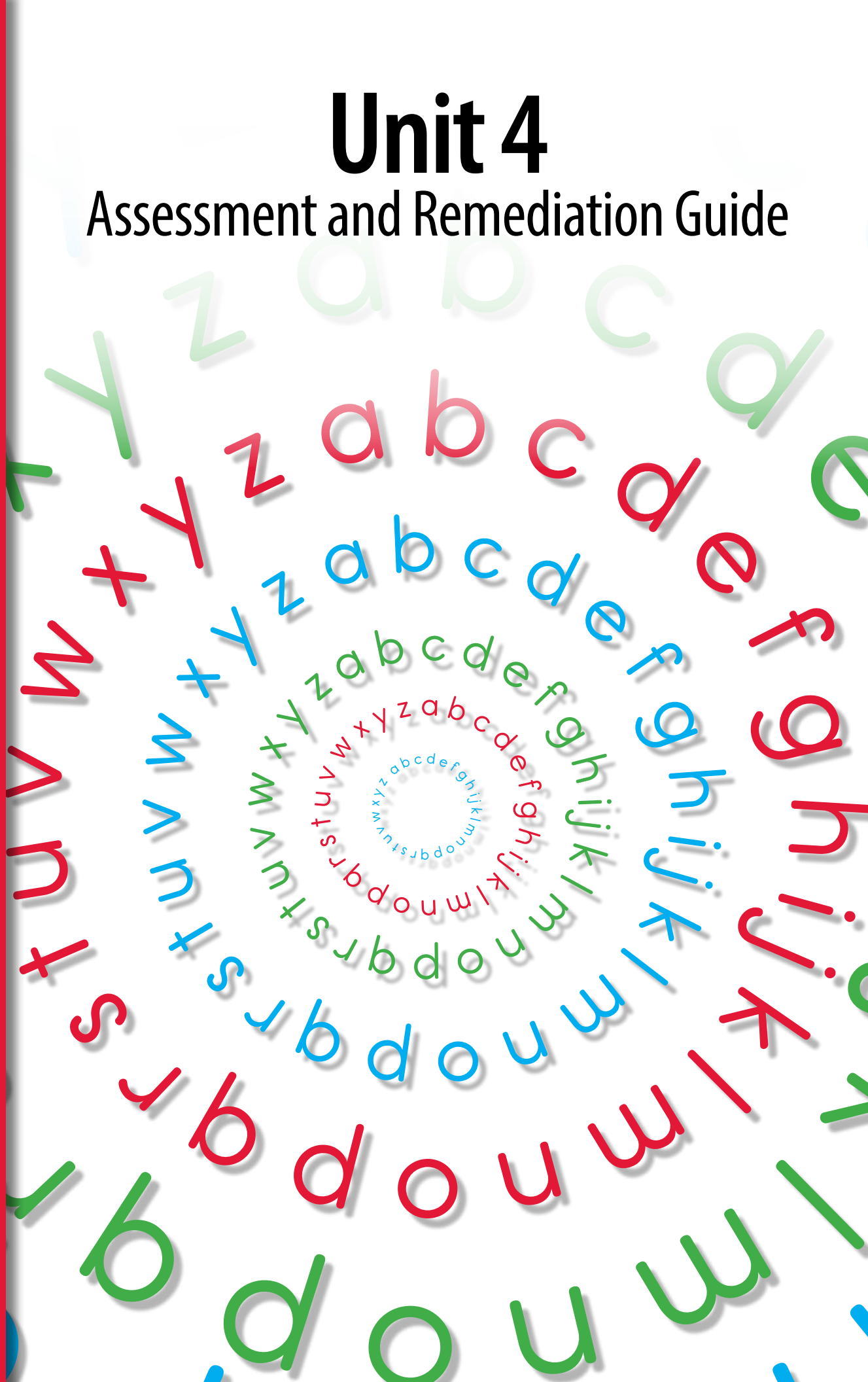
Unit 4

Assessment and Remediation Guide



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Unit 4

Assessment and Remediation Guide

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Unit 4

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

Step 1: Use the Cross-Reference Charts and Determining Student Need flow charts provided for each component (i.e., Phonological Awareness, Phonics, Comprehension, and Writing) within the unit. The Cross-Reference Chart helps you consider student performance across the lessons and with any Pause 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 flow chart 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 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!

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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.
- 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.
- comprehensive reteaching.

The Lesson Templates within each section provide a detailed model 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 the following Explicit Reteaching Lesson Structures aligns with the Lesson Templates and Sample Remedial Lessons from each section. The Guided Reinforcement Lesson Structure provide guidance for how to make more abbreviated use of the Lesson Templates and Sample Remedial Lessons, and the Comprehensive Reteaching Structure illustrates how to make more complete use of the Lesson Templates and Sample Remedial Lessons from across sections.

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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 (two or three)**: Thumbs-Up Review • **For Phonics**: Match Me • **For Comprehension**: I'm Looking For… • **For Writing: Lowercase Letter Formation**: Handwriting Warm-Up	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 (two or three)** • **Phonics** • **Comprehension** (Rereading text to apply familiar Thinking with Reading techniques) • **Writing: Lowercase Letter Formation**	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.

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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 (two or three)**: Thumbs-Up Review • **For Phonics**: Match Me • **For Comprehension**: I'm Looking For… • **For Writing: Lowercase Letter Formation**: Handwriting Warm-Up	activity dependent	3
Explicit Instruction	See corresponding section Lesson Templates for Learning About… activity descriptions. • **For Phonological Awareness: Phonemes (two or three)**: Sound Boxes • **For Phonics**: Review the Sound/Spelling • **For Comprehension**: Set a Purpose and Model Thinking with Reading • **For Writing: Lowercase Letter Formation**: Learning About Lowercase Letter Formation	activity dependent	4
Guided Practice (working with skills)	See corresponding section Lesson Templates for Working With… activity descriptions. • **For Phonological Awareness: Phonemes (two or three)**: Sound Boxes cont. • **For Phonics**: Chaining • **For Comprehension**: Read with Purpose and Understanding • **For Writing: Lowercase Letter Formation**: Working with Lowercase Letter Formation	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 (two or three)** • **Phonics** • **Comprehension** (Read with Purpose and Understanding cont.) • **Writing: Lowercase Letter Formation** **Activities with which students have demonstrated independence may engage students when progress monitoring with individuals is needed.**	activity dependent Progress Monitoring resources	8

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Comprehensive Reteaching Lesson Structure

The Comprehensive Reteaching Lesson Structure also aligns with the Lesson Templates. This structure provides a 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 (two or three)**: Thumbs-Up Review • **For Phonics**: Match Me • **For Comprehension**: I'm Looking For… • **For Writing: Lowercase Letter Formation**: Handwriting Warm-Up	activity dependent	3
Explicit Instruction	See corresponding section Lesson Templates for Learning About… activity descriptions. • **For Phonological Awareness: Phonemes (two or three)**: Sound Boxes • **For Phonics**: Review the Sound/Spelling • **For Comprehension**: Set a Purpose and Model Thinking with Reading • **For Writing: Lowercase Letter Formation**: Learning About Lowercase Letter Formation	activity dependent	5
Guided Practice (working with skills)	See corresponding section Lesson Templates for Working With… activity descriptions. • **For Phonological Awareness: Phonemes (two or three)**: Sound Boxes cont. • **For Phonics**: Chaining • **For Comprehension**: Read with Purpose and Understanding • **For Writing: Lowercase Letter Formation**: Working with Lowercase Letter Formation	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 (two or three)** • **Phonics** • **Comprehension** (Read with Purpose and Understanding cont.) • **Writing: Lowercase Letter Formation**	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

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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) Initiate Guided Practice (applying skills)	Warm-Up Explicit Instruction Continue 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, Comprehension, and Writing), 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 Writing activity) **Independent Practice/ Progress Monitoring**: Writing 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**: Writing focus Explicit Instruction: Writing focus **Guided Practice (working with skills)**: Writing focus **Guided Practice (applying skills)**: Combination from component areas (e.g., a Phonics and a Writing activity) **Independent Practice/ Progress Monitoring**: Continue Phonics progress monitoring assessment	Repeat Sequence (Perhaps sessions focusing on phonological awareness and writing do not occur as frequently as sessions focusing on phonics and comprehension.)

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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 student 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, Comprehension, and Writing) and aligned with the objectives from the CKLA Skills strand units. Within the sections you will find:

- **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 & 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 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 found 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.

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- **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 & 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 to inform instruction and build a record of student's progress.

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Section I
Phonological Awareness: Phonemes (Two or Three)

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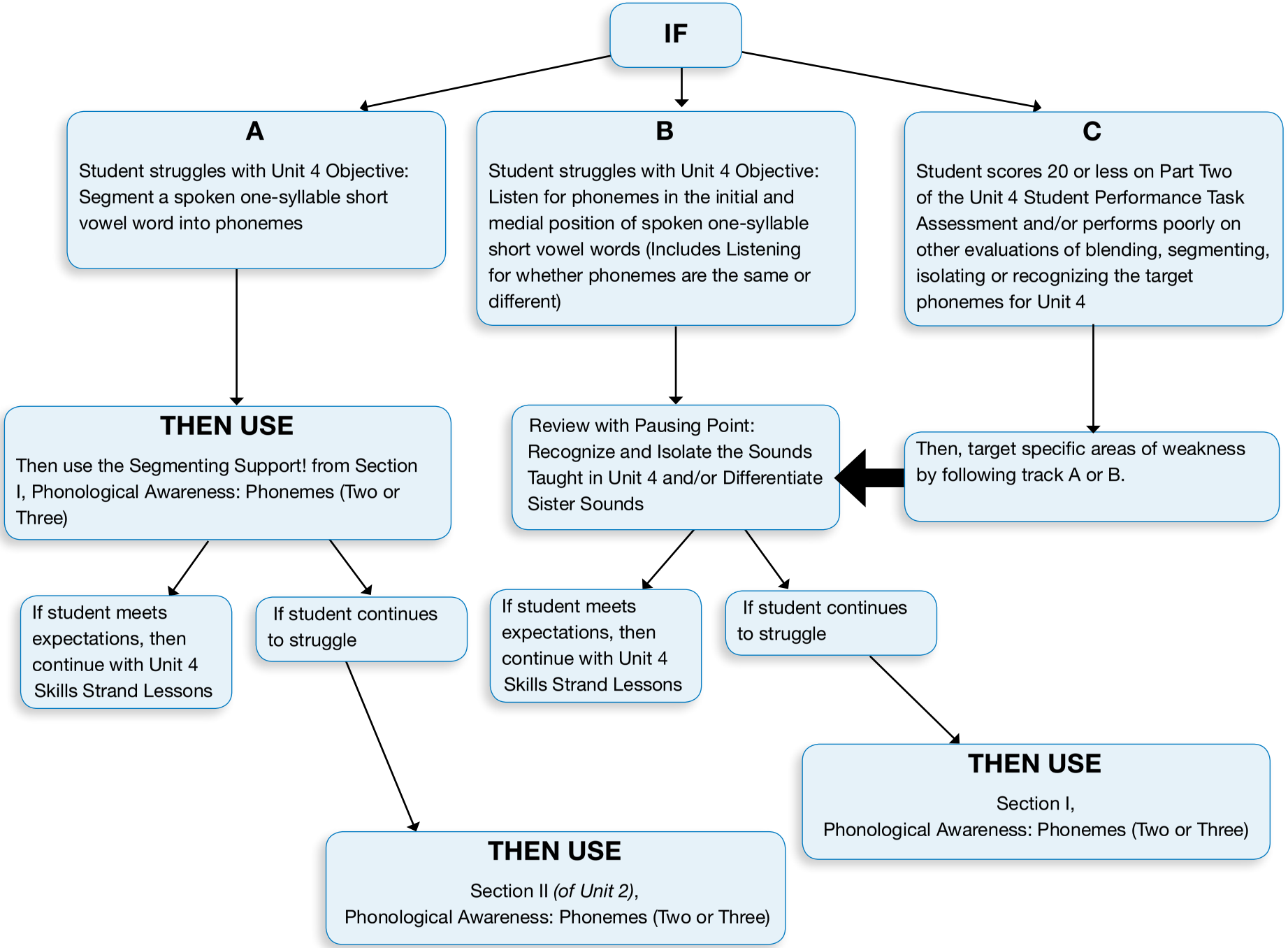
Determining Student Need for Section I, Phonological Awareness: Phonemes (Two or Three)



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Segmenting Support!

Note to Teacher

Orally segmenting two or three phonemes is a primary focus of the activities in Unit 3, Section I of the Assessment and Remediation Guide. Unit 4 allows for continued development of this skill. It also provides progress monitoring assessments for evaluating students' ability to apply segmenting with the targeted sound/spellings for Unit 4. Segmenting Support 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 demonstrate the need for more comprehensive instruction with segmenting, access additional resources in Unit 3, Section I of the *Assessment and Remediation Guide*.

Silly Monster

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

- 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 *sun*, Silly Monster would say, /s//u//n/."
- Review the names of the depicted items with students.
- Point to a picture and ask students to identify by talking like Silly Monster.
- If students are unable to answer, say the name of the item by stretching out the word (e.g., /sssss-uuuuu-nnnnn/).
- Continue until all the pictures are identified using Silly Monster talk.
- Option: Blocks, beans, tiles, etc., can be used to cover pictures as sounds are identified.

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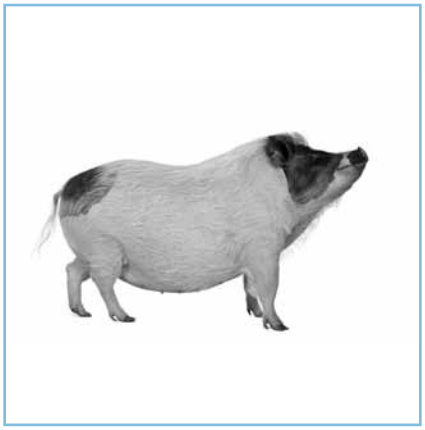
Name: _____

Silly Monster 1



Directions: Point to or name pictures on the page. Students repeat by talking like Silly Monster who breaks words into their individual sounds. (net, egg, sad, fan, zip, pig, ham, pan, map)

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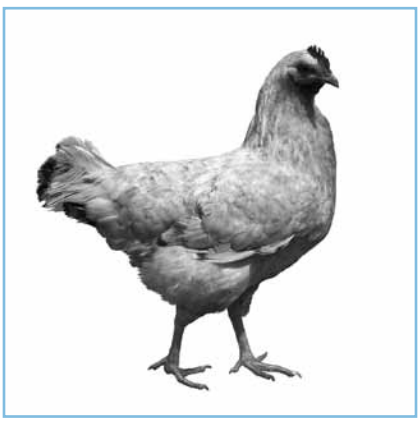
Name: _____

Silly Monster 2



Directions: Point to or name pictures on the page. Students repeat by talking like Silly Monster who breaks words into their individual sounds. (fin, hat, sock, van, pot, nap, neck, hen, ill)

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Name: _____

Silly Monster 3

Directions: Point to or name pictures on the page. Students repeat by talking like Silly Monster who breaks words into their individual sounds. (pen, head, sit, dog, vet, pig, mop, hip, leg)

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Push & Say

Use Sound Boxes one and two 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., *fan*).
- 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., /fffff-aaaaa-nnnnn/).
- 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.

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Name: _____

Sound Boxes

Directions: Say a two- or three-phoneme word. Students segment the sounds and push an object (from left to right) into the boxes for each phoneme. Then students run their finger under the boxes (from left to right) and repeat the blended word.

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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 four. 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 two- and three-phoneme words from the Word Lists. If students perform well with three-phoneme words, they may be challenged with a few four phoneme words by making select words plural (e.g., *fan* becomes *fans:* /f//a//n//s/).

- 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 four 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 may say, “Oh nuts!”
- As all students “feed the squirrel” the acorns will pile up on the squirrel. Redistribute the acorns for the next sentence.

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Name: _____

"Oh Nuts!" (Squirrel)

Directions: See "Oh Nuts!"

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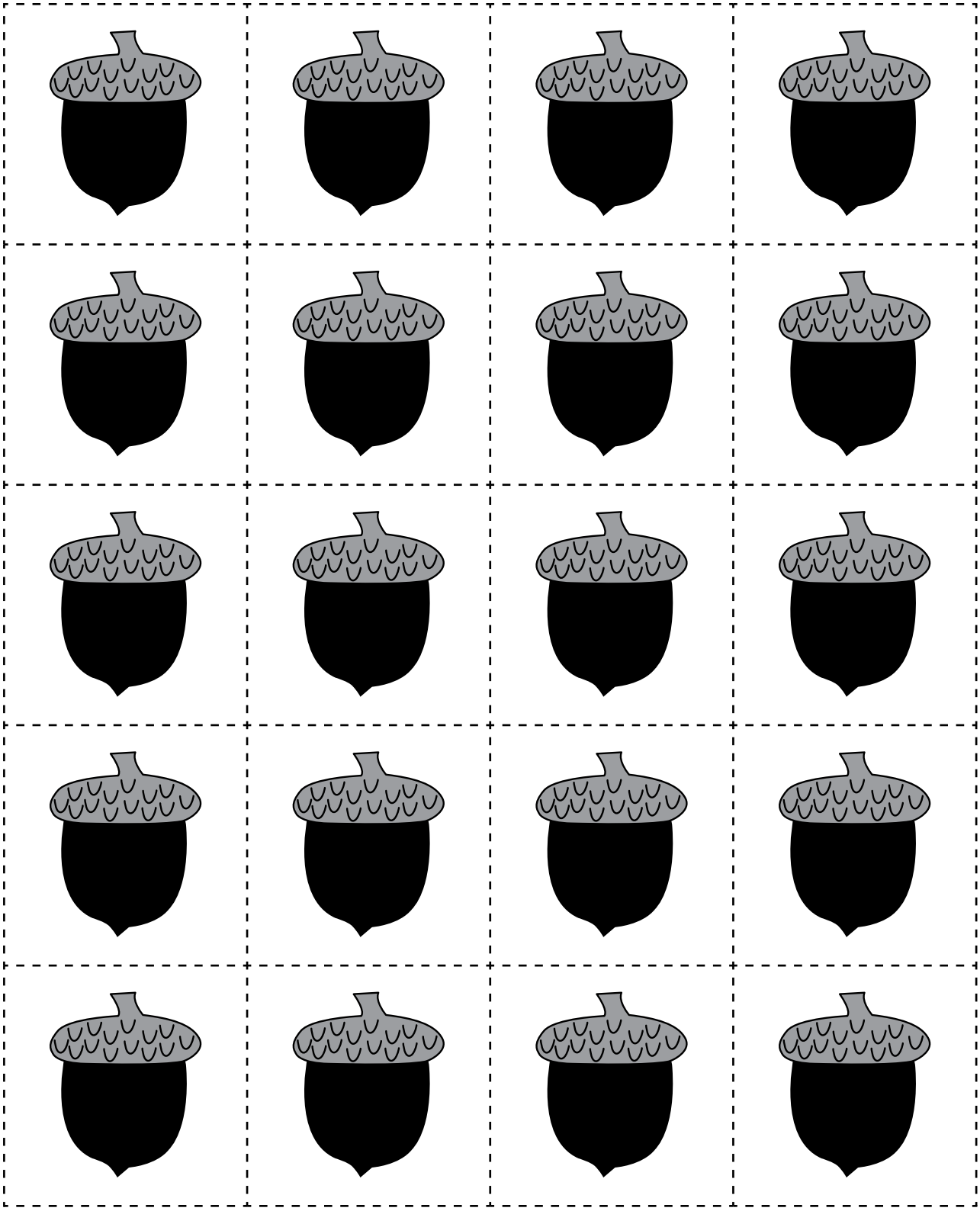
Name: _____

"Oh Nuts!" (Acorns)



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

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Flip Your Lid!

Advance 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 two-liter soda bottle and wash it thoroughly to remove any stickiness.

Select a combination of two- and three-phoneme words from the Word Lists. If students perform well with three-phoneme words, they may be challenged with a few four-phoneme words by making select words plural (e.g., *fan* becomes *fans:* /f//a//n//s/).

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

Construction Time!

Advance Preparation

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

Select a combination of two- and three-phoneme words from the Word Lists. If students perform well with three-phoneme words, they may be challenged with a few four-phoneme words by making select words plural (e.g., *fan* becomes *fans:* /f//a//n//s/).

- Give each student at least four 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 a few new blocks to each student for each successive word.

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Lesson Template

Phonological Awareness: Phonemes (Two or Three)

Focus: Phonemes (Two or Three)	Teaching	Materials
Warm-Up *Note: This Warm-Up is an extension of the Mirror, Mirror activity from Unit 4 Lessons*	Objective: Prompt student attention to the articulation of target phonemes. Exercise: Play Thumbs-Up Review. Using the Articulation Chart, ask students yes or no questions about the target phonemes (/n/, /h/, /s/, /f/, /v/, /z/, /p/, /e/). 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. You may want to model and discuss articulation information prior to playing the game, especially 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-down for the question, "Can you stretch the sound for /n/?" then model holding the /n/ sound /nnnnnnnnn/ 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.	Articulation Chart mirrors
Explicit Instruction	Objective: State the purpose for listening and model the desired performance. Learning about Target Phonemes: 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 examples and model touching the boxes as you segment the sounds. Then place the cube in the initial or medial position square depending on the position of the targeted 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 to you.) Do most of the sample items correctly, but also segment one or two incorrectly to address common potential mistakes.	Word Lists cubes Sound Boxes worksheet

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Focus: Phonemes (Two or Three)	Teaching	Materials
Guided Practice	Objective: Provide an engaging opportunity to develop targeted phoneme skills with decreasing support as students' skills strengthen. Working with Target Phonemes: Say the selected target phonemes and words for students. Students use the cubes and Sound Boxes worksheet, as previously modeled by the teacher, to indicate where the target sound is located in each word. Application of Skills: Select Games and Poems/Songs/Nursery Rhymes activities allowing students to apply phoneme skills. Progress Monitoring Option: Incorporate progress monitoring checks here as needed.	Word Lists cubes and Sound Boxes worksheet for each student activity dependent: game resources and/or P/S/NR resources Progress Monitoring resources
Independent Practice	Objective: Allow students to practice target phoneme skills with high levels of independence while striving for mastery. Practicing and Extending Skills with Target Phonemes: Revisit previously taught activities allowing students to practice targeted phoneme skills with classmates. Games utilizing the picture cards are best suited for independent practice.	continued from Guided Practice

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Sample Remedial Lesson

Phonological Awareness: Phonemes (/s/ and /z/)

Focus: Phonemes (/s/ and /z/)	Teaching	Materials

Warm-Up
Note: This Warm-Up is an extension of the Mirror, Mirror and Differentiate Consonant and Vowel Sounds activities from Unit 4 Lessons
	Objective: Prompt student attention to the articulation of target phonemes.
	Exercise: Play Thumbs-Up Review. Using the Articulation Chart, ask students yes or no questions about the target phonemes (/n/, /h/, /s/, /f/, /v/, /z/, /p/, and /e/). Review, checking for voicing by putting your hand on your throat to notice the difference between /s/ and /z/. Is the voice on for /z/? Also check for voicing between /f/ and /v/; the difference is the voice is on for /v/.
	• Provide each student with a mirror.
	• Tell students you will ask them questions about what they do to make the sounds for /n/, /h/, /s/, /f/, /v/, /z/, /p/, and /e/.
	• 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 the mouth wide for /e/?*
	  • *Are lips pressed together for /n/?*
	  • *Can you stretch the sound /p/?*
	  • *Is your voice on for /v/?*
	  • *Is your voice on for /f/?*
	  • *Is the mouth a little bit open for /h/?*
	  • *Does your tongue touch the top of your mouth for /n/?*
	  • *Can you stretch the sound for /z/?*
	Reminder: Keep notes on the Articulation Chart regarding information mastered, progressing, or unfamiliar.
		Articulation Chart
		mirrors

Explicit Instruction	Objective: State the purpose for listening and model the desired performance.
	Learning about Target Phonemes: Target Phonemes: /s/ and /z/
	  • /s/: *sad*, *sack*, *sit*, *set*, *pass*, *kiss*, *gas*, *geese*
	  • /z/: *zap*, *zip*, *zoo*, *his*, *fizz*, *is*, *buzz*
	• Tell students you will say a sound and a word and 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 the position of the sound by putting a cube in the correct box on their Sound Boxes worksheet.
		Word Lists
		cubes
		Sound Boxes worksheet

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Focus: Phonemes (/s/ and /z/)	Teaching	Materials
Explicit Instruction *(Cont.)*	• First model with: *Where is the /s/ in the word* sad? Think aloud allowing students to hear you segment the sounds (/s/ /a/ /d/) and touch the boxes from the students' left to right for each sound. Then place a cube in the initial position box for the /s/ sound. • Next use: *Where is the /z/ in the word* fizz? Put a cube in the initial position and see if students notice the need for a cube in the final position! • If students do not notice your error, point out *fizz* has /z/ in the final position and make the correction. • Continue with additional samples until you feel students are ready for practice.	
Guided Practice	Objective: Provide an engaging opportunity to develop targeted phoneme skills with decreasing support as students' skills strengthen. Working with Target Phonemes: Say the selected target phonemes and words for students, continuing with the list from Explicit Instruction. Target Phonemes: /s/ and /z/ • /s/: *sad*, *sack*, *sit*, *set*, *pass*, *kiss*, *gas*, *geese* • /z/: *zap*, *zip*, *zoo*, *his*, *fizz*, *is*, *buzz* Students use the cubes and Sound Boxes worksheet, as previously modeled by the teacher, indicating the location of the target sound in the word. Application of Skills: • Provide each student with a set of picture cards for /s/ and /z/. Have students mix up and lay out all the cards. • Attempt the Isolating Sounds (Expressive) activity and if students struggle, offer more support by changing to the Isolating Sounds (Receptive) activity. (Refer to directions under Phoneme—Games: Picture Cards.) • As beginning sounds are provided or identified, sort picture cards into two groups according to beginning sound. • Once the pictures are sorted, check the categories. Ask students to tell you the beginning sound for each group and name the pictures in each category to recheck their sort. • As students finish they can use their picture cards to play Memory with a partner. Progress Monitoring Option: All students have achieved mastery scores for Blending Progress Monitoring assessments and are ready for a comprehensive check of isolating Unit 4 targeted phonemes, use Isolate Targeted Sounds 2.	Word Lists cubes and Sound Boxes worksheet for each student activity dependent: Picture Cards for /s/ and /z/ for each student copies of Progress Monitoring for Isolate Target Sounds 2
Independent Practice	Objective: Allow students to practice target phoneme skills with high levels of independence while striving for mastery. Practicing and Extending Skills with Target Phonemes: With a partner, students may sort picture cards for /s/ and /z/, check each other's sorts, and then play Memory with the picture cards.	continued from Guided Practice

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Dimensions of Difficulty

Lessons can be crafted to be more or less difficult by varying the target position when 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., /s/ and /e/)**	**Contrast Phonemes with Similar Articulation Features (e.g., minimal pairs /f/ and /v/)**
Skill		
Isolate a sound in the initial position		
Isolate a sound in the medial position		***Most Difficult***

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Articulation Chart

Refer to this chart for Warm-Up activities or at any other time when reviewing articulation would 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. Additional information other than material students learned in the Skills Strand Lessons is noted in *italic*.

New Phonemes

Phoneme	Articulation Features (Notice in the Mirror)	Is Your Voice On or Off?	Can You Stretch the Sound?
/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/ & /a/ the jaw is higher and for /o/ the jaw is lower.)	On	Yes

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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

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!

*Plosive sounds are difficult to pronounce in isolation making it tempting to add a short vowel sound after the consonant sound (e.g., /buh/ instead of /b/). When you teach these sounds, make an effort to keep the sounds as clipped as possible.

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Minimal Pairs

- /n/ and /m/ are minimal pairs because they are both nasal sounds (air goes through the nose) and only differ by articulation features.
- /s/ and /z/ are minimal pairs because the only difference is whether the voice is on or off.
- /f/ and /v/ are minimal pairs because the only difference is whether the voice is on or off.
- /e/, /a/, /o/, and /i/ are minimal pairs because the only difference is the degree to which the mouth is open. Producing the vowel sounds in this order: /i/, /a/, /e/, /o/ allows you to best feel the increased opening for each new vowel sound.

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Phoneme Skills Cross-Reference Chart

Phoneme Skill/CKLA Goal	Unit 4 Lessons															Unit 4 Pausing Point
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Segment a Spoken One-Syllable Short Vowel Word into Phonemes	Segmenting															Blending: Pop-Up People; Relay Blending
					Chaining for Spelling					Chaining for Spelling	Chaining for Spelling	Stomp and Spell	Circle Spelling			
Listen for Phonemes in the Initial, Medial, and Final Position of Spoken One-Syllable Short Vowel Words *(Includes Listening for Whether Phonemes are the Same or Different)*	Sound off (/n/); Minimal Pairs (/m/ and /n/)	I'm Thinking of Something (/h/)	Tongue Twister; Sound Riddles (/s/)	Hearing Initial Sounds (/f/)		The New Sound (/v/); Sister Sounds (/v/ and /f/)	The New Sound (/z/); Sister Sounds (/z/ and /s/); T-Chart Sort	Tongue Twister (/p/); I'm Thinking of Something (/p/)	Minimal Pairs (/e/, /i/, and /a/)		T-Chart Sort					I'm Thinking of Something; Sound Riddles; Tongue Twister; Guess the Sound; Happy Birthday to You!; Sound Search; T-Charts

Phonemes—Word Lists

Targeted Sounds	/n/	/h/	/s/	/f/	/v/	/z/	/p/	/e/
Words Restricted to Targeted Sounds in Initial, Medial, or Final Positions	gnat nag nap not nod knock **net** neck hen ***fan*** fin ***van*** pan pin *pen* an on in	ham *hat* had have has (/z/) hot hog hop him hit his (/z/) hip head hen	sat sad sack sag sap **sock** *sit* sick sis sip set said (/e/) pass	fat fad ***fan*** fog fit fig fin fizz fed if	***van*** vet have	zap zip has (/z/) his (/z/) fizz as (/z/) is (/z/)	pat pad pack pan pass pot pod pop pit pick ***pig*** pin pet peck peg *pen* nap hop hip sap sip zap zip	***egg*** **net** neck head hen set said (/e/) fed vet pet peck peg *pen*
Targeted Sound in Initial Position	gnat nag nap not nod knock **net** neck **nose** **nut** **knee** **knife** new night	ham *hat* had have has (/z/) hot hog hop him hit his (/z/) hip head hen hay he hi home	sat sad sack sag sap **sock** *sit* sick sis sip set said (/e/) **sun** so see say sail	fat fad ***fan*** fog fit fig fin fizz fed *food* *fern* **fish** **five** **foot** face feet	***van*** vet **vase** vine	zap zip zoo	pat pad pack pan pass pot pod pop pit pick ***pig*** pin pet peck peg *pen* pay pail path peach peep	elk echo

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Targeted Sounds	/n/	/h/	/s/	/f/	/v/	/z/	/p/	/e/
Targeted Sound in Medial Position								**leg** ten hen **web** *pen* **net** jet *bed* get men pet red vet wet
Targeted Sound in Final Position	hen ***fan*** fin ***van*** pan pin *pen* ***man*** tan tin ten can an on in bean chin *cone* **sun** thin		sis gas pass geese kiss loose ace ice **mice**	if off leaf	have cave	has (/z/) his (/z/) fizz as (/z/) is (/z/) buzz fuzz	pop nap hop hip sap sip zap zip map mop tap top tip dip cap cop gap ape lap cup	

If visual support is desired as a scaffold or required for activities such as blending to identify a picture, use words noted in **bold** (from Blending Picture Cards included as a Skills Strand resource) or *italic* (from Sound Cards included as a Skills Strand resource).

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Sound Boxes: Identify the Position

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

- Provide a worksheet for each student.
- Say a target sound and word using the sentence frame: *Where is /_/ in the word _____?* For example: *Where is /e/ in the word* hen*?*
- 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 targeted sound.

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.

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Name: _____

Sound Boxes: Phonological Awareness

Directions: Say a target sound and word using 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. Students place an object (cube, bean, etc.) in the box matching the position of the target sound.

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Target Sounds

The following games should be restricted to the targeted sounds: /n/, /h/, /s/, /f/, /v/, /z/, /p/, and /e/.

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 want them to say a word containing the sound. For example: *Give me a word starting with /f/.* (If students struggle to think of a word, prompt them to look around the room for objects starting with the target sound.)
- As students provide words containing the targeted 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 sound at the beginning of the word. For example: *Give me the sound at the beginning of* fan*.* (If students struggle to identify the beginning sound, repeat the word with the beginning sound drawn out: *fffffffan*.)
- As students provide beginning sounds, give them a block. With each block students get a turn to place it, building a collective structure as the game continues.
- If successful with identifying beginning sounds, students could play this game by identifying sounds in the medial (vowels) or final position of words.

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Picture Cards

Picture Cards are provided for use with the following games.

/n/	/h/	/s/	/f/	/p/	/e/
net	hat	sock	fan	pig	leg
nose	ham	sit	fish	pin	jet
nut	hen	sun	five	pan	bed
knee	home	sail	foot	pear	web

- The following games should target sounds in the initial and medial position and focus on the new target sounds: /n/, /h/, /s/, /f/, /p/, and /e/. However, picture cards may be reused from Unit 3 if contrasts including /m/, /a/, /t/, /d/, /o/, /k/, /g/, or /i/ are desired.
- 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.

Isolating Sounds (Receptive)

- Lay out the picture cards for two to four targeted sounds.
- Review the names of all pictures.
- Ask students to find a picture of something with the /_ / sound in the beginning/middle.

Isolating Sounds (Expressive)

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

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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 against 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 beginning or vowel 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 for the targeted sounds, such as two words that begin with /p/.
- As students become comfortable with the game they may be able to play independently.

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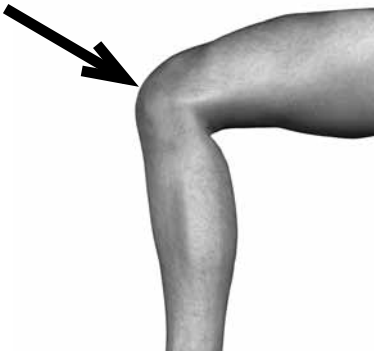
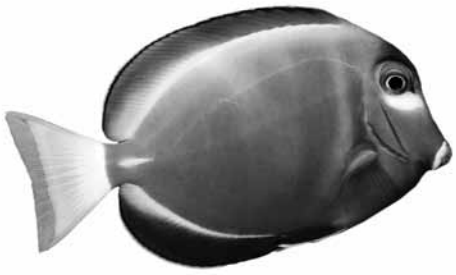
Directions: Copy (darker colored card stock is recommended) and cut these Picture Cards for use with the Unit 4 Section I activities: Isolating Sounds, Sorts, *and* Memory. *See directions for each under Phonemes—Games.*



© 2013 Core Knowledge Foundation

Directions: Copy (darker colored card stock is recommended) and cut these Picture Cards for use with the Unit 4 Section I activities: Isolating Sounds, Sorts, *and* Memory. *See directions for each under Phonemes—Games.*



5

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Directions: Copy (darker colored card stock is recommended) and cut these Picture Cards for use with the Unit 4 Section I activities: Isolating Sounds, Sorts, *and* Memory. *See directions for each under Phonemes—Games.*

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Alliteration

Recite either of the following poems changing the alliteration for "Wee Willie Winkie" or "Peter, Peter, Pumpkin Eater" to a Unit 4 targeted consonant sound: /n/, /h/, /s/, /f/, /v/, /z/, or /p/. For example: *Hee Hillie Hinkie runs through the town.* Ask students to listen for your mixed-up beginning sound and tell you the mixed-up sound they heard (e.g., /h/).

- "Wee Willie Winkie" (P/S/NR Resource 24)
- "Peter, Peter, Pumpkin Eater" (P/S/NR Resource 25)

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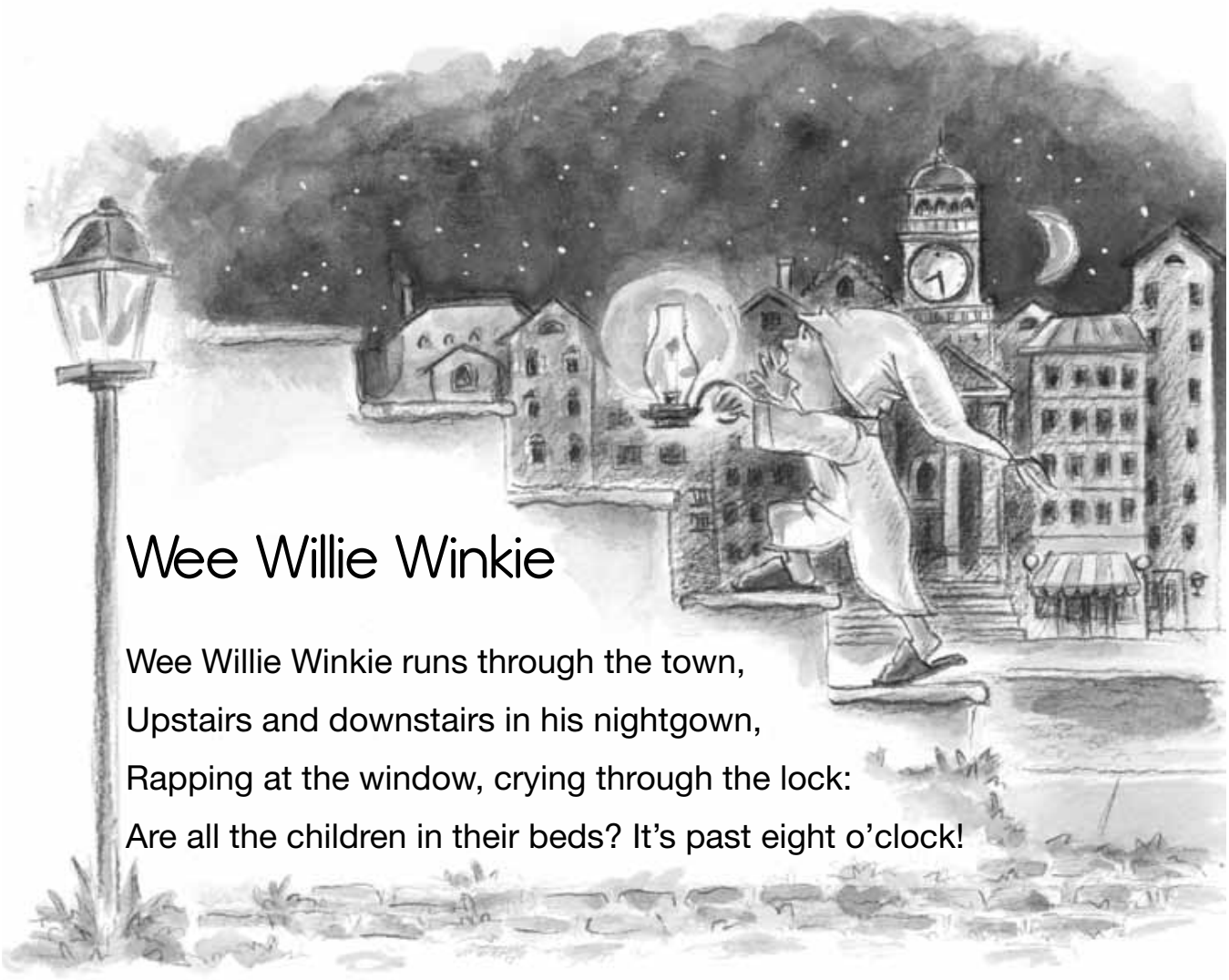
Directions: Ask students to listen for the mixed-up beginning sound in Wee Willie Winkie's name as you recite the poem changing the /w/ in the name to a Unit 4 consonant target sound: /n/, /h/, /s/, /f/,/v/, /z/, or /p/.



Wee Willie Winkie

Wee Willie Winkie runs through the town,
Upstairs and downstairs in his nightgown,
Rapping at the window, crying through the lock:
Are all the children in their beds? It's past eight o'clock!

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Directions: Ask students to listen for the mixed-up beginning sound in Peter, Peter, Pumpkin Eater as you recite the poem changing the /p/ to a Unit 4 consonant target sound: /n/, /h/, /s/, /f/,/v/, /z/, or /p/.

Peter, Peter, Pumpkin Eater

Peter, Peter, pumpkin eater,
Had a wife and couldn't keep her.
He put her in a pumpkin shell
And there he kept her very well.

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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. We recommend you use the Progress Monitoring resources provided:

- 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.
- only when, based on observation of instructional performance, students appear to be ready for a comprehensive check of the targeted skills for this section of Unit 4. Set schedules for Progress Monitoring assessments tend to result in their overuse. The resources are intended to serve as confirmation and meaningful record of student progress, as opposed to a collection of numbers.
- to inform instruction! If student mastery of the targeted skills is confirmed by a Progress Monitoring assessment, then you 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.

Segmenting

Preparation: Copy Sound Boxes and the Record Sheet for the Segmenting Progress Monitoring Assessment (#1–4) you have selected. Also gather a collection of small objects to use for Push & Say with the Sound Boxes (cubes, beans, buttons, etc.).

- Provide students with Sound Boxes and at least three small objects.
- Tell students you are going to say a word. Students should repeat the word, break the word into its sounds pushing an object into the boxes (from left to right) for each phoneme, and finish by running their finger (from left to right) under the boxes to say the whole word again.
- Model with the sample item.
- Say the first word and record student responses on the Record Sheet.
- Continue with the remaining words.

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- Scoring: Scoring is based on one point assigned for every sound in a word which is segmented correctly. Interpret scores as follows:
  - 14–15 points—excellent
  - 11–13 points—good
  - 8–10 points—fair
  - Less than 8 points—poor
- Further analyze student errors to determine whether any individual letter-sounds are particularly problematic. The subtotals for each phoneme at the bottom of the Record Sheets facilitate the identification of specific problem areas.
- Also examine whether there are errors occurring more frequently in a given position in words. For example, does the student consistently segment the initial sound correctly and often reverse the medial and final phonemes?
- Finally, examine whether the student succeeded in segmenting words correctly on a second attempt. If so, the student may be rushing and may benefit from explicit instruction to slow down.
- Goal: Achieve scores of Good or Excellent.
- Scores of 10 or less indicate additional reteaching and reinforcement is required from *Assessment and Remediation Guide* Unit 4 Section I, Phonological Awareness: Segmenting Support! or possibly Unit 3 Section I, Phonological Awareness: Phonemes (Two or Three).

Isolating Target Sounds in the Initial, Final or Medial Position

Preparation: Copy the page of pictures corresponding to the Progress Monitoring Assessment (#1–4) you have selected.

- Review the names of all pictures first.
- Tell students you are going to say two words at a time. The words will be very similar, but one will have a sound we are listening for.

  Ask students:
  - "Which picture begins with the /_ / sound?" (for beginning consonants)
  - Or "Which picture has the /_ / sound in the middle?" (for medial vowels)
- Students should circle the matching picture on the worksheet.
- Model with the sample item.
- Prompt students to look at the next row of pictures and circle the picture with the target sound.
- Work through the remaining rows.

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- Scoring: One point is awarded for each correctly identified picture.
  - Goal: 4 or 5 correct.
  - Scores of 3 or less indicate additional reteaching and reinforcement is required from *Assessment and Remediation Guide* Unit 4, Section I, Phonological Awareness: Phonemes (Two or Three).

Isolating Target Sounds	Progress Monitoring 1	Progress Monitoring 2	Progress Monitoring 3	Progress Monitoring 4
Target Words	SAMPLE: /t/ – **tip**, dip 1. /n/ – **nut**, mutt 2. /s/ – zip, **sip** 3. /f/ – vat, **fat** 4. /h/ – **hop**, pop 5. /e/ – man, **men**	SAMPLE: /t/ – dot, **tot** 1. /n/ – **net**, met 2. /z/ – Sue, **zip** 3. /v/ – feel, **vase** 4. /p/ – hat, **pat** 5. /e/ – **pen**, pin	SAMPLE: /t/ – **ten**, den 1. /n/ – me, **knee** 2. /s/ – **sit**, zip 3. /f/ – **few**, view 4. /h/ – hen, **pen** 5. /e/ – **ten**, tan	SAMPLE: /t/ – dug, **tug** 1. /n/ – mow, **no** 2. /z – **zip**, sink 3. /v/ – **van**, fan 4. /p/ – hot, **pot** 5. /e/ – pig, **pen**

Correct answers are noted in **bold**.

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Record Sheet for Unit 4, Section I, Phonological Awareness: Phonemes (Two or Three)

Student:		Progress Monitoring								
Phoneme Skill										
Segmenting (Two or Three Phonemes)	**Date**									
	Progress Monitoring #									
	Score (Goal: 4 or 5 out of 5)									
Isolating Targeted Sounds (Initial and Medial Positions)	**Date**									
	Progress Monitoring #									
	Score (Goal: 4 or 5 out of 5)									

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Name: _____

Isolating Sounds Progress Monitoring 1

☆

1.

2.

3.

4.

5.

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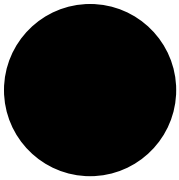
Name: _____

Isolating Sounds Progress Monitoring 2

☆



1.

2.

3.

4.

5.

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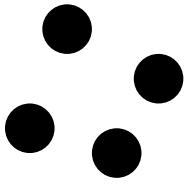
Name: _____

Isolating Sounds Progress Monitoring 3

☆	10	
1.		
2.		
3.		
4.		
5.	10	

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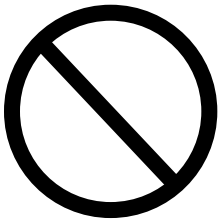
Name: _____

Isolating Sounds Progress Monitoring 4

☆

1.



2.

3.

4.

5.

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Name: _____

Record Sheet for Segmenting Progress Monitoring 1:

Word	Student Pronunciation			
Sample: ten				
1. set	/s/	/e/	/t/	_____ (2)
2. van	/v/	/a/	/n/	_____ (2)
3. pen	/p/	/e/	/n/	_____ (3)
4. zap	/z/	/a/	/p/	_____ (2)
5. neck	/n/	/e/	/k/	_____ (2)
6. hip	/h/	/i/	/p/	_____ (2)
7. sis	/s/	/i/	/s/	_____ (2)
Total Correct				_____ **/15**

Note: Phonemes in gray are target sounds from Unit 3. Student performance with these phonemes should be noted for evaluation; however, only Unit 4 phonemes are scored.

/n/ (2, 3, 5) _____ /3

/f/ (-) _____ /0

/p/ (3, 4, 6) _____ /3

/h/ (6) _____ /1

/v/ (2) _____ /1

/e/ (1, 3, 5) _____ /3

/s/ (1, 7) _____ /3

/z/ (4) _____ /1

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Record Sheet for Segmenting Progress Monitoring 2:

Word	Student Pronunciation			
Sample: ten				
1. vet	/v/	/e/	/t/	_____ (2)
2. pan	/p/	/a/	/n/	_____ (2)
3. sip	/s/	/i/	/p/	_____ (2)
4. hen	/h/	/e/	/n/	_____ (3)
5. fizz	/f/	/i/	/z/	_____ (2)
6. peck	/p/	/e/	/k/	_____ (2)
7. sap	/s/	/a/	/p/	_____ (2)
Total Correct				_____ **/15**

Note: Phonemes in gray are target sounds from Unit 3. Student performance with these phonemes should be noted for evaluation; however, only Unit 4 phonemes are scored.

/n/ (2, 4) _____ /2

/f/ (5) _____ /1

/p/ (2, 3, 6, 7) _____ /4

/h/ (4) _____ /1

/v/ (1) _____ /1

/e/ (1, 4, 5) _____ /3

/s/ (3, 7) _____ /2

/z/ (5) _____ /1

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Name: _____

Record Sheet for Segmenting Progress Monitoring 3:

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

Note: Phonemes in gray are target sounds from Unit 3. Student performance with these phonemes should be noted for evaluation; however, only Unit 4 phonemes are scored.

/n/ (1, 3) _____ /2

/h/ (2, 6) _____ /2

/s/ (7) _____ /1

/f/ (5) _____ /1

/v/ (2) _____ /1

/z/ (4) _____ /1

/p/ (3, 4, 6, 7) _____ /4

/e/ (1, 3, 5) _____ /3

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Name: _____

Record Sheet for Segmenting Progress Monitoring 4:

Word	Student Pronunciation			
Sample: ten				
1. pet	/p/	/e/	/t/	_____ (2)
2. nap	/n/	/a/	/p/	_____ (2)
3. his (/z/)	/h/	/i/	/z/	_____ (2)
4. fan	/f/	/a/	/n/	_____ (2)
5. mess	/m/	/e/	/s/	_____ (2)
6. hen	/h/	/e/	/n/	_____ (3)
7. fin	/f/	/i/	/n/	_____ (2)
Total Correct				_____ **/15**

Note: Phonemes in gray are target sounds from Unit 3. Student performance with these phonemes should be noted for evaluation; however, only Unit 4 phonemes are scored.

/n/ (2, 4, 6, 7) _____ /4

/f/ (4, 7) _____ /2

/p/ (1, 2) _____ /2

/h/ (3, 6) _____ /2

/v/ (-) _____ /0

/e/ (1, 5, 6) _____ /3

/s/ (5) _____ /1

/z/ (3) _____ /1

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Section II
Phonics

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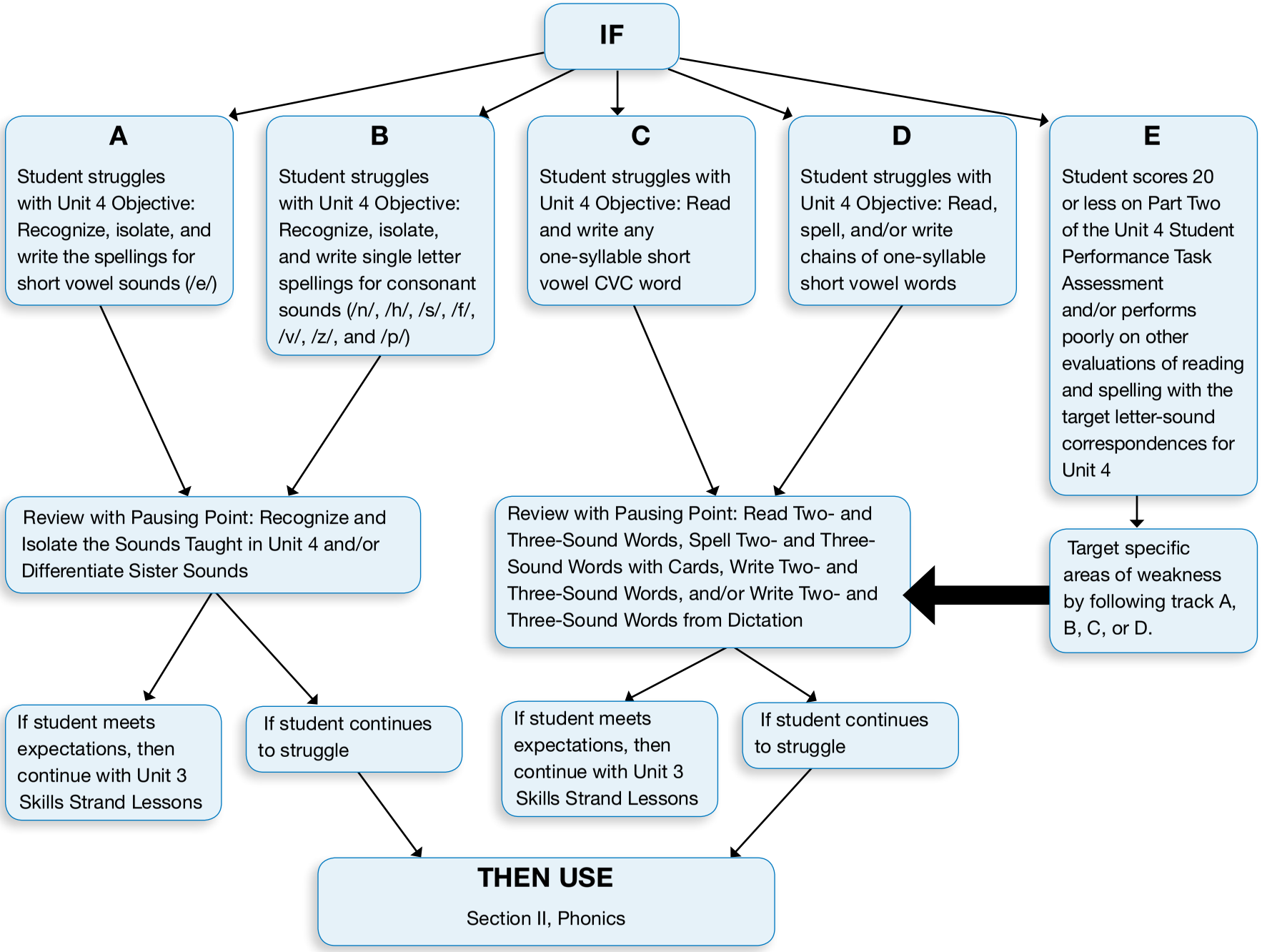
Determining Student Need for Section II, Phonics



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Lesson Template

Phonics: Target Sound/Spellings
('n' > /n/, 'h' > /h/, 's' > /s/, 'f' > /f/, 'v' > /v/, 'z' > /z/, 'p' > /p/, 'a' > /a/, 'i' > /i/, 'o' > /o/, 'e' > /e/)

Focus: Phonics: Targeted Sound/ Spellings	Teaching	Materials
Warm-Up	Objective: Prompt student attention to the connection between print to speech match for taught sound/spellings. Exercise: Play Match Me. Using sets of the Letter Cards, students "match you" according to the information you provide for targeted sound/spellings from Unit 4. You may choose to complete a select review of specific sound/spellings with which students demonstrated difficulty or a mixed review of all target 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 and Letter Cards
Explicit Instruction	Objective: State the purpose for using sound/spelling knowledge and model the desired performance. Learning about Targeted Sound/Spellings: 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(s) (See the Articulation Chart in Section I). • Briefly review the strokes for letter formation. • Have students complete the bottom of the page by writing the sound/spelling on the handwriting line for the images depicting the target sound.	Review the Sound/Spelling page

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Focus: Phonics: Targeted Sound/ Spellings	Teaching	Materials
Guided Practice	Objective: Provide an engaging opportunity to develop target sound/spelling knowledge with decreasing support as students' skills strengthen. Working with Targeted Sound/Spellings: Students are familiar with chaining from the Unit 4 Skills Strand Lessons. Here, students will apply their knowledge similarly. The difference will be the teacher and students write the words. (Writing reinforces students' 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 to be utilized in the chain. The letters may be written at the top of the board or chart paper or 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 pictures of sounds to write words for them to read. • Write the first word and tell students to look at the pictures of the sounds from left to right. As they look at the pictures, they need to remember the sounds the pictures 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 taking away the /s/ and putting a /f/ at the beginning of the word. What word did I make now?" • Continue until the chain is complete.	Chaining List (Letter Cards if needed) writing materials Optional: paper with handwriting lines and pencils for each student activity dependent: Worksheet and/or Game resources Progress Monitoring resources

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Focus: Phonics: Targeted Sound/ Spellings	Teaching	Materials
Guided Practice (Cont.)	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 picture 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 picture for each sound. Application of Skills: Select Worksheets and Games allowing students to apply targeted sound/spelling knowledge. Progress Monitoring option: Incorporate progress monitoring checks here as needed.	
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 Targeted Sound/Spellings: Revisit previously taught activities allowing students to practice target sound/ spelling knowledge with classmates.	continued from Guided Practice

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Sample Remedial Lesson

Phonics: Target Sound/Spellings ('e' > /e/)

<table>
<tr><th>Focus: Phonics: Target Sound/ Spellings ('e' > /e/)</th><th>Teaching</th><th>Materials</th></tr>
<tr><td>Warm-Up</td><td>
Objective: Prompt student attention to the connection between written letters and spoken sounds for taught sound/spellings.
Exercise: Play Match Me. Using sets of the Letter Cards and Key Word Picture Cards, students "match you" according to the information you provide for targeted sound/spellings.
(Students are working well with all consonants that have been taught and are more proficiant with their knowledge of short vowels /a/ and /o/ than of /e/ and /i/. Therefore, we are focusing on short vowels, particularly the new short vowel in Unit 4, /e/.)
1. Provide each student with a set of Letter Cards ('a', 'o', 'i', & 'e')
2. Tell students you will say the sound or provide the letter. For example:
<table>
<tr><th>Teacher Prompt</th><th>Student Response</th></tr>
<tr><td>/a/</td><td>'a'</td></tr>
<tr><td>'i'</td><td>/i/</td></tr>
<tr><td>'o'</td><td>/o/</td></tr>
<tr><td>/e/</td><td>'e'</td></tr>
<tr><td>'o'</td><td>/o/</td></tr>
<tr><td>'a'</td><td>/a/</td></tr>
<tr><td>/e/</td><td>'e'</td></tr>
</table>
3. 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.
</td><td>Sound/ Spelling Chart and Letter Cards ('e' ,'a', 'o', & 'i')</td></tr>
</table>

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<table>
<tr><th>Focus: Phonics: Target Sound/ Spellings (‘e’ > /e/)</th><th>Teaching</th><th>Materials</th></tr>
<tr><td>Explicit Instruction</td><td>Objective: State the purpose for using sound/spelling knowledge and model the desired performance.
Learning about Targeted Sound/Spellings: Use the Review the Sound/Spelling (/e/) to reteach a sound/spelling.
• Remind students of the articulation needed:
<table><tr><th>Phoneme</th><th>Articulation Features</th><th>Voice</th><th>Stretch</th></tr><tr><td>/e/</td><td>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.)</td><td>On</td><td>Yes</td></tr></table>• Briefly review the strokes for letter formation.
• Have students complete the bottom of the page by writing the sound/spelling on the handwriting line for the images depicting the target sound.</td><td>Review the Sound/ Spelling page (/e/)</td></tr>
<tr><td>Guided Practice</td><td>Objective: Provide an engaging opportunity to develop target sound/spelling knowledge with decreasing support as students’ skills strengthen.
Working with Targeted Sound/Spellings: Students are familiar with chaining from the Unit 4 Skills Strand lessons. Here, students will apply their knowledge similarly. The difference will be the teacher and students will write the words. (Writing reinforces students’ knowledge of letter formation and spelling patterns.)
• Select a chaining list: get > pet > vet > met > men > pen > ten > den > nen > net > set (If students are performing well, challenge with a mix of all short vowels learned so far using: net > met > vet > vat > van > fan > fin > pin > pan > pad > pod > pot > pit > pet; remove Letter Cards ‘g’ & ‘s’ and add Letter Cards ‘n’, ‘f’, ‘a’, ‘i’, and ‘o’.)
• Display the utilized chaining letter cards on the table in front of students: ‘m’, ‘t’, ‘d’, ‘g’, ‘n’, ‘s’, ‘v’, ‘p’, and ‘e’.
• Start with chaining for reading. Tell students you will use the letters to write words for them to read.</td><td>Chaining List and Letter Cards (‘m’, ‘t’, ‘d’, ‘g’, ‘n’, ‘s’, ‘v’, ‘p’, and ‘e’)

for challenge Chaining List remove Letter Cards ‘g’ and ‘s’ and add Letter Cards ‘n’, ‘f’, ‘a’, ‘i’, and ‘o’.</td></tr>
</table>

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Focus: Phonics: Target Sound/ Spellings ('e' > /e/)	Teaching	Materials
Guided Practice (Cont.)	• Write the first word (*get*) and ask students to look at the pictures of the sounds from left to right, noticing the beginning sound (/g/), vowel in the middle (/e/), and ending sound (/t/). As they look at the pictures, they need to remember the sounds the pictures represent and blend the sounds together to make the word. • Make the letter change needed for the next word ('g' > 'p') and describe the change as it is made saying, "Now I'm taking away the /g/ and putting a /p/ at the beginning of the word. 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 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 (*get*) and tell students to segment the word into sounds. As they break apart the sounds, they need to remember the picture of the sound and write each down from left to right. • Provide the next word (*pet*) and have students explain the change they had to make from the previous word (*Take away the /g/ and put a /p/ at the beginning*.). • Continue until the chain is complete. If support is needed, model breaking the sounds apart and writing the picture for each sound. <u>Application of Skills</u>: Provide students with a copy of Sound Boxes, the needed Letter Cards, and Making Words (e). Students should be familiar with completing the Making Words page and using the Sound Boxes to build words from previous lessons. <u>Progress Monitoring Option</u>: Students have performed with mastery on Real Word Reading Progress Monitoring assessments, but memory of working with the real words repeatedly may be masking some lingering struggles with short vowels, therefore use Pseudoword Reading 1.	dry erase board, marker, and eraser for each student Sound Boxes page, Letter Cards ('m', 't', 'n', 'p', and 'e', and Making Words (e) copies of Progress Monitoring for Pseudoword Reading 1
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 Targeted Sound/Spellings</u>: Provide a clean copy of Making Words (e) and ask students to complete the page again without using the Sound Boxes. Once the words are complete, circle the real words and (optional) sketch a picture of each one.	continued from Guided Practice

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Name: _____

Directions: Copy (card stock is recommended to allow for reuse) and cut out these Letter Cards for use with the Unit 4 Section II activities: Match Me (See directions within the Lesson Template Warm-Up section.), Push & Say (See directions under Phonics—Worksheets.), and Race to the Top (See directions under Phonics—Games.). Consonants may be used in the initial and final position when building words are provided twice on this page.

Letter Cards 1 (taught in Unit 3)

m	m
t	t
d	d
g	g

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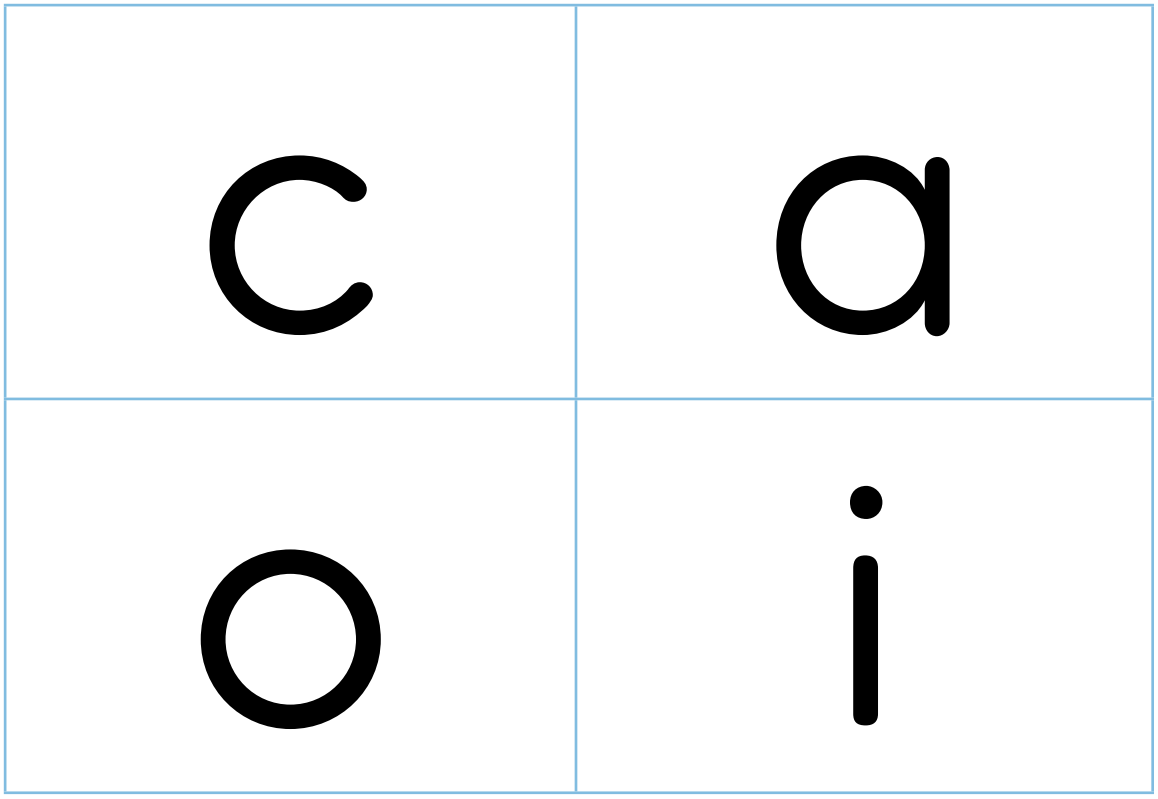
Name: _____

Directions: Copy (card stock is recommended to allow for reuse) and cut out these Letter Cards for use with the Unit 4 Section II activities: Match Me (See directions within the Lesson Template Warm-Up section.), Push & Say (See directions under Phonics—Worksheets.), and Race to the Top (See directions under Phonics—Games.)

Letter Cards 2 (taught in Unit 3)



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Name: _____

Directions: Copy (card stock is recommended to allow for reuse) and cut out these Letter Cards for use with the Unit 4 Section II activities: Match Me (See directions within the Lesson Template Warm-Up section.), Push & Say (See directions under Phonics—Worksheets.), and Race to the Top (See directions under Phonics—Games.). Consonants may be used in the initial and final position when building words are provided twice on this page.

Letter Cards 1 (taught in Unit 4)

n	n
h	f
s	s
v	v

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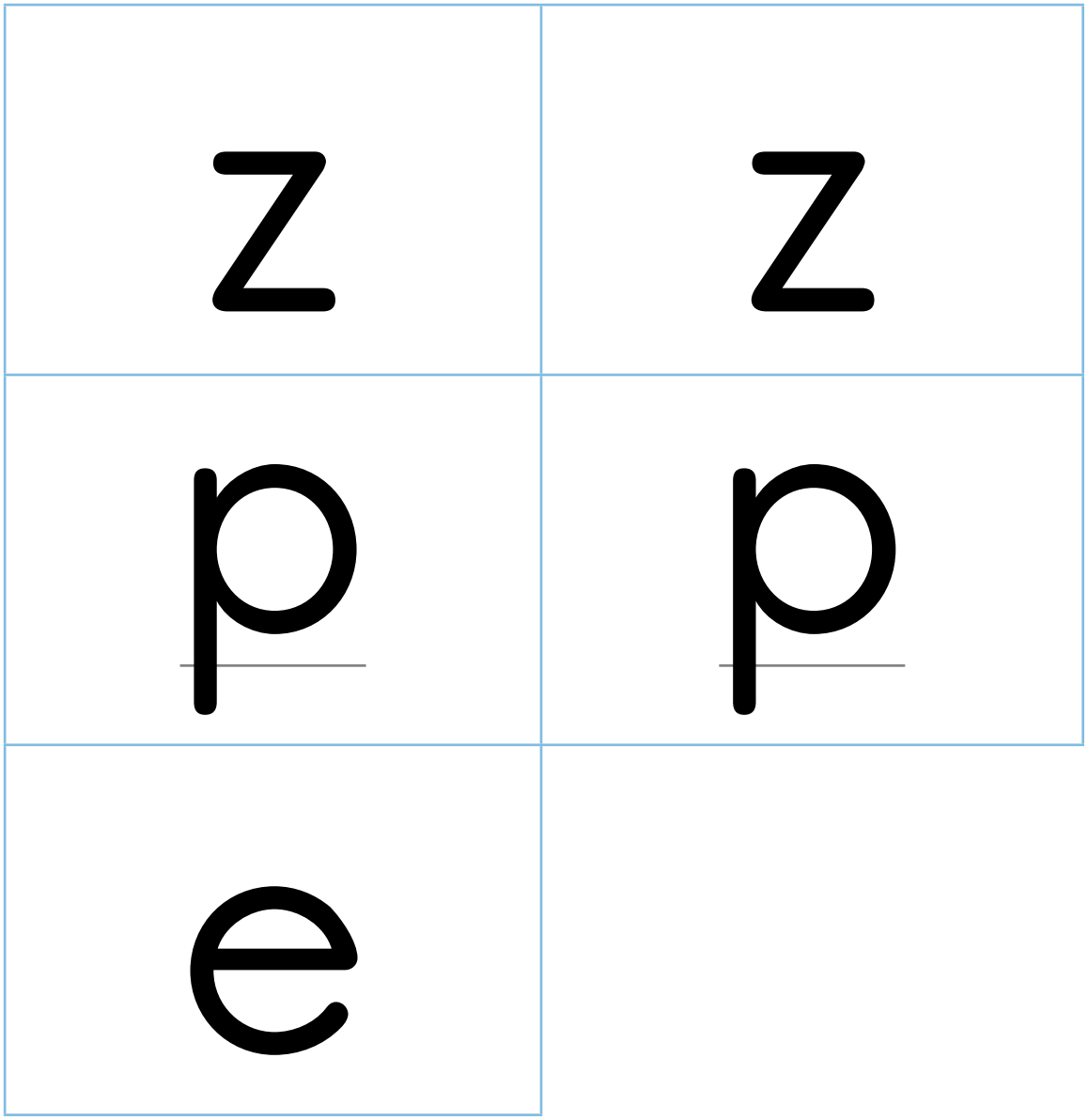
Name: _____

Letter Cards 2 (taught in Unit 4)



Directions: Copy (card stock is recommended to allow for reuse) and cut out these Letter Cards for use with the Unit 4 Section II activities: Match Me (See directions within the Lesson Template Warm-Up section.), Push & Say (See directions under Phonics—Worksheets.), and Race to the Top (See directions under Phonics—Games.)

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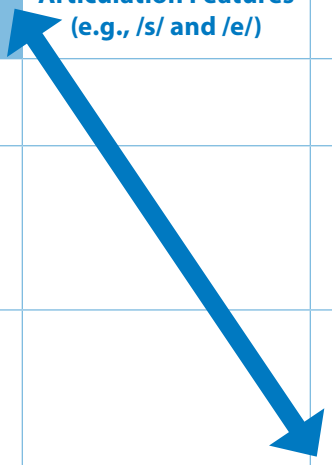
Dimensions of Difficulty

Lessons can be crafted to be more or less difficult by varying the salience (i.e., sound clarity) of phonemes and the type of phoneme contrasts that are 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., /s/ and /e/)	Contrast Phonemes with Similar Articulation Features (e.g., minimal pairs /f/ and /v/)
Phonemes		
Consonants with Continuous Sound (i.e., can be stretched) /n/, /s/, /f/, /v/, and /z/		
Consonants with Plosive Sound (i.e., cannot be stretched) /h/ and /p/		
Vowels /e/		*Most Difficult*



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New Sound/Spellings with Chart

Consonants	Short Vowels
'n' > /n/ (*man*) 'h' > /h/ (*hat*) 's' > /s/ (*sit*) 'f' > /f/ (*fan*) 'v' > /v/ (*van*) 'z' > /z/ (*zigzag*) 'p' > /p/ (*pig*)	'e' > /e/ (*pen*)

Previously Taught Sound/Spellings

Consonants	Short Vowels
'm' > /m/ (*mat*) 't' > /t/ (*tag*) 'd' > /d/ (*dad*) 'c' > /k/ (*cat*) 'g' > /g/ (*dog*)	'a' > /a/ (*mad*) 'o' > /o/ (*mom*) 'i' > /i/ (*dig*)

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Phonics Skills Cross-Reference Chart

Phonics Skill/ CKLA Goal	Unit 4 Lessons															Unit 4 Pausing Point
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Recognize, Isolate, and Write the Spellings for Short Vowel Sounds (/e/ and continued from Unit 3: /a/, /o/, and /i/)	Sound/Spelling Review															Sound Sprints; Simon Says Sounds
	Sound Off								Teacher Modeling; Meet the Spelling (/e/)	Sound Dictation	Sound Dictation	Sound Dictation	Sound Dictation		Sound Dictation	
Recognize, Isolate, and Write Single Letter Spellings for Consonant Sounds (/n/, /h/, /s/, /f/, /v/, /z/, /p/ and continued from Unit 3: /m/, /t/, /d/, /k/, and /g/	Sound/Spelling Review															Sound Sprints; Simon Says Sounds
	Teacher Modeling; Meet the Spelling (/n/)	Teacher Modeling; Meet the Spelling (/h/)	Teacher Modeling; Meet the Spelling (/s/)	Teacher Modeling; Meet the Spelling (/f/)		Teacher Modeling; Meet the Spelling (/v/)	Teacher Modeling; Meet the Spelling (/z/)	Teacher Modeling; Meet the Spelling (/p/)		Sound Dictation	Sound Dictation; T-Chart Sort	Sound Dictation	Sound Dictation		Sound Dictation	
Read and Write Any One-Syllable Short Vowel CVC Words		Connect It		Label the Picture	Word Reading Sprints; Connect It	Practice Pack		Spelling Worksheet		Phrases; Practice Pack	Circle the Picture	*Pet Fun*; Vowel Pairs; Stomp and Spell	Dictation Identification; Circle Spelling; Label the Picture; Word Wheel	Wiggle Cards; Dictation Identification; Circle the Word	Sort by Vowel Sound; Word Box; Spelling Hopscotch	Word Puzzles; Matching the Words; Word Reading Sprints; Wiggle Cards; Unscramble the Sounds!; Spelling Hopscotch; Stomp and Spell; Circle Spelling; Label the Picture; Word Box; Dictation with Phrases; Dictation with Words
Read, Spell, and/or Write Chains of One-Syllable Short Vowel Words			Chaining (Reading only in Lessons 1–4, 6–9, Spelling only in Lesson 5, and Reading and Spelling in Lessons 10 and 11)													Pocket Chart Chaining for Reading; Large Card Chaining; Chaining Dictation

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: ‘n’ > /n/, ‘h’ > /h/, ‘s’ > /s/, ‘f’ > /f/, ‘v’ > /v/, ‘z’ > /z/, ‘p’ > /p/, ‘e’ > /e/, and continued from Unit 3: ‘m’ > /m/, ‘a’ > /a/, ‘t’ > /t/, ‘d’ > /d/, ‘o’ > /o/, ‘c’ > /k/, ‘g’ > /g/, and ‘i’ > /i/

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Phonics—Word Lists

Two-Phoneme Real Words		Three-Phoneme Real Words									
		/m/		/t/		/d/		/k/		/g/	
am	on	**mat**	map	**tag**	top	**dad**	**dim**	**cat**	can	**gag**	
at	in	**mad**	mop	**tot**	tin	**dam**	**dig**	**cot**	cap	**got**	
it	if	**mom**	met	tan	tip	**dot**	dip	**cod**	cop	**gig**	
an		man		tap	ten	**dog**	den	**cog**		gas	
						did				gap	
/n/		/h/		/s/		/f/		/v/		/p/	
nag	nod	ham	hop	sat	sit	fat	fit	van		pat	pit
nap	net	hat	him	sad	sis	fad	fig	vet		pad	pig
not		had	hit	sag	sip	fan	fin	/z/		pan	pin
		hot	hip	sap	set	fog	fed	zap		pot	pet
		hog	hen					zip		pod	peg
										pop	pen

Words in **bold** are revisited from previous units.

Two-Phoneme Pseudowords		Three-Phoneme Pseudowords									
		/m/		/t/		/d/		/k/		/g/	
ag	ip	**mam**	min	**tat**	**tid**	**dod**	don	cam		**gog**	
im	oz	**mim**	mip	**tam**	**tig**	**dat**	dop	cad		**gam**	
id	em	**mag**	mon	**tad**	tem	**dag**	din	cag		**gat**	
ig	et	**mot**	mem	**tom**	tet	**dom**	dem	com		**gad**	
om	ed	**mod**	med	**tod**	ted	**dit**	det			**gom**	
ot	en	**mog**	meg	**tog**	teg	dan	deg			gan	
og	ep	**mig**	mep	**tim**	tep	dap	dep			gop	
ap											
/n/		/h/		/s/		/f/		/v/		/p/	
nam	niz	han	hof	sam	sog	fam	foz	vam	vom	pag	pog
nat	nom	hap	hoz	san	sos	faz	fop	vad	vot	pav	pov
nad	nov	hig	het	saz	soz	fap	fem	vag	vod	paz	poz
nan	noz	hin	heg	sim	sop	fim	fet	vaz	vog	pim	pem
naz	nop	hom	hez	sid	sem	fid	feg	vap	von	pid	ped
nim	nem	hod	hep	sig	seg	fip	fen	vim	voz	piv	peg
nit	ned	hon		siz	sen	fom	fev	vit	vop	pip	pev
nid	neg			som	sep	fot	fez	vid	vem		
nin	nez			sot		fod	fep	vig	ved		
nis	nep					fon		vin	ven		
								viz	vez		
								vip	vep		
/z/		zat	zag	zaz	zid	ziz	zot	zon	zem	zed	zep
		zad	zan	zim	zin	zom	zog	zop	zet	zen	

Words in **bold** are revisited from previous units.

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Chaining Lists for Reading or Spelling

All chains are designed so when you arrive at the end and wish to continue you can simply repeat the chain.

Letter Cards Needed for Sound/ Spellings	Unit 3 Sound/ Spellings: 'm' > /m/, 'a' > /a/, 't' > /t/, 'd' > /d/, 'o' > /o/, 'c' > /k/, 'g' > /g/, and 'i' > /i/; Adding 'n' > /n/ and 'h' > /h/	Adding 's' > /s/ and 'f' > /f/	Adding 'v' > /v/, 'z' > /z/, and 'p' > /p/	Adding 'e' > /e/
Manipulating Initial Position Only	mat > at > tat > dat > nat > hat dad > mad > ad > tad > nad > had dam > tam > mam > am > nam > ham dog > cog > tog > mog > gog > nog > hog cot > tot > dot > mot > got > not > hot it > mit > dit > git > nit > hit in > min > tin > din > nin > hin an > man > tan > can > han	mat > at > tat > nat > hat > sat > fat dad > mad > ad > tad > had > sad > fad dam > mam > am > nam > ham > sam > fam dog > cog > mog > gog > nog > hog > sog > fog cot > tot > dot > got > not > hot > sot > fot it > mit > dit > nit > hit > sit > fit in > tin > din > nin > hin > sin > fin an > man > tan > can > han > san > fan	mat > at > nat > hat > sat > fat > vat > zat > pat dad > mad > ad > had > sad > fad > vad > zad > pad dam > mam > am > nam > ham > sam > fam > vam > zam > pam dog > cog > nog > hog > sog > fog > vog > zog > pog cot > tot > dot > got > not > hot > sot > fot > vot > zot > pot it > mit > hit > sit > fit > vit > pit in > tin > din > sin > fin > vin > zin > pin an > man > tan > can > han > san > fan > van > zan > pan	men > ten > den > hen > sen > fen > ven > zen > pen met > get > net > het > set > fet > vet > zet > pet

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Letter Cards Needed for Sound/ Spellings	Unit 3 Sound/ Spellings: 'm' > /m/, 'a' > /a/, 't' > /t/, 'd' > /d/, 'o' > /o/, 'c' > /k/, 'g' > /g/, and 'i' > /i/; Adding 'n' > /n/ and 'h' > /h/	Adding 's' > /s/ and 'f' > /f/	Adding 'v' > /v/, 'z' > /z/, and 'p' > /p/	Adding 'e' > /e/
Manipulating Initial and Final Position Only	at > ad > had > dad > tad > tag > tan > can > man > mad > mat > cat cat > can > tan > tag > nag > gag > hag > hat > mat nod > not > dot > got > cot > hot > hog > dog > cog > cod got > not > nod > cod > cot > con > on > don > dot > hot it > hit > him > dim > dig > did > mid > hid > hit in > it > hit > hid > him > dim > dig > did > tid > tin	sad > sag > sat > fat > hat > had > fad > fan > tan > can > man > mad ham > had > fad > fat > hat > mat > sat > sad > dad > dam not > nod > sod > cod > cot > got > hot > hog > fog > dog > dot fog > hog > dog > dot > hot > got > cot > cod > sod > nod > nog sis > sit > hit > it > fit > fig > fin > tin > sin in > fin > fit> it > sit > fit > fig > fin > fit > sit > it > if	vad > pad > pat > fat > vat > at > sat > cat > can > pan > man > tan > an > ad sat > sag > zag > zam > zat > zap > map > gap > tap > nap > cap > cat fon > von > don > dod > vod > cod > cop > top > tot > pot > not > hot > hog > dog > fog dot > got > not > hot > pot > pop > zop > zog > hog > nog > dog vid > nid > sid > tid > fid > nid > nin > vin > pin > pit > fit > fin > in > it > sit > sip > zip > zid zig > fig > fin > tin > in > if > it > sit > fit > hit > hip > dip > tip > zip	net > met > vet > pet > pen > men > den > ten > hen > hem > sem > set get > pet > vet > met > men > pen > ten > den > nen > net > set
Manipulating Initial, Medial, and Final Position	not > dot > got > cot > cat > mat > mad > dad > did > hid > had > hat > hot tad > ad > had > hat > at > it > in > tin > tan > can > man > mad	fit > fig > fog > dog > hog > hot > hat > mat > mad > dad > sad > had > hid > hit fat > mat > mad > dad > sad > had > hid > hit > hot > dot > not > nod > nog > fog > fig > fit	fan > fin > fit > pit > pin > pan > pad > pat > pot > pop > mop > map > man top > tip > tap > nap > nip > dip > zip > zap > gap > gag > hag > hog > hop	net > met > vet > vat > van > fan > fin > pin > pan > pad > pod > pot > pit > pet ten > den > men > pen > pet > pat > fat > fit > pit > pot > got > hot > hop > top > tip > tin

Note: Pseudowords are often included in the chains, especially at this early stage when the number of real words that can be read or spelled is limited. Spelling pseudowords also forces students to solely use phonics knowledge because they cannot rely on memorized spelling. You may wish to point out a word that is not real or ask students to identify when a *silly* word is included.

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Review the Sound/Spelling

Review the target sound/spellings from Unit 4 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 picture of each sound, 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 4 to prompt students to listen for the target sound and practice its letter formation.

Consonants Review the Sound/Spelling Pages 1–7	Single Short Vowels Review the Sound/Spelling Page 8
‘n’ > /n/ ‘h’ > /h/ ‘s’ > /s/ ‘f’ > /f/ ‘v’ > /v/ ‘z’ > /z/ ‘p’ > /p/	‘e’ > /e/

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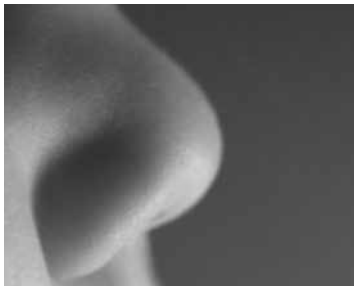
Name: _____

Review the Sound/Spelling 1 (/n/)

man

n



Directions: Review the Sound/Spelling pages provided for reteaching the Unit 4 target sound/spellings. Students review articulation, reinforce knowledge of letter formation, and apply phonics knowledge with practice items. (See directions within the Section II Lesson Template Explicit Instruction section.)

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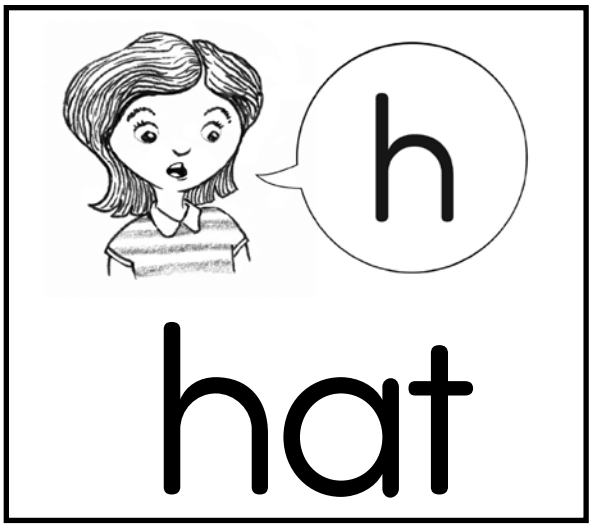
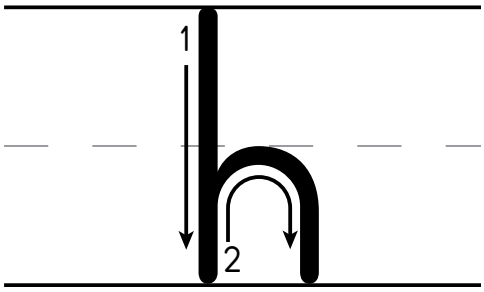
Name: _____

Review the Sound/Spelling 2 (/h/)





Directions: Review the Sound/Spelling pages provided for reteaching the Unit 4 target sound/spellings. Students review articulation, reinforce knowledge of letter formation, and apply phonics knowledge with practice items. (See directions within the Section II Lesson Template Explicit Instruction section.)

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Name: _____

Review the Sound/Spelling 3 (/s/)

sit

s

Directions: Review the Sound/Spelling pages provided for reteaching the Unit 4 target sound/spellings. Students review articulation, reinforce knowledge of letter formation, and apply phonics knowledge with practice items. (See directions within the Section II Lesson Template Explicit Instruction section.)

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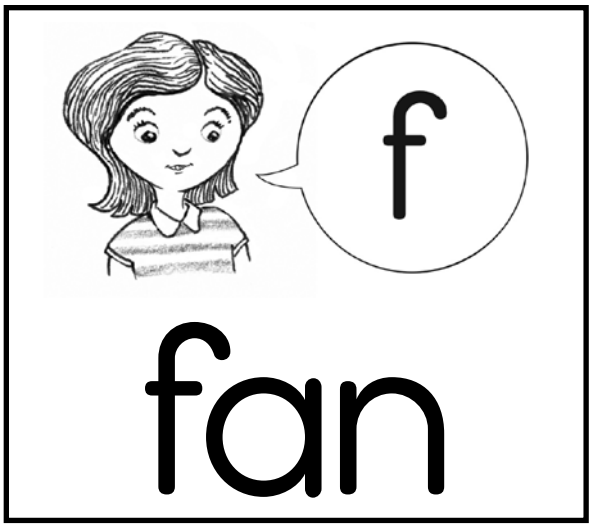
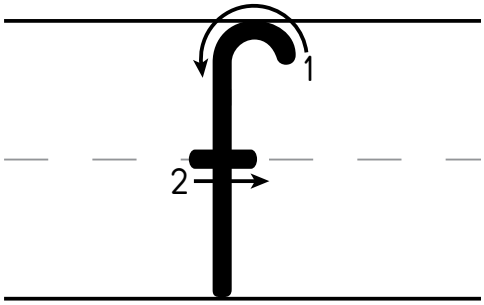
Name: _____

Review the Sound/Spelling 4 (/f/)

Directions: Review the Sound/Spelling pages provided for reteaching the Unit 4 target sound/spellings. Students review articulation, reinforce knowledge of letter formation, and apply phonics knowledge with practice items. (See directions within the Section II Lesson Template Explicit Instruction section.)





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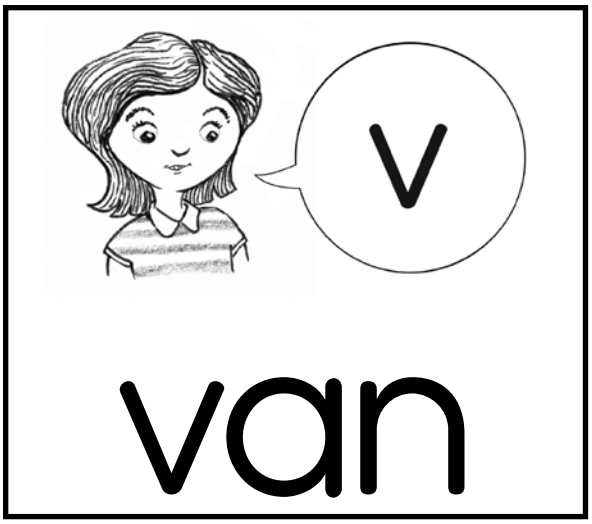
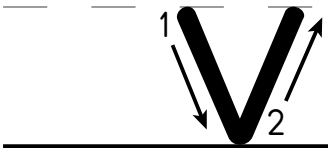
Name: _____

Review the Sound/Spelling 5 (/v/)





Directions: Review the Sound/Spelling pages provided for reteaching the Unit 4 target sound/spellings. Students review articulation, reinforce knowledge of letter formation, and apply phonics knowledge with practice items. (See directions within the Section II Lesson Template Explicit Instruction section.)

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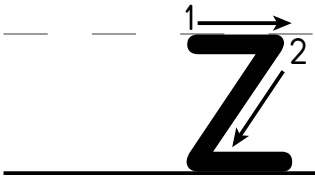
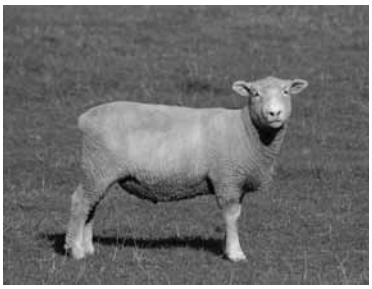
Name: _____

Review the Sound/Spelling 6 (/z/)

Directions: Review the Sound/Spelling pages provided for reteaching the Unit 4 target sound/spellings. Students review articulation, reinforce knowledge of letter formation, and apply phonics knowledge with practice items. (See directions within the Section II Lesson Template Explicit Instruction section.)

zigzag





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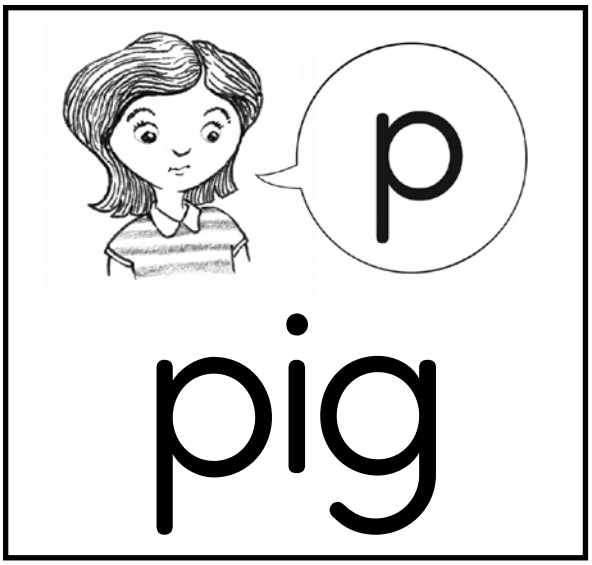
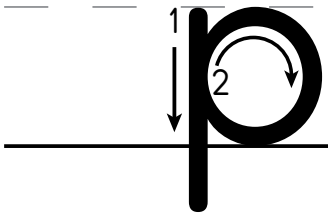
Name: _____

Review the Sound/Spelling 7 (/p/)





Directions: Review the Sound/Spelling pages provided for reteaching the Unit 4 target sound/spellings. Students review articulation, reinforce knowledge of letter formation, and apply phonics knowledge with practice items. (See directions within the Section II Lesson Template Explicit Instruction section.)

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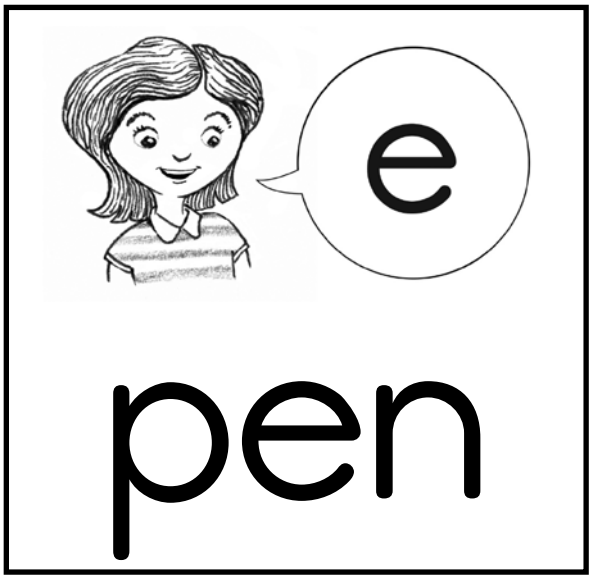
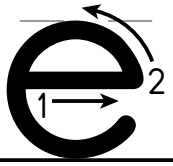
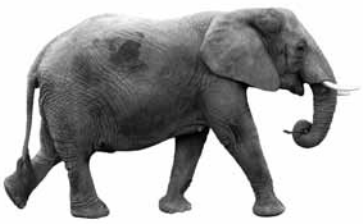
Name: _____

Review the Sound/Spelling 8 (/e/)







Directions: Review the Sound/Spelling pages provided for reteaching the Unit 4 target sound/spellings. Students review articulation, reinforce knowledge of letter formation, and apply phonics knowledge with practice items. (See directions within the Section II Lesson Template Explicit Instruction section.)

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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. Multiple copies of consonants are needed for words such as *sis* and *pop.*
- Say a word, such as *hat.*
- Students echo the word and then individually work to select the Letter Cards for the sound/spellings identified as they segment the word into phonemes.
- Have students place the Letter Cards directly below the boxes in the correct positions from left to right. Tell students they will not always use all the Sound Boxes.
- 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 whole word blended.
- Clear the board for the next word.

  Sound Boxes can be used in varied ways:

  - Select words from the Phonics—Word Lists for students to practice building and blending targeted 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* the teacher 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.
- 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 the task of connecting the sounds to spellings.

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Name: _____

Sound Boxes: Phonics

Directions: This Sound Boxes page is provided for use with the Unit 4 Section II activity Push & Say. Say a three-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 whole word blended.

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Making Words

Students reinforce phonics knowledge by making words.

- Select a Making Words page according to the sound-spellings targeted for remediation.
  - Pages 1–10 offer the highest level of support by having students make words by manipulating the sound in the initial position only.
  - Pages 11–14 have students make words by manipulating the sound in the initial and final position.
- Model how to use the letters surrounding the center box to make words.
- Tracing the path of letters may support students as they attempt sound-spelling combinations.
- Students write the words they make on the lines provided below.
- Ensure comprehension by asking students to identify the read 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 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.

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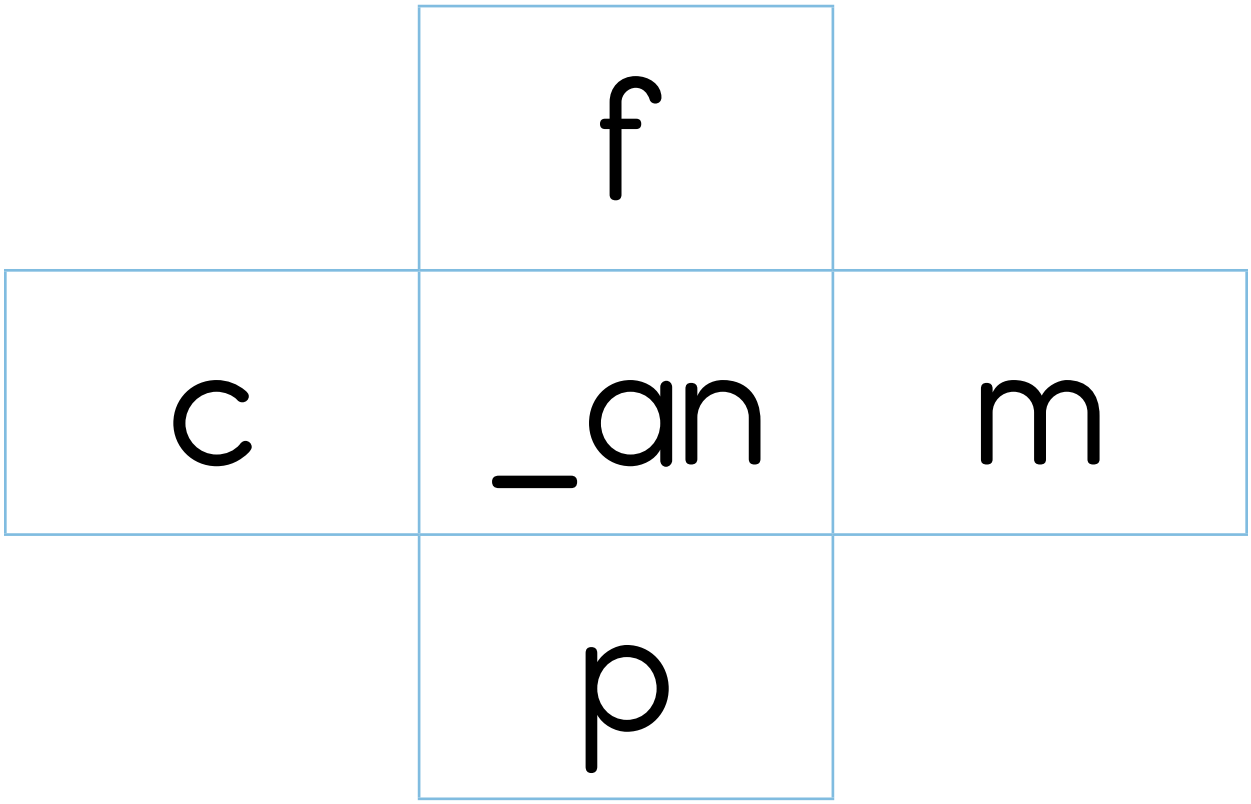
Name: _____

Directions: Students use the letters surrounding the center box to make words and write the words on the lines provided below.



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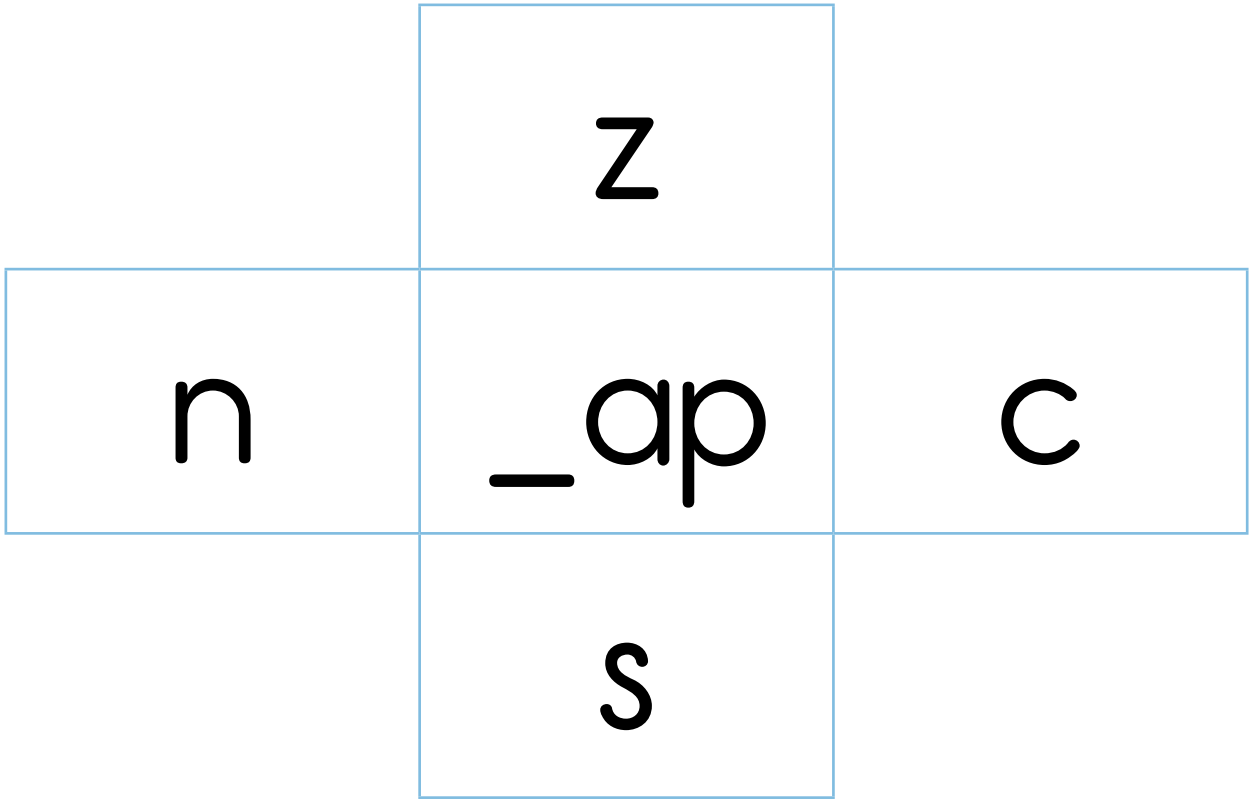
Name: _____

Making Words (Initial Position) 2

Directions: Students use the letters surrounding the center box to make words and write the words on the lines provided below.



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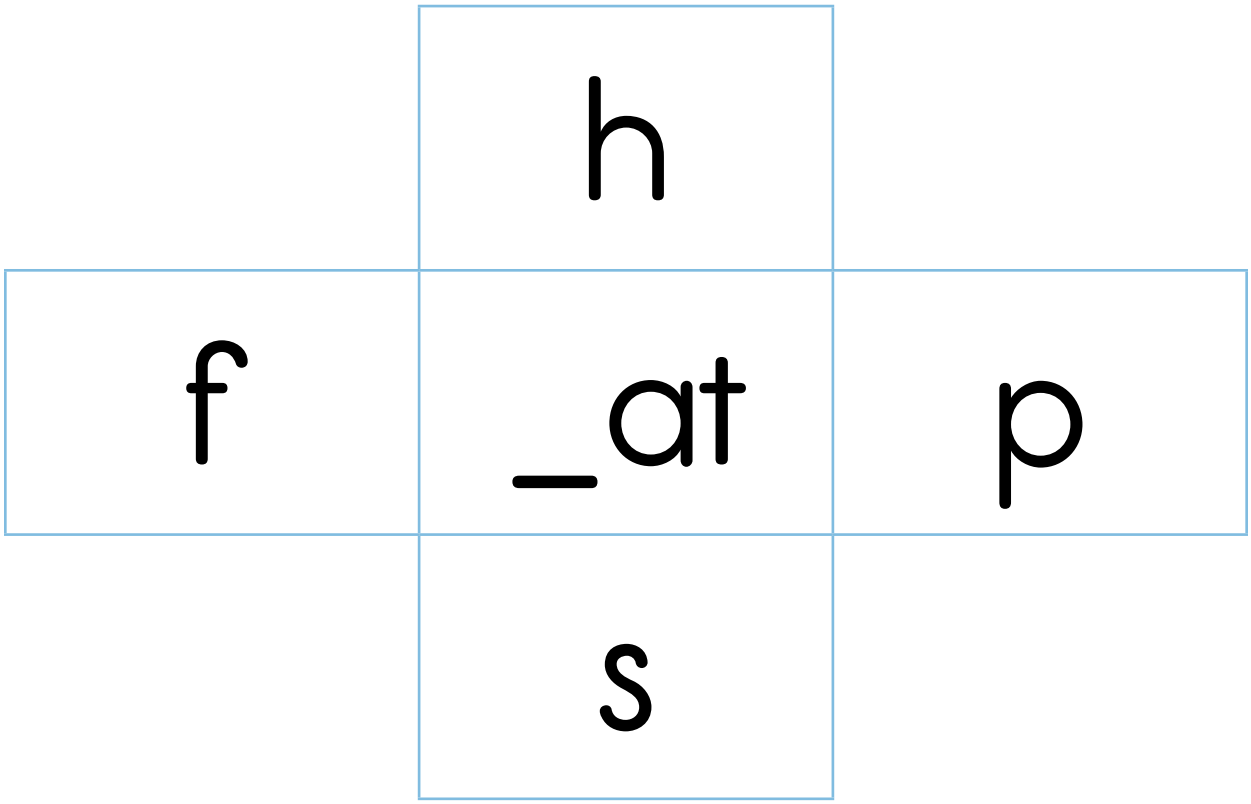
Name: _____

Directions: Students use the letters surrounding the center box to make words and write the words on the lines provided below.



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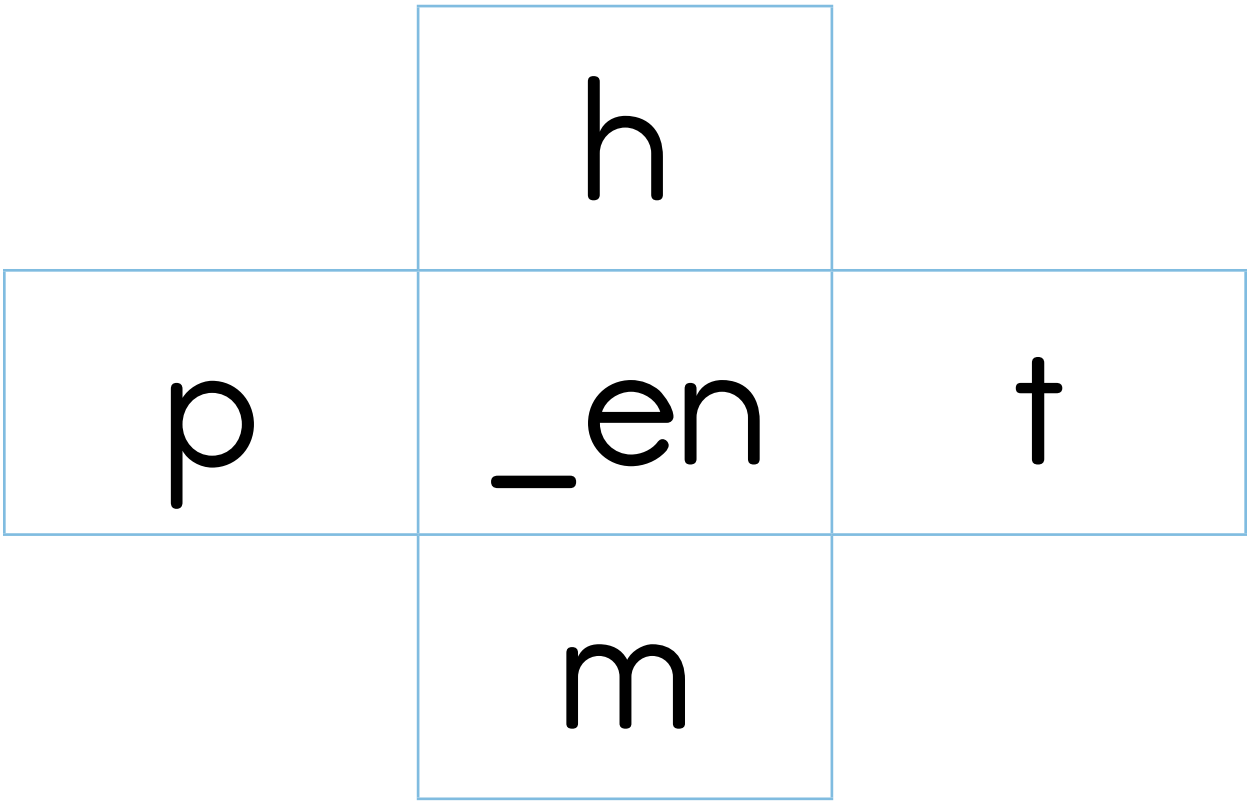
© 2013 Core Knowledge Foundation

Name: _____

Directions: Students use the letters surrounding the center box to make words and write the words on the lines provided below.



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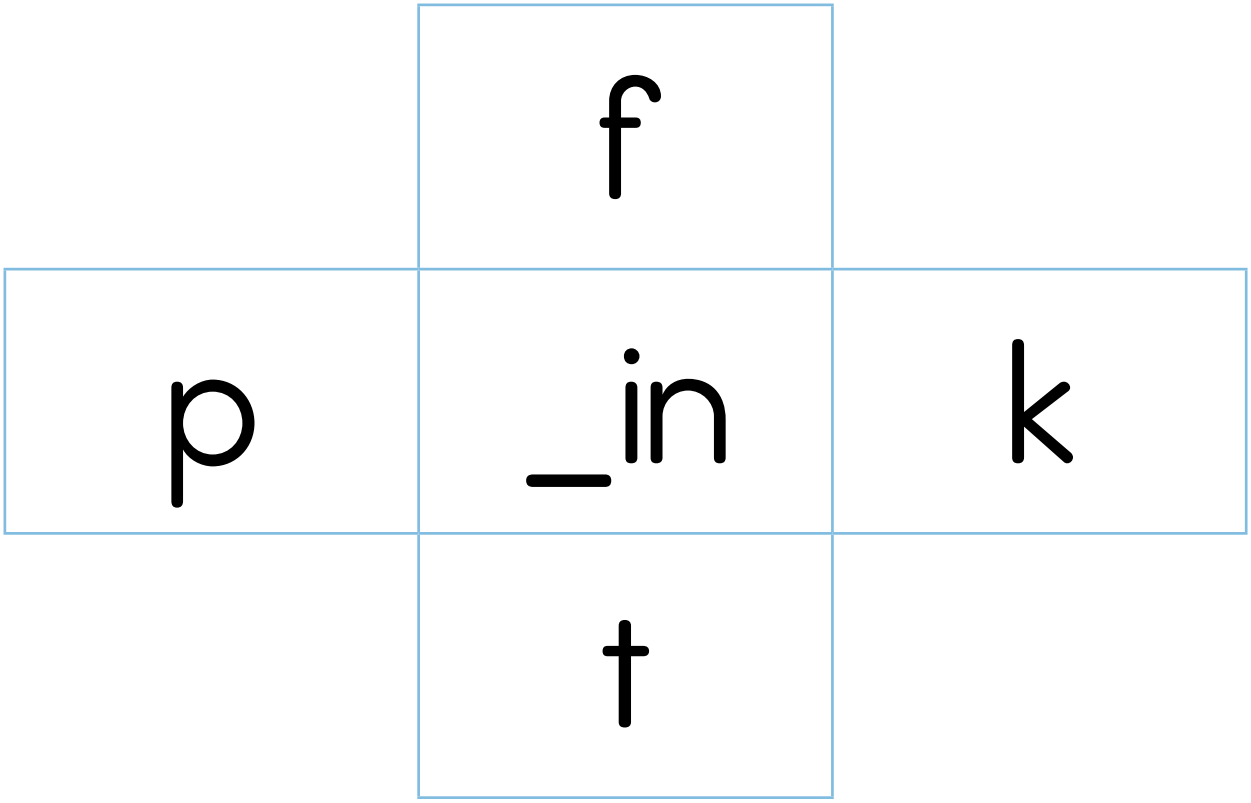
Name: _____

Directions: Students use the letters surrounding the center box to make words and write the words on the lines provided below.



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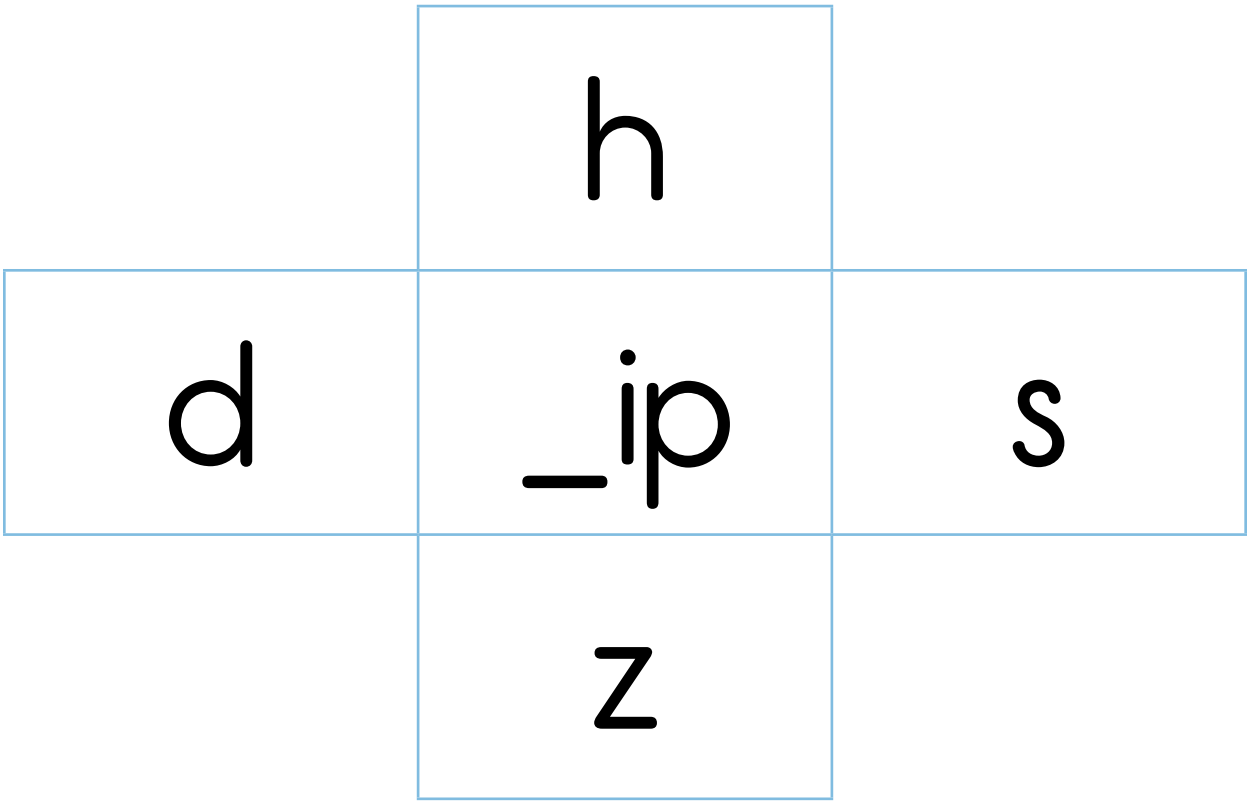
Name: _____

Making Words (Initial Position) 6

Directions: Students use the letters surrounding the center box to make words and write the words on the lines provided below.



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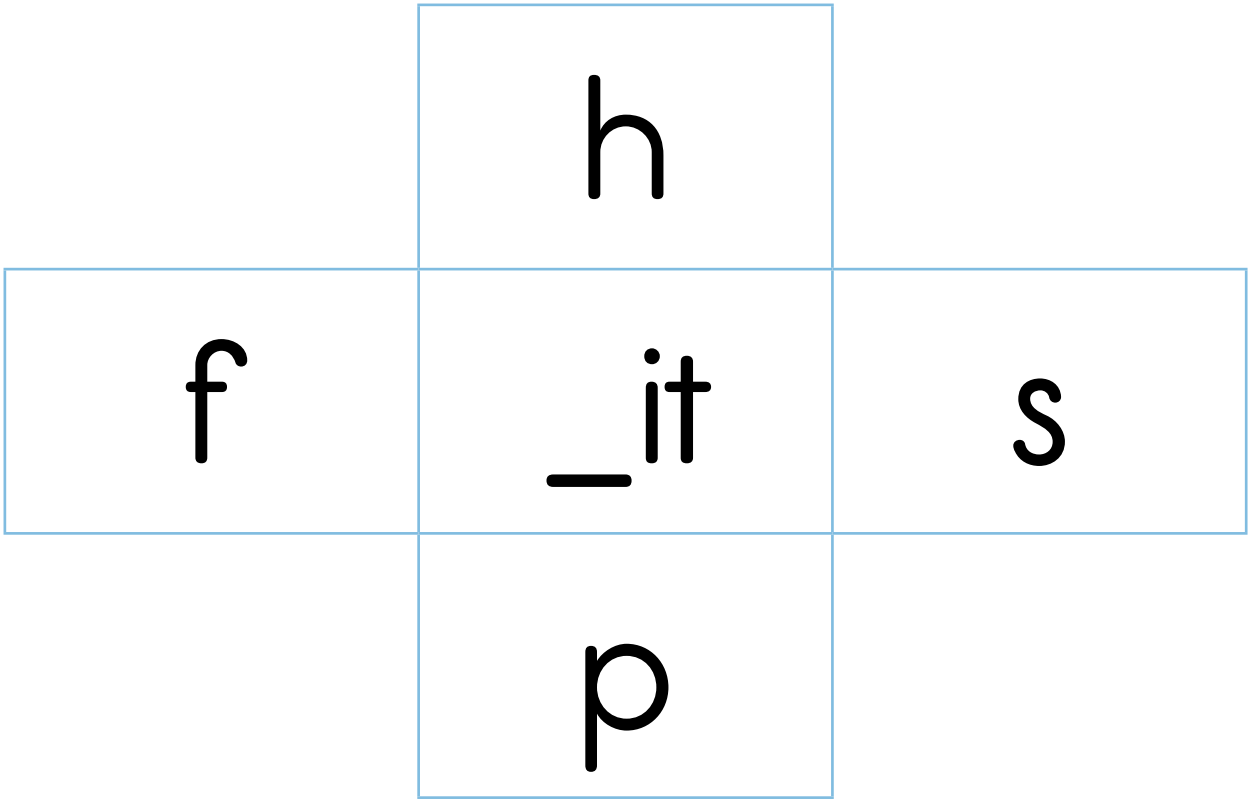
Name: _____

Directions: Students use the letters surrounding the center box to make words and write the words on the lines provided below.



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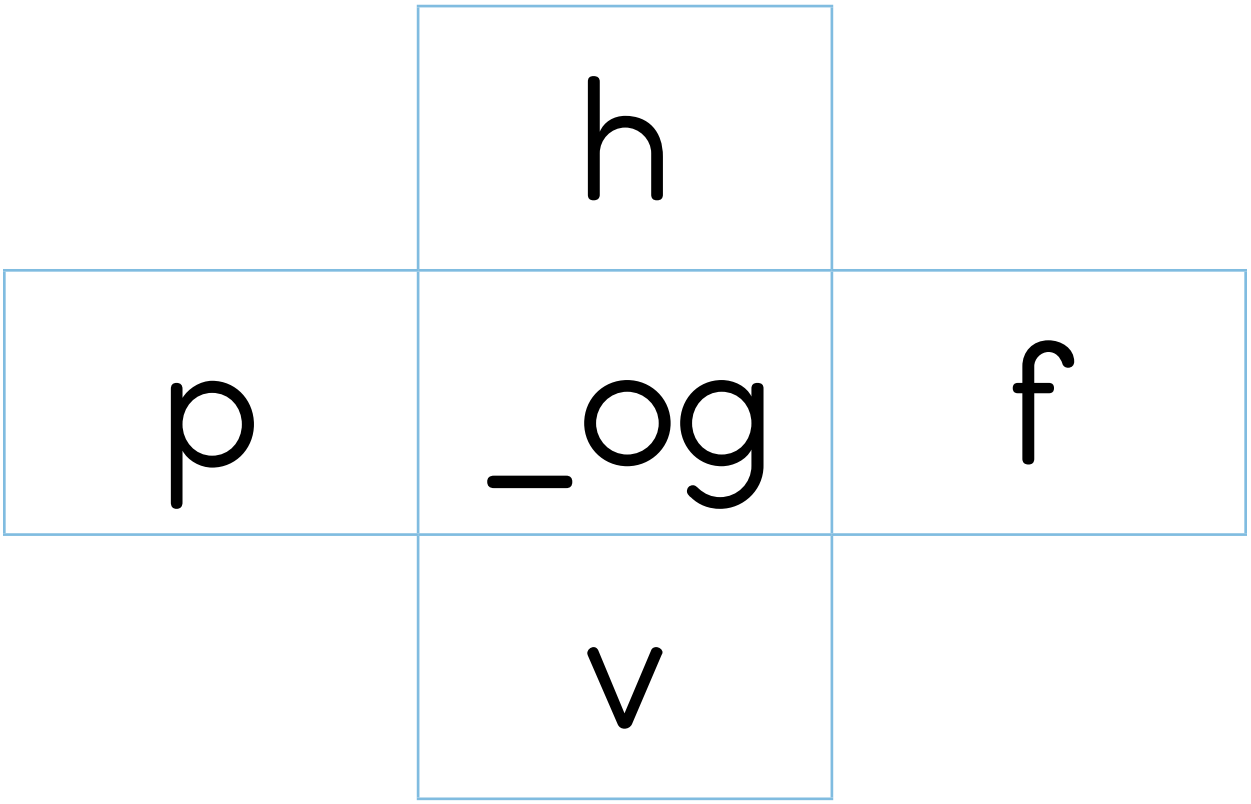
© 2013 Core Knowledge Foundation

Name: _____

Directions: Students use the letters surrounding the center box to make words and write the words on the lines provided below.



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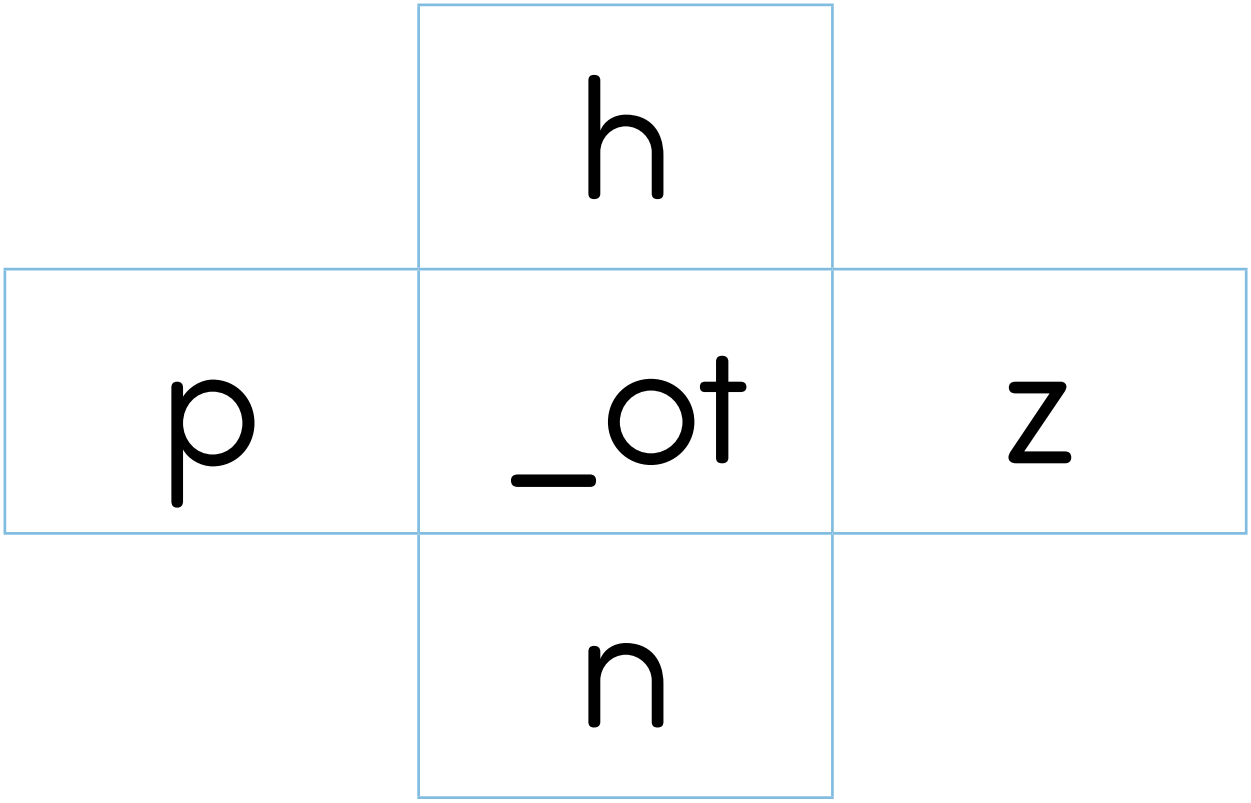
Name: _____

Directions: Students use the letters surrounding the center box to make words and write the words on the lines provided below.



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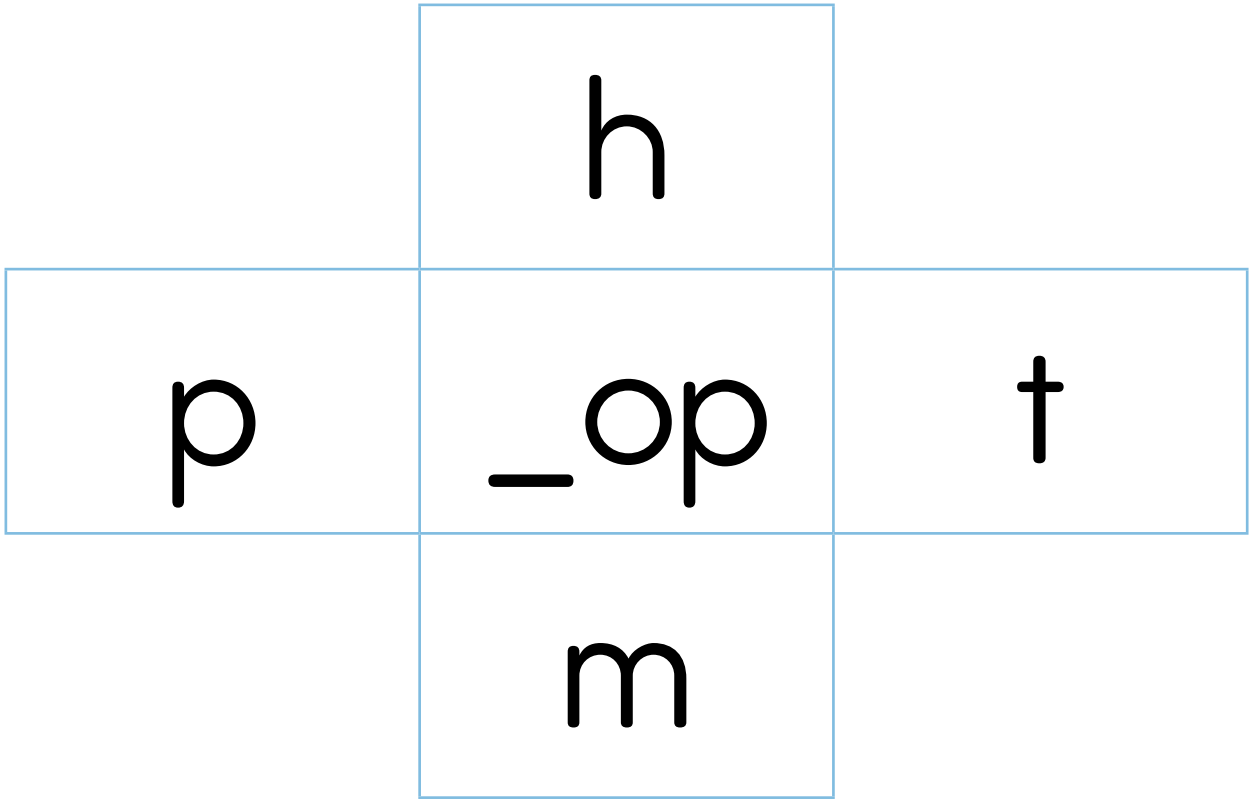
Name: _____

Directions: Students use the letters surrounding the center box to make words and write the words on the lines provided below.



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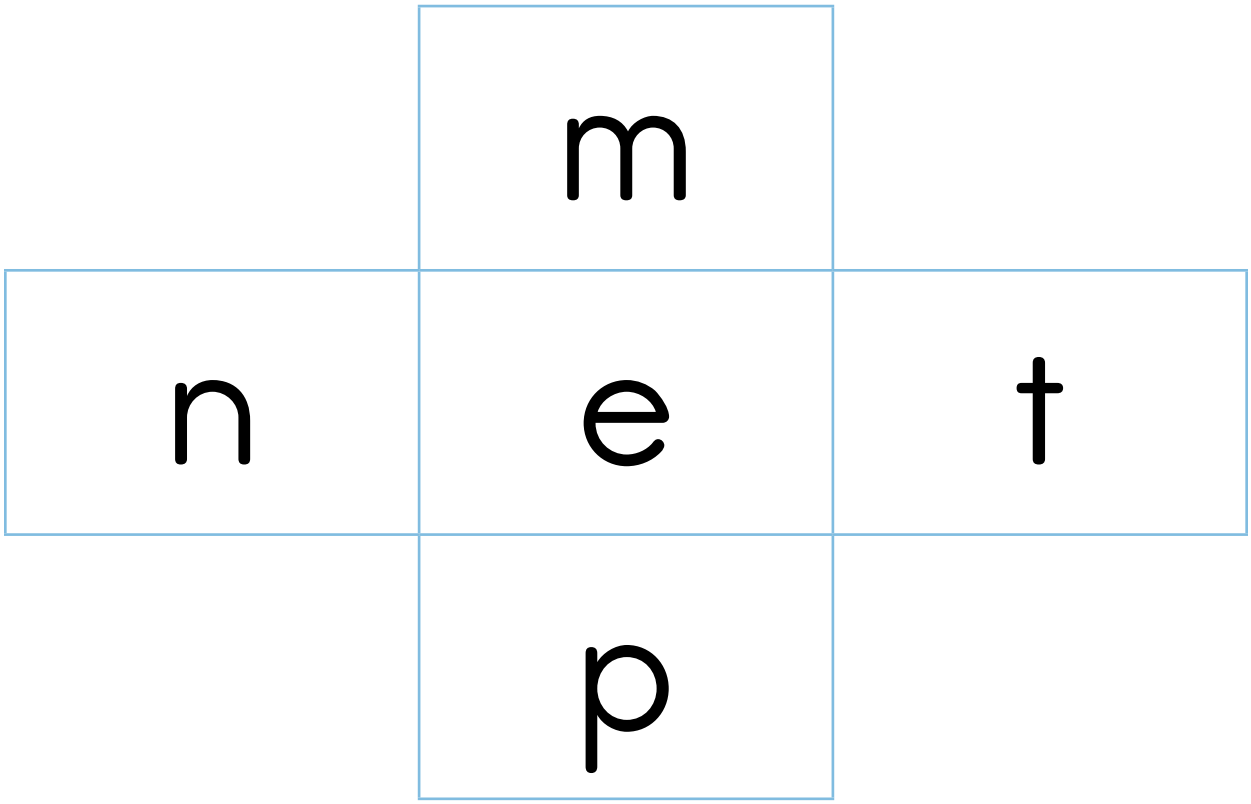
Name: _____

Directions: Students use the letters surrounding the vowel as either beginning or ending sounds. Students write the words on the lines provided below.



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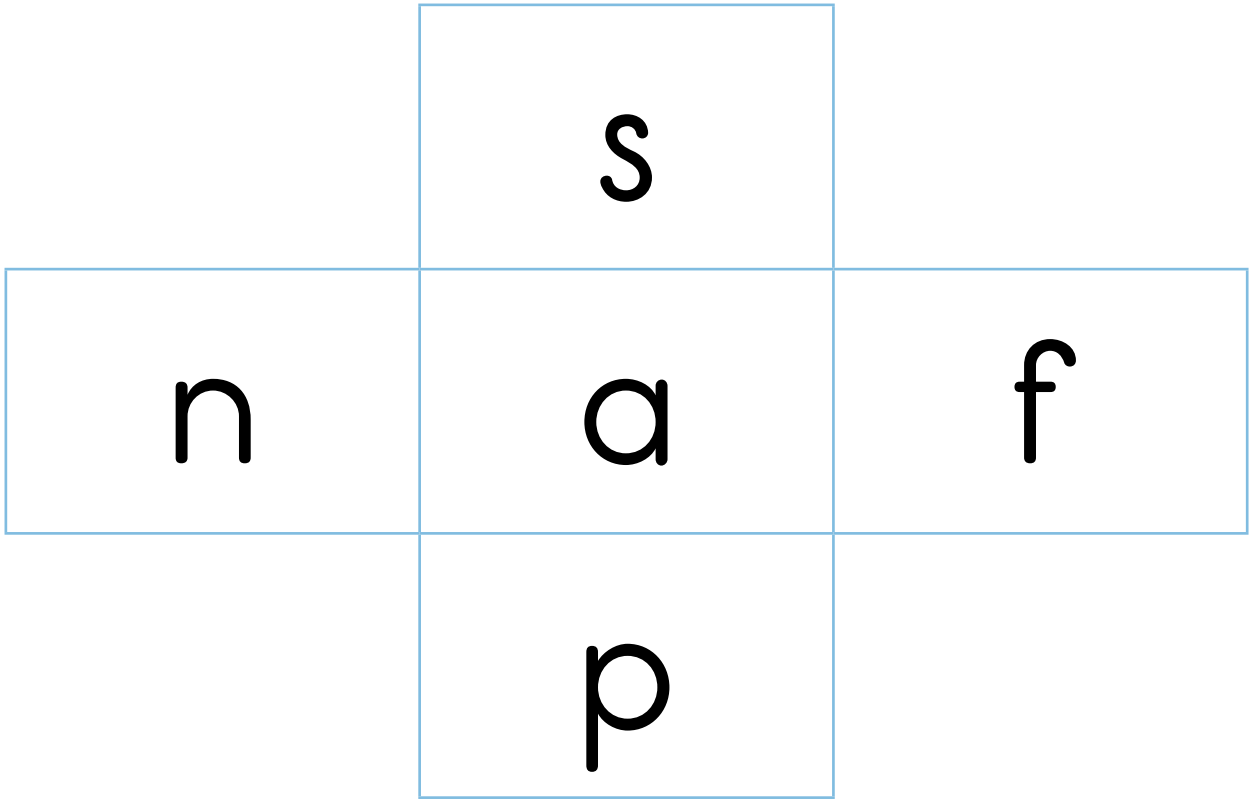
Name: _____

Making Words (a) 12

Directions: Students use the letters surrounding the vowel as either beginning or ending sounds. Students write the words on the lines provided below.



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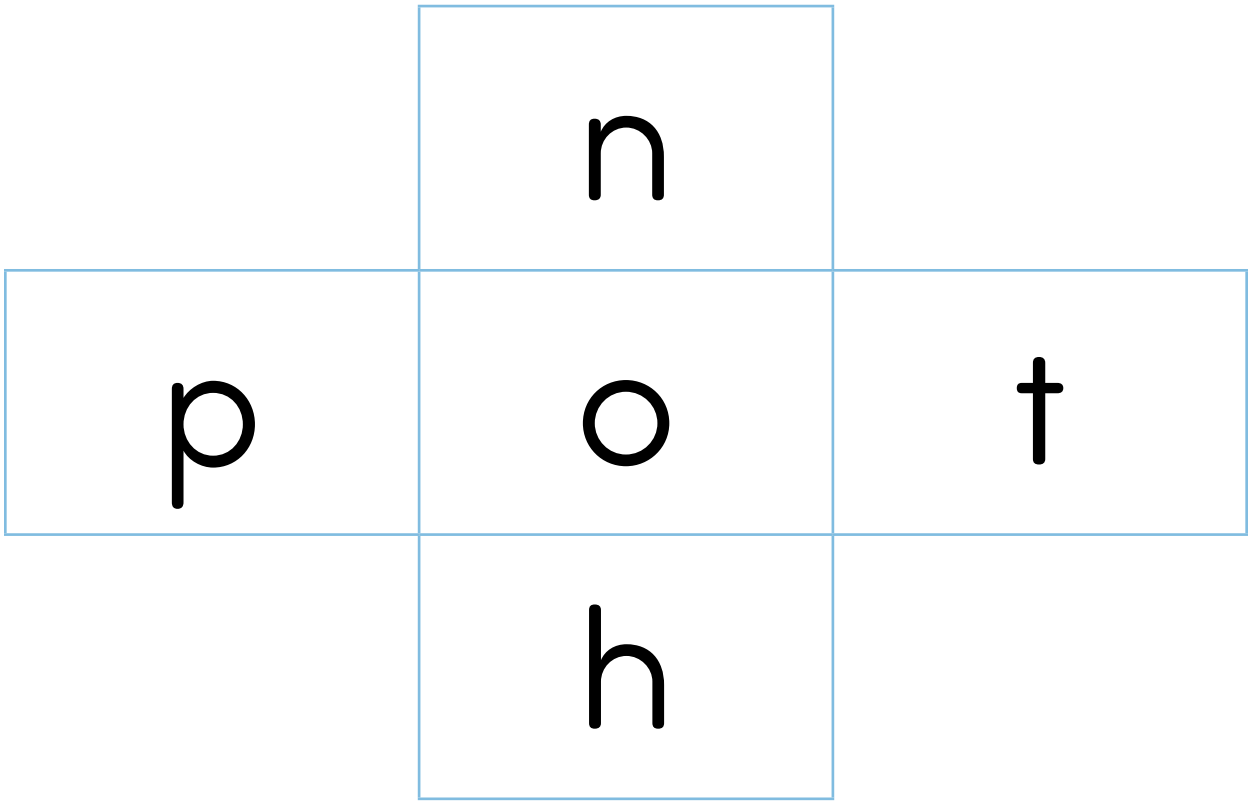
Name: _____

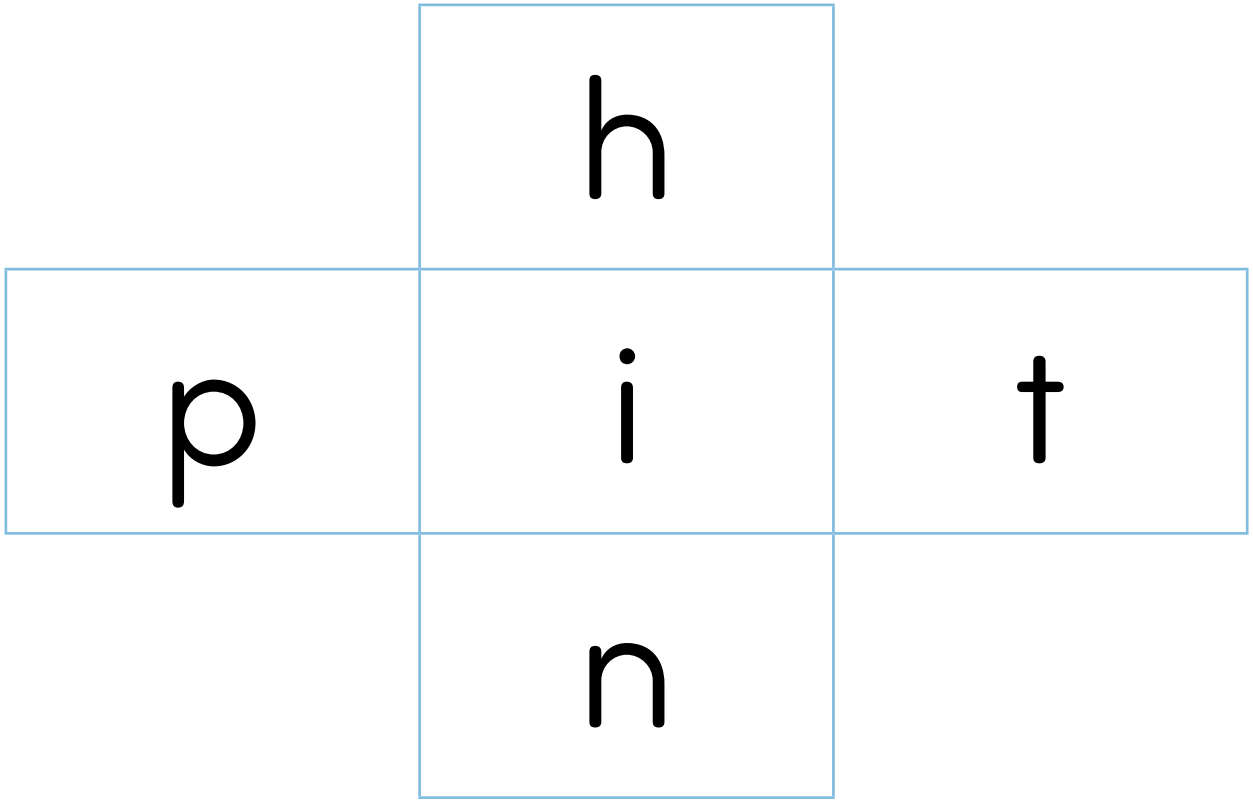
Directions: Students use the letters surrounding the vowel as either beginning or ending sounds. Students write the words on the lines provided below.



© 2013 Core Knowledge Foundation

Name: _____

Directions: Students use the letters surrounding the vowel as either beginning or ending sounds. Students write the words on the lines provided below.



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Name: _____

Making Words 7 Extension Page

Directions: Students record additional words created from the Making Words 11–14 worksheets on the handwriting lines provided.

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Reading and Spelling Practice

Unit 4 Workbook pages are provided here to reuse for additional reading (Reading Practice 1–20) or spelling (Spelling Practice 1–4) practice.

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Name: _____

BINGO Boards 1

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

am	dip	fed
set	on	if
cap	hen	vet

zip	an	on
van	mop	sit
if	gas	den

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Name: _____

BINGO Boards 2

man	zap	ten
him	it	van
gap	pig	an

top	him	am
pig	dip	pen
not	in	cap

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

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Name: _____

BINGO Boards 3

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

can	fit	in
net	am	hen
pen	dip	top

it	mop	net
gap	sit	den
vet	on	zip

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Name: _____

BINGO Boards 4

if	fed	man
set	it	pig
den	zap	hen

gas	in	him
fit	can	ten
an	not	pen

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

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Name: _____

BINGO Cards

am	it	an	on
in	if	man	map
top	ten	dip	den
can	cap	gas	gap
not	net	hen	him
set	sit	fed	fit
van	vet	zap	zip
pig	pen		

irections: Copy (card stock is recommended to allow for reuse) and cut out the words cards for use with BINGO Boards. (See directions under Phonics—Games.)

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Note to Teacher

Reviewing the names of images prior to utilizing them in activities is typically prudent. However, in this section, only images familiar to students are utilized and it is likely review will not be necessary.

BINGO

Students apply learned sound/spelling knowledge from Unit 4 to read words as they play the traditional game BINGO. Here the game is tailored appropriately for students' developmental level with only three spaces across, down, or diagonal.

- The word cards needed to copy and cut out are provided following the game boards. We recommend copying and cutting the boards and word cards from 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 is powerful for reinforcing learning.)
- The game can 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).

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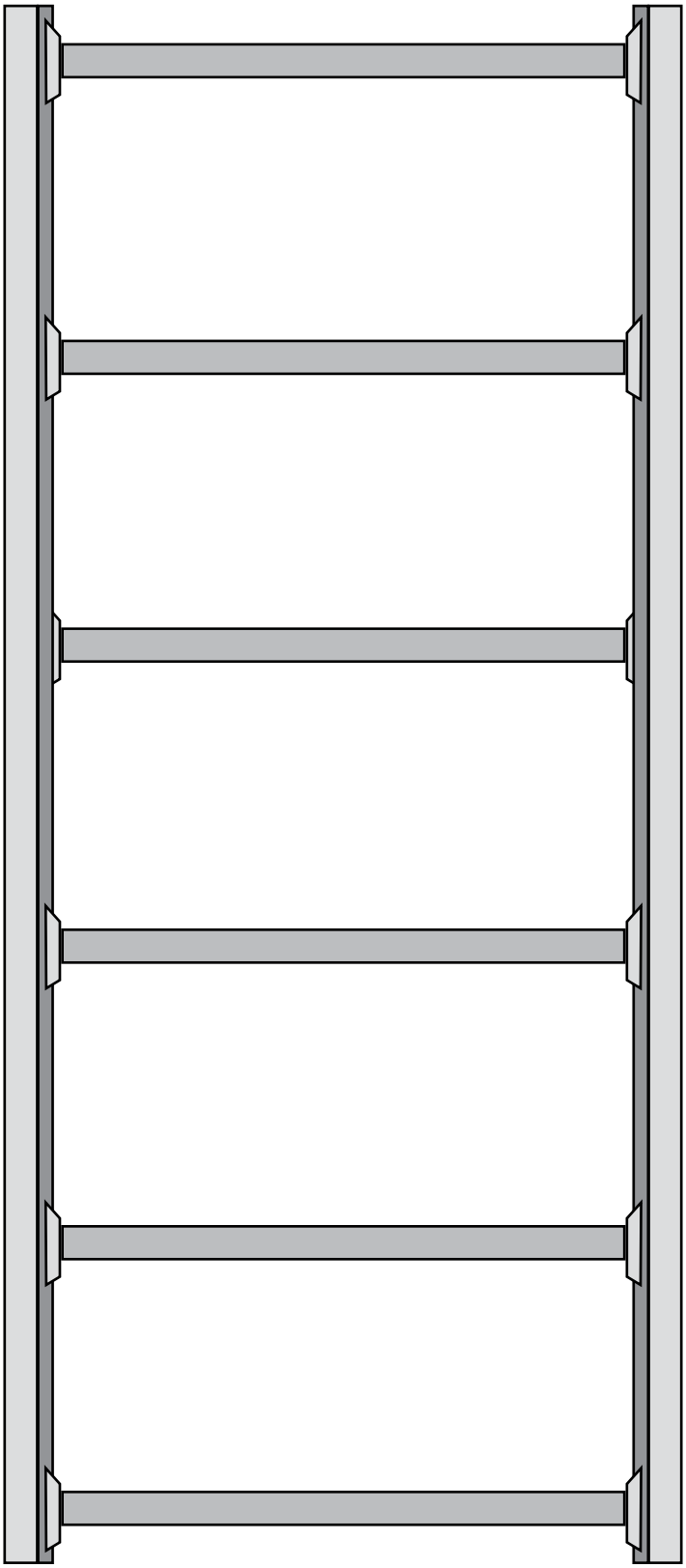
Name: _____

Race to the Top



Directions: Copy (card stock is recommended to allow for reuse) this page for the game Race to the Top.

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Name: _____

Word/Picture Cards 1

man

hat

sit

fan

Directions: These Word/Picture Cards are provided for use with the Unit 4 Section II games. (See directions under Phonics—Games.) For Race to the Top, copy (card stock is recommended to allow for reuse) and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy (darker colored card stock is recommended to prevent seeing through and allow for reuse) and cut out, separating word and picture cards.

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Name: _____

Word/Picture Cards 2

Directions: These Word/Picture Cards are provided for use with the Unit 4 Section II games. (See directions under Phonics—Games.) For Race to the Top, copy (card stock is recommended to allow for reuse) and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy (darker colored card stock is recommended to prevent seeing through and allow for reuse) and cut out, separating word and picture cards.

van

zip

pig

pen

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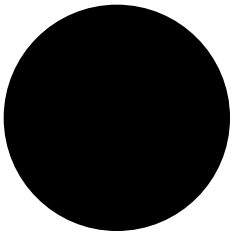
Name: _____

Word/Picture Cards 3

Directions: These Word/Picture Cards are provided for use with the Unit 4 Section II games. (See directions under Phonics—Games.) For Race to the Top, copy (card stock is recommended to allow for reuse) and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy (darker colored card stock is recommended to prevent seeing through and allow for reuse) and cut out, separating word and picture cards.

net

hen



dot

fin

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Race to the Top

- Each student gets their own ladder, game board, and game piece but will share a set of game cards. (We recommend copying and cutting the game cards from card stock to allow for reuse.)
- Students perform according to the cards used and game variation chosen. 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.
- Letter Cards can be placed face down 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 starting with 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, which include some with words and others with the corresponding images for those words (Word/Picture Cards). 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.

- 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.

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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). We recommend teachers use the Progress Monitoring resources provided:

- 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.
- only when, based on observation of instructional performance, students appear to be ready for a comprehensive check of the targeted skills for this section of Unit 4. Set schedules for Progress Monitoring assessments tend to result in their overuse. The resources are intended to serve as confirmation and meaningful record of student progress, as opposed to a collection of numbers.
- to inform instruction! If student mastery of the targeted 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 seven words. In addition to Word Reading, assessments for Pseudoword Reading are also included. Pseudoword Reading assessments are provided as an option if teachers suspect students have memorized some of the words and are using automatic word recognition instead of applying decoding knowledge. This may be the case with students in need of remediation and reteaching who have had extended and repeated opportunities to work with these specific words. Copy the page of words with the Record Sheet corresponding to the Progress Monitoring Assessment (Word Reading or Pseudoword 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 student responses.
- 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).

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- Scoring: Scoring is based on one point assigned for every sound in a word that is read correctly. Interpret scores as follows:
    - 14–15 points—excellent
    - 11–13 points—good
    - 8–10 points—fair
    - Less than 8 points—poor
- Further analyze student errors to determine whether individual letter-sound correspondences are particularly problematic. The subtotals for each sound-spelling at the bottom of the Record Sheets facilitate the identification of specific problem areas.
- Also examine whether there are mispronunciations occuring 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 (11 points or higher).
- Scores of 10 or less indicate additional reteaching and reinforcement is required from *Assessment and Remediation Guide* Unit 4 Section II, Phonics.

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Name: _____

Word Reading Progress Monitoring 1

ten	set	van
pen	zap	fed
hip	sis	

Record Sheet for Word Reading Progress Monitoring 1:

Word	Student Pronunciation			
Sample: ten				
1. set	/s/	/e/	/t/	_____ (2)
2. van	/v/	/a/	/n/	_____ (2)
3. pen	/p/	/e/	/n/	_____ (3)
4. zap	/z/	/a/	/p/	_____ (2)
5. fed	/f/	/e/	/d/	_____ (2)
6. hip	/h/	/i/	/p/	_____ (2)
7. sis	/s/	/i/	/s/	_____ (2)
Total Correct				_____ **/15**

Note: Phonemes in gray are target sound/spellings from Unit 3. Student performance with these phonemes should be noted for evaluation; however, only Unit 4 sound/spellings are scored.

‘n’ > /n/ (2, 3) _____ /2

‘f’ > /f/ (5) _____ /1

‘p’ > /p/ (3, 4, 6) _____ /3

‘h’ > /h/ (6) _____ /1

‘v’ > /v/ (2) _____ /1

‘e’ > /e/ (1, 3, 5) _____ /3

‘s’ > /s/ (1, 7) _____ /3

‘z’ > /z/ (4) _____ /1

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Name: _____

Word Reading Progress Monitoring 2

ten	vet	zip
sap	hen	fin
fan	pet	

Record Sheet for Word Reading Progress Monitoring 2:

Word	Student Pronunciation			
Sample: ten				
1. vet	/v/	/e/	/t/	_____ (2)
2. zip	/z/	/i/	/p/	_____ (2)
3. sap	/s/	/a/	/p/	_____ (2)
4. hen	/h/	/e/	/n/	_____ (3)
5. fin	/f/	/i/	/n/	_____ (2)
6. fan	/f/	/a/	/n/	_____ (2)
7. pet	/p/	/e/	/t/	_____ (2)
Total Correct				_____ **/15**

Note: Phonemes in gray are target sound/spellings from Unit 3. Student performance with these phonemes should be noted for evaluation; however, only Unit 4 sound/spellings are scored.

‘n’ > /n/ (4, 5, 6) _____ /3

‘h’ > /h/ (4) _____ /1

‘s’ > /s/ (3) _____ /1

‘f’ > /f/ (5, 6) _____ /2

‘v’ > /v/ (1) _____ /1

‘z’ > /z/ (2) _____ /2

‘p’ > /p/ (2, 3, 7) _____ /3

‘e’ > /e/ (1, 4, 7) _____ /3

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Name: _____

ten	set	van
pen	zip	fed
hop	sap	

Record Sheet for Word Reading Progress Monitoring 3:

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

Note: Phonemes in gray are target sound/spellings from Unit 3. Student performance with these phonemes should be noted for evaluation; however, only Unit 4 sound/spellings are scored.

‘n’ > /n/ (2, 3) _____ /2

‘f’ > /f/ (5) _____ /1

‘p’ > /p/ (3, 4, 6, 7) _____ /4

‘h’ > /h/ (6) _____ /1

‘v’ > /v/ (2) _____ /1

‘e’ > /e/ (1, 3, 5) _____ /3

‘s’ > /s/ (1, 7) _____ /2

‘z’ > /z/ (4) _____ /1

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Name: _____

Word Reading Progress Monitoring 4

ten	vet	zap
sip	fan	set
hen	hip	

Record Sheet for Word Reading Progress Monitoring 4:

Word	**Student Pronunciation**			
Sample: ten				
1. vet	/v/	/e/	/t/	_____ (2)
2. zap	/z/	/a/	/p/	_____ (2)
3. sip	/s/	/i/	/p/	_____ (2)
4. fan	/f/	/a/	/n/	_____ (2)
5. set	/s/	/e/	/t/	_____ (2)
6. hen	/h/	/e/	/n/	_____ (3)
7. hip	/h/	/i/	/p/	_____ (2)
Total Correct				_____ **/15**

Note: Phonemes in gray are target sound/spellings from Unit 3. Student performance with these phonemes should be noted for evaluation; however, only Unit 4 sound/spellings are scored.

‘n’ > /n/ (4, 6) _____ /2

‘h’ > /h/ (6, 7) _____ /2

‘s’ > /s/ (3, 5) _____ /2

‘f’ > /f/ (4) _____ /1

‘v’ > /v/ (1) _____ /1

‘z’ > /z/ (2) _____ /1

‘p’ > /p/ (2, 3, 7) _____ /3

‘e’ > /e/ (1, 5, 6) _____ /3

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Name: _____

Pseudoword Reading Progress Monitoring 1

ven	hep	viz
ned	han	zet
fip	san	

Record Sheet for Pseudoword Reading Progress Monitoring 1:

Word	**Student Pronunciation**			
Sample: ven				
1. hep	/h/	/e/	/p/	_____ (3)
2. viz	/v/	/i/	/z/	_____ (2)
3. ned	/n/	/e/	/d/	_____ (2)
4. han	/h/	/a/	/n/	_____ (2)
5. zet	/z/	/e/	/t/	_____ (2)
6. fip	/f/	/i/	/p/	_____ (2)
7. san	/s/	/a/	n//	_____ (2)
Total Correct				_____ **/15**

Note: Phonemes in gray are target sound/spellings from Unit 3. Student performance with these phonemes should be noted for evaluation; however, only Unit 4 sound/spellings are scored.

‘n’ > /n/ (3, 4, 7) _____ /3

‘h’ > /h/ (1, 4) _____ /2

‘s’ > /s/ (7) _____ /1

‘f’ > /f/ (6) _____ /1

‘v’ > /v/ (2) _____ /1

‘z’ > /z/ (2, 5) _____ /2

‘p’ > /p/ (1, 6) _____ /2

‘e’ > /e/ (1, 3, 5) _____ /3

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Name: _____

ven	fip	sem
fet	vap	vaz
nez	hin	

Record Sheet for Pseudoword Reading Progress Monitoring 2:

Word	**Student Pronunciation**			
Sample: ven				
1. fip	/f/	/i/	/p/	_____ (2)
2. sem	/s/	/e/	/m/	_____ (2)
3. fet	/f/	/e/	/t/	_____ (2)
4. vap	/v/	/a/	/p/	_____ (2)
5. vaz	/v/	/a/	/z/	_____ (2)
6. nez	/n/	/e/	/z/	_____ (3)
7. hin	/h/	/i/	/n/	_____ (2)
Total Correct				_____ **/15**

Note: Phonemes in gray are target sound/spellings from Unit 3. Student performance with these phonemes should be noted for evaluation; however, only Unit 4 sound/spellings are scored.

‘n’ > /n/ (6, 7) _____ /2

‘f’ > /f/ (1, 3) _____ /2

‘p’ > /p/ (1, 4) _____ /2

‘h’ > /h/ (7) _____ /1

‘v’ > /v/ (4, 5) _____ /2

‘e’ > /e/ (2, 3, 6) _____ /3

‘s’ > /s/ (2) _____ /1

‘z’ > /z/ (5, 6) _____ /2

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Name: _____

Pseudoword Reading Progress Monitoring 3

ven	hin	zed
san	fen	fap
vip	pem	

Record Sheet for Pseudoword Reading Progress Monitoring 3:

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

Note: Phonemes in gray are target sound/spellings from Unit 3. Student performance with these phonemes should be noted for evaluation; however, only Unit 4 sound/spellings are scored.

‘n’ > /n/ (1, 3, 4) _____ /3

‘f’ > /f/ (4, 5) _____ /2

‘p’ > /p/ (5, 6, 7) _____ /3

‘h’ > /h/ (1) _____ /1

‘v’ > /v/ (6) _____ /1

‘e’ > /e/ (2, 4, 7) _____ /3

‘s’ > /s/ (3) _____ /1

‘z’ > /z/ (2) _____ /1

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Name: _____

ven	hap	zin
het	seg	vin
vep	faz	

Record Sheet for Pseudoword Reading Progress Monitoring 4:

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

Note: Phonemes in gray are target sound/spellings from Unit 3. Student performance with these phonemes should be noted for evaluation; however, only Unit 4 sound/spellings are scored.

‘n’ > /n/ (2, 5) _____ /2

‘h’ > /h/ (1, 3) _____ /2

‘s’ > /s/ (4) _____ /1

‘f’ > /f/ (7) _____ /1

‘v’ > /v/ (5, 6) _____ /2

‘z’ > /z/ (2, 7) _____ /2

‘p’ > /p/ (1, 6) _____ /2

‘e’ > /e/ (3, 4, 6) _____ /3

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Section III
Comprehension

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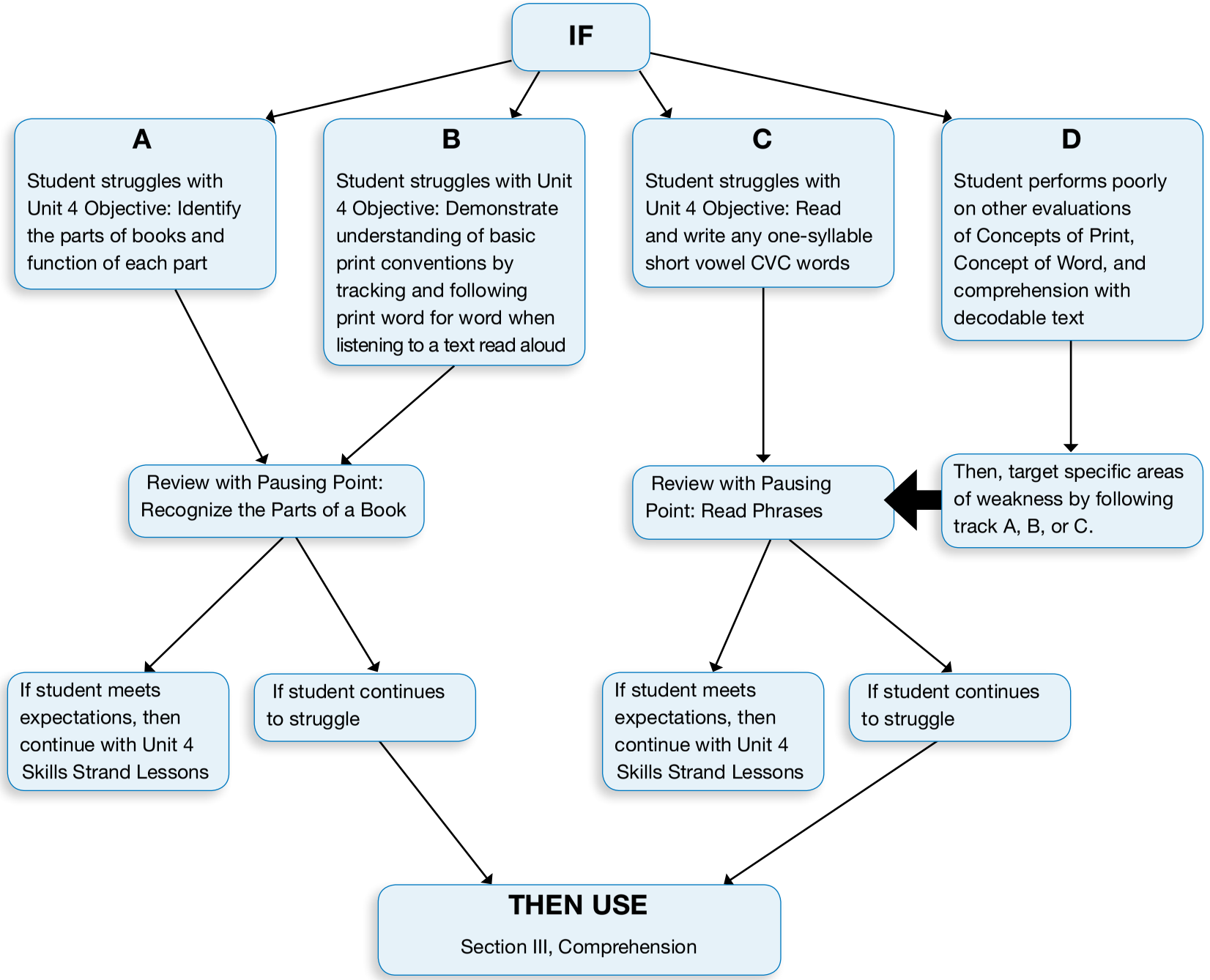
Determining Student Need for Section III, Comprehension



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Lesson Template

Comprehension

Focus: Comprehension	Teaching	Materials
Warm-Up	Objective: Prepare students to read text using prereading activities addressing prior knowledge needed. For now, the emphasis is on text structure basics (Concepts about Print). Exercise: Address text structure by playing I'm Looking For… For this game you will need one copy per student of the Concepts about Print Progress Monitoring Chart, located at the end of this section. • Provide each student with a book copy of the text. • Say, "I'm looking for _____." Fill in the blank with a concept about print item from the chart. • All students should identify the item with their own book copy of the text. • If items are unknown or students appear to have misconceptions, immediately provide corrective feedback and model the correct response. Then repeat the question allowing students to answer successfully by copying you. • Once select or all concepts about print have been identified, tell students they need this knowledge to read the text. Keeping notes on the Concepts about Print Progress Monitoring Chart regarding information mastered, progressing, or unfamiliar will help you formulate questions targeted to student need.	book copy of text for each student copies of Concepts about Print Chart
Explicit Instruction	Objective: Set a purpose and model using a Thinking with Reading technique to accomplish the purpose. Learning about Reading for Purpose and Understanding: • Tell students the purpose for rereading the text in today's lesson. • 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 catch the error, point it out. Correct the error. For mistakes with word reading, refer to the Figuring Out Words Chart for ideas to help correct errors.	book or text copy of text for each student Thinking with Reading Chart Figuring Out Words Chart

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Focus: Comprehension	Teaching	Materials
Guided Practice	Objective: Continue working with the text at an appropriate level of support for reading (see Dimensions of Difficulty Chart) by using a Thinking with Reading technique to accomplish the purpose. Support should decrease as students' skills strengthen. Applying Knowledge to Read for Purpose and Understanding: Continue rereading text sections with a Shared, Interactive, or Scaffolded level of support. Prompt students to express themselves out loud about what they are thinking and how that 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 their thinking. Thinking should be discussed *during* and *after* reading.	book or text copy of text for each student
Independent Practice	Objective: Allow students to practice a Thinking with Reading technique for a designated purpose with high levels of independence. Reading for Purpose and Understanding Independently: Allow students to reread the text with a partner, practicing tracking (fun pointer wands promote engagement), decoding, and the Thinking with Reading technique which has been taught. 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 of text for each student pointer wands for tracking text (optional)

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Sample Remedial Lesson

Comprehension
(Use interactive reading with a text copy and target Monitoring.)

Focus: Comprehension (Use interactive reading with a text copy and target Monitoring.)	Teaching	Materials
Warm-Up	Objective: Prepare students to read text using prereading activities which address prior knowledge needed. For now, the emphasis is on text structure basics (Concepts about Print). Exercise: Address text structure by playing I'm Looking For… Targets from the Concepts about Print Chart: • Can you point to the title? • Can you point to a letter on this page? • Can you show me a word? • Can you point to the first letter in the word? • Can you point to the last letter in the word? • Provide each student with a book copy of the text. • Say, "I'm looking for the title." • All students should identify the title with their own book copy of the text. • If students do not know where to point or point to the wrong location, immediately provide corrective feedback and point to the title. Then repeat the question allowing students to answer successfully by copying you. • Once select concepts about print have been identified, tell students they will need this knowledge to read the text. Keep notes on the Concepts about Print Progress Monitoring Chart regarding information mastered, progressing, or unfamiliar. Note: Performance with Concepts about Print will be recorded for progress monitoring, therefore, while playing I'm Looking For... hold corrective feedback until the assessment is complete.	book copy of text for each student copies of Concepts about Print

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Focus: Comprehension (Use interactive reading with a text copy and target Monitoring.)	Teaching	Materials
Explicit Instruction	Objective: Set a purpose and model using a Thinking with Reading technique to accomplish the purpose. Learning about Reading for Purpose and Understanding: • Tell students the purpose for rereading the text today is to remember what we read. Students will use a text copy to help them focus on the meaning in the words instead of the pictures. • Tell students they will use monitoring to to help remember what they read. Monitoring is stopping to think and ask ourselves if what we read makes sense. • Tell students since the title of the book is *Pet Fun* you are going to be thinking about what makes sense with pets. For example: Does it make sense for a bunny to be a pet? (*Yes*) Why? Does it make sense for a tiger to be a pet? (*No*) Why? • Read the first four lines of the text aloud, tracking the text. After each line think aloud saying, "That makes sense for a _____ to be a pet, because it lives with (people or a farmer)." • On the *pig* line, read "pet pog." Think aloud and say, "pet pog? That doesn't make sense; let me try to figure out that word." Refer to the Figuring Out Words Chart. (Review the four ideas if needed, especially if students are just learning what they are and how to use them.) Ask students to suggest an idea that might help you fix up the word. Model (thinking aloud) how to use the suggested idea to read accurately. • At the end of the section revisit the purpose, thinking aloud and saying, "Did I understand and remember what I read? Yes, it all made sense. There were four pets: cat, dog, pig, and hog. Cats and dogs are pets in people's homes. Hogs and pigs are pets on farms."	text copy for each student Thinking with Reading Chart Figuring Out Words Chart

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<table>
<tr><th>Focus: Comprehension (Use interactive reading with a text copy and target Monitoring.)</th><th>Teaching</th><th>Materials</th></tr>
<tr><td>Guided Practice</td><td>
<u>Objective</u>: Continue working with the text at an appropriate level of support for reading (see Dimensions of Difficulty Chart) by using a Thinking with Reading technique to accomplish the purpose. Support should decrease as students' skills strengthen.
<u>Applying Knowledge to Read for Purpose and Understanding</u>: Continue rereading text sections (four lines at a time) with interactive support. All students read aloud together (choral reading) with immediate teacher support as needed.
Reread section 2 and use the following questions to prompt self-monitoring for reading to make sense:
• Are all those things possible? (Why could a cat be in fog?)
• Would it make sense if the cat was in a tree? Why?
• Would it make sense if the cat was talking on the phone? Why?
Reread section 3 and use the following questions to prompt self-monitoring for reading to make sense:
• Are all those things possible? (Why would a dog go to the vet?)
• Would it make sense if a little boy took the dog to the vet?
• Would it make sense if the cat went to the vet?
Reread section 4 and use the following questions to prompt self-monitoring for reading to make sense:
• Are all those things possible? (Why is a pen a good home for a pig?)
• Would it make sense if a barn was nearby?
• Would it make sense if the pig was in a boat?
After reading, tell students, if they used self-monitoring to make sure they understood what they were reading, they will remember the story after reading. As an informal check of their understanding, ask students to tell you what happened in the beginning, middle, and end of the story. Students tend to offer specific recall of ideas from the story, often not in sequential order. Prompting students to think about beginning, middle, and end helps them structure thinking sequentially. Through discussion, encourage students to connect the specific details they remember to a big idea for each section, which promotes higher level thinking.
<table>
<tr><th></th><th>Beginning</th><th>Middle</th><th>End</th></tr>
<tr><td>Students tend to think…</td><td>"There was a cat and a dog and a pig and a hog."</td><td>"The cat jumped on mom." and "The dog was in the van."</td><td>"Pig was in the pen and the hog was in the pen."</td></tr>
<tr><td>Model/ encourage them to think…</td><td>"We met the four animals in the story."</td><td>"The cat was in different places." and "The dog went to the vet."</td><td>"The pig and hog were together."</td></tr>
</table>
</td><td>text copy for each student</td></tr>
</table>

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Focus: Comprehension (Use interactive reading with a text copy and target Monitoring.)	Teaching	Materials
Independent Practice	Objective: Allow students to practice a Thinking with Reading technique for a designated purpose with high levels of independence. Reading for Purpose and Understanding Independently: Allow students to reread the text copy of *Pet Fun* with a partner. Students will track text using pointer wands and take turns rereading the sections. After each section, students comment regarding what makes sense about the text.	text copy of text for each student unsharpened pencils with fun eraser tops for pointer wands

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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.

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

- 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).
- read aloud as a group chorally (all voices together) or individually (voices jumbled as students read at different paces).

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

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Comprehension Skills Cross-Reference Chart

Comprehension Skill/ CKLA Goal	Unit 4 Lessons															Unit 4 Pausing Point
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Identify the Parts of Books and Function of Each Part (Concepts about Print)												*Pet Fun*	*Pet Fun*			*Pet Fun*
Demonstrate Understanding of Basic Print Conventions by Tracking and Following Print Word for Word When Listening to a Text Read Aloud (Concept about Word)												*Pet Fun*	*Pet Fun*			*Pet Fun*
Incorporates the Letter-Sound Correspondences that Have Been Taught with Purpose and Understanding										Phrases	Circle the Picture	*Pet Fun*	*Pet Fun*	Connect It		Unscramble the Words!

All activities promote CKLA Goal: Demonstrate Understanding that a Systematic, Predictable Relationship Exists Between Written Letters and Spoken Sounds.

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Comprehension—Sentences and Stories

Print, copy and staple the following pages to create student copies of *Pet Fun*.

© 2013 Core Knowledge Foundation

pet cat

© 2013 Core Knowledge Foundation

© 2013 Core Knowledge Foundation

pet dog

© 2013 Core Knowledge Foundation

© 2013 Core Knowledge Foundation

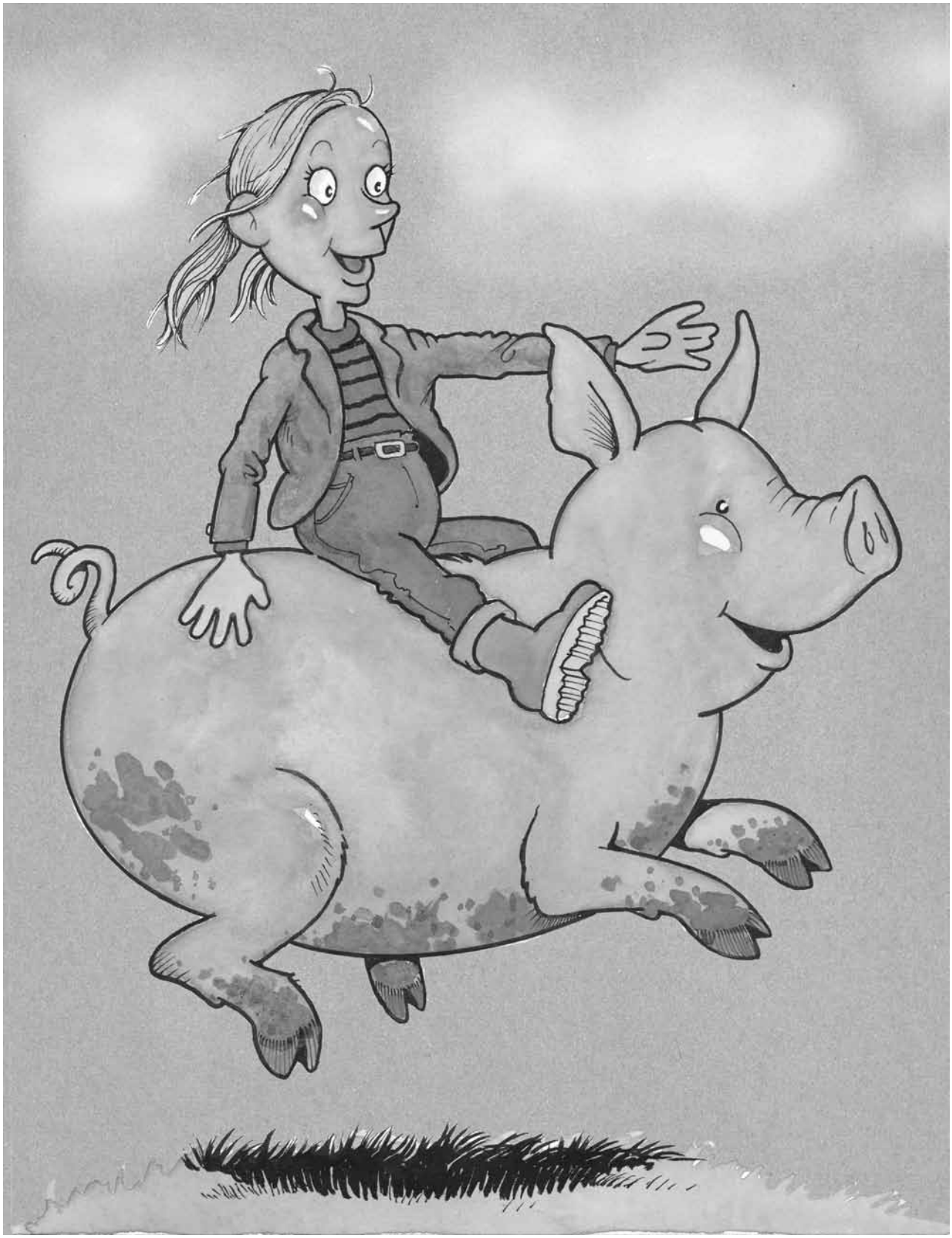
pet pig

© 2013 Core Knowledge Foundation

© 2013 Core Knowledge Foundation

pet hog

© 2013 Core Knowledge Foundation



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cat on mat

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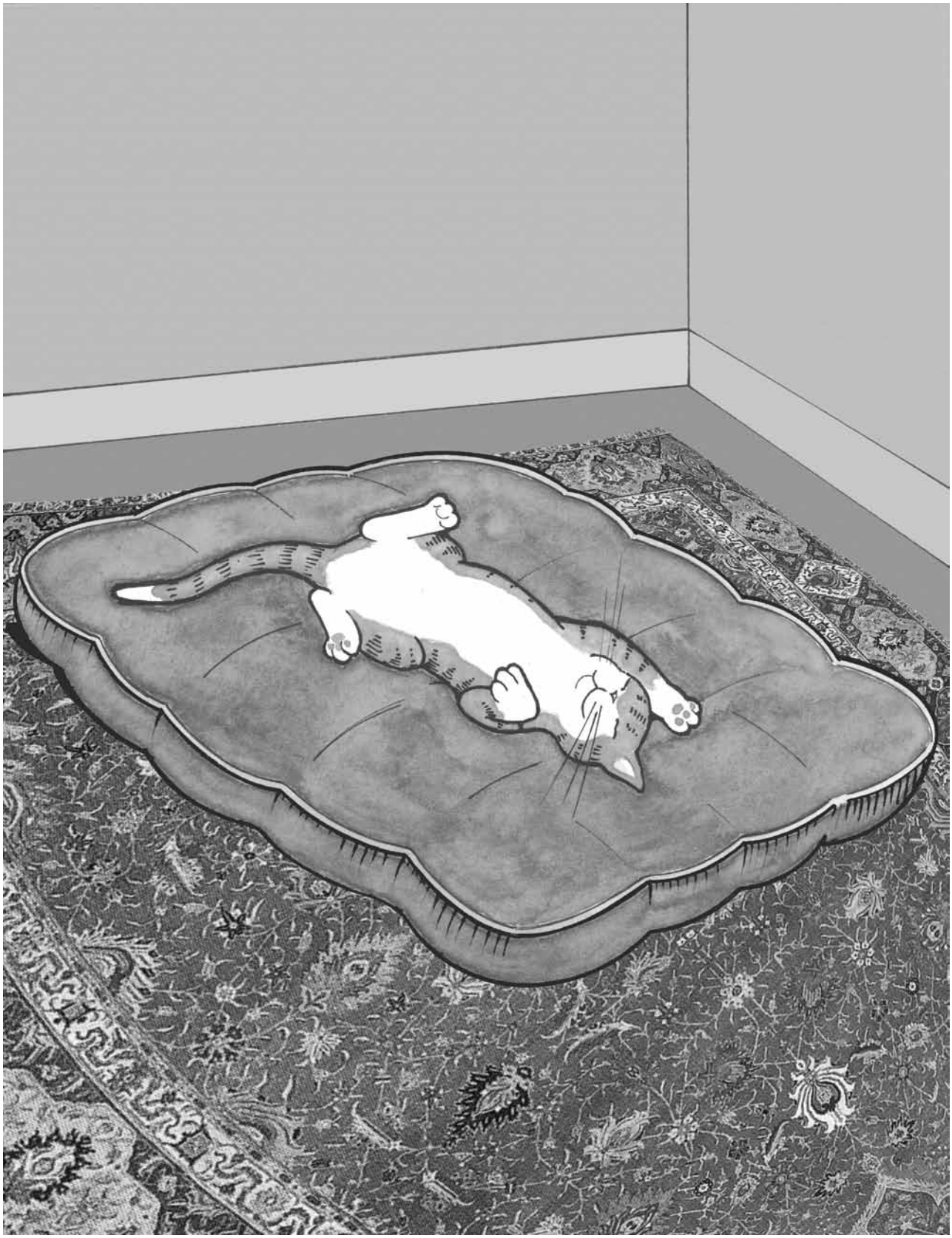

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cat in fog

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© 2013 Core Knowledge Foundation

cat on mom

© 2013 Core Knowledge Foundation

© 2013 Core Knowledge Foundation

cat on dog

© 2013 Core Knowledge Foundation

© 2013 Core Knowledge Foundation

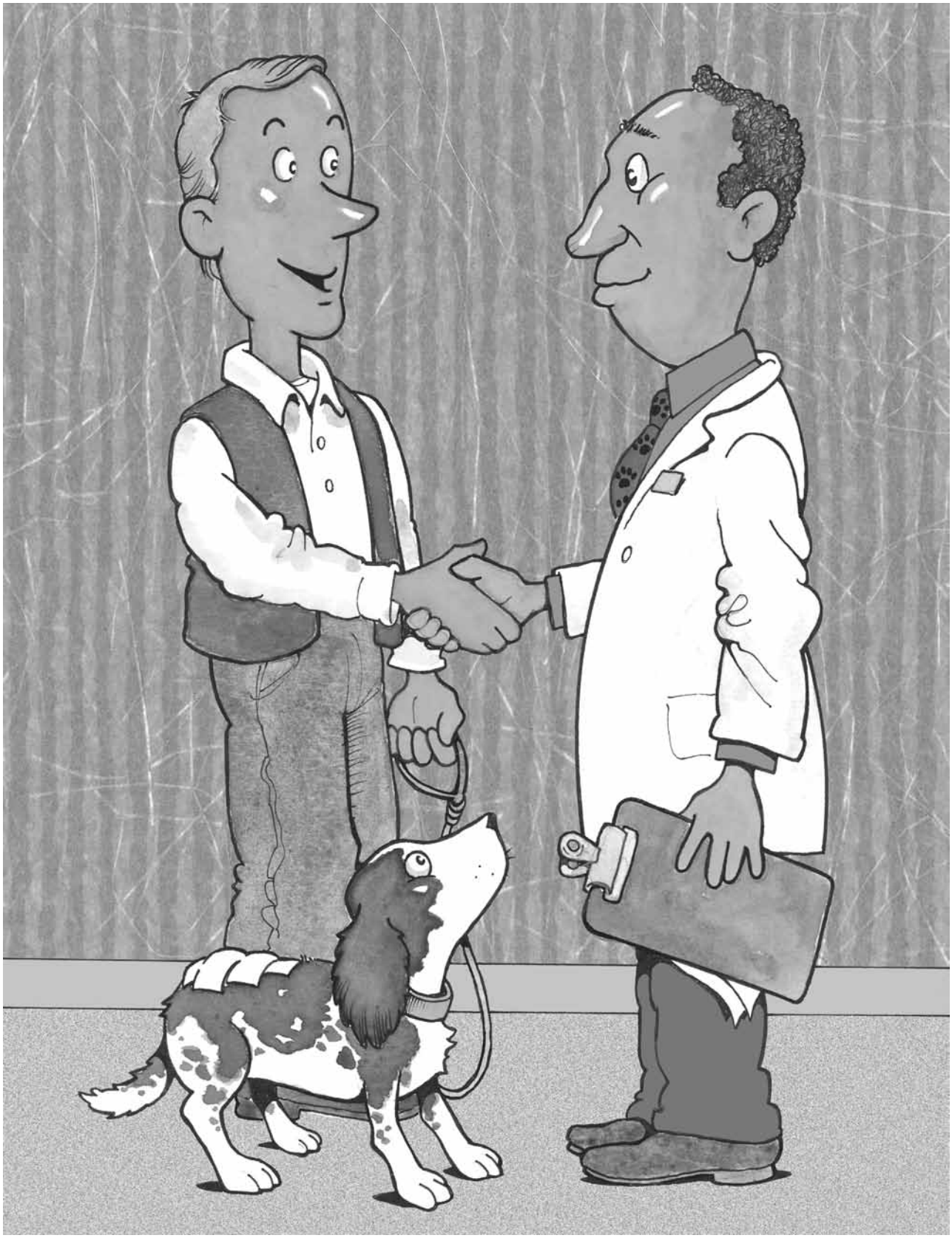
dog and vet

© 2013 Core Knowledge Foundation

© 2013 Core Knowledge Foundation

dad and vet

© 2013 Core Knowledge Foundation



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dad in van

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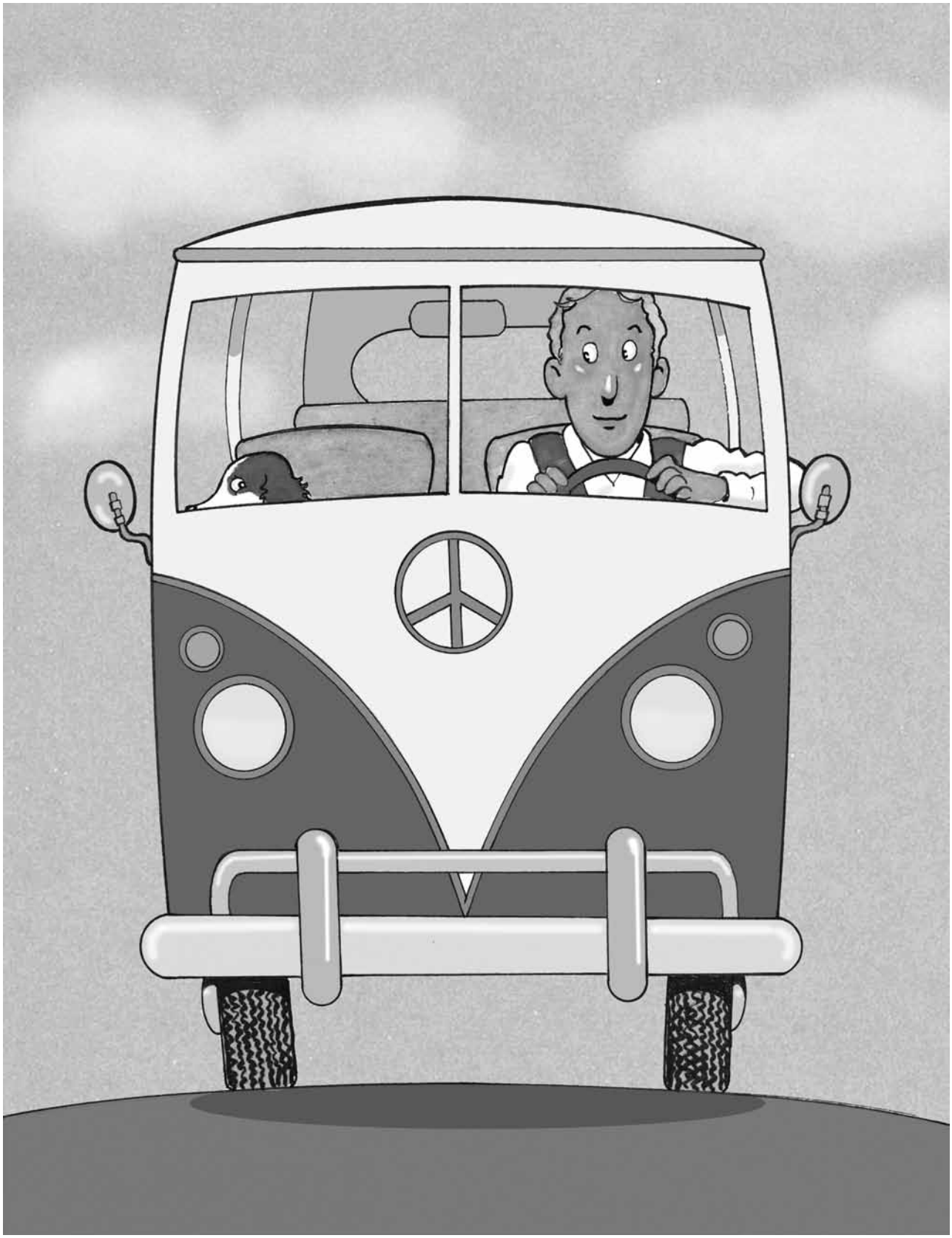

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dog in van

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pig in pen

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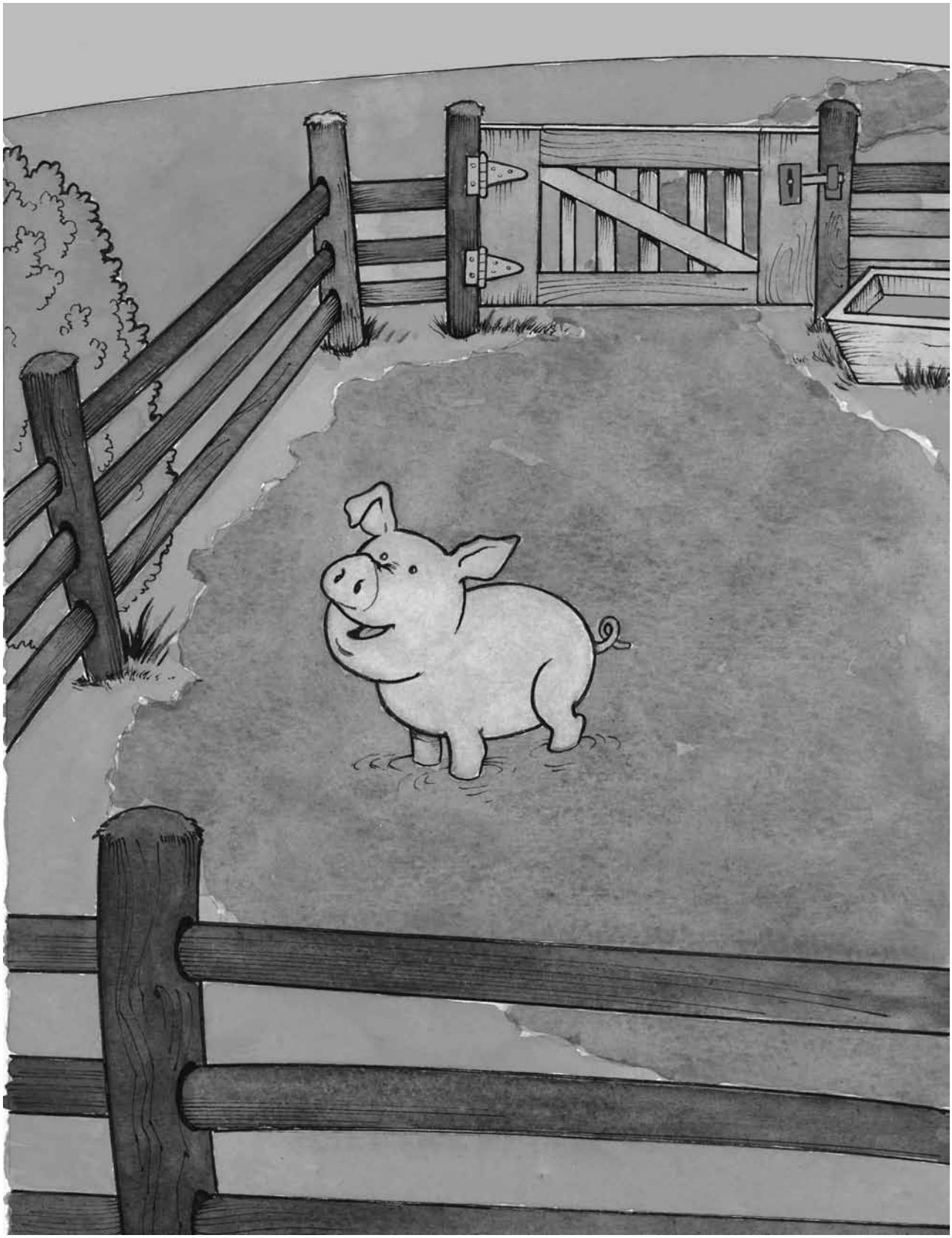

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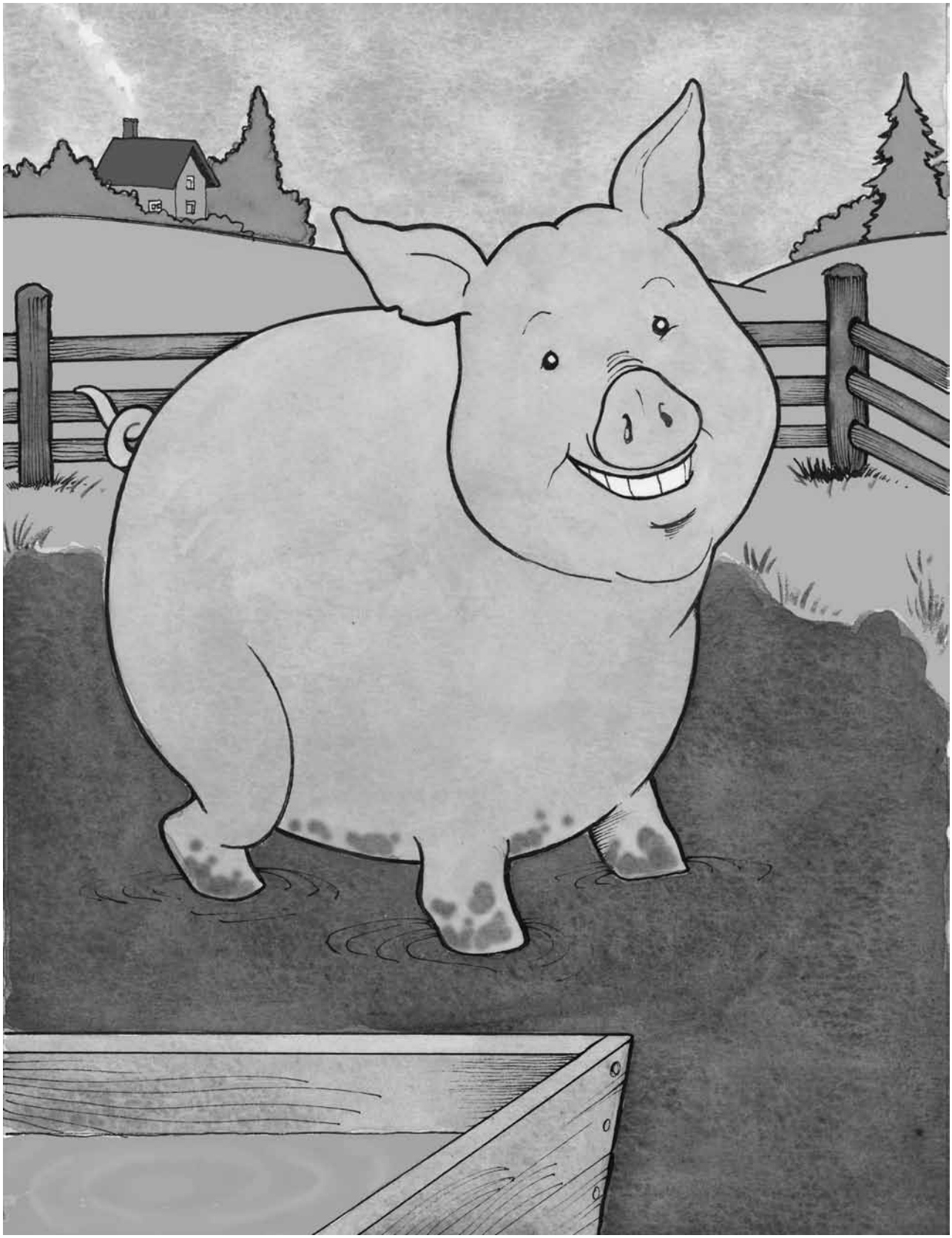
hog in pen

© 2013 Core Knowledge Foundation



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pig on hog

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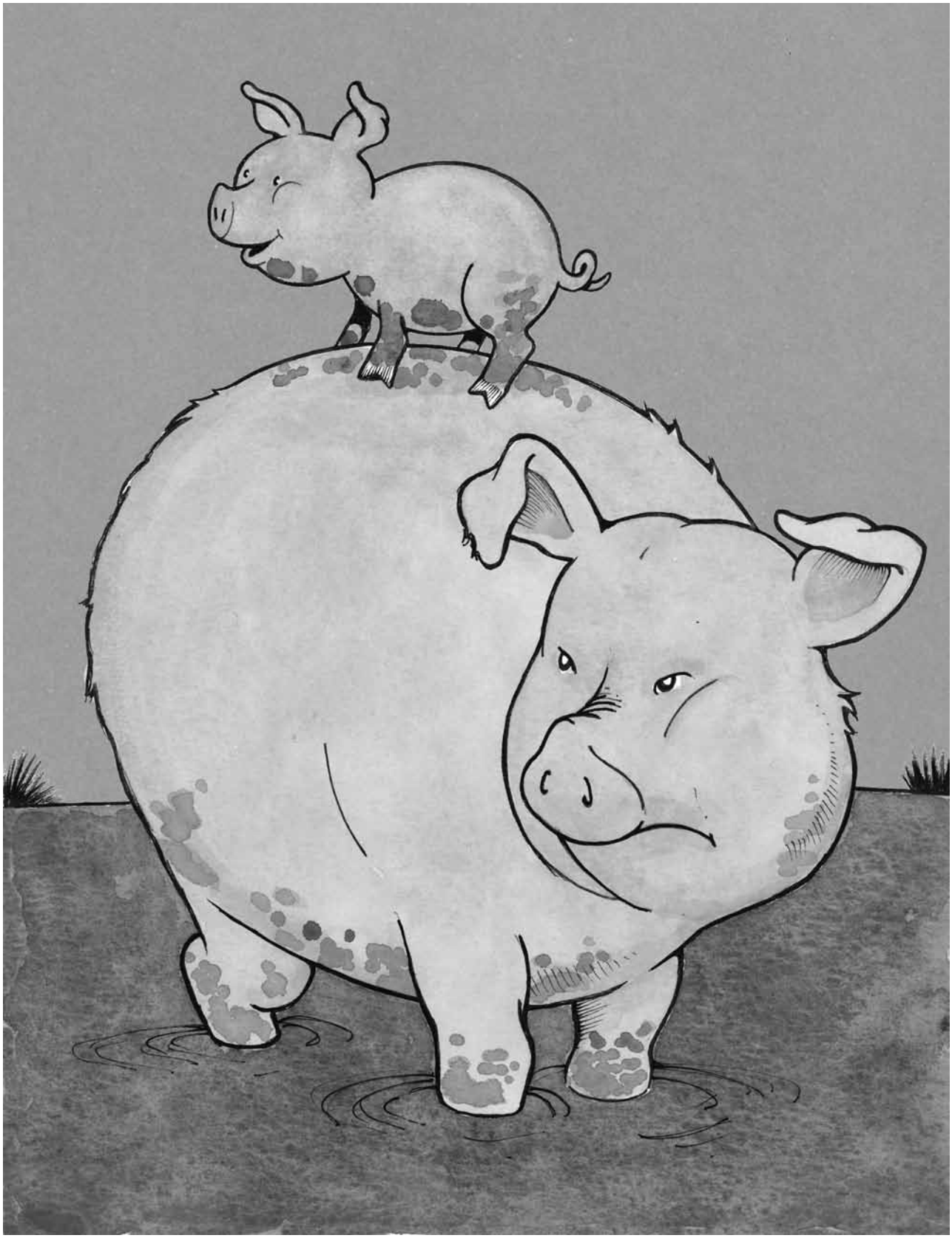

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hog on pig

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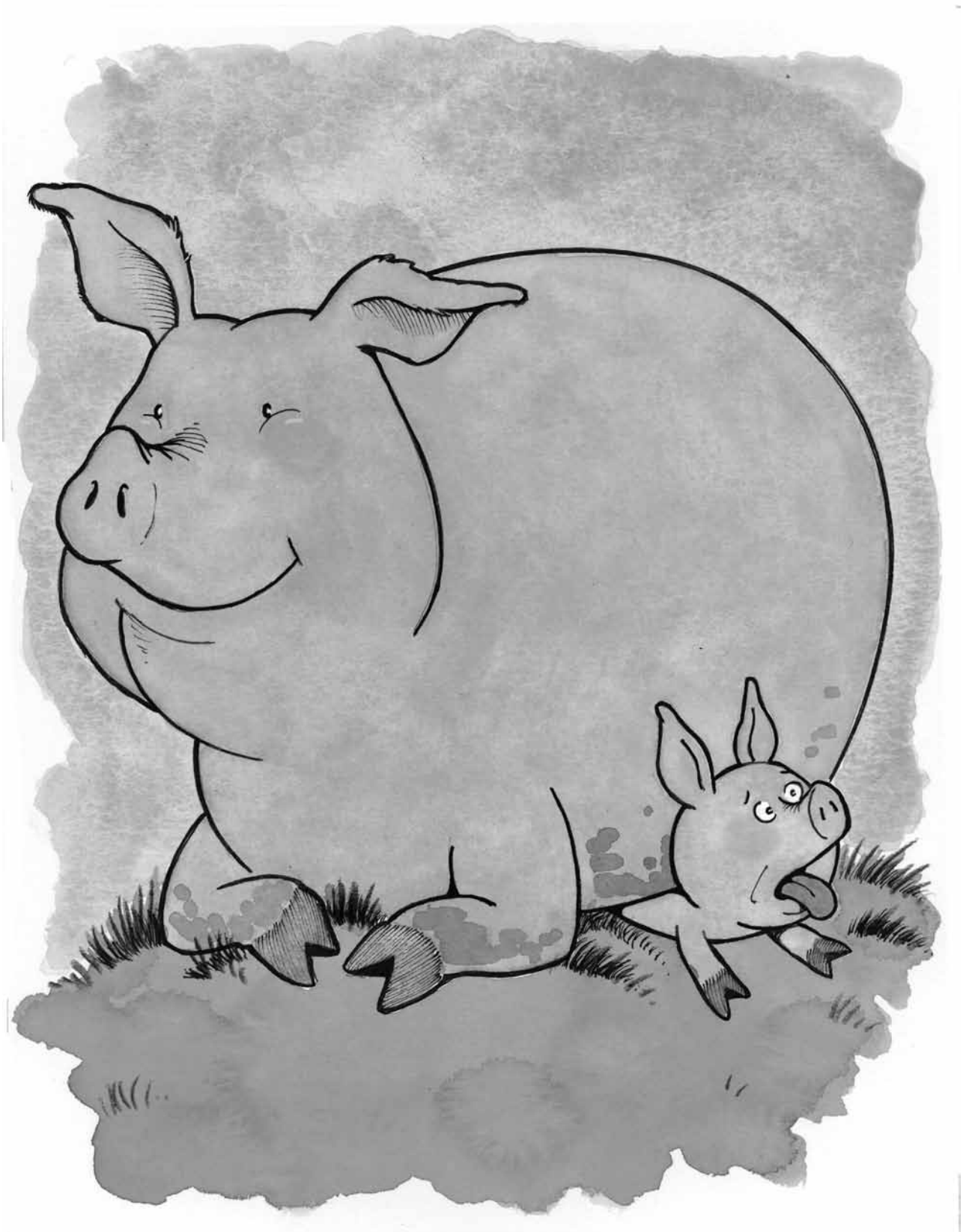

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Pet Fun

pet cat
pet dog
pet pig
pet hog

cat on mat
cat in fog
cat on mom
cat on dog

dog and vet
dad and vet
dad in van
dog in van

pig in pen
hog in pen
pig on hog
hog on pig

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Concepts about Print Chart

Concepts about Print that apply to *Pet Fun*	Notes about Student Performance
1. What is the right way to hold this book?	
2. Can you show me the front cover of the book?	
3. Can you point to the title?	
4. Can you show me the part that tells the story?	
5. Where does the story begin?	
6. Where does the story end?	
7. Point to the place on the page where someone would begin to read.	
8. Can you move your finger to show me the words someone would read next?	
9. Can you move your finger to show me where to go after I finish reading this line?	
10. When I get to the end of this page, where will I find the next line?	
11. Can you point to a letter on this page?	
12. Can you show me a word?	
13. Can you point to the first letter in the word?	
14. Can you point to the last letter in the word?	

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Thinking with Reading Chart

Revisit Text to Address Basic Text Structures

Using a book copy of *Pet Fun*, address the basic text structures noted in the Concepts about Print Chart. This should occur during the Warm-Up of lessons, for targeted review with students outside of lessons as needed, and for progress monitoring as students demonstrate readiness for an assessment of Concepts about Print knowledge.

	Thinking with Reading	Description	Specific Application to *Pet Fun*
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 non-fiction text), or features specific to a text (e.g., table of contents) to establish a foundation that helps students predict and acquire information during reading.	Using a book copy, examine knowledge of Concepts about Print.
	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: • Who are the animals in the story? • What do each of the animals do? • What happens on the trip to the vet?

	Thinking with Reading	Description	Specific Application to *Pet Fun*
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 students 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 text has four natural sections every four pages. After each section, stop and see if students can recall the story from the section just read.

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	Thinking with Reading	Description	Specific Application to *Pet Fun*
After Reading	Summarizing	After reading, reconstruct an abbreviated version of the text that highlights 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: In the beginning, there was a cat and a dog and a pig and a hog: 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 three basic sections of text: beginning, middle, and end. • Beginning: meet cat, dog, pig, hog • Middle: cat is in different places and dog goes to the vet • End: pig and hog are together

Revisit Text to Focus on Content

- Using a book copy or text copy of *Pet Fun*, focus on Thinking with Reading techniques to accomplish purpose and understanding with the decodable text.
- For use of techniques "during reading" 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 offering high text to picture matching, students can learn to avoid reading the text by *reading* the pictures instead!

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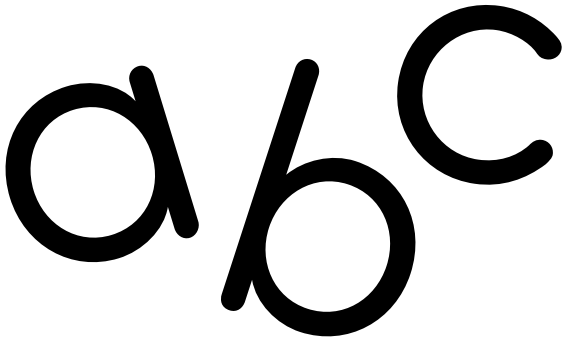
Figuring Out Words

Sound out the letters.



Look at ALL the letters.

hats

Read the words again.

Use words you know.

If I know man,
then I know **tan**

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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). We recommend teachers use the Progress Monitoring resources provided:

- 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.
- only when, based on observation of instructional performance, students appear to be ready for a comprehensive check of the target skills for this section of Unit 4. Set schedules for Progress Monitoring assessments tend to result in their overuse. The resources are intended to serve as confirmation and meaningful record of student progress, as opposed to a collection of numbers.
- to inform instruction! If student mastery of the target skills is confirmed by a Progress Monitoring assessment, then teachers can be confident in the decision to move students forward. If students do not achieve the goal scores for a Progress Monitoring assessment, analysis of errors will indicate areas of continued instructional need.

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Directions

Preparation: Use a book copy of *Pet Fun* or another familiar text (in book format) and gather Record Sheets for each student being assessed. This assessment is most reliable if done individually or in small groups with students seated so they cannot see each other when answering the questions.

- Hand students the book upside down and backwards.
- Begin asking the Concepts about Print questions from the Record Sheet. You may not always need to assess the entire list of Concepts about Print. If students show frustration before the list is complete, discontinue the assessment until a later time. If students have demonstrated mastery on some items, those items do not need to be reassessed for subsequent progress monitoring.
- Record whether students accurately demonstrated the concept or not. Noting the nature of errors will help inform corrective feedback provided *after* the assessment, as well as selecting target concepts for review during instruction.
- Scoring: Student attempts should be recorded as either accurate or not, using any form of symbols (e.g., checks or Xs).
- Goal: Achieve accurate performance on all Concepts about Print.
- Errors with Concepts about Print indicate additional reteaching and reinforcement is required from *Assessment and Remediation Guide* Unit 4 Section III, Comprehension.

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Record Sheet for Unit 4 Section III, Comprehension

Each column provides a space for recording the date the Progress Monitoring assessment was given, as well as accuracy marks for the Concepts about Print.

Student:	Concepts about Print Progress Monitoring								
Date									
1. What is the right way to hold this book?									
2. Can you show me the front cover of the book?									
3. Can you point to the title?									
4. Can you show me the part that tells the story?									
5. Where does the story begin?									
6. Where does the story end?									
7. Point to the place on the page where someone would begin to read.									
8. Can you move your finger to show me the words someone would read next?									
9. Can you move your finger to show me where to go after I finish reading this line?									
10. When I get to the end of this page, where will I find the next line?									
11. Can you point to a letter on this page?									
12. Can you show me a word?									
13. Can you point to the first letter in the word?									
14. Can you point to the last letter in the word?									

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Section IV
Writing: Lowercase Letter Formation

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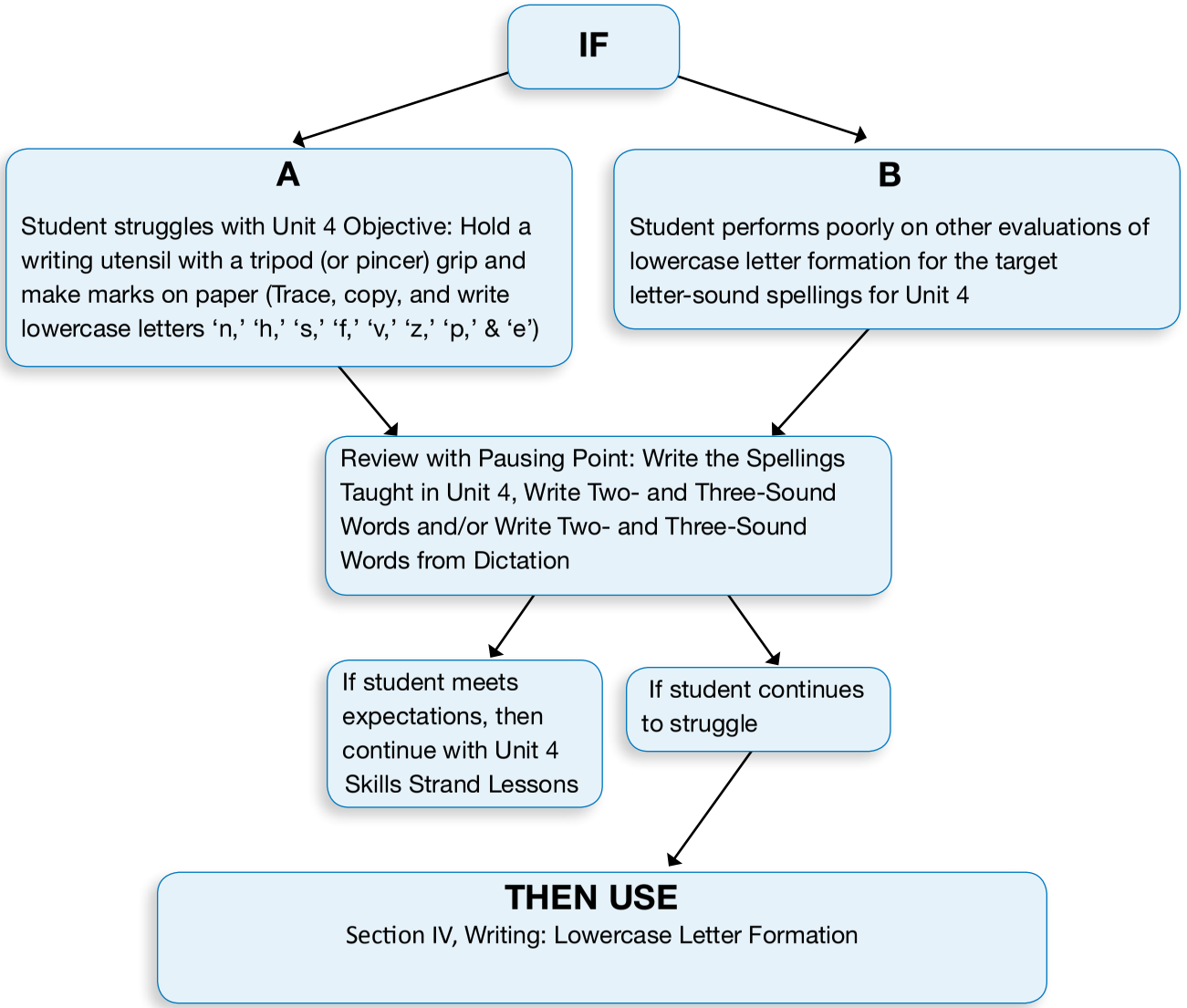
Determining Student Need for Section IV, Writing: Lowercase Letter Formation



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Lesson Template

Writing: Lowercase Letter Formation

Focus: Lowercase Letter Formation	Teaching	Materials
Warm-Up	Objective: Literally *warm-up* the large and small muscles of the arms and hands used for writing. Exercise: Choose two or three handwriting Warm-Up exercises. (See Handwriting Warm-Up Exercises for suggestions.)	activity dependent

Explicit Instruction	Objective: Model the target letter formation.
	Learning about Lowercase Letter Formation: Tell students which sound(s) you will practice drawing for today's lesson.
	• Demonstrate drawing the target sound(s) for the lesson on chart paper or the board and saying the letter formation chant while doing so. (See Letter Formation Chants.) If possible, seat students so they are looking *up* (chin down, eyes up) for the letter formation modeling and drawing in the air (see next step), because looking up (chin down, eyes up) helps students access visual memory.
	• Repeat (tracing the first letter), inviting students to draw in the air and say the chant with you. (Fun pointer wands often help engage students!) Students should move their whole arm from the shoulder when drawing in the air.
	• Repeat, drawing in the air and saying the chant, this time with eyes closed. Prompt students to pay attention to how their arm and hand move and feel while their eyes are closed.
	• Draw a new large picture of the target sound(s) asking students:
	  • *Where do I start my line?*
	  • *Which direction does it go to make a picture of /_/ for writing?*
	  • *What do I draw next?*
	• Draw additional samples forming most letters correctly, but also draw two or three incorrectly to address potential common mistakes.
		writing surface and implement (e.g., chalk board and chalk)
		
		pointer wands for each student

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Focus: Lowercase Letter Formation	Teaching	Materials
Guided Practice	Objective: Provide an engaging opportunity to develop letter formation with decreasing support as students' skills strengthen. Working with Lowercase Letter Formation: Using individual writing supplies ask students to: • Demonstrate the tripod grip. (Correct as needed.) • Draw one big picture of a target sound spelling on the board to show you. • Next erase and draw four pictures of the sound and show you the best one. • Then erase and fill the board with pictures of the sound in differing sizes. Application of Skills: Select worksheets or games allowing students to practice the letter formation(s) focused on in the lesson. Progress Monitoring Option: Incorporate progress monitoring checks here as needed.	writing surface and implement (e.g., chalk board and chalk) per student activity dependent: worksheet and/or other drawing resources per student Progress Monitoring resources
Independent Practice	Objective: Allow students to practice letter formations near mastery with high levels of independence. In addition, bolster writing readiness with fine motor activities if needed. Practicing and Extending Skills with Lowercase Letter Formation: • Practicing Lowercase Letter Formation: Revisit previously taught activities allowing students to practice the letter formation(s) in the lesson. • Refining Fine Motor Skills: Engage in an activity promoting fine motor strength and skill. (See Fine Motor Activities for suggestions. These activities should be previously taught and practiced before students are expected to engage with them independently.)	continued from Guided Practice Fine Motor Activity resources

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Sample Remedial Lesson

Writing: Lowercase Letter Formation ('f' and 't')

Focus: Lowercase Letter Formation ('f' and 't')	Teaching	Materials
Warm-Up	Objective: Literally *warm-up* the large and small muscles of the arms and hands used for writing. Exercise: • Finger push-ups • Wall push-ups	none

Explicit Instruction	Objective: Model the target lowercase letter formation.
	Learning about Lowercase Letter Formation: Tell students they will practice drawing the picture of /f/ and /t/, because forming the top of the line correctly is important to determine the difference between them.
	• Demonstrate drawing /f/ on the board and saying the letter formation chant while doing so. (*'f': Candy cane, lift, add a short line across to me; then a little /f/ is what you will see.*) Seat students on the floor in front of the board so they are looking up (chin up, eyes up) to help access their visual memory.
	• Repeat (tracing the first letter), inviting students to draw in the air using their pointer wands and saying the chant with you. Students should move their whole arm from the shoulder when drawing in the air.
	• Repeat, drawing in the air and saying the chant, this time with eyes closed. Prompt students to pay attention to how their arms and hands move and feel while their eyes are closed.
	• Draw a new large picture of /f/ asking students:
	  • *Where do I start my line?*
	  • *Which direction does it go to make a picture of /f/ for writing?*
	  • *What do I draw next?*
	• Draw additional samples, saying the chant, and make the mistake of drawing a straight line without the candy cane hook. If students do not catch your error, point out that your line isn't a candy cane and makes the /f/ look like a /t/. Rewrite the /f/ correctly.
	• Repeat steps 1–5 for /t/. (*'t': Long line down, add a line across up high to me; then a little /t/ is what you will see.*)
		dry erase board, dry erase marker, and tissue
		pointer wands for each student

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Focus: Lowercase Letter Formation ('f' and 't')	Teaching	Materials
Guided Practice	Objective: Provide an engaging opportunity to develop lowercase letter formation with decreasing support as students' skills strengthen. Working with Writing Grip Strokes and Own Name: Using individual writing supplies ask students to: • Demonstrate the tripod grip. (Correct as needed.) • Draw one big picture of /f/* on the board to show you. • Next erase and draw four pictures of /f/* and show you the best one. • Then erase and fill the board with pictures of /f/* of all different sizes. • Repeat steps 2–4 for /t/*. *Students should repeat the chant every time they draw a sound. Application of Skills: Provide students with a copy of the Medium Letter Sound Spelling Worksheets for 'f' and 't' in a plastic sleeve. Ask students to trace all the pictures of /f/ and /t/. Remind them to say the chant each time they trace a picture of a sound. Progress Monitoring Option: N/A (Students still require a contrast lesson with 'p', 'd', and 'g' before they will be ready for a Progress Monitoring assessment of Unit 4 letter formations.)	dry erase board, dry erase marker, and tissue per student in a plastic sleeve for each student: Medium Letter Sound Spelling worksheets for 'f' and 't'
Independent Practice	Objective: Allow students to practice letter formations nearing mastery with high levels of independence. In addition, bolster writing readiness with fine motor activities. Practicing and Extending Skills with Writing Strokes and Own Name: • Practicing Lowercase Letter Formation: Provide students with a copy of the Small Letter Sound Spelling Worksheets for 'f' and 't' in a plastic sleeve to provide additional practice. Invite students to just say the sound instead of the whole chant as they trace each letter this time. • Refining Fine Motor Skills: Provide students with sandwich bags of hair gel and food coloring. Have students take turns drawing pictures of the sounds they have learned with a partner. One partner draws a letter and the other says the sound, then switch.	in a plastic sleeve for each student: Small Letter Sound Spelling worksheets for 'f' and 't' sandwich bags with hair gel and food coloring

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Methods for Practicing Letter Formation

Gross motor abilities tend to develop before fine motor abilities. Therefore, the following chart provides options allowing you to meet students at their motor ability level and steps to encourage their fine motor development. If students struggle to improve their fine motor skills, consult with support staff (e.g., occupational therapist, school nurse, etc.) to evaluate for other potential physical obstacles.

Refining Steps (Gross to Fine Motor)	Surfaces	Methods
Step 1	Large vertical surfaces	• Classroom dry erase board or chalkboard • Easel • Chart paper taped to the wall Implements such as a paintbrush with water on the chalkboard supports large strokes. Implements such as crayons on easel paper encourage more refined strokes.
Step 2	Large horizontal surfaces	• Table or desk covered with paper • Cookie sheet with rice or shaving cream • Sand table/box • Poster board • Full newspaper sheet Using the pointer finger in rice, shaving cream, or sand supports large strokes. Refined strokes are encouraged by using the tripod grip with implements: drawing with the point of a paintbrush in rice, shaving cream, or sand and using crayons and markers on paper.
Step 3	Medium horizontal surfaces	• Large construction paper • Legal size paper • Brown grocery bag • Folded/cut newspaper sheet
Step 4	Small horizontal surfaces (large strokes)	• 8.5 x 11 paper plain or in a plastic sheet protector sleeve* • Individual dry erase boards or chalkboards • Small construction paper • Notepads • Paper plates
Step 5	Small horizontal surfaces (small strokes)	Same as Step 4. Instead of using the full surface for large strokes, students draw small strokes: tracing or free form, filling in shapes, on lines, etc.

*Dry erase markers and an eraser (tissue, sock, other cloth) can be used to write and erase on plastic sleeves, allowing students to reuse worksheets or other practice pages.

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Letter Formation Chants

'n': Short line down, add a hump to me; then the little /n/ is what you will see.

'h': Long line down, add a hump to me; then the little /h/ is what you will see.

's': Half circle to the left, half circle to the right for me; then a little /s/ is what you will see.

'f': Candy cane, lift, add a short line across to me; then a little /f/ is what you will see.

'v': Diagonal right, add a diagonal up for me; then a little /v/ is what you will see.

'z': Short line across, diagonal left, add across again for me; then a little /z/ is what you will see.

'p': Line down below, add a circle to the right for me; then a little /p/ is what you will see.

'e': Short line across, add most of a circle to the left for me; then a little /e/ is what you will see.

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Writing Skills Cross-Reference Chart

Writing Skill/ CKLA Goal	Unit 4 Lessons															Unit 4 Pausing Point
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Hold a Writing Utensil with a Tripod (or Pincer) Grip and Make Marks on Paper (Trace, Copy, and Write Lowercase Letters 'n', 'h', 's', 'f', 'v', 'z', 'p', and 'e')*	Meet the Spelling ('n')	Meet the Spelling ('h')	Meet the Spelling ('s')	Meet the Spelling ('f'), Label the Picture		Meet the Spelling ('v'), Practice Pack	Meet the Spelling ('z'), Sound Dictation	Meet the Spelling ('p'), Spelling Worksheet	Meet the Spelling ('e')	Sound Dictation, Practice Pack	Sound Dictation, Rainbow Letters	Sound Dictation, Rainbow Letters	Sound Dictation, Dictation Identification, Circle Spelling, Label the Picture, Word Wheel	Dictation Identification	Sound Dictation, Sort by Vowel Sound, Word Box	Simon Says Sounds, Circle Spelling, Label the Picture, Word Box, Chaining Dictation, Dictation with Phrases, Dictation with Words

*Incorporates CKLA Goal: Use spatial words in Meet the Spelling activities.

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

Lowercase Letter Formation Practice:

Familiar practice formats used in the Unit 4 Workbook are available here to provide large, medium, and small letter formation practice for each of the letter sound spellings: ‘n’ > /n/, ‘h’ > /h/, ‘s’ > /s/, ‘f’ > /f/, ‘v’ > /v/, ‘z’ > /z/, ‘p’ > /p/, and ‘e’ > /e/.

To promote the meaning link between letter formations as a representation of speech sounds, encourage students to say the lowercase letter formation chant or the letter sound each time they draw a picture of a target sound.

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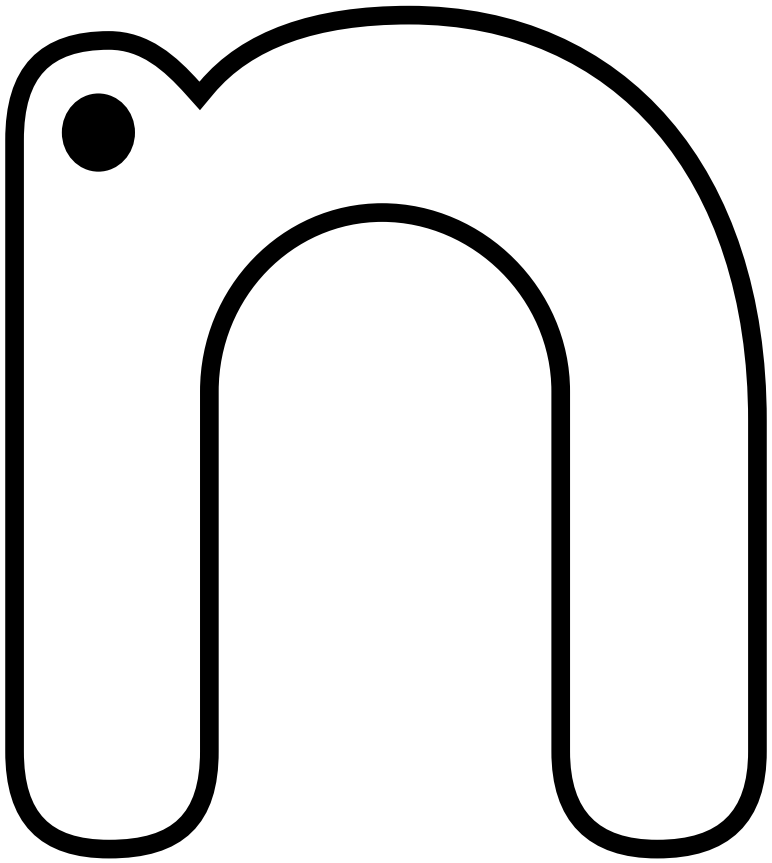
Name: _____

Large Letter Practice 1 (n)

Directions: Have students trace the letter several times, using a different colored crayon each time. Make sure students start tracing at the starting dot. Students should say the letter formation chant or the sound as he or she writes the letter.



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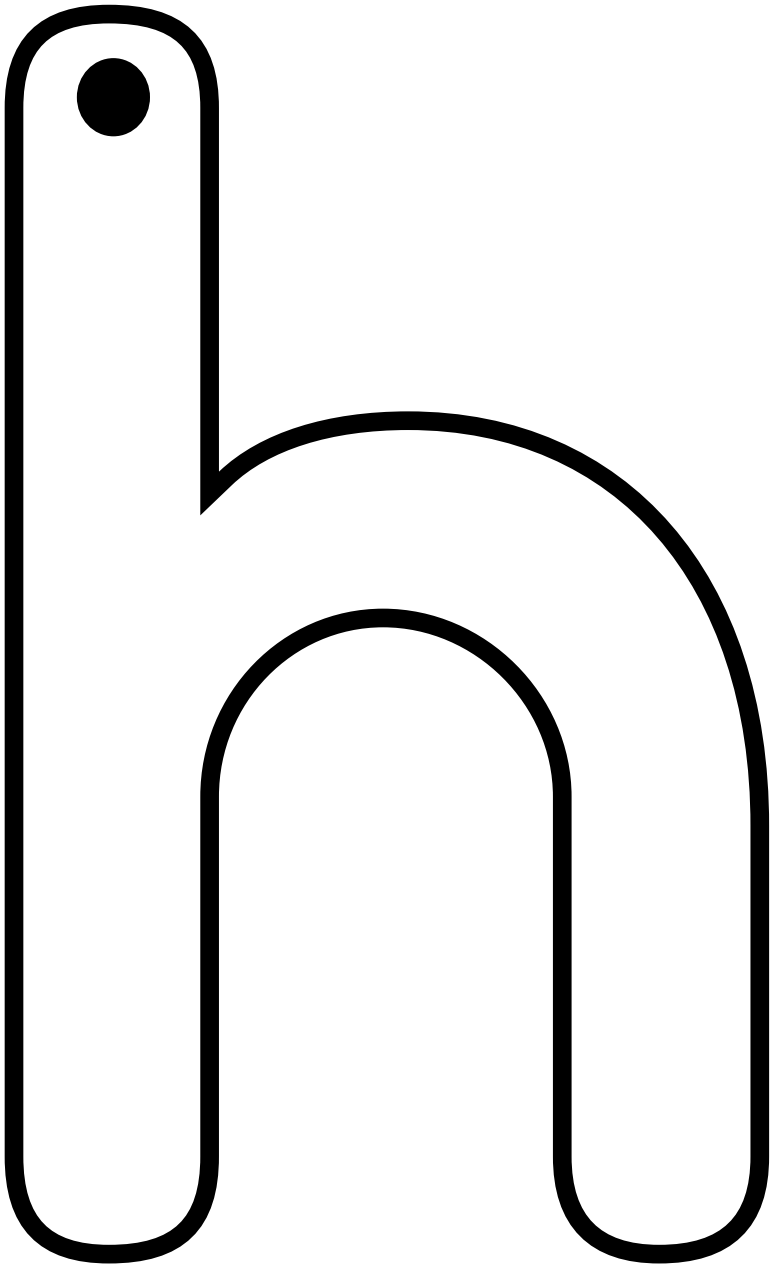
Name: _____

Large Letter Practice 2 (h)

Directions: Have students trace the letter several times, using a different colored crayon each time. Make sure students start tracing at the starting dot. Students should say the letter formation chant or the sound as he or she writes the letter.



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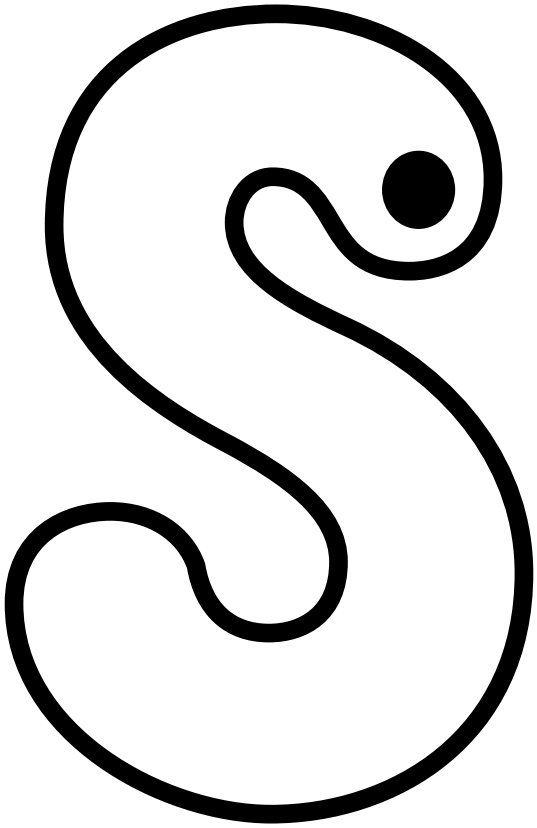
Name: _____

Large Letter Practice 3 (s)

Directions: Have students trace the letter several times, using a different colored crayon each time. Make sure students start tracing at the starting dot. Students should say the letter formation chant or the sound as he or she writes the letter.



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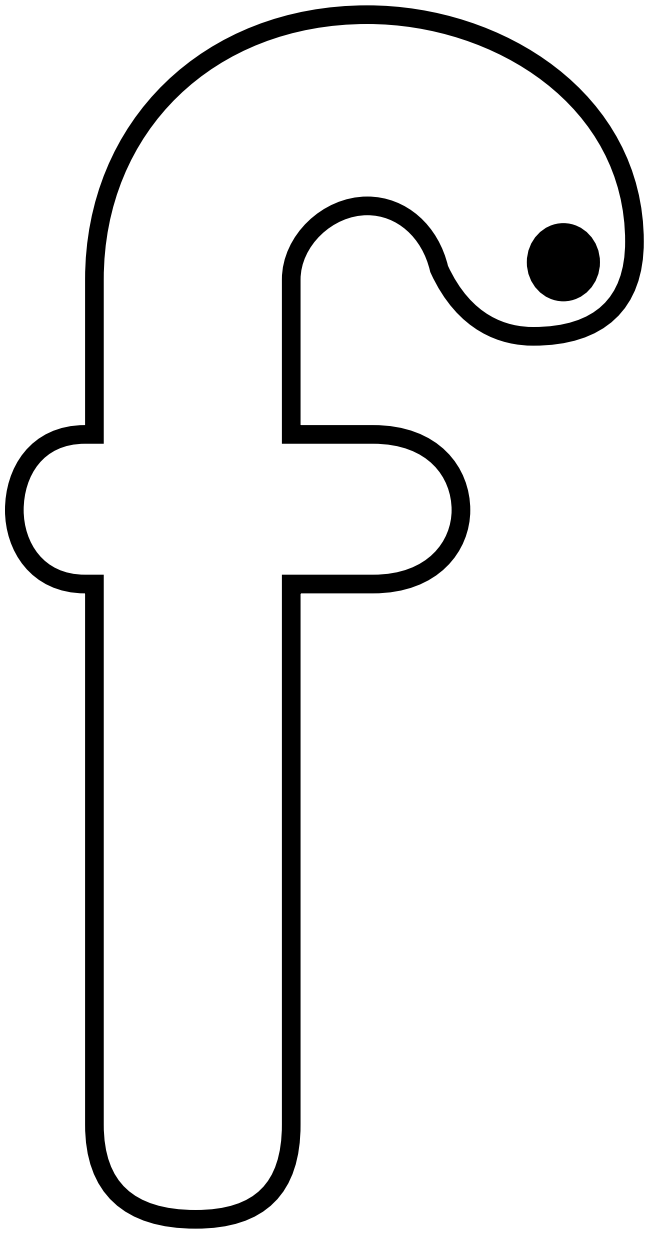
Name: _____

Large Letter Practice 4 (f)

Directions: Have students trace the letter several times, using a different colored crayon each time. Make sure students start tracing at the starting dot. Students should say the letter formation chant or the sound as he or she writes the letter.



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Name: _____

Large Letter Practice 5 (v)

Directions: Have students trace the letter several times, using a different colored crayon each time. Make sure students start tracing at the starting dot. Students should say the letter formation chant or the sound as he or she writes the letter.

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Name: _____

Large Letter Practice 6 (z)

Directions: Have students trace the letter several times, using a different colored crayon each time. Make sure students start tracing at the starting dot. Students should say the letter formation chant or the sound as he or she writes the letter.

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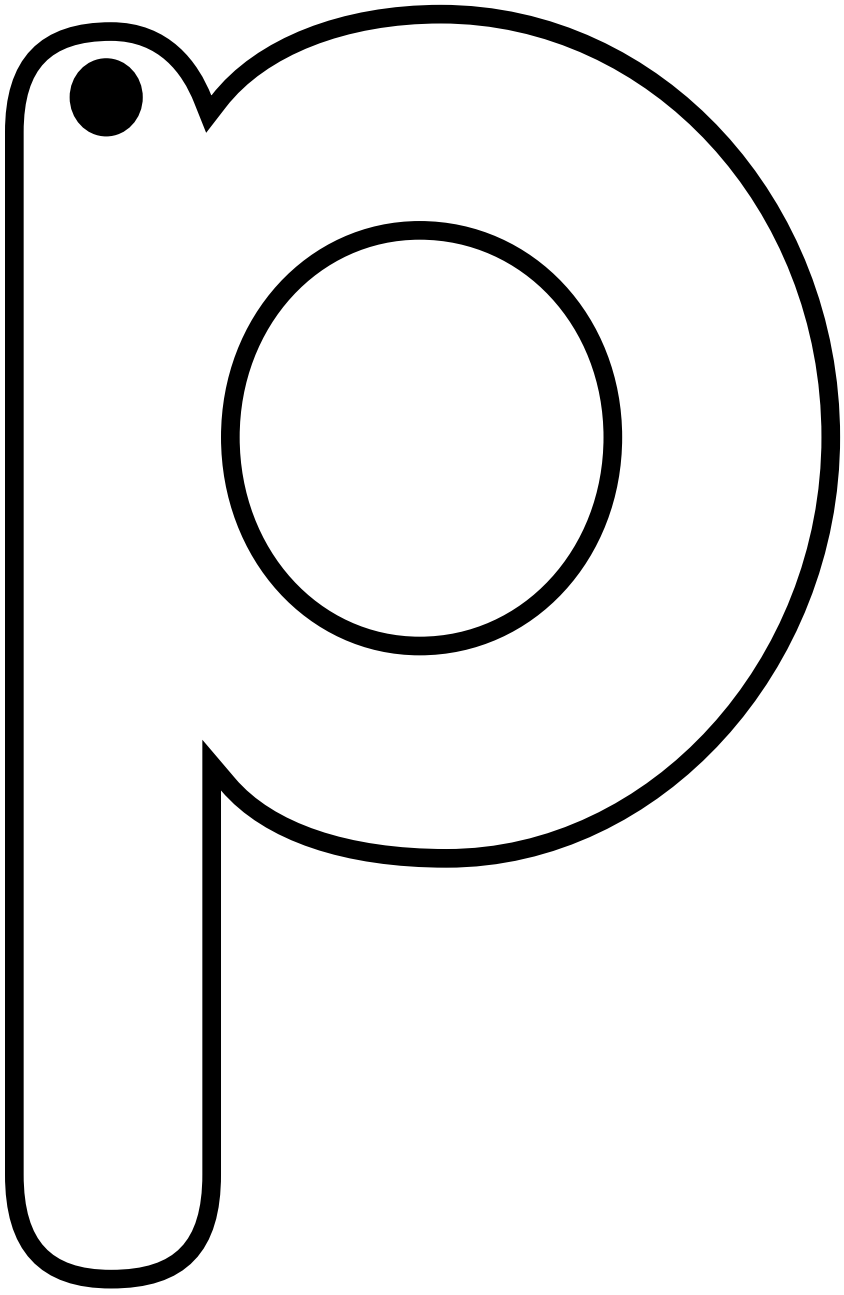
Name: _____

Large Letter Practice 7 (p

Directions: Have students trace the letter several times, using a different colored crayon each time. Make sure students start tracing at the starting dot. Students should say the letter formation chant or the sound as he or she writes the letter.



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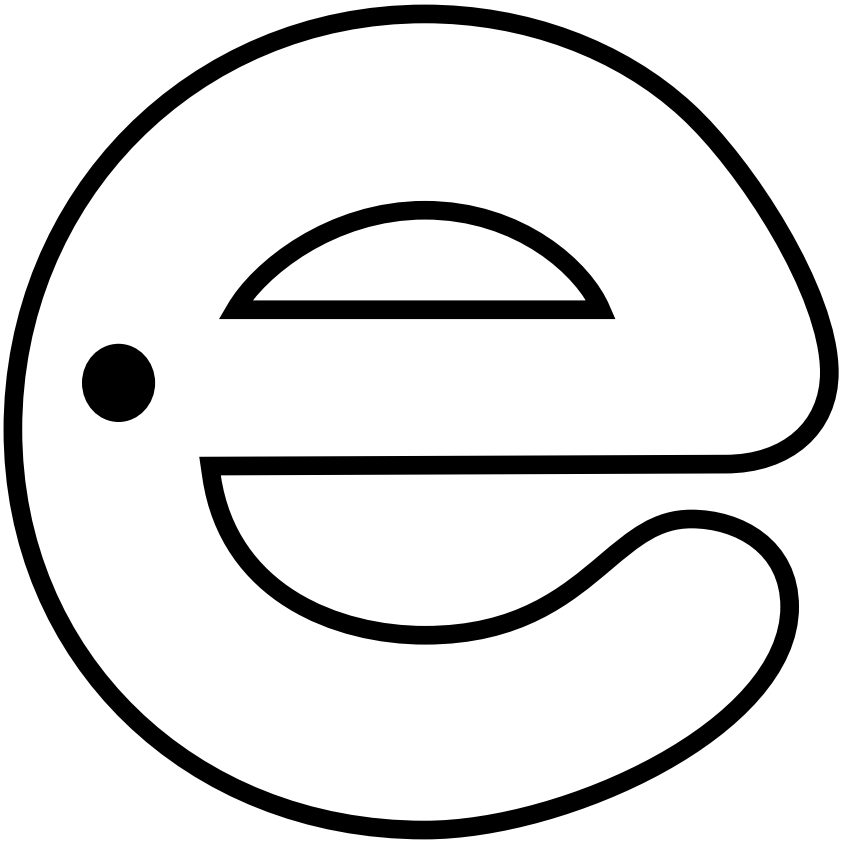
Name: _____

Large Letter Practice 8 (e)

Directions: Have students trace the letter several times, using a different colored crayon each time. Make sure students start tracing at the starting dot. Students should say the letter formation chant or the sound as he or she writes the letter.



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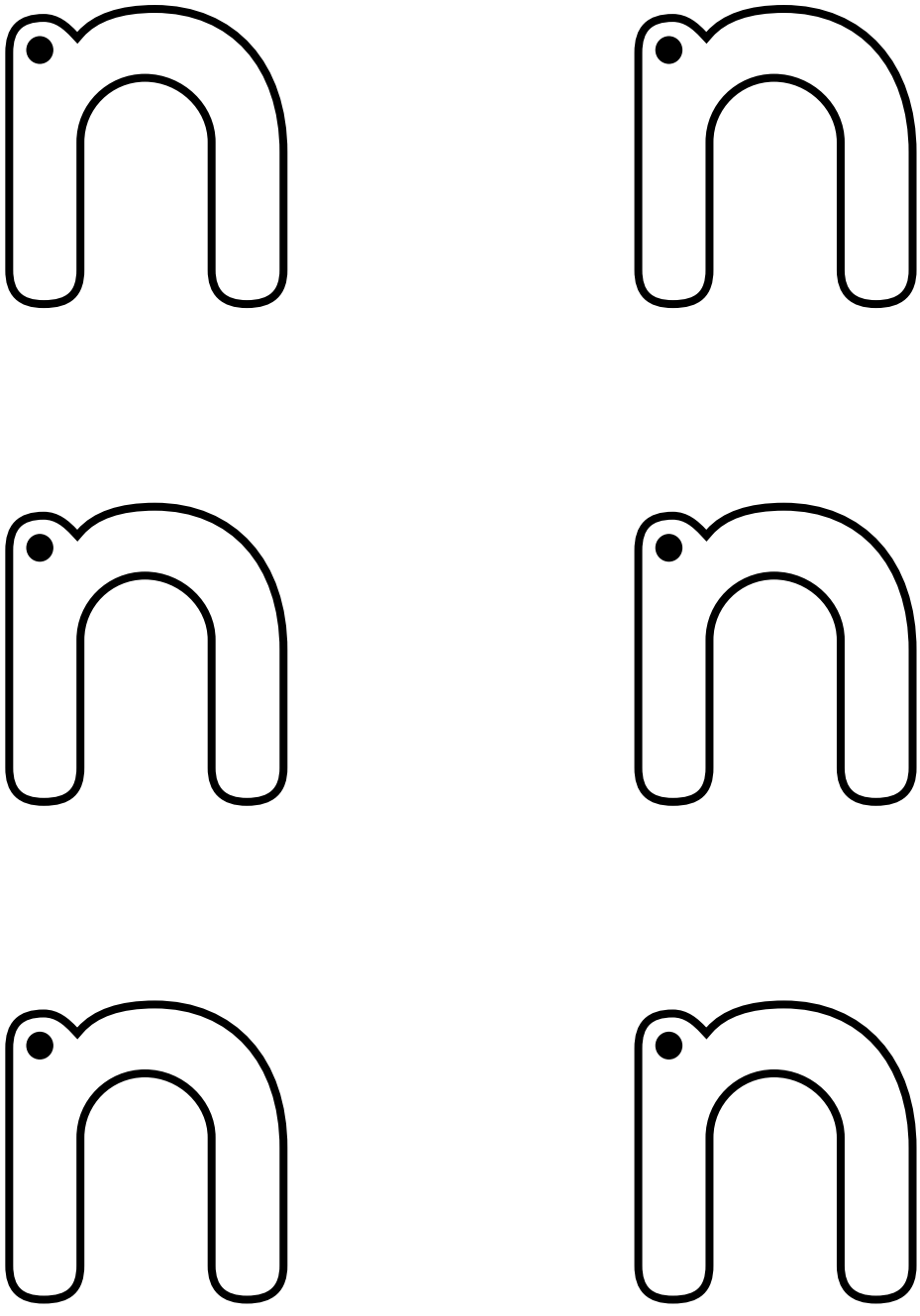
Name: _____

Medium Letter Practice 1 (n)

Directions: Have students trace the letter several times, using a different colored crayon each time. Make sure students start tracing at the starting dot. Students should say the letter formation chant or the sound as he or she writes the letter.



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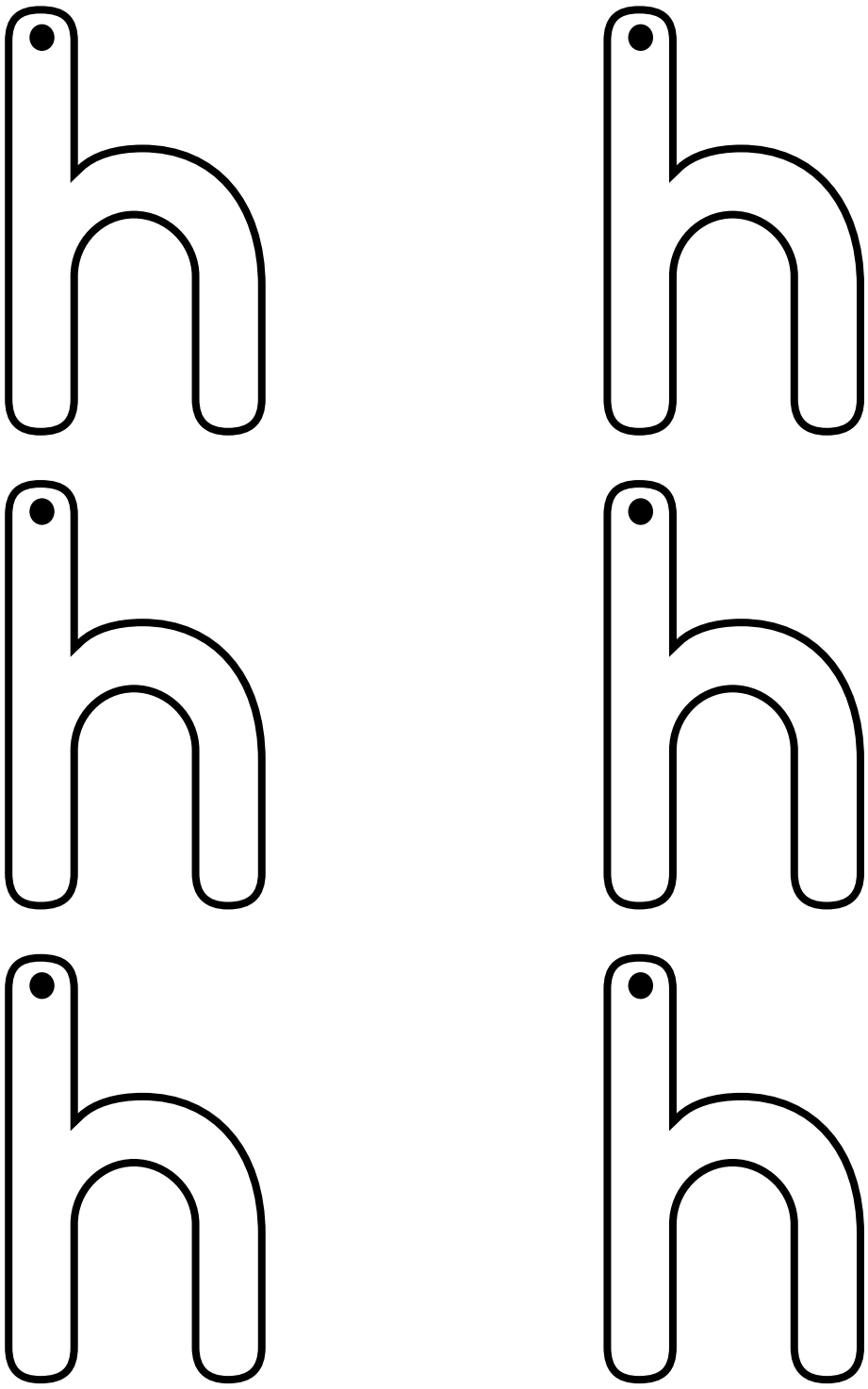
Name: _____

Medium Letter Practice 2 (h)

Directions: Have students trace the letter several times, using a different colored crayon each time. Make sure students start tracing at the starting dot. Students should say the letter formation chant or the sound as he or she writes the letter.



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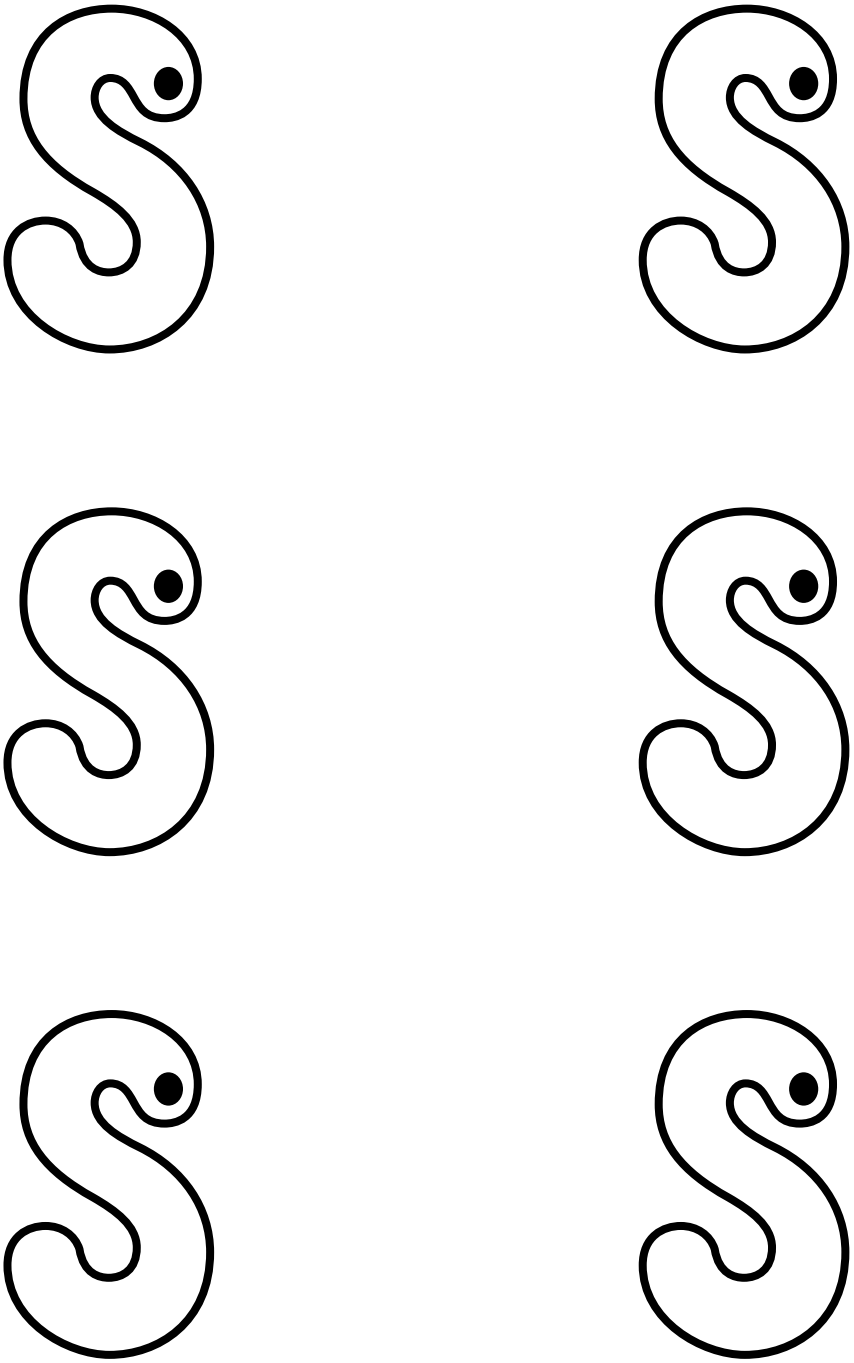
Name: _____

Medium Letter Practice 3 (s)

Directions: Have students trace the letter several times, using a different colored crayon each time. Make sure students start tracing at the starting dot. Students should say the letter formation chant or the sound as he or she writes the letter.



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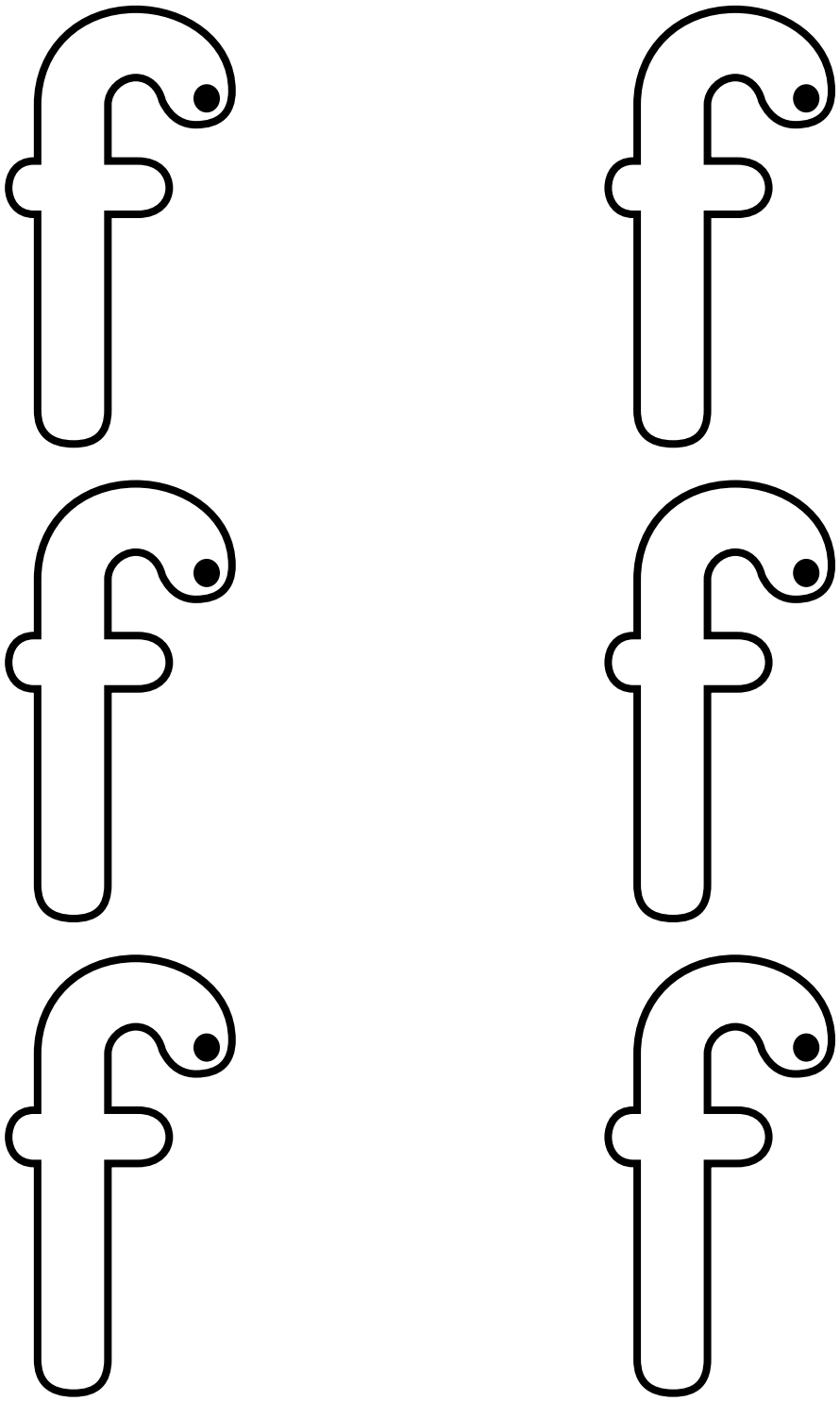
Name: _____

Medium Letter Practice 4 (f)

Directions: Have students trace the letter several times, using a different colored crayon each time. Make sure students start tracing at the starting dot. Students should say the letter formation chant or the sound as he or she writes the letter.



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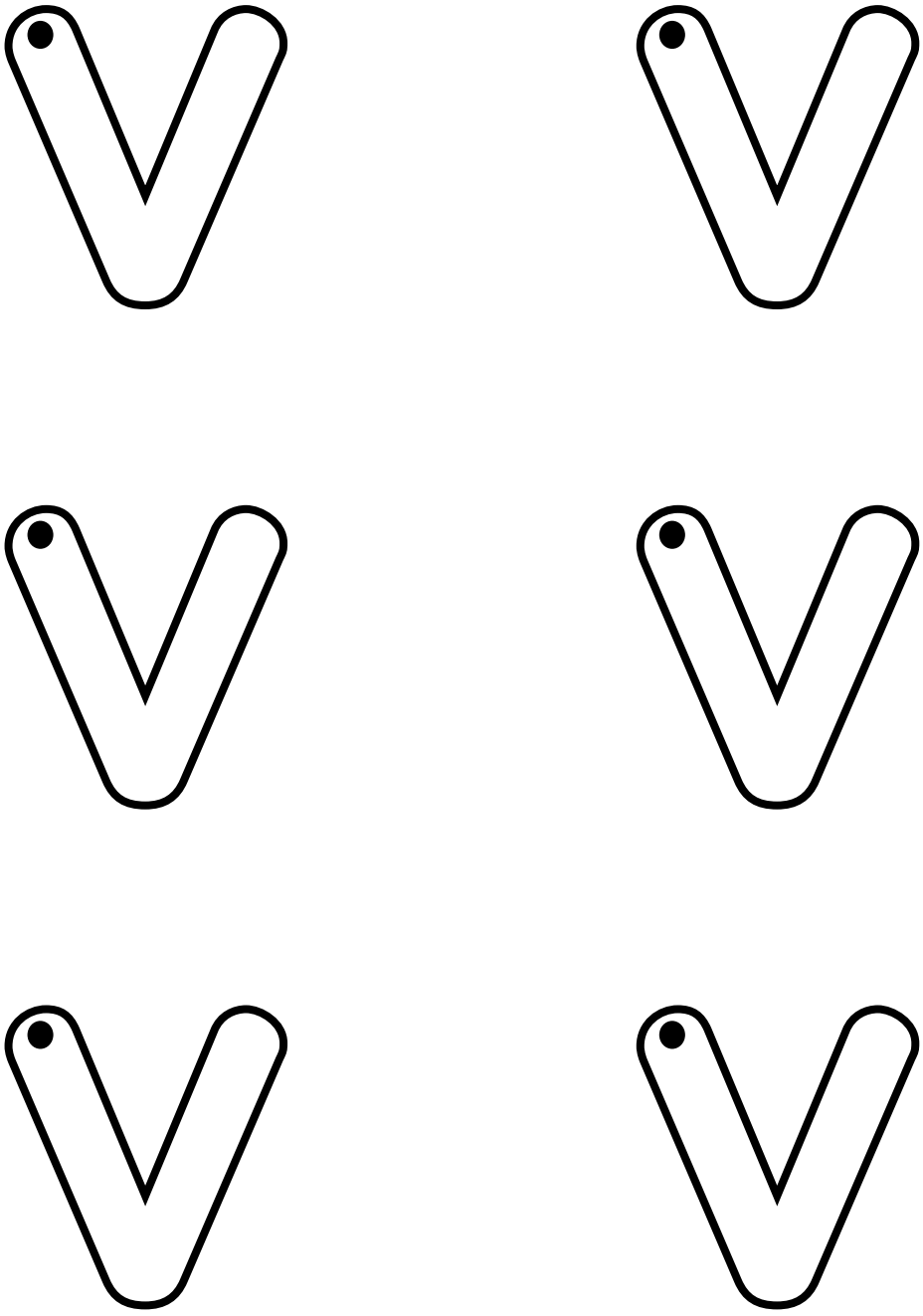
Name: _____

Medium Letter Practice 5 (v)

Directions: Have students trace the letter several times, using a different colored crayon each time. Make sure students start tracing at the starting dot. Students should say the letter formation chant or the sound as he or she writes the letter.



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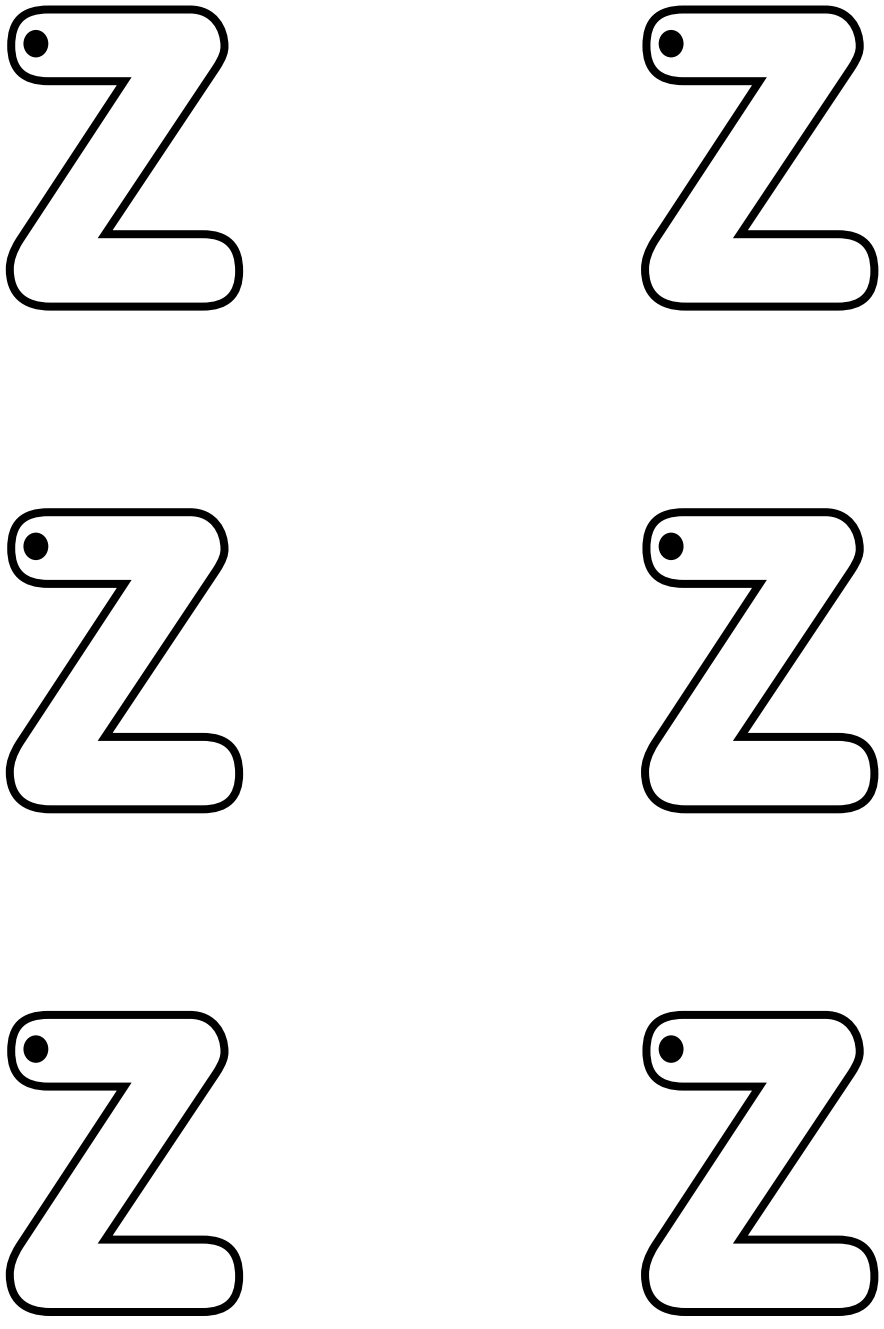
Name: _____

Medium Letter Practice 6 (z)

Directions: Have students trace the letter several times, using a different colored crayon each time. Make sure students start tracing at the starting dot. Students should say the letter formation chant or the sound as he or she writes the letter.



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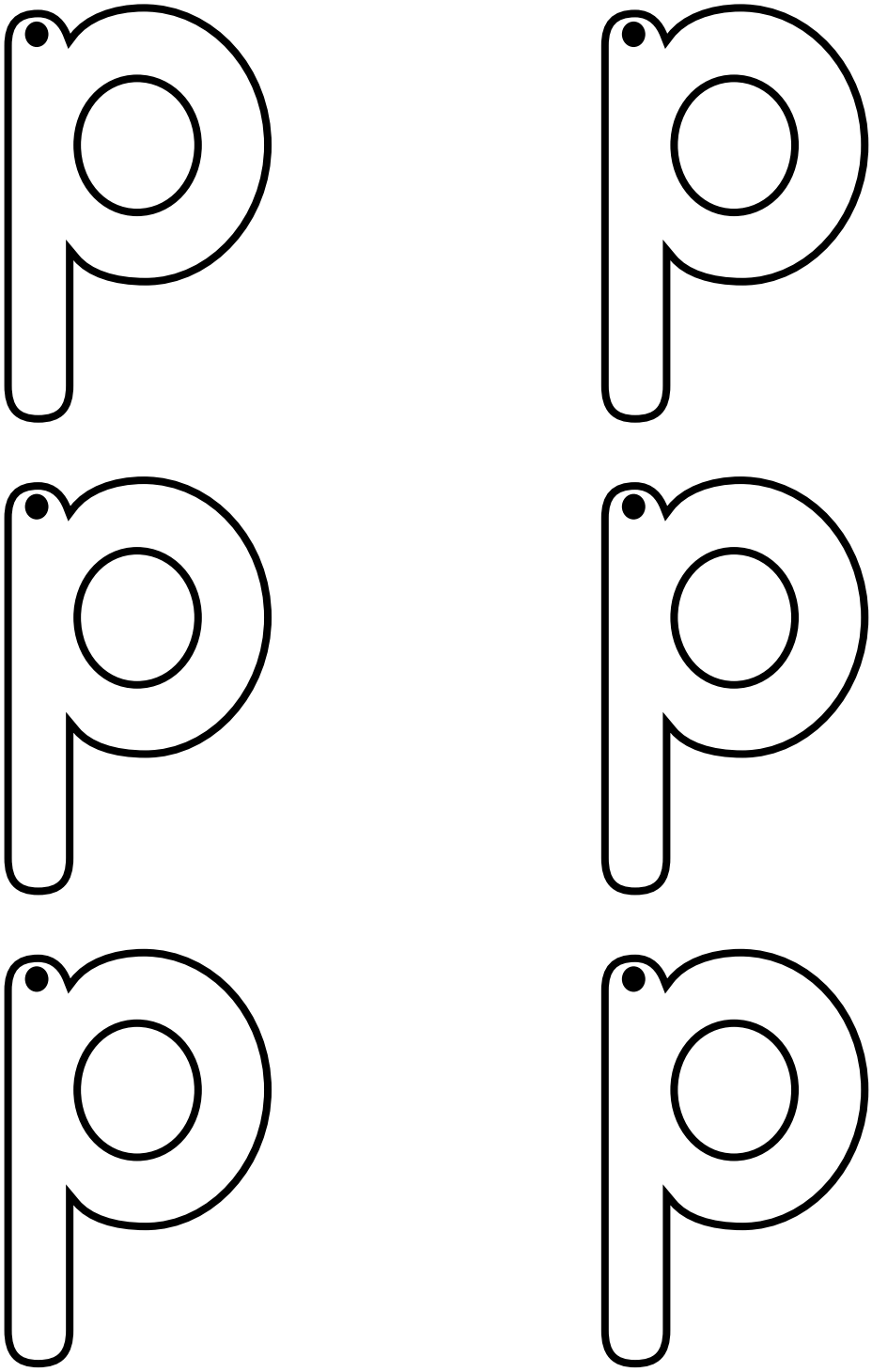
Name: _____

Medium Letter Practice 7 (p)

Directions: Have students trace the letter several times, using a different colored crayon each time. Make sure students start tracing at the starting dot. Students should say the letter formation chant or the sound as he or she writes the letter.



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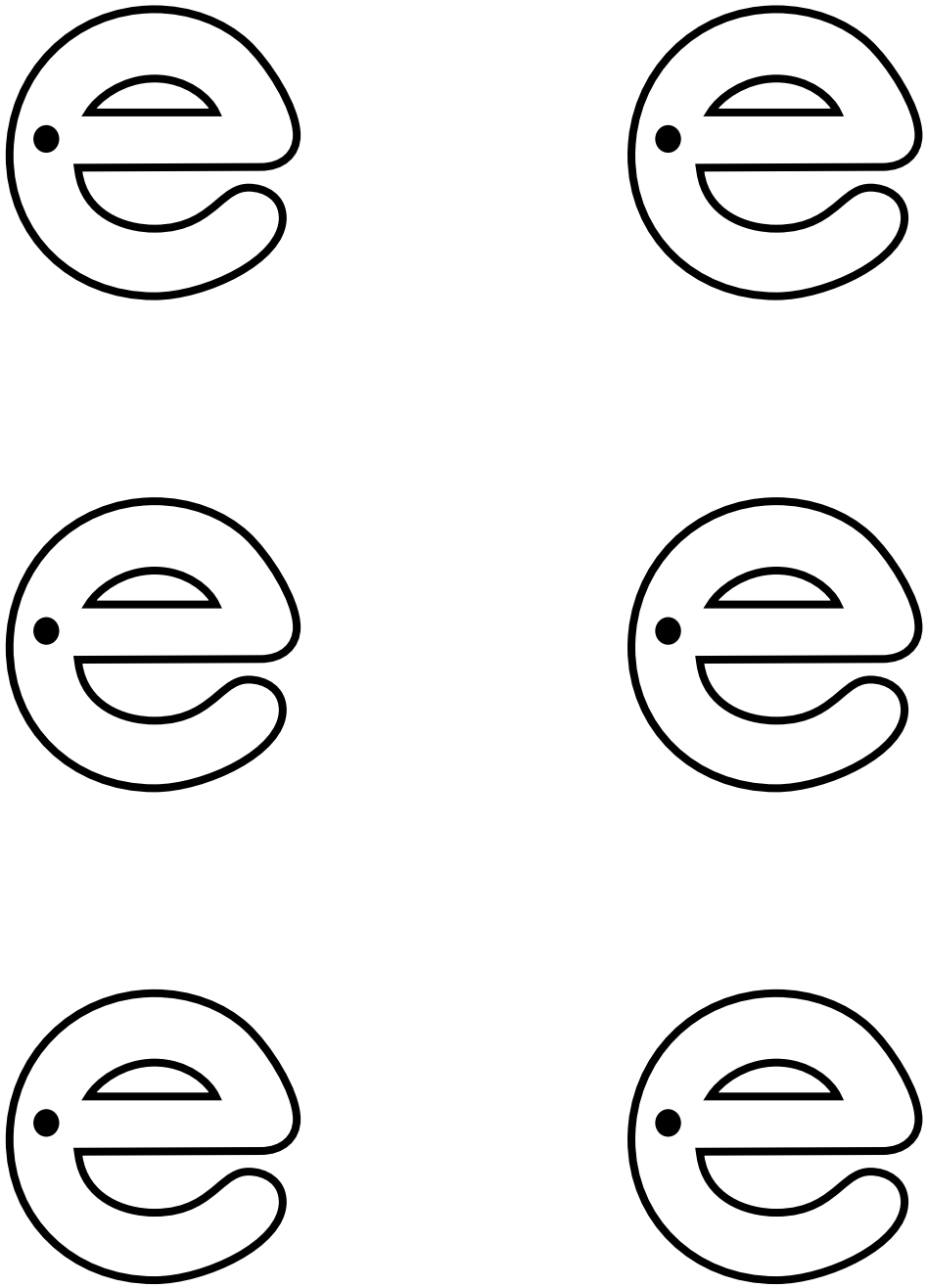
Name: _____

Medium Letter Practice 8 (e)

Directions: Have students trace the letter several times, using a different colored crayon each time. Make sure students start tracing at the starting dot. Students should say the letter formation chant or the sound as he or she writes the letter.



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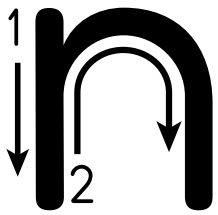
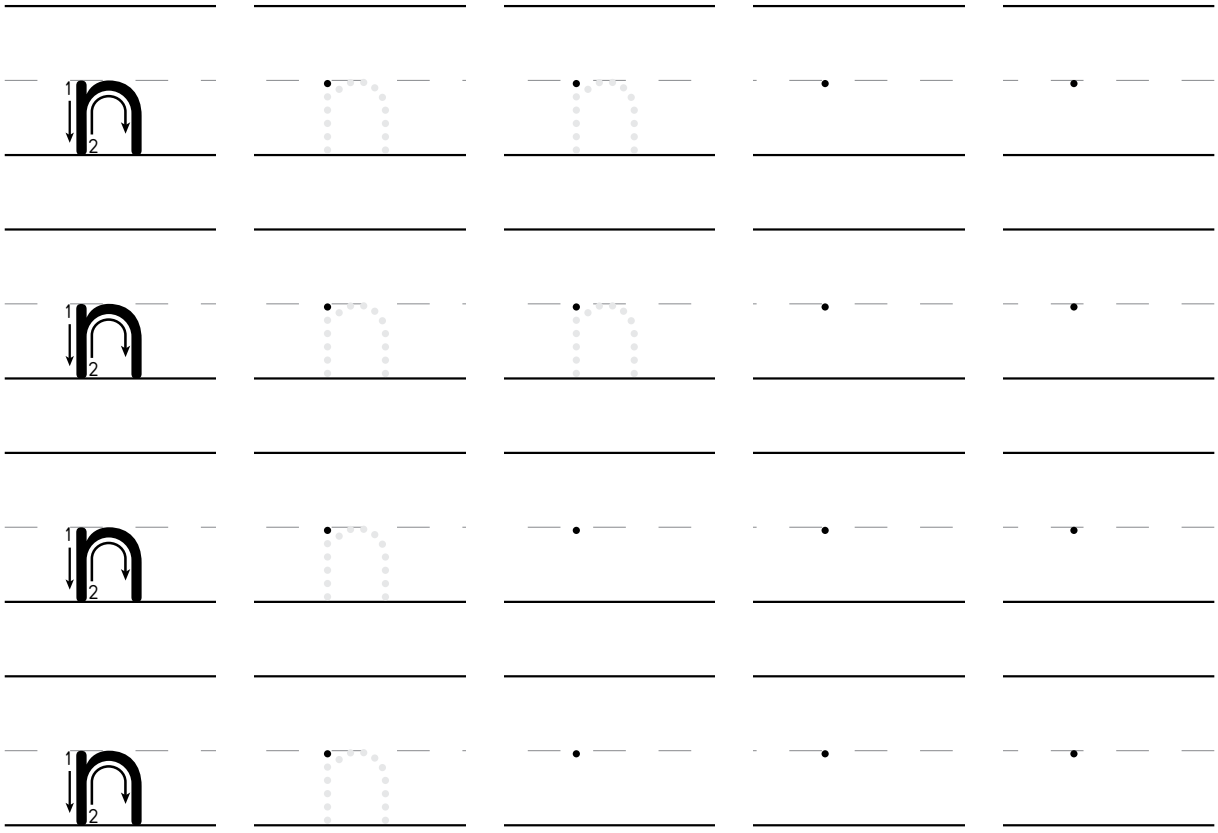
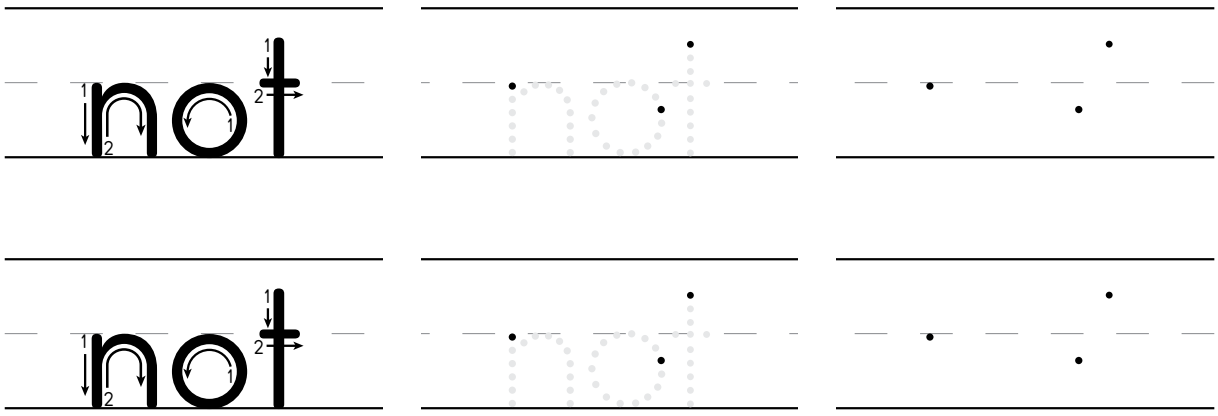
Name: _____

Small Letter Practice 1 (n)







Directions: Have student trace and copy the letter and word. The motion for 'n' can be described as 1. short line down; 2. hump. Student should say the sound as he or she writes the letter.

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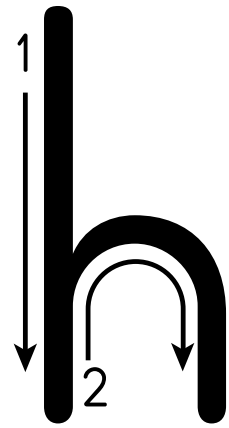

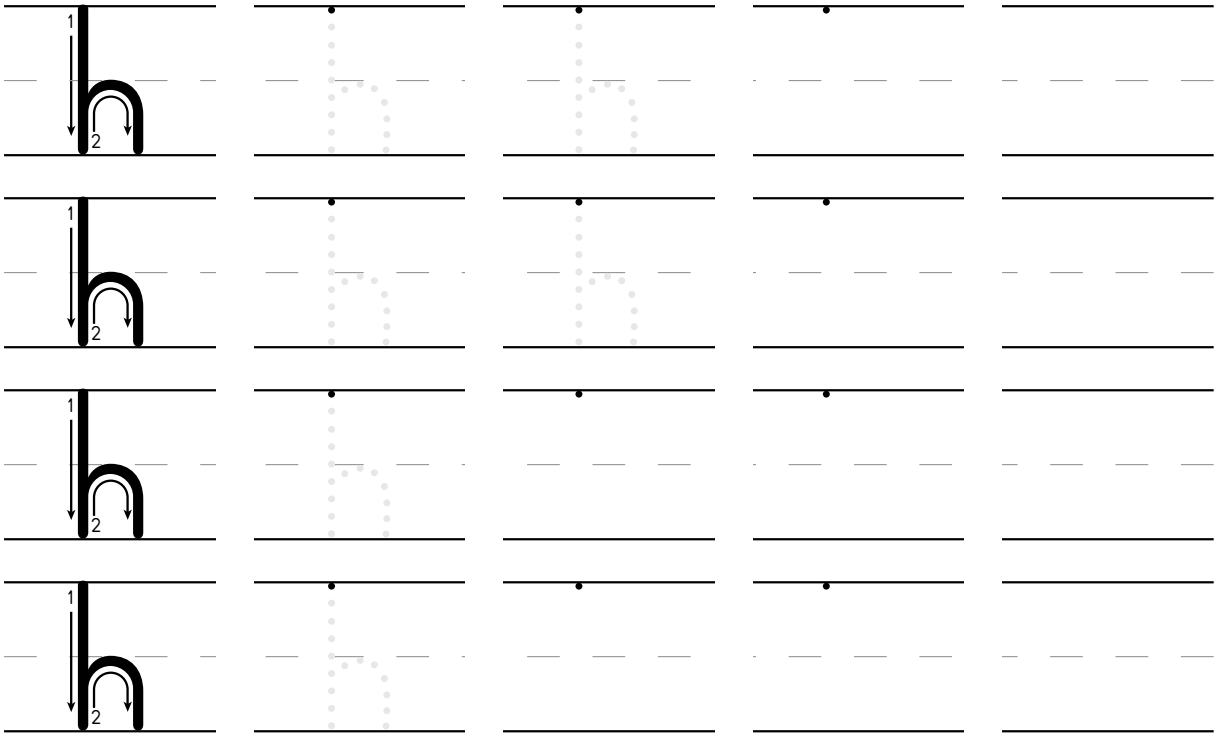

Directions: Have student trace and copy the letter and word. The motion for 'h' can be described as 1. long line down; 2. hump. Student should say the sound as he or she writes the letter.

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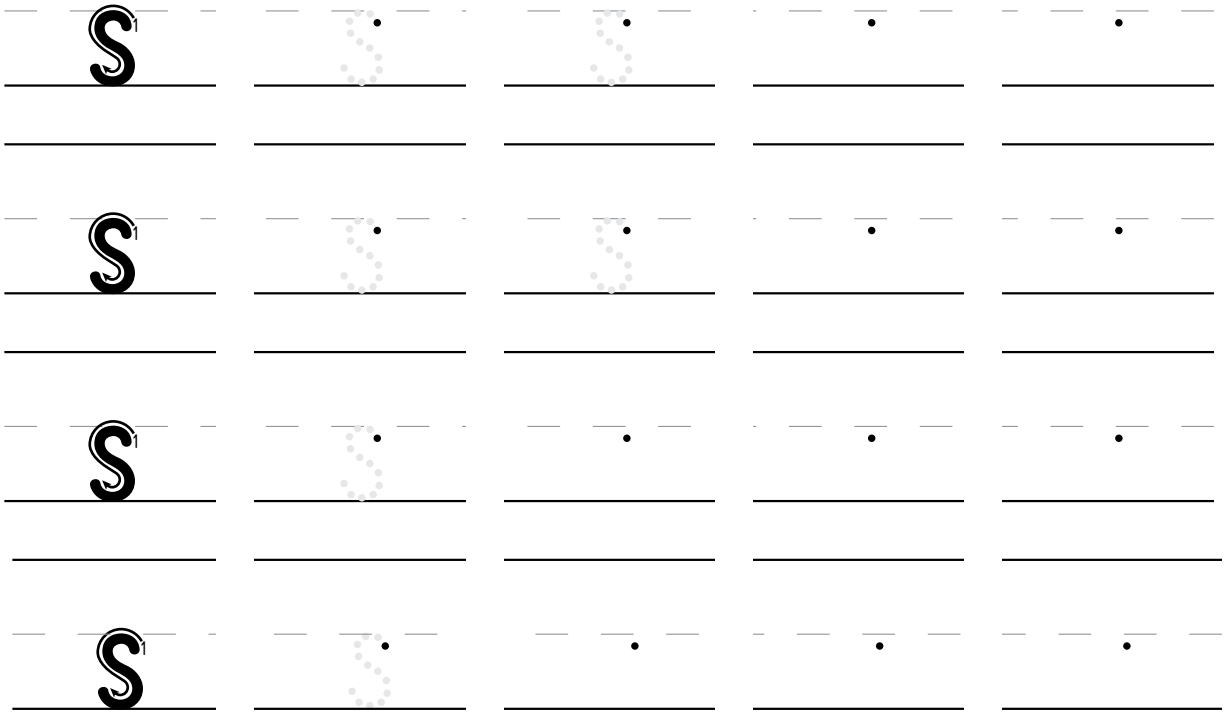
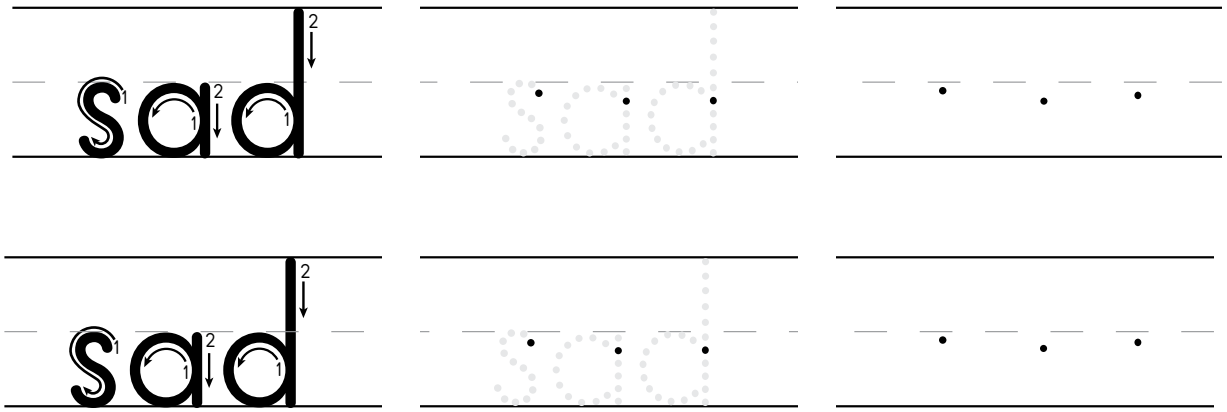
Name: _____

Small Letter Practice 3 (s)

Directions: Have student trace and copy the letter and word. The motion for 's' can be described as 1. half circle to the left, half circle to the right. Student should say the sound as he or she writes the letter.





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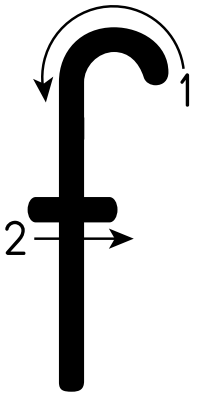

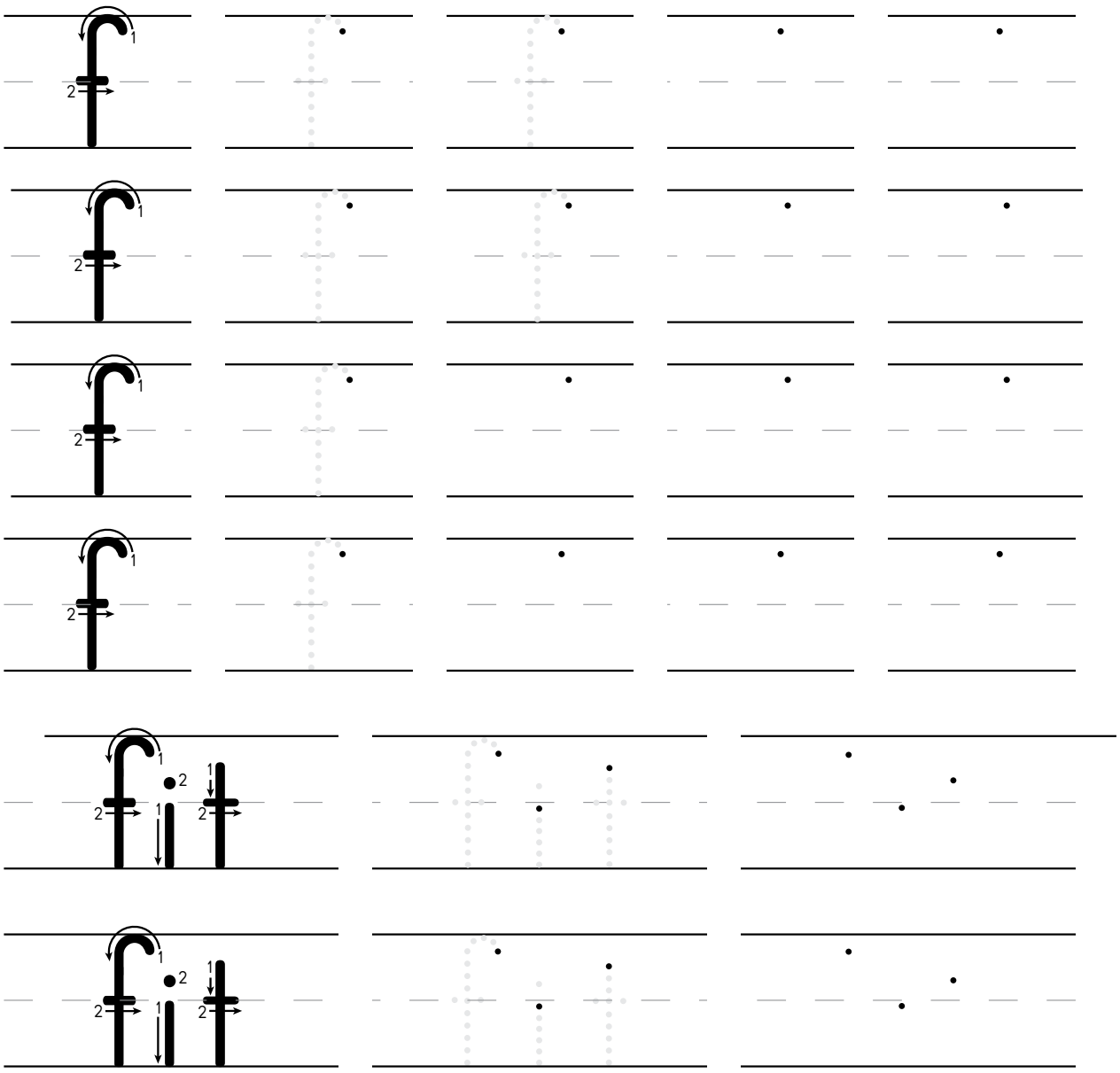

Directions: Have student trace and copy the letter and word. The motion for "f" can be described as 1. candy cane (lift), 2. short line across. Student should say the sound as he or she writes the letter.

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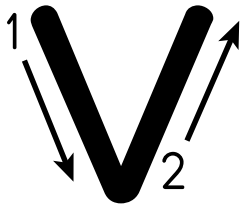
Name: _____

Small Letter Practice 5 (v)



Directions: Have student trace and copy the letter and word. The motion for 'v' can be described as 1. diagonal right, 2. diagonal up. Student should say the sound as he or she writes the letter.

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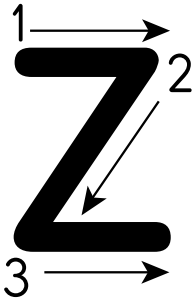

Directions: Have student trace and copy the letter and word. The motion for 'z' can be described as 1. short line across, 2. diagonal left, 3. short line across. Student should say the sound as he or she writes the letter.

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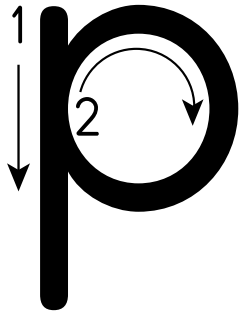
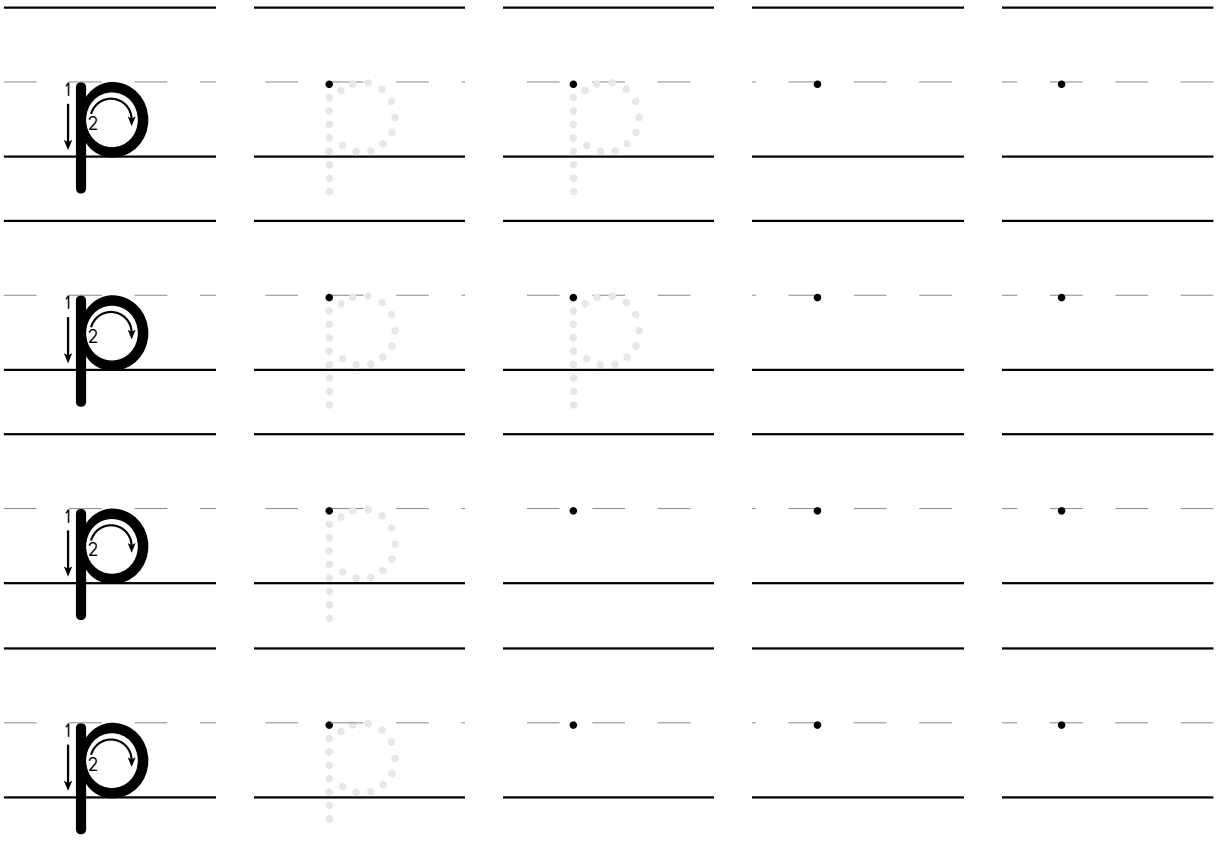
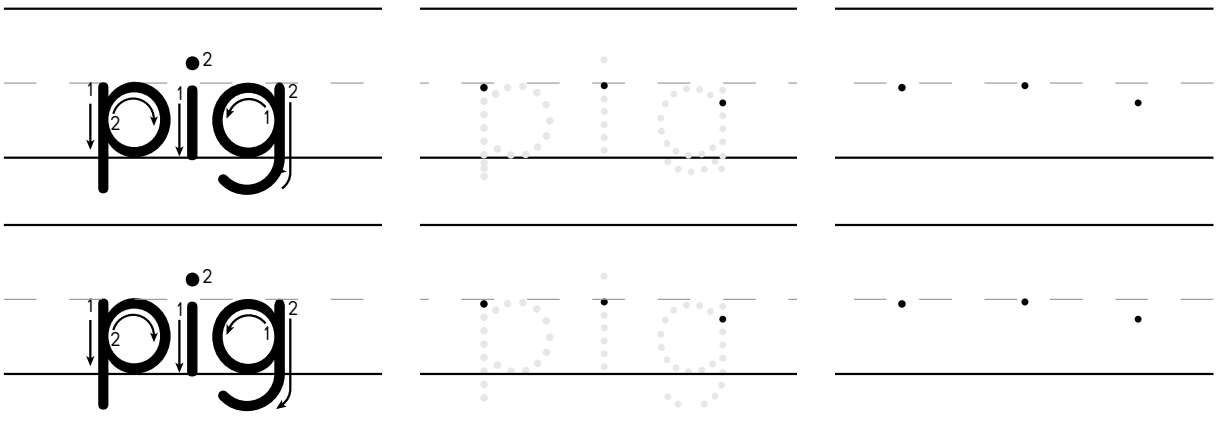
Name: _____

Small Letter Practice 7 (p)

Directions: Have student trace and copy the letter and word. The motion for 'p' can be described as 1. line down ending below bottom line, 2. circle to the right. Student should say the sound as he or she writes the letter.







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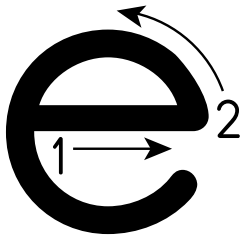
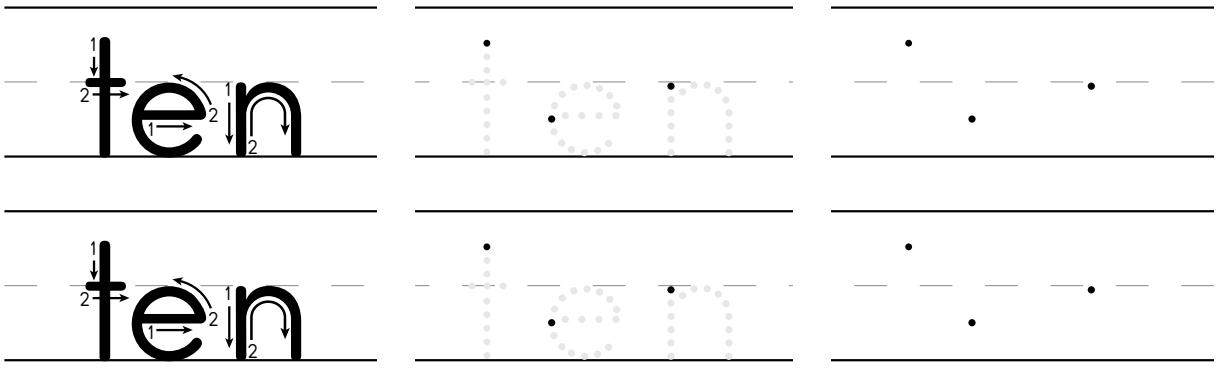


Directions: Have student trace and copy the letter and word. The motion for 'e' can be described as 1. short line across, 2. most of a circle to the left. Student should say the sound as he or she writes the letter.



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Tic-Tac-Toe

Use the template provided or draw your own for students to play Tic-Tac-Toe using pictures of target letter sounds instead of the traditional X and O. Both students may use the same target picture of a letter sound and draw it in different colors, or students may use two different target pictures of letter sounds.

To promote the meaning link between letter formations and a representation of speech sounds, encourage students to say the lowercase letter formation chant or the letter sound each time they draw a lowercase letter formation while playing Tic-Tac-Toe.

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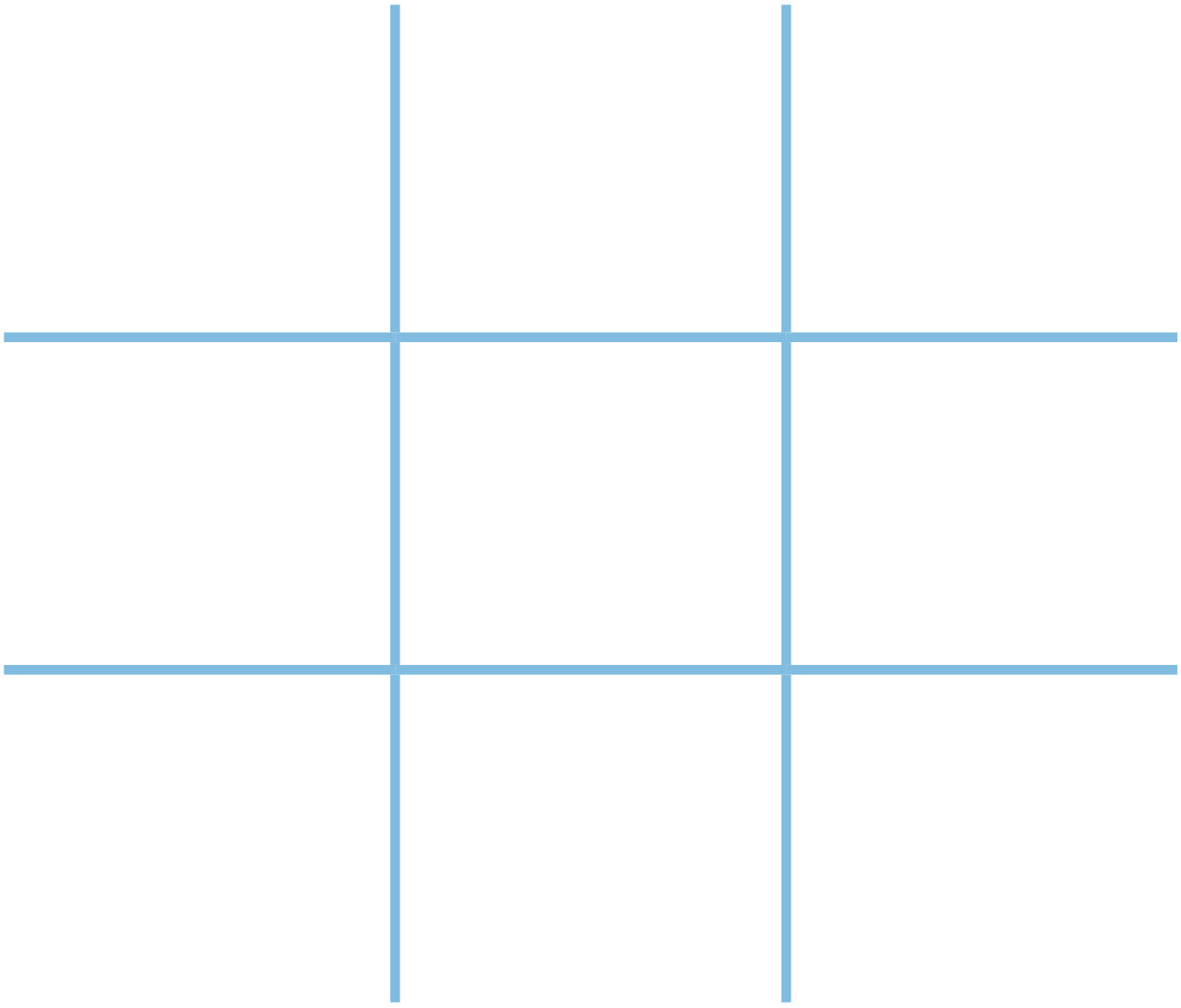
Name: _____

Tic-Tac-Toe Board



Directions: Students play Tic-Tac-Toe using pictures of target letter sounds instead of the traditional X and O. (See directions under Lowercase Letter Formation—Games.)

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Letter Hunt

Finding familiar pictures of target letter sounds reinforces letter formation knowledge. Use the following activities to have students hunt for taught letter formations.

- Alphabet Mural 1 and 2 (Alphabet Mural 2 provides a greater challenge by mixing familiar letter formations with unfamiliar letter formations.)
- Read Around the Room: Invite students to find target letter formations in text around the room. Wearing funny glasses and/or using a fun pointer makes this activity even more engaging!

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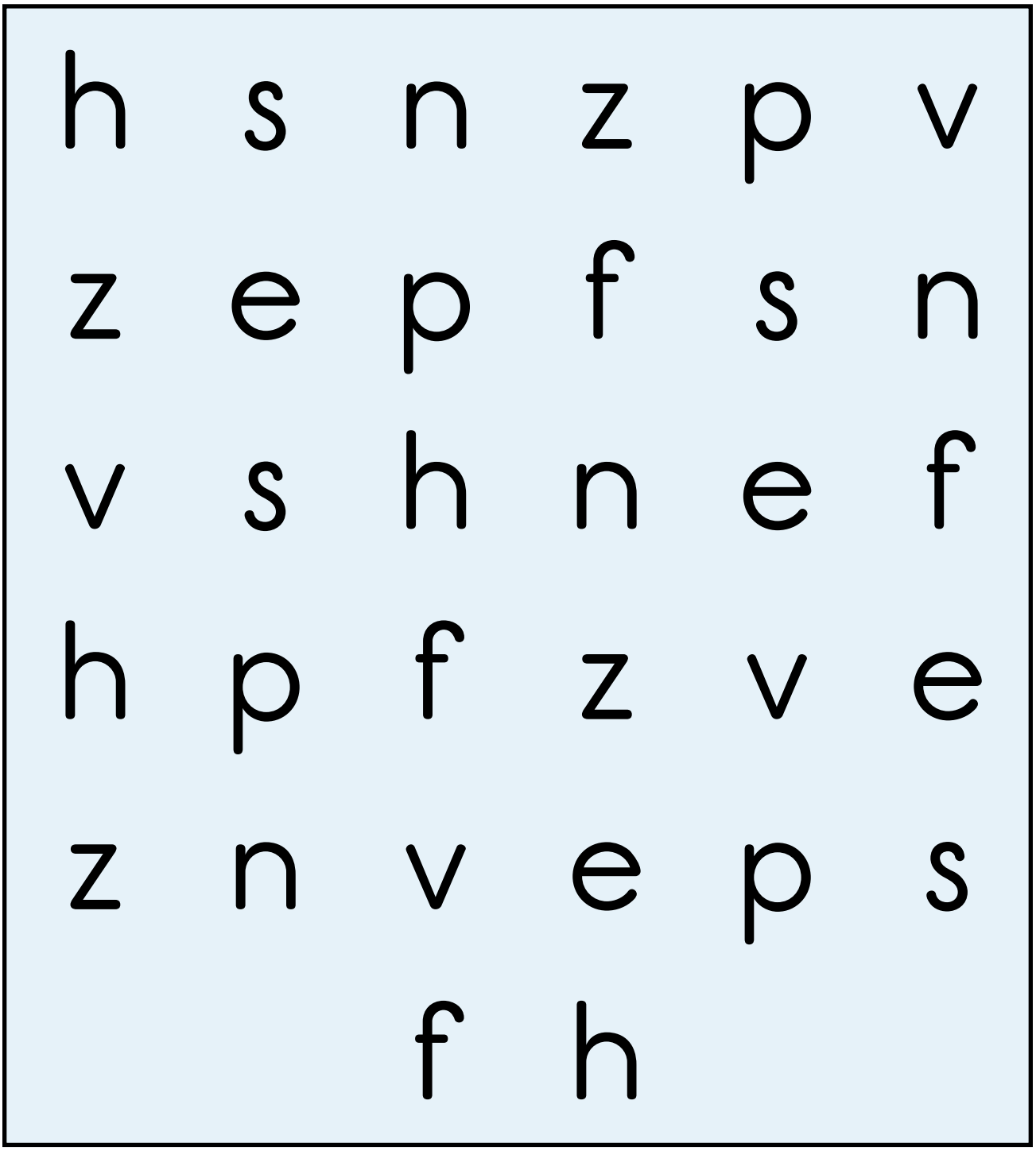
Name: _____

Alphabet Mural 1



Directions: Ask students to circle the pictures of certain letter sounds learned in Unit 4. (See directions under Lowercase Letter Formation—Games.

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Name: _____

Alphabet Mural 2

Directions: Ask students to circle the pictures of the letter sounds learned in Unit 4. (See directions under Lowercase Letter Formation – Games.)

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Variations for Practicing Letter Formations

- Draw in trays of sand, rice, or shaving cream.
- Draw shapes on vertical surfaces: paper taped to the wall or easel, dry erase board, or chalkboard. (A *damp* sponge can be used for cleaner drawing practice on a chalkboard.)
- Mix hair gel with food coloring or glitter in a sandwich bag. Force all the air out and seal tightly. Place the bag on a flat surface and practice letters. Squish the gel flat again to use repeatedly.
- Draw with doodle programs on touch screen technologies.

Other Fine Motor Activity Suggestions

- Building with blocks
- Pouring water from a pitcher to a cup
- Cutting and pasting
- Hole punching
- Stringing beads
- Lacing hole-punched cards
- Making shapes with playdough
- Playing with squirt bottles
- Screwing and unscrewing lids
- Popping bubble wrap using the thumb and pointer finger
- Using a turkey baster or nasal aspirator to blow ping pong balls back and forth
- Using tongs or tweezers to pick up small objects (e.g., place colored buttons or stones on matching colored papers or in matching colored containers, count marshmallows or pom-poms into ice cube trays)
- Adding and removing clothespins to fill the edge of paper, a box, a ruler, etc. or hanging items on a line
- Putting beans in a container with an appropriately sized slot
- Threading pipe cleaners through the holes of a colander
- Turning over coins or buttons spread on the floor or table
- Using eye droppers with water and food coloring to decorate coffee filters

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Lowercase Letter Formation—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). We recommend teachers use the Progress Monitoring resources provided:

- 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.
- only when, based on observation of instructional performance, students appear to be ready for a comprehensive check of the target skills for this section of Unit 4. Set schedules for Progress Monitoring assessments tend to result in their overuse. The resources are intended to serve as confirmation and meaningful record of student progress, as opposed to a collection of numbers.
- to inform instruction! If student mastery of the target skills is confirmed by a Progress Monitoring assessment, then teachers can be confident in the decision to move students forward. If students do not achieve the goal scores for a Progress Monitoring assessment, analysis of errors will indicate areas of continued instructional need.

Directions:

Preparation: Copy the lowercase letter formation assessment pages corresponding to the Progress Monitoring Assessment (Lowercase Letter Formation 1–4) you have selected (note the assessment is two pages).

- Distribute Lowercase Letter Formation Progress Monitoring pages.
- Provide each student with a small piece of crayon.
- Model with the sample item (heart).
- Tell students to copy each picture in the box provided. (Remind them to continue onto the second page.)

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- Scoring: Designate how well matched student attempts are to a target letter formation using Not Yet Progressing (NYP), Progressing (P), and Ready (R).
    - NYP: The letter formation has some directionality and appropriate shape; however, the student attempt would not be recognizable without the reference letter.
    - P: The letter formation is recognizable and contains all essential features (e.g., number of lines, curves, points, intersections); however, some lines may not touch or close, extra strokes may be used in the attempt, and it may lack symmetry.
    - R: The letter formation reflects appropriate proportions, symmetry, closures, etc.; however, lines may still be shaky.
- Goal: Achieve Ready on all lowercase letter formations.
- Scores of Progressing or Ready indicate additional reteaching and reinforcement is required from *Assessment and Remediation Guide* Unit 4 Section IV, Writing: Lowercase Letter Formation.

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Progress Monitoring—Letter Formation

Each column provides a space for recording the date and number of the Progress Monitoring assessment given, as well as scores for the target letter formations (NYP, P, or R).

Student:	Letter Formation Progress Monitoring								
Date									
Progress Monitoring									
n									
h									
s									
f									
v									
z									
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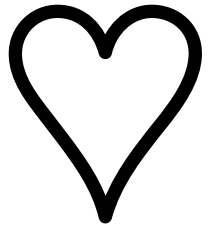
Lowercase Letter Formation Progress Monitoring 1

Sample: 	
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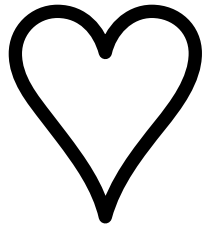
Lowercase Letter Formation Progress Monitoring 2

Sample: 	
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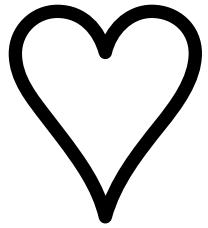
Lowercase Letter Formation Progress Monitoring 3

Sample: 	
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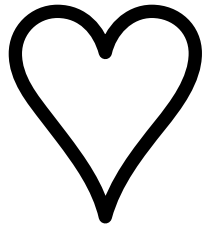
Lowercase Letter Formation Progress Monitoring 4

Sample: 	
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Unit 4

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