	sniff
drill	chill	fell
brass	track	off

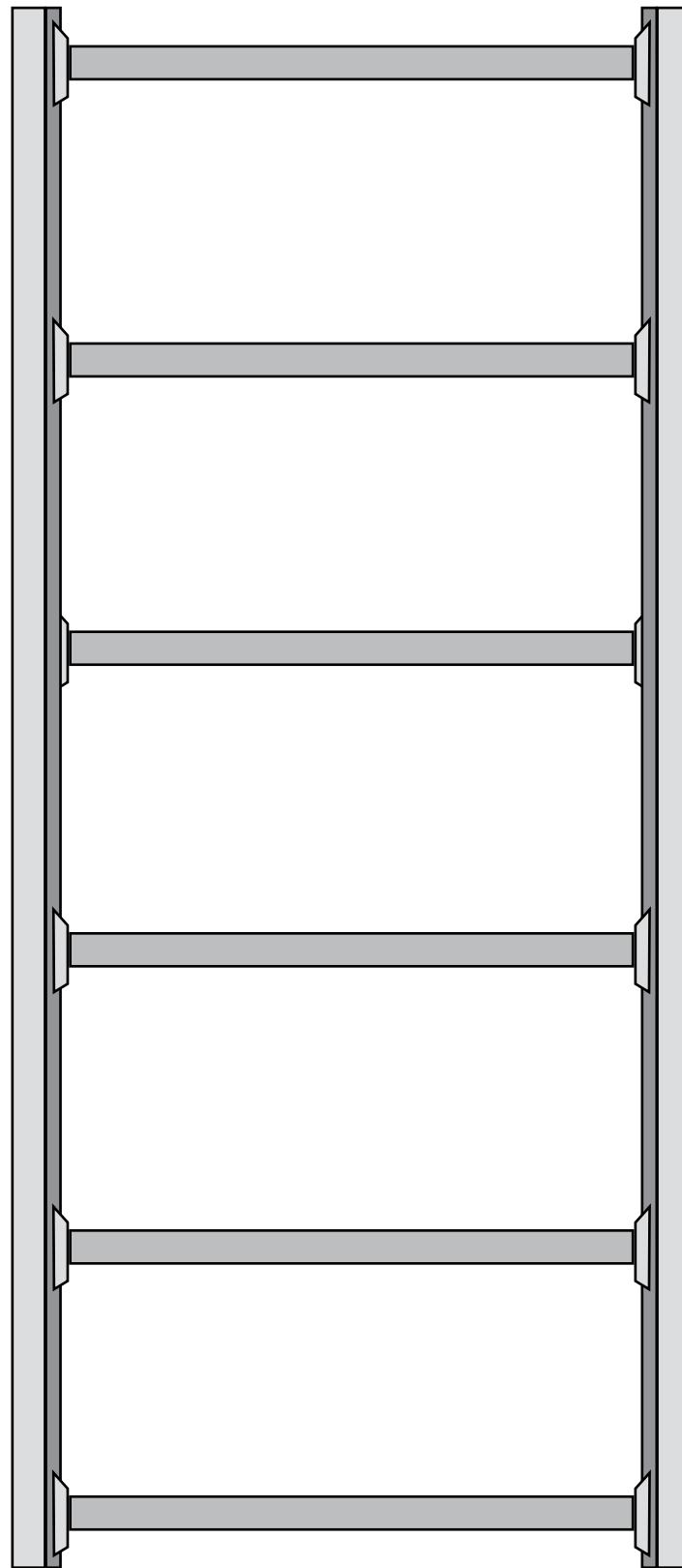
will	sniff	cross
still	slick	toss
pluck	chess	brick

*Directions: Copy (card stock is recommended to allow for reuse) and cut out the word cards for use with BINGO Boards.*

quack	snack	track	check
brick	slick	thick	block
shock	pluck	truck	sniff
off	fluff	puff	stuff
brass	glass	press	miss
chess	cross	toss	fuss
fell	sell	tell	chill
drill	fill	still	will

Name: \_\_\_\_\_

Sound-Spellings: Race to the Top Game Board



*Directions: Copy this page for the game Race to the Top.*

*Directions: Word/Picture Cards are provided for use with Race to the Top and Memory. For Race to the Top, copy (card stock is recommended to allow for reuse) and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy (card stock is recommended to prevent seeing through and allow for reuse) and cut out, separating word and picture cards.*

Sound-Spellings: Word/Picture Cards 1 (Single Letter)



bag



bug



bed



rat

*Directions: Word/Picture Cards are provided for use with Race to the Top and Memory. For Race to the Top, copy (card stock is recommended to allow for reuse) and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy (card stock is recommended to prevent seeing through and allow for reuse) and cut out, separating word and picture cards.*

Sound-Spellings: Word/Picture Cards 2 (Single Letter)



web



jet



wig



jug

*Directions: Word/Picture Cards are provided for use with Race to the Top and Memory. For Race to the Top, copy (card stock is recommended to allow for reuse) and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy (card stock is recommended to prevent seeing through and allow for reuse) and cut out, separating word and picture cards.*

Sound-Spellings: Word/Picture Cards 3 (Single Letter)



jam



box



kid



log

*Directions: Word/Picture Cards are provided for use with Race to the Top and Memory. For Race to the Top, copy (card stock is recommended to allow for reuse) and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy (card stock is recommended to prevent seeing through and allow for reuse) and cut out, separating word and picture cards.*

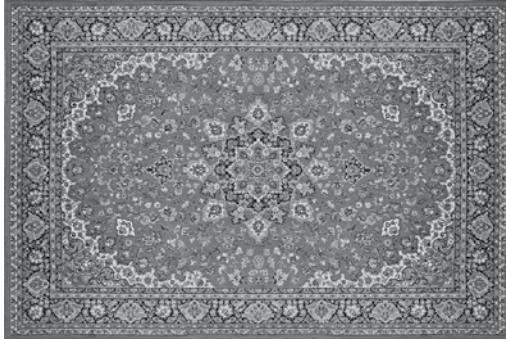
Sound-Spellings: Word/Picture Cards 4 (Single Letter)



leg



tub



rug



fox

*Directions: Word/Picture Cards are provided for use with Race to the Top and Memory. For Race to the Top, copy (card stock is recommended to allow for reuse) and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy (card stock is recommended to prevent seeing through and allow for reuse) and cut out, separating word and picture cards.*

Sound-Spellings: Word/Picture Cards 5 (Single Letter)



snq



d!l



ram

6

Six

*Directions: Word/Picture Cards are provided for use with Race to the Top and Memory. For Race to the Top, copy (card stock is recommended to allow for reuse) and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy (card stock is recommended to prevent seeing through and allow for reuse) and cut out, separating word and picture cards.*

Sound-Spellings: Word/Picture Cards 1 (Consonant Cluster)



crab



drum



crib



frog

*Directions: Word/Picture Cards are provided for use with Race to the Top and Memory. For Race to the Top, copy (card stock is recommended to allow for reuse) and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy (card stock is recommended to prevent seeing through and allow for reuse) and cut out, separating word and picture cards.*

Sound-Spellings: Word/Picture Cards 2 (Consonant Cluster)



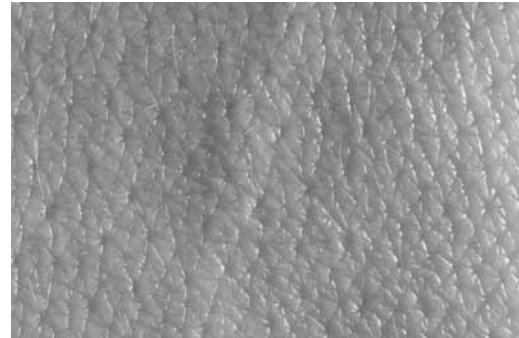
croses



grins



scabs



skins

*Directions: Word/Picture Cards are provided for use with Race to the Top and Memory. For Race to the Top, copy (card stock is recommended to allow for reuse) and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy (card stock is recommended to prevent seeing through and allow for reuse) and cut out, separating word and picture cards.*

Sound-Spellings: Word/Picture Cards 3 (Consonant Cluster)



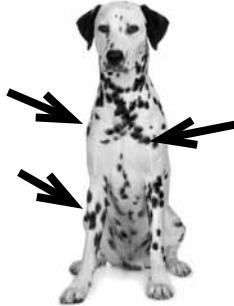
stem



stop



skips



spots

*Directions: Word/Picture Cards are provided for use with Race to the Top and Memory. For Race to the Top, copy (card stock is recommended to allow for reuse) and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy (card stock is recommended to prevent seeing through and allow for reuse) and cut out, separating word and picture cards.*

Sound-Spellings: Word/Picture Cards 4 (Consonant Cluster)



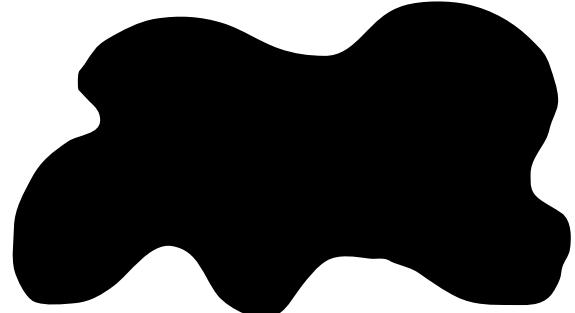
steps



swim



flag



blob

*Directions: Word/Picture Cards are provided for use with Race to the Top and Memory. For Race to the Top, copy (card stock is recommended to allow for reuse) and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy (card stock is recommended to prevent seeing through and allow for reuse) and cut out, separating word and picture cards.*

Sound-Spellings: Word/Picture Cards 5 (Consonant Cluster)



clap



plug



sled



clams

*Directions: Word/Picture Cards are provided for use with Race to the Top and Memory. For Race to the Top, copy (card stock is recommended to allow for reuse) and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy (card stock is recommended to prevent seeing through and allow for reuse) and cut out, separating word and picture cards.*

Sound Spelling: Word/Picture Cards 6 (Consonant Cluster)



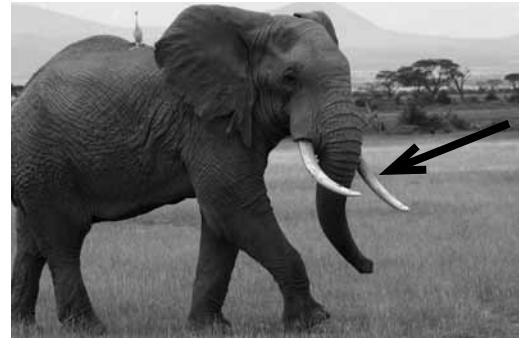
flads



desk



mask



tusk

Directions: Word/Picture Cards are provided for use with Race to the Top and Memory. For Race to the Top, copy (card stock is recommended to allow for reuse) and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy (card stock is recommended to prevent seeing through and allow for reuse) and cut out, separating word and picture cards.

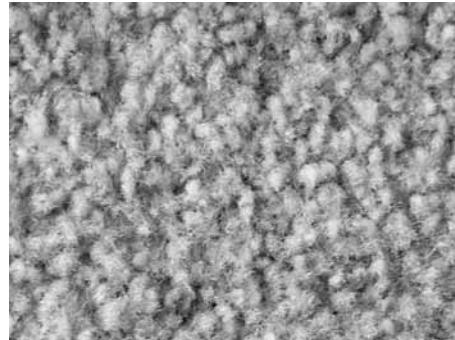
Sound-Spellings: Word/Picture Cards 7 (Consonant Cluster)



raft



gift



soft



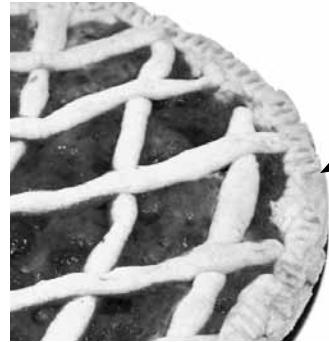
melt

*Directions: Word/Picture Cards are provided for use with Race to the Top and Memory. For Race to the Top, copy (card stock is recommended to allow for reuse) and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy (card stock is recommended to prevent seeing through and allow for reuse) and cut out, separating word and picture cards.*

Sound-Spellings: Word/Picture Cards 8 (Consonant Cluster)



milk



crust



blast



grasp

*Directions: Word/Picture Cards are provided for use with Race to the Top and Memory. For Race to the Top, copy (card stock is recommended to allow for reuse) and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy (card stock is recommended to prevent seeing through and allow for reuse) and cut out, separating word and picture cards.*

Sound-Spellings: Word/Picture Cards 9 (Consonant Cluster)



lamp



dung



laid



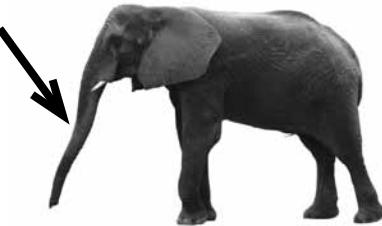
junk

*Directions: Word/Picture Cards are provided for use with Race to the Top and Memory. For Race to the Top, copy (card stock is recommended to allow for reuse) and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy (card stock is recommended to prevent seeing through and allow for reuse) and cut out, separating word and picture cards.*

Sound-Spellings: Word/Picture Cards 10 (Consonant Cluster)



drink



trunk



skunk



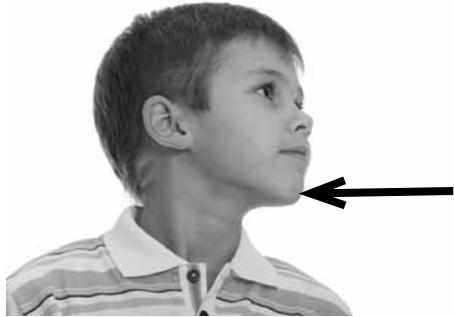
plant

*Directions: Word/Picture Cards are provided for use with Race to the Top and Memory. For Race to the Top, copy (card stock is recommended to allow for reuse) and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy (card stock is recommended to prevent seeing through and allow for reuse) and cut out, separating word and picture cards.*

Sound-Spellings: Word/Picture Cards 1 (Digraph)



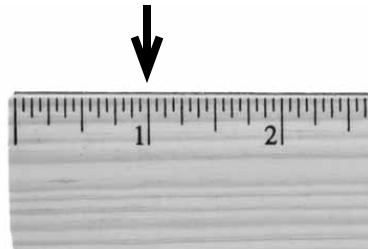
chat



chin



chop



inch

*Directions: Word/Picture Cards are provided for use with Race to the Top and Memory. For Race to the Top and Memory, copy (card stock is recommended to allow for reuse) and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy (card stock is recommended to prevent seeing through and allow for reuse) and cut out, separating word and picture cards.*

Sound-Spellings: Word/Picture Cards 2 (Digraph)



champ



lunch



bench



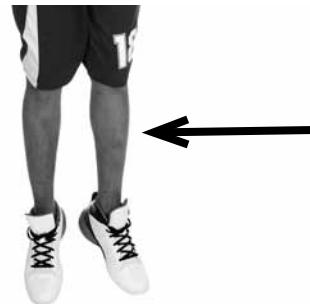
pinch

*Directions: Word/Picture Cards are provided for use with Race to the Top and Memory. For Race to the Top, copy (card stock is recommended to allow for reuse) and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy (card stock is recommended to prevent seeing through and allow for reuse) and cut out, separating word and picture cards.*

Sound-Spellings: Word/Picture Cards 3 (Digraph)



shed



shin



shut



dish

*Directions: Word/Picture Cards are provided for use with Race to the Top and Memory. For Race to the Top, copy (card stock is recommended to allow for reuse) and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy (card stock is recommended to prevent seeing through and allow for reuse) and cut out, separating word and picture cards.*

Sound Spelling: Word/Picture Cards 4 (Digraph)



shelf



brush



flash

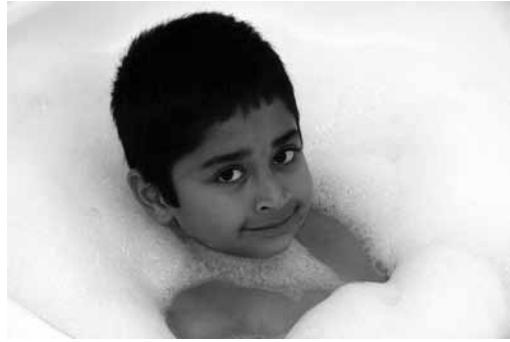


trash

*Directions: Word/Picture Cards are provided for use with Race to the Top and Memory. For Race to the Top, copy (card stock is recommended to allow for reuse) and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy (card stock is recommended to prevent seeing through and allow for reuse) and cut out, separating word and picture cards.*

Sound-Spellings: Word/Picture Cards 5 (Digraph)

thin



bath

$$\begin{array}{r} 4 \\ \hline 2 \end{array}$$



match

bath

*Directions: Word/Picture Cards are provided for use with Race to the Top and Memory. For Race to the Top, copy (card stock is recommended to allow for reuse) and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy (card stock is recommended to prevent seeing through and allow for reuse) and cut out, separating word and picture cards.*

Sound-Spellings: Word/Picture Cards 6 (Digraph)



thank



think



cloth



throb

*Directions: Word/Picture Cards are provided for use with Race to the Top and Memory. For Race to the Top, copy (card stock is recommended to allow for reuse) and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy (card stock is recommended to prevent seeing through and allow for reuse) and cut out, separating word and picture cards.*

Sound-Spellings: Word/Picture Cards 7 (Digraph)



them



this



quiet



zinc

*Directions: Word/Picture Cards are provided for use with Race to the Top and Memory. For Race to the Top, copy (card stock is recommended to allow for reuse) and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy (card stock is recommended to prevent seeing through and allow for reuse) and cut out, separating word and picture cards.*

Sound Spelling: Word/Picture Cards 8 (Digraph)



hang



king



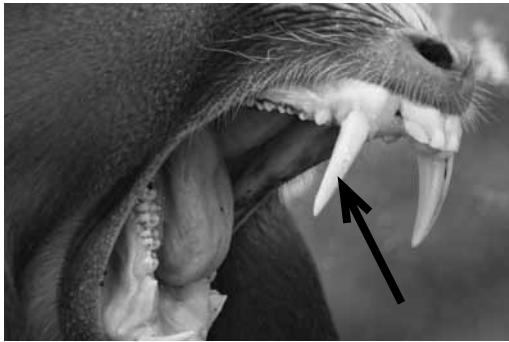
lung



sing

Directions: Word/Picture Cards are provided for use with Race to the Top and Memory. For Race to the Top, copy (card stock is recommended to allow for reuse) and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy (card stock is recommended to prevent seeing through and allow for reuse) and cut out, separating word and picture cards.

Sound Spelling: Word/Picture Cards 9 (Digraph)



fang



prong



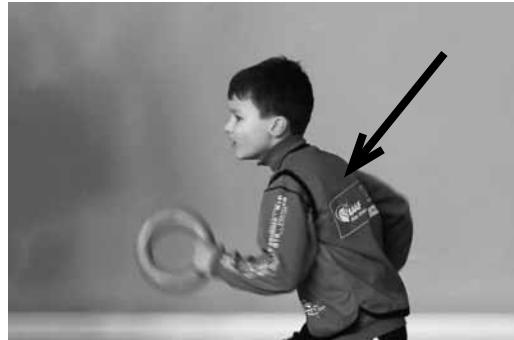
sting



swing

*Directions: Word/Picture Cards are provided for use with Race to the Top and Memory. For Race to the Top, copy (card stock is recommended to allow for reuse) and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy (card stock is recommended to prevent seeing through and allow for reuse) and cut out, separating word and picture cards.*

Sound-Spellings: Word/Picture Cards 1 (Double Letter)



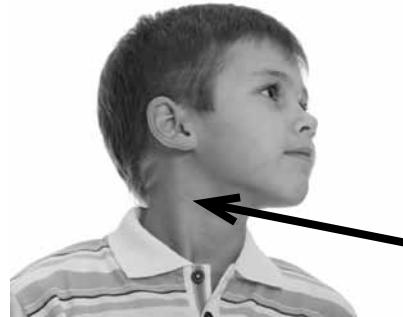
back



track



check



neck

*Directions: Word/Picture Cards are provided for use with Race to the Top and Memory. For Race to the Top, copy (card stock is recommended to allow for reuse) and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy (card stock is recommended to prevent seeing through and allow for reuse) and cut out, separating word and picture cards.*

Sound-Spellings: Word/Picture Cards 2 (Double Letter)



blick



kick



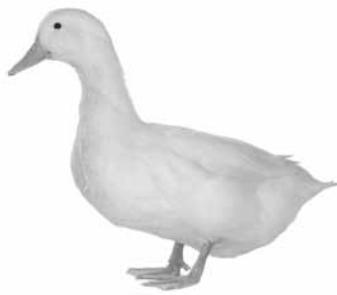
block



lock

*Directions: Word/Picture Cards are provided for use with Race to the Top and Memory. For Race to the Top, copy (card stock is recommended to allow for reuse) and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy (card stock is recommended to prevent seeing through and allow for reuse) and cut out, separating word and picture cards.*

Sound-Spellings: Word/Picture Cards 3 (Double Letter)



**duck**



**truck**



**cliff**



**cuff**

*Directions: Word/Picture Cards are provided for use with Race to the Top and Memory. For Race to the Top, copy (card stock is recommended to allow for reuse) and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy (card stock is recommended to prevent seeing through and allow for reuse) and cut out, separating word and picture cards.*

Sound Spelling: Word/Picture Cards 4 (Double Letter)



stuff



find



glass



basket

*Directions: Word/Picture Cards are provided for use with Race to the Top and Memory. For Race to the Top, copy (card stock is recommended to allow for reuse) and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy (card stock is recommended to prevent seeing through and allow for reuse) and cut out, separating word and picture cards.*

Sound-Spellings: Word/Picture Cards 5 (Double Letter)



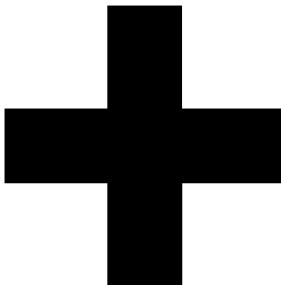
mess



dress



kiss



cross

*Directions: Word/Picture Cards are provided for use with Race to the Top and Memory. For Race to the Top, copy (card stock is recommended to allow for reuse) and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy (card stock is recommended to prevent seeing through and allow for reuse) and cut out, separating word and picture cards.*

Sound-Spellings: Word/Picture Cards 6 (Double Letter)



ssow



bel



smell



yell

*Directions: Word/Picture Cards are provided for use with Race to the Top and Memory. For Race to the Top, copy (card stock is recommended to allow for reuse) and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy (card stock is recommended to prevent seeing through and allow for reuse) and cut out, separating word and picture cards.*

Sound-Spellings: Word/Picture Cards 7 (Double Letter)



drill



grill



hill



pill



# **Section II**

## **Fluency and Comprehension**



## **Determining Student Need for Section II, Fluency and Comprehension**

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### **Step 1: Establish areas of weakness within the fluency and comprehension component**

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You may wish to use the following chart by highlighting where students have struggled with particular instructional tasks, demonstrated weak performance on certain assessment components (administered in Lessons 6–10), and/or continued to be challenged with Pausing Points used for review. Columns with significant highlighting will indicate:

- which Unit 1 objectives (top row) are in need of reinforcement or remediation.
- the corresponding *Assessment and Remediation Guide* section (bottom row) in which you will find appropriate instructional resources.

IF student struggles with...	Fluency and/or Comprehension	Tricky Words	Grammar (Nouns and/or Punctuation)
<b>As observed during related instructional tasks:</b> <ul style="list-style-type: none"> <li>Demonstration Story (Lessons 19–21, 26, 30)</li> <li>Partner Reading (Lessons 19–21, 28, 29, 31, 32)</li> <li>Story Questions Worksheet (Lessons 19, 28)</li> <li>Small Group Reading (Lessons 22, 23, 26, 30)</li> <li>Reviewing the Story (Lessons 31, 32)</li> </ul>	<ul style="list-style-type: none"> <li>Tricky Word Cards (Lessons 3, 5, 11, 13–17, 19, 20, 25, 27, 29)</li> <li>Tricky Word Practice (Lessons 13, 31, 32)</li> <li>Tricky Word Jump (Lesson 28)</li> </ul>	<ul style="list-style-type: none"> <li>Identifying Nouns (Lessons 3, 14, 17, 22, 26, 29)</li> <li>Noun Review (Lesson 5)</li> <li>Noun Hunt (Lesson 24)</li> <li>Question Mark (Lessons 27, 29)</li> </ul>	
<b>Or as evidenced by performance on assessment components from Lessons 6–10:</b> <p><b>AND if review with related Pausing Points is not enough:</b></p>	<p>Story Reading: <i>Gwen's Hens</i> (items 21–25)</p>	<p>Word Recognition Assessment (items 21–25)</p>	N/A
<b>Then use Grade 1 Unit 1 Assessment and Remediation Guide resources from...</b>	<ul style="list-style-type: none"> <li>Read decodable stories</li> <li>Answer story questions</li> <li>Sequence the events in a story</li> </ul>	<ul style="list-style-type: none"> <li>Read Tricky Words</li> <li>Write Tricky Words</li> </ul>	<ul style="list-style-type: none"> <li>Identify nouns that name people or things</li> <li>Use punctuation marks</li> </ul> <p>Section II, Fluency and Comprehension: Tricky Words</p>

## **Step 2: Plan for instruction according to the level of instructional need**

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For a description of each level see Levels of Instructional Need in the Introduction for the Grade 1 Assessment and Remediation Guide.

If the student is in need of:

- **guided reinforcement** with specific areas of the Fluency and Comprehension (Section II) component, then you are ready to go to the corresponding section and plan using the Guided Reinforcement Lesson Template.
- **explicit reteaching** with specific areas of the Fluency and Comprehension (Section II) component, then you are ready to go to the corresponding section and plan using the Explicit Reteaching Lesson Template.
- **comprehensive reteaching**, including instruction with Phonics (Section I), additionally follow the steps for Determining Student Need in the Phonics Section. Determining student need across the sections will then inform planning using the Comprehensive Reteaching Lesson Template.

## **Planning for Instruction**

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The lessons in Section II, Fluency and Comprehension are based on the objectives from Grade 1, Unit 1. Please refer to the Alignment Chart in the Teacher Guide for a more in-depth explanation about the objectives that are covered. The objectives from Grade 1, Unit 1 include:

- ✓ **Fluency (reading with comfort and expression)**
- ✓ **Comprehension (reading with purpose and understanding)**
- ✓ **Tricky Words (reading with automatic recognition of Tricky Words)**
- ✓ **Grammar (reading with understanding of grammatical elements)**

### **Lesson Template Section Descriptions**

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Lesson template section descriptions are provided to highlight the purpose of each lesson section. Different combinations of lesson sections are used in the three templates aligned to Levels of Instructional Need. Understanding the purpose of each lesson section will inform instructional planning.

#### ***Warm-Up Activities***

Warm-Up activities prepare students for instruction and focus student attention on following directions. A Warm-Up activity should begin each remedial instruction session regardless of the lesson template selected. The Fluency exercises Silly Voices or Two Voices are recommended choices for the Warm-Up. These exercises provide engaging opportunities to reread familiar text, which is a powerful way to develop fluency.

#### ***Explicit Instruction***

Explicit instruction is part of the Reteaching (both Explicit and Comprehensive) lesson templates. The Explicit instruction section provides teacher-directed time to prepare students to engage with the instruction. The comprehension exercise, Address Prior Knowledge and Set a Purpose, is recommended for Explicit Instruction to prepare students to read connected text when targeting the fluency or comprehension objectives. If targeting Tricky Words or grammar is needed, related activities or games may be used in the Guided Practice (applying skills) portion of the lesson templates.

A single objective should be the primary focus of any remedial instruction session. If you are using the Comprehensive Reteaching lesson template and students need remediation with Phonics and Comprehension, then rotate the focus selected for the Warm-Up, Explicit Instruction, and related Guided Practice (working with skills) throughout a series of sessions. A rotating focus may look like this:

Session 1	Session 2
<b>Warm-Up:</b> Comprehension focus <b>Explicit Instruction:</b> Comprehension focus <b>Guided Practice (working with skills):</b> Comprehension focus <b>Guided Practice (applying skills):</b> Combination from component areas (e.g., a Phonics and a Comprehension activity) <b>Independent Practice/Progress Monitoring:</b> Fluency activity (observing for success independently)	<b>Warm-Up:</b> Phonics focus <b>Explicit Instruction:</b> Phonics focus <b>Guided Practice (working with skills):</b> Phonics focus <b>Guided Practice (applying skills):</b> Combination from component areas (e.g., a Phonics and Fluency activity) <b>Independent Practice/Progress Monitoring:</b> Progress Monitoring assessment for Phonics

#### **Guided Practice (working with skills)**

Guided Practice (working with skills) is a transition from the teacher-directed Explicit Instruction into supported instructional time. Therefore, the ‘working with skills’ Guided Practice is an extension of the Explicit Instruction. The comprehension exercise, Model Thinking with Reading, is recommended for Guided Practice (working with skills) to establish expectations for engaging with reading connected text.

#### **Guided Practice (applying skills)**

Guided Practice (applying skills) provides a flexible opportunity for practice with other activities from the Exercises section. If comprehension is the primary focus for remediation, then this portion of the lesson provides time for completing the comprehension exercise, Read with Purpose and Understanding, extending from Guided Practice (working with skills). If multiple objectives are the focus for remediation, then assorted activities under Exercises may be selected from Phonics (Section I) and Fluency and Comprehension (Section II) of Unit 1.

#### **Independent Practice/Progress Monitoring**

Following the Exercises section is a Progress Monitoring section. Time is allotted at the end of the Reteaching (both Explicit and Comprehensive) lesson templates for independent practice and/or progress monitoring. Independent practice time is an extension or repeat of previously completed activities with which students have demonstrated the ability to perform independently. As needed, this allows for integration of progress monitoring assessments.

## Dimensions of Difficulty

Lessons can be crafted to be more or less difficult by varying the level of instructional support for reading and the format of the text. The following chart illustrates how lessons can be designed to be more or less challenging across both dimensions.

**Note:** Keep in mind students should be engaged in actually reading with eyes on print as much as possible. For the Modeled level of support, the teacher is responsible for reading and students should be encouraged to follow along tracking text. For the Independent level of support, individual engagement is required as students read independently. For the Shared, Interactive, and Scaffolded levels of support, round robin reading, wherein students can “tune out” until it’s their turn, is not recommended. Instead, small groups of students may:

1. read aloud with the teacher chorally (all voices together) or echo (all voices repeat).
2. read aloud with a partner chorally (voices together) or taking equal turns (e.g., page by page).
3. read aloud as a group chorally (all voices together) or individually (voices jumbled as students read at different paces).

Least Difficult		Read from the Book Copy (Includes Illustrations)	Read from a Text Copy (Excludes Illustrations)
Level of Support for Reading	Description		
Modeled	Teacher reads aloud with fluency and uses “thinking aloud” to demonstrate application of skills or strategies.		
Shared	Teacher and students read together. Students follow along with text and choral (voices together) or echo (voices repeat) read familiar refrains.		
Interactive	Teacher and students read together, taking turns. Students read sections with the direct, immediate support of teacher feedback and modeling.		
Scaffolded	Teacher plans and delivers lessons related to text. The instruction supports student reading of instructional level text.		
Independent	Students read “easy” text that is either at their independent level or is a familiar reread, requiring little to no support from the teacher.		Most Difficult

## Lesson Templates and Sample Remedial Lessons

Lesson Templates are provided to structure your use of the instructional resources. Sample Remedial Lessons provide examples of how instructional exercises can be utilized within the templates. Time (noted in minutes) is an estimate and should be adjusted as needed.

### Guided Reinforcement Lesson Template

Guided Reinforcement	Exercise	Materials	Minutes
<b>Warm-Up</b>	Choose one Fluency activity from Fluency and Comprehension Exercises: <ul style="list-style-type: none"><li>• <b>Silly Voices</b></li><li>• <b>Two Voices</b></li></ul>	activity dependent	3
<b>Guided Practice (applying skills)</b>	Choose one or two activities or games from Fluency and Comprehension Exercises according to target objectives: Fluency; Comprehension; Tricky Words; Grammar	activity dependent	12

**Note:** Progress monitoring related to instruction from Guided Reinforcement lessons may be integrated within instructional times other than these brief remedial lessons, or remedial instructional time may be devoted to completed progress monitoring as needed.

### Guided Reinforcement Sample Remedial Lesson

Target: Grammar Knowledge-Nouns

Guided Reinforcement	Exercise	Materials	Minutes
<b>Warm-Up</b>	<b>Two Voices</b> Student partners read "On the Bus."	Two Voices copy of "On the Bus" for each student	3
<b>Guided Practice (applying skills)</b>	<b>Noun Song</b> Sing the Noun Song to activate knowledge of the primary noun categories.	Noun Song	12
	<b>Noun Game</b> Play the Noun Game to promote student ability to generate and categorize nouns. Start the game by having students provide nouns from "On the Bus." Once most have been found and provided, expand to other nouns students can think of.	Noun Game Die Noun Game Circle Labels chart paper for circles stickers	

## Explicit Reteaching Lesson Template

Explicit Reteaching	Exercise	Materials	Minutes
<b>Warm-Up</b>	Choose one Fluency activity from Fluency and Comprehension Exercises: <ul style="list-style-type: none"> <li>• <b>Silly Voices</b></li> <li>• <b>Two Voices</b></li> </ul>	activity dependent	3
<b>Explicit Instruction</b>	<b>Address Prior Knowledge and Set a Purpose</b>  If explicit instruction with Tricky Words is required use the Tricky Word exercise <b>Review the Sound-Spelling</b> here, and then complete <b>Address Prior Knowledge and Set a Purpose</b> along with <b>Model Thinking with Reading</b> during the Guided Practice (working with skills) portion of the lesson.	activity dependent	4
<b>Guided Practice (working with skills)</b>	<b>Model Thinking with Reading</b>	text for each student  Master Thinking with Reading Chart	8
<b>Guided Practice (applying skills) OR Independent Practice/ Progress Monitoring</b>	Choose one or two activities or games from Fluency and Comprehension Exercises according to target objectives: Fluency; Comprehension ( <b>Read with Purpose and Understanding</b> ); Tricky Words; Grammar  Activities with which students have demonstrated independence may engage students when progress monitoring with individuals is needed.	text for each student  Story Comprehension Chart  activity dependent  Progress Monitoring worksheets	10

## Explicit Reteaching Sample Remedial Lesson

Target: Thinking with Reading-Visualizing

Explicit Reteaching	Exercise	Materials	Minutes
<b>Warm-Up</b>	<b>Silly Voices</b> Read the familiar story "Which Is the Best?" with silly voices.	Text Copy of "Which Is the Best?" for each student  Silly Voices Cards	3
<b>Explicit Instruction</b>	<b>Address Prior Knowledge and Set a Purpose</b> Text: Text copy of "The Man in the Black Hat"  See Story Comprehension Chart for prompts related to prior knowledge and setting a purpose.	Text Copy of "The Man in the Black Hat" for each student  Story Comprehension Chart	4
<b>Guided Practice (working with skills)</b>	<b>Model Thinking with Reading</b> Technique: Visualizing  See Master Thinking with Reading Chart for a description of visualizing and for instructional tips to use throughout Guided Practice.	text for each student  Master Thinking with Reading Chart	8
<b>Guided Practice (applying skills) OR Independent Practice/Progress Monitoring</b>	<b>Read with Purpose and Understanding</b> Level of Support: Scaffolded Continue reading applying Visualizing. After reading ask the questions from the Story Comprehension Chart for a quick check of comprehension at the literal, inferential, and evaluative level.	text for each student  Story Comprehension Chart	10
	<b>Tricky Words: BINGO</b>	Tricky Words BINGO Boards and Cards	

## Comprehensive Reteaching Lesson Template

Comprehensive Reteaching	Exercise	Materials	Minutes
<b>Warm-Up</b>	If Phonics Focus: (see Section I, Phonics) <ul style="list-style-type: none"> <li>• <b>Match Me</b></li> <li>• <b>Blending and Segmenting</b></li> </ul> If Fluency and Comprehension Focus, choose one activity from Exercises: <ul style="list-style-type: none"> <li>• <b>Silly Voices</b></li> <li>• <b>Two Voices</b></li> </ul>	activity dependent	3
<b>Explicit Instruction</b>	If Phonics Focus: <b>Review the Sound-Spelling</b> (see Section I, Phonics) If Fluency and Comprehension Focus: <b>Address Prior Knowledge and Set a Purpose</b> [If explicit instruction with Tricky Words is required use the Tricky Word exercise <b>Review the Sound-Spelling</b> here and then complete <b>Address Prior Knowledge and Set a Purpose</b> along with <b>Model Thinking with Reading</b> during the Guided Practice (working with skills) portion of the lesson.]	activity dependent	5
<b>Guided Practice (working with skills)</b>	If Phonics Focus: <b>Chaining</b> (see Section I, Phonics) If Fluency and Comprehension Focus: <b>Model Thinking with Reading</b>	activity dependent	10
<b>Guided Practice (applying skills)</b>	Choose one or two activities or games from Fluency and Comprehension Exercises according to target objectives across components: <ul style="list-style-type: none"> <li>• If Phonics Focus (see Exercises under Section I, Phonics)</li> <li>• If Fluency and Comprehension Focus: <b>Read for Purpose and Understanding</b></li> </ul>	activity dependent	12
<b>Independent Practice/ Progress Monitoring</b>	Activities with which students have demonstrated independence may engage students when progress monitoring with individuals is needed.	activity dependent  Progress Monitoring worksheets	10

**Note:** If a single remedial instruction session does not allow enough time to complete the Comprehensive Reteaching Lesson, then the instruction can be divided over two instructional sessions instead. A split lesson structure may look like this:

Session 1	Session 2
<b>Warm-Up</b>	<b>Warm-Up</b>
<b>Explicit Instruction</b>	<b>Explicit Instruction</b>
<b>Guided Practice (working with skills)</b>	<b>Continue Guided Practice (applying skills)</b>
<b>Initiate Guided Practice (applying skills)</b>	<b>Independent Practice/Progress Monitoring</b>

## Comprehensive Reteaching Sample Remedial Lesson

Target: Thinking with Reading-Evaluation

Comprehensive Reteaching	Exercise	Materials	Minutes
<b>Warm-Up</b>	<b>Two Voices</b> Students practice separate Two Voices stories that partners have been working on to prepare for performance to the class at the end of the week.	copies of Two Voices stories	3
<b>Explicit Instruction</b>	<b>Address Prior Knowledge and Set a Purpose</b> Text: Text Copy of "The Trip to the U.K." for each student  See Individual Story Comprehension Chart for prompt related to prior knowledge and setting a purpose.	Text Copy of "The Trip to the U.K." for each student  Story Comprehension Chart	5
<b>Guided Practice (working with skills)</b>	<b>Model Thinking with Reading</b> Technique: Evaluating  See Master Thinking with Reading Chart for a description of evaluating and for instructional tips to use throughout Guided Practice.	text for each student  Master Thinking with Reading Chart	10
<b>Guided Practice (applying skills)</b>	<b>Read with Purpose and Understanding</b> Level of Support: Shared Continue reading applying Evaluating. After reading have students draw a series of three pictures illustrating the beginning, middle, and end of the story. Ask students to use one main sentence to tell you about each picture to practice summarizing skills.  <b>Making Words (Phonics Exercise)</b> In addition to fluency and comprehension objectives, phonics objectives are also targeted with this student group. Digraph sound-spellings are being remediated, therefore students will apply phonics knowledge by making words with digraph sound-spellings using the Making Words (Digraph 'u' 1) worksheet.	text for each student  Story Comprehension Chart   Making Words (Digraph 'u' 1) for each student	12
<b>Independent Practice/ Progress Monitoring</b>	Independent Practice: Partner reread "The Trip to the U.K." for fluency.  Progress Monitoring: Continue Fluency and Comprehension Progress Monitoring assessment with students.	Two Voices copy of "The Trip to the U.K." for each student  Record Sheets for Fluency and Comprehension Progress Monitoring 3	10

## **Fluency and Comprehension Exercises: Fluency**

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This section contains exercises recommended for use in the Warm-Up section of the Lesson Templates, which may also be appropriate for Independent Practice. If fluency is a primary instructional target, the exercises may also be more teacher-directed and used during Guided Practice. At this stage, attention to fluency is *not* on reading rate, rather it is on building a bank of words recognized automatically and developing the ability to read with expression. Beginning readers may continue to demonstrate some word-by-word reading as phrasal reading develops. As automaticity with word recognition increases, cognitive resources needed for decoding are freed up for comprehension, allowing for fluid and expressive oral reading.

### **Warm-Up: Silly Voices**

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**Objective:** Foster automatic recognition of words and promote expressive reading.

**Materials:**

- Silly Voices Cards
- copies of familiar story

**Preparation:** Copy and cut a set of Silly Voices Cards and select and copy a familiar story from Materials for Fluency and Comprehension Lessons.

**Instructions:**

- Provide each student with a copy of the selected text.
- Have students choose or draw a Silly Voices Card to determine the voice they will use for reading aloud.
- Students read aloud independently, with a partner, or to the teacher.  
Partner reading options may include:
  1. Take turns reading the entire story.
  2. Have one student be the leader, reading a line at a time for the partner to echo.
  3. Read chorally, keeping voices together to read the story.

If students are using the silly voices for the first time, model how to use the voices and gestures to read like the characters on the cards:

1. **Cowboy:** Sit in your chair like you are riding a horse and use a country accent.
2. **Scuba Diver:** Vibrate your pointer finger on your lips as you read.
3. **Sick Person:** Hold your nose to sound all stuffed up.
4. **Opera Singer:** Use big arm motions and a grand singing voice.
5. **Rock Star:** Play your guitar while you read.
6. **Robot:** Move your arms like a robot and use a monotone voice.
7. **Ghost:** Use a spooky voice.
8. **Teacher:** Point to the words and use a teacher voice.

Feel free to add others you or your students think of!

## Warm-Up: Two Voices

**Objective:** Foster automatic recognition of words and promote expressive reading.

**Materials:**

- copies of familiar story in the Two Voices format

**Preparation:** Select and copy a familiar story in the Two Voices format from Materials for Fluency and Comprehension Lessons.

**Instructions:**

- Provide student partner pairs with a copy of the selected story in the Two Voices format.
- One student reads down column 1 while the other student reads down column 2, together completing the story. The lines read chorally (voices together) are in bold.
- Students may be encouraged to practice rereading for Two Voices to prepare to perform the story!
- Story copies for Two Voices may also be sent home to be read with family and friends.

## **Fluency and Comprehension Exercises: Comprehension**

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This section contains a sequence of comprehension exercises recommended for the Explicit Instruction, Guided Practice (working with skills), and Guided Practice (applying skills) portions of the Reteaching (both Explicit and Comprehensive) Lesson Templates. If comprehension is a target for the Guided Reinforcement Lesson Template, then the exercise Read with Purpose and Understanding can be used with familiar text wherein students are practicing previously taught Thinking with Reading techniques.

**Note:** If stories are reread with a partner for Independent Practice, encourage students to follow along in the text (fun pointer wands for tracking promote engagement) and share their thinking at stopping points. Student performance should mimic what was completed throughout the lesson and discussion will reinforce student ability to use oral language to “show” their thinking.

### **Explicit Instruction: Address Prior Knowledge and Set a Purpose**

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**Objective:** Prepare students to read text by addressing prior knowledge needed for understanding the text.

**Materials:**

- book or text copies of a familiar story
- Story Comprehension Chart

**Preparation:** Select and preview a book or text copy of a familiar story.

Collect or make copies of the text for students, and have a copy of the Story Comprehension Chart for reference. Text copies and Story Comprehension Charts are provided in Materials for Fluency and Comprehension Lessons.

**Instructions:**

- Provide students with a copy of the selected story.

**Text Structure**

- Tell students the story for today’s lesson fits a narrative/story structure. Core elements are the characters, setting, and events/action.
- Preview the text together to prompt discussion and thinking about each element.

**Content**

- Tell students there are important words and ideas to the story.
- Prompt discussion and thinking related to key vocabulary and/or concepts (see Story Comprehension Charts provided in Fluency and Comprehension Materials for suggestions).

**Set a Purpose**

- With students, set a purpose for reading (see Story Comprehension Charts for suggestions).

## **Guided Practice: Model Thinking with Reading**

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**Objective:** Prepare students to use a “Thinking with Reading” technique to accomplish the established purpose for reading.

**Materials:**

- book or text copies of selected text
- Master Thinking with Reading Chart
- Story Comprehension Charts

**Preparation:** Reference the Master Thinking with Reading Chart from Materials for Fluency and Comprehension Lessons to select a Thinking with Reading technique for students to apply during reading. Preview the selected text to prepare for modeling with an initial portion of the story.

**Instructions:**

- Restate the purpose for reading established during the preceding Explicit Instruction.
- Identify and describe the Thinking with Reading technique (reference the Master Thinking with Reading Chart) students will use to accomplish their purpose.
- Model using the technique with an initial portion of the text. Read aloud, pointing to track the text and thinking-aloud to demonstrate use of the technique for the established purpose.
- Include modeling an error while thinking-aloud (e.g., misread a word and notice that it does not make sense). If students do not notice the error, point it out. Correct the error to model “fixing-up” Thinking with Reading.

## **Guided Practice: Read with Purpose and Understanding**

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**Objective:** Apply a Thinking with Reading technique toward the purpose for reading with an appropriate level of support. Support should decrease as students’ skills strengthen.

**Materials:**

- book or text copies of selected text
- Master Thinking with Reading Chart
- Story Comprehension Chart
- sticky notes to mark pages (if book is used)

**Preparation:** Establish an appropriate level of support for reading (see Dimensions of Difficulty) and reference the Master Thinking with Reading Chart from Materials for Fluency and Comprehension Lessons to select a Thinking with Reading technique to target for after reading. Preview the selected text to prepare for student use of the technique during the remainder and after reading of the chosen text. It may be helpful to mark the text at stopping points before the lesson. Sticky notes may be put on pages in the book copy and the text copy is provided with the text already arranged in sections.

**Instructions:**

- Continue reading portions of text with an appropriate level of support: Modeled, Shared, Interactive, Scaffolded, or Independent.
- Prompt students to express themselves out loud about what they are thinking and how it connects to the purpose. Students follow the modeling provided during Explicit Instruction. Individual sharing keeps each student accountable for thinking with reading and fosters their ability to be purposeful with thinking.
- After reading, follow-up on the thinking during reading with an after-reading technique. This may be any combination of oral summarizing, illustrating, or questioning. Always revisit the purpose for reading upon conclusion to ensure the purpose was accomplished.

## **Fluency and Comprehension Exercises: Tricky Words**

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Exercises for Tricky Words are provided in the Fluency and Comprehension section because though sound-spelling knowledge is used when learning the words in isolation, the ultimate goal is automatic recognition and recall of the words for reading and spelling. Automaticity is an element of fluency.

The Tricky Words exercise Review the Sound-Spelling is recommended for the Explicit Instruction sections of the Reteaching (both Explicit and Comprehensive) Lesson Templates. The additional exercises provided are recommended for the Guided Practice sections of the Lesson Templates to provide reinforcement of Tricky Word knowledge.

**Note:** Words are designated as Tricky Words based on taught Basic Code knowledge. Therefore, whether a word is actually “tricky” may change as students learn more sound-spelling correspondences. For example, the word *is* is initially a Tricky Word because of the ‘s’ > /z/. However, once the alternate spelling ‘s’ > /z/ is learned, the word *is* is no longer “tricky.” Keep this in mind when using the Tricky Word Teaching Tips!

### **Explicit Instruction: Review the Sound-Spelling**

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**Objective:** Reteach sound-spelling knowledge needed for reading and writing with which students are demonstrating difficulty.

**Materials:**

- copies of selected Review the Sound-Spelling worksheet(s)
- Tricky Word Teaching Tips chart
- green crayon, red crayon, and pencil for each student

**Preparation:** Select Tricky Words to review and copy the appropriate Review the Sound-Spelling worksheet(s) from Materials for Fluency and Comprehension Lessons. Based on mastered code knowledge, for each word note which sound-spellings are decodable and which are not (refer to the Tricky Word Teaching Tips). Gather writing implements for each student.

**Instructions:**

- Provide students with a copy of the selected Review the Sound-Spelling worksheet(s).
- Say and have students echo the Tricky Words.
- Segment each Tricky Word, helping students notice which sounds are spelled as we would expect and which ones are not.
- Letter outlines are provided for each Tricky Word. Have students trace the letter formation within the outlines or entirely color in the outlines.
  - Use green for letters matching learned sound-spellings and red for letters pronounced differently than expected.
  - Red signals students to stop and think for spots with tricky spellings.

- The outlines provide an opportunity to review letter formation and may serve as tracing practice if placed in a clear plastic sleeve and a dry erase marker is used.
- Sentences are provided for reading, spelling, and letter formation practice with the Tricky Words. Support students in completing the included practice items.

Unit 1 Tricky Word Pages (alphabetical)					
Word	Tricky Word: Review the Sound- Spelling Worksheet #	Word	Tricky Word: Review the Sound- Spelling Worksheet #	Word	Tricky Word: Review the Sound- Spelling Worksheet #
a	2	of	2	two	13
all	1	once	4	was	3
are	12	one	4	were	6
do	14	said	11	what	10
from	3	says	9	when	5
have	15	so	11	where	8
here	10	some	15	which	12
I	5	the	1	who	14
is	13	there	8	why	7
no	9	to	7	word	6

Unit 1 Tricky Word Pages (by Worksheet #)			
Tricky Word: Review the Sound- Spelling Worksheet #	Tricky Words	Tricky Word: Review the Sound- Spelling Worksheet #	Tricky Words
1	<i>the and all</i>	9	<i>no and says</i>
2	<i>a and of</i>	10	<i>what and here</i>
3	<i>from and was</i>	11	<i>said and so</i>
4	<i>one and once</i>	12	<i>are and which</i>
5	<i>when and I</i>	13	<i>is and two</i>
6	<i>word and were</i>	14	<i>who and do</i>
7	<i>to and why</i>	15	<i>some and have</i>
8	<i>where and there</i>		

### Tricky Word Teaching Tips

<b>a</b>	<ul style="list-style-type: none"> <li>• ‘a’ &gt; /u/</li> </ul>	<b>of</b>	<ul style="list-style-type: none"> <li>• ‘o’ &gt; /u/</li> <li>• ‘f’ &gt; /v/</li> </ul>
<b>all</b>	<ul style="list-style-type: none"> <li>• ‘a’ &gt; /o/</li> <li>• ‘ll’ &gt; /l/ as expected</li> </ul>	<b>once</b>	<ul style="list-style-type: none"> <li>• ‘o’ &gt; /w/ + /u/ (Two phonemes for one letter; Very tricky!)</li> <li>• ‘n’ &gt; /n/ as expected</li> <li>• ‘c’ &gt; /s/ (Students have not learned soft c yet.)</li> <li>• ‘e’ does not align with a final sound</li> </ul>
<b>are</b>	<ul style="list-style-type: none"> <li>• ‘a’ &gt; /o/</li> <li>• ‘r’ &gt; /r/ as expected</li> <li>• ‘e’ does not align with a final sound</li> </ul>	<b>one</b>	<ul style="list-style-type: none"> <li>• ‘o’ &gt; /w/ + /u/ (Two phonemes for one letter; Very tricky!)</li> <li>• ‘n’ &gt; /n/ as expected</li> <li>• ‘e’ does not align with a final sound</li> </ul>
<b>do</b>	<ul style="list-style-type: none"> <li>• ‘d’ &gt; /d/ as expected</li> <li>• ‘o’ &gt; /oo/ (Students have not learned /oo/ yet.)</li> </ul>	<b>said</b>	<ul style="list-style-type: none"> <li>• ‘s’ &gt; /s/ as expected</li> <li>• ‘ai’ &gt; /e/</li> <li>• ‘d’ &gt; /d/ as expected</li> </ul>
<b>from</b>	<ul style="list-style-type: none"> <li>• ‘f’ &gt; /f/ as expected</li> <li>• ‘r’ &gt; /r/ as expected</li> <li>• ‘o’ &gt; /u/</li> <li>• ‘m’ &gt; /m/ as expected</li> </ul>	<b>says</b>	<ul style="list-style-type: none"> <li>• ‘s’ &gt; /s/ as expected</li> <li>• ‘ay’ &gt; /e/</li> <li>• ‘s’ &gt; /z/ (Students learned this tricky spelling in Unit 6.)</li> </ul>
<b>have</b>	<ul style="list-style-type: none"> <li>• ‘h’ &gt; /h/ as expected</li> <li>• ‘a’ &gt; /a/ as expected (because students have not learned the a_e pattern for /ae/ yet)</li> <li>• ‘v’ &gt; /v/ as expected</li> <li>• ‘e’ does not align with a final sound</li> </ul>	<b>so</b>	<ul style="list-style-type: none"> <li>• ‘s’ &gt; /s/ as expected</li> <li>• ‘o’ &gt; /oe/ (Using the letter name; students may not have learned /oe/ yet.)</li> </ul>
<b>here</b>	<ul style="list-style-type: none"> <li>• ‘h’ &gt; /h/ as expected</li> <li>• ‘e’ &gt; /ee/ (Using the letter name; students have not learned the e_e pattern and may not have learned /ee/ yet.)</li> <li>• ‘r’ &gt; /r/ as expected</li> <li>• ‘e’ does not align with a final sound</li> </ul>	<b>some</b>	<ul style="list-style-type: none"> <li>• ‘s’ &gt; /s/ as expected</li> <li>• ‘o’ &gt; /u/</li> <li>• ‘m’ &gt; /m/ as expected</li> <li>• ‘e’ does not align with a final sound</li> </ul>
<b>I</b>	<ul style="list-style-type: none"> <li>• ‘I’ &gt; /ie/ (Using the letter name; students may not have learned /ie/ yet.)</li> </ul>	<b>the</b>	<ul style="list-style-type: none"> <li>• ‘th’ &gt; /th/ as expected</li> <li>• ‘e’ &gt; /ee/ (Using the letter name; students have not learned /ee/ yet.)</li> </ul>
<b>is</b>	<ul style="list-style-type: none"> <li>• ‘i’ &gt; /i/ as expected</li> <li>• ‘s’ &gt; /z/ (Students do not learn ‘s’ &gt; /z/ until Skills strand Lesson 25.)</li> </ul>	<b>there</b>	<ul style="list-style-type: none"> <li>• ‘th’ &gt; /th/ as expected</li> <li>• ‘e’ &gt; /ae/ (Using the letter name; students may not have learned /ae/ yet.)</li> <li>• ‘r’ &gt; /r/ as expected</li> <li>• ‘e’ does not align with a final sound</li> </ul>
<b>no</b>	<ul style="list-style-type: none"> <li>• ‘n’ &gt; /n/ as expected</li> <li>• ‘o’ &gt; /oe/ (Using the letter name; students may not have learned /oe/ yet.)</li> </ul>	<b>to</b>	<ul style="list-style-type: none"> <li>• ‘t’ &gt; /t/ as expected</li> <li>• ‘o’ &gt; /oo/ (Students have not learned /oo/ yet.)</li> </ul>

### Tricky Word Teaching Tips

<b>two</b>	<ul style="list-style-type: none"> <li>‘t’ &gt; /t/ as expected</li> <li>‘w’ does not align to a medial sound</li> <li>‘o’ &gt; /oo/ (Students have not learned /oo/ yet.)</li> </ul>	<b>where</b>	<ul style="list-style-type: none"> <li>‘w’ &gt; /w/ as expected</li> <li>‘h’ does not align with a sound between /w/ and /ae/</li> <li>‘e’ &gt; /ae/ (Using the letter name; students may not have learned /ae/ yet.)</li> <li>‘r’ &gt; /r/ as expected</li> <li>‘e’ does not align with a final sound</li> </ul>
<b>was</b>	<ul style="list-style-type: none"> <li>‘w’ &gt; /w/ as expected</li> <li>‘a’ &gt; /u/</li> <li>‘s’ &gt; /z/ as expected</li> </ul>	<b>which</b>	<ul style="list-style-type: none"> <li>‘w’ &gt; /w/ as expected</li> <li>‘h’ does not align with a sound between /w/ and /i/</li> <li>‘i’ &gt; /i/ as expected</li> <li>‘ch’ &gt; /ch/ as expected</li> </ul>
<b>were</b>	<ul style="list-style-type: none"> <li>‘w’ &gt; /w/ as expected</li> <li>‘er’ &gt; /er/ (Students have not learned /er/ yet.)</li> <li>‘e’ does not align with a final sound</li> </ul>	<b>who</b>	<ul style="list-style-type: none"> <li>‘w’ does not align with a beginning sound</li> <li>‘h’ &gt; /h/ as expected</li> <li>‘o’ &gt; /oo/ (Students have not learned /oo/ yet.)</li> </ul>
<b>what</b>	<ul style="list-style-type: none"> <li>‘w’ &gt; /w/ as expected</li> <li>‘h’ does not align with a sound between /w/ and /u/</li> <li>‘a’ &gt; /u/</li> <li>‘t’ &gt; /t/ as expected</li> </ul>	<b>why</b>	<ul style="list-style-type: none"> <li>‘w’ &gt; /w/ as expected</li> <li>‘h’ does not align with a sound between /w/ and /ie/</li> <li>‘y’ &gt; /ie/ (Using the letter name; students may not have learned /ie/)</li> </ul>
<b>when</b>	<ul style="list-style-type: none"> <li>‘w’ &gt; /w/ as expected</li> <li>‘h’ does not align with a sound between /w/ and /e/</li> <li>‘e’ &gt; /e/ as expected</li> <li>‘n’ &gt; /n/ as expected</li> </ul>	<b>word</b>	<ul style="list-style-type: none"> <li>‘w’ &gt; /w/ as expected</li> <li>‘or’ &gt; /er/ (Students have not learned /er/ yet.)</li> <li>‘d’ &gt; /d/ as expected</li> </ul>

## **Fluency and Comprehension Exercises: Other Guided Practice for Tricky Words**

### **Tricky Words: Tricky Word Sorts**

This activity will reinforce knowledge of the tricky spellings in Tricky Words.

#### **Materials:**

- set of Tricky Word Cards

**Preparation:** Copy and cut Tricky Word Cards selected from Materials for Fluency and Comprehension Lessons.

#### **Instructions:**

- Provide students with a set of Tricky Word Cards.
- Before sorting, review word cards to ensure students can identify all the words. (Keep note of words not automatically recognized. These words should be reviewed in future instruction.)
- Tell students the Tricky Word feature you want them to sort the cards to find. (Providing one sample word may serve as an anchor if needed.)
- Have students read the words aloud as they consider each card.
- If time permits, students can remix the cards and sort for another Tricky Word feature.

Tricky Word Features				
Words with Consonant Digraphs	Words with Vowels Pronounced as Letter Names	Words with Letters Not Aligned to a Sound	Words with the Tricky Spelling 's' > /z/	
the there which	the (if /th//ee/) a why I where /ae/ there /ae/ no /oe/ so /oe/ here /ie/	'e'  are have here one once some there were where	'h'  what when where which who why	is says was

## Tricky Words: BINGO

---

For this game, students apply learned Tricky Word knowledge to read words as they play the traditional game BINGO.

### Materials:

- BINGO game set
- nine tokens per student

**Preparation:** Copy the Tricky Words BINGO game set (boards and cards) from Materials for Fluency and Comprehension Lessons. Cut the BINGO Cards. Gather tokens for each student to cover spaces on their game boards (e.g., cubes, pennies, beans, tiles, etc.)

### Instructions:

- Provide students with game boards and at least nine tokens.
- As word cards are selected and read, students search for the word on their game board.
- Ask students to put their finger on the word if they find it and read it aloud to confirm they are correct before covering the space.
  - When students are incorrect, use the opportunity to address the confusion.
  - When students are correct ask, “How did you know that was \_\_\_\_\_?” (This verbalization of knowledge or strategies used is powerful for reinforcing learning.)
- The game maybe played until one or all students get three spaces covered in a row, or until one or all students get “black-out” (covering the entire board).

## Tricky Words: Race to the Top

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Students will apply learned Tricky Word knowledge to read or spell words as they play Race to the Top.

### Materials:

- Tricky Word cards
- container (e.g., brown bag)
- Race to the Top Game Boards
- game pieces

**Preparation:** Copy and cut out Tricky Word Cards from Materials for Fluency and Comprehension Lessons. Gather a container from which the cards can be drawn if desired. Copy Race to the Top Game Boards from Materials for Fluency and Comprehension Lessons. We recommend copying and cutting the images from card stock to allow for reuse. Also gather objects for students to use as game pieces (e.g., different colored cubes, various coins, odd shaped buttons, etc.).

Tricky Word cards may be drawn from a container or placed face-down in a pile.

- Read It: As cards are drawn, the Tricky Word is shown to the opposing player to be read.
- Spell It: As cards are drawn, the Tricky Word is read to the opposing player to be spelled.

**Instructions:**

- Provide students with game boards, a game piece, and selected card set.
- Students perform according to the game variation chosen: Read It or Spell It. For correct answers students move up a rung; for incorrect answers students fall down a rung. First one who gets to the top wins.

### **Tricky Words: Memory**

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Students will apply learned Tricky Word knowledge to read words as they play Memory.

**Materials:**

- double set of Tricky Word cards

**Preparation:** Copy and cut out a double set of Tricky Word Cards from Materials for Fluency and Comprehension Lessons onto card stock or darker colored paper, otherwise students can see the images through the paper when they are turned over.

**Instructions:**

- Model how to mix up the cards, lay them out, and take turns turning pairs over to look for matches.
- As students become comfortable with the game it may be able to be played independently.

## **Fluency and Comprehension Exercises: Other Guided Practice for Grammar (Nouns and Punctuation)**

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Exercises for Grammar are provided in the Fluency and Comprehension section because though noun recognition and punctuation are often taught and practiced in isolation, the ultimate goal is to apply grammar knowledge for understanding reading and writing connected text. Understanding connected text is an element of comprehension.

The exercises provided are recommended for the Guided Practice sections of the Lesson Templates to provide reinforcement of grammar knowledge.

### **Grammar: Noun Song**

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Help students remember the three primary types of nouns by learning the Noun Song, sung to the tune of *Polly Wolly Doodle*.

*Oh, let's look around for some naming words,  
For persons and places and things.  
  
Oh, a noun is a name; yes a noun is a name,  
For a person or a place or a thing.  
  
It's a noun,  
It's a noun,  
It's the name of anything.  
  
Any persons, any places, anything from hats to laces,  
It names persons and places and things.*

### **Grammar: Noun Game**

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This game will help students provide and categorize items for the three primary types of nouns by playing the Noun Game.

#### **Materials:**

- Noun Game Die
- one set of Noun Game Circle Labels for person, place, and thing
- chart paper or board
- Optional: Objects to fill the circles (e.g., stickers)

**Preparation:** Copy, cut, fold and secure edges to create the Noun Game Die from Materials for Fluency and Comprehension Lessons. Also copy and cut one set of Noun Game Circle Labels for person, place, and thing from Materials for Fluency and Comprehension Lessons. Draw three circles on the board or chart paper and label each with one of the noun pictures: girl = person, school = place, paintbrush = thing. If circles will be filled with items, such as stickers, gather the chosen item.

**Instructions:**

- Students take turns rolling the die to determine what type of noun they need to think of.
- If students successfully name a noun for the category rolled, then they get to add something to fill the corresponding circle. For example, you may ask students to draw smiley faces in the circles on the board (with a limit such as, no bigger than a fist) or pass out stickers for students to place in the circles on chart paper.
- The game may be concluded when a circle is full or once each circle has a predetermined number of items inside.
- Brainstorming names for people, places, and things ahead of time will support students who are still developing the concept of a noun and/or primary noun categories.

**Grammar: Punctuation Game**

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Students will apply punctuation knowledge of periods and question marks by distinguishing questions and declarative statements as they play the Punctuation Game.

**Materials:**

- one note card with a question mark and one with a period per student

**Preparation:** Write a question mark and a period on separate note cards, creating punctuation pairs of cards for each student. Writing down several questions and declarative statements ahead of time will facilitate the game. (Remember, including student names is engaging!)

**Instructions:**

- Tell students you will say a sentence either needing a period or a question mark at the end.
- Students should start with the cards in their lap.
- As you say a sentence, students select the appropriate punctuation and hold the card against their chest.
- Once everyone has selected a card, signal the students to hold up their choice and confirm the correct response.
- Variation: For each turn, choose a student who had a correct response to say the next sentence for the game.

## **Grammar: Grammar Practice**

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Students will apply grammar knowledge with Grammar Practice worksheets for nouns or punctuation. Both types of Grammar Practice worksheets include sentences from stories used in the Unit 1 Skills strand lessons.

### **Materials:**

- copies of selected Grammar Practice worksheet
- pencils

**Preparation:** Select and copy a Grammar Practice worksheet from Materials for Fluency and Comprehension Lessons according to target objectives.

- Nouns (Grammar Practice worksheets 1–6)
- Punctuation (Grammar Practice worksheets 7–8)

### **Instructions:**

- Provide students with a copy of the Grammar Practice worksheet.
- Have students complete the Grammar Practice worksheet with an appropriate level of support.
- For the noun practice worksheets, students read the sentences in the box and write the nouns that name a person under the picture of the girl, the nouns that name a thing under the picture of the brush, and the nouns that name a place under the picture of the classroom.
- If students struggle with reading the text, initially read it for them to allow their cognitive focus on the grammar concept.
- Once completed, have students reread the worksheet to you for reading practice and to check their responses. Reinforcement for correct responses and feedback for incorrect responses is more effective when it is immediate.

# **Fluency and Comprehension Progress Monitoring**

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## **Progress Monitoring: Fluency and Comprehension**

**Preparation:** Print and copy the Student Copy and Record Sheets (provided following these directions) for the selected Progress Monitoring worksheet for each student being assessed.

### **Instructions:**

- This assessment should be administered individually.
- If students are unfamiliar with searching for text support for answers (see the following steps for earning a second point), modeling should be provided prior to administering the assessment.
- After taking a running record of student oral reading, ask students the five questions for the selected Progress Monitoring worksheet.

**Note:** Initially, DO NOT allow students to look back in the story to find answers if they are unsure. Students should provide their best answer from memory of the story first. Avoid frustration by assuring students they will have the chance to look back at the story after answering the questions the best they can.

- First, record one point for each question if it is answered correctly.
- The second point for questions 1–3 is earned by finding text support for the provided answers. Put the copy of the story back in front of the student and have him/her show you where the answers for questions 1–3 are in the story.
  - Restate the first question and the answer provided.
  - Say, “Please find and read the line in the story showing the answer.”
  - Record one additional point for questions 1–3 if the correct text support is found and read.

**Note:** If incorrect answers are corrected at this point, students get the point for finding the text support and still keep no point for providing an initial incorrect answer. Therefore, an incorrect answer that is corrected when searching for text support receives a total score of one point. A pattern of incorrect answers that are corrected when students look back at the text, may indicate a challenge with organizing and storing information from reading into memory.

- Repeat steps for earning the second point for questions 2 and 3.

**Scoring:** Student performance should be recorded as either accurate or not, using any form of symbols (e.g., checks and Xs or 1s and 0s), then record the total score out of 8 at the bottom. A pattern of errors in the following categories may indicate a need for particular types of instruction for Thinking with Reading:

- Questions 1–3: Literal thinking (honoring the direct information stated by the author and providing answers with direct text support)

- Question 4: Inferential thinking (connecting information from the text to information you already know and explaining answers)
- Question 5: Evaluative thinking (extending beyond the text and defending answers)
- Goal: 6–8 points.
- Scores of 5 or less indicate additional reteaching and reinforcement may be required from *Assessment and Remediation Guide* Unit 1 Section II, Fluency and Comprehension.

**Note:** The Fluency and Comprehension Progress Monitoring assessments follow the format of an informal reading inventory, which provides a comprehensive evaluation of reading skills. Student performance with word recognition is also scored. The goal is scores within 89–100%. Scores of 88% or less indicate additional reteaching and reinforcement may be required from *Assessment and Remediation Guide* Unit 1 Section I, Phonics.



Name: \_\_\_\_\_

Fluency and Comprehension: Progress Monitoring 1 (Student Copy)

# In the Cab

Dot got us a cab.

The cab man said, “Where to?”

Dot said, “The King’s Pub.”

“What is a pub?” I said.

“A pub is a spot to get lunch,” said Nat.

“If it’s the King’s Pub,” I said, “I bet it’s posh. Will I get to sit with the king?”

“No,” said Dot with a grin. “But this pub has got the best fish and chips!”

The cab man got us to the pub in a flash. Then all of us went in to have lunch.

*Directions: Provide students with this page to read for Fluency and Comprehension: Progress Monitoring 1.*

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Place the Student Copy of "In the Cab" for Progress Monitoring in front of the student. Tell the student they will read a story called "In the Cab." Tell the student the story is about a girl who takes a cab with her friend and his mom. Keep a running record on this sheet as the student reads the story.

Record Sheet for Running Record: Progress Monitoring 1

## In the Cab

Dot got us a cab.

posh. Will I get to sit  
with the king?"

The cab man said, "Where to?"

"No," said Dot with a grin. "But this pub  
has got the best fish and chips!"

Dot said, "The King's Pub."

The cab man got us to the pub in a  
flash. Then all of us went in to have  
lunch.

"What is a pub?" I said.

"A pub is a spot to get lunch," said  
Nat.

"If it's the King's Pub," I said, "I bet it's

Record Sheet for Understanding: Progress Monitoring 1

Ask the student the questions below. The Record Sheet provides a space for recording scores for performance on individual questions as well as the overall.

1. Where does Dot tell the cab man to go? (The King's Pub)	1. _____ and _____ /2
2. What will they do at the King's Pub? (get lunch)	2. _____ and _____ /2
3. This pub has the best ____? (fish and chips)	3. _____ and _____ /2
4. Did the cab man get them to the pub fast or slow? (Fast, because the cab man got them there "in a flash.")	4. _____ /1
5. Is Beth disappointed that she will not each lunch with the king? (Students may say yes because Beth really thought the king would be there or no because Beth realized it was not really a pub for the king, it's just named the King's Pub. Accept any plausible answer.)	5. _____ /1
	<b>Total: _____ /8</b>

## Uncorrected Errors

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### Notes

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- Are there errors with contractions (*it's*) or possessive (*King's*)?
- Are there errors with Tricky Words (*where, to, what, no, all, have*)?
- Are there errors related to particular categories of sound-spelling correspondences: single letter, consonant clusters, digraphs, and/or double letter?
- Are errors consistently in the initial, medial, or final position of the word?
- Does the student need to sound out words or are the words said in a blended fashion?
- Does the student lose his/her place?

### Accuracy

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Errors	%	Notes
<b>0–3</b>	<b>96–100</b>	“Independent” Reading Level. Okay to move on.
<b>4–10</b>	<b>89–95</b>	“Instructional” Reading Level. Teacher judgment is required to determine if additional instruction from Unit 1 of the <i>Assessment and Remediation Guide</i> is needed, or if the student is ready to move on.
<b>11+</b>	<b>0–88</b>	Weak. Discontinue test. Additional instruction from Unit 1 of the <i>Assessment and Remediation Guide</i> is recommended.

### Comprehension

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Questions	Notes
<b>7–8</b>	Very good. Okay to move on.
<b>6</b>	Good. Okay to move on.
<b>5</b>	Fair. Consider discontinuing test and providing additional instruction from Unit 1 of the <i>Assessment and Remediation Guide</i> , especially if accuracy numbers are also lagging. If student is not overly frustrated, you may wish to move on.
<b>0–4</b>	Weak. Discontinue test. Additional instruction from Unit 1 of the <i>Assessment and Remediation Guide</i> is recommended.



Name: \_\_\_\_\_

Fluency and Comprehension: Progress Monitoring 2 (Student Copy)

# Lunch at the King's Pub

At the King's Pub, all of us had fish and chips.

All of the pubs in the U.K. sell fish and chips. The fish and chips I had in the King's Pub were the best I had in the U.K.

Yum, yum!

Nat had a glass of milk with his fish and chips. Then his hand hit the glass.

Splash!

The milk went on Dot's fish and chips.

This snap shot tells it all.

*Directions: Provide students with this page to read for Fluency and Comprehension: Progress Monitoring 2.*

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Place the Student Copy of "Lunch at the King's Pub" for Progress Monitoring in front of the student. Tell the student they will read a story called "Lunch at the King's Pub." Tell the student the story is about friends who go out for lunch. Keep a running record on this sheet as the student reads the story.

Record Sheet for Running Record: Progress Monitoring 2

## Lunch at the King's Pub

At the King's Pub, all of us had fish and chips.

All of the pubs in the U.K. sell fish and chips. The fish and chips I had in the King's Pub were the best I had in the U.K.

Yum, yum!

Nat had a glass of milk with his fish and chips. Then his hand hit the glass.

Splash!

The milk went on Dot's fish and chips.

This snap shot tells it all.

Record Sheet for Understanding: Progress Monitoring 2

Ask the student the questions below. The Record Sheet provides a space for recording scores for performance on individual questions as well as the overall.

1. Where did they have lunch? (the King's Pub)	1. _____ and _____ /2
2. Who had a sandwich? (No one, they all had fish and chips.)	2. _____ and _____ /2
3. How did Nat's milk spill? (His hand hit the glass.)	3. _____ and _____ /2
4. Did Beth like her lunch? (Yes, because she said "Yum, yum!")	4. _____ /1
5. Could Dot still eat her fish and chips? (Students may say yes, because the food is still good, or may say no, because the milk will make it soggy and taste funny. Accept any plausible answer.)	5. _____ /1
	<b>Total:</b> _____ /8

## Uncorrected Errors

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### Notes

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- Are there errors with the abbreviation *U.K.* or with possessives (*King's*, *Dot's*)?
- Are there errors with Tricky Words (*all*, *were*)?
- Are there errors related to particular categories of sound-spelling correspondences: single letter, consonant clusters, digraphs, and/or double letter?
- Are errors consistently in the initial, medial, or final position of the word?
- Does the student need to sound out words or are the words said in a blended fashion?
- Does the student lose his/her place?

### Accuracy

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Errors	%	Notes
<b>0–3</b>	<b>96–100</b>	“Independent” Reading Level. Okay to move on.
<b>4–8</b>	<b>89–95</b>	“Instructional” Reading Level. Teacher judgment is required to determine if additional instruction from Unit 1 of the <i>Assessment and Remediation Guide</i> is needed, or if the student is ready to move on.
<b>9+</b>	<b>0–88</b>	Weak. Discontinue test. Additional instruction from Unit 1 of the <i>Assessment and Remediation Guide</i> is recommended.

### Comprehension

---

Questions	Notes
<b>7–8</b>	Very good. Okay to move on.
<b>6</b>	Good. Okay to move on.
<b>5</b>	Fair. Consider discontinuing test and providing additional instruction from Unit 1 of the <i>Assessment and Remediation Guide</i> , especially if accuracy numbers are also lagging. If student is not overly frustrated, you may wish to move on.
<b>0–4</b>	Weak. Discontinue test. Additional instruction from Unit 1 of the <i>Assessment and Remediation Guide</i> is recommended.



# The Punt

Dot said, “Let’s rent a punt!”

“A punt?” I said. “What’s that?”

Dot led us to a dock. There were two punts there, as well as a man with a long stick.

“Let’s rent one!” I said.

All of us got in the punt. The man with the stick got in last.

The man said, “Kids, this punt can tip. If it tips, all of us will get wet. The best thing to do is to sit still and not stand up.”

Nat and I sat still and did not get wet.

It was a lot of fun.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Place the Student Copy of "The Punt" for Progress Monitoring in front of the student. Tell the student they will read a story called "The Punt." Tell the student the story is about friends who go on a boat ride. Keep a running record on this sheet as the student reads the story.

Record Sheet for Running Record: Progress Monitoring 3

## The Punt

Dot said, "Let's rent a punt!"

"A punt?" I said. "What's that?"

Dot led us to a dock. There were two punts there, as well as a man with a long stick.

"Let's rent one!" I said.

All of us got in the punt. The man with the stick got in last.

The man said, "Kids, this punt can tip."

If it tips, all of us will get wet. The best thing to do is to sit still and not stand up."

Nat and I sat still and did not get wet.

It was a lot of fun.

Record Sheet for Understanding: Progress Monitoring 3

Ask the student the questions below. The Record Sheet provides a space for recording scores for performance on individual questions as well as the overall.

1. Where did they go to rent a punt? (a dock)	1. _____ and _____ /2
2. Who got in the punt last? (the man with the stick)	2. _____ and _____ /2
3. Did the kids get wet? (no)	3. _____ and _____ /2
4. What could make the punt tip? (Standing up, because the man said it could tip so "the best thing to do is to sit still and not stand up.")	4. _____ /1
5. How would everyone feel if the punt did tip over? (Students may say bad, because they would get all wet, or they may say good, because it would be fun. Accept any plausible answer.)	5. _____ /1
	<b>Total:</b> _____ /8

## Uncorrected Errors

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### Notes

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- Are there errors with contractions (*let's, what's*)?
- Are there errors with Tricky Words (*what, there, were, two, one, all, do, was*)?
- Are there errors related to particular categories of sound-spelling correspondences: single letter, consonant clusters, digraphs, and/or double letter?
- Are errors consistently in the initial, medial, or final position of the word?
- Does the student need to sound out words or are the words said in a blended fashion?
- Does the student lose his/her place?

## Accuracy

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Errors	%	Notes
<b>0–4</b>	<b>96–100</b>	“Independent” Reading Level. Okay to move on.
<b>5–11</b>	<b>89–95</b>	“Instructional” Reading Level. Teacher judgment is required to determine if additional instruction from Unit 1 of the <i>Assessment and Remediation Guide</i> is needed, or if the student is ready to move on.
<b>12+</b>	<b>0–88</b>	Weak. Discontinue test. Additional instruction from Unit 1 of the <i>Assessment and Remediation Guide</i> is recommended.

## Comprehension

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Questions	Notes
<b>7–8</b>	Very good. Okay to move on.
<b>6</b>	Good. Okay to move on.
<b>5</b>	Fair. Consider discontinuing test and providing additional instruction from Unit 1 of the <i>Assessment and Remediation Guide</i> , especially if accuracy numbers are also lagging. If student is not overly frustrated, you may wish to move on.
<b>0–4</b>	Weak. Discontinue test. Additional instruction from Unit 1 of the <i>Assessment and Remediation Guide</i> is recommended.



# The Trip Back

The trip to the U.K. was so much fun. I was sad that it had to end.

When it did end, Nat and I had a hug. So did Mom and Dot.

Then Mom and I got back on the jet.

When Mom and I got back to the U.S., Dad met us.

“Dad!” I said, “Mom and I went on a punt and had fish and chips at a pub! Nat and I sat on top of a big red bus and went past Big Ben! It was the best trip!”

I got a map of the U.K. and hung it up.

I stuck red dots on all the spots Mom and I went to.

Mom got prints of the snap shots from the trip.

I sent the best ones to Nat!

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Place the Student Copy of "The Trip Back" for Progress Monitoring in front of the student. Tell the student they will read a story called "The Trip Back." Tell the student the story is about a girl and her mom coming home from a trip to the U.K. Keep a running record on this sheet as the student reads the story.

Record Sheet for Running Record: Progress Monitoring 4

## The Trip Back

The trip to the U.K. was so much fun. I  
was sad that it had to end.

When it did end, Nat and I had a hug.  
So did Mom and Dot.

Then Mom and I got back on the jet.

When Mom and I got back to the U.S.,  
Dad met us.

"Dad!" I said, "Mom and I went on a  
punt and had fish and chips at a pub!"

Nat and I sat on top of a big red bus  
and went past Big Ben! It was the best  
trip!"

I got a map of the U.K. and hung it up.

I stuck red dots on all the spots Mom  
and I went to.

Mom got prints of the snap shots from  
the trip.

I sent the best ones to Nat!

Record Sheet for Understanding: Progress Monitoring 4

Ask the student the questions below. The Record Sheet provides a space for recording scores for performance on individual questions as well as the overall.

1. How did Beth and Mom get back to the U.S.? (a jet)	1. _____ and _____ /2
2. Who met them when they got home? (Dad)	2. _____ and _____ /2
3. What did Beth send to Nat? (the best snap shots)	3. _____ and _____ /2
4. Was Beth proud of her trip? (Yes, because she told Dad all about it and hung a U.K. map on her wall.)	4. _____ /1
5. Will Beth go back to the U.K.? (Students may say yes, because she had so much fun, or may say no, because it is hard to do such a big trip. Accept any plausible answer.)	5. _____ /1
	<b>Total:</b> _____ /8

## Uncorrected Errors

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### Notes

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- Are there errors with abbreviations (U.K., U.S.)?
- Are there errors with Tricky Words (*was, so, when, all, from, I, one*)?
- Are there errors related to particular categories of sound-spelling correspondences: single letter, consonant clusters, digraphs, and/or double letter?
- Are errors consistently in the initial, medial, or final position of the word?
- Does the student need to sound out words or are the words said in a blended fashion?
- Does the student lose his/her place?

### Accuracy

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Errors	%	Notes
<b>0–5</b>	<b>96–100</b>	“Independent” Reading Level. Okay to move on.
<b>6–15</b>	<b>89–95</b>	“Instructional” Reading Level. Teacher judgment is required to determine if additional instruction from Unit 1 of the <i>Assessment and Remediation Guide</i> is needed, or if the student is ready to move on.
<b>16+</b>	<b>0–88</b>	Weak. Discontinue test. Additional instruction from Unit 1 of the <i>Assessment and Remediation Guide</i> is recommended.

### Comprehension

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Questions	Notes
<b>7–8</b>	Very good. Okay to move on.
<b>6</b>	Good. Okay to move on.
<b>5</b>	Fair. Consider discontinuing test and providing additional instruction from Unit 1 of the <i>Assessment and Remediation Guide</i> , especially if accuracy numbers are also lagging. If student is not overly frustrated, you may wish to move on.
<b>0–4</b>	Weak. Discontinue test. Additional instruction from Unit 1 of the <i>Assessment and Remediation Guide</i> is recommended.

## Progress Monitoring: Tricky Words

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The Tricky Words Progress Monitoring worksheets involve asking individual students to read a set of Tricky Words. The three Progress Monitoring worksheets provide the Unit 1 Tricky Words in sets of 10 according to the sequence taught in the Skills strand lessons. Therefore, a comprehensive assessment of all Unit 1 Tricky Words requires use of all three Progress Monitoring worksheets.

**Preparation:** Copy the page of words with the Record Sheet (provided following these directions) corresponding to the Progress Monitoring worksheet you have selected, and cut out the words. A blank word card is provided for you to write the student's name on as the sample item.

**Instructions:**

- Model with the sample item.
- Show the cards to the student one at a time.
- Use the Record Sheet to record each word as the student reads.
- Place a check next to each word read correctly.
- For misread words, write exactly what students say as the word is sounded out. If students misread a word, prompt them to try to read the word again, letting them know their first attempt was incorrect.

**Scoring:** Scoring is based on one point assigned for every word read correctly. Interpret scores as follows:

- 9 or 10 points—excellent
- 8 points—good
- 6 or 7 points—fair
- Less than 6 points—poor
- Goal: Achieve scores of Good or Excellent (8 points or higher).
- Scores of 7 or less indicate additional reteaching and reinforcement is required from *Assessment and Remediation Guide* Unit 1 Section II, Fluency and Comprehension: Tricky Words.
- Examine whether the student succeeded in reading words correctly on the second attempt. If so, the student may be rushing and may benefit from explicit instruction to slow down and look at each letter in a word sequentially, left to right.

Name: \_\_\_\_\_

## Tricky Word: Progress Monitoring 1

	a	I
no	so	of
is	to	all
some	from	

## Record Sheet for Tricky Word: Progress Monitoring 1

Word	Student Pronunciation				
Sample: student name					
1. a	/u/	-	-	-	___ (1)
2. I	/ie/	-	-	-	___ (1)
3. no	/n/	/oe/	-	-	___ (1)
4. so	/s/	/oe/	-	-	___ (1)
5. of	/u/	/v/	-	-	___ (1)
6. is	/i/	/z/	-	-	___ (1)
7. to	/t/	/oo/	-	-	___ (1)
8. all	/o/	/l/	-	-	___ (1)
9. some	/s/	/u/	/m/	-	___ (1)
10. from	/f/	/r/	/u/	/m/	___ (1)
<b>Total Correct</b>					

Name: \_\_\_\_\_

Tricky Word: Progress Monitoring 2

	word	are
have	were	one
once	do	two
the	who	

Record Sheet for Tricky Word: Progress Monitoring 2

Word	Student Pronunciation				
Sample: student name					
1. word	/w/	/er/	/d/	-	____ (1)
2. are	/o/	/r/	-	-	____ (1)
3. have	/h/	/a/	/v/	-	____ (1)
4. were	/w/	/er/	-	-	____ (1)
5. one	/w/	/u/	/n/	-	____ (1)
6. once	/w/	/u/	/n/	/s/	____ (1)
7. do	/d/	/oo/	-	-	____ (1)
8. two	/t/	/oo/	-	-	____ (1)
9. the	/th/	/ee/	-	-	____ (1)
10. who	/h/	/oo/	-	-	____ (1)
Total Correct	____ /10				

Name: \_\_\_\_\_

Tricky Word: Progress Monitoring 3

	said	says
was	when	why
where	which	what
here	there	

Record Sheet for Tricky Word: Progress Monitoring 3

Word	Student Pronunciation			
SAMPLE: student name				
1. said	/s/	/e/	/d/	____ (1)
2. says	/s/	/e/	/z/	____ (1)
3. was	/w/	/u/	/z/	____ (1)
4. when	/w/	/e/	/n/	____ (1)
5. why	/w/	/ie/	-	____ (1)
6. where	/w/	/ae/	/r/	____ (1)
7. which	/w/	/i/	/ch/	____ (1)
8. what	/w/	/u/	/t/	____ (1)
9. here	/h/	/ee/	/r/	____ (1)
10. there	/th/	/ae/	/r/	____ (1)
Total Correct	____ /10			

## Progress Monitoring: Grammar

Knowledge of nouns and punctuation are necessary foundational skills for understanding with reading and spelling in Grade 1. However, grammar skills will continue to develop as students progress with the Grade 1 scope and sequence. Lingering challenges with grammar should be addressed, but should not hold a student back from advancing to Unit 2 if the student is otherwise prepared. Therefore, specific performance standards are not designated; a sample system for collecting progress monitoring data is provided instead.

- Individual records should be kept for students in need of grammar remediation.
- Fill in the Skill column with the grammar targets for assessment:
  - Noun knowledge (person, place, thing)
  - Punctuation knowledge (period, question mark)
- Observational records of general performance during instruction may be kept under **Remediation Sessions**. We recommend recording the date of observation and an overall ranking of how the student performed with the skill that day:

**NYR:** Not Yet Ready

**P:** Progressing

**R:** Ready

- A more formal assessment may be completed with students one-on-one. Often instructional tasks can be adjusted from a *learning tool* to an *assessment tool* by simply having the student complete a handful of items without assistance. Under **Progress Monitoring** we recommend recording the date of assessment and the performance score (e.g., 3/4 or 75%) with the skill that day.

Following is an example of the type of information you would record in the Observational Chart:

### Grammar: Observational Chart (Sample)

Student:	Grammar Skill	Remediation Sessions (Date and Rank of NYR, P, R)								Progress Monitoring (Dates and Scores)			
		4/11 P	4/12 P	4/13 R	4/14 R					4/11 2/4	4/14 4/4		
	<b>Noun knowledge</b>												

Here is an example of an Observational Chart that you could create to track a student's performance on Progress Monitoring assessments:

**Grammar: Observational Chart Template (Sample)**

Student: Grammar Skill	Remediation Sessions (Date and Rank of NYR, P, R)										Progress Monitoring (Dates and Scores)			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14

## **Materials for Fluency and Comprehension Lessons**

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Materials needed for planning and delivering fluency and comprehension instruction are provided here. Materials are organized according to unit objectives: fluency, comprehension, Tricky Words, and grammar. The instructional materials provided include:

### **Fluency**

[\*\*Silly Voices Cards \(See Comprehension materials for text copies\\* of stories\)\*\*](#)

[\*\*Two Voices Stories\\*\*\*](#)

### **Comprehension**

[\*\*Master Thinking with Reading Chart\*\*](#)

[\*\*Text Copies\\* with Story Comprehension Charts\*\*](#)

### **Tricky Words**

[\*\*Word List\*\*](#)

[\*\*Review the Sound-Spelling Worksheets\*\*](#)

[\*\*Tricky Word Cards\*\*](#)

[\*\*BINGO Boards\*\*](#)

[\*\*Race to the Top Game Board\*\*](#)

### **Grammar**

[\*\*Noun Game Die and Circle Labels\*\*](#)

[\*\*Grammar Practice Worksheets\*\*](#)

[\*\*Nouns \(worksheets 1–6\)\*\*](#)

[\*\*Punctuation \(worksheets 7 and 8\)\*\*](#)

### **Stories from the Unit 1 Reader, Snap Shots**

“Beth”

“Which Is the Best?”

“Nat”

“The Bus Stop”

“The Trip to the U.K.”

“On the Bus”

“Bud the Cat”

“The Man in the Black Hat”

“The Fish”

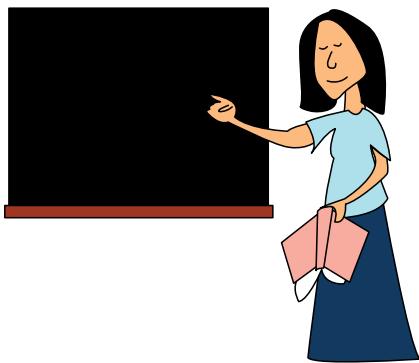
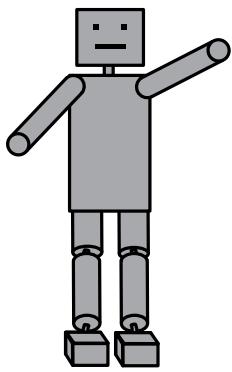
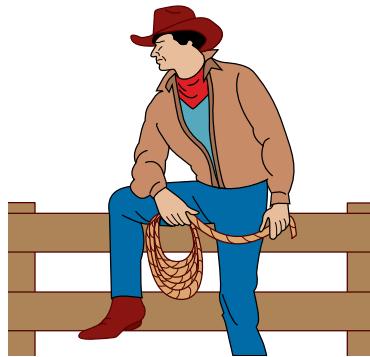
“The Man in the Kilt”

“The Flag Shop”

“The Map”

\*Students should always be exposed to the illustrations for picture books for initial readings because the illustrations are there for the purpose of enhancing the text. Once the book is familiar, using a text only copy can help focus students on decoding and understanding the text by removing picture support. In early Readers that offer high text to picture matching, students can learn to avoid reading the text by *reading* the pictures instead!

Directions: Print and cut out the character cards to pull out of a bag when rereading stories with silly voices.



*Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines that should be read chorally (voices together) are in bold.*

Fluency: Two Voices Stories

Beth	
1	2
I am Beth.	
	I am ten.
I am at camp.	
<b>Camp is fun.</b>	<b>Camp is fun.</b>
	Once Mom and Dad went on a trip to the camp.
All of us were at the camp.	
	Dad and I went up on top of a path at the pond.
Mom got a snap shot of us.	
<b>This is the snap shot.</b>	<b>This is the snap shot.</b>
	Then Mom let us snap some shots.
Dad got a snap shot of Mom.	
	I got a snap shot of a dog
<b>with a hot dog.</b>	<b>with a hot dog.</b>

*Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines that should be read chorally (voices together) are in bold.*

Nat	
1	2
	This is Nat.
Nat is a kid I met at camp.	
<b>I have lots of snap shots of Nat.</b>	<b>I have lots of snap shots of Nat.</b>
	This is a snap shot of Nat with a fish.
This is a snap shot of Nat on a raft.	
<b>Nat and I had lots of fun at camp.</b>	<b>Nat and I had lots of fun at camp.</b>
	But then Nat's mom got a job in the U.K.
<b>Nat left,</b>	<b>Nat left,</b>
and I felt sad.	

## The Trip to the U.K.

1	2
Nat went to the U.K.,	and I felt sad.
<b>But then Mom set up a trip to the U.K. But then Mom set up a trip to the U.K.</b>	
Mom and I went on a jet.	
	Ships are fun,
<b>but jets are the best!</b>	<b>but jets are the best!</b>
I got to sit next to the wing.	
	I had lunch.
Then I had a nap.	
	Mom got this snap shot of the nap.
Nat met us at the end of the ramp.	
<b>I ran up to hug him.</b>	<b>I ran up to hug him.</b>
	Then Nat's mom, Dot, got us a cab.
This is a snap shot of us with the cab man.	
<b>Nat and I had a lot of fun.</b>	<b>Nat and I had a lot of fun.</b>
	Then Mom and Dot sent us to bed.
I slept on the rug next to Nat's bed.	

*Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines that should be read chorally (voices together) are in bold.*

Bud the Cat	
1	2
<b>This is a snap shot of Nat's cat, Bud.</b>	<b>This is a snap shot of Nat's cat, Bud.</b>
	Nat got Bud from a vet.
Bud had a bad leg.	
	The vet had to fix Bud's leg.
Bud had to sit in a box with a cast on one leg.	
	Then Nat said,
<b>"Mom, can I have him?"</b>	<b>"Mom, can I have him?"</b>
Can I?	
	Can I?
<b>Can I?</b>	<b>Can I?"</b>
Dot said yes.	

The Fish	
1	2
This is a snap shot of Nat's fish.	
	The fish swim and splash and munch on fish snacks.
The cat can smell the fish.	
	It can press on the glass.
<b>It can grab at the fish.</b>	<b>It can grab at the fish.</b>
	But it can not get them.

*Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines that should be read chorally (voices together) are in bold.*

The Flag Shop	
1	2
<b>Mom and I went in a lot of shops in the U.K.</b>	<b>Mom and I went in a lot of shops in the U.K.</b>
One of the shops was a flag shop.	
	The shop had the U.S. flag,
the French flag,	
	and the U.K. flag.
That's Mom in the snap shot with the U.S. flag.	
	The U.K. flag has a big red cross on it.
Nat and his mom held one up.	
<b>I got this snap shot of the two of them with the flag.</b>	<b>I got this snap shot of the two of them with the flag.</b>

Which Is the Best?	
1	2
This is a snap shot Mom got.	
	All of us had to run up a bunch of steps to get to this spot.
<b>Nat and I ran up fast.</b>	<b>Nat and I ran up fast.</b>
The moms had to huff and puff to get to the top.	
	This next snap shot is one that I got.
It is Nat with a bunch of big rocks.	
	Nat had Mom and Dot lift him up.
Then Nat said,	
<b>“Beth, get a snap shot of this! I am the rock on top! Get it?”</b>	<b>“Beth, get a snap shot of this! I am the rock on top! Get it?”</b>
	So which snap shot is the best?

*Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines that should be read chorally (voices together) are in bold.*

The Bus Stop	
1	2
Dot led us to a bus stop.	
	At the bus stop there was a thrush.
Nat held up his hand.	
	The thrush was all set to land on his hand, but then Dot said,
<b>“Nat, stop that!”</b>	<b>“Nat, stop that!”</b>
Nat let his hand drop.	
	At the bus stop, Nat said, “Beth, this is the best bus!”
I said, “Why? Is it fast?”	
	“No,” Nat said, “it is not that fast.”
“Then why is it the best?”	
	Just then, Nat said, “There it is!”
<b>It was a big red bus with a top deck!</b>	<b>It was a big red bus with a top deck!</b>

On the Bus	
1	2
<b>Nat and I sat up on the top deck of the big red bus.</b>	<b>Nat and I sat up on the top deck of the big red bus.</b>
The bus went past a big shop.	
	"That is where Mom shops," said Nat. "That shop has all the best stuff!"
The bus went past a big clock. A bell went	
<b>ding, dong, ding, dong.</b>	<b>ding, dong, ding, dong.</b>
	"That is Big Ben!" said Nat.
"Who is Big Ben?" I said.	
	"Big Ben is not a man," Nat said. "Big Ben is the bell that is in that clock."
<b>The bus went on.</b>	<b>The bus went on.</b>
	"That is a posh spot there!" Nat said.
"Posh?" I said. "What is that?"	
	"A posh spot is where stuff costs a lot," said Nat. "Mom had lunch in there once, and it cost so much that dad got mad."

Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines that should be read chorally (voices together) are in bold.

The Man in the Black Hat	
1	2
<b>All of us got off the bus.</b>	<b>All of us got off the bus.</b>
Nat led us up to a man in a black hat.	
	“Beth,” Nat said, “that man will not grin.”
“Why not?” I said.	
	“His job is to stand there as still as a rock and not grin,” Nat said.
	“I will do the best trick I can,” Nat said. “But I bet that man will not grin.”
<b>Nat did a trick and fell on his back.</b>	<b>Nat did a trick and fell on his back.</b>
Nat’s trick got all of us to grin, but the man in the black hat did not grin.	
I bet I can get him to grin!” I said.	
I did a back flip,	
<b>but the man did not grin.</b>	<b>but the man did not grin.</b>
I did a split,	
<b>but the man did not grin.</b>	<b>but the man did not grin.</b>
I sang a song and did a jig,	
<b>still the man did not grin.</b>	<b>still the man did not grin.</b>
Mom got lots of snap shots of us and the man in the black hat.	
<b>But there is not one snap shot where that man grins.</b>	<b>But there is not one snap shot where that man grins.</b>

The Man in the Kilt	
1	2
<b>Once Nat and I met a man in a kilt.</b>	<b>Once Nat and I met a man in a kilt.</b>
I said, “Why is that man in a dress?”	
	Nat said, “That is not a dress. It is a kilt.”
“A quilt?” I said.	
	“No,” Nat said. “A kilt.”
“What is a kilt?” I said.	
	Mom said,
<b>“The kilt tells us that the man is a Scot. The cloth on the kilt tells us where the man is from.”</b>	<b>“The kilt tells us that the man is a Scot. The cloth on the kilt tells us where the man is from.”</b>
“So the kilt tells us his past?” I said.	
<b>“Yes,” said Mom. “It is a bit of his past.”</b>	<b>“Yes,” said Mom. “It is a bit of his past.”</b>
	Mom got This snap shot of us with the man in the kilt!

*Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines that should be read chorally (voices together) are in bold.*

The Map	
1	2
Once all of us were on a trip when	
<b>a dog ran up and bit the map.</b>	<b>a dog ran up and bit the map.</b>
Dot said, “Bad dog! Stop that! Drop that map! Drop it!”	
	But the dog did not drop the map.
<b>The dog ran up the block with the map.</b>	<b>The dog ran up the block with the map.</b>
Nat ran to get the map, but Dot said, “It is just a map. Let the dog have it.”	
	Just then the dog let the map drop.
<b>Nat got it and held it up.</b>	<b>Nat got it and held it up.</b>
	“Here it is,” Nat said. “But it’s got a big rip in it.”
“Well,” Dot said, “I am just glad the dog bit the map and not one of us.”	



## **Comprehension: Master Thinking with Reading Chart**

### **Before Reading Techniques**

Before Reading	<b>Technique</b>	<b>Description</b>
	Activating Prior Knowledge of Text Structure	Before reading, activate knowledge of basic print structures (e.g., text directionality), general genre structures (e.g., list format within a non-fiction text), or features specific to a text (e.g., table of contents) to establish a foundation that helps students predict and acquire information during reading.
	Activating Prior Knowledge of Related Content	Before reading, activate knowledge of vocabulary and concepts related to the information in the text to support students' ability to make meaning during reading.
	Setting Purpose for Reading	Before reading, use previewed information about the structure and content to inform setting an appropriate purpose for reading the text. The purpose should spark student interest and attention to the reading. The purpose is established in the Explicit Instruction section of the lesson and revisited throughout.

## During Reading Techniques

	<b>Technique</b>	<b>Description</b>
During Reading	Monitoring	<p>During reading, stop and think after sections of text to evaluate whether you are understanding the text or not. Students often do not put effort into making meaning while reading without being explicitly taught and reminded to do so. This is especially true of readers who have to devote a great deal of cognitive energy to decoding, and who may be less intrinsically motivated to read. Encourage students to begin sharing their thinking with, “That makes sense because...” Presenting a related scenario that does not make sense may help students engage in this reflection. For example: If the dog went to the vet, first ask, “Does it make sense for a dog to go to the vet?” Then ask, “Would it make sense if the author told us the dog called the vet?” Monitoring helps student self-correct decoding errors. Consider if a student reads “bit ox ran on” instead of “but ox ran on.” If the student is monitoring, he/she may think, “bit ox ran on” doesn’t make sense, prompting review of the text for correction.</p>
	Visualizing	<p>During reading, stop and develop images in your mind relating to the text provided by the author. Developing rich imagery helps readers remember and think deeper about the text. Prompt students to close their eyes when visualizing. Provide time for thinking before having students share their visualizations. Encourage students to begin with, “In my head I saw...” Challenge students to add details to their visualizations, without deviating from the text. For example, if a student says she sees three cats, ask: “Where are the cats?” “Do the cats all have collars on?” “What color are the cats?” If deviations from the text do occur, prompt self reflection by asking, “Does your picture match what the author told us?”</p>
	Observing	<p>During and after reading, relate information from the text to information you already know. Encourage students to begin with, “Something I already know about this is...” Stopping to reflect on reading and connect ideas and information to prior knowledge helps readers remember and learn from the text.</p>
	Drawing Inferences	<p>During and after reading, use prior knowledge and information from the text to draw conclusions. Encourage students to begin with, “The author didn’t tell me this, but I think (logical conclusion) because I know (connecting information from the text and prior knowledge).”</p> <p><b>Note:</b> Drawing Inferences takes Observing a step further. Instead of simply relating information from the text to prior knowledge, observations are used to draw logical conclusions related to the text. Conclusions may not always be clearly right or wrong but should be defensible. In this way, the thinking required for Drawing Inferences is a bridge to the thinking required for Evaluative questions.</p>
	Evaluating	<p>During and after reading reflect on previous observations and inferences to generate logical judgments about the text. Answers are typically not clearly right or wrong but should be defensible. Scaffolding evaluative thinking may take an idea from the text and follow this progression:</p> <ol style="list-style-type: none"> <li>1. What did you learn from the author? (Literal level)</li> <li>2. Make an observation about the information: connect to prior knowledge.</li> <li>3. Draw a conclusion: share something the author didn’t tell you, but you can figure out because of your observation (prior knowledge). (Inferential level)</li> <li>4. Make a logical judgment relying on your observations and/or inferences. (Evaluative level)</li> </ol> <p>Another type of evaluative thinking is to assess the quality of the text and your own enjoyment reading it. Promoting qualitative judgment about text fosters an important life-long learning skill. Prompt qualitative judgment of the text with questions such as: Did you like the story? If so, what did you like about it? Was the story funny? Did it feel good to read the words? Would you like to read another story like it? If not, what didn’t you like about it? Was the story boring? Was it hard to read the words? What other kind of story would you like more?</p>

## After Reading Techniques

After Reading	Technique	Description
	Summarizing	After reading, reconstruct an abbreviated version of the text highlighting the big ideas. Students tend to offer specific recall of ideas, often in random order. Prompting students to think about the beginning, middle, and end of early narrative texts can help them structure ideas sequentially. Through discussion, encourage students to connect the details they remember to a big idea for each section, which promotes summarization skills and higher level thinking. For example: In the beginning, there was a cat and a dog and a pig and a hog: We met the four animals in the story.
	Questioning	During and after reading, answer and ask questions related to the text. Questions promoting meaningful comprehension include literal (remembering information as stated in the text), inferential (providing accurate responses based on connecting prior knowledge and information from the text), and evaluative (making appropriate judgments supported by the text). For literal questions, encourage students to go back to the text to show you where the author provides the information to answer the question: you may ask, “Please find and read the line in the story showing the answer.” For inferential questions, encourage students to defend their response using combinations of information from the text and prior knowledge. For evaluative questions, encourage students to explain their logic. Often answers are not right or wrong, but explanations should stem from the text and be plausible.



Name: \_\_\_\_\_

Comprehension: Text Copy

## Beth

I am Beth.

I am ten.

I am at camp.

Camp is fun.

Once Mom and Dad went on a trip to the camp. All of us were at the camp.

Dad and I went up on top of a path at the pond.

Mom got a snap shot of us.

This is the snap shot.

Then Mom let us snap some shots.

Dad got a snap shot of Mom.

I got a snap shot of a dog with a hot dog.

*Directions: Print and copy this page to provide students with a “text only” copy of the story.*

	<b>Technique</b>	<b>Specific Application to "Beth"</b>
<b>Before Reading</b>	Activating Prior Knowledge of Text Structure	Using a book copy, examine knowledge of narrative genre. Prompt student thinking about narrative features: characters, setting (often requires inference and relies on illustrations), and events/actions.
	Activating Prior Knowledge of Related Content	Pre-assess and support knowledge of key vocabulary: <i>camp</i> and <i>snap shot</i> Also address concepts with prompts such as: <i>Think of some trips you've been on.</i>
	Setting Purpose for Reading	Students may read to find out: <i>What happens when Mom and Dad visit the camp?</i>
<b>During Reading</b>	<b>Technique</b>	<b>Specific Application to "Beth"</b>
	Monitoring	The stories are divided into sections. After each section, stop and see if students can recall the information from the section just read.
	Visualizing	Using a text copy, read selections and visualize related images. Describe or draw visualizations challenging students to add details.
	Observing	Prompt observations by starting discussions with questions such as: <i>What kinds of places might people go to for a camp?</i>
	Drawing Inferences	Prompt inferences with questions such as: <i>What might campers do at the pond?</i> (Notice how the prompt extends from the Observing prompt above. Always help students use information from the text to support their answers.)
	Evaluating	Prompt evaluating with questions such as: <i>Do you think Beth likes doing things at the pond?</i> (Notice how the prompt extends from the Observing and Inferencing prompts above. Always help students explain/defend their answers.) Prompt qualitative judgment of the text. (See the Thinking with Reading Chart at the beginning of Instructional Resources for suggestions.)
<b>After Reading</b>	<b>Technique</b>	<b>Specific Application to "Beth"</b>
	Summarizing	Ask students to tell you about and/or draw a picture representing the big ideas from the beginning, middle, and end.
	Questioning	Sample Questions: Literal: <i>How old is Beth?</i> Inferential: <i>Who does the camera belong to?</i> (Accept reasonable answers.) Evaluative: <i>Did Mom and Dad like their visit to camp?</i>

**Note:** The Story Comprehension Chart provides story specific information for all the Thinking with Reading techniques. This is not meant to encourage addressing *all* the techniques with each story. Instead, it should inform the *selected* Thinking with Reading techniques targeted in instruction.

Name: \_\_\_\_\_

Comprehension: Text Copy

## Nat

This is Nat.

Nat is a kid I met at camp.

I have lots of snap shots of Nat.

This is a snap shot of Nat with a fish.

This is a snap shot of Nat on a raft.

Nat and I had lots of fun at camp. But then Nat's mom got a job in the U.K.

Nat left, and I felt sad.

*Directions: Print and copy this page to provide students with a "text only" copy of the story.*

	<b>Technique</b>	<b>Specific Application to "Nat"</b>
<b>Before Reading</b>	Activating Prior Knowledge of Text Structure	Using a book copy, examine knowledge of narrative genre. Prompt student thinking about narrative features: characters, setting (often requires inference and relies on illustrations), and events/actions.
	Activating Prior Knowledge of Related Content	Pre-assess and support knowledge of key vocabulary: <i>raft</i> and <i>U.K.</i> . Also address concepts with prompts such as: <i>Are countries far apart or close together?</i>
	Setting Purpose for Reading	Students may read to find out: <i>What makes Beth sad?</i>
<b>During Reading</b>	<b>Technique</b>	<b>Specific Application to "Nat"</b>
	Monitoring	The stories are divided into sections. After each section, stop and see if students can recall the information from the section just read.
	Visualizing	Using a text copy, read selections and visualize related images. Describe or draw visualizations challenging students to add details.
	Observing	Prompt observations by starting discussions with questions such as: <i>Is fishing hard to do?</i>
	Drawing Inferences	Prompt inferences with questions such as: <i>Is Nat a patient person?</i> (Notice how the prompt extends from the Observing prompt above. Always help students use information from the text to support their answers.)
<b>After Reading</b>	Evaluating	Prompt evaluating with questions such as: <i>Is it good to be patient?</i> (Notice how the prompt extends from the Observing and Inferencing prompts above. Always help students explain/defend their answers.) Prompt qualitative judgment of the text. (See the Thinking with Reading Chart at the beginning of Instructional Resources for suggestions.)
	<b>Technique</b>	<b>Specific Application to "Nat"</b>
	Summarizing	Ask students to tell you about and/or draw a picture representing the big ideas from the beginning, middle, and end.
	Questioning	Sample Questions: Literal: <i>How many snap shots does Beth have of Nat?</i> Inferential: <i>Will it be easy for Beth and Nat to see each other after camp?</i> (Accept reasonable answers.) Evaluative: <i>Is it good that Nat's mom got a job in the U.K.?</i>

**Note:** The Story Comprehension Chart provides story specific information for all the Thinking with Reading techniques. This is not meant to encourage addressing *all* the techniques with each story. Instead, it should inform the *selected* Thinking with Reading techniques targeted in instruction.

## The Trip to the U.K.

Nat went to the U.K., and I felt sad. But then Mom set up a trip to the U.K.

Mom and I went on a jet. Ships are fun, but jets are the best!

I got to sit next to the wing. I had lunch. Then I had a nap.

Mom got this snap shot of the nap.

Nat met us at the end of the ramp.

I ran up to hug him.

Then Nat's mom, Dot, got us a cab.

This is a snap shot of us with the cab man.

Nat and I had a lot of fun.

Then Mom and Dot sent us to bed.

I slept on the rug next to Nat's bed.

	<b>Technique</b>	<b>Specific Application to "The Trip to the U.K."</b>
<b>Before Reading</b>	Activating Prior Knowledge of Text Structure	Using a book copy, examine knowledge of narrative genre. Prompt student thinking about narrative features: characters, setting (often requires inference and relies on illustrations), and events/actions.
	Activating Prior Knowledge of Related Content	Pre-assess and support knowledge of key vocabulary: <i>cab</i> , <i>jet</i> , and <i>ramp</i> Also address concepts with prompts such as: <i>Name different ways people can travel from place to place.</i>
	Setting Purpose for Reading	Students may read to find out: <i>What are the two vehicles that Beth and her Mom took to go visit Nat?</i>
<b>During Reading</b>	<b>Technique</b>	<b>Specific Application to "The Trip to the U.K."</b>
	Monitoring	The stories are divided into sections. After each section, stop and see if students can recall the information from the section just read.
	Visualizing	Using a text copy, read selections and visualize related images. Describe or draw visualizations challenging students to add details.
	Observing	Prompt observations by starting discussions with questions such as: <i>What do you do when you feel excited?</i>
	Drawing Inferences	Prompt inferences with questions such as: <i>Was Beth excited to see Nat?</i> (Notice how the prompt extends from the Observing prompt above. Always help students use information from the text to support their answers.)
	Evaluating	Prompt evaluating with questions such as: <i>Is Nat an important friend?</i> (Notice how the prompt extends from the Observing and Inferencing prompts above. Always help students explain/defend their answers.) Prompt qualitative judgment of the text. (See the Thinking with Reading Chart at the beginning of Instructional Resources for suggestions.)
<b>After Reading</b>	<b>Technique</b>	<b>Specific Application to "The Trip to the U.K."</b>
	Summarizing	Ask students to tell you about and/or draw a picture representing the big ideas from the beginning, middle, and end.
	Questioning	Sample Questions: Literal: <i>What did Mom get a snap shot of?</i> Inferential: <i>Was it a long flight?</i> (Accept reasonable answers.) Evaluative: <i>Is it better to drive your own car or take a cab?</i>

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Name: \_\_\_\_\_

Comprehension: Text Copy)

## Bud the Cat

This is a snap shot of Nat's cat, Bud.

Nat got Bud from a vet. Bud had a bad leg. The vet had to fix Bud's leg.

Bud had to sit in a box with a cast on one leg.

Then Nat said, "Mom, can I have him? Can I? Can I? Can I?"

Dot said yes.

*Directions: Print and copy this page to provide students with a "text only" copy of the story.*

	<b>Technique</b>	<b>Specific Application to "Bud the Cat"</b>
<b>Before Reading</b>	Activating Prior Knowledge of Text Structure	Using a book copy, examine knowledge of narrative genre. Prompt student thinking about narrative features: characters, setting (often requires inference and relies on illustrations), and events/actions.
	Activating Prior Knowledge of Related Content	Pre-assess and support knowledge of key vocabulary: <i>vet</i> and <i>cast</i> . Also address concepts with prompts such as: <i>What is the difference between getting sick and getting hurt?</i>
	Setting Purpose for Reading	Students may read to find out: <i>Was Bud the cat sick or hurt?</i>
<b>During Reading</b>	<b>Technique</b>	<b>Specific Application to "Bud the Cat"</b>
	Monitoring	The stories are divided into sections. After each section, stop and see if students can recall the information from the section just read.
	Visualizing	Using a text copy, read selections and visualize related images. Describe or draw visualizations challenging students to add details.
	Observing	Prompt observations by starting discussions with questions such as: <i>What do cats like to do?</i>
	Drawing Inferences	Prompt inferences with questions such as: <i>How do you think Bud got hurt?</i> (Notice how the prompt extends from the Observing prompt above. Always help students use information from the text to support their answers.)
	Evaluating	Prompt evaluating with questions such as: <i>Was Bud happy to have a cast on?</i> (Notice how the prompt extends from the Observing and Inferencing prompts above. Always help students explain/defend their answers.) Prompt qualitative judgment of the text. (See the Thinking with Reading Chart at the beginning of Instructional Resources for suggestions.)
<b>After Reading</b>	<b>Technique</b>	<b>Specific Application to "Bud the Cat"</b>
	Summarizing	Ask students to tell you about and/or draw a picture representing the big ideas from the beginning, middle, and end.
	Questioning	Sample Questions: Literal: <i>Who fixed Bud's leg?</i> Inferential: <i>Did Mom want the cat too?</i> (Accept reasonable answers.) Evaluative: <i>Do you think Bud was glad Nat wanted him as a pet?</i>

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Name: \_\_\_\_\_

Comprehension: Text Copy

## The Fish

This is a snap shot of Nat's fish.

The fish swim and splash and munch on fish snacks.

The cat can smell the fish. It can press on the glass.

It can grab at the fish. But it can not get them.

*Directions: Print and copy this page to provide students with a "text only" copy of the story.*

	<b>Technique</b>	<b>Specific Application to "The Fish"</b>
<b>Before Reading</b>	Activating Prior Knowledge of Text Structure	Using a book copy, examine knowledge of narrative genre. Prompt student thinking about narrative features: characters, setting (often requires inference and relies on illustrations), and events/actions.
	Activating Prior Knowledge of Related Content	Pre-assess and support knowledge of key vocabulary: address the plural and singular of <i>fish</i> Also address concepts with prompts such as: <i>How is where the fish live and where the cat lives different?</i>
	Setting Purpose for Reading	Students may read to find out: <i>Does Bud catch a fish?</i>
<b>During Reading</b>	<b>Technique</b>	<b>Specific Application to "The Fish"</b>
	Monitoring	The stories are divided into sections. After each section, stop and see if students can recall the information from the section just read.
	Visualizing	Using a text copy, read selections and visualize related images. Describe or draw visualizations challenging students to add details.
	Observing	Prompt observations by starting discussions with questions such as: <i>The fish munch on fish snacks, what do cats eat?</i>
	Drawing Inferences	Prompt inferences with questions such as: <i>Why does Bud try to get the fish?</i> (Notice how the prompt extends from the Observing prompt above. Always help students use information from the text to support their answers.)
	Evaluating	Prompt evaluating with questions such as: <i>Are the fish scared of Bud?</i> (Notice how the prompt extends from the Observing and Inferencing prompts above. Always help students explain/defend their answers.) Prompt qualitative judgment of the text. (See the Thinking with Reading Chart at the beginning of Instructional Resources for suggestions.)
<b>After Reading</b>	<b>Technique</b>	<b>Specific Application to "The Fish"</b>
	Summarizing	Ask students to tell you about and/or draw a picture representing the big ideas from the beginning, middle, and end.
	Questioning	Sample Questions: Literal: <i>What do the fish do?</i> (name two things) Inferential: <i>What does Bud “press on the glass”?</i> (Accept reasonable answers.) Evaluative: <i>Could Bud push over the aquarium?</i>

**Note:** The Story Comprehension Chart provides story specific information for all the Thinking with Reading techniques. This is not meant to encourage addressing *all* the techniques with each story. Instead, it should inform the *selected* Thinking with Reading techniques targeted in instruction.

Name: \_\_\_\_\_

Comprehension: Text Copy

## The Flag Shop

Mom and I went in a lot of shops in the U.K. One of the shops was a flag shop.

The shop had the U.S. flag, the French flag, and the U.K. flag.

That's Mom in the snap shot, with the U.S. flag.

The U.K. flag has a big red cross on it. Nat and his mom held one up.

I got this snap shot of the two of them with the flag.

*Directions: Print and copy this page to provide students with a "text only" copy of the story.*

*Directions: Use this Comprehension Chart as a reference for Thinking with Reading during instruction.*

Before Reading	Technique	Specific Application to "The Flag Shop"
	Activating Prior Knowledge of Text Structure	Using a book copy, examine knowledge of narrative genre. Prompt student thinking about narrative features: characters, setting (often requires inference and relies on illustrations), and events/actions.
	Activating Prior Knowledge of Related Content	Pre-assess and support knowledge of key vocabulary: U.K. and U.S. Also address concepts with prompts such as: <i>How can you tell what country a flag represents?</i>
	Setting Purpose for Reading	Students may read to find out: <i>Do they buy anything in the flag shop?</i>
During Reading	Technique	Specific Application to "The Flag Shop"
	Monitoring	The stories are divided into sections. After each section, stop and see if students can recall the information from the section just read.
	Visualizing	Using a text copy, read selections and visualize related images. Describe or draw visualizations challenging students to add details.
	Observing	Prompt observations by starting discussions with questions such as: <i>What is a salute and what does it mean?</i>
	Drawing Inferences	Prompt inferences with questions such as: <i>How does mom feel when she salutes the U.S. flag?</i> (Notice how the prompt extends from the Observing prompt above. Always help students use information from the text to support their answers.)
	Evaluating	Prompt evaluating with questions such as: <i>Would it be nice to make a funny face in a picture with the U.S. flag?</i> (Notice how the prompt extends from the Observing and Inferencing prompts above. Always help students explain/defend their answers.) Prompt qualitative judgment of the text. (See the Thinking with Reading Chart at the beginning of Instructional Resources for suggestions.)
After Reading	Technique	Specific Application to "The Flag Shop"
	Summarizing	Ask students to tell you about and/or draw a picture representing the big ideas from the beginning, middle, and end.
	Questioning	Sample Questions: Literal: <i>Did the U.K. flag have a green cross on it?</i> Inferential: <i>Do the people in the story like looking at flags?</i> (Accept reasonable answers.) Evaluative: <i>Is it okay to go in a store even if you do not want to buy anything?</i>

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## Which Is the Best?

This is a snap shot Mom got. All of us had to run up a bunch of steps to get to this spot.

Nat and I ran up fast. The moms had to huff and puff to get to the top.

This next snap shot is one that I got. It is Nat with a bunch of big rocks.

Nat had Mom and Dot lift him up.

Then Nat said, “Beth, get a snap shot of this! I am the rock on top! Get it?”

So which snap shot is the best?

*Directions: Print and copy this page to provide students with a “text only” copy of the story.*

*Directions: Use this Comprehension Chart as a reference for Thinking with Reading during instruction.*

		<b>Technique</b>	<b>Specific Application to "Which Is the Best?"</b>
Before Reading	Activating Prior Knowledge of Text Structure	Using a book copy, examine knowledge of narrative genre. Prompt student thinking about narrative features: characters, setting (often requires inference and relies on illustrations), and events/actions.	
	Activating Prior Knowledge of Related Content	Pre-assess and support knowledge of key vocabulary: <i>Stonehenge</i> Also address concepts with prompts such as: <i>What does it mean to go sightseeing?</i>	
	Setting Purpose for Reading	Students may read to find out: <i>Where do Beth and Nat go?</i>	
		<b>Technique</b>	<b>Specific Application to "Which Is the Best?"</b>
During Reading	Monitoring	The stories are divided into sections. After each section, stop and see if students can recall the information from the section just read.	
	Visualizing	Using a text copy, read selections and visualize related images. Describe or draw visualizations challenging students to add details.	
	Observing	Prompt observations by starting discussions with questions such as: <i>Is it hard to run up a lot of stairs? Is it hard to hold someone up?</i>	
	Drawing Inferences	Prompt inferences with questions such as: <i>Are the moms strong?</i> (Notice how the prompt extends from the Observing prompt above. Always help students use information from the text to support their answers.)	
	Evaluating	Prompt evaluating with questions such as: <i>Can a person be strong in different ways?</i> (Notice how the prompt extends from the Observing and Inferencing prompts above. Always help students explain/defend their answers.) Prompt qualitative judgment of the text. (See the Thinking with Reading Chart at the beginning of Instructional Resources for suggestions.)	
			<b>Specific Application to "Which Is the Best?"</b>
After Reading	Summarizing	Ask students to tell you about and/or draw a picture representing the big ideas from the beginning, middle, and end.	
	Questioning	Sample Questions: Literal: <i>Did the moms get to the top of the stairs?</i> Inferential: <i>Does Beth know how to use the camera?</i> (Accept reasonable answers.) Evaluative: <i>Does Mom trust Beth with the camera?</i>	

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## The Bus Stop

Dot led us to a bus stop. At the bus stop there was a thrush.

Nat held up his hand. The thrush was all set to land on his hand, but then Dot said, “Nat, stop that!”  
Nat let his hand drop.

At the bus stop, Nat said, “Beth, this is the best bus!”  
I said, “Why? Is it fast?”  
“No,” Nat said, “it is not that fast.”  
“Then why is it the best?”

Just then, Nat said, “There it is!”  
It was a big red bus with a top deck!

	<b>Technique</b>	<b>Specific Application to "The Bus Stop"</b>
<b>Before Reading</b>	Activating Prior Knowledge of Text Structure	Using a book copy, examine knowledge of narrative genre. Prompt student thinking about narrative features: characters, setting (often requires inference and relies on illustrations), and events/actions.
	Activating Prior Knowledge of Related Content	Pre-assess and support knowledge of key vocabulary: <i>thrush</i> , <i>pub</i> , <i>grub</i> , discuss the phrase <i>all set</i> Also address concepts with prompts such as: <i>What do you do when you ride a city bus?</i> (e.g., walk to the bus stop, wait, get on, pay, etc.)
	Setting Purpose for Reading	Students may read to find out: <i>What do Nat and Beth see at the bus stop?</i>
<b>During Reading</b>	<b>Technique</b>	<b>Specific Application to "The Bus Stop"</b>
	Monitoring	The stories are divided into sections. After each section, stop and see if students can recall the information from the section just read.
	Visualizing	Using a text copy, read selections and visualize related images. Describe or draw visualizations challenging students to add details.
	Observing	Prompt observations by starting discussions with questions such as: <i>The thrush is a wild animal. What makes an animal wild?</i>
	Drawing Inferences	Prompt inferences with questions such as: <i>Did Nat's mom think the thrush was safe?</i> (Notice how the prompt extends from the Observing prompt above. Always help students use information from the text to support their answers.)
	Evaluating	Prompt evaluating with questions such as: <i>Do you think the thrush was safe?</i> (Notice how the prompt extends from the Observing and Inferencing prompts above. Always help students explain/defend their answers.) Prompt qualitative judgment of the text. (See the Thinking with Reading Chart at the beginning of Instructional Resources for suggestions.)
<b>After Reading</b>	<b>Technique</b>	<b>Specific Application to "The Bus Stop"</b>
	Summarizing	Ask students to tell you about and/or draw a picture representing the big ideas from the beginning, middle, and end.
	Questioning	Sample Questions: Literal: <i>What did Beth think when Nat said the bus was the best?</i> Inferential: <i>Was Nat scared of the bird?</i> (Accept reasonable answers.) Evaluative: <i>Is a bus with a top deck or a bus that goes fast the best?</i>

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## On the Bus

Nat and I sat up on the top deck of the big red bus.  
The bus went past a big shop.

“That is where Mom shops,” said Nat. “That shop has all the best stuff!”

The bus went past a big clock.  
A bell went ding, dong, ding, dong.

“That is Big Ben!” said Nat.

“Who is Big Ben?” I said.

“Big Ben is not a man,” Nat said.

“Big Ben is the bell that is in that clock.”

The bus went on.

“That is a posh spot there!” Nat said.

“Posh?” I said. “What is that?”

“A posh spot is where stuff costs a lot,” said Nat.

“Mom had lunch in there once, and it cost so much that dad got mad.”

	<b>Technique</b>	<b>Specific Application to "On the Bus"</b>
<b>Before Reading</b>	Activating Prior Knowledge of Text Structure	Using a book copy, examine knowledge of narrative genre. Prompt student thinking about narrative features: characters, setting (often requires inference and relies on illustrations), and events/actions.
	Activating Prior Knowledge of Related Content	Pre-assess and support knowledge of key vocabulary: <i>posh</i> Also address concepts with prompts such as: <i>What is a landmark?</i>
	Setting Purpose for Reading	Students may read to find out: <i>What are some landmarks around the city where Nat lives (London)?</i> (Harrods, Big Ben, the Ritz)
<b>During Reading</b>	<b>Technique</b>	<b>Specific Application to "On the Bus"</b>
	Monitoring	The stories are divided into sections. After each section, stop and see if students can recall the information from the section just read.
	Visualizing	Using a text copy, read selections and visualize related images. Describe or draw visualizations challenging students to add details.
	Observing	Prompt observations by starting discussions with questions such as: <i>Do you know any places named after a person? (School, government buildings, restaurants, etc.)</i>
	Drawing Inferences	Prompt inferences with questions such as: <i>Why did Beth think the big clock was a person?</i> (Notice how the prompt extends from the Observing prompt above. Always help students use information from the text to support their answers.)
<b>After Reading</b>	Evaluating	Prompt evaluating with questions such as: <i>Would you like to have something named after you?</i> (Notice how the prompt extends from the Observing and Inferencing prompts above. Always help students explain/defend their answers.)  Prompt qualitative judgment of the text. (See the Thinking with Reading Chart at the beginning of Instructional Resources for suggestions.)
	<b>Technique</b>	<b>Specific Application to "On the Bus"</b>
	Summarizing	Ask students to tell you about and/or draw a picture representing the big ideas from the beginning, middle, and end.
	Questioning	Sample Questions: Literal: <i>Were Nat and Beth on the top deck of a big blue bus?</i> Inferential: <i>Was Nat excited to tell Beth about the landmarks they saw together?</i> (Accept reasonable answers.) Evaluative: <i>Which place would be the best to stop and visit?</i>

**Note:** The Story Comprehension Chart provides story specific information for all the Thinking with Reading techniques. This is not meant to encourage addressing *all* the techniques with each story. Instead, it should inform the *selected* Thinking with Reading techniques targeted in instruction.

## The Man in the Black Hat

All of us got off the bus. Nat led us up to a man in a black hat.

“Beth,” Nat said, “that man will not grin.”

“Why not?” I said.

“His job is to stand there as still as a rock and not grin,” Nat said.

“I will do the best trick I can,” Nat said. “But I will bet that man will not grin.”

Nat did a trick and fell on his back.

Nat’s trick got all of us to grin, but the man in the black hat did not grin.

“I bet I can get him to grin!” I said.

I did a back flip, but the man did not grin.

I did a split, but the man did not grin.

I sang a song and did a jig, but still the man did not grin.

Mom got lots of snap shots of us and the man in the black hat. But there is not one snap shot where that man grins.

	<b>Technique</b>	<b>Specific Application to "The Man in the Black Hat"</b>
<b>Before Reading</b>	Activating Prior Knowledge of Text Structure	Using a book copy, examine knowledge of narrative genre. Prompt student thinking about narrative features: characters, setting (often requires inference and relies on illustrations), and events/actions.
	Activating Prior Knowledge of Related Content	Pre-assess and support knowledge of key vocabulary: <i>split, did a jig</i> Also address concepts with prompts such as: <i>What does a guard do?</i>
	Setting Purpose for Reading	Students may read to find out: <i>What does the man in the black hat do?</i>
	<b>Technique</b>	<b>Specific Application to "The Man in the Black Hat"</b>
<b>During Reading</b>	Monitoring	The stories are divided into sections. After each section, stop and see if students can recall the information from the section just read.
	Visualizing	Using a text copy, read selections and visualize related images. Describe or draw visualizations challenging students to add details.
	Observing	Prompt observations by starting discussions with questions such as: <i>How might you get someone to smile?</i>
	Drawing Inferences	Prompt inferences with questions such as: <i>Did the man think Beth and Nat were funny?</i> (Notice how the prompt extends from the Observing prompt above. Always help students use information from the text to support their answers.)
	Evaluating	Prompt evaluating with questions such as: <i>Who did the silliest trick?</i> (Notice how the prompt extends from the Observing and Inferencing prompts above. Always help students explain/defend their answers.) Prompt qualitative judgment of the text. (See the Thinking with Reading Chart at the beginning of Instructional Resources for suggestions.)
	<b>Technique</b>	<b>Specific Application to "The Man in the Black Hat"</b>
<b>After Reading</b>	Summarizing	Ask students to tell you about and/or draw a picture representing the big ideas from the beginning, middle, and end.
	Questioning	Sample Questions: Literal: <i>Did Nat do a back flip?</i> Inferential: <i>Did Beth think it was silly when Nat fell on his back?</i> (Accept reasonable answers.) Evaluative: <i>Is it hard for the man to stand there as still as a rock?</i>

**Note:** The Story Comprehension Chart provides story specific information for all the Thinking with Reading techniques. This is not meant to encourage addressing *all* the techniques with each story. Instead, it should inform the *selected* Thinking with Reading techniques targeted in instruction.

## The Man in the Kilt

Once Nat and I met a man in a kilt.

I said, “Why is that man in a dress?”

Nat said, “That is not a dress. It is a kilt.”

“A quilt?” I said.

“No,” Nat said. “A kilt.”

“What is a kilt?” I said.

Mom said, “The kilt tells us that the man is a Scot. The cloth on the kilt tells us where the man is from.”

“So the kilt tells us his past?” I said.

“Yes,” said Mom. “It is a bit of his past.”

Mom got this snap shot of us with the man in the kilt!

	<b>Technique</b>	<b>Specific Application to "The Man in the Kilt"</b>
<b>Before Reading</b>	Activating Prior Knowledge of Text Structure	Using a book copy, examine knowledge of narrative genre. Prompt student thinking about narrative features: characters, setting (often requires inference and relies on illustrations), and events/actions.
	Activating Prior Knowledge of Related Content	Pre-assess and support knowledge of key vocabulary: <i>Scot, Scotland</i> Also address concepts with prompts such as: <i>Where are you from?</i>
	Setting Purpose for Reading	Students may read to find out: <i>Why would someone wear a kilt?</i>
<b>During Reading</b>	<b>Technique</b>	<b>Specific Application to "The Man in the Kilt"</b>
	Monitoring	The stories are divided into sections. After each section, stop and see if students can recall the information from the section just read.
	Visualizing	Using a text copy, read selections and visualize related images. Describe or draw visualizations challenging students to add details.
	Observing	Prompt observations by starting discussions with questions such as: <i>What does a dress look like?</i>
	Drawing Inferences	Prompt inferences with questions such as: <i>Why did Beth think the man was wearing a dress?</i> (Notice how the prompt extends from the Observing prompt above. Always help students use information from the text to support their answers.)
	Evaluating	Prompt evaluating with questions such as: <i>Would the man feel bad if he heard Beth call his kilt a dress?</i> (Notice how the prompt extends from the Observing and Inferencing prompts above. Always help students explain/defend their answers.) Prompt qualitative judgment of the text. (See the Thinking with Reading Chart at the beginning of Instructional Resources for suggestions.)
<b>After Reading</b>	<b>Technique</b>	<b>Specific Application to "The Man in the Kilt"</b>
	Summarizing	Ask students to tell you about and/or draw a picture representing the big ideas from the beginning, middle, and end.
	Questioning	Sample Questions: Literal: <i>What about the kilt tells us where the man is from?</i> Inferential: <i>Would the man have kilts with different designs?</i> (Accept reasonable answers.) Evaluative: <i>What kind of cloth could represent where you are from?</i>

**Note:** The Story Comprehension Chart provides story specific information for all the Thinking with Reading techniques. This is not meant to encourage addressing *all* the techniques with each story. Instead, it should inform the *selected* Thinking with Reading techniques targeted in instruction.

## The Map

Once all of us were on a trip when a dog ran up and bit the map.

Dot said, “Bad dog! Stop that! Drop that map! Drop it!”  
But the dog did not drop the map. The dog ran up  
the block with the map.

Nat ran to get the map, but Dot said, “It is just a map.  
Let the dog have it.”

Just then the dog let the map drop. Nat got it and  
held it up.

“Here it is,” Nat said. “But it’s got a big rip in it.”

“Well,” Dot said, “I am just glad the dog bit the map  
and not one of us.”

	<b>Technique</b>	<b>Specific Application to "The Map"</b>
<b>Before Reading</b>	Activating Prior Knowledge of Text Structure	Using a book copy, examine knowledge of narrative genre. Prompt student thinking about narrative features: characters, setting (often requires inference and relies on illustrations), and events/actions.
	Activating Prior Knowledge of Related Content	Pre-assess and support knowledge of key vocabulary: address past/present tense of <i>bit/bite</i> Also address concepts with prompts such as: <i>Are dogs wild or tame?</i>
	Setting Purpose for Reading	Students may read to find out: <i>What happened with the map?</i>
<b>During Reading</b>	<b>Technique</b>	<b>Specific Application to "The Map"</b>
	Monitoring	The stories are divided into sections. After each section, stop and see if students can recall the information from the section just read.
	Visualizing	Using a text copy, read selections and visualize related images. Describe or draw visualizations challenging students to add details.
	Observing	Prompt observations by starting discussions with questions such as: <i>Why would a dog bite?</i>
	Drawing Inferences	Prompt inferences with questions such as: <i>How did the map get a big rip?</i> (Notice how the prompt extends from the Observing prompt above. Always help students use information from the text to support their answers.)
<b>After Reading</b>	Evaluating	Prompt evaluating with questions such as: <i>Should Nat have chased after the dog?</i> (Notice how the prompt extends from the Observing and Inferencing prompts above. Always help students explain/defend their answers.) Prompt qualitative judgment of the text. (See the Thinking with Reading Chart at the beginning of Instructional Resources for suggestions.)
	<b>Technique</b>	<b>Specific Application to "The Map"</b>
	Summarizing	Ask students to tell you about and/or draw a picture representing the big ideas from the beginning, middle, and end.
	Questioning	Sample Questions: Literal: <i>What did Dot say when the dog bit the map?</i> Inferential: <i>Was Nat scared of the dog?</i> (Accept reasonable answers.) Evaluative: <i>Will they still be able to use the map?</i>

**Note:** The Story Comprehension Chart provides story specific information for all the Thinking with Reading techniques. This is not meant to encourage addressing *all* the techniques with each story. Instead, it should inform the *selected* Thinking with Reading techniques targeted in instruction.

## **Tricky Words: Word List**

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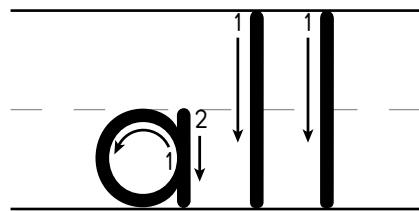
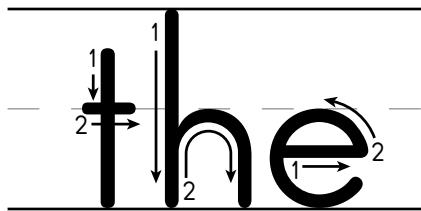
Unit 1 Tricky Words		
a	of	two
all	once	was
are	one	were
do	said	what
from	says	when
have	so	where
here	some	which
I	the	who
is	there	why
no	to	word

Name: \_\_\_\_\_

Tricky Words: Review the Sound-Spelling 1 (*the* and *all*)

**the**

**all**



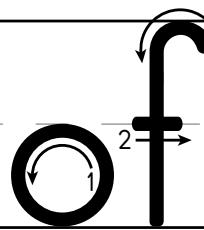
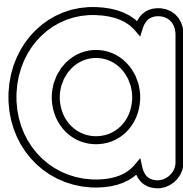
1. His cat is on \_\_\_\_\_ rug.
  
2. \_\_\_\_\_ mom's kids pick up trash.
  
3. Sam, Chad, and Jen \_\_\_\_\_  
splash in \_\_\_\_\_ pond.
  
4. \_\_\_\_\_ his kids got on  
bus.

*Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below.*

Name: \_\_\_\_\_

Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below.

Tricky Words: Review the Sound-Spelling 2 (a and of)



1. Sam got \_\_\_\_\_ fish in his net.

2. Six \_\_\_\_\_ dad's dogs left.

3. Seth got \_\_\_\_\_ bag

\_\_\_\_\_ chips.

4. Did Max get \_\_\_\_\_ lot

\_\_\_\_\_ gifts?

Name: \_\_\_\_\_

*Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below.*

Tricky Words: Review the Sound-Spelling 3 (*from* and *was*)

**from**

**was**

**from**

**Was**

1. Kit had fish \_\_\_\_\_ dad's shop.

2. Chad's box \_\_\_\_\_ big.

3. \_\_\_\_\_ his gift

his mom?

4. Ted fell \_\_\_\_\_ his bed and

sad.

Name: \_\_\_\_\_

Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below.

Tricky Words: Review the Sound-Spelling 4 (one and once)

one

once

one

once

1. The dog ran in mud \_\_\_\_\_.

2. Jen held \_\_\_\_\_ crab.

3. Jill \_\_\_\_\_ had

cat as a pet?

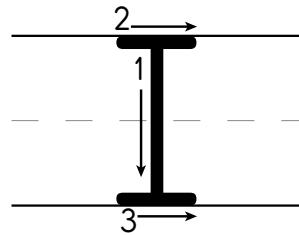
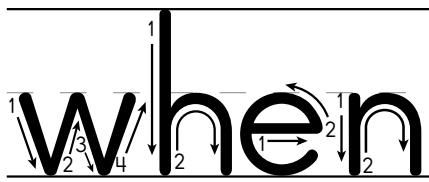
4. Ted got

fish in the pond.

Name: \_\_\_\_\_

Tricky Words: Review the Sound-Spelling 5 (*when* and *I*)

**when**  
**I**



1. \_\_\_\_\_ will get him a gift.
2. \_\_\_\_\_ did Dad call the man?
3. \_\_\_\_\_ can
4. \_\_\_\_\_ get the bag of chips?
4. \_\_\_\_\_ will get in bed
5. \_\_\_\_\_ Mom fills my glass.

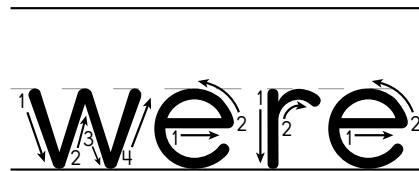
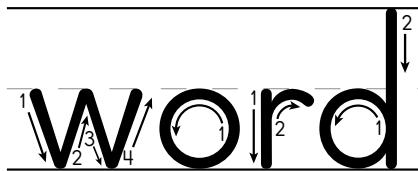
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*Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below.*

Tricky Words: Review the Sound-Spelling 6 (word and were)

word

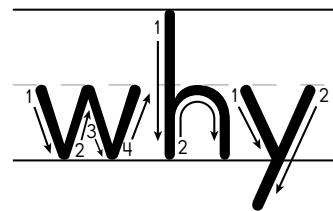
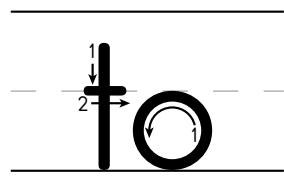
were



1. Jill can spell the big \_\_\_\_\_.
2. The eggs \_\_\_\_\_ in the nest.
3. If Kit and Pat \_\_\_\_\_ stuck on a \_\_\_\_\_, can the kids skip it?
4. The kids \_\_\_\_\_ sad to not get the \_\_\_\_\_.

Name: \_\_\_\_\_

Tricky Words: Review the Sound-Spelling 7 (*to* and *why*)



1. The frogs hop \_\_\_\_\_ the mud.  
\_\_\_\_\_
2. \_\_\_\_\_ is Mom in the fish shop?  
\_\_\_\_\_
3. \_\_\_\_\_ can't the dog run  
\_\_\_\_\_
4. Sam?  
\_\_\_\_\_
4. did Seth run  
\_\_\_\_\_
- the van?  
\_\_\_\_\_

*Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below.*

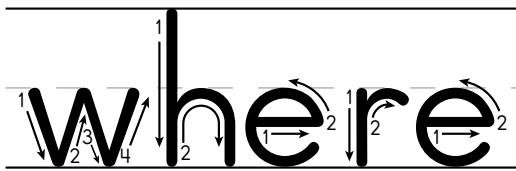
Name: \_\_\_\_\_

Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below.

Tricky Words: Review the Sound-Spelling 8 (*where* and *there*)

where

there



1. \_\_\_\_\_ is the big pond?

2. Is Mom's bag up \_\_\_\_\_?

3. \_\_\_\_\_ on the chest is

Pam can sit.

4. \_\_\_\_\_ is the cup? Up

Name: \_\_\_\_\_

Tricky Words: Review the Sound-Spelling 9 (no and says)

no

says

no

say

1. Dad \_\_\_\_\_ Jim can run to the pond.
2. His black pen has \_\_\_\_\_ ink.
3. “ \_\_\_\_\_ cats can bark,”
4. Ann \_\_\_\_\_ he has \_\_\_\_\_ bags in the van.

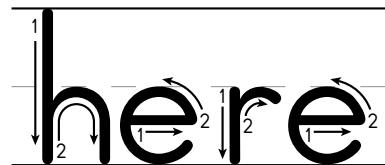
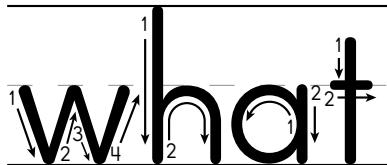
*Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below.*

Name: \_\_\_\_\_

Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below.

Tricky Words: Review the Sound-Spelling 10 (*what* and *here*)

what  
here



1. \_\_\_\_\_ is in the big box?

2. \_\_\_\_\_ is his red trash can.

3. \_\_\_\_\_ is this mess

?

4. \_\_\_\_\_ is

Chad can pack.

Name: \_\_\_\_\_

*Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below.*

Tricky Words: Review the Sound-Spelling 11 (*said* and *so*)

**said**

**so**

**so**

**said**

1. Mom and Dad \_\_\_\_\_ yes.

2. Sam's bug is \_\_\_\_\_ small.

3. Kit \_\_\_\_\_ the plums smell  
fresh?

4. "The mop is \_\_\_\_\_ wet,"  
Seth.

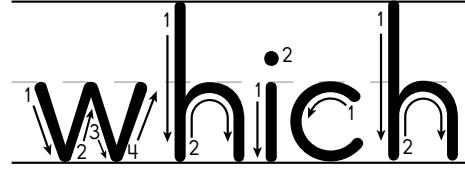
Name: \_\_\_\_\_

Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below.

Tricky Words: Review the Sound-Spelling 12 (are and which)

are

which



1. \_\_\_\_\_ dog will run fast?
2. The stamps \_\_\_\_\_ on the desk.
3. \_\_\_\_\_ kids
4. \_\_\_\_\_ on the bed?
4. \_\_\_\_\_ pants
5. \_\_\_\_\_ Mom's?

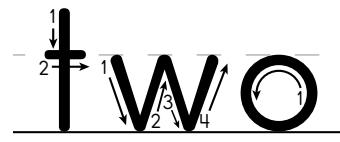
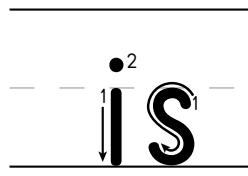
Name: \_\_\_\_\_

*Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below.*

Tricky Words: Review the Sound-Spelling 13 (*is* and *two*)

**is**

**two**



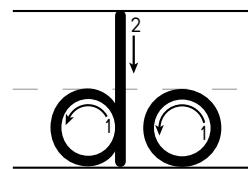
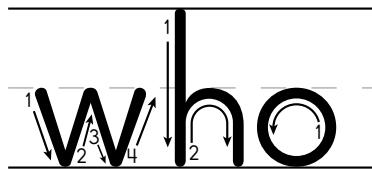
1. Jill \_\_\_\_\_ a fun pal.
2. I wish I had \_\_\_\_\_ pets.
3. The vet \_\_\_\_\_ with  
\_\_\_\_\_ cats.
4. One plus one \_\_\_\_\_  
\_\_\_\_\_.

Name: \_\_\_\_\_

Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below.

Tricky Words: Review the Sound-Spelling 14 (who and do)

who  
do



1. \_\_\_\_\_ ran up the steps?
2. The caps \_\_\_\_\_ not fit.
3. \_\_\_\_\_ will  
the tricks?
4. Can Chad tell Dad \_\_\_\_\_ will  
it?

Name: \_\_\_\_\_

Tricky Words: Review the Sound-Spelling 15 (some and have)

some

have

some

have

1. Can Beth \_\_\_\_\_ a snack with us?  
\_\_\_\_\_
2. Mom will get \_\_\_\_\_ shrimp at the  
fish shop.  
\_\_\_\_\_
3. \_\_\_\_\_ dogs \_\_\_\_\_  
spots.  
\_\_\_\_\_
4. Seth and Kit \_\_\_\_\_  
\_\_\_\_\_  
big hats.

*Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below.*

*Directions: Copy (card stock is recommended to allow for reuse) and cut out Tricky Word cards for use with Sorts, BINGO, Race to the Top, and Memory. For Memory darker colored card stock is recommended to prevent seeing through.*

Tricky Words: Tricky Word Cards 1

a	all	are
do	from	have
here	I	is
no	of	once
one	said	says

*Directions: Copy (card stock is recommended to allow for reuse) and cut out Tricky Word cards for use with Sorts, BINGO, Race to the Top, and Memory. For Memory darker colored card stock is recommended to prevent seeing through.]*

so	some	the
there	to	two
was	were	what
when	where	which
who	why	word

*Directions: Copy (card stock is recommended to allow for reuse) and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game BINGO.*

Tricky Words: BINGO Boards 1

when	are	no
have	who	was
says	do	there

who	all	what
one	which	from
was	of	word

*Directions: Copy (card stock is recommended to allow for reuse) and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game BINGO.*

Tricky Words: BINGO Boards 2

here	some	so
what	there	is
were	are	who

a	which	once
so	I	the
when	were	why

*Directions: Copy (card stock is recommended to allow for reuse) and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game BINGO.*

### Tricky Words: BINGO Boards 3

why	are	is
one	there	two
some	where	from

once	here	what
to	a	says
some	where	have

*Directions: Copy (card stock is recommended to allow for reuse) and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game BINGO.*

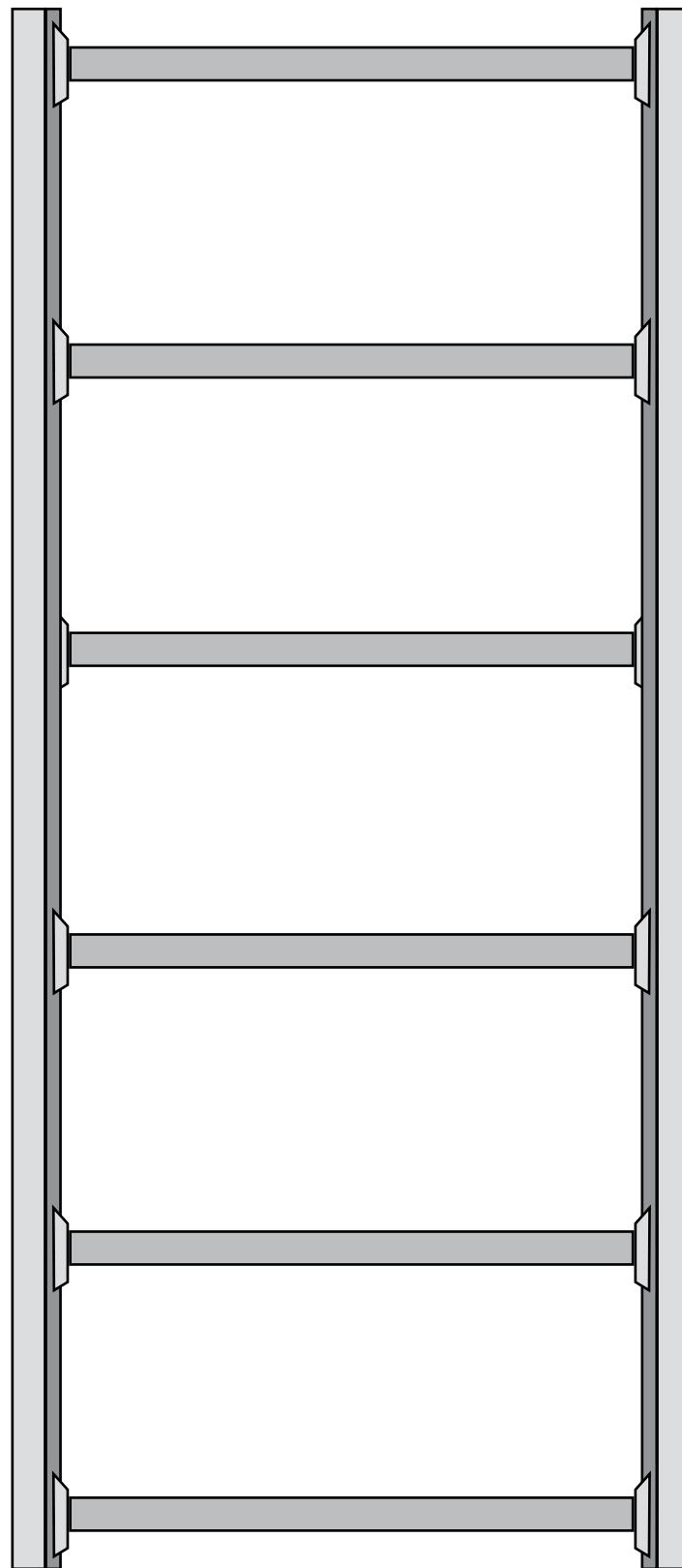
Tricky Words: BINGO Boards 4

said	were	to
where	here	all
no	the	why

said	have	do
when	two	I
of	which	word

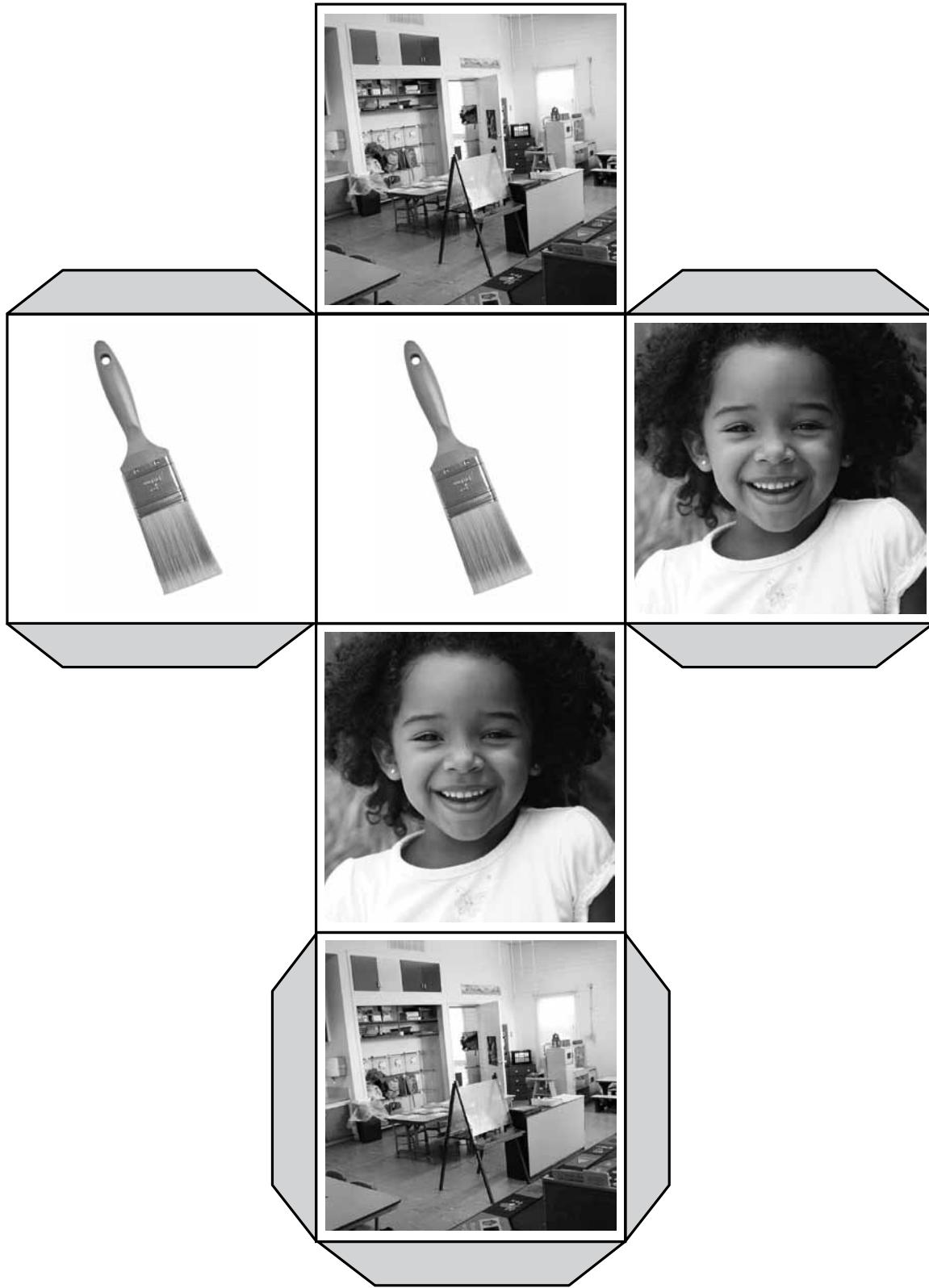
Name: \_\_\_\_\_

Tricky Words: Race to the Top Game Board



*Directions: Copy this page for the game Race to the Top.*

*Directions: Copy, cut, fold, and secure edges to make the die for the Noun Game.*



*Directions: Copy and cut out the images to label noun categories for the Noun Game.*



Name: \_\_\_\_\_

**Directions:** Have students read the sentences in the box and circle the nouns. Then students write the nouns under the appropriate category: person under the picture of the girl, thing under the picture of the brush, and place under the picture of the classroom.

## Grammar: Grammar Practice 1 (Nouns)

1. Seth must get in bed.
  2. Pat can sing songs.
  3. Mom went in the fish shop.



Name: \_\_\_\_\_

**Directions:** Have students read the sentences in the box and circle the nouns. Then students write the nouns under the appropriate category: person under the picture of the girl, thing under the picture of the brush, and place under the picture of the classroom.

## Grammar: Grammar Practice 2 (Nouns)

1. Ted can chop big logs.
  2. Do dogs swim in the pond?
  3. Nat and his mom went to the bus stop.



1. Who got a job in the U.K.?
  2. Chip is not on the desk.
  3. Sal had claims.



Name: \_\_\_\_\_

**Directions:** Have students read the sentences in the box and circle the nouns. Then students write the nouns under the appropriate category: person under the picture of the girl, thing under the picture of the brush, and place under the picture of the classroom.

## Grammar: Grammar Practice 4 (Nouns)

1. Seth hit bumps on his sled.
  2. Kit has big hats.
  3. The flag shop had a lot of flags.



Name: \_\_\_\_\_

**Directions:** Have students read the sentences in the box and circle the nouns. Then students write the nouns under the appropriate category: person under the picture of the girl, thing under the picture of the brush, and place under the picture of the classroom.

## Grammar: Grammar Practice 5 (Nouns)

1. Bug had a bad leg.
  2. Pat got fish and shrimp.
  3. That finch is fun!



Name: \_\_\_\_\_

**Directions:** Have students read the sentences in the box and circle the nouns. Then students write the nouns under the appropriate category: person under the picture of the girl, thing under the picture of the brush, and place under the picture of the classroom.

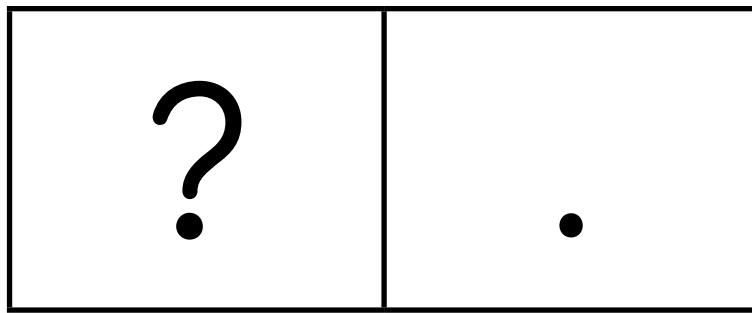
## Grammar: Grammar Practice 6 (Nouns)

1. Beth got back to the U.S. on a jet.
  2. Ted can crush tin cans.
  3. All of us had lunch at the pub.



Name: \_\_\_\_\_

Grammar: Grammar Practice 7 (Punctuation)



*Directions: Have students read the sentences and add a period or question mark at the end of each sentence.*

1. Beth is ten

2. Who went on top of a path at the pond

3. All of us were at the camp

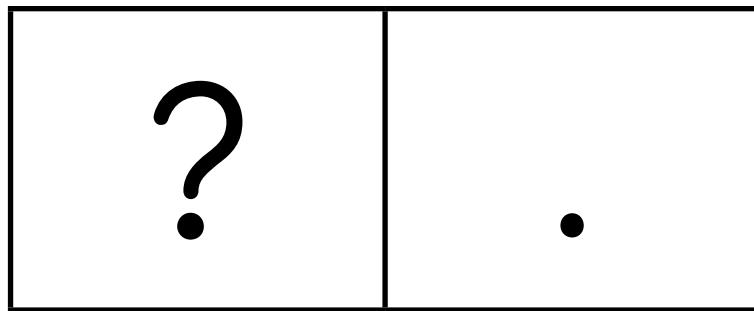
4. Did Beth get a snap shot of a cat

5. What did Dad get a snap shot of

6. The dog had a hot dog

Name: \_\_\_\_\_

Grammar: Grammar Practice 8 (Punctuation)



*Directions: Have students read the sentences and add a period or question mark at the end of each sentence.*

1. This is a snap shot of Nat
2. Where did Beth and Nat meet
3. What did Beth get a snap shot of Nat with
4. Nat and I had lots of fun
5. Who got a job in the U.K.
6. I felt sad



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# **Unit 1**

## Assessment and Remediation Guide

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