Unit 7
Assessment and Remediation Guide

Unit 7
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Skills Strand

KINDERGARTEN

Core Knowledge Language Arts®

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Section III, Fluency and Comprehension 117

(Fluency and a Focus on Purpose and Understanding with Decodable Text)

Instructional Planning

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

- observation of student performance during instruction from the Kindergarten Teacher's Guide lessons;

- student scores on performance assessments throughout the Kindergarten units; and

- progress monitoring assessments from the *Assessment and Remediation Guide*.

Step 1: Use the Cross-Reference charts and Determining Student Need flowcharts provided for each component (i.e., Phonological Awareness, Phonics, Fluency and Comprehension) within the unit. The Cross-Reference chart helps you consider student performance across the lessons and with any Pausing Points utilized. Instructional activities are organized by unit objectives. Therefore, if students struggled significantly with activities from particular rows of the chart, the unit objective to target is indicated in the first column. The Determining Student Need flowchart prompts you to additionally consider student assessment performance.

Step 2: If a need for remediation is indicated, refer to the Kindergarten Skills Scope and Sequence (provided in the Kindergarten *Assessment and Remediation Guide* Introduction) to consider whether remedial instruction may need to begin at an earlier unit.

Step 3: Consider each student's Level of Instructional Need. A description of the three Levels of Instructional Need is provided in the Kindergarten *Assessment and Remediation Guide* Introduction. Establishing a level of instructional need will direct you to a corresponding lesson structure provided at the beginning of each unit.

Step 4: Select exercises and assessments, and prepare associated materials for instruction and progress monitoring.

Step 5: Use ongoing evaluation of student instructional performance and progress monitoring to facilitate decisions about student progress or ongoing remediation needs.

Thoughtful observation of daily performance, integrating assessment with instruction, and providing targeted remediation as quickly as possible will help most struggling Kindergarten students become *successful* Kindergarten students!

Lesson Structures for Levels of Instructional Need

The Kindergarten *Assessment and Remediation Guide* will serve students who

- may enter Kindergarten 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 Kindergarten units; and/or

- may complete some Kindergarten 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 Kindergarten *Assessment and Remediation Guide* may be used for

- guided reinforcement;

- explicit reteaching; and/or

- comprehensive reteaching.

The Lesson Templates within each section provide a detailed model of the sequence of instructional steps to be followed when reteaching the particular skill(s) targeted in that section. The Lesson Templates are followed by a Sample Remedial Lesson illustrating how specific skill work, activities, and progress monitoring can be applied to the template. You will find that the Explicit Reteaching Lesson Structure aligns with the Lesson Templates and Sample Remedial Lessons from each section. The Guided Reinforcement Lesson Structure provides guidance for how to make more abbreviated use of the Lesson Templates and Sample Remedial Lessons, and the Comprehensive Reteaching Lesson Structure illustrates how to make more complete use of the Lesson Templates and Sample Remedial Lessons across sections.

Guided Reinforcement Lesson Structure

The Guided Reinforcement Lesson Structure provides guidance for how to use only the supported practice elements from the Lesson Templates. This structure provides an abbreviated lesson geared for reinforcing developing skills not yet mastered.

Guided Reinforcement	Exercise	Materials	Minutes
Warm-Up	See corresponding section Lesson Templates for Warm-Up activity descriptions for: • **Phonological Awareness: Phonemes (Three to Five)**: Thumbs-Up Review; • **Phonics**: Match Me; and • **Fluency and Comprehension**: Activate Prior Knowledge.	activity dependent	3
Guided Practice (applying skills)	See corresponding sections to choose one or two activities from Worksheets, Games, or Poems/Songs/Nursery Rhymes for instruction related to remedial targets within: • **Phonological Awareness: Phonemes (Three to Five)**; • **Phonics**; and • **Fluency and Comprehension** (Rereading text to apply familiar Thinking with Reading techniques).	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.

Explicit Reteaching Lesson Structure

The Explicit Reteaching Lesson Structure aligns with the Lesson Templates. This structure provides a more complete lesson geared for explicit instruction for selected unit objectives.

Explicit Reteaching	Exercise	Materials	Minutes
Warm-Up	See corresponding section Lesson Templates for Warm-Up activity descriptions for: • **Phonological Awareness: Phonemes (Three to Five)**: Thumbs-Up Review; • **Phonics**: Match Me; and • **Fluency and Comprehension**: Activate Prior Knowledge.	activity dependent	3
Explicit Instruction	See corresponding section Lesson Templates for Learning About… activity descriptions for: • **Phonological Awareness: Phonemes (Three to Five)**: Sound Boxes; • **Phonics**: Review the Sound/Spelling; and • **Fluency and Comprehension**: Set a Purpose and Model Thinking with Reading.	activity dependent	4
Guided Practice (working with skills)	See corresponding section Lesson Templates for Working With… activity descriptions for: • **Phonological Awareness: Phonemes (Three to Five)**: Sound Boxes (continued); • **Phonics**: Chaining; and • **Fluency and Comprehension**: Read with Purpose and Understanding.	activity dependent	10
Guided Practice (applying skills) OR Independent Practice/Progress Monitoring	See corresponding sections to choose one or two activities from Worksheets, Games, or Poems/Songs/Nursery Rhymes for instruction related to remedial targets within: • **Phonological Awareness: Phonemes (Three to Five)**; • **Phonics**; and • **Fluency and Comprehension**: Read with Purpose and Understanding (continued). **Activities with which students have demonstrated independence may engage students when progress monitoring with individuals is needed.**	activity dependent Progress Monitoring resources	8

Comprehensive Reteaching Lesson Structure

The Comprehensive Reteaching Lesson Structure also aligns with the Lesson Templates. This structure provides more instructional time, allowing for integration of activities from multiple sections when multiple unit objectives are targets for remediation.

Comprehensive Reteaching	Exercise	Materials	Minutes
Warm-Up	See corresponding section Lesson Templates for Warm-Up activity descriptions for: • **Phonological Awareness: Phonemes (Three to Five)**: Thumbs-Up Review; • **Phonics**: Match Me; and • **Fluency and Comprehension**: Activate Prior Knowledge.	activity dependent	3
Explicit Instruction	See corresponding section Lesson Templates for Learning About… activity descriptions for: • **Phonological Awareness: Phonemes (Three to Five)**: Sound Boxes; • **Phonics**: Review the Sound/Spelling; and • **Fluency and Comprehension**: Set a Purpose and Model Thinking with Reading.	activity dependent	5
Guided Practice (working with skills)	See corresponding section Lesson Templates for Working With… activity descriptions for: • **Phonological Awareness: Phonemes (Three to Five)**: Sound Boxes (continued); • **Phonics**: Chaining; and • **Fluency and Comprehension**: Read with Purpose and Understanding.	activity dependent	10
Guided Practice (applying skills)	See corresponding sections to choose one or two activities from Worksheets, Games, or Poems/Songs/Nursery Rhymes for instruction related to remedial targets within: • **Phonological Awareness: Phonemes (Three to Five)**; • **Phonics**; and • **Fluency and Comprehension**: Read with Purpose and Understanding (continued).	activity dependent	12
Independent Practice/Progress Monitoring	**Activities with which students have demonstrated independence may engage students when progress monitoring with individuals is needed.**	activity dependent Progress Monitoring resources	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
Warm-Up **Explicit Instruction** **Guided Practice (working with skills)** <u>**Initiate**</u> **Guided Practice (applying skills)**	**Warm-Up** **Explicit Instruction** <u>**Continue**</u> **Guided Practice (applying skills)** **Independent Practice/Progress Monitoring**

A single objective should be the *primary* focus of any given remedial instruction session. If you are using the Comprehensive Reteaching lesson structure and students are in need of explicit instruction related to multiple components (i.e., Phonological Awareness, Phonics, Fluency and Comprehension), then rotate the focus selected for Explicit Instruction and the related Guided Practice (working with skills) throughout a series of sessions. A rotating focus may look like this:

Session 1	Session 2	Session 3	Session 4
Warm-Up: Phonics focus **Explicit Instruction**: Phonics focus **Guided Practice (working with skills)**: Phonics focus **Guided Practice (applying skills)**: Combination from component areas (e.g., a Phonics and a Phonological Awareness activity) **Independent Practice/ Progress Monitoring**: Phonics activity (observing for success independently)	**Warm-Up**: Comprehension focus **Explicit Instruction**: Comprehension focus **Guided Practice (working with skills)**: Comprehension focus **Guided Practice (applying skills)**: Combination from component areas (e.g., a Phonics and a Comprehension activity) **Independent Practice/ Progress Monitoring**: Phonics progress monitoring assessment	**Warm-Up**: Phonological Awareness focus **Explicit Instruction**: Phonological Awareness focus **Guided Practice (working with skills)**: Phonological Awareness focus **Guided Practice (applying skills)**: Combination from component areas (e.g., a Phonics and a Phonological Awareness activity) **Independent Practice/ Progress Monitoring**: Continue Phonics progress monitoring assessment	Repeat Sequence (Perhaps sessions focusing on phonological awareness do not occur as frequently as sessions focusing on phonics and comprehension.)

Guide Organization

Instruction from the Kindergarten *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 students using CKLA materials starting in Kindergarten is provided in the Kindergarten *Assessment and Remediation Guide* Introduction. This description will provide insight and context for how phonics skills are introduced in Kindergarten and taught throughout Grade 1 and Grade 2.

The materials throughout the units are organized into sections by component area (i.e., Phonological Awareness, Phonics, Fluency and Comprehension) and aligned with the objectives from the CKLA Skills strand units. Within the sections you will find the following chart components:

- **Determining Student Need Chart**: A chart is supplied for your reference to determine student need for instruction from any given unit and section of the *Assessment and Remediation Guide*.

- **Lesson Template and Sample**: The Lesson Templates within each section provide a detailed model of the sequence of instructional steps to be followed when reteaching the particular skill(s) targeted in that section. The Lesson Templates are followed by a Sample Remedial Lesson illustrating how specific skill work, activities, and progress monitoring can be applied to the template. These Lesson Templates and Sample Lessons align with the Explicit Reteaching Lesson Structure described under Instructional Planning at the beginning of each unit. Guidance for how to adapt the Lesson Templates and Sample Lessons from each section for the Guided Reinforcement or Comprehensive Reteaching Lesson Structure is also found under Instructional Planning at the beginning of each unit.

- **Lesson Reference Charts**: When applicable, reference charts are provided to help you adjust the difficulty of your lessons, ensuring students are appropriately scaffolded or challenged.

- **Dimensions of Difficulty**: This chart is provided for your use to accelerate or reduce the task difficulty for students.

- **Cross-Reference Charts**: The objectives for each section are cross-referenced to the lessons and Pausing Points from the CKLA Skills strand units. The alignment of objectives and activities can be seen at a glance, facilitating coordinated and targeted use of both the Skills strand units and the *Assessment and Remediation Guide*.

- **Word Lists**: 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.

- **Worksheets**: Worksheets may be utilized to facilitate modeling during Explicit Instruction, supervised practice, and application of skills during Guided Practice, or reinforcement during Independent Practice.

- **Games/Activities**: Games and activities are provided, inviting students to apply and strengthen the target skills.

- **Sentences and Stories for Oral Reading**: Decodable Text 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.

- **Poems/Songs/Nursery Rhymes**: Poems, songs, and nursery rhymes foster students' love of language. When applicable, related activities are included to provide engaging opportunities for students to play with sounds and words.

- **Progress Monitoring**: Resources for progress monitoring are included at the end of each section. These tools are intended to facilitate data collection in order to inform instruction, and build a record of students' progress.

Writing: Lowercase Letter Formation

A section for reteaching and reinforcement of Writing: Lowercase Letter Formation is not provided in Unit 7 of the *Assessment and Remediation Guide*. The related handwriting work in Unit 7 is merely extended practice for the skills taught in previous units. Therefore, if reteaching and reinforcement are needed for particular letter formations, see Writing: Lowercase Letter Formation sections in the *Assessment and Remediation Guide* for Units 3–5.

Letter Formation Skills Cross-Reference Chart
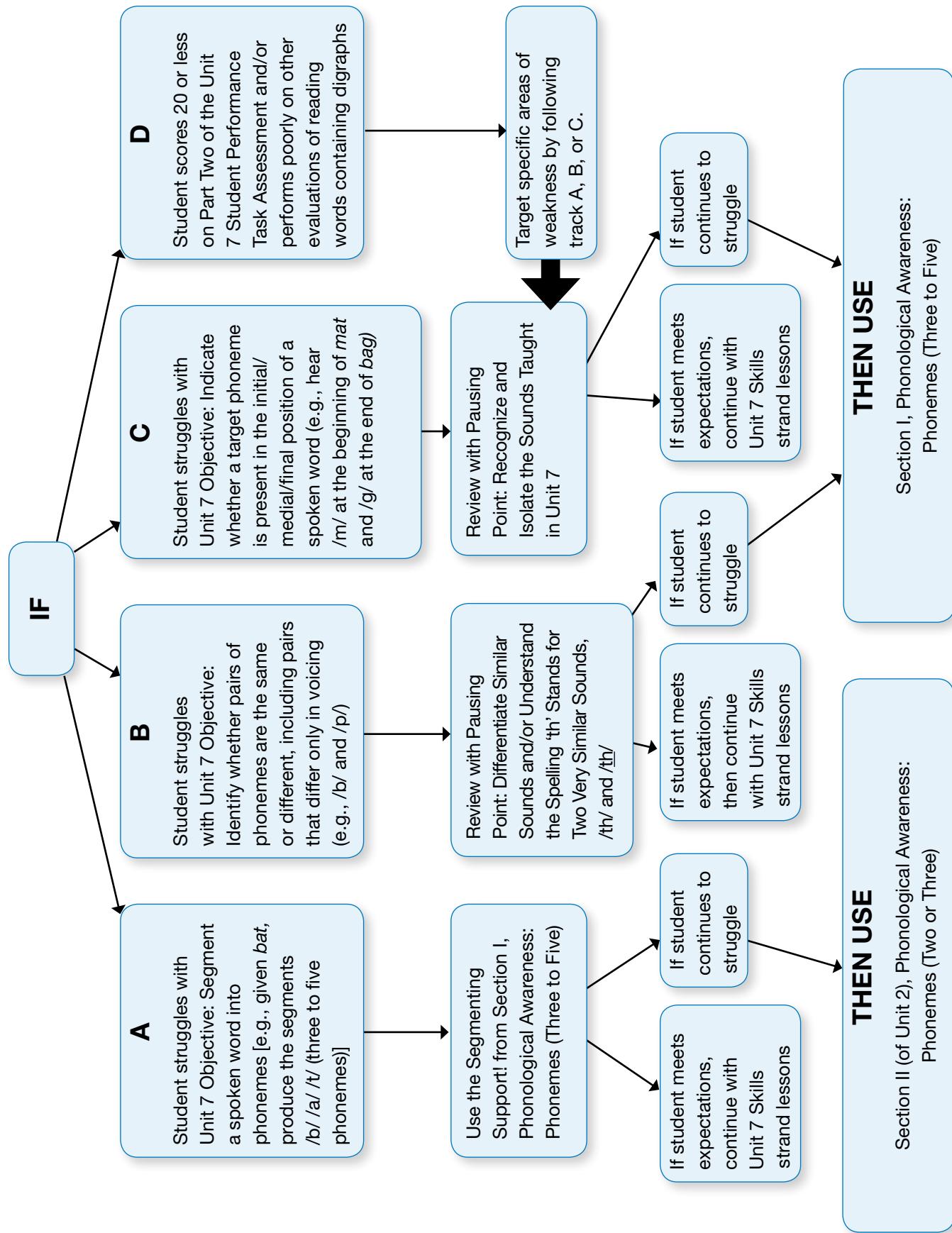
Writing Skill / CKLA Goal	Unit 7 Lessons																	Unit 7 Pausing Point
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Hold a writing utensil with a tripod (or pincer) grip and make marks on paper *(Trace, copy, and write from memory the letters of the alphabet accurately in lowercase form)*	Meet the Spelling ('ch'); Small Group Work	Meet the Spelling ('sh')	Chain and Copy	Meet the Spelling ('th')	Meet the Spelling ('th')	Chain and Copy; Small Group Work	Meet the Spelling ('qu')	Meet the Spelling ('ng'); Small Group Work	How Many Sounds?	Dictation Identification	Dictation Identification	Word Box	Word Box	Label the Picture	Circle Spelling	Label the Picture	Label the Picture	Handwriting Worksheets

All activities promote CKLA Goal: Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds.

Section I
Phonological Awareness: Phonemes (Three to Five)

Determining Student Need for Section I, Phonological Awareness: Phonemes (Three to Five)

IF

A

Student struggles with Unit 7 Objective: Segment a spoken word into phonemes [e.g., given *bat*, produce the segments /b/ /a/ /t/ (three to five phonemes)]

→ Use the Segmenting Support! from Section I, Phonological Awareness: Phonemes (Three to Five)

→ If student continues to struggle

→ If student meets expectations, continue with Unit 7 Skills strand lessons

B

Student struggles with Unit 7 Objective: Identify whether pairs of phonemes are the same or different, including pairs that differ only in voicing (e.g., /b/ and /p/)

→ Review with Pausing Point: Differentiate Similar Sounds and/or Understand the Spelling 'th' Stands for Two Very Similar Sounds, /th/ and /th/

→ If student continues to struggle

→ If student meets expectations, then continue with Unit 7 Skills strand lessons

C

Student struggles with Unit 7 Objective: Indicate whether a target phoneme is present in the initial/medial/final position of a spoken word (e.g., hear /m/ at the beginning of *mat* and /g/ at the end of *bag*)

→ Review with Pausing Point: Recognize and Isolate the Sounds Taught in Unit 7

→ If student continues to struggle

→ If student meets expectations, continue with Unit 7 Skills strand lessons

D

Student scores 20 or less on Part Two of the Unit 7 Student Performance Task Assessment and/or performs poorly on other evaluations of reading words containing digraphs

→ Target specific areas of weakness by following track A, B, or C.

THEN USE

Section I, Phonological Awareness: Phonemes (Three to Five)

THEN USE

Section II (of Unit 2), Phonological Awareness: Phonemes (Two or Three)

Segmenting Support!

Segmenting phonemes is not a new skill for students; however, focusing on segmenting more than three phonemes is new. Students began working consistently with three- to five-phoneme words in Unit 6. The instructional activities provided in this section allow for a focus on the segmenting skills students will need to read and spell the larger words they are encountering.

These quick activities may be done in isolation with students who need additional practice, or may be incorporated into the Phonological Awareness Lesson Template for this section. A segmenting activity may be used instead of, or in addition to, the Thumbs-Up Review for the Warm-Up if students have demonstrated mastery of single-letter sound articulations that have been taught. If more comprehensive instruction with segmenting is required, apply the Word Lists provided in this section to the activities in Section I of the *Assessment and Remediation Guide* for Unit 3.
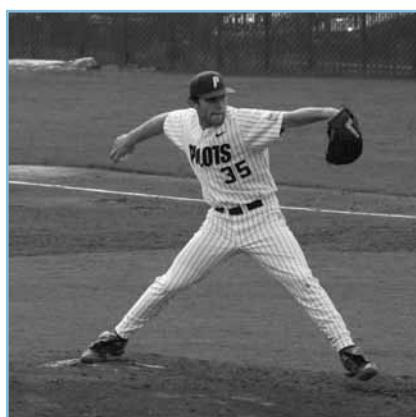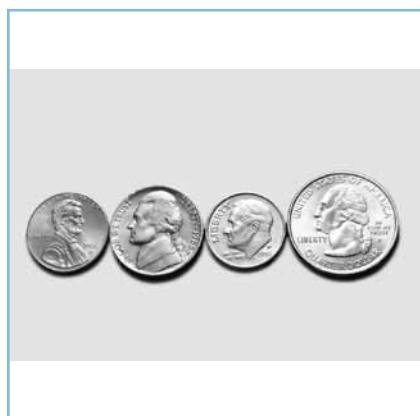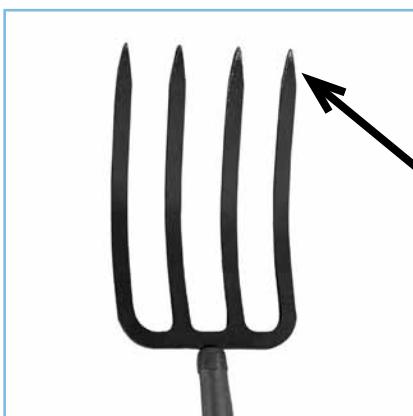
Silly Monster

Use Silly Monster Worksheet 1–3 to give students practice segmenting phonemes. Students may have met Silly Monster and learned how he talks by breaking the sounds in words apart for syllable activities in the *Assessment and Remediation Guide* for Unit 2*.*

- Provide students with a copy of the selected Silly Monster worksheet.

- 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 with students.

- Point to a picture and ask students to identify it by talking like Silly Monster.

- If students are unable to answer, say the name of the item by stretching out the word (e.g., /ssssshhhhh-uuuuu-t-t-t-t-t/).

- Continue until all the pictures are identified using Silly Monster talk.

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

Silly Monster 1

Silly Monster 2

Name: _____

Push & Say

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.

- Provide the Sound Boxes page and a handful of small objects (e.g., cubes, tiles, beans, buttons, etc.) for each student.

- 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.

- If students are unfamiliar with Push & Say, be sure to model with initial words.

Note: Demonstrate the objects being pushed from left to right from the students' perspective, which will be right to left from your perspective if you are sitting across from students.

- Tell students they will not need all the boxes for every word, but they should always start with the first box on the left.

- Say the first word for the students to segment (e.g., *sand*).

- Students segment the 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/).

- Continue with the next word.

- Use Sound Boxes along with your own word list (see Phonemes—Word Lists for suggestions) or Silly Monster pages.

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.

Name: _____

Directions: Say a three-, four- or five-phoneme word. Students echo the word and segment the sounds as they push an object into the box for each phoneme. Then, running their finger across the bottom (from left to right), students blend the sounds back together to say the word.

Oh Nuts!
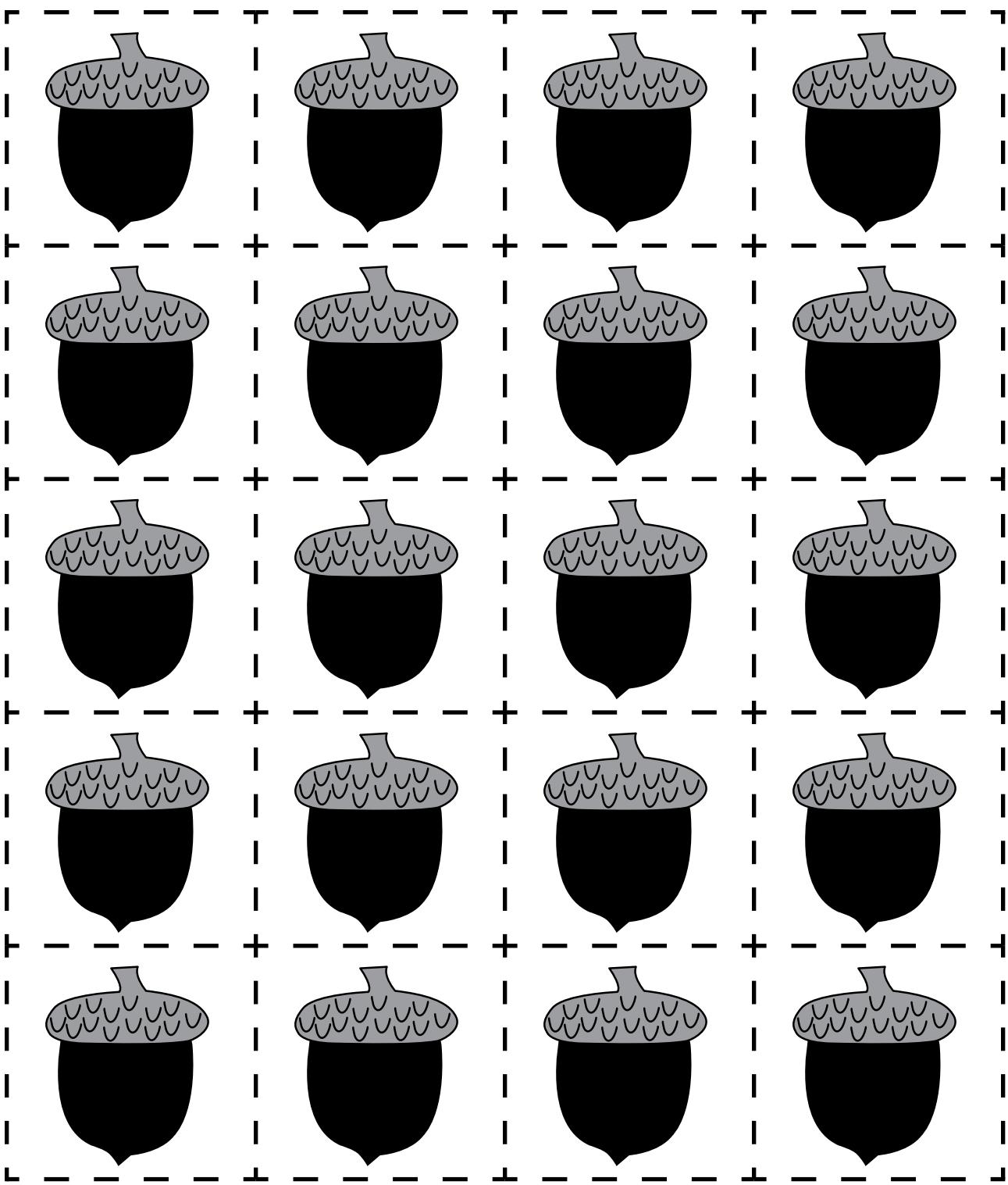
Preparation: Use the squirrel image and acorn cut-outs provided. You will need one squirrel and enough acorn cut-outs for each student to have at least six. If available in your area, actual acorns could be collected and used. Consider copying the squirrel and acorns on brown card stock. Select a combination of three-, four-, and five-phoneme words from the Word Lists.

- 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.

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

Flip Your Lid!

Preparation: Collect a number of bottle caps from discarded water or soda bottles. They do not have to be 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. Select a combination of three-, four-, and five-phoneme words from the Word Lists.

- 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. Then, redistribute the bottle caps for the next word.

Construction Time

Preparation: Gather a collection of any variety of blocks (e.g., unit blocks or locking cubes). Select a combination of three-, four-, and five-phoneme words from the Word Lists.

- 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.

Lesson Template

Phonological Awareness: Phonemes (Three to Five)

Focus: Phonemes (Three to Five)	Teaching	Materials
Warm-Up **Note**: This Warm-Up is an extension of the Mirror, Mirror activity from Unit 3 and 4 Lessons.	<u>Objective</u>: Prompt student attention to the articulation of target phonemes. <u>Exercise</u>: Play Thumbs-Up Review. Using the Articulation Chart, ask students *yes* or *no* questions about the target phonemes (/ch/, /sh/, /th/, /<u>th</u>/, /qu/, and /ng/). You may choose to do a select review of specific phonemes with which students demonstrated difficulty or a mixed review of all the taught phonemes. Comparing sounds with similar articulation features may be particularly helpful: • /ch/ with /j/, /tr/, and/or /sh/ • /th/ and /<u>th</u>/ • /qu/ with /k/ and/or /w/ • /ng/ with /n/, /k/, and/or /g/ You may want to model and discuss articulation information prior to playing the game, especially for the first time when students may encounter questions about new information, such as voicing. • Provide each student with a mirror. • Tell students you will ask them questions about what they do to make the sounds they have learned. • Before answering, encourage students to make the sound looking in the mirror and feeling their throat for voicing. • Remind students not to shout out the answer. Instead, if the answer is "yes," show it with a thumbs-up. If the answer is "no," show it with a thumbs-down. • A fun way to let students check their own answer is for you to hide the correct thumbs-up or thumbs-down behind a piece of paper and reveal it once everyone has decided on their answer. • If anyone provided an incorrect answer, model the correct articulation, and have students repeat after you. For example, if a student gave a thumbs-up for the question, "Is your voice on for /ch/?" then model producing the /ch/ sound while touching your throat to feel for vibration and have students repeat. • Continue with another question. Keeping notes on the Articulation Chart regarding information mastered, progressing, or unfamiliar will help you formulate future questions targeted to student need.	Articulation Chart mirrors

Focus: Phonemes (Three to Five)	Teaching	Materials
Explicit Instruction	<u>Objective</u>: State the purpose for listening and model the desired performance. <u>Learning about Target Phonemes</u>: You may choose to complete a select review of specific phonemes with which students demonstrated difficulty or a mixed review of all the taught phonemes. Tell students you will say a sound and a word (see Word Lists for suggestions) and the purpose for listening is to notice where the sound is located in the word. "Where is /_/ in the word _____?" Tell students they will indicate where the sound is by putting a cube in the correct box on their Sound Boxes worksheet. Say samples and model touching the boxes as you segment the sounds. Then place the cube in the initial or final position square, depending on the location of the target sound in the word. (Be sure to demonstrate so students view the correct directionality as you model. If you are facing students, this will be backwards for you.) Complete most of the sample items correctly, but also segment one or two incorrectly to address potential common mistakes.	Word Lists cubes Sound Boxes worksheet
Guided Practice	<u>Objective</u>: Provide an engaging opportunity to develop target phoneme skills with decreasing support as students' skills strengthen. <u>Working with Target Phonemes</u>: Say the selected target phonemes and words for students. Students use the cubes and Sound Boxes worksheet, as previously modeled, to indicate where the target sound is located in the word. <u>Application of Skills</u>: Select Games and Poems/Songs/Nursery Rhymes activities, allowing students to apply phoneme skills. <u>Progress Monitoring option</u>: Incorporate progress monitoring checks here, as needed.	Word Lists cubes Sound Boxes worksheet for each student activity dependent: Game resources and/or Poem/Song/ Nursery Rhyme resources Progress Monitoring resources
Independent Practice	<u>Objective</u>: Allow students to practice target phoneme skills with high levels of independence while striving for mastery. <u>Practicing and Extending Skills with Target Phonemes</u>: Revisit previously taught activities, allowing students to practice target phoneme skills with classmates. Games utilizing the picture cards are best suited for independent practice.	continued from Guided Practice

Sample Remedial Lesson

Phonological Awareness: Phonemes (/th/ and /<u>th</u>/)

Focus: Phonemes (/th/ and /<u>th</u>/)	Teaching	Materials

Warm-Up
 	
Note: This Warm-Up is an extension of the Mirror, Mirror activities from Unit 3 and 4 Lessons.
	<u>Objective</u>: Prompt student attention to the articulation of target phonemes.
	
	<u>Exercise</u>: Play Thumbs-Up Review. Using the Articulation Chart, ask students *yes* or *no* questions about the target phonemes (/ch/, /sh/, /th/, /<u>th</u>/, /qu/, and /ng/). Review checking for voicing by putting your hand on your throat.
	
	• Provide each student with a mirror.
	• Tell students you will ask them questions about what they do to make the sounds for the digraphs (or letter teams) they are learning.
	• Before answering, encourage students to make the sound looking in the mirror and feeling their throat for voicing.
	• Remind students not to shout out the answer. Instead, if the answer is "yes," show it with a thumbs-up. If the answer is "no," show it with a thumbs-down.
	• A fun way to let students check their own answer is for you to hide the correct thumbs-up or thumbs–down behind a piece of paper and reveal it once everyone has decided on their answer.
	• If anyone provided an incorrect answer, model the correct articulation and have students repeat after you.
	• Questions:
	  • Is your voice on for /sh/?
	  • Where is your tongue for /th/?
	  • Is the mouth wide for /ch/?
	  • Can you stretch the sound /qu/?
	  • Does your tongue touch the top of your mouth for /<u>th</u>/?
	  • Does your tongue touch the top of your mouth for /ng/?
	  • Is your voice on for /<u>th</u>/?
	  • Can you stretch the sound for /th/?
	
	Reminder: Keep notes on the Articulation Chart regarding information mastered, progressing, or unfamiliar.
		Articulation Chart
		
		mirrors

| Focus: Phonemes (/th/ and /th/)	Teaching	Materials

Explicit Instruction	<u>Objective</u>: State the purpose for listening and model the desired performance.
	
	<u>Learning about Target Phonemes</u>:
	
	Target Phonemes: /th/ and /<u>th</u>/
	
	      • /th/: *thin, both, three, with, think, breath, cloth, throne*
	
	      • /<u>th</u>/: *that, them, these, this, those, smooth*
	
	• Tell students you will say a sound and a word. The purpose for listening is to notice the location of the sound in the word. "Where is /_/ in the word _____?"
	
	• Tell students they will indicate where the sound is by putting a cube in the correct box on their Sound Boxes worksheet.
	
	• First model with: "Where is the /th/ in the word thin?" Think aloud allowing students to hear you segment the sounds (/th/ /i/ /n/) and touch the boxes from the students' left to right for each sound. Then place a cube in the initial position box for the /th/ sound.
	
	• Next use: "Where is the /<u>th</u>/ in the word that?" Put a cube in the medial position and see if students notice that you need a cube in the initial position!
	
	• If students do not catch your error, point out the word *that* has /<u>th</u>/ in the initial position and make the correction.
	
	• Continue with additional samples until you feel students are ready for practice.
		Word Lists
		
		cubes
		
		Sound Boxes worksheet
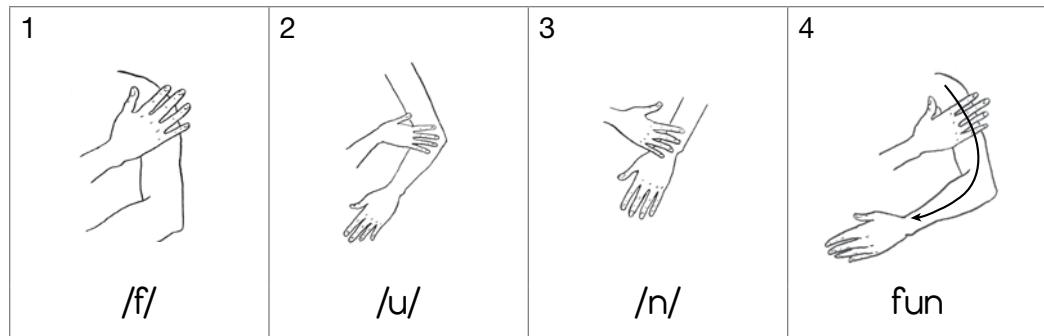
Focus: Phonemes (/th/ and /th/)	Teaching	Materials
Guided Practice	<u>Objective</u>: Provide an engaging opportunity to develop target phoneme skills with decreasing support as students' skills strengthen. <u>Working with Target Phonemes</u>: Say the selected target phonemes and words for students. Target Phonemes: /th/ and /<u>th</u>/ • /th/: *thin*, *both*, *three*, *with*, *think*, *breath*, *cloth*, *throne* • /<u>th</u>/: *that*, *them*, *these*, *this*, *those*, *smooth* Students use the cubes and Sound Boxes worksheet, as previously modeled by you, indicating the location of the target sound in the word. <u>Application of Skills</u>: • Provide each student with a set of picture cards for /th/ and /<u>th</u>/. Have students mix up and lay out all the cards. • Complete a Closed Sort. (Refer to directions under Phoneme—Games: Picture Cards.) Tell students the pictures can be grouped into the /th/ or the /<u>th</u>/ category. Remind students the digraph (or letter team) sound may be at the end of the word. • Once the pictures are sorted, check the categories. Ask students to tell you the target sound for each group and name the pictures in each category to recheck their sort. • As students finish they may use their picture cards to play Memory with a partner. <u>Progress Monitoring option</u>: Students are still challenged by the phonemes /ch/ (confusion with /j/ and /tr/) and /ng/ (confusion with /n/). They are not ready for a comprehensive check of isolating Unit 7 target phonemes yet.	Word Lists cubes Sound Boxes worksheet for each student activity dependent: Picture Cards for /th/ and /<u>th</u>/ for each student
Independent Practice	<u>Objective</u>: Allow students to practice target phoneme skills with high levels of independence, while striving for mastery. <u>Practicing and Extending Skills with Target Phonemes</u>: With a partner, students can sort picture cards for /th/ and /<u>th</u>/, check each other's sorts, and then play Memory with the picture cards.	continued from Guided Practice

Blending Motions for Three to Five Phonemes

Three-Phoneme Words (Arm Motion)

For lessons that target blending three-phoneme words, utilize the *gross motor* hand motions first learned in Skills strand Unit 2 Lesson 3. This motion prompts students to:

1. Hold your right arm in front of your body.

2. Touch your left shoulder as you say the first of three phonemes (e.g., /f/).

3. Touch your left elbow as you say the second of three phonemes (e.g., /u/).

4. Touch your left wrist as you say the third of three phonemes (e.g., /n/).

5. 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*).

| 1	2	3	4
/f/	/u/	/n/	fun
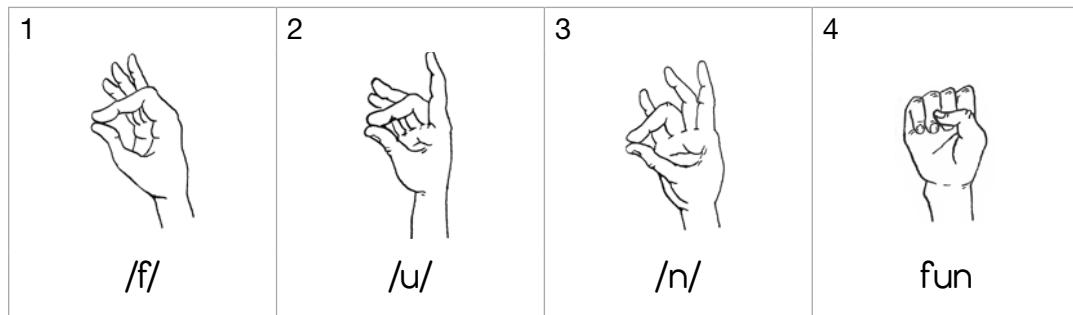
- Recall there are two other variations for blending three-phoneme words suggested in the Unit 2 Pausing Point: Blending Two or Three Sounds to Form a Word:

  - Touch It!
  - Clapping and Slapping Sounds

Three- to Five-Phoneme Words (Finger Motion)

Finger tapping is an option for students ready for *fine motor* movement. It is first described in Skills strand Unit 2 Appendix A, and can be used when blending two- to four-phoneme words. This motion prompts students to do the following:

1. Tap your pointing finger against your thumb as you say the first phoneme (e.g., */f/*).

2. Tap your middle finger against your thumb as you say the second phoneme (e.g., */u/*).

3. Tap your ring finger against your thumb as you say the third phoneme (e.g., */n/*).

4. Tapping your pinkie finger against your thumb can be used if the word has a fourth phoneme.

5. 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.

1	2	3	4
/f/	/u/	/n/	fun

Dimensions of Difficulty

Lessons can be crafted to be more or less difficult by varying the target position for listening for phonemes in a word and the type of phoneme contrasts examined. The chart below illustrates how lessons can be designed to be more or less challenging across both dimensions.

Least Difficult	Contrast phonemes with distinct articulation features (e.g., /t/ and /sh/)	Contrast phonemes with similar articulation features (e.g., /th/ and /th/)
Skill		
Isolate a sound in the initial position		
Isolate a sound in the final position		
Isolate a sound in the medial position		*Most Difficult*

Articulation Chart

Refer to this chart for Warm-Up activities and any other time when reviewing articulation may help clarify letter-sound 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 the phoneme.

New Phonemes

Phoneme	Articulation Features (Notice in the Mirror)	Is Your Voice On or Off?	Can You Stretch the Sound?
/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 /<u>th</u>/.)	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
/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
/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

Previously Taught Phonemes

Phoneme	Articulation Features (Notice in the Mirror)	Is Your Voice On or Off?	Can You Stretch the Sound?*
/m/	Lips are together (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
/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
/o/	Mouth is open wide and jaw is lower than for /a/	On	Yes
/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
/i/	Mouth is open wide and jaw is higher than for /a/	On	Yes
/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
/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
/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
/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
/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
/p/	Lips are pressed together and the air "pops" out (Note this is the same as /b/.)	Off	No
/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
/b/	Lips are pressed together and the air "pops" out (Note this is the same as /p/.)	On	No
/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
/u/	Mouth is open wide and jaw is in a low position (The jaw is higher for all the other short vowels.)	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
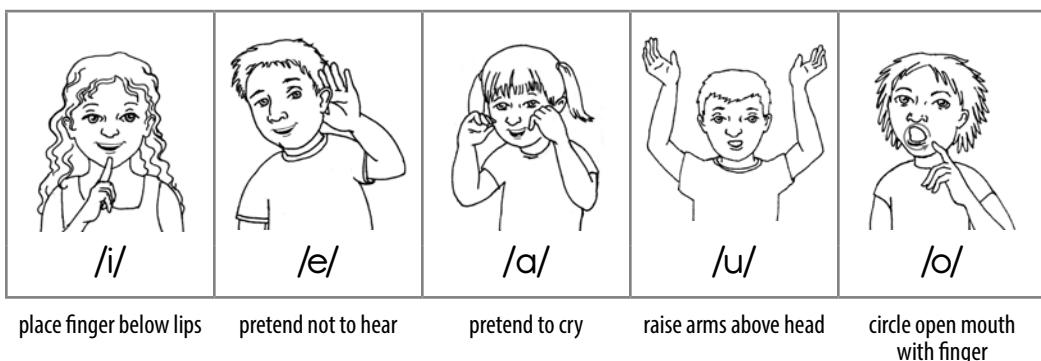
Phoneme	Articulation Features (Notice in the Mirror)	Is Your Voice On or Off?	Can You Stretch the Sound?*
/j/	The rim of the tongue taps against the roof of the mouth, lips are open a little, the corners of the lips are pulled up (as if doing a teeny smile), and the air is released with friction (Note 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

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 /d/, /g/, 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 representing the shapes of the letters.

/i/	/e/	/a/	/u/	/o/
place finger below lips	pretend not to hear	pretend to cry	raise arms above head	circle open mouth with finger

Phoneme Skills Cross-Reference Chart

Rhyme and Phoneme Skill/ CKLA Goal	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	Unit 7 Pausing Point
Segment a spoken word into phonemes (e.g., Given *bat*, produce the segments /b/ /a/ /t/)			Segmenting									Segmenting						
Identify whether pairs of phonemes are the same or different, including pairs that differ only in voicing (e.g., /b/ and /p/)*	Minimal Pairs (/ch/ and /j/)				Sister Sounds (/th/ and /<u>th</u>/)			Minimal Pairs (/n/ and /ng/)										Minimal Pairs; Sister Sounds; T-Charts; Word Sort with Pocket Chart; Sound Collections
Indicate whether a target phoneme is present in the initial/medial/final position of a spoken word (e.g., Hear /m/ at the beginning of *mat* and /g/ at the end of *bag*)*	Hearing Initial Sounds (/ch/)	I'm Thinking of Something (/sh/)		Hearing Initial Sounds (/th/)			Sound Riddles (/qu/)	Hearing Final Sounds (/ng/)										Sound Riddles; Hearing Initial Sounds; Hearing Final Sounds; I'm Thinking of Something; Sound Off; Tongue Twister; Digraph Closeline; Simon Says Sounds; Guess the Sound!; Sound Search

*Overlaps with CKLA Goal: Listen to one-syllable words and tell the beginning or ending sounds (e.g., given *dog*, identify initial /d/ or final /g/).

Phonemes—Word Lists

	Three-phoneme		Four-phoneme		Five-phoneme
/ch/	chain	chin	champ	lunch	branch
	charge	chip	chance	bleach	crunch
	charm	chirp	change	speech	
	chat	chop	chant	bench	
	check	church	child	wrench	
	cheek	beach	chunk	pinch	
	cheese	peach	bunch		
	chick	teach			
	chief	inch			
/sh/	shack	shock	shelf	fresh	shrink
	shade	shop	shift	smash	
	shake	shore	shred	swish	
	shape	short	shrub	trash	
	shark	shut	shrug	flush	
	shave	cash	blush		
	shed	mash	brush		
	sheep	rash	crash		
	sheet	mesh	crush		
	shell	dish	flash		
	shin	wish			
	shine	fish			
	ship	hush			
	shirt	rush			
/th/	theme	bath	thank	thrill	thanks
	thick	math	theft	thrive	
	thief	path	think	throat	
	thin	teeth	thirst	throb	
	thing	both	thread	throne	
	third	moth	breath	thump	
	thorn	myth	breathe		
	thought	with	broth		
	three		cloth		
	throw		sloth		
	thud				
	thumb				
/th/	than	these	smooth		
	that	this	that's		
	them	those			
	then				

	Three-phoneme		Four-phoneme		Five-phoneme
/qu/			queen quick quack quill quail quake	quart quite quirk quit quiz quote	quaint quilt quest quiet
/ng/	bang fang hang hung king long lung rang	ring rung sang sing song thing wing wrong	bring clang cling clung fling flung	prong sting stung swung swing	spring sprung strong strung
Mixed consonant clusters for review	brew cry drew free grow pry tree scar sky snow	spy stir sway blue clay fly glow play slow	bread crab crib drop drum frog grill prize track scab scarf skin skull smudge snap sport stem swap black cliff club	flag floss glove place plug sled slot mask desk dust soft melt milk ramp jump land send wind bank pink junk	brims craft crust drink frost grins prince traps trunk scalp skips skunk smells smokes snacks spots steps storms swept swift blocks clams flips flocks plant plump sleeps slips

Note: For select words, adding /s/ or /z/ to the end will increase the length of the word by one phoneme.

Sound Boxes: Identify the Position

Use Sound Boxes to have students indicate the position (initial, medial, or final) of target sounds in three-, four-, and five-phoneme words.

- Provide a worksheet for each student.

- Say a target sound and word using the sentence frame: "Where is /_/ in the word _____?" *(*e.g, "Where is /th/ in the word *this*?")

- Students repeat the word and segment the sounds, touching the boxes from left to right for each phoneme.

- Then students place a cube (or other object: beans, buttons, etc.) in the box matching the position of the target sound.

Note: Although /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.

Name: _____

Sound Boxes: Phonological Awareness (Identify the Position)

Directions: Say a target sound using a three-, four- or five-phoneme word and the sentence frame: Where is /___/ in the word _____? Students repeat the word and segment the sounds, touching the boxes from left to right for each phoneme. Then students place an object (cube, bean, etc.) in the box matching the position of the target sound.

Phonemes—Games

Note to Teacher

The following games should be restricted to the target sounds:
/ch/, /sh/, /th/, /th̲/, /qu/, and /ng/.

Give Me a Word

Gather a collection of any variety of blocks (e.g., unit blocks or locking cubes).

- Tell students you will provide a sound and you want them to say a word containing the sound. For example: "Give me a word with /qu/."

- As students provide words containing the target phoneme, give them a block. With each block students get a turn to place it, building a collective structure as the game continues.

Give Me the Sound

This is a variation of Give Me a Word (above).

Gather a collection of any variety of blocks (e.g., unit blocks or locking cubes).

- Tell students you will provide a word and want them to say the digraph at the beginning or end of the word. For example: "What is the digraph (or letter team) in the word *shrug*?" (If students struggle to identify the digraph, repeat the word with the digraph drawn out: *shhhhhhhhhrug*.)

- As students provide correct digraphs, give them a block. With each block, students get a turn to place it, building a collective structure as the game continues.

Picture Cards
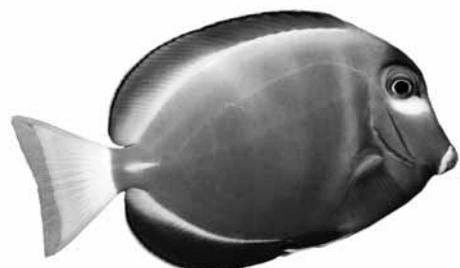
Picture Cards are provided for use with the games.

/ch/	/sh/	/th/	/th̲/	/qu/	/ng/
chain	sheep	thorn	them	queen	fang
peach	fish	bath	these	quill	ring
child	shelf	thread	this	quart	sting
bench	brush	throat	smooth	quiz	swing

- The games should target the new sounds: /ch/, /sh/, /th/, /th̲/, /qu/, and /ng/. Picture cards may be reused from previous units for contrasts with single letter consonant spellings (e.g., /s/ and /sh/).

- Contrast combinations should be targeted according to student readiness (see Dimensions of Difficulty).

- We recommend copying and cutting the images from card stock to allow for reuse. For Memory, the images will need to be copied onto darker colored paper, otherwise students can see the images through the paper when they are turned over.
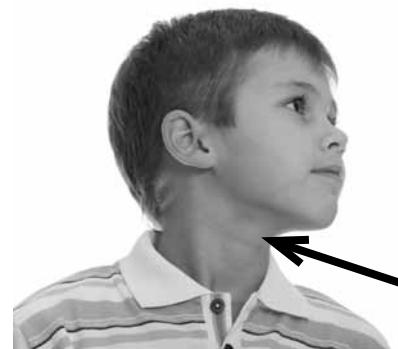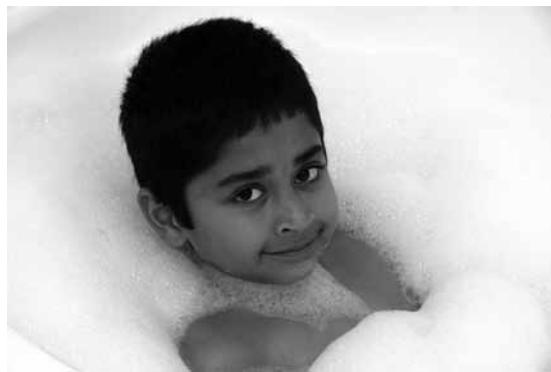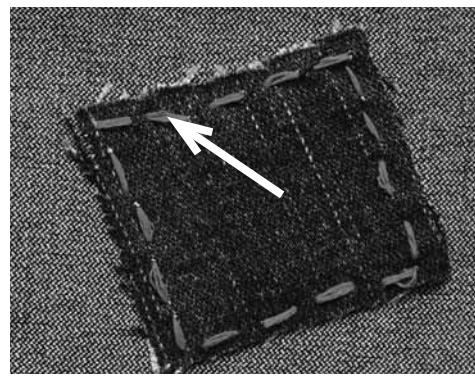
Directions: Copy (darker colored card stock is recommended) and cut out these Picture Cards for use with the Unit 7 Section I activities: Isolating Sounds, Sorts, and Memory. (See directions for each under Phonemes—Games.)

Directions: Copy (darker colored card stock is recommended) and cut out these Picture Cards for use with the Unit 7 Section I activities: Isolating Sounds, Sorts, and Memory. (See directions for each under Phonemes—Games.)

Isolating Sounds (Receptive)

- Lay out the picture cards for two to four target sounds.
- Review the names of all pictures.
- Ask students to find a picture of something containing the /_/ sound.

Isolating Sounds (Expressive)

- Lay out the picture cards for two to four target sounds.
- Review the names of all pictures.
- Ask students to tell you the beginning/middle/end sound for the selected picture. (Scaffold this activity by naming the picture. If additional support is needed, segment the sounds for students.)

Closed Sorts

- Provide picture cards for two to four target sounds.
- Review the names of all pictures.
- Tell students which target sounds they need to listen for to help them sort the pictures.
- Complete the sorting with the appropriate level of support.
- Once the pictures are sorted, have students identify the sound for each category and name the pictures in each group to recheck their sort.
- A variation is the Speed Sort, in which you time students so they can race themselves to get their best time.

Open Sorts

- Provide picture cards for two to four target sounds.
- Review the names of all pictures.
- Ask students to decide how to sort the pictures into groups according to digraph sounds.
- Once the pictures are sorted, have students identify the sound for each category and name the pictures in each group to recheck their sort.

Memory

- Provide picture cards for two to four target sounds.
- Review the names of all pictures.
- 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 target sounds, such as two words that begin with /ch/.
- As students become comfortable with the game, they may be able to play independently.

Recognize Digraphs

Recite or sign familiar poems, songs, or nursery rhymes, substituting a digraph for the beginning sound on key words. For example: "Humpty <u>Ch</u>umpty sat on a wall." Ask students to listen for your mixed-up beginning sounds and identify the digraph you used when they notice a mistake.

Phonemes—Progress Monitoring

As in previous units of the *Assessment and Remediation Guide*, progress monitoring continues to be a form of assessment integrated into instruction. The resources create a systematic record of student mastery of skills, facilitating documentation and evaluation of student Response to Intervention (RtI). To make effective use of the progress monitoring resources provided, we recommend the following:

- **Incorporate progress monitoring within the Guided Practice section of the lesson plans.** The resources are designed to parallel instructional tasks, allowing for brief, seamless integration. The intention is not to burden instructional time with additional assessments.

- **Assess only when students appear to be ready for a comprehensive check of the target skills.** 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.

- **Utilize results 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.

Isolating Digraphs in the Initial and Final Position

Directions

Preparation: Copy the Isolating Digraphs cubes page for each student.

- Supply a copy of Isolating Digraphs cubes page for each student.

- Tell students you are going to say two words at a time. The words will be very similar, but one will have a digraph sound we are listening for. Tell students to show you which word has the digraph sound by circling the first cube if it is the first word or the second cube if it is the second word. Say: "Listen for the digraph (or letter team) /__/. Is /__/ in the word (<u>insert first word</u>) or (<u>insert second word</u>)?" (Students circle the corresponding cube.)

- Model with the sample item.

- Instruct students to look at the next row of cubes for the first word pair.

- Complete the remaining word pairs.

- Scoring: Each word pair is worth 1 point.

  - Goal: 4 or 5 correct

  - Scores of 3 or less indicate that additional reteaching and reinforcement is required from the Unit 7 *Assessment and Remediation Guide,* Section I, Phonological Awareness: Phonemes (Three to Five).

Isolating Target Sounds	Progress Monitoring 1	Progress Monitoring 2	Progress Monitoring 3	Progress Monitoring 4
Target Words	SAMPLE: /sh/ – **shock**/ sock	SAMPLE: /sh/ – sock/ **shock**	SAMPLE: /sh/ – **shock**/ sock	SAMPLE: /sh/ – sock/ **shock**
	1. /ch/ – shop/**chop**	1. /ch/ – **cheep**/jeep	1. /ch/ – junk/**chunk**	1. /ch/ – **chin**/shin
	2. /sh/ – **shine**/sign	2. /sh/ – **ship**/chip	2. /sh/ – **sheep**/cheap	2. /sh/ – **short**/sort
	3. /th/ – **them**/theme	3. /<u>th</u>/ – thin/**this**	3. /th/ – those/**throw**	3. /<u>th</u>/ – three/**these**
	4. /qu/ – whale/**quail**	4. /qu/ – **quick**/wick	4. /qu/ – cake/**quake**	4. /qu/ – **quart**/wart
	5. /ng/ – **bang**/bank	5. /ng/ – sink/**sing**	5. /ng/ – **thing**/think	5. /ng/ – stink/**sting**
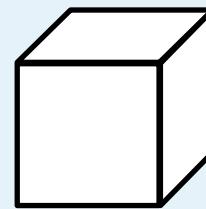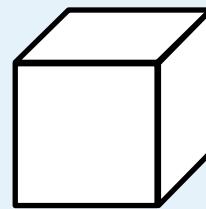
Correct answers are noted in **bold.**

# Record Sheet for Unit 7 Section I, Phonological Awareness: Phonemes (Three to Five)

Student:

| Phoneme Skill		Progress Monitoring								
Isolating digraph sounds	Date									
	Progress Monitoring #									
	Score (Goal: 4 or 5 out of 5)									
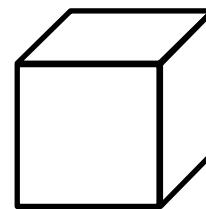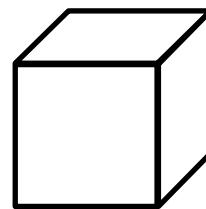
Directions: For each line, provide the target sound and have students circle the cube matching the word containing the target sound. (See directions under Unit 7 Section I, Phonemes—Progress Monitoring.)
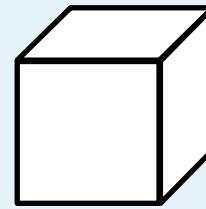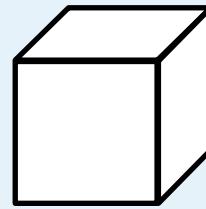
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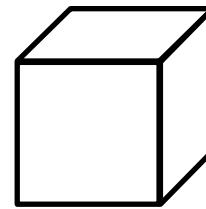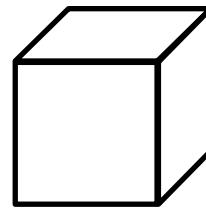
1.
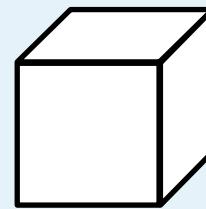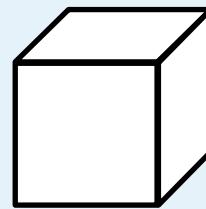
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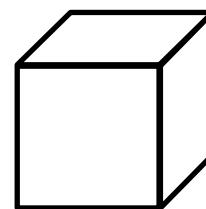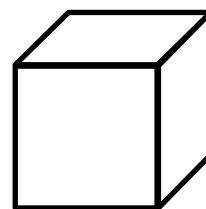
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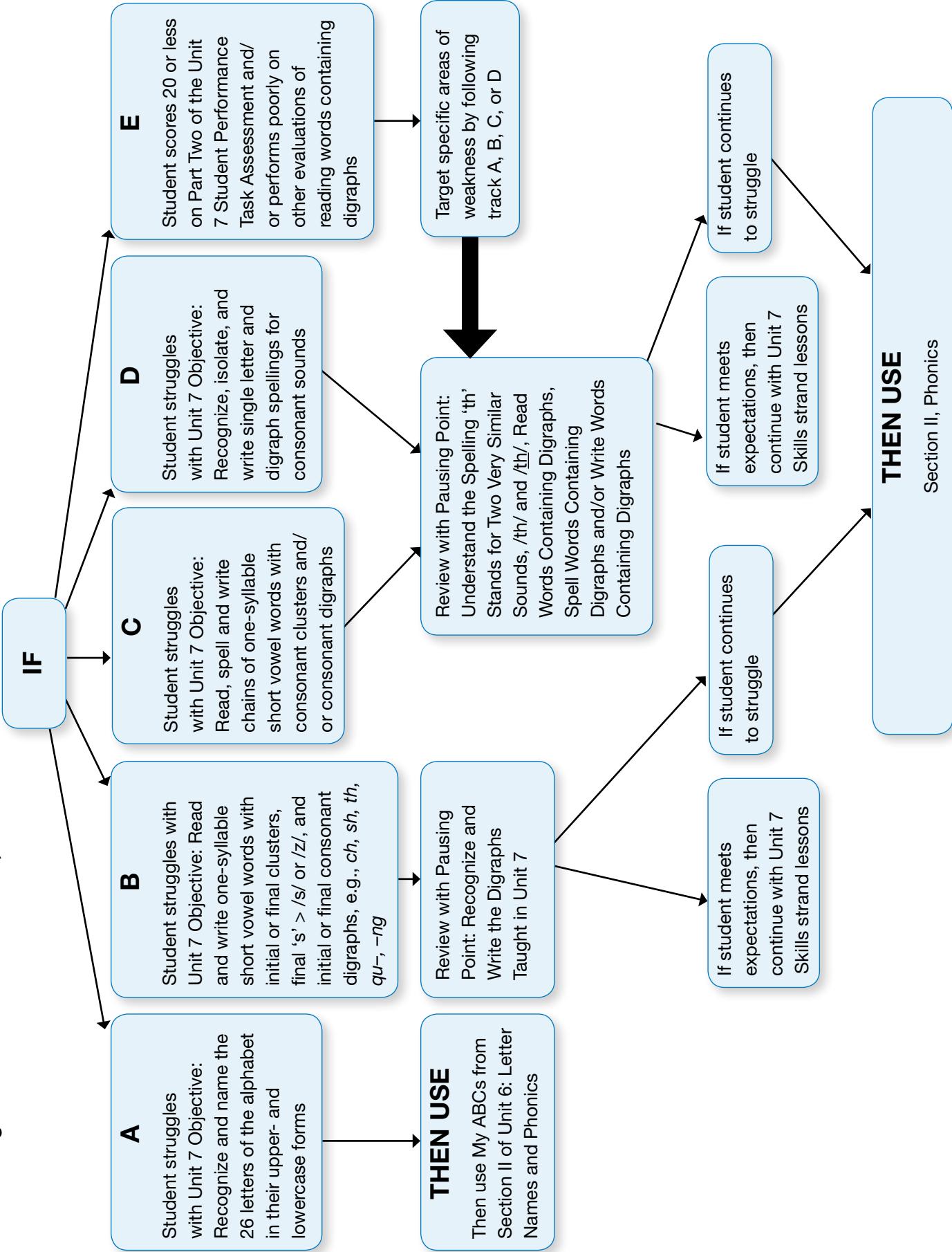
Isolating Digraphs Score _____

Section II
Phonics

Determining Student Need for Section II, Phonics

IF

A

Student struggles with Unit 7 Objective: Recognize and name the 26 letters of the alphabet in their upper- and lowercase forms

THEN USE

Then use My ABCs from Section II of Unit 6: Letter Names and Phonics

B

Student struggles with Unit 7 Objective: Read and write one-syllable short vowel words with initial or final clusters, final 's' > /s/ or /z/, and initial or final consonant digraphs, e.g., *ch*, *sh*, *th*, *qu–*, *–ng*

Review with Pausing Point: Recognize and Write the Digraphs Taught in Unit 7

If student continues to struggle

If student meets expectations, then continue with Unit 7 Skills strand lessons

C

Student struggles with Unit 7 Objective: Read, spell and write chains of one-syllable short vowel words with consonant clusters and/ or consonant digraphs

D

Student struggles with Unit 7 Objective: Recognize, isolate, and write single letter and digraph spellings for consonant sounds

E

Student scores 20 or less on Part Two of the Unit 7 Student Performance Task Assessment and/ or performs poorly on other evaluations of reading words containing digraphs

Target specific areas of weakness by following track A, B, C, or D

Review with Pausing Point: Understand the Spelling 'th' Stands for Two Very Similar Sounds, /th/ and /th̠/, Read Words Containing Digraphs, Spell Words Containing Digraphs and/or Write Words Containing Digraphs

If student continues to struggle

If student meets expectations, then continue with Unit 7 Skills strand lessons

THEN USE

Section II, Phonics

Lesson Template

Phonics: Target Sound/Spellings (initial and final consonant digraphs)

Focus: Phonics: Target Sound/Spellings	Teaching	Materials

Warm-Up	<u>Objective</u>: Prompt student attention to the connection between written letters and spoken sounds for taught sound/spellings.
	
	<u>Exercise</u>: Play Match Me. Using sets of the Letter Cards, students "match you" according to the information you provide for target sound/spellings from Unit 7.
	
	You may choose to complete a select review of specific sound/spellings for which students demonstrated difficulty or a mixed review of all the taught sound/spellings (see Sound/Spellings Chart).
	
	• Provide each student with a set of Letter Cards for the sound/spellings targeted in the Warm-Up.
	• Tell students you will either say the sound or show the spelling.
	    • If a sound is provided, students should find the corresponding spelling (Letter Card).
	    • If a spelling (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 the Sound/Spellings Chart regarding information mastered, progressing, or unfamiliar will help you formulate future questions targeted to student need.
		Sound/Spelling Chart
		
		Letter Cards

Explicit Instruction	<u>Objective</u>: State the purpose for using sound/spelling knowledge and model the desired performance. <u>Learning about Target Sound/Spellings</u>: Select a Review the Sound/Spelling page to reteach sound/spellings with which students are demonstrating difficulty. • Remind students of the articulation needed to make the target sound (See the Articulation Chart in Section I). • Briefly review the strokes for letter formation. • Have students complete the bottom of the page to apply sound/spelling knowledge for reading and/or spelling.	Review the Sound/Spelling worksheet

Focus: Phonics: Target Sound/ Spellings	Teaching	Materials
Guided Practice	<u>Objective</u>: Provide an engaging opportunity to develop target sound/spelling knowledge with decreasing support as students' skills strengthen. <u>Working with Target Sound/Spellings</u>: Students are familiar with chaining from the Unit 7 Skills strand lessons. Here, students will apply their knowledge similarly. The difference will be that you and the students will write the words. (Writing reinforces student's knowledge of letter formation and spelling patterns; however, if the motor aspect of writing inhibits student attention to sound/spelling connections, letter cards can be used instead.) • Select a chaining list. (See Chaining Lists under Word Lists for suggestions.) • Display the letters utilized in the chain. The letters 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. • 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, say, "Now I'm changing /t/ at the beginning to make it /th/. 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. • 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 segment the word into sounds. As they break apart the sounds, they need to remember the letter(s) of the sound and write each down from left to right. • Provide the next word, and have students explain the change they had to make from the previous word. • Continue until the chain is complete. If support is needed, model breaking the sounds apart and writing the letter(s) for each sound. <u>Application of Skills</u>: Select Worksheets and Games, allowing students to apply target sound/spelling knowledge. <u>Progress Monitoring option</u>: Incorporate progress monitoring checks here as needed.	Chaining List (Letter Cards, if needed) writing materials for teacher and students activity dependent worksheet and/or game resources Progress Monitoring resources
Independent Practice	<u>Objective</u>: Allow students to practice target sound/spelling knowledge with high levels of independence while striving for mastery. <u>Practicing and Extending Skills with Target Sound/Spellings</u>: Revisit previously taught activities, allowing students to practice target sound/spelling knowledge with classmates.	continued from Guided Practice

Sample Remedial Lesson

Phonics: Target Sound/Spellings (/ch/ with /t//r/ and /j/)

Focus: Phonics: Target Sound/ Spellings (/ch/ with /t//r/ and /j/)	Teaching	Materials
Warm-Up	<u>Objective</u>: Prompt student attention to the connection between written letters and spoken sounds for taught sound/spellings. <u>Exercise</u>: Play Match Me. Using sets of the Letter Cards, students "match you" according to the information you provide for target sound/spellings. (This sample lesson is designed for students that have been challenged by the similarities between the digraph 'ch', the consonant cluster 'tr', and the consonant 'j'.) • Provide each student with a set of Letter Cards ('ch', 't', 'r', and 'j') and associated Key Word Picture Cards. • Tell students that you will say the sound or provide the letter. For example: <table><tr><th>Teacher Prompt</th><th>Student Response</th></tr><tr><td>/ch/</td><td>'ch'</td></tr><tr><td>'t'</td><td>/t/</td></tr><tr><td>'r'</td><td>/r/</td></tr><tr><td>/j/</td><td>'j'</td></tr></table> • If anyone provides an incorrect answer, correct the error and have students repeat the item. Reminder: Keep notes on the Sound/Spellings Chart regarding information mastered, progressing, or unfamiliar.	Sound/Spelling Chart and Letter Cards ('ch', 't', 'r', and 'j')

Focus: Phonics: Target Sound/ Spellings (/ch/ with /t//r/ and /j/)	Teaching	Materials
Explicit Instruction	<u>Objective</u>: State the purpose for using sound/spelling knowledge and model the desired performance. <u>Learning about Target Sound/Spellings</u>: Use the Review the Sound/ Spelling (/ch/) page to reteach sound/spellings with which students are demonstrating difficulty. • Tell students, "As we learn more sounds and the letters used to spell them, we will discover some that are confusing because they sound a lot alike. We will talk about 'ch' > /ch/ and two other very similar sounds." • Review articulation for relevant sound/spellings.	Review the Sound/Spelling page (/ch/) and Letter Cards from the Warm-Up

Phoneme	Articulation Features	Voice	Stretch
/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

• Briefly review the strokes for letter formation.

• Have students complete the bottom of the page to apply phonics knowledge of 'ch' > /ch/.

• After the focus on 'ch' > /ch/, discuss the similar articulations that can cause confusion.

• 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.

• Discuss how /ch/ is easily confused with /j/ because the articulations only differ in voicing.

Focus: Phonics: Target Sound/ Spellings (/ch/ with /t//r/ and /j/)	Teaching				Materials
Explicit Instruction					

Phoneme	Articulation Features	Voice	Stretch
/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
/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
/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

- Provide a few sample words asking students to identify which sound/spelling is needed at the beginning by holding up the correct letter cards:
- 'ch': *chat*, *chin*, *chunk*
- 'tr': *trip*, *trot*, *trunk*
- 'j': *jet*, *jig*, *job*

Guided Practice

Objective: Provide an engaging opportunity to develop target sound/spelling knowledge with decreasing support as students' skills strengthen.

Working with Target Sound/Spellings: Students are familiar with chaining from the Unit 7 Skills strand lessons. Here, students will apply their knowledge similarly. The difference will be that you and the students will write the words. (Writing reinforces student's knowledge of letter formation and spelling patterns.)

- Select a chaining list: chat > hat > hit > hip > chip > chop > chap > champ > camp > cap > cat
- Display the letter cards utilized for the chain on the table in front of students: digraph: 'ch' consonants: 't', 'h', 'p', 'm', 'c'; and vowels: 'a', 'i', and 'o'.
- Start with chaining for *reading*. Tell students you will use the letters to write words for them to read.

Materials: Chaining List and Letter Cards (digraph: 'ch', consonants: 't', 'h', 'p', 'm', 'c', and vowels: 'a', 'i', and 'o')

dry erase board, dry erase marker, and eraser for teacher and student

Focus: Phonics: Target Sound/ Spellings (/ch/ with /t//r/ and /j/)	Teaching	Materials
Guided Practice *(Continued)*	• Write the first word (*chat*) and tell students to look at the letters from left to right, noticing the beginning sound (/ch/), vowel in the middle (/a/), and ending sound (/t/). 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 (take away 'ch' and replace with just an 'h') and describe the change as it is made saying, "Now I'm changing the beginning from the digraph (or letter team) 'ch' to 'h'. 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 and refer to key words. • Next use the same 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 (*chat*) and ask students to segment the word into sounds. As they break apart the sounds, they need to remember the letters used to spell the sounds and write them down from left to right. • Provide the next word (*hat*) and have students explain the change they had to make from the previous word [Take away the 'c' from the digraph (or letter team) 'ch'.]. • Continue until the chain is complete. If support is needed, model segmenting the sounds and writing the letter for each sound. Application of Skills: Provide students with a copy of Making Words (i) and the Making Words Extension Page. Tell students the goal is to make as many words with 'ch' as they can first, then make as many other words as they can figure out. Progress Monitoring option: While students are completing Making Words (i) and moving on to Independent Practice, administer Word Reading Progress Monitoring 1.	Making Words (i) and Extension Page for each student Copies of Word Reading 1
Independent Practice	Objective: Allow students to practice target sound/spelling knowledge with high levels of independence, while striving for mastery. Practicing and Extending Skills with Target Sound/Spellings: Provide the Word/Picture Cards for students to play Memory with consonant digraph words.	Word/Picture Cards

Making Words

Students reinforce phonics knowledge by making words with initial and final consonant digraphs.
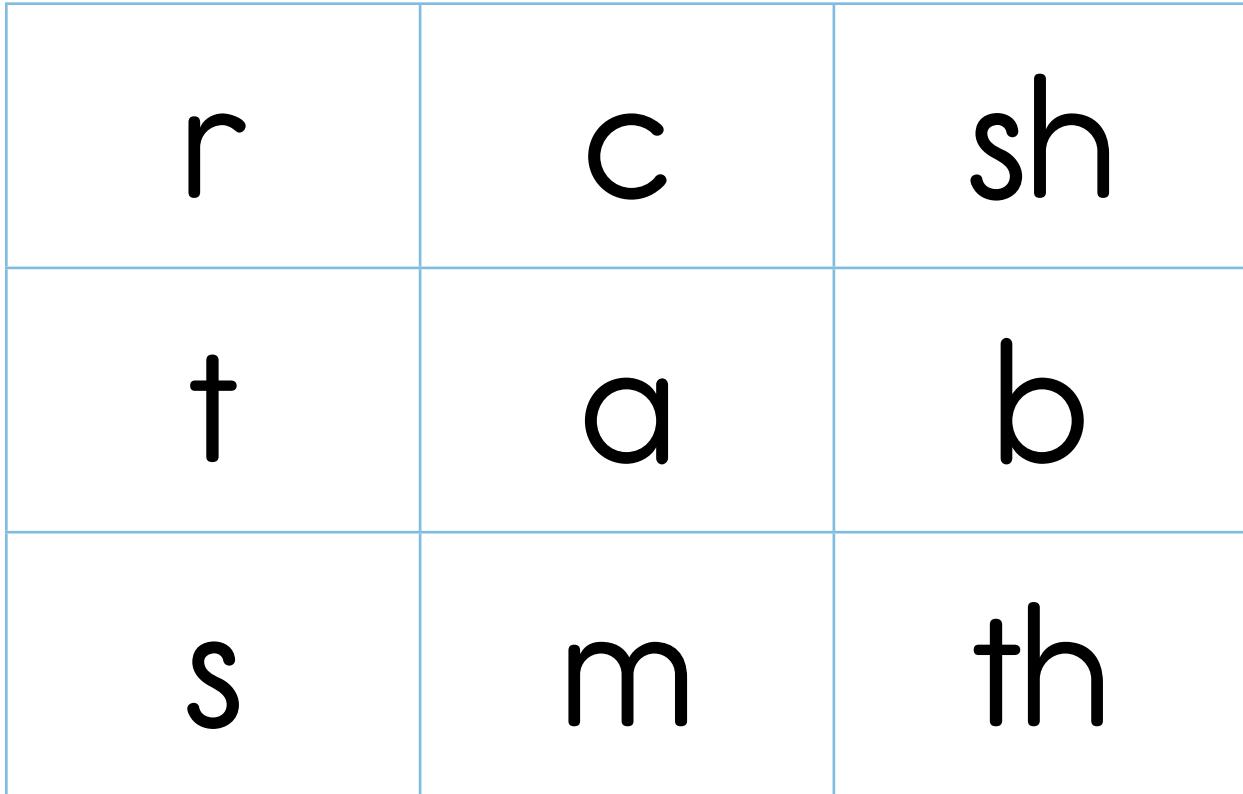
- Select a Making Words page according to the sound/spellings targeted for remediation.

- Model how to use the letters surrounding the center box to make words. Students may move left, right, up, down, or diagonal for new spellings as they make words. Surrounding letters may

  - be single beginning or ending sound/spellings; and/or

  - build initial or final consonant clusters.

- Tracing the path of letters may support students as they attempt sound/spelling combinations.

- Students write the words they make on the lines provided.

- Ensure comprehension by asking students to identify the real words and use them in an oral sentence or sketch a picture.

- 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 Page can be copied and provided.

- If students struggle:

  - To make words using the 3x3 boxes, the boxes may be cut out and used as letter cards for building words.

  - To write the words onto the handwriting lines, scaffold them by providing the Sound Boxes in a plastic sleeve with a dry erase marker. The Sound Boxes offer support for writing the individual sounds, and the words can then be copied onto the handwriting lines. Another option, if slightly less support is needed, is to draw vertical lines on the handwriting lines segmenting them into spaces for sound-spellings.

- In addition to two- and three-phoneme words, the following words with consonant digraphs are possible on the designated Making Words pages:

a ('sh', 'th')	e ('qu', 'th', 'ch')	i ('qu', 'ch', 'sh')	o ('sh', 'th', 'ng')	u1 ('ch', 'sh')	u2 ('ng')
mash	quench	quilt	shop	bunch	hung
rash	quest	quit	cloth	lunch	lung
cash	then	quiz	sloth	crunch	rung
smash	them	quint	long	rush	clung
crash	theft	chin	song	shrub	stung
trash	chest	chip	prong	blush	strung
that		pinch		brush	
math		ship		crush	
bath		shin		flush	

Making Words (a)

r	c	sh
t	a	b
s	m	th

_____   _____
- - - - - - - -   - - - - - - - -
_____   _____
- - - - - - - -   - - - - - - - -
_____   _____
- - - - - - - -   - - - - - - - -
_____   _____

Name: _____

qu	th	s
n	e	t
ch	m	f

_____   _____

- - - - - - - - - - - - -   - - - - - - - - - - - - -

_____   _____

- - - - - - - - - - - - -   - - - - - - - - - - - - -

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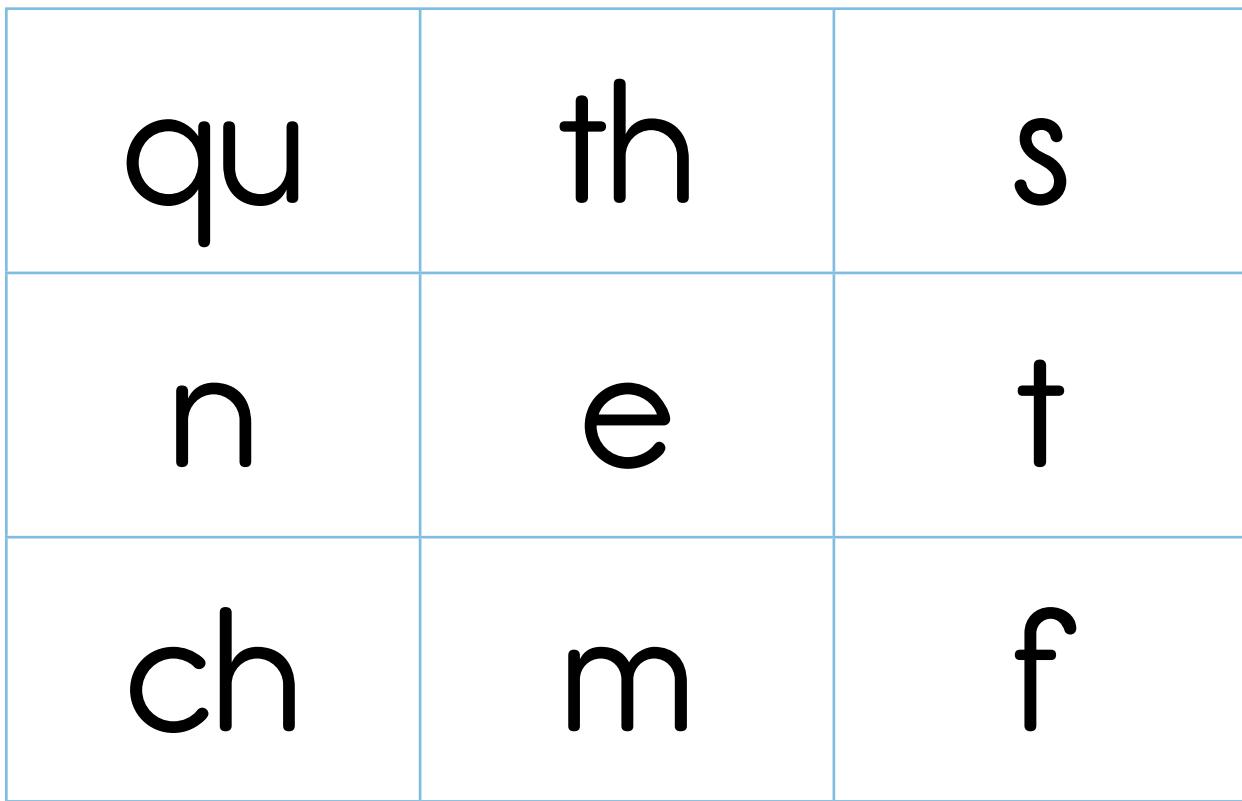
Directions: Students use the letters surrounding the vowel to create words. Encourage making words with digraphs when possible. Students write the words on the lines provided.

Making Words (i)

sh	t	l
n	i	z
qu	ch	p

Making Words (o)

c	th	r
l	o	p
s	ng	sh

_____   _____
- - - - - - - - - - - - -   - - - - - - - - - - - - -

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_____   _____

Directions: Students use the letters surrounding the vowel to create words. Encourage making words with digraphs when possible. Students write the words on the lines provided.

Directions: Students use the letters surrounding the vowel to create words. Encourage making words with digraphs when possible. Students write the words on the lines provided.

b	r	sh
l	u	c
f	n	ch

_____   _____

- - - - - - - - - - - - -   - - - - - - - - - - - - -

_____   _____

- - - - - - - - - - - - -   - - - - - - - - - - - - -

_____   _____

- - - - - - - - - - - - -   - - - - - - - - - - - - -

_____   _____

Making Words (u2)

s	r	c
t	u	l
h	ng	th

Making Words Extension Page

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

Dimensions of Difficulty

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

Least Difficult	Read and spell digraphs with salient (clear/distinct) sounds (e.g., *qu–*)	Read and spell digraphs with less salient (softer/more obscure) sounds (e.g., *–ng*)
Skill		
Read and spell three-phoneme words		
Read and spell four-phoneme words		
Read and spell five-phoneme words		*Most Difficult*

New Sound/Spellings Chart

Consonant Digraphs
'ch' > /ch/ (chips)
'sh' > /sh/ (ship)
'th' > /th/ (moth)
'th' > /th/ (this)
'qu' > /qu/ (quilt)
'ng' > /ng/ (ring)

Previously Taught Sound/Spellings Chart

Consonants		Short Vowels
'm' > /m/ (mat)	'z' > /z/ (zigzag)	'a' > /a/ (mad)
't' > /t/ (tag)	'p' > /p/ (pig)	'o' > /o/ (mom)
'd' > /d/ (dad)	'b' > /b/ (bed)	'i' > /i/ (dig)
'c' > /k/ (cat)	'l' > /l/ (log)	'e' > /e/ (pen)
'g' > /g/ (dog)	'r' > /r/ (rat)	'u' > /u/ (mug)
'n' > /n/ (man)	'w' > /w/ (wig)	
'h' > /h/ (hat)	'j' > /j/ (jam)	
's' > /s/ (sit)	'y' > /y/ (yes)	
'f' > /f/ (fan)	'x' > /x/ (box)	
'v' > /v/ (van)	'k' > /k/ (kid)	

Phonics Skills Cross-Reference Chart

Phonics Skill/ CKLA Goal	Unit 7 Lessons 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	Unit 7 Pausing Point
Read and write one-syllable short vowel words with initial or final clusters, final 's' > /s/ or /z/, and Initial or final consonant digraphs (e.g., ch, sh, th, qu–, –ng)*	Meet the Spelling ('ch'); Small Group Work	Meet the Spelling ('sh'); Practice Pack	Wiggle Cards; Small Group Work; Circle the Word	Meet the Spelling ('th')	Meet the Spelling ('th'); Connect It	Spelling Hopscotch; Small Group Work	Meet the Spelling ('qu'), Word Wheel	Meet the Spelling ('ng'); Small Group Work	How Many Sounds?; Practice Pack	Dictation Identification		Word Box		Label the Picture	Tap and Spell; Circle Spelling	Wiggle Cards; Circle the Word; Label the Picture	Word Reading Sprints	Shopping for Spellings; Sound Collections; Choose the Right Word; Wiggle Cards; Word Wheel; Matching the Words; Word Concentration; Guess the Word and Spell It!; Spelling Worksheet; Label the Picture; Word Box; Circle Spelling; Dictation with Words; Dictation with Phrases
Read, spell, and write chains of one-syllable short vowel words with consonant clusters and/or consonant digraphs (e.g., stab>slab>slap>slash)	Small Group Work (Group 1, Reading)	Student Chaining (Spelling)	Chain and Copy	Student Chaining (Spelling)	Small Group Work (Group 1, Reading)	Chain and Copy	Student Chaining (Spelling)					Teacher Chaining (Reading)	Large Card Chaining (Spelling)					Teacher Chaining; Pocket Chart Chaining for Reading; Chain and Copy; Large Card Chaining; Chaining Dictation
								Sound/Spelling Review										
Recognize, isolate, and write single letter and digraph spellings for consonant sounds	Teacher Modeling; Meet the Spelling ('ch')	Teacher Modeling; Meet the Spelling ('sh')		Teacher Modeling; Meet the Spelling ('th')	Teacher Modeling; Meet the Spelling ('th')		Teacher Modeling; Meet the Spelling ('qu')	Teacher Modeling; Meet the Spelling ('ng')	Sound Dictation									Cross Out Spellings; Spelling Bingo; Stepping Sounds; Sound Sprints; Dictation with Sounds in Words

Phonics Skill/ CKLA Goal	Unit 7 Lessons																	Unit 7 Pausing Point
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Recognize and name the 26 letters of the alphabet in their upper- and lowercase forms							Letter Names				Large Card Chaining (Spelling)							

All activities promote CKLA Goal: Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds.

All Phonics Goals are restricted to all one-to-one letter-sound correspondences (taught in previous units), initial or final clusters (e.g., *tr–, fl–, sp–, –st, –nd, –lt*), the Tricky Spelling 's' > /z/, and initial or final consonant digraphs (e.g., *ch, sh, th, qu–, –ng*)

*Includes CKLA Goals:

- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or basic code sound for every consonant 'b', 'bb'>/b/; 'd', 'dd'>/d/; 'f', 'ff'>/f/; 'g', 'g'>/g/; 'h'>/h/; 'j'>/j/; 'c', 'k', 'ck', 'cc'>/k/; 'l', 'll'>/l/; 'm', 'mm'>/m/; 'n', 'nn'>/n/; 'p', 'pp'>/p/; 'r', 'rr'>/r/; 's', 'ss'>/s/; 't', 'tt'>/t/; 'v'>/v/; 'w'>/w/; 'x'>/x/; 'y'>/y/; 'z', 'zz'>/z/; 'ch'>/ch/; 'sh'>/sh/; 'th'>/th/(thin); 'th'>/<u>th</u>/(then); 'qu'>/qu/; 'ng', 'n'>/ng/

- Read and write any one-syllable short vowel CVC words (e.g., *sit, cat, wet, not, cup*)

- Spell and write any CVC, CCVC, CVCC, or CCVCC word that uses the letter-sound correspondences taught in Kindergarten

Phonics—Word Lists

Note: Adding 's' to the end of most four-phoneme words below 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 yet taught.

	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
/<u>th</u>/	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 thing wing	bring clang cling clung fling flung prong sting	stung swung swing	spring sprung strong strung

Chaining Lists for Reading or Spelling

All chains are designed such that if you get to the end and wish to loop with that chain, you can simply repeat the chain. However, some 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 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
'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 > strung > sprung > spring > 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

# Phonics—Worksheets

Review the Sound/Spelling

Review the digraph sound/spellings from Unit 7 with these worksheets.

- The image of the girl pronouncing the target sound is provided to prompt attention to the articulation of the sound (see the Articulation Chart in Section I). The word provided is an exemplar allowing students to listen for the target sound within a word.

- Letter formation arrows are also provided for the digraphs, which can serve as a reference when writing and/or as tracing practice if used with a clear plastic sleeve and dry erase marker.

- A few items are revisited from the Meet the Spelling worksheets of Unit 7 to provide spelling or reading, and letter formation practice including the target sound/spelling.

Consonant Digraphs Review the Sound/Spelling 1–6
'ch' > /ch/
'sh' > /sh/
'th' > /th/
'th' > /<u>th</u>/
'qu' > /qu/
'ng' > /ng/
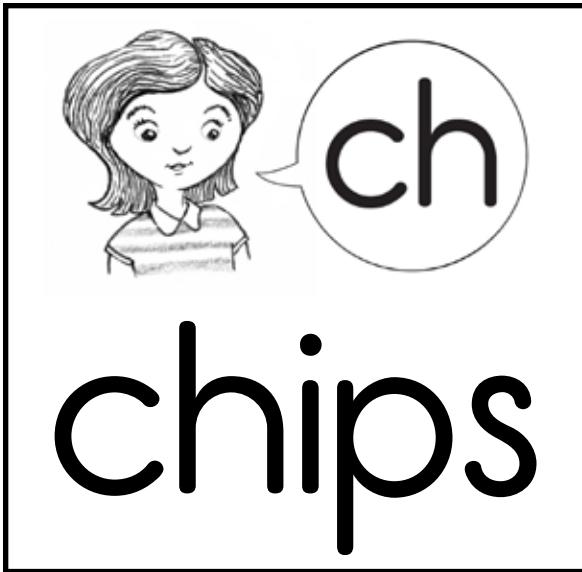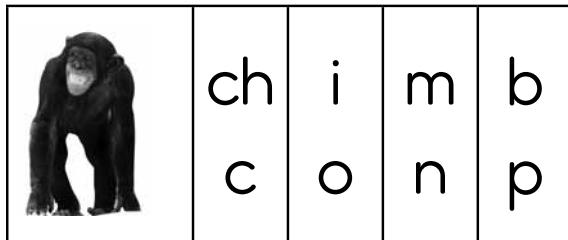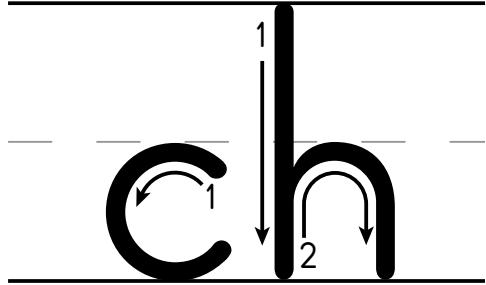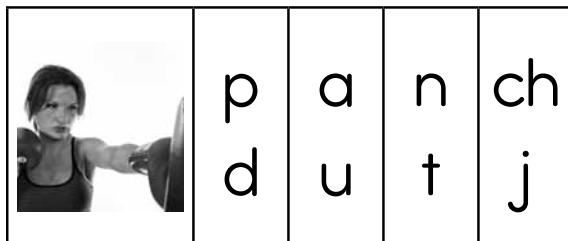
Directions: For each picture, students circle the letters spelling the name of the depicted item and then write the word on the line.

ch i m b
c o n p

p a n ch
d u t j

Review the Sound/Spelling 2 (/sh/)
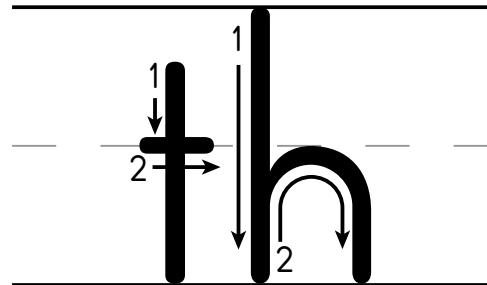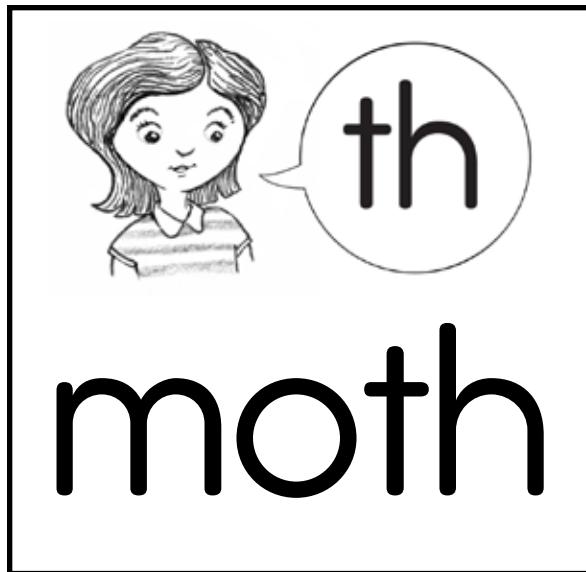
ship

sh

1. **sh**in

2. bru**sh**

Directions: Have students write each word under its matching picture.

moth

th

Directions: Have students write each word under its matching picture.

1. ba**th**

2. mo**th**

Name: _____

th

this

th

ma**th**

that

bzzzzzzzzzz

then

thin

_____

- - - - - - - - - - - - - - - - - - - -

_____

_____

- - - - - - - - - - - - - - - - - - - -

_____
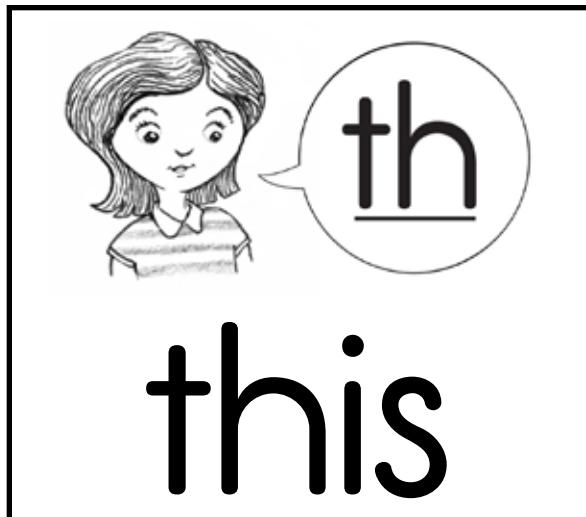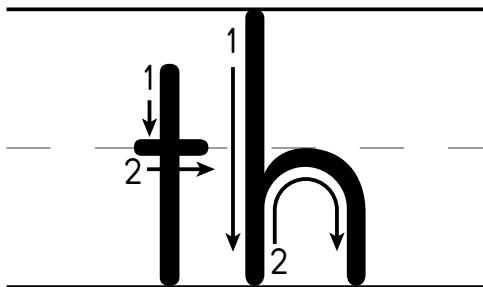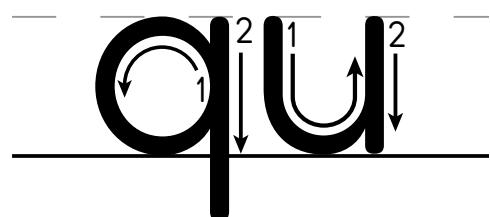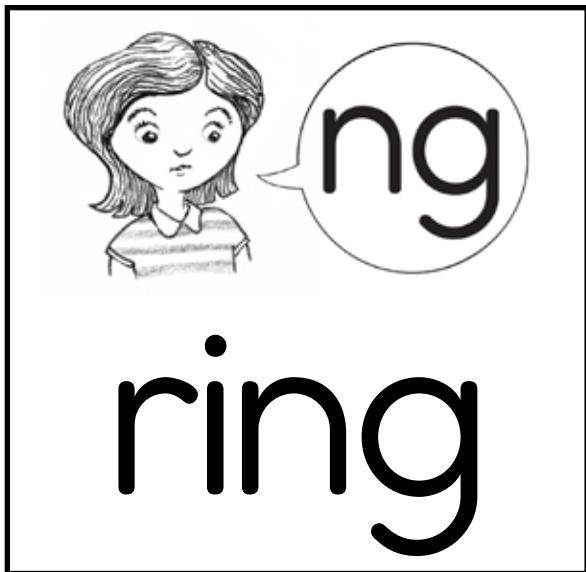
Review the Sound/Spelling 5 (/qu/)

quilt

qu

_____

- - - - - - - - - - - - - - -

_____

_____

- - - - - - - - - - - - - - -

_____

_____

- - - - - - - - - - - - - - -

_____

?

_____

- - - - - - - - - - - - - - -

_____
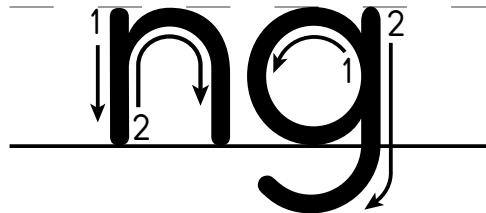
Directions: Have students write 'qu' under the pictures of items beginning with /qu/.

Review the Sound/Spelling 6 (/ng/)

ng

ring

_____

ng

Directions: Have students write 'ng' under the pictures of items ending with /ng/.

Push & Say

Use Sound Boxes to have students build words with support for individual sounds.

- Provide each student with the Sound Boxes page and a set of Letter Cards corresponding to the words selected for building. Students should line up the letter cards below the Sound Boxes page. Multiple copies of single consonants are needed for words such as *prop.*

- Say a word, such as *crush.*

- Students echo the word and then work individually 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 he or she pushes each card. Immediately, students should run their finger under the word in one smooth motion and say the entire word blended.

- Clear the board for the next word.

- If additional support is needed, first practice 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:

- Select words from the Phonics—Word Lists for students to practice building and blending target sound/spellings.

- 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.

- Sound Boxes may also support students during Chaining activities. For reading, you may build or write sound/spellings in the boxes to help highlight the positions of phonemes, 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.

Note: Though /x/ is a sound combination of /k/ and /s/ and /qu/ is a sound combination of /k/ and /w/, they are each taught as one sound. You may praise students who recognize /x/ or /qu/ as a sound combination, but they are to treat both phonemes as one sound. For Push & Say, place the 'x' and the 'qu' Letter Card in one box to represent the sound.

Name: _____
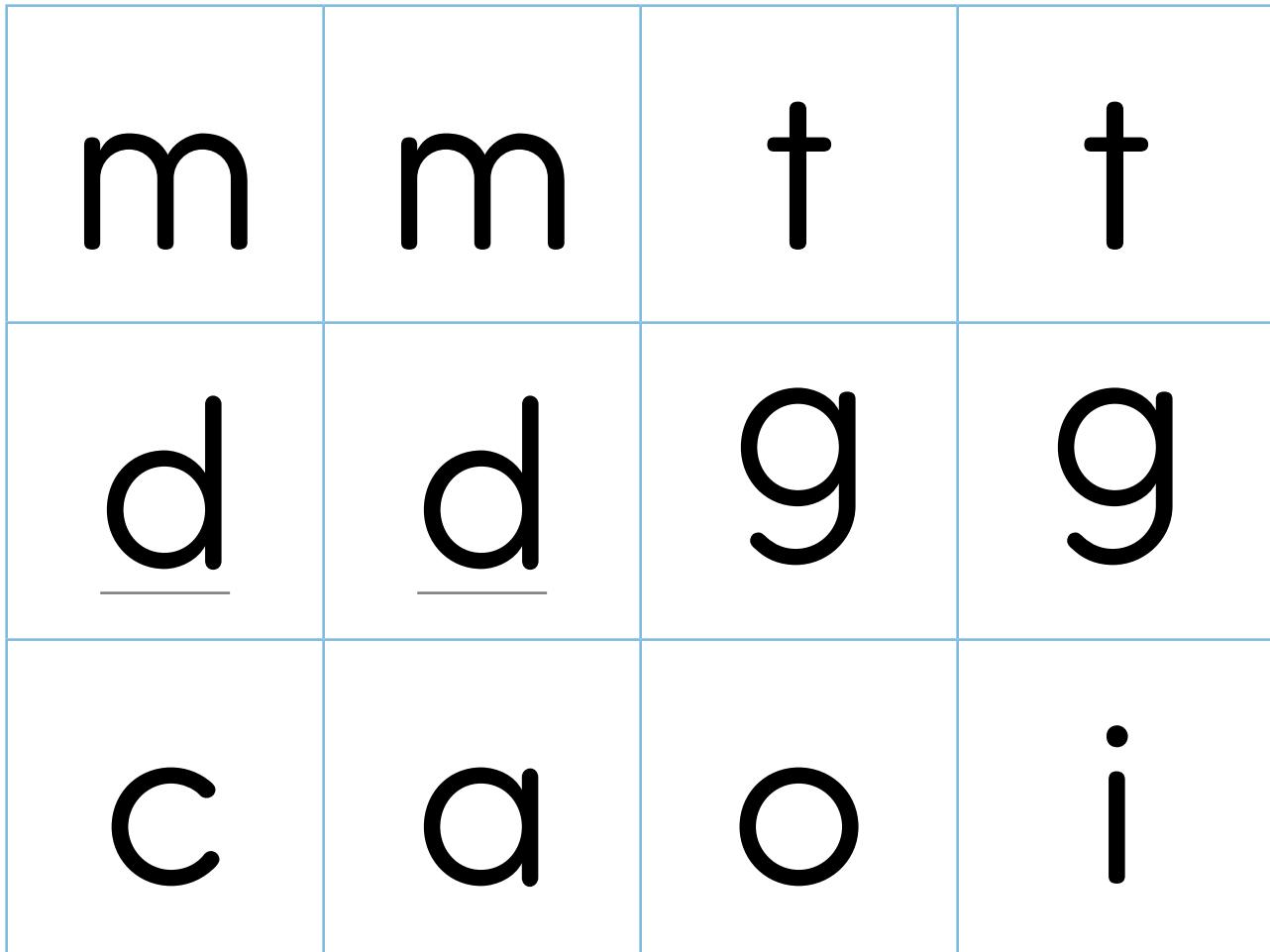
Directions: This Sound Boxes page is provided for use with the Unit 7 Section II activity Push & Say. Say a three-, four-, or five-phoneme word. Students echo the word and segment the sounds, placing corresponding letter cards below the boxes from left to right. Then students push the letter cards into the boxes from left to right and say the sound as they push each card. Immediately, students run their finger under the word in one smooth motion and say the entire word blended.

m	m	t	t
d	d	g	g
c	a	o	i

n	n	h	f
s	s	z	z
p	p	v	e

Directions: Copy and cut out these Letter Cards for use with the Unit 7 Section II activities Match Me and Push & Say. Consonants used more than once when building words are provided twice on this page.

b	b	l	r
w	j	y	x
k	k	u	

ch	sh
th	qu
ng	

BINGO

Students apply learned sound/spelling knowledge from Unit 7 to read words as they play the traditional game, BINGO. Here, the game is tailored appropriately for student's developmental level with only three spaces across, down, or diagonal.

- The word cards are provided following the game boards. We recommend copying and cutting the boards and word cards using card stock to allow for reuse.

- Any collection of tokens can be used for students to cover spaces on their game boards (e.g., cubes, beans, tiles, etc.).

- 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 may be 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).

Race to the Top

Each student gets their own ladder, game board, and game piece and shares a set of game cards. (We recommend copying and cutting the game cards on card stock, to allow for reuse.)

- For correct answers, students move up a rung; for incorrect answers, students fall down a rung. The first one who gets to the top wins.
- Using Letter Cards: Cards can be placed facedown between students.
    - 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 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.

Memory

Provide students with a set of cards that includes some with words and others with the corresponding images for those words (Word/Picture Cards). We recommend copying and cutting the images on card stock, to allow for reuse. For Memory, the images will need to be copied onto darker colored paper, otherwise students can see the images through the paper when they are turned over.

- 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 played independently.

hung	throb	quit
than	mash	bring
thump	shred	chunk

quiz	sang	thing
swish	that	chop
shed	bring	flash

throb	prong	them
hush	quench	swish
flash	long	pinch

pinch	long	quiz
swung	then	crash
thing	shut	thump

broth	fresh	that
clang	fling	quit
chunk	mash	sang

quench	fling	shed
with	chop	than
hung	clang	fresh

crunch	strong	quest
then	champ	hush
swung	broth	shred

champ	crash	quest
them	with	shut
strong	crunch	prong
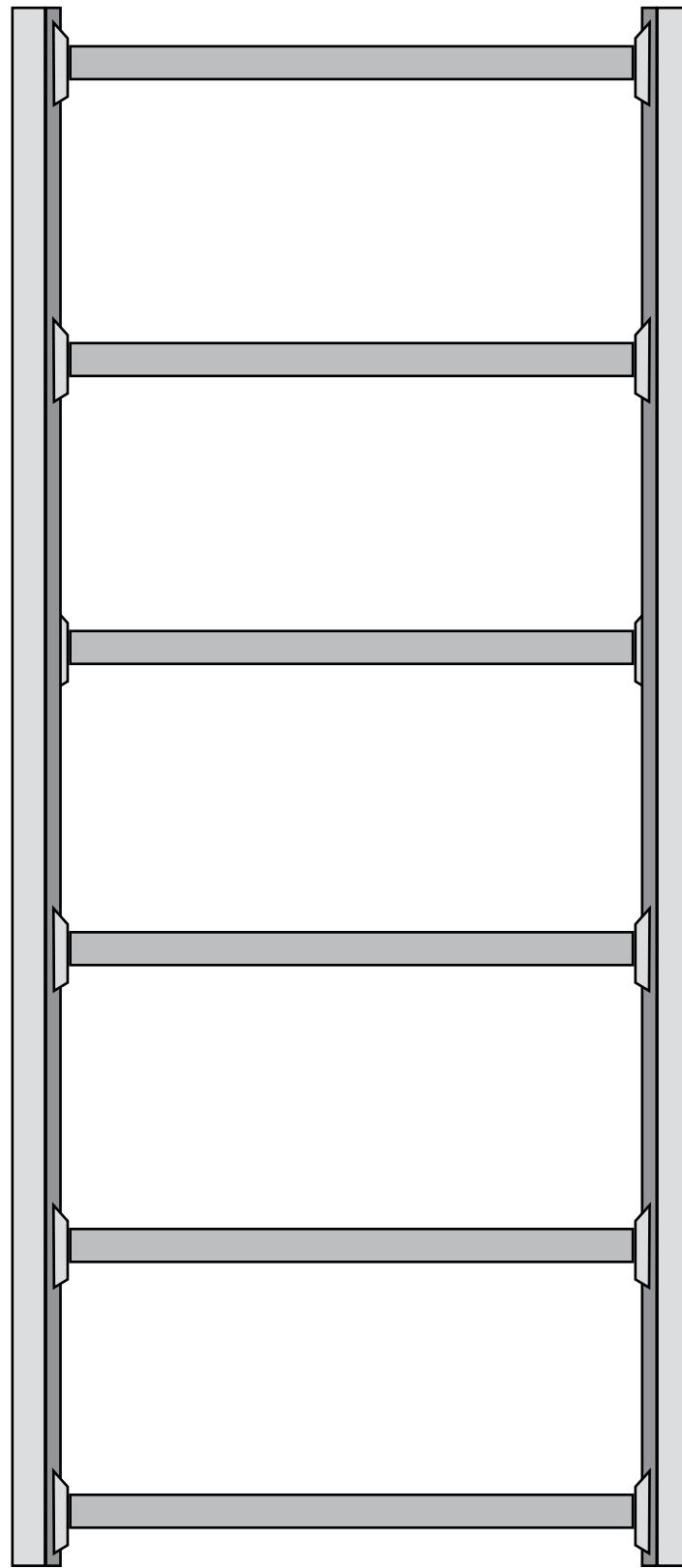
Directions: Copy and cut out the word cards for use with BINGO Boards. (Card stock is recommended to allow for reuse.)

| 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

Name: _____

Directions: Copy this page for the game Race to the Top. Students apply sound/spelling knowledge when played with Letter Cards. More complex phonics knowledge is applied when played with Word/Picture Cards.
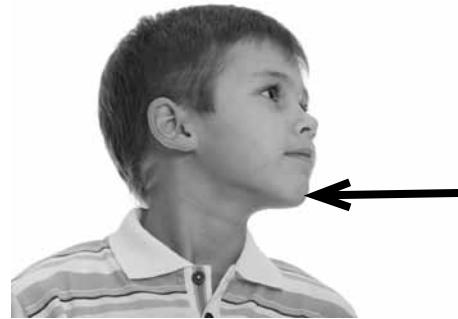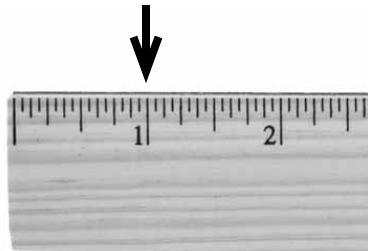
chat

chin

chop

inch

champ

lunch
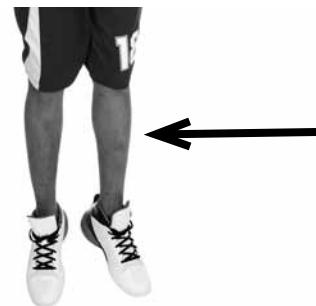
bench

pinch

shed

shin

shut

dish

Directions: These Word/Picture Cards are provided for use with the Unit 7 Section II games. For Race to the Top, copy and cut out word/picture pairs, fold along the middle line, and tape together to create two-sided cards. For Memory, copy and cut out, separating word and picture cards.

shelf

brush

flash

trash

thin

bath

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

math

path

thank

think

cloth

throb

them

this

quilt

quiz

hang

king

lung

sing

Directions: These Word/Picture Cards are provided for use with the Unit 7 Section II games. For Race to the Top, copy and cut out word/picture pairs, fold along the middle line, and tape together to create two-sided cards. For Memory, copy and cut out, separating word and picture cards.


fang

prong

sting

swing

Phonics—Progress Monitoring

As in previous units of the *Assessment and Remediation Guide*, progress monitoring continues to be a form of assessment integrated into instruction. The resources create a systematic record of student mastery of skills, facilitating documentation and evaluation of student Response to Intervention (RtI). To make effective use of the progress monitoring resources provided, we recommend the following:

- **Incorporate progress monitoring within the Guided Practice section of the lesson plans.** The resources are designed to parallel instructional tasks, allowing for brief, seamless integration. The intention is not to burden instructional time with additional assessments.

- **Assess only when students appear to be ready for a comprehensive check of the target skills.** 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.

- **Utilize results 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.

Directions

Preparation: This assessment involves asking individual students to read ten words. Copy the page of words with record sheet corresponding to the Progress Monitoring Assessment (Word Reading 1–4) you have selected, and cut out the words.

- 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: Scoring is based on 1 point assigned for every consonant digraph in a word which is read correctly. Interpret scores as follows:
  - 9 or 10 points—excellent
  - 8 points—good
  - 6 or 7 points—fair
  - Less than 6 points—poor
- Further analyze student errors to determine whether one or more types of consonant digraphs are particularly problematic. The subtotals for types of consonant digraphs at the bottom of the record sheets facilitate the identification of specific problem areas.
- 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.
- Goal: Achieve scores of Good or Excellent (8 points or higher).
- Scores of 7 or less indicate additional reteaching and reinforcement is required from the Unit 7 *Assessment and Remediation Guide,* Section II, Phonics.

Name: _____

wish	sloth	quilt
chat	long	then
pinch	stung	smash
thin	shed	

Record Sheet for Word Reading Progress Monitoring 1:

Word	Student Pronunciation				
Sample: wish					
1. sloth	/s/	/l/	/o/	/th/	_____(1)
2. quilt	/qu/	/i/	/l/	/t/	_____(1)
3. chat	/ch/	/a/	/t/	-	_____(1)
4. long	/l/	/o/	/ng/	-	_____(1)
5. then	/th/	/e/	/n/	-	_____(1)
6. pinch	/p/	/i/	/n/	/ch/	_____(1)
7. stung	/s/	/t/	/u/	/ng/	_____(1)
8. smash	/s/	/m/	/a/	/sh/	_____(1)
9. thin	/th/	/i/	/n/	-	_____(1)
10. shed	/sh/	/e/	/d/	-	_____(1)
Total Correct					_____ /10

Note: Phonemes in gray are single letter sound/spellings from previous units. Student performance with these phonemes should be noted for evaluation; however, only Unit 7 consonant digraphs are scored.

'ch' > /ch/ (3, 6) _____ /2   'th' > /th/ (1, 9) _____ /2   'qu' > /qu/ (2) _____ /1

'sh' > /sh/ (8, 10) _____ /2   'th' > /th/ (5) _____ /1   'ng' > /ng/ (4, 7) _____ /2

Name: _____

wish	clang	shop
broth	than	quit
bench	crush	king
thud	chip	

Record Sheet for Word Reading Progress Monitoring 2:

Word	Student Pronunciation				
Sample: wish					
1. clang	/k/	/l/	/a/	/ng/	_____(1)
2. shop	/sh/	/o/	/p/	-	_____(1)
3. broth	/b/	/r/	/o/	/th/	_____(1)
4. than	/th/	/a/	/n/	-	_____(1)
5. quit	/qu/	/i/	/t/	-	_____(1)
6. bench	/b/	/e/	/n/	/ch/	_____(1)
7. crush	/k/	/r/	/u/	/sh/	_____(1)
8. king	/k/	/i/	/ng/	-	_____(1)
9. thud	/th/	/u/	/d/	-	_____(1)
10. chip	/ch/	/i/	/p/	-	_____(1)
Total Correct					_____ /**10**

Note: Phonemes in gray are single letter sound/spellings from previous units. Student performance with these phonemes should be noted for evaluation; however, only Unit 7 consonant digraphs are scored.

'ch' > /ch/ (6, 10) _____ /2   'th' > /th/ (3, 9) _____ /2   'qu' > /qu/ (5) _____ /1

'sh' > /sh/ (2, 7) _____ /2   'th' > /th/ (4) _____ /1   'ng' > /ng/ (1, 8) _____ /2

Name: _____

wish	thank	shift
them	pong	flung
rash	with	quiz
chop	lunch	

Record Sheet for Word Reading Progress Monitoring 3:

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)
Total Correct					_____ /10

Note: Phonemes in gray are single letter sound/spellings from previous units. Student performance with these phonemes should be noted for evaluation; however, only Unit 7 consonant digraphs are scored.

'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

wish	song	dish
thump	math	quest
chant	that	inch
prong	shrub	

Record Sheet for Word Reading Progress Monitoring 4:

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: Phonemes in gray are single letter sound/spellings from previous units. Student performance with these phonemes should be noted for evaluation; however, only Unit 7 consonant digraphs are scored.

'ch' > /ch/ (6, 8) _____ /2   'th' > /th/ (3, 4) _____ /2   'qu' > /qu/ (5) _____ /1
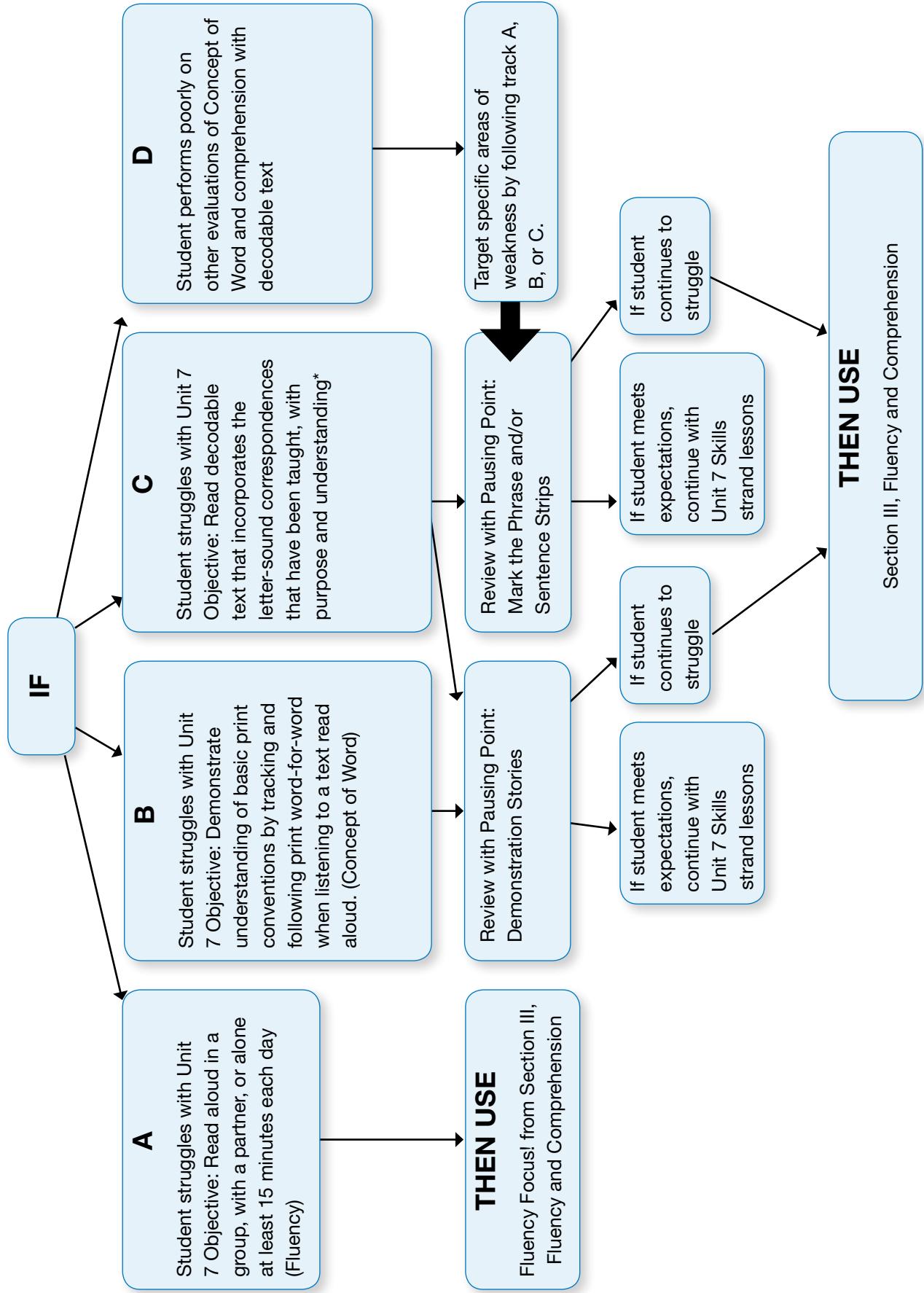
'sh' > /sh/ (2, 10) _____ /2   'th' > /th/ (7) _____ /1   'ng' > /ng/ (1, 9) _____ /2

Section III
Fluency and Comprehension

Determining Student Need for Section III, Fluency and Comprehension

IF

A

Student struggles with Unit 7 Objective: Read aloud in a group, with a partner, or alone at least 15 minutes each day (Fluency)

B

Student struggles with Unit 7 Objective: Demonstrate understanding of basic print conventions by tracking and following print word-for-word when listening to a text read aloud. (Concept of Word)

C

Student struggles with Unit 7 Objective: Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding*

D

Student performs poorly on other evaluations of Concept of Word and comprehension with decodable text

Target specific areas of weakness by following track A, B, or C.

THEN USE

Fluency Focus! from Section III, Fluency and Comprehension

Review with Pausing Point: Demonstration Stories

If student meets expectations, continue with Unit 7 Skills strand lessons

If student continues to struggle

Review with Pausing Point: Mark the Phrase and/or Sentence Strips

If student meets expectations, continue with Unit 7 Skills strand lessons

If student continues to struggle

THEN USE

Section III, Fluency and Comprehension

*Select CKLA goals function here as an umbrella for multiple other CKLA goals. (See Cross Reference Chart for details.)

Fluency Focus!

Rereading familiar text is a powerful way to develop fluency. 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. Word-by-word reading is expected from emerging readers.

The repetition of rereading helps students develop automatic recognition of spelling patterns and also helps them build their bank of sight words (entire words recognized automatically). Automatic recognition of words frees up cognitive resources for comprehension, resulting in fluid and expressive oral reading.

Two engaging opportunities for rereading stories from the *Seth* Reader and Unit 7 Pausing Point are provided here. These activities may be done in isolation with students who need additional practice, or may be incorporated into the Lesson Template for this section. A fluency activity may be used instead of or in addition to the I'm Looking For… activity for the Warm-Up if students have demonstrated mastery of Concepts about Print. A fluency activity may also be used during the Independent Practice section of the lesson.

"Lost Finch," "Seth's Sled," "Meg's Tots," and "Hash and Milk" are the stories from the Unit 7 Pausing Point. These stories—along with a new story, "Chad's Lunch"—are part of the progress monitoring assessments for this section. You may prefer not to use "Lost Finch," "Seth's Sled," "Meg's Tots," and "Hash and Milk" for Fluency Focus! activities until after these stories have been used for progress monitoring. This would allow you to measure student performance with instructional level text before it becomes more familiar through instruction.

Silly Voices

Students reread stories from the *Seth* Reader or Unit 7 Pausing Point independently, with a partner, or to the teacher using silly voices.

> **Note**: The task of applying a silly voice requires notable cognitive effort. Silly Voices should be used to motivate students to revisit text that is already very familiar from prior instruction and rereading. If students are not already reading the text with high accuracy, then rereading without silly voices to first establish ease with word recognition is appropriate.

Print and cut out the picture cards provided on the Silly Voices worksheet, and drop them in a brown lunch bag (or something similar). Students reach inside the bag to pull out a picture card and reread the story using the voice matching the character on the card. Demonstrate for students how to use the following voices and gestures to read like the characters on the cards:
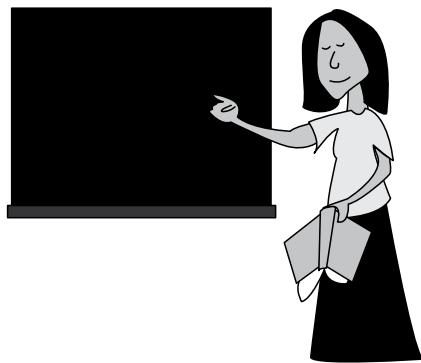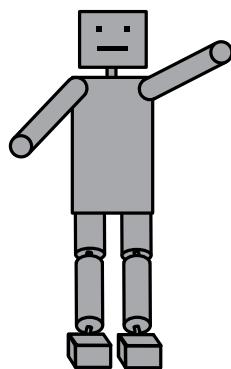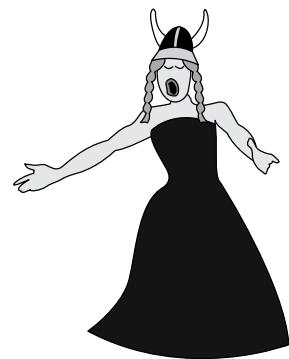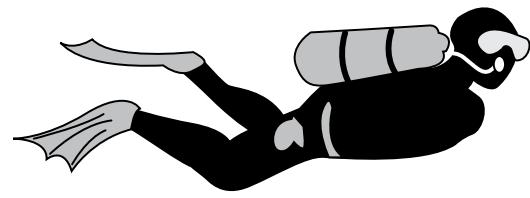
- Cowboy: Straddle your chair like you are riding a horse and use a country accent.
- Scuba Diver: Vibrate your pointer finger on your lips as you read.
- Sick Person: Hold your nose to sound all stuffed up.
- Opera Singer: Use big arm motions and a grand singing voice.
- Rock Star: Play your guitar while you read.
- Robot: Move your arms like a robot, and use a monotone voice.
- Ghost: Use a spooky voice.
- Teacher: Point to the words, and use a teacher voice.

Feel free to add others!

Partner reading options may be to

- take turns reading the entire story;
- have one student be the leader, reading a line at a time for the partner to echo; or
- read chorally, keeping voices together to read the story.

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

Two Voices

The stories from the *Seth* Reader and Unit 7 Pausing Point have been recreated here to be read for two voices. 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. Encourage students 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.

Seth	
1	2
This is Seth Smith.	
	Seth is ten.
Seth must get	
in bed at ten.	**in bed at ten.**
	Seth can jump on his bed.
but not past ten.	**but not past ten.**
Seth can stomp and romp	
	and stand on his hands
but not past ten.	**but not past ten.**
Seth's dad gets mad	
	if Seth is not
in bed at ten.	**in bed at ten.**

| Seth's Mom ||
1	2
This is Pat.	
	Pat is Seth's mom.
Pat can	**Pat can**
fix things.	
Pat can	**Pat can**
	scrub, plan, and think.
Pat can	**Pat can**
run fast.	
Pat can	**Pat can**
	sing songs.

Seth's Dad	
1	**2**
This is Ted.	
	Ted is Seth's dad.
Ted is strong.	**Ted is strong.**
Ted can	**Ted can**
chop big logs with his ax.	
Ted can	**Ted can**
	lift big stumps.
Ted can	**Ted can**
crush tin cans with his hands.	

Sal's Fish Shop	
1	**2**
Pat and Seth went in	
Sal's Fish Shop.	**Sal's Fish Shop.**
	Sal had fresh fish.
Sal had crabs.	
	Sal had clams.
Sal had squid.	
Pat got fish and shrimp.	**Pat got fish and shrimp.**

Lunch	
1	**2**
Seth had lunch	
with his mom and dad.	**with his mom and dad.**
	Pat had
shrimp and chips.	**shrimp and chips.**
Ted had	
shrimp, fish, and chips.	**shrimp, fish, and chips.**
	Seth had
ham and chips.	**ham and chips.**
Munch, munch.	
	Crunch, crunch.
Yum, yum.	**Yum, yum.**

Seth's Finch	
1	2
	That's Seth's pet finch,
Chip.	**Chip.**
	Chip can flap his wings.
Chip can much on ants and bugs.	
	Chip can sing.
Chip can land on Seth's hand.	
That finch is fun!	**That finch is fun!**

Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines to be read chorally (voices together) are in bold.

Lost Finch	
1	2
Seth's pet finch,	
	Chip,
is lost.	**is lost.**
Seth can't spot him.	
	Pat can't spot him.
Ted can't spot him.	
Chip is not	**Chip is not**
	on Seth's bed.
Chip is not	**Chip is not**
on Seth's desk.	
	Then,
at last,	
Pat spots Chip.	**Pat spots Chip.**
	Chip hid in Pat's hat
and slept.	

Seth's Sled	
1	2
Seth's sled went fast.	**Seth's sled went fast.**
Seth held on.	
	Seth hit bumps
but did not stop.	**but did not stop.**
Seth hit slush	
but did not stop.	**but did not stop.**
	Then Seth's sled hit mud.
Splash!	**Splash!**
Seth got mud on his sled.	
	Seth got mud on his pants.
Seth got mud on his hat.	

Meg's Tots	
1	**2**
	This is Meg.
Meg is Pat's best pal.	
	Pat has 1 lad
– Seth.	**– Seth.**
Meg has 5 tots	
	– Tom, Tim,
Max, Sam, and Wes.	
Meg has quints!	**Meg has quints!**
	Pat and Ted help Meg.
Pat sets Tim and Tom on Seth's rug.	
	Ted sets Sam on Seth's quilt.
Pat sets Max on Seth's bed.	
	Ted helps Wes stand up on Seth's desk.
Meg's tots!	**Meg's tots!**

Hash and Milk	
1	**2**
Pat and Ted had lunch	
with Meg's tots.	**with Meg's tots.**
	Max got hash on his chin.
Wes got hash on his bib.	
	Tim's milk is on Tom.
Then Tom got milk on Tim.	
	Sam got milk
on Pat and Ted.	**on Pat and Ted.**

Lesson Template

Fluency and Comprehension

Focus: Comprehension	Teaching	Materials
Warm-Up	<u>Objective</u>: Prepare students to read text using prereading activities addressing prior knowledge needed for understanding the text. <u>Exercise</u>: Activate prior knowledge related to the text. • Narrative genre 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 to prompt discussion and thinking about each element. • Content: Tell students there are words and ideas important to the story. Prompt discussion and thinking regarding key vocabulary and/or concepts.	book or text copy for each student
Explicit Instruction	<u>Objective</u>: Set a purpose and model using a Thinking with Reading technique to accomplish the purpose. <u>Learning about Reading with Purpose and Understanding</u>: • Tell students the purpose for rereading the text. • Explain the Thinking with Reading technique they will use to help them read for the stated purpose. Identify the technique and provide the description (refer to the Thinking with Reading Chart). • 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. If students do not notice the error, point it out. Correct the error to model "fixing-up" Thinking with Reading. For mistakes with word reading, refer to the Figuring Out Words chart for ideas to help correct errors.	book or text copy for each student Thinking with Reading Chart Figuring Out Words chart
Guided Practice	<u>Objective</u>: Continue working with the text at an appropriate level of support (see Dimensions of Difficulty chart). Support should decrease as students' skills strengthen. <u>Applying Knowledge to Read with Purpose and Understanding</u>: Continue rereading text sections with a Shared, Interactive, or Monitored level of support. Prompt students to express themselves out loud about what they are thinking and how it connects to the purpose (similar to the think-aloud modeled during Explicit Instruction). Oral Expression keeps each student accountable for thinking with reading and fosters their ability to be purposeful with thinking. Thinking should be discussed *during* and *after* reading. <u>Progress Monitoring option</u>: Incorporate progress monitoring checks here as needed.	book or text copy for each student Progress Monitoring resources

Focus: Comprehension	Teaching	Materials
Independent Practice	<u>Objective</u>: Allow students to practice a Thinking with Reading technique for a designated purpose with high levels of independence. <u>Reading with Purpose and Understanding Independently</u>: Allow students to reread the text with a partner, practicing tracking (fun pointer wands promote engagement), decoding, and the taught Thinking with Reading technique used to accomplish the purpose. Student performance should mimic what was completed throughout the lesson and provide students with an opportunity to reinforce their ability to use oral language to "show" their thinking.	book or text copy for each student pointers for tracking text (optional)

Sample Remedial Lesson

Fluency and Comprehension
(Use shared reading with a book copy and target Observing.)

Focus: Comprehension (Use shared reading with a book copy and target Observing.)	Teaching	Materials
Warm-Up	<u>Objective</u>: Prepare students to read text using prereading activities addressing prior knowledge needed for understanding the text. For now, the emphasis is on text structure basics (Concepts about Print). <u>Exercise</u>: Activate prior knowledge related to the text. • Narrative genre 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 to prompt discussion and thinking about each element. • Content: Tell students there are words and ideas important to the story. Prompt discussion and thinking regarding: 　• Vocabulary—Review *finch*. 　• Concepts—What are other animals people keep as pets?	book copy of "Seth's Finch" for each student
Explicit Instruction	<u>Objective</u>: Set a purpose and model using a Thinking with Reading technique to accomplish the purpose. <u>Learning about Reading with Purpose and Understanding</u>: • Tell students the purpose for rereading "Seth's Finch" is to think about why Seth's finch is a fun pet. (This text has only been used instructionally once before. Students require the higher level of support.) • Tell students they will use observing to help them understand why a finch can be a fun pet. Observing is relating information from the text to information they already know (such as stories or books they have previously read or their general knowledge). • Echo-read the first line, tracking the text. Stop and think aloud to model observing saying, "I'll make an observation using what I know from my own life. I have had pets, too. I have had two dogs, three cats, and a few fish. I've never had a bird as a pet." • Revisit the purpose, thinking aloud and saying, "I want to think about what makes pets fun. My dogs were fun because we went on walks together. My cats were fun because they would sit on my lap. My fish weren't very much fun because they were boring."	book copy of "Seth's Finch" for each student Thinking with Reading Chart Figuring Out Words chart

Focus: Comprehension (Use shared reading with a book copy and target Observing.)	Teaching	Materials

Guided Practice	<u>Objective</u>: Continue working with the text at an appropriate level of support (see Dimensions of Difficulty chart). Support should decrease as students' skills strengthen.
	
	<u>Applying Knowledge to Read with Purpose and Understanding</u>: Continue rereading the next two text sections with shared reading support.
	
	• Students echo-read each line within the remaining sections.
	• After the middle section of the story is read, prompt thinking with:
	  • Observing: "Let's make an observation. Have you read about birds in other stories? What can they do?"
	  • Revisit the Purpose: "We want to think about what makes pets fun. Why might Seth like the things Chip can do?"
	• After the final section of the story is read, prompt thinking with:
	  • Observing: "Let's think about what we may already know. How does a bird learn to land on a person's hand?"
	  • Revisit the Purpose: "We want to think about what makes pets fun. How might Seth have fun with Chip's trick of landing on his hand?"
	
	After reading:
	• Tell students if they used observing to help understand and remember what the author wrote, they will be able to think about interesting questions about the story.
	• Tell students you have a question, but before they answer "yes" or "no" you want them to think about how they know the answer. Tell them they will use information from their own background, another text, or what they already know to help them decide on their answer.
	• Present the inferential question: "Does Seth's finch get to come out of his cage?"
	• Discuss the answer and student justifications.
	
	<u>Progress Monitoring option</u>: Students have not demonstrated readiness for a running record and comprehension check of reading decodable text with initial and final consonant digraphs.
		book copy of "Seth's Finch" for each student
		
		Figuring Out Words chart

Focus: Comprehension (Use shared reading with a book copy and target Observing.)	Teaching	Materials
Independent Practice	<u>Objective</u>: Allow students to practice a Thinking with Reading technique for a designated purpose with high levels of independence. <u>Reading with Purpose and Understanding Independently</u>: Students are partnered to reread "Seth's Finch." They will take turns being the leader for echo-reading and practicing tracking with a pointer. Tell students to stop to think and talk about observations after each section. Challenge them to make new observations from the ones shared during the lesson. If possible, once partners finish, revise the purpose by asking them to remember any observations they talked about together and tell you if they thought of any new reasons why pets can be fun.	book copy of "Seth's Finch" for each student unsharpened pencils with fun eraser tops for pointers

Revisit Text to Focus on Content

Using a book copy or text copy* of stories from the *Seth* Reader, focus on Thinking with Reading techniques to accomplish purpose and understanding with the decodable text. It can be helpful to mark the text at natural stopping points before the lesson. Sticky notes can be put on pages in the book copy, and the text copy is provided with the text arranged in sections.

*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!

Thinking with Reading Chart

Thinking with Reading	Description	Specific Application to Stories from the *Seth* Reader
Before Reading — 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 nonfiction 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.	Using a book copy, examine knowledge of narrative genre. Prompt student thinking about narrative features encountered in the *Seth* Reader: characters, setting (often requires inference and relies on illustrations), and events/actions.
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.	Pre-assess and support knowledge of key vocabulary: • "Seth": Review *romp*. • "Seth's Mom": Think about multiple meanings for the word *plan* (noun and verb). • "Seth's Dad": Review *stump*. • "Sal's Fish Shop": Review *clam* and *squid*. • "Lunch": Discuss *munch* and *crunch* as onomatopoeias: a word that imitates a sound. • "Seth's Finch": Review *finch*. Also address concepts with prompts such as: • "Seth": What do people do at bedtime? • "Seth's Mom": Does being talented mean you are good at many things, very good at one thing, or could it be both? • "Seth's Dad": How do you make your body strong? • "Sal's Fish Shop": Do you know the names of some different kinds of fish that we eat? • "Lunch": Where do people eat lunch? • "Seth's Finch": What are other animals people keep as pets?
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.	Students may read to find out: • "Seth": What does Seth do at bedtime? • "Seth's Mom": What does Pat do for work and for fun? • "Seth's Dad": How does Ted show he is strong? • "Sal's Fish Shop": Why do Seth and his mom go to Sal's shop? • "Lunch": Does everyone have the same lunch? • "Seth's Finch": Why is Seth's finch a fun pet?

	Thinking with Reading	Description	Specific Application to Stories from the *Seth* Reader
During Reading	Monitoring	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.	The stories are divided into three or four sections. After each section, stop and see if students can recall the information from the section just read.
	Visualizing	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 more deeply 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?"	Using a text-only copy, read selections and visualize related images. Describe or draw visualizations, challenging students to add details.
	Observing	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.	Prompt observations by starting discussions with questions such as: • "Seth": Is your bedtime like Seth's? • "Seth's Mom": Who are other people you know who fix things? • "Seth's Dad": What are other things you have to be strong to be able to do? • "Sal's Fish Shop": What kind of seafood do you eat? • "Lunch": Can you think of another story where the characters eat lunch? • "Seth's Finch": Can you name other animals that eat ants and bugs? (Various birds, reptiles, amphibians, and spiders)

	Thinking with Reading	Description	Specific Application to Stories from the *Seth* Reader
After Reading	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 student to connect the details they remember to a big idea for each section, which promotes summarization skills and higher level thinking. For example: • Details—In the beginning, there was a cat and a dog and a pig and a hog. • Summary—We met the four animals in the story.	Ask students to tell you about and/or draw a picture representing the big ideas from the beginning, middle, and end.
	Questioning	During and after reading, answer and ask questions related to the text. Questions that promote meaningful comprehension include 1) literal (remembering information as stated in the text), 2) inferential (providing accurate responses based on connecting prior knowledge and information from the text), and 3) critical (making appropriate determinations 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 say, "Please find and read the line in the story showing the answer." For inferential questions, encourage students to defend their response using information from the text, as well as 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.	Sample Questions Literal: • "Seth": Does Seth know how to do a handstand? • "Seth's Mom": Is Seth's mom a fast or slow runner? • "Seth's Dad": What does Ted use to chop the tree? • "Sal's Fish Shop": Does Pat buy clams? • "Lunch": Who eats the most food? • "Seth's Finch": Where can Seth's finch land? Inferential: (Accept reasonable answers.) • "Seth": What could help Seth calm down and get ready for sleep? • "Seth's Mom": Does Seth's mom know how to use tools? • "Seth's Dad": Do you think Ted lives in the city? • "Sal's Fish Shop": Do Pat and Seth like seafood? • "Lunch": Do you think Seth likes seafood? • "Seth's Finch": Does Seth's finch get to come out of his cage? Evaluative: • Attention to critical questioning is incorporated in Unit 8.

Figuring Out Words

Sound out the letters.

a*b*ᶜ

Look at ALL the letters.

hat*s*

Read the words again.

Dad <u>has</u> his cat

Use words you know.

If I know <u>man</u>,
then I know **tan**

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 chart below illustrates how lessons can be designed to be more or less challenging across both dimensions.

> **Note**: Keep in mind that students should be engaged in actually reading with their 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
>
> * read aloud with the teacher chorally (all voices together) or echo (all voices repeat);
>
> * read aloud with a partner chorally (voices together) or taking equal turns (e.g., page by page); or
>
> * 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-read (voices together) or echo-read (voices repeat) 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 or no support from the teacher.		*Most Difficult*

Fluency and Comprehension Skills Cross-Reference Chart

Comprehension Skill/ CKLA Goal	Unit 7 Lessons																	Unit 7 Pausing Point
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Demonstrate understanding of basic print conventions by tracking and following print word-for-word when listening to a text read aloud (Concept of Word)									"Seth"	"Seth's Mom"	"Seth's Dad"		"Sal's Fish Shop"	"Lunch"		"Seth's Finch"		Demonstration Stories
Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding*									"Seth"	"Seth's Mom"	Mark the Phrase; "Seth's Dad"		"Sal's Fish Shop"	"Lunch"		"Seth's Finch"	Mark the Phrase	Mark the Phrase; Sentence Strips; Demonstration Stories

Comprehension Skill/ CKLA Goal	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	Unit 7 Pausing Point
Read aloud in a group, with a partner, or alone at least 15 minutes each day (include name and use commas and end punctuation while reading orally) (Fluency)	Small Group Work Option (Group 2)		Small Group Work Option (Group 2)		Small Group Work Option (Group 2)	Small Group Work Option		Small Group Work Option		"Seth's Mom"	"Seth's Dad", Take-Home Story	"Seth's Dad," Take-Home Story	"Sal's Fish Shop"	"Lunch", Take-Home Story	"Lunch", Take-Home Story	"Seth's Finch"	"Seth's Finch", Take-Home Story	Practice Reading; Take-Home Stories

All activities promote CKLA Goal: Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds.

*CKLA Goal: "Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding" is supported by the following CKLA Goals:

- With prompting and support, ask and answer questions (e.g., *who*, *what*, *where*, *when*) requiring literal recall and understanding of the details and/or facts of a fiction text

- Ask and answer questions to clarify information in fiction text read independently

- With prompting and support, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction text that has been read independently

- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail

- With prompting and support, describe illustrations from a fiction text read independently, using the illustrations to check and support comprehension of the story

- Use the inflections *–s*, *–es*, and *–ed* as a clue to the meaning of an unknown word

Seth

This is Se**th** Smi**th**.

Se**th** is ten.

Se**th** must get in bed at ten.

Se**th** can jump on his bed, but not past ten.

Se**th** can stomp and romp and stand on his hands, but not past ten.

Se**th**'s dad gets mad if Se**th** is not in bed at ten.

Name: _____

Seth's Mom

This is Pat.

Pat is Se**th**'s mom.

Pat can fix **thing**s.

Pat can scrub, plan, and **th**ink.

Pat can run fast.

Pat can si**ng** so**ng**s.

Seth's Dad

This is Ted.

Ted is Se**th**'s dad.

Ted is stro**ng**.

Ted can **ch**op big logs wi**th** his ax.

Ted can lift big stumps.

Ted can cru**sh** tin cans wi**th** his hands.

Name: _____

Sal's Fish Shop

Pat and Se**th** went in Sal's Fish **Sh**op.

Sal had fre**sh** fi**sh**.

Sal had fre**sh** **sh**rimp.

Sal had crabs.

Sal had clams.

Sal had s**qu**id.

Pat got fi**sh** and **sh**rimp.

Lunch

Seth had lun**ch** wi**th** his mom and dad.

Pat had **sh**rimp and **ch**ips.

Ted had **sh**rimp, fi**sh**, and **ch**ips.

Seth had ham and **ch**ips.

Mun**ch**, mun**ch**.

Crun**ch**, crun**ch**.

Yum, yum.

Seth's Finch

That's Se**th**'s pet fin**ch**, **Ch**ip.

Chip can flap his wi**ng**s.

Chip can mu**nch** on ants and bugs.

Chip can si**ng**.

Chip can land on Se**th**'s hand.

That fin**ch** is fun!

Lost Finch

Se**th**'s pet fin**ch**, **Ch**ip, is lost.

Se**th** can't spot him.

Pat can't spot him.

Ted can't spot him.

Chip is not on Se**th**'s bed.

Chip is not on Se**th**'s desk.

Then, at last, Pat spots **Ch**ip.

Chip hid in Pat's hat and slept.

Name: _____

Seth's Sled

Se**th**'s sled went fast.

Se**th** held on.

Se**th** hit bumps but did not stop.

Se**th** hit slu**sh** but did not stop.

Then Se**th**'s sled hit mud.

Spla**sh**!

Se**th** got mud on his sled.

Se**th** got mud on his pants.

Se**th** got mud on this hat.

Meg's Tots

This is Meg.

Meg is Pat's best pal.

Pat as 1 lad—Se**th**.

Meg has 5 tots—Tom, Tim, Max, Sam, and Wes.

Meg has **qu**ints!

Pat and Ted help Meg.

Pat sets Tim and Tom on Se**th**'s rug.

Ted sets Sam on Se**th**'s **qu**ilt.

Pat sets Max on Se**th**'s bed.

Ted helps Wes stand up on Se**th**'s desk.

Hash and Milk

Pat and Ted had lun**ch** wi**th** Meg's tots.

Max got ha**sh** on his **ch**in.

Wes got ha**sh** on his bib.

Tim's milk is on Tom.

Then Tom got milk on Tim.

Sam got milk on Pat and Ted.

Comprehension—Progress Monitoring

As in previous units of the *Assessment and Remediation Guide*, progress monitoring continues to be a form of assessment integrated into instruction. The resources create a systematic record of student mastery of skills, facilitating documentation and evaluation of student Response to Intervention (RtI). To make effective use of the progress monitoring resources provided, we recommend the following:

- **Incorporate progress monitoring within the Guided Practice section of the lesson plans.** The resources are designed to parallel instructional tasks, allowing for brief, seamless integration. The intention is not to burden instructional time with additional assessments.

- **Assess only when students appear to be ready for a comprehensive check of the target skills.** 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.

- **Utilize results 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.

Running Record and Understanding

Directions

- Print and copy the Student Copy and Record Sheets for the selected progress monitoring assessment for each student being assessed. This assessment should be administered individually. If students are unfamiliar with searching for text support for answers (see steps for a second point below), 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 assessment.

  Note: Initially, DO NOT allow students to look back in the story to find answers if they are unknown or 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 1 point for each question if it is answered correctly.

- A 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 explain you want him/her to show you where the answers for questions 1–3 are located 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 keep no point for providing an initial incorrect answer. Therefore, a question with an initial incorrect answer that is corrected when searching for text support receives a total score of one point. A *pattern* of initial 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 a 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), record the total score out of 8 at the bottom.

  Note: Students will receive explicit instruction with inferential and evaluative questions in later units. It is informative to evaluate student readiness for these higher level questions now. If questions 4 or 5 are consistently missed, students may still score well enough to move on, and the need for specific attention to these forms of questioning will inform instructional planning as students progress through subsequent units.

- Goal: 6–8 points.

- Scores of 5 or less indicate additional reteaching and reinforcement may be required from the Unit 7 *Assessment and Remediation Guide,* Section III, Fluency and Comprehension.

- The Running Record and Understanding 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 the Unit 7 *Assessment and Remediation Guide,* Section II, Phonics.

Lost Finch

Se**th**'s pet fin**ch**, **Ch**ip, is lost.

Se**th** can't spot him.

Pat can't spot him.

Ted can't spot him.

Chip is not on Se**th**'s bed.

Chip is not on Se**th**'s desk.

Then, at last, Pat spots **Ch**ip.

Chip hid in Pat's hat and slept.

Seth's Sled

Se**th**'s sled went fast.

Se**th** held on.

Se**th** hit bumps but did not stop.

Se**th** hit slu**sh** but did not stop.

Then Se**th**'s sled hit mud.

Spla**sh**!

Se**th** got mud on his sled.

Se**th** got mud on his pants.

Se**th** got mud on his hat.

Meg's Tots

This is Meg.

Meg is Pat's best pal.

Pat has 1 lad—Se**th**.

Meg has 5 tots—Tom, Tim, Max, Sam, and Wes.

Meg has **qu**ints!

Pat and Ted help Meg.

Pat sets Tim and Tom on Se**th**'s rug.

Ted sets Sam on Se**th**'s **qu**ilt.

Pat sets Max on Se**th**'s bed.

Ted helps Wes stand up on Se**th**'s desk.

Hash and Milk

Pat and Ted had lun**ch** wi**th** Meg's tots.

Max got ha**sh** on his **ch**in.

Wes got ha**sh** on his bib.

Tim's milk is on Tom.

Then Tom got milk on Tim.

Sam got milk on Pat and Ted.

Directions: Provide students with this page to read for Progress Monitoring 4.

Name: _____

Chad's Lunch

Chad Ki**ng** had lun**ch** wi**th** his dad.

Chad had hot dogs and milk.

Chad's dad had fre**sh** fi**sh** and **ch**ips.

Chad and his dad had fun.

Then, ba**ng**!

Chad hit his cup wi**th** his hand.

Chad's milk went spla**sh** on his dad's lap.

Directions: Provide students with this page to read for Progress Monitoring 5.

Record Sheet for Unit 7 Section III, Comprehension

Student: _____   Date: _____

Place the Student Copy of "Lost Finch" for progress monitoring in front of the student. Tell the student that they will read a story called "Lost Finch." Tell the student that the story is about a boy whose cats make a mess. Keep a running record on this sheet as the student reads the story.

Lost Finch

Se**th**'s pet fin**ch**, **Ch**ip, is lost.

Se**th** can't spot him.

Pat can't spot him.

Ted can't spot him.

Chip is not on Se**th**'s bed.

Chip is not on Se**th**'s desk.

Then, at last, Pat spots **Ch**ip.

Chip hid in Pat's hat and slept.

[43 (total words) - _____ (# of errors)] / 43 (total words) = _____ (% accuracy)

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 total.

1. What is the finch's name? (Chip)	1. _____ and _____ /2
2. Did Ted find Chip? (No, Pat found Chip.)	2. _____ and _____ /2
3. What was Chip doing while they were looking for him? (Sleeping)	3. _____ and _____ /2
4. Did it take a long time to find Chip? (Yes, because they looked many places first and the author wrote "at last.")	4. _____ /1
5. Would Chip like to sleep in a shoe? (Students may say *yes* because it's a cozy spot like the hat, or *no* because it would be stinky. Accept any plausible answer.)	5. _____ /1
	Total: _____ /8

Analysis for Unit 7 Section III, Comprehension

List Uncorrected Errors

Notes

- Did the apostrophe in *Seth's* or *can't* cause problems?

- Are there specific errors involving the digraph spellings 'ch' or 'th'?

- Are errors consistently in the initial, medial, or final position of the word?

- Are there errors related to the decoding of initial and/or final consonant clusters?

- Are specific letter-sound correspondences consistently missed, and if so, which ones?

- 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

Errors	%	Notes
0 or 1	96–100	Very good. Okay to move on.
2–4	89–95	Teacher judgment is required to determine if additional instruction from the Unit 7 *Assessment and Remediation Guide* is needed, or if the student is ready to move on.
5+	0–88	Weak. Discontinue test. Additional instruction from the Unit 7 *Assessment and Remediation Guide* is recommended.

Comprehension

Questions	Notes
7 or 8	Very good. Okay to move on.
6	Good. Okay to move on.
5	Fair. Consider discontinuing test and providing additional instruction from the Unit 7 *Assessment and Remediation Guide*. If student is not overly frustrated, you may wish to move on.
0–4	Weak. Discontinue test. Additional instruction from the Unit 7 *Assessment and Remediation Guide* is recommended.

Record Sheet for Unit 7 Section III, Comprehension

Student: _____   Date: _____

Place the Student Copy of "Seth's Sled" for progress monitoring in front of the student. Tell the student that they will read a story called "Seth's Sled." Tell the student that the story is about a boy whose cats make a mess. Keep a running record on this sheet as the student reads the story.

Seth's Sled

Se**th**'s sled went fast.

Se**th** held on.

Se**th** hit bumps but did not stop.

Se**th** hit slu**sh** but did not stop.

Then Se**th**'s sled hit mud.

Spla**sh**!

Se**th** got mud on his sled.

Se**th** got mud on his pants.

Se**th** got mud on his hat.

[45 (total words) - _____ (# of errors)] / 15 (total words) = _____ (% accuracy)

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 total.

1. How did Seth stay on the sled? (Held on)	1. _____ and _____ /2
2. Does Seth hit grass? (No, not mentioned)	2. _____ and _____ /2
3. What did Seth get mud on? (Name at least two: sled, pants, and hat)	3. _____ and _____ /2
4. Was Seth on a big hill? (Yes, because he "went fast.")	4. _____ /1
5. Will Seth's mom be mad? (Yes, because he is muddy, or no because she'll be happy that he had fun. Accept any plausible answer.)	5. _____ /1
	Total: _____ /8

Analysis for Unit 7 Section III, Comprehension

List Uncorrected Errors

Notes

- Did the apostrophe in *Seth's* cause problems?
- Are there specific errors involving the digraph spellings 'th' or 'sh'?
- Are errors consistently in the initial, medial, or final position of the word?
- Are there errors related to the decoding of initial and/or final consonant clusters?
- Are specific letter-sound correspondences consistently missed, and if so, which ones?
- 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

Errors	%	Notes
0–2	96–100	Very good. Okay to move on.
3–5	89–95	Teacher judgment is required to determine if additional instruction from the Unit 7 *Assessment and Remediation Guide* is needed, or if the student is ready to move on.
6+	0–88	Weak. Discontinue test. Additional instruction from the Unit 7 *Assessment and Remediation Guide* is recommended.

Comprehension

Questions	Notes
7 or 8	Very good. Okay to move on.
6	Good. Okay to move on.
5	Fair. Consider discontinuing test and providing additional instruction from the Unit 7 *Assessment and Remediation Guide*. If student is not overly frustrated, you may wish to move on.
0–4	Weak. Discontinue test. Additional instruction from the Unit 7 *Assessment and Remediation Guide* is recommended.

Record Sheet for Unit 7 Section III, Comprehension

Student: _____   Date: _____

Place the Student Copy of "Meg's Tots" for progress monitoring in front of the student. Tell the student that they will read a story called "Meg's Tots." Tell the student that the story is about a mom and her babies. Keep a running record on this sheet as the student reads the story.

Meg's Tots

This is Meg.

Meg is Pat's best pal.

Pat has 1 lad—Se**th**.

Meg has 5 tots—Tom, Tim, Max, Sam, and Wes.

Meg has **qu**ints!

Pat and Ted help Meg.

Pat sets Tim and Tom on Se**th**'s rug.

Ted sets Sam on Se**th**'s **qu**ilt.

Pat sets Max on Se**th**'s bed.

Ted helps Wes stand up on Se**th**'s desk.

[59 (total words) - _____ (# of errors)] / 59 (total words) = _____ (% accuracy)

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 total.

1. How many kids does Pat have? (One—Seth)	1. _____ and _____ /2
2. Who helps Meg? (Pat and Ted)	2. _____ and _____ /2
3. How many kids sit on the rug? (Two—Tim and Tom)	3. _____ and _____ /2
4. Why do Pat and Ted help Meg? (Because "Meg is Pat's best pal.")	4. _____ /1
5. What are the safest spots for the quints to sit? (Student might say the rug or the quilt because they won't fall or the bed and the desk because the adults are holding them. Accept any plausible answer.)	5. _____ /1
	Total: _____ /8

Analysis for Unit 7 Section III, Comprehension

List Uncorrected Errors

Notes

- Did the apostrophe in *Pat's* or *Seth's* cause problems?
- Are there specific errors involving the digraph spellings 'th' or 'qu'?
- Are errors consistently in the initial, medial, or final position of the word?
- Are there errors related to the decoding of initial and/or final consonant clusters?
- Are specific letter-sound correspondences consistently missed, and if so, which ones?
- 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

Errors	%	Notes
0–2	96–100	Very good. Okay to move on.
3–6	89–95	Teacher judgment is required to determine if additional instruction from the Unit 7 *Assessment and Remediation Guide* is needed, or if the student is ready to move on.
7+	0–88	Weak. Discontinue test. Additional instruction from the Unit 7 *Assessment and Remediation Guide* is recommended.

Comprehension

Questions	Notes
7 or 8	Very good. Okay to move on.
6	Good. Okay to move on.
5	Fair. Consider discontinuing test and providing additional instruction from the Unit 7 *Assessment and Remediation Guide*. If student is not overly frustrated, you may wish to move on.
0–4	Weak. Discontinue test. Additional instruction from the Unit 7 *Assessment and Remediation Guide* is recommended.

Record Sheet for Unit 7 Section III, Comprehension

Student: _____   Date: _____

Place the Student Copy of "Hash and Milk" for progress monitoring in front of the student. Tell the student that they will read a story called "Hash and Milk." Tell the student that the story is about five babies eating lunch. Keep a running record on this sheet as the student reads the story.

Hash and Milk

Pat and Ted had lun**ch** wi**th** Meg's tots.

Max got ha**sh** on his **ch**in.

Wes got ha**sh** on his bib.

Tim's milk is on Tom.

Then Tom got milk on Tim.

Sam got milk on Pat and Ted.

[38 (total words) - _____ (# of errors)] / 38 (total words) = _____ (% accuracy)

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 total.

1. Who is the tots' mom? (Meg)	1. _____ and _____ /2
2. What are the kids having for lunch? (Hash and milk)	2. _____ and _____ /2
3. Did Pat and Ted get messy? (Yes, Sam spilled milk on them.)	3. _____ and _____ /2
4. Was Meg there? (No, because she was not mentioned during the story events.)	4. _____ /1
5. Do you think Pat and Ted will have lunch with the tots again? (Student might say *yes* because they had fun or *no* because it was such a mess. Accept any plausible answer.)	5. _____ /1
	Total: _____ /8

Analysis for Unit 7 Section III, Comprehension

List Uncorrected Errors

Notes

- Did the apostrophe in *Meg's* or *Tim's* cause problems?

- Are there specific errors involving the digraph spellings 'ch', 'th', or 'sh'?

- Are errors consistently in the initial, medial, or final position of the word?

- Are there errors related to the decoding of initial and/or final consonant clusters?

- Are specific letter-sound correspondences consistently missed and if so, which ones?

- 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

Errors	%	Notes
0-1	96-100	Very good. Okay to move on.
2-4	89-95	Teacher judgment is required to determine if additional instruction from the Unit 7 *Assessment and Remediation Guide* is needed, or if the student is ready to move on.
5+	0-88	Weak. Discontinue test. Additional instruction from the Unit 7 *Assessment and Remediation Guide* is recommended.

Comprehension

Questions	Notes
7-8	Very good. Okay to move on.
6	Good. Okay to move on.
5	Fair. Consider discontinuing test and providing additional instruction from the Unit 7 *Assessment and Remediation Guide*. If student is not overly frustrated, you may wish to move on.
0-4	Weak. Discontinue test. Additional instruction from the Unit 7 *Assessment and Remediation Guide* is recommended.

Record Sheet for Unit 7 Section III, Comprehension

Student: _____   Date: _____

Place the Student Copy of "Chad's Lunch" for progress monitoring in front of the student. Tell the student that they will read a story called "Chad's Lunch." Tell the student that the story is about a boy, his dad, and a mess. Keep a running record on this sheet as the student reads the story.

Chad's Lunch

Chad Ki**ng** had lun**ch** wi**th** his dad.

Chad had hot dogs and milk.

Chad's dad had fre**sh** fi**sh** and chips.

Chad and his dad had fun.

Then, ba**ng**!

Chad hit his cup wi**th** his hand.

Chad's milk went spla**sh** on his dad's lap.

[43 (total words) - _____ (# of errors)] / 43 (total words) = _____ (% accuracy)

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 total.

1. With whom did Chad have lunch? (Dad)	1. _____ and _____ /2
2. What did they eat? (Name at least two: hot dogs, milk, fish, and chips)	2. _____ and _____ /2
3. What happened during the lunch? (Chad hit his cup and it splashed on Dad.)	3. _____ and _____ /2
4. What might Chad have been doing to cause the spill? (Pointing at something, turning around, or reaching across the table, all because he "hit his cup with his hand.")	4. _____ /1
5. How do you think Chad's dad felt? (Student might say *surprised* because he got splashed or *upset* because he got wet. Accept any plausible answer.)	5. _____ /1
	Total: _____ /8

Analysis for Unit 7 Section III, Comprehension

List Uncorrected Errors

Notes

- Did the apostrophe in *Chad's* cause problems?

- Are there specific errors involving the digraph spellings 'ch', 'th', 'sh', or 'ng'?

- Are errors consistently in the initial, medial, or final position of the word?

- Are there errors related to the decoding of initial and/or final consonant clusters?

- Are specific letter-sound correspondences consistently missed, and if so, which ones?

- 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

Errors	%	Notes
0 or 1	96–100	Very good. Okay to move on.
2–4	89–95	Teacher judgment is required to determine if additional instruction from the Unit 7 *Assessment and Remediation Guide* is needed, or if the student is ready to move on.
5+	0–88	Weak. Discontinue test. Additional instruction from the Unit 7 *Assessment and Remediation Guide* is recommended.

Comprehension

Questions	Notes
7 or 8	Very good. Okay to move on.
6	Good. Okay to move on.
5	Fair. Consider discontinuing test and providing additional instruction from the Unit 7 *Assessment and Remediation Guide*. If student is not overly frustrated, you may wish to move on.
0–4	Weak. Discontinue test. Additional instruction from the Unit 7 *Assessment and Remediation Guide* is recommended.

Core Knowledge Language Arts

Series Editor-in-Chief
E. D. Hirsch, Jr.

President
Linda Bevilacqua

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Unit 7
Assessment and Remediation Guide

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