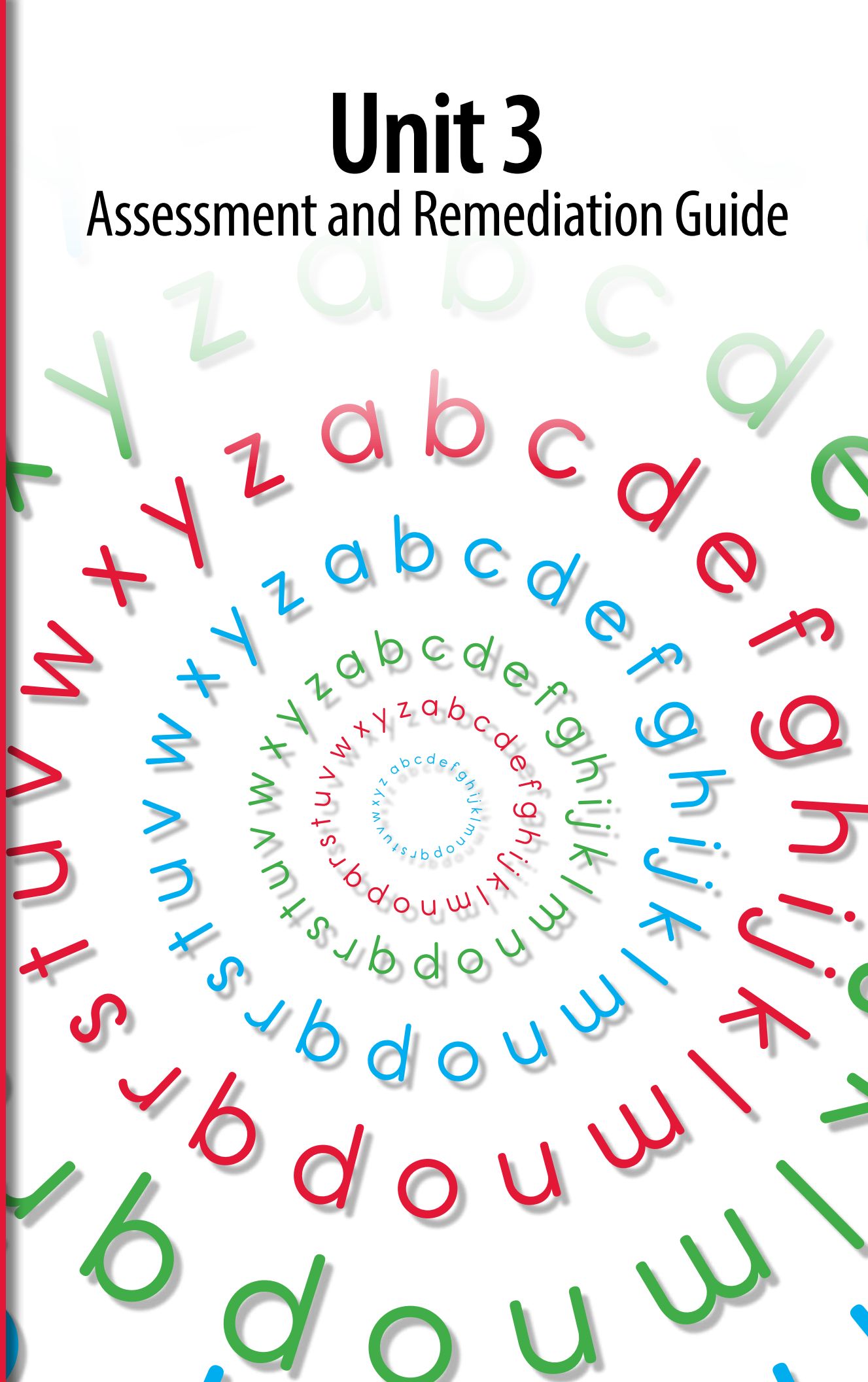
Unit 3

Assessment and Remediation Guide



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Unit 3

Assessment and Remediation Guide

Skills Strand

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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, 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 students' 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, integration of assessment with instruction, and provision of target 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. The following Lesson Structures illustrate how the Lesson Templates and Sample Remedial Lessons from each section align to the Explicit Reteaching structure and provide guidance for how to make more abbreviated (Guided Reinforcement Structure) or more complete (Comprehensive Reteaching Structure) use of the Lesson Templates and Sample Remedial Lessons from each section.

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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 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** • **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 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 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 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** • **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 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 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 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** • **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	Warm-Up
Explicit Instruction	Explicit Instruction
Guided Practice (working with skills)	Continue Guided Practice (applying skills)
Initiate 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, 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: Phonological Awareness focus Explicit Instruction: Phonological Awareness focus Guided Practice (working with skills): Phonological Awareness focus Guided Practice (applying skills): Combination from component areas (e.g., a Phonological Awareness and a Writing Readiness activity) Independent Practice/ Progress Monitoring: Writing activity (observing for success independently)	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 Phonological Awareness and a Phonics 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 the sessions focusing on phonological awareness and writing do not occur as frequently as the sessions focusing on phonics.)

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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 students using CKLA materials starting in Kindergarten immediately follows this overview. This description will provide insight and context for how phonics skills are introduced in Kindergarten and taught throughout Grades 1 and 2.

This unit's materials are organized into sections by component area (i.e., Phonological Awareness, Phonics, 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) target 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 target 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: In later units,** 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.
- Progress Monitoring in Units 1 and 2 focuses on observing student application of skills during instructional practice rather than using specific measures with explicit criteria for identifying adequate or inadequate performance. This is purposeful. Though students who struggle with Unit 1 and Unit 2 objectives should receive related reteaching to bolster those skills, it is also important that they do not linger too long at these earliest steps. Kindergarten students need to move swiftly into the objectives of Unit 3 and beyond to have the opportunity to work with specific phonemes. In Unit 3 the Progress Monitoring changes to utilizing specific measures with criteria. Whereas students will have the opportunity to continue to develop Unit 1 and Unit 2 skills as they move forward, beginning with Unit 3, high levels of proficiency with the skills within the unit are required for success in subsequent units.

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Section I
Phonological Awareness: Phonemes (Two or Three)

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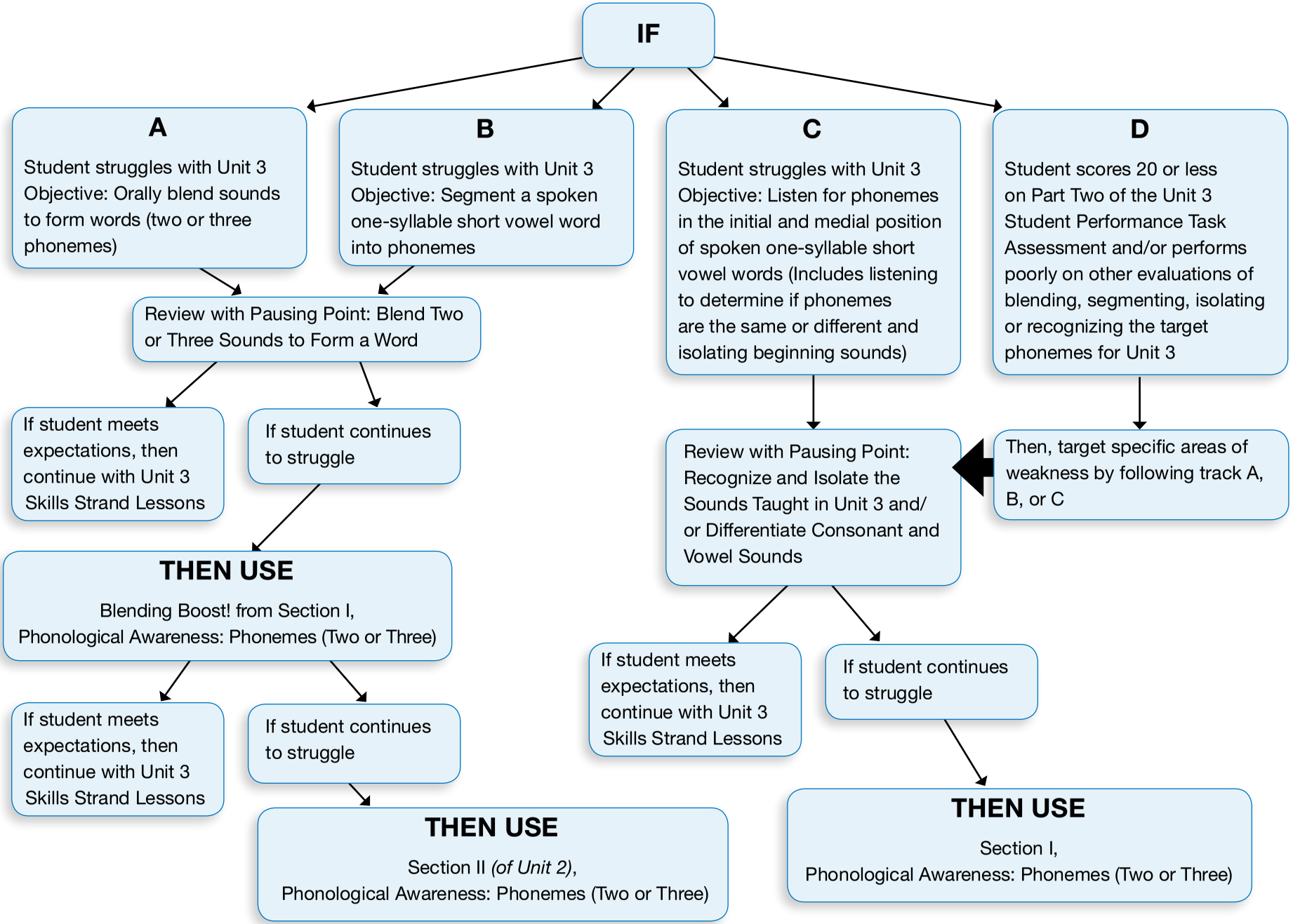
Determining Student Need for Section I, Phonological Awareness: Phonemes (Two or Three)



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Blending Boost!

Orally blending two or three phonemes is a primary focus of the activities in Unit 2, Section II of the *Assessment and Remediation Guide*. Unit 3 allows for continued development of this skill. It also provides progress monitoring assessments for evaluating students' ability to apply blending with the target sound/spellings for Unit 3. The Blending Boost! 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 blending 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 oral blending, access additional resources in Unit 2, Section II of the *Assessment and Remediation Guide*.

Find My Word

Use Find My Word pages A–D to have students blend the phonemes to "Find My Word" (i.e., identify the objects) on the page.

- Provide students with a copy of the selected Find My Word worksheet.
- Review the names of the depicted items with students and see if they can identify the category for the page (animals, body parts, things in the sky, or vehicles).
- Pronounce the name of an object by saying the phonemes with a pause in between (e.g., /d/ [pause] /o/ [pause] /g/).
- Students blend the phonemes and point to the picture of the object.
- Repeat until all the pictures are identified.
- Encourage students to use the blending motions they have learned to help them blend the sounds.
- Option: Manipulatives can be used to cover pictures as they are identified.
- Variation: Students may practice segmenting phonemes by breaking apart the phonemes in names of the objects on the page themselves

Push & Say

Use Sound Boxes to have students represent phonemes with objects.

- Provide the Sound Boxes page and a handful of small objects (e.g., cubes, tiles, beans, buttons, etc.) for each student.
- Students repeat the sounds and push an object into the boxes for each phoneme (from left to right). Then students run their finger under the boxes (from left to right) and blend the sounds to say the word. Tell students they may not always use every box, but they should always start with the first box on the left.
- Use this page along with your own word list (See Phonemes—Word Lists for suggestions.) or Find My Word pages.

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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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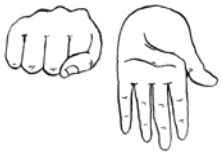
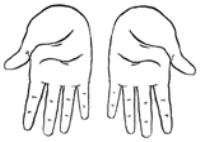
Blending Motions for Two to Four Phonemes

Two-Phoneme Words (Hand Motion)

For lessons that target blending two-phoneme words, utilize the *gross motor* hand motions first applied to blending phonemes (as opposed to syllables) in Skills Strand Unit 2, Lesson 2. This motion prompts students to:

1. Hold your fists in front of you, palms facing down.
2. Flip over your left fist and open it as you say the first of two phonemes (e.g., /n/).
3. Flip over your right fist and open it as you say the second of two phonemes (e.g., /oe/).
4. Clap your hands as you say the whole word with the phonemes blended (e.g., *no*).

1	2	3	4
	 /n/	 /oe/	no

Three-Phoneme Words (Arm Motion)

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

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

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

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Two other variations for blending three-phoneme words are located in the Unit 2 Pausing Point section Blend Two or Three Sounds to Form a Word:

- Touch It!
- Clapping and Slapping Sounds

Two- to Four-Phoneme Words (Finger Motion)

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

1. Tap your pointing finger against your thumb as you say the first phoneme (e.g., /f/).
2. Tap your middle finger against your thumb as you say the second phoneme (e.g., /u/).
3. Tap your ring finger against your thumb as you say the third phoneme (e.g., /n/).
4. Tapping your pinkie finger against your thumb can be used if the word has a fourth phoneme.
5. Make a fist as you say the whole word with the phonemes blended (e.g., fun).

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

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Phonemes—Word Lists

Two-Phoneme Words		Three-Phoneme Words					Four-Phoneme Words (for challenge!)
Words from Skills Strand Unit 2 Lessons	Additional Words	Words from Skills Strand Unit 2 Lessons		Additional Words			Additional Words
knee	add	coat	neat	ant	face	night	*box (/b//o//k//s/)*
me	ape	cup	nice	bad	*fern*	**nut**	*chips*
no	ate	***fan***	night	bake	*food*	pail	jump
off	bee	feet	**nose**	beach	**foot**	path	lamp
she	eat	fight	**rose**	bean	fit	peach	*limes*
shoe	***egg***	**fish**	same	*bed*	**game**	*pen*	lunch
zoo	go	**five**	seem	beg	gum	***pig***	mask
	hi	fun	shape	big	ham	pot	*pans*
	ice	kiss	**sheep**	bike	*hat*	rake	sand
	in	**knife**	***shell***	boat	home	*rat*	snack
	key	like	sign	book	hot	read	spill
	may	*mat*	sip	cage	*jam*	road	stop
	say	mean	*sit*	cap	*jazz*	**roof**	swim
	so	meet	**sun**	***cat***	job	sail	twig
	tie	men	Tom	cave	*kid*	**shed**	
	toe	mess	top	**chain**	kite	***ship***	
	two	**mice**	**wave**	**cheese**	**lake**	**sock**	
	up	**moon**	wish	**chick**	**leg**	*tag*	
		mouth	zip	chin	*log*	teeth	
			zoom	coin	*mad*	*this*	
				cone	***man***	**thumb**	
				corn	*mitt*	***van***	
				couch	*mom*	**vase**	
				cube	***moth***	**web**	
				dad	**mouse**	*wig*	
				dig	*mug*		
				dog	**net**		

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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Blending Worksheets

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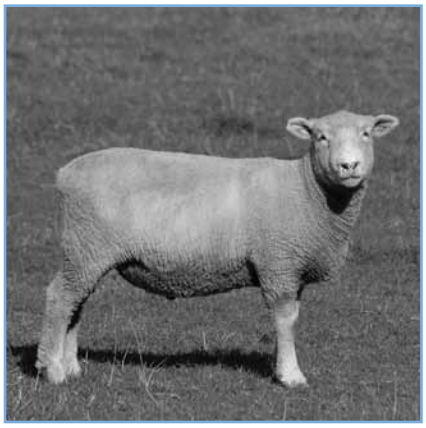
Name: _____

Find My Word A (Animals)

Directions: Pronounce the names of objects on the page in segmented fashion (pauses between phonemes). Students blend the sounds and point to the corresponding image. Images represent: cow, dog, duck, horse, bee, pig, cat, sheep, bird.



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Name: _____

Find My Word B (Body Parts)

Directions: Pronounce the names of objects on the page in segmented fashion (pauses between phonemes). Students blend the sounds and point to the corresponding image. Images represent: head, nose, mouth, ear, chin, knee, foot, leg, thumb.

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Name: _____

Find My Word C (Things in the Sky)

Directions: Pronounce the names of objects on the page in segmented fashion (pauses between phonemes). Students blend the sounds and point to the corresponding image. Images represent: sun, moon, star, rain, snow, kite, bird, bee, air.

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Name: _____

Find My Word D (Vehicles)

Directions: Pronounce the names of objects on the page in segmented fashion (pauses between phonemes). Students blend the sounds and point to the corresponding image. Images represent: car, bus, van, cab, jeep, boat, jet, bike, sled.

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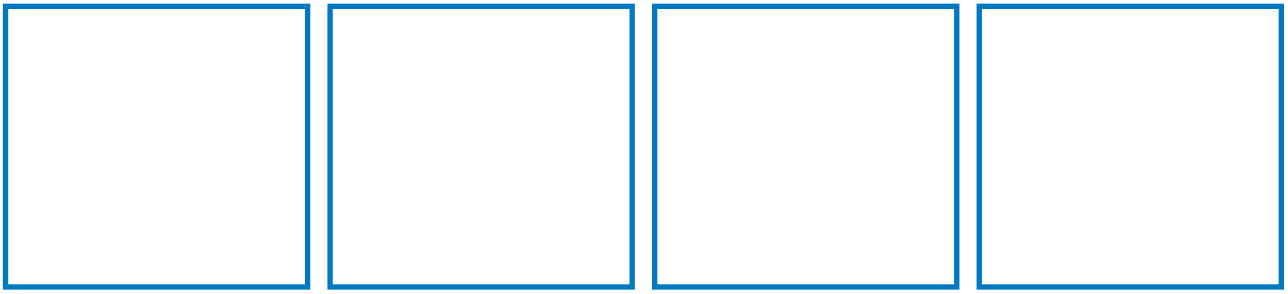
Name: _____

Sound Boxes

Directions: Say two- or three-phoneme words in segmented fashion. Students repeat the sounds and push an object into the boxes for each phoneme (left to right). Then students run their finger under the boxes (left to right) and blend the sounds to say the 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 and Differentiate Consonant and Vowel Sounds activities from Unit 3 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 (/m/, /a/, /t/, /d/, /o/, /k/, /g/, /i/). 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 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 /a/?" then model holding the /a/ sound /aaaaaaaaaaaa/ and have students repeat. • Continue with another question. Keeping notes on the Articulation Chart regarding information mastered, progressing, or unfamiliar will help you formulate questions target to student need.	Articulation Chart and 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 in the word. *Where is /_/ in the word _____?* Tell students they will indicate where the sound is by putting a cube in the correct box on their Sound Boxes worksheet. Say samples and model touching the boxes as you segment the sounds. Then place the cube in the initial or medial position square depending on the position of the target sound. (Be sure to demonstrate so students view the correct directionality as you model. If you are facing students, this will be backwards to you.) Complete most of the sample items correctly, but also provide incorrect examples that address potential common mistakes.	Word Lists Cubes and Sound Boxes

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Focus: Phonemes (Two or Three)	Teaching	Materials
Guided Practice	Objective: Provide an engaging opportunity to develop target 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, as previously modeled by the teacher, to indicate where the target sound is located in the 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 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 target 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 (/k/, /g/, /a/, /o/, /i/)

Focus: Phonemes (/k/, /g/, /a/, /o/, /i/)	Teaching	Materials

Warm-Up
Note: This Warm-Up is an extension of the Mirror, Mirror and Differentiate Consonant and Vowel Sounds activities from Unit 3 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 (/k/, /g/, /a/, /o/, /i/). Review checking for voicing by putting your hand on your throat to notice how the vowels feel and the difference between /k/ and /g/.
	• Provide each student with a mirror.
	• Tell students you will ask them questions about what they do to make the sounds for /k/, /g/, /a/, /o/, & /i/.
	• 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 a little bit open for /k/?*
	  • *Are lips pressed together for /a/?*
	  • *Can you stretch the sound /g/?*
	  • *Is your voice on for /k/?*
	  • *Is your voice on for /i/?*
	  • *Is the mouth a little bit open for /o/?*
	  • *Does your tongue tap in the back of your mouth for /g/?*
	  • *Can you stretch the sound for /i/?*
	Reminder: Keep notes on the Articulation Chart regarding information mastered, progressing, or unfamiliar.
		Articulation Chart and Mirrors

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Focus: Phonemes (/k/, /g/, /a/, /o/, /i/)	Teaching	Materials
Explicit Instruction	Objective: State the purpose for listening and model the desired performance. Learning about Target Phonemes: Target Phonemes: /k/, /g/, /a/, /o/, and /i/ • /k/: cat, kid, Kim, kick, kit • /g/: got, gag, gig • /a/: cat, gag • /o/: got, cot, cog • /i/: kid, Kim, kick, kit, gig • Tell students you will say a sound and a word. The purpose for listening is to notice the location of the sound in the word. *Where is /_/ in the word _____?* • Tell students they will indicate the position of the sound by placing a cube in the correct box on their Sound Boxes worksheet. • First, model with: *Where is the /k/ in the word cat?* Think aloud allowing students to hear you segment the sounds (/k/ /a/ /t/) and touch the boxes from students' left to right for each sound. Then place a cube in the initial position box for the /k/ sound. • Repeat: *Where is the /a/ in the word cat?* (Using the same word helps highlight the different positions of the target phoneme.) • Next: *Where is the /g/ in the word gag?* This time put a cube in the final position and see if students notice that you need a cube in the initial position, too! • If students do not notice your error, point out *gag* has /g/ in two places and make the correction. • Continue with additional examples until you feel students are ready for practice.	Word Lists Cubes and Sound Boxes

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Focus: Phonemes (/k/, /g/, /a/, /o/, /i/)	Teaching	Materials
Guided Practice	Objective: Provide an engaging opportunity to develop target 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: /k/, /g/, /a/, /o/, and /i/ • /k/: cat, kid, Kim, kick, kit • /g/: got, gag, gig • /a/: cat, gag • /o/: got, cot, cog • /i/: kid, Kim, kick, kit, gig Students use the cubes and Sound Boxes, as previously modeled by the teacher, indicating the location of the target sound in the word.. Application of Skills: • Provide each student a set of picture cards for /k/ and /g/. Do not tell them what the target sounds are. • Ask students to do an Open Sort (refer to directions under Phonemes—Games: Picture Cards) to see if they can figure out how to put the pictures 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: Students are still developing the ability to distinguish /k/ and /g/ and vowel sounds. They are not ready for a comprehensive check of isolating Unit 3 target phonemes. Some students have not yet achieved mastery scores for Blending, therefore use Blending Progress Monitoring 3.	Word Lists Cubes and Sound Boxes for each student Activity Dependent: Picture Cards for /k/ and /g/ for each student Copies of Blending Progress Monitoring 3
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 can sort picture cards for /k/ and /g/, check each others' sorts, and 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 for listening for phonemes in a word and the type of phoneme contrasts examined. The chart below illustrates how lessons can be designed to be more or less challenging across both dimensions.

Least Difficult	**Contrast Phonemes with Distinct Articulation Features (e.g., /m/ and /a/)**	**Contrast Phonemes with Similar Articulation Features (e.g., minimal pairs /a/ and /i/)**
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 any other time when reviewing articulation may help clarify letter-sound knowledge for students. Often students who struggle with the sound information of phonemes are supported by knowledge of the mechanical (i.e., physical) aspects of phonemes. For example, if students struggle to hear the difference between /t/ and /d/, they can rely on recognizing whether their voice is on or off to help identify the phoneme. Additional information other than material students learned in the Skills Strand Lessons is noted in *italics*.

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

- /t/ and /d/ are minimal pairs because the only difference is whether the voice is on or off.
- /k/ and /g/ are minimal pairs because the only difference is whether the voice is on or off.
- /a/, /o/, and /i/ are minimal pairs because the only difference is the increased or decreased opening of the mouth. Producing the vowel sounds in this order: /i/, /a/, /o/, allows you to best feel the increased opening for each new vowel sound.

Vowel Facts Learned in Unit 3 Skills Strand Lessons:

1. Vowel sounds are made with the mouth open.
2. Vowel sounds are the parts of words you stretch out when you sing.
3. Vowel sounds are the sounds people stretch out when they call someone's name.
4. Every word has a vowel *sound*.

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Phoneme Skills Cross-Reference Chart

Phoneme Skill/CKLA Goal	Unit 3 Lessons														Unit 3 Pausing Point
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Orally Blend Sounds to Form Words (Two or Three Phonemes)	Oral Blending														Mystery Bag; Have You Ever?; Cut Up Pictures; Touch It!; Clapping and Slapping Sounds; I'm Going on a Trip; Relay Blending; Nursery Rhyme Blending; Name Blending
Segment a Spoken One-Syllable Short Vowel Word into Phonemes					Chaining for Spelling					Chaining for Spelling	Chaining for Spelling	Chaining for Spelling			
Listen for Phonemes in the Initial and Medial Position of Spoken One-Syllable Short Vowel Words *(Includes Listening for Whether Phonemes are the Same or Different AND Isolate Beginning Sounds)*	Hearing Initial Sounds (/m/)	Hearing Initial Sounds (/a/)	I'm Thinking of Something (/t/)	Complete the Sentence (/d/); T-Chart Sort (/m/ and /t/)			I'm Thinking of Something (/k/); T-Chart Sort (/a/ and /o/)	Minimal Pairs (/g/ and /k/); I'm Thinking of Something (/g/)	Minimal Pairs (/i/ and /a/)	Vowel Discrimination (/i/ and /a/)			T-Chart Sort (/l/ and /o/)		Sound Riddles; I'm Thinking of Something; Complete the Sentence; Hearing Initial Sounds; Mirror, Mirror; T-Charts; Guess the Sound!; Sound Search; Minimal Pairs; Vowel Discrimination

Phonemes—Word Lists

Target Sounds	/m/	/a/	/t/	/d/	/o/	/k/	/g/	/i/
Words Restricted to Target Sounds in Initial, Medial, or Final Positions	*mad* *mat* *mitt* *mom* mock dam dim am	at am add *mad* *mat* tack *tag* dam *dad* ***cat*** gag	tack *tag* tick tot *mat* *mitt* dot ***cat*** cot kit got at it	dam *dad* dot dock *dog* dim did *dig* *mad* cod *kid* odd	odd *mom* mock tot dot dock *dog* cod cog cot got	***cat*** cod cog cot kit *kid* kick mock tack tick dock	gag got gig *tag* *dog* *dig* cog	it *mitt* tick dim did *dig* kit *kid* kick gig
Target Sound in Initial Position	*mad* *mat* *mitt* *mom* mock ***man*** **mice** **moon** *moth* **mouse** **mouth** *mug*	apple ant add at, am, as*	tack *tag* tick tot teeth tie toe top ***tree*** tub tab tip tape team	dam *dad* dot dock *dog* dim did *dig* day date dime deep dish deck dip doll	odd otter ox (/o/ /k//s/) on, off*	***cat*** cod cog cot kit *kid* kick cage *car* coat *coin* *cone* *couch* *corn* *cube* cup	gag got gig **game** go gum gas gate give goat goal gob gap	inch ink itch in, is, it, if*

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Target Sounds	/m/	/a/	/t/	/d/	/o/	/k/	/g/	/i/
Target Sound in Medial Position		*mad* *mat* tack *tag* dam *dad* ***cat*** gag bat cap *hat* *jazz* *mad* path *rat*			*mom* mock tot dot dock *dog* cod cog cot got hot job *log* ***moth*** pot **sock** top boss			*mitt* tick dim did *dig* kit *kid* kick gig **chick** **fish** ***pig*** *sit* ***ship*** *wig* tip dish

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Target Sounds	/m/	/a/	/t/	/d/	/o/	/k/	/g/	/i/
Target Sound in Final Position	am *mom* dam dim aim dime gum ham home		at it tot *mat* *mitt* dot ***cat*** cot kit got ate eat oat out ant bat boat date feet fit **foot** *hat* hit hot meet **net** **nut** pot	add odd *dad* did *mad* cod *kid* bad *bed* fed maid read road		kick mock tack tick dock oak bake bike *book* **chick** elk jack **lake** rake	gag gig *tag* *dog* *dig* cog ***egg*** beg big bug ***pig***	

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).

*These high-frequency words are included as additional examples of words with the target short vowel sound in the initial position. These words are often more challenging for students because the words are not easily connected to a concrete meaning.

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Sound Boxes: Identify the Position

Use Sound Boxes to have students indicate the position (initial, medial, or final) of target sounds in 2- and 3-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 /g/ in the word* got*?*
- Students repeat the word and segment the sounds, touching the boxes from left to right for each phoneme.
- Then students place a cube (or other object: beans, buttons, etc.) in the box matching the position of the target sound.

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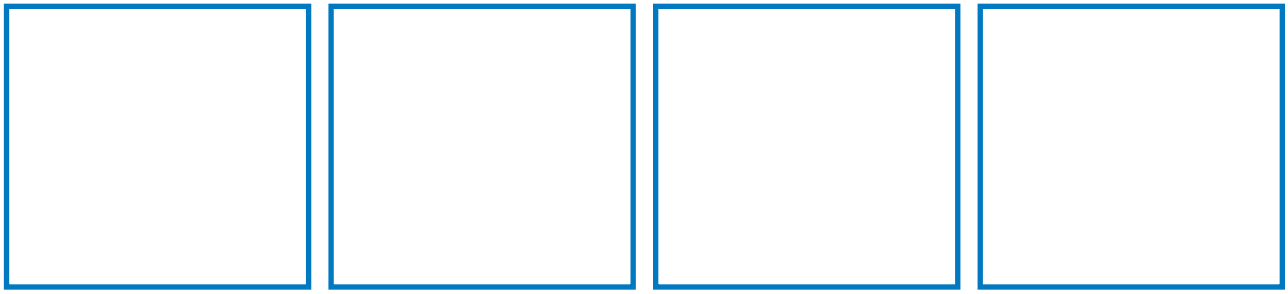
Sound Boxes: Phonological Awareness (Identify the Position)

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. Then students place a cube (or other object) in the box matching the position of the target sound.



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Note to Teacher

The following games should be restricted to the target sounds: /m/, /a/, /t/, /d/, /o/, /k/, /g/, and /i/.

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 starting with that sound. For example: *Give me a word starting with /m/.* (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 starting with the target phoneme, give them a block. With each block, students get a turn to place it, building a collective structure as the game continues.

Give Me the Sound

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

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

- Tell students you will provide a word and want them to say the sound at the beginning of the word. For example: *Give me the sound at the beginning of* mop*.* (If students struggle to identify the beginning sound, repeat the word with the beginning sound drawn out: *mmmmop*.)
- 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.

Picture Cards

Picture Cards are provided for use with the following games.

/m/	/a/	/t/	/d/
mat	hat	tag	dad
moon	tag	teeth	dig
moth	cat	tub	dog
mug	mad	tape	dish
/o/	**/k/**	**/g/**	**/i/**
log	cat	gill	chick
mom	cone	gift	fish
sock	cup	gate	mitt
dot	cow	goat	pig

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- The following games should target sounds in the initial and medial position and be restricted to the target sounds: /m/, /a/, /t/, /d/, /o/, /k/, /g/, and /i/.
- Contrast combinations should be target 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 2–4 target sounds.
- Review the names of all the 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 2–4 target sounds.
- Review the names of all pictures.
- Ask students to tell you the beginning/middle sound for selected picture. (Scaffold this activity by naming the picture. If additional support is needed, segment the sounds for students.)

Closed Sorts

- Provide picture cards for 2–4 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 2–4 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.

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Memory

- Provide picture cards for 2–4 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 target sounds, such as two words beginning with /t/.
- As students become comfortable with the game they may be able to play independently.

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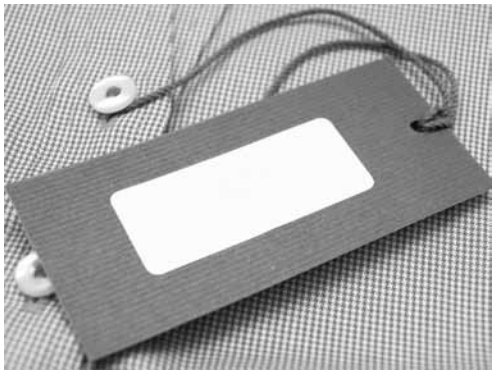
Name: _____

Picture Cards 1 (/m/ and /a/)

Directions: Copy and cut these picture cards for use with the Unit 3, Section 1 Activities: Isolating Sounds, Open Sorts, *and* Memory. *Darker card stock is recommended to prevent transparency and to allow for reuse. (See directions for each under Phonemes—Games.)*



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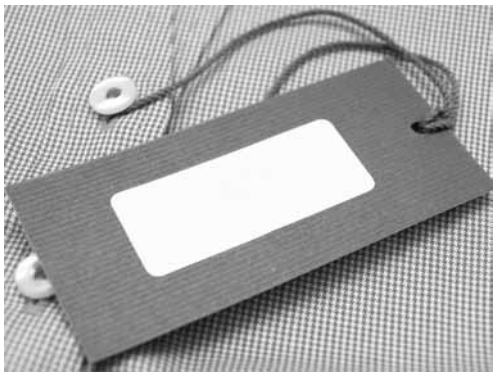
Name: _____

Picture Cards 2 (/t/ and /d/)

Directions: Copy and cut these picture cards for use with the Unit 3, Section 1 Activities: Isolating Sounds, Open Sorts, *and* Memory. *Darker card stock is recommended to prevent transparency and to allow for reuse. (See directions for each under Phonemes—Games.)*



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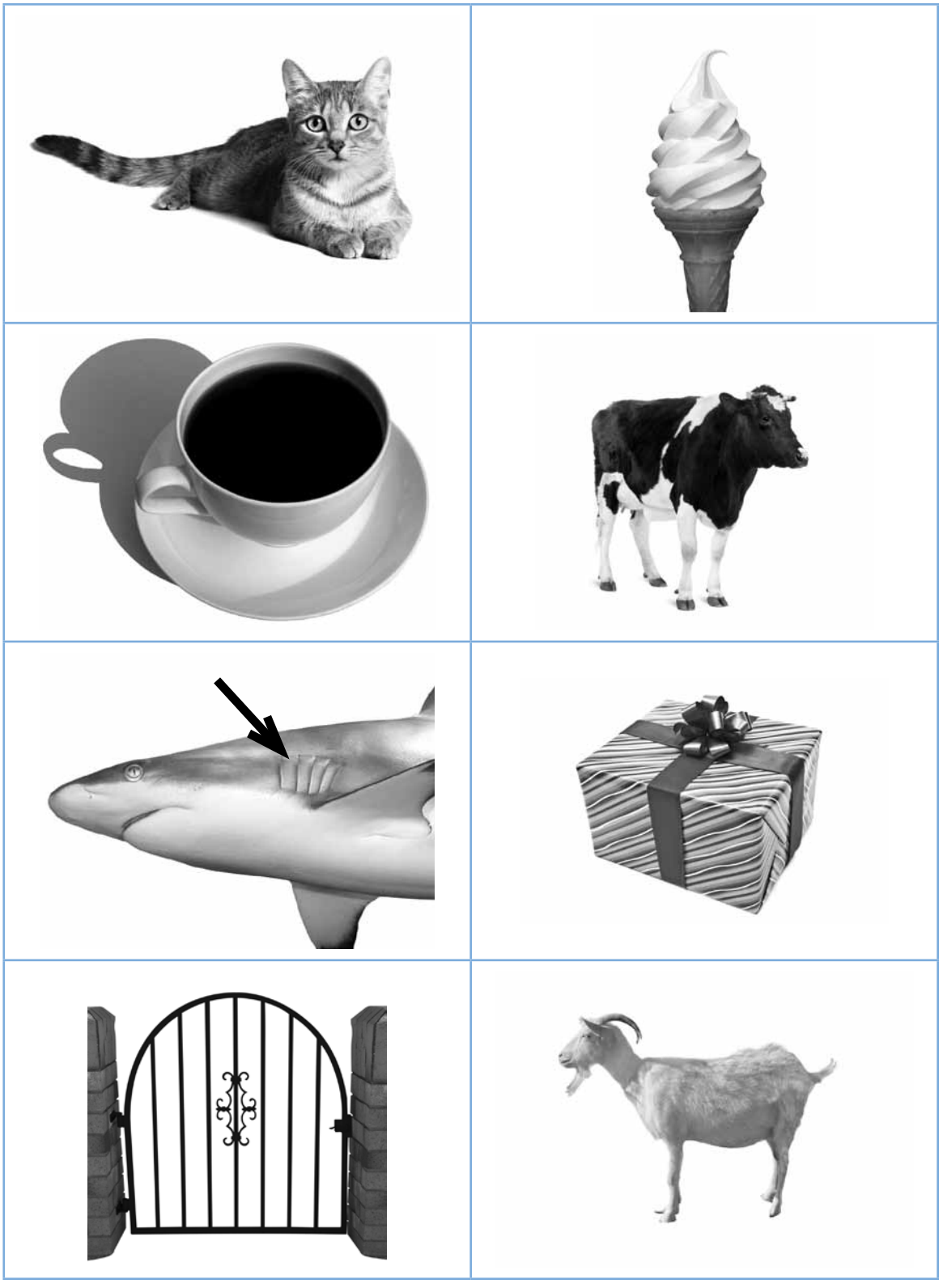
Name: _____

Picture Cards 3 (/k/ and /g/)

Directions: Copy and cut these picture cards for use with the Unit 3, Section 1 Activities: Isolating Sounds, Open Sorts, *and* Memory. *Darker card stock is recommended to prevent transparency and to allow for reuse. (See directions for each under Phonemes—Games.)*



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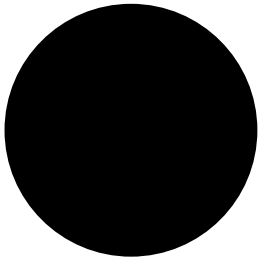
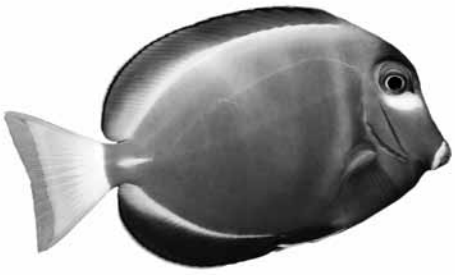
Name: _____

Picture Cards 4 (/o/ and /i/)

Directions: Copy and cut these picture cards for use with the Unit 3, Section 1 Activities: Isolating Sounds, Open Sorts, *and* Memory. *Darker card stock is recommended to prevent transparency and to allow for reuse. (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 3 consonant target sound: /m/, /t/, /d/, /k/, or /g/. For example: *Dee Dillie Dinkie 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., /d/).

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

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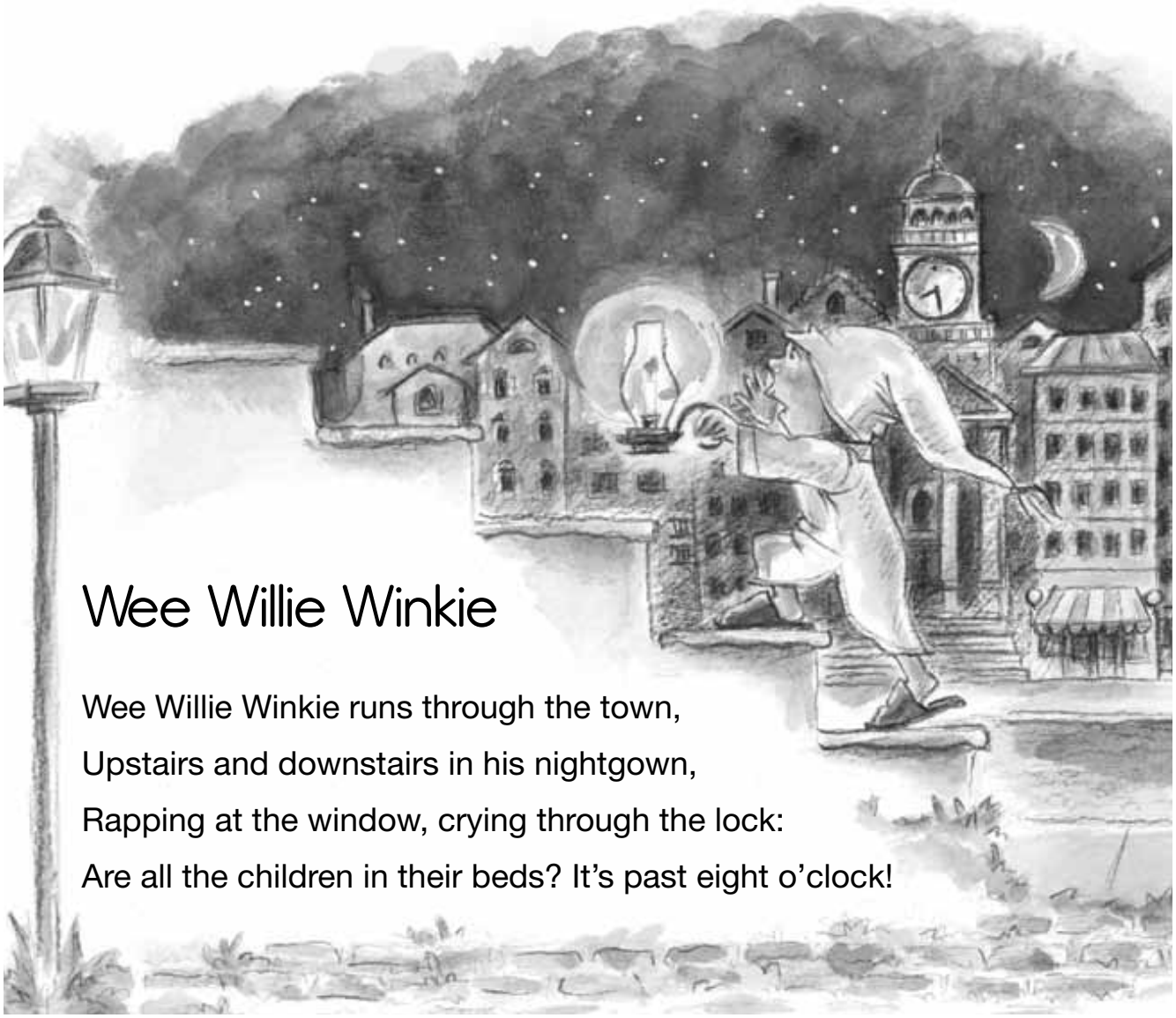
Name: _____

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 3 consonant target sound: /m/, /t/, /d/, or /k/.



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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Name: _____

Directions: Ask students to listen for the mixed-up beginning sound in Peter, Peter, Pumpkin Eater as you recite the poem changing the /p/ in the name to a Unit 3 consonant target sound: /m/, /t/, /d/, /k/, or /g/.

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

For Units 1 and 2 of the *Assessment and Remediation Guide*, progress monitoring was facilitated by charting general performance levels and scores on unassisted items from the Guided Practice portion of the lessons. For Unit 3 and beyond, progress monitoring continues to be a form of assessment integrated into instruction. The resources provide a systematic record of student mastery of skills, facilitating documentation and evaluation of student Response to Intervention. We recommend using 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 3. Set schedules for progress monitoring assessments tend to result in their overuse. The resources are intended to serve as confirmation and a 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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Blending

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 groups of sounds and they should blend those sounds in their heads to make a word. Then they should circle the matching picture on the worksheet.
- Model with the sample item.
- Instruct students to look at the next row of pictures and say, "Please circle the picture of the (say the target object in segmented fashion, pausing slightly between each phoneme)."
- Complete the remaining rows.
  - Scoring: One point is awarded for each correctly identified picture.
  - Goal: 4 or 5 correct.
  - Scores of 3 or less indicate additional re-teaching and reinforcement is required from *Assessment and Remediation Guide* Unit 3 Section I: Phonological Awareness: Blending Boost! or possibly Unit 2 Section II: Phonological Awareness: Phonemes (Two or Three).

Blending	Progress Monitoring 1	Progress Monitoring 2	Progress Monitoring 3	Progress Monitoring 4
Target Words	SAMPLE: /d//o//g/ – log, **dog**, doll 1. /m//a//t/ – **mat**, rat, mad 2. /d//i//g/ – pig, **dig**, dish 3. /k//o//t/ – dot, car, **cot** 4. /m//o//m/ – thumb, **mom**, moth 5. /k//a//t/ – hat, can, **cat**	SAMPLE: /d//o//g/– **dog**, dot, frog 1. /m//a//d/– dad, **mad**, map 2. /k//i//d/– kiss, **kid**, lid 3. /d//o//ll/– knock, **doll**, dock 4. /t//a//g/– **tag**, bag, tap 5. /d//o//t/– shot, dock, **dot**	SAMPLE: /d//o//g/ – duck, log, **dog** 1. /d//i//g/ – **dig**, leg, dish 2. /t//a//g/ – chick, **tag**, tip 3. /m//o//m/ – mop, drum, **mom** 4. /k//a//t/ – cap, **cat**, mat 5. /t//a//k/ – **tack**, tag, sack	SAMPLE: /d//o//g/ – frog, **dog**, door 1. /k//i//k/ – **kick**, kid, sick 2. /t//a//g/ – tack, **tag**, rag 3. /d//a//d/ – dig, sad, **dad** 4. /m//i//t/ – sit, men, **mitt** 5. /d//o//t/ – **dot**, pot, doll

Correct answers are noted in **bold.**

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Isolating Target Sounds in the Initial or Medial Position

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

- Review the names of all pictures first.
- Explain to students you are going to say two words at a time. The words will be very similar, but one will have the target sound. 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.
- Instruct students to look at the next row of pictures and circle the picture with the target sound.
- Complete the remaining rows.
  - Scoring: One point is awarded for each correctly identified picture.
  - Goal: 4 or 5 correct.
  - Scores of 3 or less indicate that additional reteaching and reinforcement is required from *Assessment and Remediation Guide* Unit 3 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: /m/ – **man**, pan 1. /t/ – **tip**, dip 2. /d/ – tot, **dot** 3. /a/ – **dash**, dish 4. /i/ – cat, **kit** 5. /o/ – hip, **hop**	SAMPLE: /m/ – dad, **mad** 1. /k/ – **cap**, gap 2. /g/ – **gold**, cold 3. /a/ – pit, **pat** 4. /i/ – **fin**, fan 5. /o/ – map, **mop**	SAMPLE: /m/ – **mat**, cat 1. /t/ – **ten**, den 2. /d/ – tug, **dug** 3. /a/ – limp, **lamp** 4. /i/ – **hit**, hat 5. /o/ – cat, **cot**	SAMPLE: /m/ – sit, **mitt** 1. /k/ – goal, **coal** 2. /g/ – **goat**, coat 3. /a/ – lip, **lap** 4. /i/ – **mitt**, mat 5. /o/ – **top**, tap

Correct answers are noted in **bold.**

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Progress Monitoring—Phonemes (Two or Three)

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

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Name: _____

Blending Progress Monitoring 1

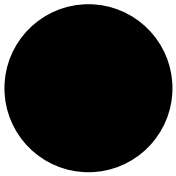
Directions: For each segmented word said, have students circle the matching picture for each line. (See directions under Unit 3, Section I: Phonemes—Progress Monitoring.)

☆

1.

2.

3.



4.

5.

Blending score _____

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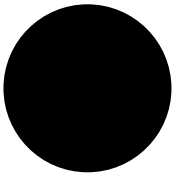
Name: _____

Blending Progress Monitoring 2

Directions: For each segmented word said, have students circle the matching picture for each line. (See directions under Unit 3, Section I: Phonemes—Progress Monitoring.)

☆

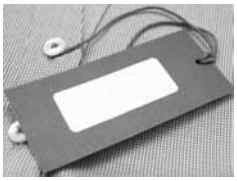


1.

2.

3.

4.



5.

Blending score _____

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Name: _____

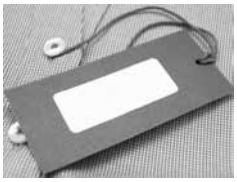
Blending Progress Monitoring 3

Directions: For each segmented word that is said, have students circle the matching picture for each line. ((See directions under Unit 3, Section I: Phonemes—Progress Monitoring.)

☆

1.

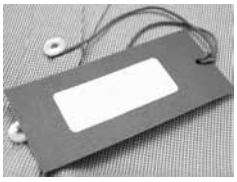
2.



3.

4.

5.



Blending score _____

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Name: _____

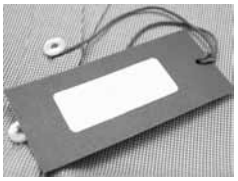
Blending Progress Monitoring 4

Directions: For each segmented word that is said, have students circle the matching picture for each line. (See directions under Unit 3, Section I: Phonemes—Progress Monitoring.)

☆

1.

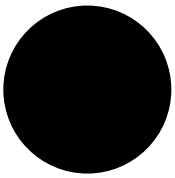
2.



3.

4.

5.



Blending score _____

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Name: _____

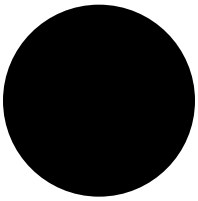
Isolating Sounds Progress Monitoring 1

Directions: For each sound provided, have students circle the picture containing the sound for each line. (See directions under Unit 3, Section I: Phonemes—Progress Monitoring.)

☆

1.

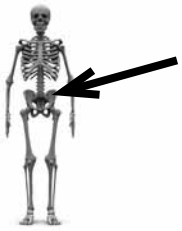
2.



3.

4.

5.



Isolating sounds score _____

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Name: _____

Isolating Sounds Progress Monitoring 2

Directions: For each sound provided, have students circle the picture containing the sound for each line. (See directions under Unit 3, Section I: Phonemes—Progress Monitoring.)

☆

1.

2.

3.

4.

5.

Isolating sounds score _____

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Name: _____

Isolating Sounds Progress Monitoring 3

Directions: For each sound provided, have students circle the picture containing the sound for each line. ((See directions under Unit 3, Section I: Phonemes—Progress Monitoring.)

☆

1. 10

2.

3.

4.

5.

Isolating sounds score _____

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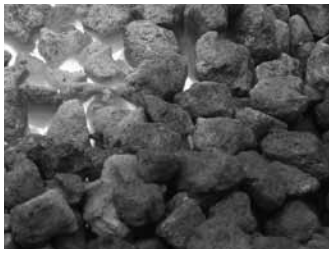
Name: _____

Directions: For each sound provided, have students circle the picture containing the sound for each line. (See directions under Unit 3, Section I: Phonemes—Progress Monitoring.)

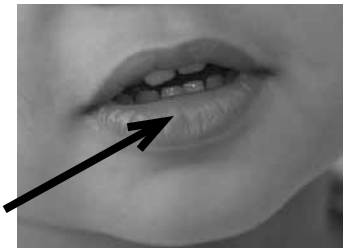
☆

1.



2.

3.



4.

5.

Isolating sounds score _____

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Section II
Phonics

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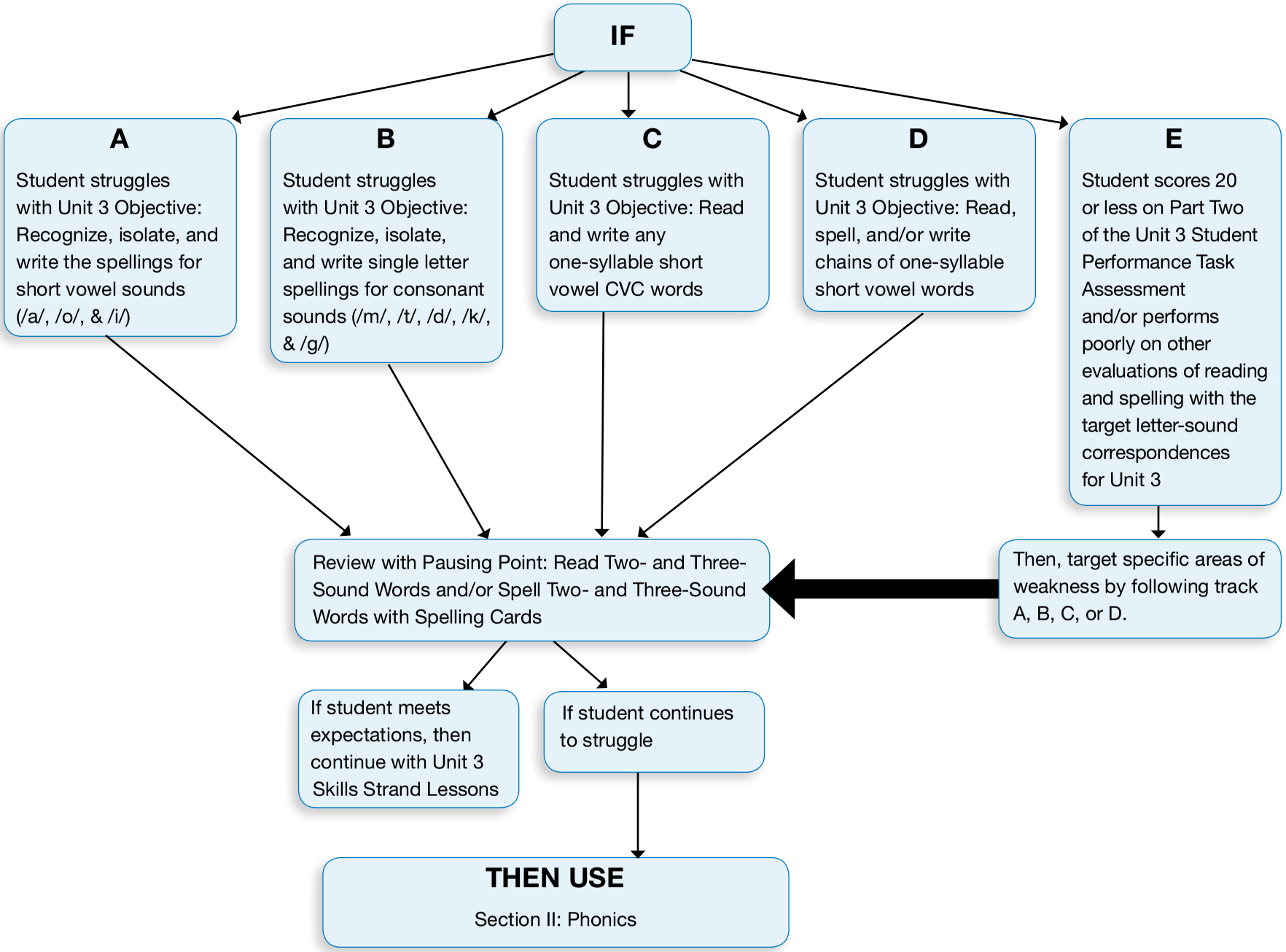
Determining Student Need for Section II, Phonics



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Lesson Template

Phonics: Target Sound/Spellings
('m' > /m/, 't' > /t/, 'd' > /d/, 'c' > /k/, 'g' > /g/, 'a' > /a/, 'o' > /o/, 'i' > /i/)

Focus: Phonics: Target Sound/ Spellings	Teaching	Materials
Warm-Up	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, students "match you" according to the information you provide for target sound/spellings from Unit 3. You may choose to complete a select review of specific sound/spellings with which students demonstrated difficulty or a mixed review of all taught sound/spellings (see Sound/Spellings Chart). • Provide each student with a set of Letter Cards for the sound/spellings target in the Warm-Up. • Tell students you will either say the sound or show the spelling. • If a sound is provided, students should find the corresponding spelling (Letter Card) • If a spelling (Letter Card) is shown, students should prepare to provide the corresponding sound when prompted. • If anyone provides an incorrect answer, correct the error, and have students repeat the item. Keeping notes on the Sound/Spellings Chart regarding information mastered, progressing, or unfamiliar will help you formulate future questions targeted to student need.	Sound/ Spelling Chart, Letter Cards
Explicit Instruction	Objective: State the purpose for using sound/spelling knowledge and model the desired performance. Learning about Target Sound/Spellings: Select a Review the Sound/Spelling page to re-teach sound/spellings. • Remind students of the articulation needed to make the target sound (See the Articulation Chart in Section I). • Discuss the picture of the sound and 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 utilizing the target sound.	Review the Sound/ Spelling

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Focus: Phonics: Target 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 Target Sound/Spellings: Students are familiar with chaining from the Unit 3 Skills Strand Lessons. Here students will apply their knowledge similarly. The difference will be the teacher and students will write the words. (Writing for students reinforces knowledge of letter formation and spelling patterns.) • Select a chaining list. (See Chaining Lists under Word Lists for suggestions.) • Display the letters utilized in the chain. The letters may be written at the top of the board or chart paper or may be letter cards set out in front of students on the table. • Start with chaining for *reading*. (Decoding tends to be less challenging than encoding.) Tell students you will use the letters to write words for them to read. • Write the first word and tell students to look at the 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 /t/ and putting a /d/ at the end of the word. What word did I make now?" • Continue until the chain is complete.	Chaining List (Letter Cards if needed) Dry Erase Board or Chart Paper and Marker Dry Erase Board, Dry Erase Marker, and Eraser, or 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: Target 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 target sound/spelling knowledge. Progress Monitoring Option: Incorporate progress monitoring checks here as needed.	
Independent Practice	Objective: Allow students to practice targeted sound/spelling knowledge with high levels of independence as they strive for mastery. Practicing and Extending Skills with Target Sound/Spellings: Revisit previously taught activities allowing students to practice target sound/spelling knowledge with classmates.	Guided Practice

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Sample Remedial Lesson

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

<table>
<tr><th>Focus: Phonics: Target Sound/ Spelling ('i' > /i/)</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, students "match you" according to the information you provide for target sound/spellings from Unit 3.
(Students are working well with all consonants that have been taught and struggling with the vowels. Short /a/ has been explicitly taught and is reviewed here. Short /i/ will be the focus in today's lesson.)

Provide each student with a set of Letter Cards ('m', 't', 'd', 'c', 'g', 'a', & 'o').
Tell students you will either say the sound or show the spelling.

<table>
<tr><th>Teacher Prompt</th><th>Student Response</th></tr>
<tr><td>/m/</td><td>'m'</td></tr>
<tr><td>'t'</td><td>/t/</td></tr>
<tr><td>'d'</td><td>/d/</td></tr>
<tr><td>/k/</td><td>'c'</td></tr>
<tr><td>/g/</td><td>'g'</td></tr>
<tr><td>/a/</td><td>'a'</td></tr>
<tr><td>'o'</td><td>/o/</td></tr>
</table>

If anyone provides an incorrect answer, correct the error, and have students repeat the item.

Reminder: Keep notes on the Sound/Spellings Chart regarding information mastered, progressing, or unfamiliar.
</td><td>Sound/Spelling Chart and Letter Cards for ('m', 't', 'd', 'c', 'g', 'a', & 'o'; NOT 'i')</td></tr>
</table>

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<table>
<tr><th>Focus: Phonics: Target Sound/ Spelling (‘i’ > /i/)</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 Target Sound/Spellings: Use the Review the Sound/Spelling page for ‘i’ to re-teach the 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>/i/</td><td>Mouth is open wide and jaw is higher than it is for /a/</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 (i) page</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 Target Sound/Spellings: Students are familiar with chaining from the Unit 3 Skills Strand lessons. Here, students will apply their knowledge similarly. The difference will be the teacher and students will write the words. (Writing for students reinforces 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: it > mit > dit > git
• Display the letter cards on the table in front of students: ‘m’, ‘t’, ‘d’, ‘g’, and ‘i’.
• Start with chaining for reading. Tell students you will use the letters to write words for them to read.
• Write the first word (it) and tell students to look at the pictures of the sounds from left to right, noticing the vowel sound /i/ attached to /t/. 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.
• Tell students you will add sounds to the beginning of this /i/ /t/ combination to make new words. Explain the letter change needed for the next word is ‘m’ > /m/ and describe the change as it is made saying, “Now I’m adding the /m/ and to the beginning of the word. What word did I make now?”
• Continue until the chain is complete.</td><td>Chaining List and Letter Cards (‘m’, ‘t’, ‘d’, ‘g’, and ‘i’)
Dry Erase Board and Marker
Dry Erase Board, Dry Erase Marker, and Eraser for each student
Sound Boxes, Letter Cards (‘m’, ‘t’, ‘d’, ‘g’, and ‘i’), and Making Words</td></tr>
</table>

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Focus: Phonics: Target Sound/ Spelling ('i' > /i/)	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. 1. 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. 2. Say the first word (*it*) 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. 3. Provide the next word (*mit*) and have students explain the change they had to make from the previous word. (*Put /m/ at the beginning.*) 4. 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: Provide students with a copy of Sound Boxes, the needed Letter Cards, and Making Words (Initial Position) 4. Students should be familiar with completing the Making Words page and using the Sound Boxes to build words from previous lessons. Progress Monitoring Option: (Students are still developing the ability to distinguish vowel sounds and are not ready for a comprehensive check of Unit 3 target sound/spellings.)	
Independent Practice	Objective: Allow students to practice target sound/spelling knowledge with high levels of independence as they strive for mastery. Practicing and Extending Skills with Target Sound/Spellings: Provide a clean copy of Making Words (Initial Position) 4 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 3 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.). Note: Consonants used in the initial and final position when building words are provided twice on this page.

Letter Cards 1

m	m
t	t
d	d
g	g

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Name: _____

Letter Cards 2

c	a
o	i

Directions: Copy (card stock is recommended to allow for reuse) and cut out these Letter Cards for use with the Unit 3 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.). Note: Consonants may be used in the initial and final position when building words are provided twice on this page.

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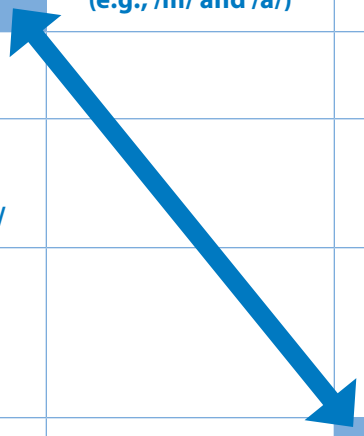
Dimensions of Difficulty

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., /m/ and /a/)	Contrast Phonemes with Similar Articulation Features (e.g., minimal pairs /a/ and /i/)
Phonemes		
Consonants with Continuous Sound (i.e., can be stretched) /m/		
Consonants with Plosive Sound (i.e., cannot be stretched) /t/, /d/, /k/, and /g/		
Vowels /a/, /o/, and /i/		*Most Difficult*



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Sound/Spellings Chart

Consonants	Single 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 3 Lessons														Unit 3 Pausing Point
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Recognize, Isolate, and Write the Spellings for Short Vowel Sounds (/a/, /o/, and /i/)		Teacher Modeling; Meet the Spelling (/a/)	Sound/Spelling Review												Sound Sprints; Simon Says Sounds
						Teacher Modeling; Meet the Spelling (/o/)	T-Chart Sort		Teacher Modeling; Meet the Spelling (/i/)				T-Chart Sort		
Recognize, Isolate, and Write Single Letter Spellings for Consonant Sounds (/m/, /t/, /d/, /k/, and /g/)	Teacher Modeling; Meet the Spelling (/m/)		Sound/Spelling Review												Sound Sprints; Simon Says Sounds
			Teacher Modeling; Meet the Spelling (/t/)	Teacher Modeling; Meet the Spelling (/d/); T-Chart Sort			Teacher Modeling & Meet the Spelling (/k/)	Teacher Modeling; Meet the Spelling (/g/)							
Read and Write Any One-Syllable Short Vowel CVC Word			Teacher Modeling; Meet the Spelling (/a/)		Connect It	Word Reading Practice			Spelling Worksheet	Connect It	Label the Picture; Spelling Hopscotch; Practice Pack	Label the Picture; Spelling Hopscotch	Eraser Man; Circle Spelling; Stomp and Spell	Stomp and Spell; Label the Picture; Circle Spelling; Word Wheel	Word Box; Label the Picture; No Ride for You!; Real Word or Silly Word; Word Reading Sprints; Circle Spelling
Read, Spell, and/or Write Chains of One-Syllable Short Vowel Words			Chaining (Reading only in Lessons 3 & 4 & 6–9, and Reading & Spelling in Lessons 5 & 10–12)												Pocket Chart Chaining for Reading AND for Spelling

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

All Phonics Goals are restricted to: ‘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	*mad*	*tag*	*dad*	***cat***	gag
at	*mat*	tot	dam	cod	gig
it	*mom*		dot	cog	got
			dog	cot	
			did		
			dig		
			dim		

Two-Phoneme Pseudowords	Three-Phoneme Pseudowords				
	/m/	/t/	/d/	/k/	/g/
ag	mam	tat	dod	cam	gog
im	mim	tam	dat	cad	gam
id	mag	tad	dag	cag	gat
ig	mot	tom	dom	com	gad
om	mod	tod	dit		gom
ot	mog	tog			
og	mig	tim			
		tid			
		tig			

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Chaining Lists for Reading or Spelling

All chains are designed in such a way that if you reach the end and wish to continue you may simply repeat the chain.

Letter Cards Needed for Sound/ Spellings	'm' > /m/, 'a' > /a/, 't' > /t/, and 'd' > /d/	Adding 'o' > /o/, 'c' > /k/, and 'g' > /g/	Adding 'i' > /i/
Manipulating Initial Position Only	mat > at > tat > dat dad > mad > ad > tad dam > tam > mam > am	dog > cog > tog > mog > gog cot > tot > dot > mot > got	it > mit > dit > git
Manipulating Initial and Final Position Only	dad > mad > mat > at > ad > dad > mad at > mat > mad > dad > tad > ad dad > tad > mad > mat > at > ad > am > dam > mam > mad ad > at > mat > mad > tad > mad > dad > dam > am > tam > tad	tag > tad > dad > mad > mat > cat > gat > gag dad > dam > gam > cam > cat > mat > mad > tad tag > gag > gad > mad > tad > cad > cat > mat > mag mom > tom > tot > dot > cot > got > gom dod > dom > om > ot > mot > tot > dot cot > got > tot > dot > dog > tog > cog	dig > gig > mig > mid > did > dim > gim > gid > git > it > mit > mig dim > did > gid > gig > tig > dig > did > mid > tid > tim gig > tig > dig > did > dim > tim > mim > mit > dit > dig
Manipulating Initial, Medial, and Final Position	N/A, 'a' > /a/ is the only vowel in this category.	at > mat > cat > cot > dot > tot > tat cod > cot > cat > mat > mad > dad > cad ad > at > cat > cot > tot > dot > dated tag > tad > dad > ad > at > cat > cot > got > tot > tat dag > cag > ag > og > om > com > dom > gom > gam > gag at > cat > cot > got > dot > dog > gog > gag > gat am > ad > at > cat > cam > dam > dad > mad > mac > mat > mam cog > dog > dot > cot > cod > tod > tad > tag > gag > gat > cat > cot	dig > gig > gag > tag > tad > mad > dad > did > dim it > at > cat > mat > mad > dad > did > dig > dog > dot > dit it > at > mat > mad > mid > did > dig > gig > git gim > mim > mit > git > dit > dat > gat > gad > gid it > at > mat > cat > cot > dot > dit gag > tag > tad > dad > did > dig > dag at > mat > mad > mid > did > dad > dat dog > dot > got > tot > cot > cat > cot > cog tig > gid > gad > gam > gom > com > tom > tid mot > ot > og > ig > mig > mog ag > cag > dag > dat > dit > git > gat > gag dod > dom > om > im > mim > mit > mid > mod dim > dig > did > dad > mad > mat > cat > dat > dit got > dot > cot > cat > at > it > dit > dot tad > dad > mad > mid > did > dig > tig > tag

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 when a word is not a real word 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 3 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 3 to prompt students to listen for the target sound and practice its letter formation.

Consonants Review the Sound/Spelling 1–5	**Single Short Vowels** Review the Sound/Spelling 6–8
‘m’ > /m/ ‘t’ > /t/ ‘d’ > /d/ ‘c’ > /k/ ‘g’ > /g/	‘a’ > /a/ ‘o’ > /o/ ‘i’ > /i/

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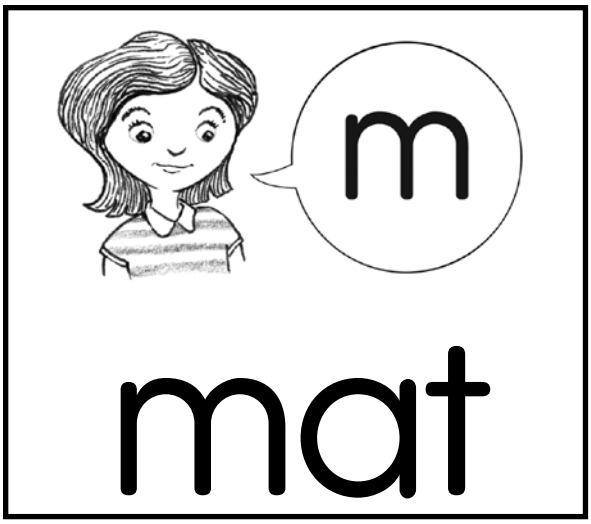
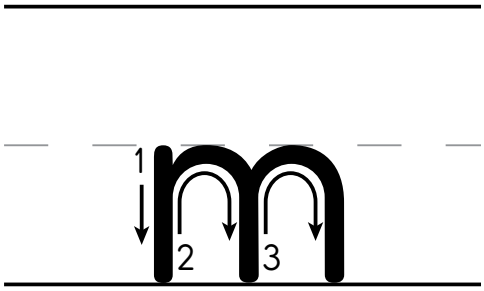
Name: _____

Review the Sound/Spelling 1 (/m/)





Directions: Review the Sound/Spelling pages are provided for re-teaching the Unit 3 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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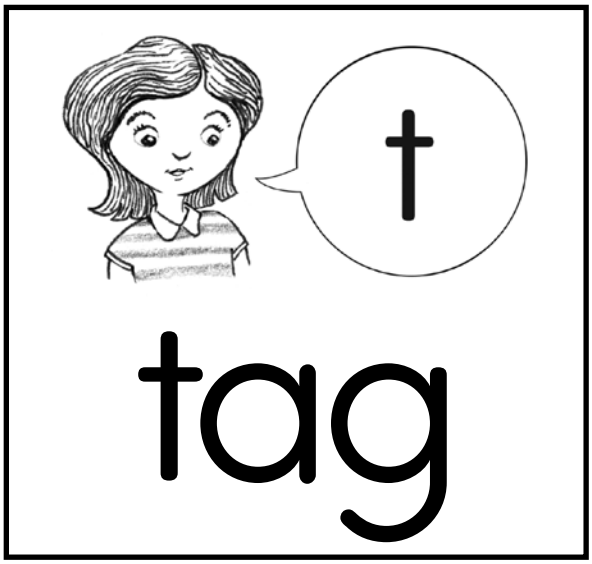
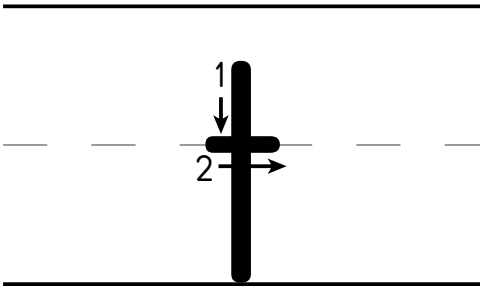
Name: _____

Review the Sound/Spelling 2 (/t/)





Directions: Review the Sound/Spelling pages are provided for re-teaching the Unit 3 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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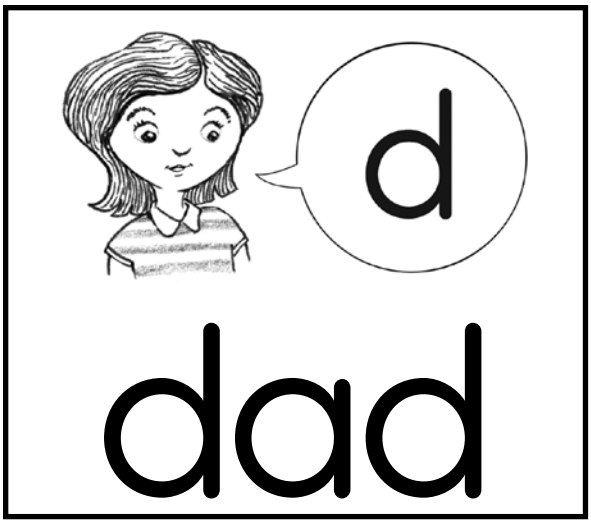
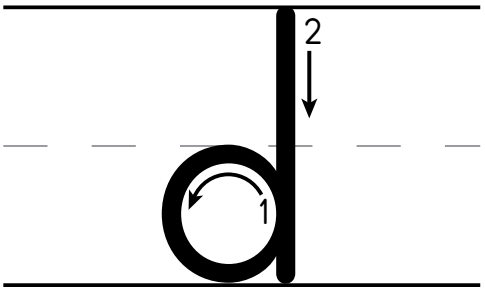
Name: _____

Review the Sound/Spelling 3 (/d/)

Directions: Review the Sound/Spelling pages are provided for re-teaching the Unit 3 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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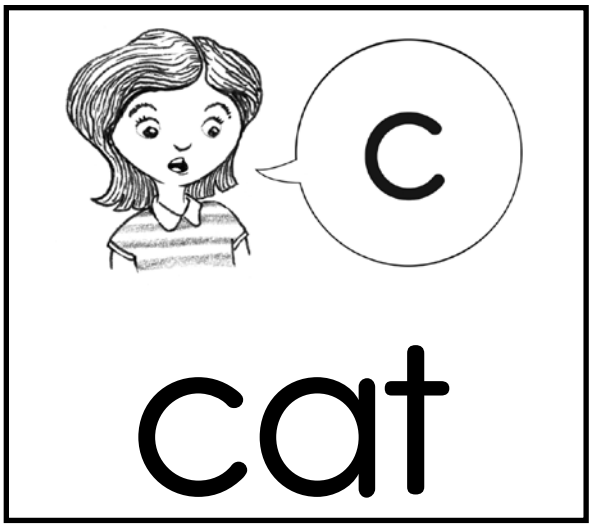
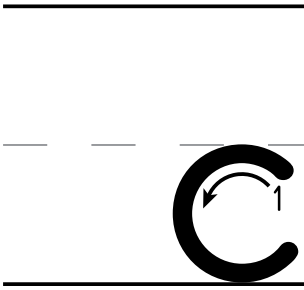
Name: _____

Review the Sound/Spelling 4 (/k/)

Directions: Review the Sound/Spelling pages are provided for re-teaching the Unit 3 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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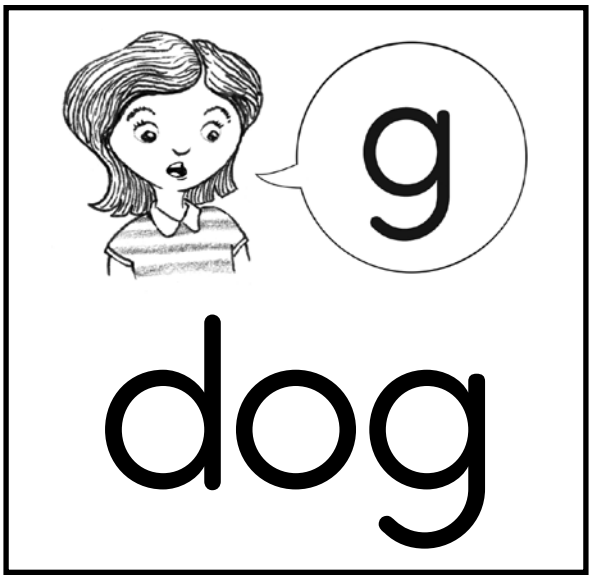
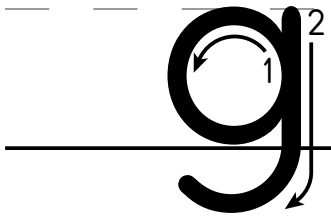
Name: _____

Review the Sound/Spelling 5 (/g/)

Directions: Review the Sound/Spelling pages are provided for re-teaching the Unit 3 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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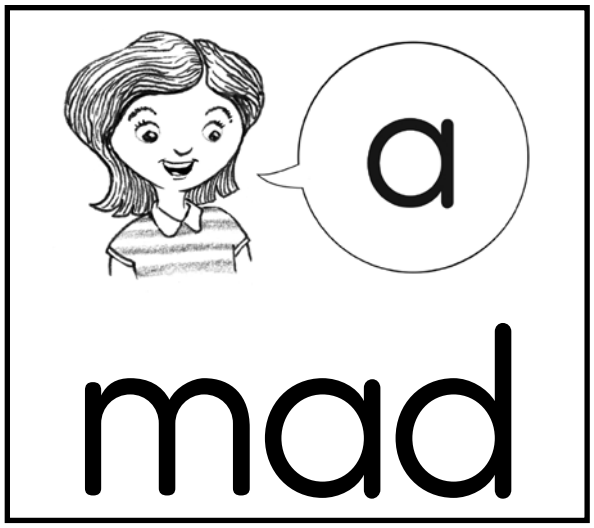
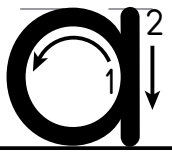
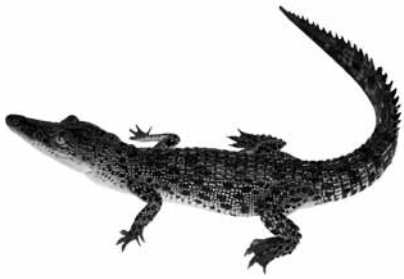
Name: _____

Review the Sound/Spelling 6 (/a/)

Directions: Review the Sound/Spelling pages are provided for re-teaching the Unit 3 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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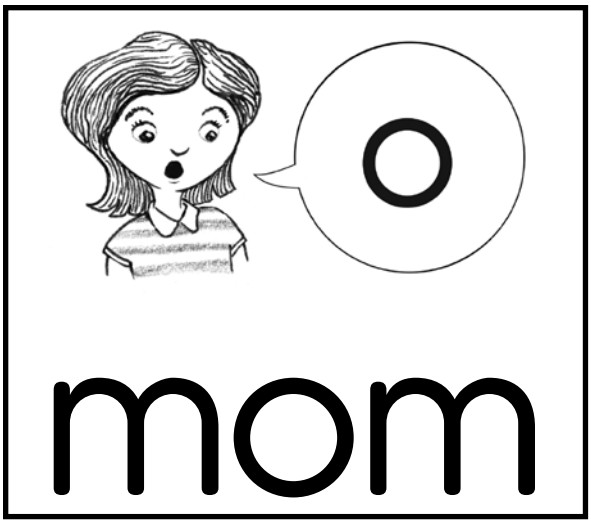
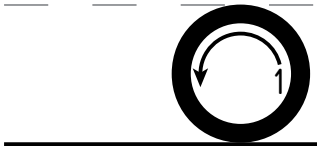
Name: _____

Review the Sound/Spelling 7 (/o/)

Directions: Review the Sound/Spelling pages are provided for re-teaching the Unit 3 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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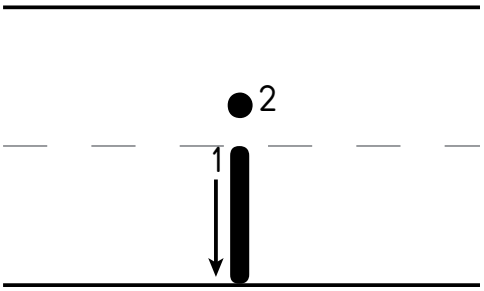
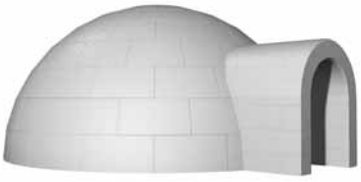
Name: _____

Review the Sound/Spelling 8 (/i/)

Directions: Review the Sound/Spelling pages are provided for re-teaching the Unit 3 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 the Sound Boxes page and a set of Letter Cards corresponding to the words selected for building. Students should line up the letter cards below the Sound Boxes page.

  Note: Multiple copies of consonants are needed for words such as *mom*, *did*, and *gag.*

- Say a word, such as *did*.
- 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 target sound/spellings.
  - Students who struggle to write the words from the Making Words activities in this section, may be supported by building in Sound Boxes first and then copying the word onto the handwriting lines.
  - Sound Boxes may also support students during Chaining activities. For *reading* 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* the 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 in the task of connecting the sounds to spellings.

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- It will be least difficult for students to build words in which the vowel and final position consonant stay the same and only the beginning sound is changed (e.g., *it* > *mit* > *kit* > *dit*). The next step is to keep a stable vowel and only change the beginning and ending sounds (e.g., *mat* > *mad* > *dad* > *tad*) If successful, ask students to manipulate sounds from any position (e.g., *got* > *dot* > *dog* > *dig*).

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Name: _____

Sound Boxes: Phonics

Directions: This Sound Boxes page is provided for use with the Unit 3 Section II activity Push & Say. Say a two- or 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 1–6 offer the highest level of support by having students make words by manipulating the sound in the initial position only.
  - Pages 7–9 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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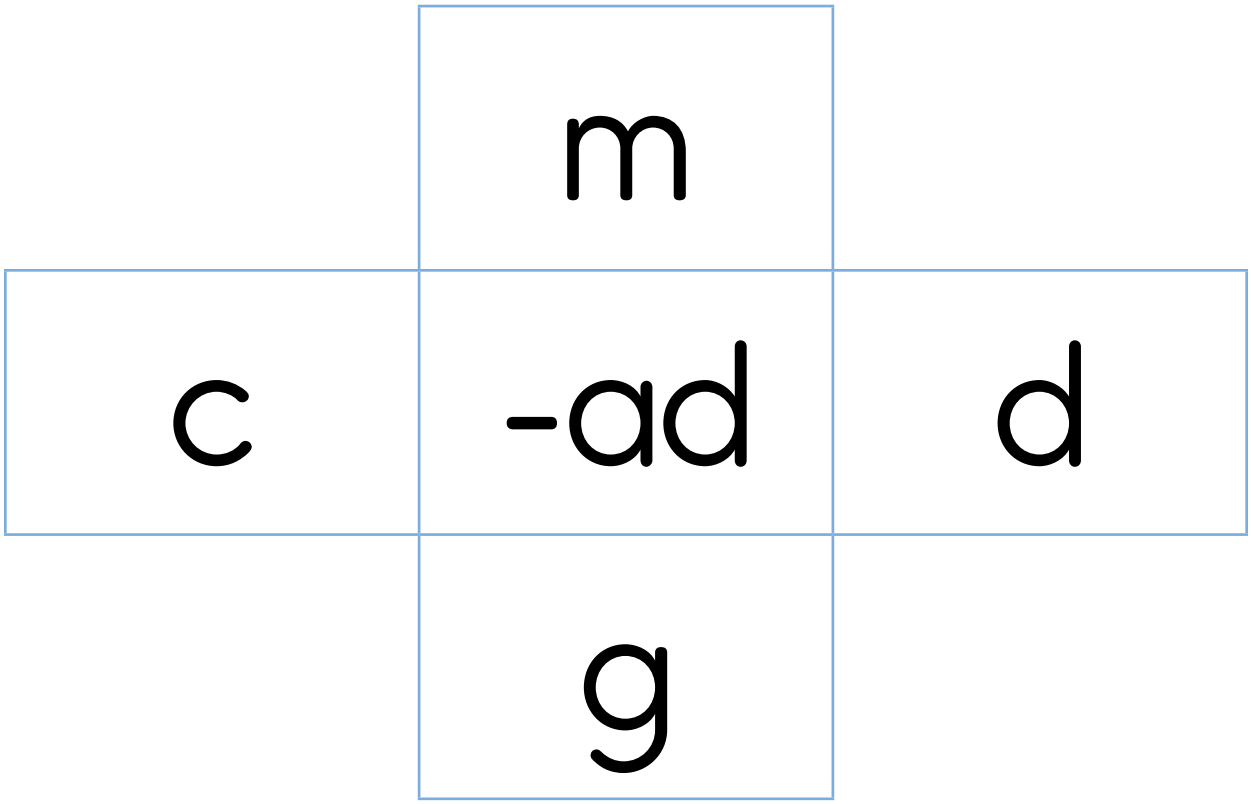
Name: _____

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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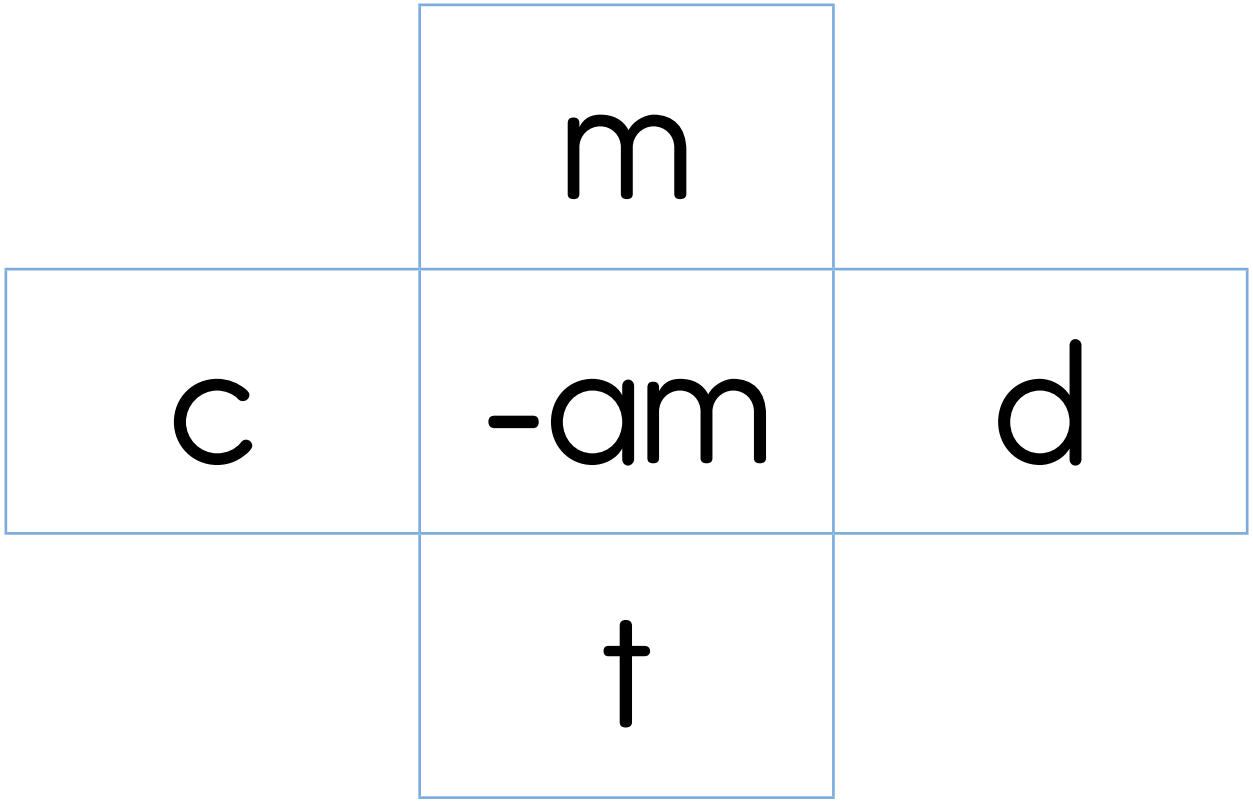
Name: _____

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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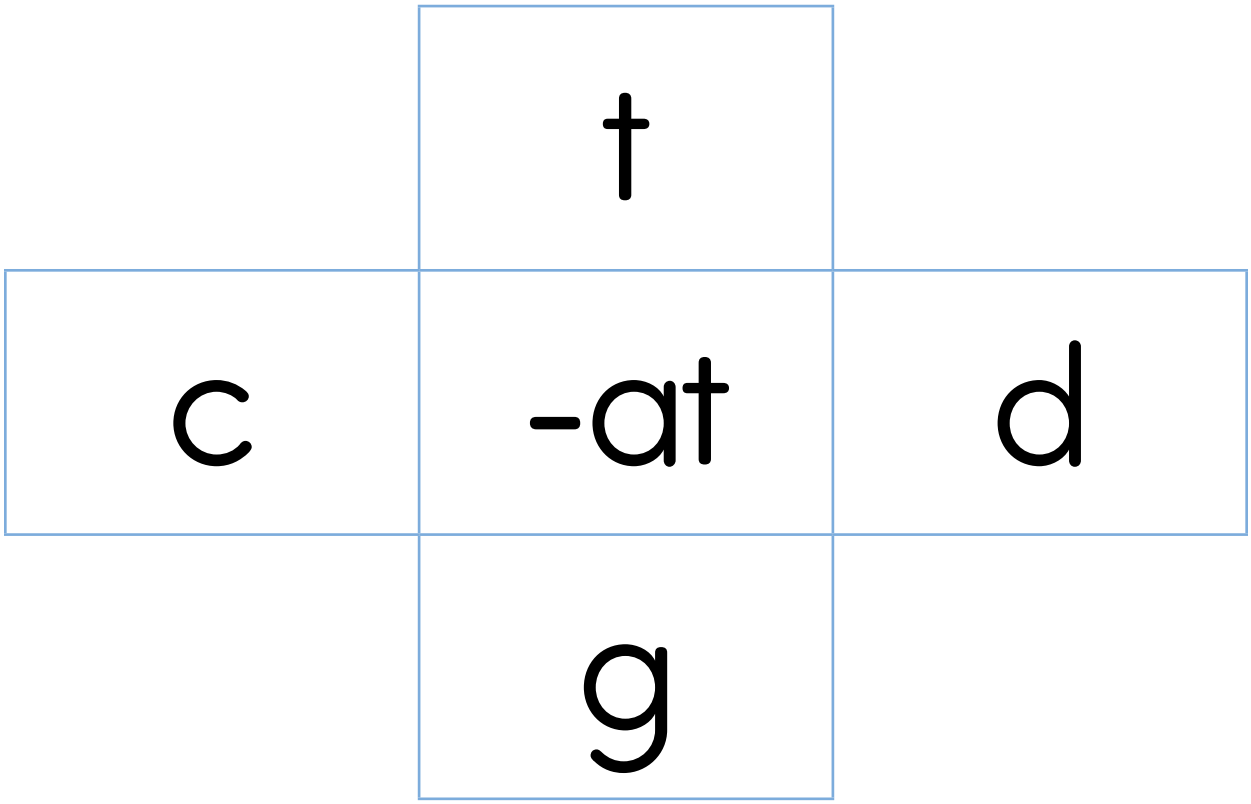
Name: _____

Making Words (Initial Position) 3

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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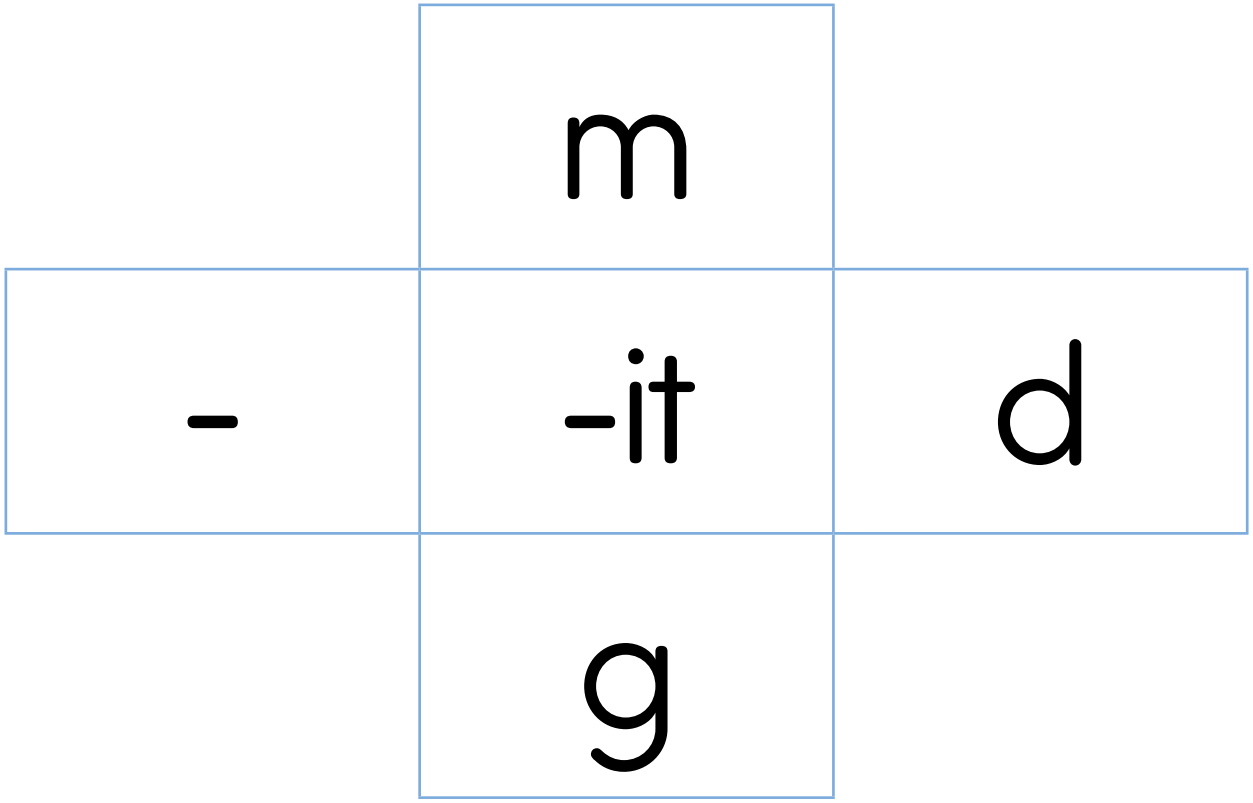
Name: _____

Making Words (Initial Position) 4

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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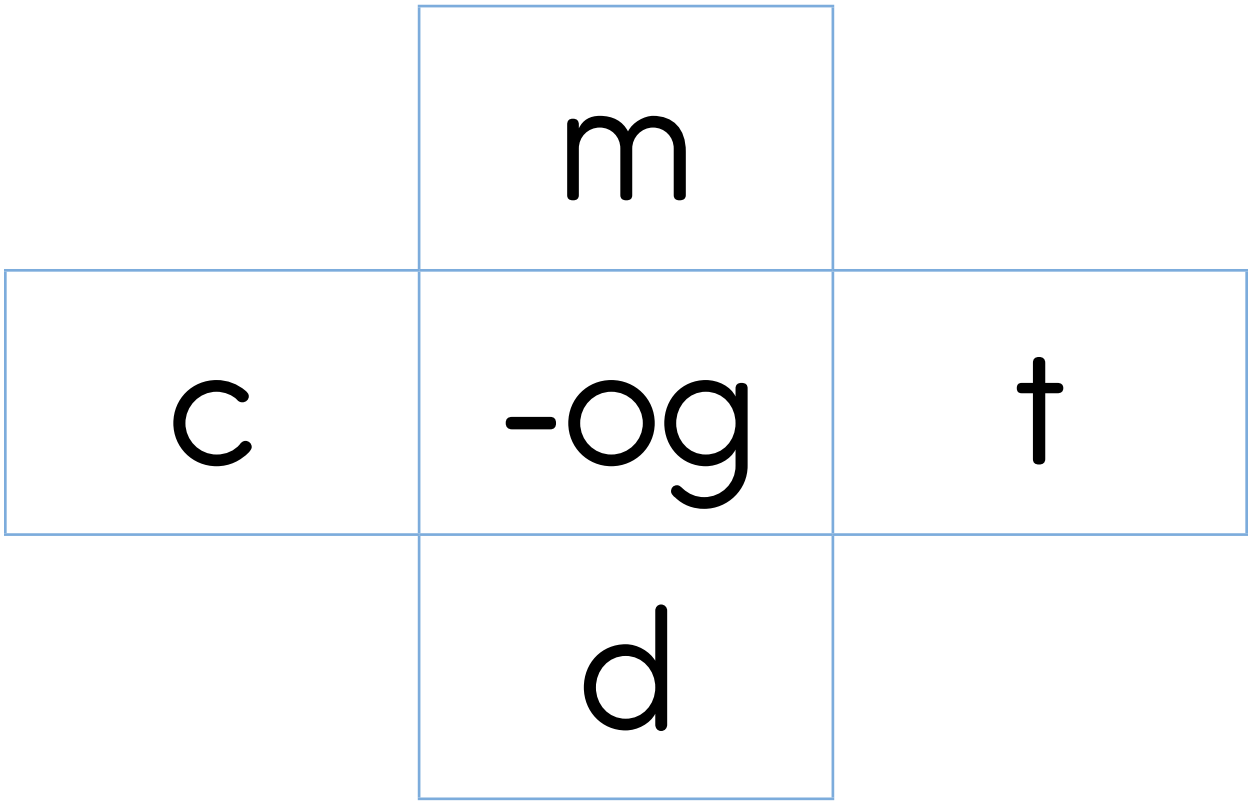
Name: _____

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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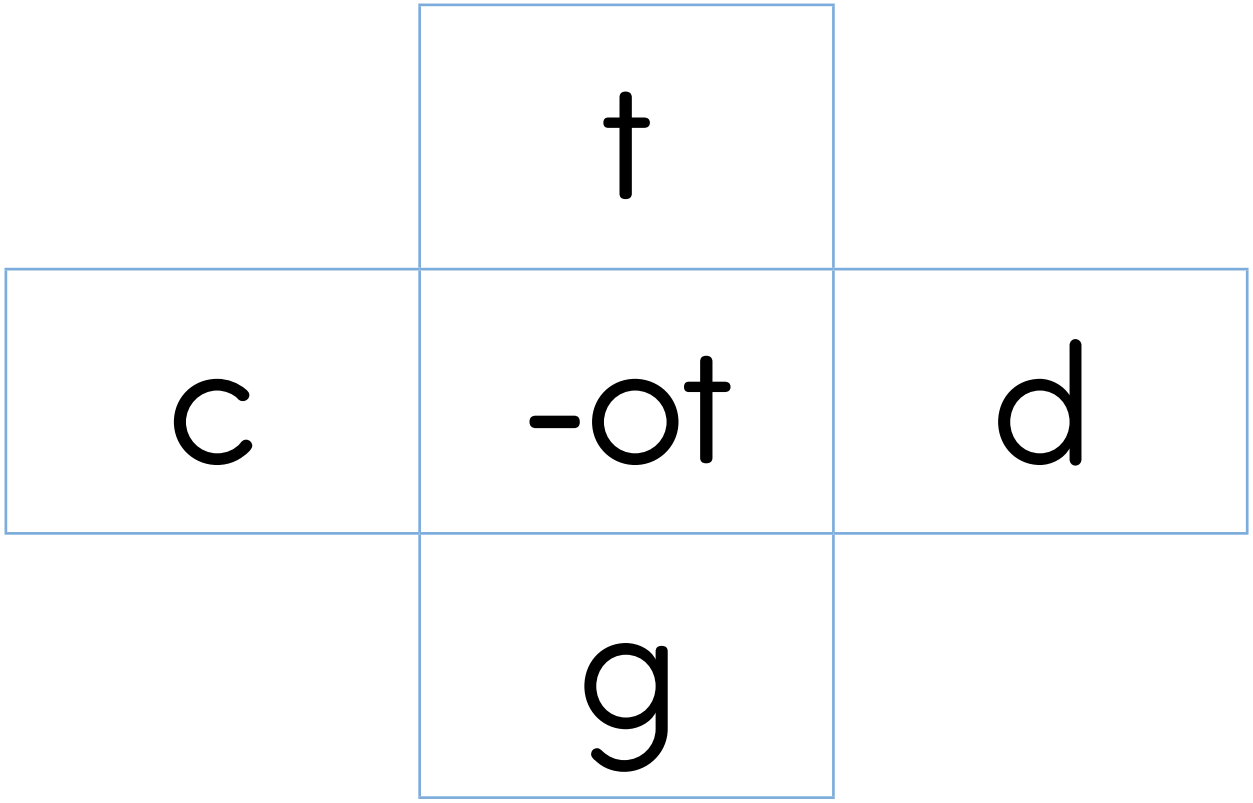
Name: _____

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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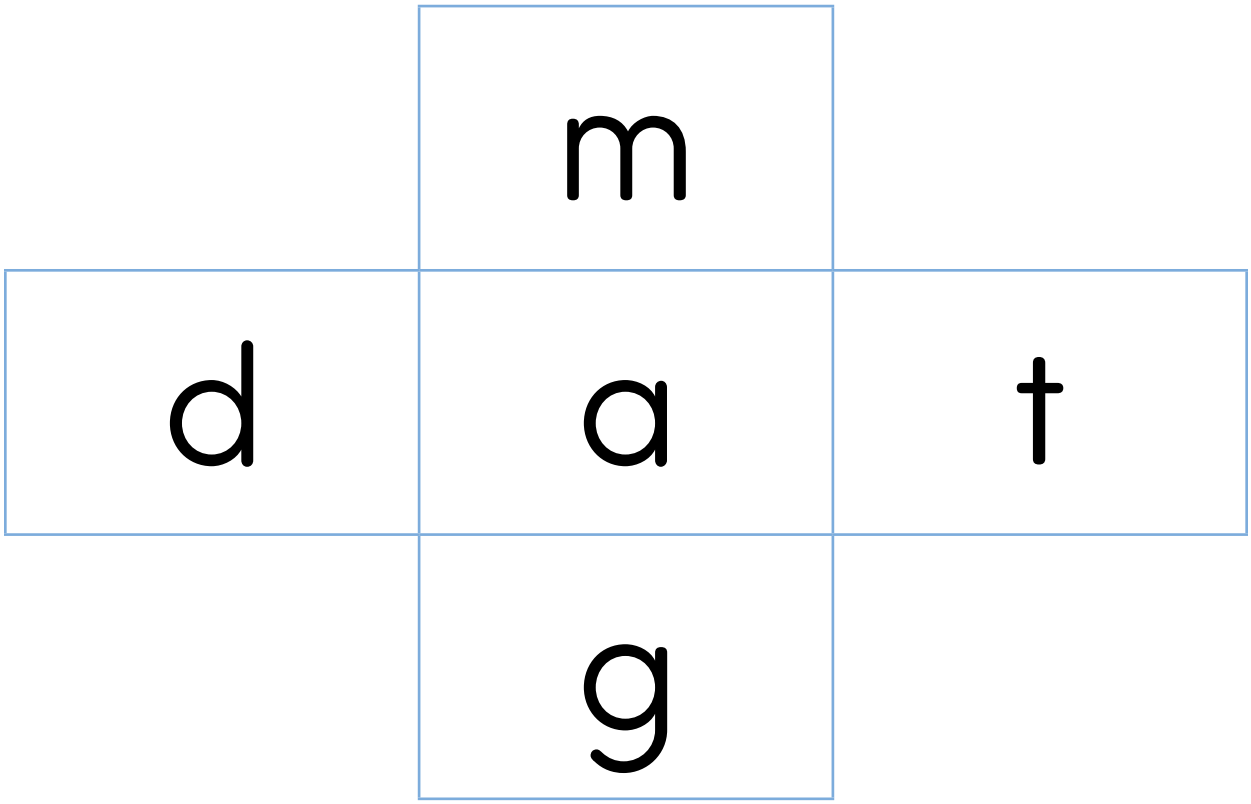
Name: _____

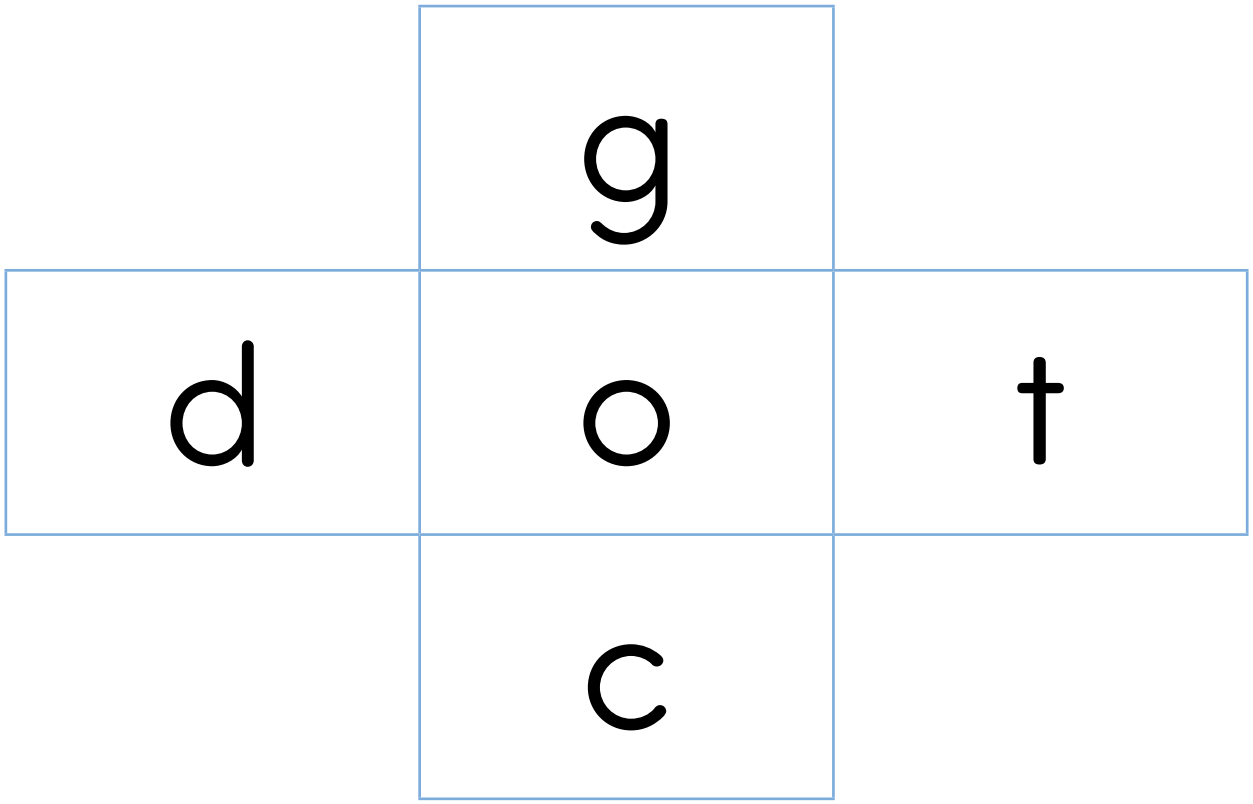
Directions: Students use the letters surrounding the vowel as either beginning or ending sounds. Students write the words on the lines provided below.



© 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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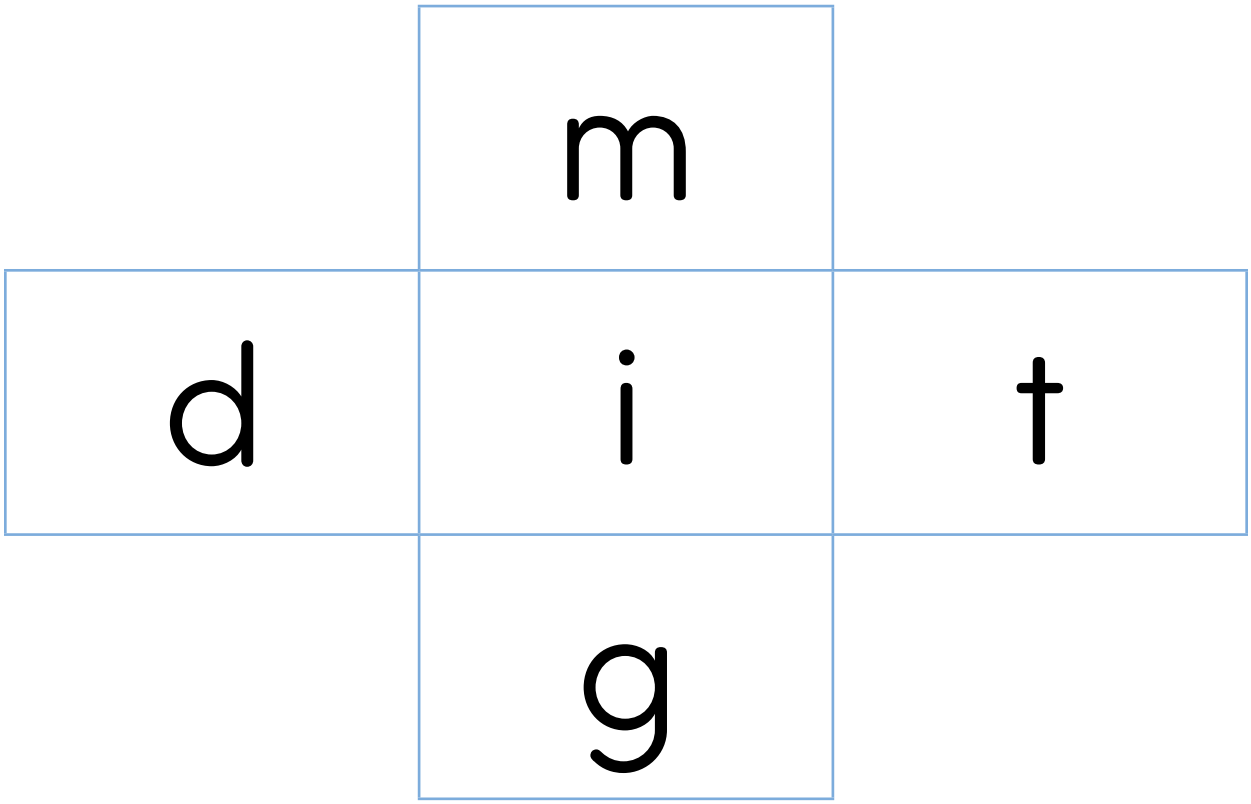
Name: _____

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 7–9 Extension Page

Directions: Students record additional words created from the Making Words 7–9 worksheets on the handwriting lines provided.

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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 can apply learned sound/spelling knowledge from Unit 3 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 used is powerful for reinforcing learning.)
- The game may be played until one or all students get three spaces covered in a row, or until one or all students get "black-out" (covering the entire board).

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Name: _____

BINGO Boards 1

cat	am	got
dot	cod	it
mat	mom	dog

dig	got	dim
dot	mom	at
cat	tot	gig

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 2

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.)

mom	cot	dot
gig	did	gig
dim	am	mad

mat	at	dad
it	dog	tag
did	got	cod

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Name: _____

BINGO Boards 3

cog	cod	at
dot	got	cat
dim	mad	tot

cat	dog	am
mom	it	cog
tot	dot	mat

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 4

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.)

cod	did	tag
dig	cot	got
am	dog	dad

dig	cot	dim
mad	tag	gig
at	dad	cog

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Name: _____

BINGO Cards

Directions: 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.)

cat	tag	mad	dim
mom	mat	did	cot
got	dot	am	cod
dog	gig	at	cog
dig	dad	it	tot

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Race to the Top

- Each student gets their own ladder game board and game piece, and will share a set of game cards. (We recommend copying and cutting the images 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.
- Using Letter Cards: Cards can be placed face down between the 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.
- Using Word/Picture Cards: Cards should be concealed and drawn from a container, such as a brown bag.
    - Read It: As cards are drawn, the *word* side of the card is shown to the opposing player to be read. The *picture* side allows for confirmation/correction.
    - Spell It: As cards are drawn, the *picture* side of the card is shown to the opposing player to be spelled (e.g., on a dry erase board). The *word* side allows for confirmation/correction.

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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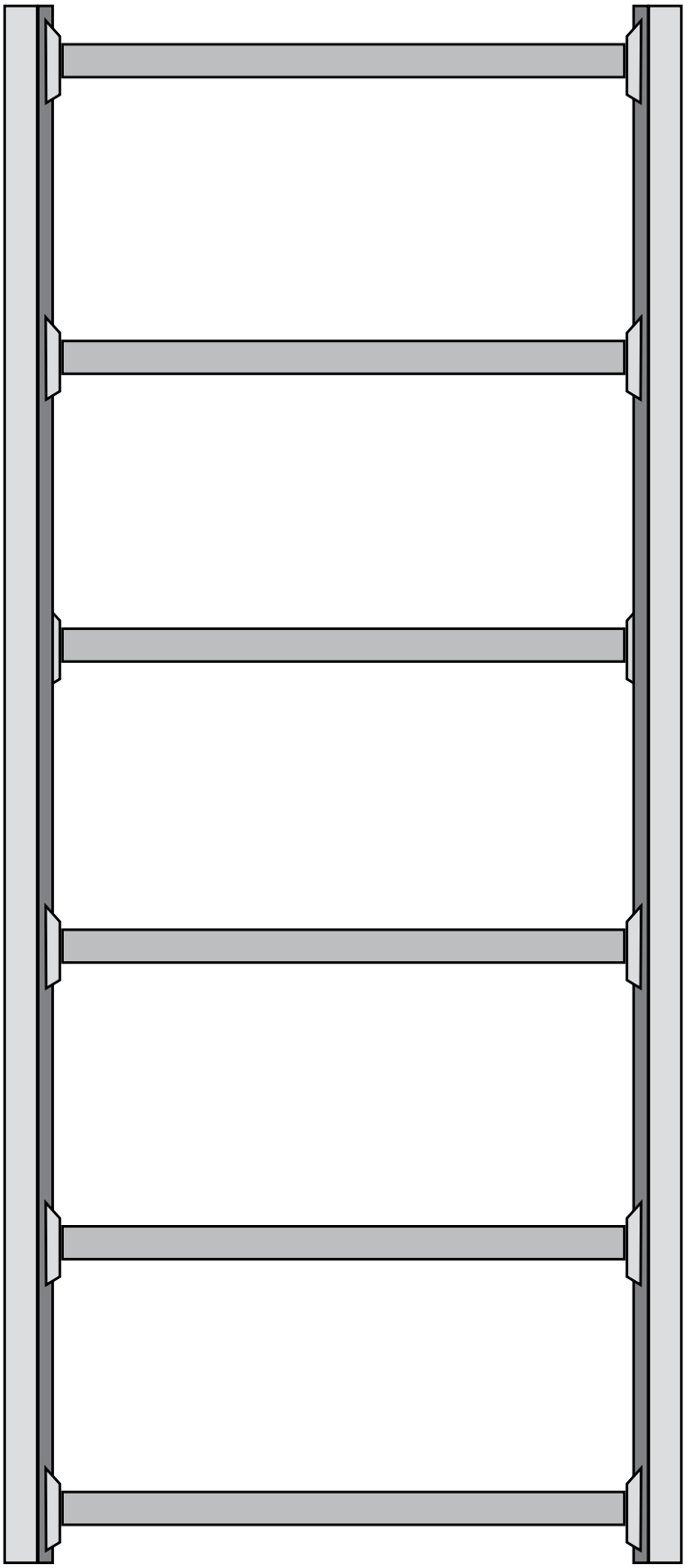
Race to the Top

Directions: Copy (card stock is recommended to allow for reuse) this page for the game Race to the Top. Students apply sound/spelling knowledge when played with Letter Cards. More complex phonics knowledge is applied when played with Word/Picture Cards. (See directions under Unit 3, Section II, Phonics—Games.)



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Name: _____

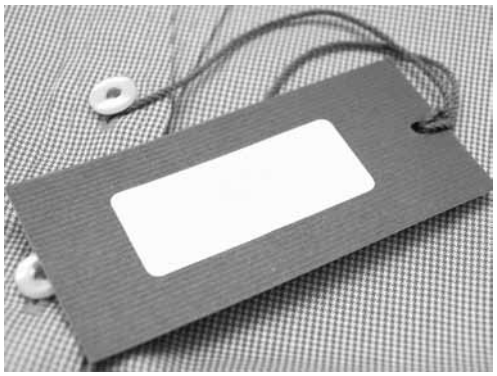
Word/Picture Cards 1

Directions: These Word/Picture Cards are provided for use with the Unit 3 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.

mat

mad

mom



tag

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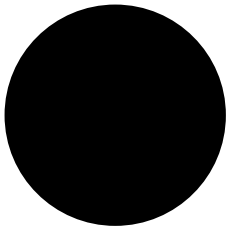
Name: _____

Word/Picture Cards 2

Directions: These Word/Picture Cards are provided for use with the Unit 3 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.

dad

dam



dot

dog

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Name: _____

Directions: These Word/Picture Cards are provided for use with the Unit 3 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.

dig

cat

cot

cod

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Phonics—Progress Monitoring

For Units 1 and 2 of the *Assessment and Remediation Guide*, progress monitoring was facilitated by charting general performance levels and scoring unassisted items from the Guided Practice portion of the lessons. For Unit 3 and beyond, 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 using 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 3. 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: This assessment involves asking individual students to read five words. In addition to Word Reading, assessments for Pseudoword Reading are also included. Pseudoword Reading assessments are provided as an option if you 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 corresponding record sheet for the Progress Monitoring Assessment (#1–4) you have selected, and cut out the words.

- Model with the sample item.
- Show the cards to the student one at a time.
- Use the record sheet to record each word as the student reads.
- Place a check next to each word read correctly.

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- For misread words, write exactly what students say as the word is sounded out. If students misread a word, prompt them to try to read the word again, letting them know their first attempt was incorrect.
- Students may benefit from the supports utilized during instruction such as blending motions and representing sounds with objects (e.g., Push & Say). Demonstrate and encourage their use during modeling with the sample item if needed. The goal is for students to eventually be capable of completing the tasks without physical supports or, at least, utilizing the supports independently (without your prompt).
- Scoring: Scoring is based on one point assigned for every sound read correctly in a word. 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 there are one or more individual letter-sound correspondences that 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 occurring more frequently in a given position in words. For example, does the student read the initial sound correctly, but misread the medial and/or final sound?
- Finally, examine whether the student succeeded in reading words correctly on the second attempt. If so, the student may be rushing and may benefit from explicit instruction to slow down and look at each letter in a word sequentially, left to right.
- Goal: Achieve scores of *good* or *excellent*.
- Scores of 10 or less indicate additional re-teaching and reinforcement is required from *Assessment and Remediation Guide* Unit 3 Section II: Phonics.

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Name: _____

Word Reading Progress Monitoring 1

dot	did
tag	cat
mom	gig

Record Sheet for Word Reading Progress Monitoring 1:

Word	Student Pronunciation			
Sample: dot				
1. tag	/t/	/a/	/g/	_____ (3)
2. mom	/m/	/o/	/m/	_____ (3)
3. did	/d/	/i/	/d/	_____ (3)
4. cat	/k/	/a/	/t/	_____ (3)
5. gig	/g/	/i/	/g/	_____ (3)
Total Correct				_____ **/15**

‘c’ > /k/ (4) _____ /1

‘a’ > /a/ (1, 4) _____ /2

‘t’ > /t/ (1, 4) _____ /2

‘m’ > /m/ (2) _____ /2

‘o’ > /o/ (2) _____ /1

‘d’ > /d/ (3) _____ /2

‘g’ > /g/ (1, 5) _____ /3

‘l’ > /i/ (3, 5) _____ /2

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Name: _____

dot	mat
cot	got
dad	dig

Record Sheet for Word Reading Progress Monitoring 2:

Word	Student Pronunciation			
Sample: dot				
1. cot	/k/	/o/	/t/	_____ (3)
2. dad	/d/	/a/	/d/	_____ (3)
3. mat	/m/	/a/	/t/	_____ (3)
4. got	/g/	/o/	/t/	_____ (3)
5. dig	/d/	/i/	/g/	_____ (3)
Total Correct				_____ **/15**

‘c’ > /k/ (1) _____ /1

‘m’ > /m/ (3) _____ /1

‘g’ > /g/ (4, 5) _____ /2

‘a’ > /a/ (2, 3) _____ /2

‘o’ > /o/ (1, 4) _____ /2

‘I’ > /i/ (5) _____ /1

‘t’ > /t/ (1, 3, 4) _____ /3

‘d’ > /d/ (2, 5) _____ /3

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Name: _____

Word Reading Progress Monitoring 3

dot	dim
mad	cot
tag	dog

Record Sheet for Word Reading Progress Monitoring 3:

Word	Student Pronunciation			
Sample: dot				
1. mad	/m/	/a/	/d/	_____ (3)
2. tag	/t/	/a/	/g/	_____ (3)
3. dim	/d/	/i/	/m/	_____ (3)
4. cot	/k/	/o/	/t/	_____ (3)
5. dog	/d/	/o/	/g/	_____ (3)
Total Correct				_____ **/15**

‘c’ > /k/ (4) _____ /1

‘a’ > /a/ (1, 2) _____ /2

‘t’ > /t/ (2, 4) _____ /2

‘m’ > /m/ (1, 3) _____ /2

‘o’ > /o/ (4, 5) _____ /2

‘d’ > /d/ (1, 3, 5) _____ /3

‘g’ > /g/ (2, 5) _____ /2

‘l’ > /i/ (3) _____ /1

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Name: _____

dot	cod
tot	gag
dig	mat

Record Sheet for Word Reading Progress Monitoring 4:

Word	Student Pronunciation			
Sample: dot				
1. tot	/t/	/o/	/t/	_____ (3)
2. dig	/d/	/i/	/g/	_____ (3)
3. cot	/k/	/o/	/d/	_____ (3)
4. gag	/g/	/a/	/g/	_____ (3)
5. mat	/m/	/a/	/t/	_____ (3)
Total Correct				_____ **/15**

‘c’ > /k/ (3) _____ /1

‘m’ > /m/ (5) _____ /1

‘g’ > /g/ (2, 4) _____ /3

‘a’ > /a/ (4, 5) _____ /2

‘o’ > /o/ (1, 3) _____ /2

‘I’ > /i/ (2) _____ /1

‘t’ > /t/ (1, 5) _____ /3

‘d’ > /d/ (2, 3) _____ /2

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Name: _____

Pseudo Word Reading Progress Monitoring 1

tid	dit
mod	tam
gid	cag

Record Sheet for Pseudo Word Reading Progress Monitoring 1:

Word	Student Pronunciation			
Sample: tid				
1. mod	/m/	/o/	/d/	_____ (3)
2. gid	/g/	/i/	/d/	_____ (3)
3. dit	/d/	/i/	/t/	_____ (3)
4. tam	/t/	/a/	/m/	_____ (3)
5. cag	/k/	/a/	/g/	_____ (3)
Total Correct				_____ **/15**

‘c’ > /k/ (5) _____ /1

‘a’ > /a/ (4, 5) _____ /2

‘t’ > /t/ (3, 4) _____ /2

‘m’ > /m/ (1, 4) _____ /2

‘o’ > /o/ (1) _____ /1

‘d’ > /d/ (1, 2, 3) _____ /3

‘g’ > /g/ (2, 5) _____ /2

‘l’ > /i/ (2, 3) _____ /2

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Name: _____

Pseudo Word Reading Progress Monitoring 2

tid	tog
cad	mot
gim	dag

Record Sheet for Pseudo Word Reading Progress Monitoring 2:

Word	Student Pronunciation			
Sample: tid				
1. cad	/k/	/a/	/d/	_____ (3)
2. gim	/g/	/i/	/m/	_____ (3)
3. tog	/t/	/o/	/g/	_____ (3)
4. mot	/m/	/o/	/t/	_____ (3)
5. dag	/d/	/a/	/g/	_____ (3)
Total Correct				_____ **/15**

‘c’ > /k/ (1) _____ /1

‘a’ > /a/ (1, 5) _____ /2

‘t’ > /t/ (3, 4) _____ /2

‘m’ > /m/ (2, 4) _____ /2

‘o’ > /o/ (3, 4) _____ /2

‘d’ > /d/ (1, 5) _____ /2

‘g’ > /g/ (2, 3, 5) _____ /3

‘I’ > /i/ (2) _____ /1

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Name: _____

Pseudo Word Reading Progress Monitoring 3

tid	dod
mim	gad
tig	cam

Record Sheet for Pseudo Word Reading Progress Monitoring 3:

Word	Student Pronunciation			
Sample: tid				
1. mim	/m/	/i/	/m/	_____ (3)
2. tig	/t/	/i/	/g/	_____ (3)
3. dod	/d/	/o/	/d/	_____ (3)
4. gad	/g/	/a/	/d/	_____ (3)
5. cam	/k/	/a/	/m/	_____ (3)
Total Correct				_____ **/15**

‘c’ > /k/ (5) _____ /1

‘a’ > /a/ (4, 5) _____ /2

‘t’ > /t/ (2) _____ /1

‘m’ > /m/ (1, 5) _____ /3

‘o’ > /o/ (3) _____ /1

‘d’ > /d/ (3, 4) _____ /3

‘g’ > /g/ (2, 4) _____ /2

‘l’ > /i/ (1, 2) _____ /2

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Name: _____

Pseudo Word Reading Progress Monitoring 4

tid	mig
gat	dat
com	tod

Record Sheet for Pseudo Word Reading Progress Monitoring 4:

Word	Student Pronunciation			
Sample: tid				
1. gat	/g/	/a/	/t/	_____ (3)
2. com	/k/	/o/	/m/	_____ (3)
3. mig	/m/	/i/	/g/	_____ (3)
4. dat	/d/	/a/	/t/	_____ (3)
5. tod	/t/	/o/	/d/	_____ (3)
Total Correct				_____ **/15**

‘c’ > /k/ (2) _____ /1

‘a’ > /a/ (1, 4) _____ /2

‘t’ > /t/ (1, 4, 5) _____ /3

‘m’ > /m/ (2, 3) _____ /2

‘o’ > /o/ (2, 5) _____ /2

‘d’ > /d/ (4, 5) _____ /2

‘g’ > /g/ (1, 3) _____ /2

‘I’ > /i/ (3) _____ /1

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Section III
Writing: Lowercase Letter Formation

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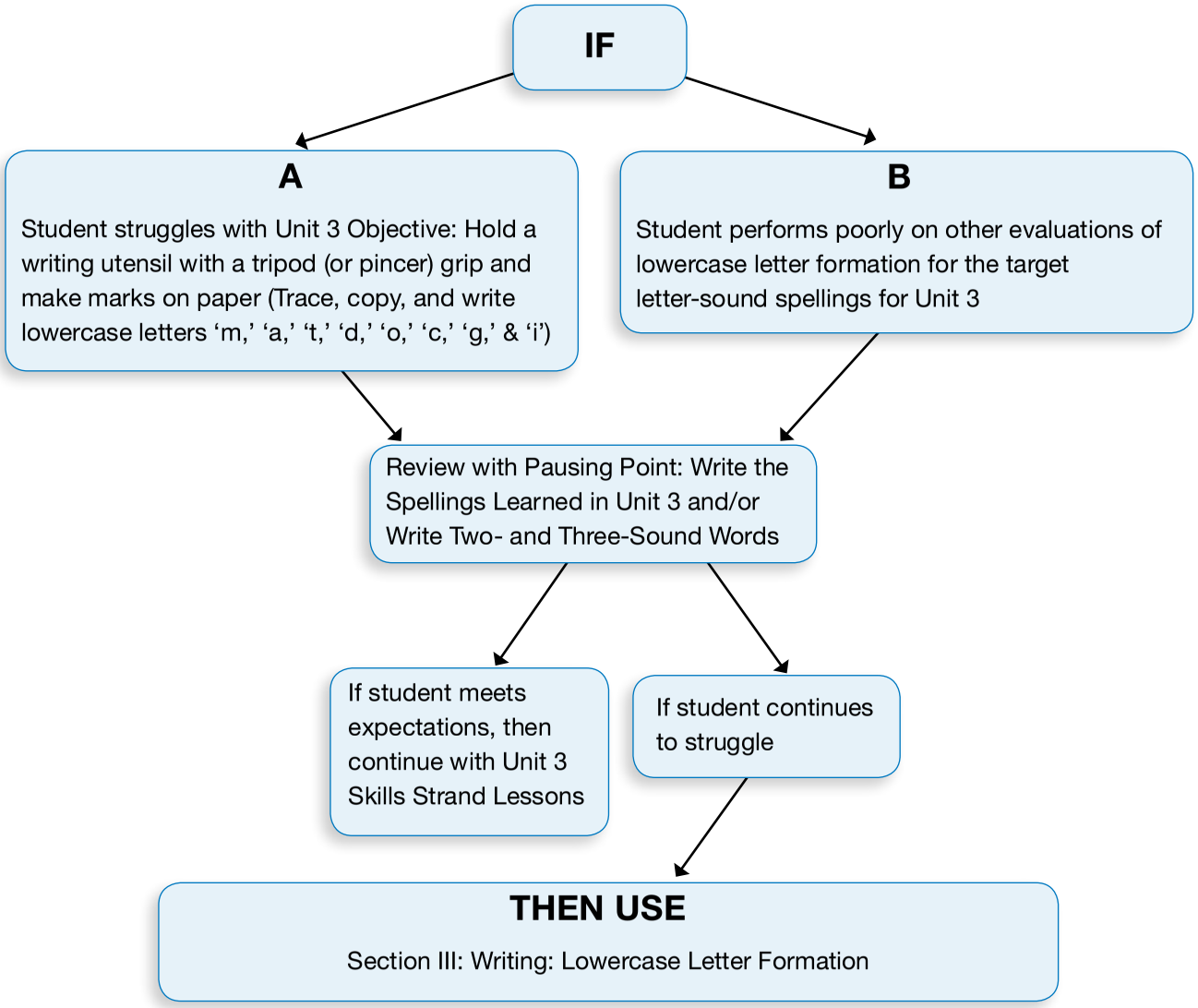
Determining Student Need for Section III, Writing: Lowercase Letter Formation



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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 lowercase letter formation.
	Learning about Lowercase Letter Formation: Tell students which sound(s) you will practice drawing for today's lesson.
	• Demonstrate drawing a large picture of the target sound(s) 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* 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 pointers 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 common mistakes.
		Writing surface and implement (e.g., chalkboard and chalk)
		Pointers 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., chalkboard 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 lessons. • 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.)	Guided Practice Fine Motor Activity resources

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Sample Remedial Lesson

Writing: Lowercase Letter Formation ('a' and 'd')

Focus: Lowercase Letter Formation ('a' and 'd')	Teaching	Materials
Warm-Up	Objective: Literally *warm up* the large and small muscles of the arms and hands used for writing. Exercise: • Chair sit-ups • Pass around a weighted ball	Weighted ball

Explicit Instruction	Objective: Model the target lowercase letter formation.
	Learning about Lowercase Letter Formation: Tell students they will practice drawing the picture of /a/ and /d/, because the line is important to determine the difference between them.
	• Demonstrate drawing /a/ on the board and saying the letter formation chant while doing so. ('a': *Circle to the left, add a short line to me; then the little /a/ is what you will see.*) Seat students on the floor in front of the board so they are looking up (chin down, eyes up) to help access their visual memory.
	• Repeat (tracing the first letter), inviting students to draw in the air using their pointers 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 arm and hand move and feel while their eyes are closed.
	• Draw a new large picture of /a/ asking students:
	  • *Where do I start my line?*
	  • *Which direction does it go to make a picture of /a/ for writing?*
	  • *What do I draw next?*
	• Draw additional samples, saying the chant, and make the mistake of adding a long line down to the circle. If students do not catch your error, point out your line is too long and makes the /a/ look like a /d/. Redo the /a/ correctly.
	• Repeat steps 1–5 for /d/. ('d': *Circle to the left, add a long line down to me; then a little /d/ is what you will see.*)
		Dry erase board, dry erase marker, and tissue
		Pointers for each student

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Focus: Lowercase Letter Formation ('a' and 'd')	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 /a/* on the board to show you. • Next erase and draw four pictures of /a/* and show you the best one. • Then erase and fill the board with pictures of /a/* of differing sizes. • Repeat steps 2–4 for /d/*. *Students should repeat the chant every time they draw a sound. Application of Skills: Provide students with a copy of Alphabet Mural 1 in a plastic sleeve. Ask students to trace all the pictures of /a/ and /d/. Remind them to say the chant each time they trace a picture of a sound. Progress Monitoring Option: Once students complete their Alphabet Mural page, ask them to complete Progress Monitoring 2.	Dry erase board, dry erase marker, and tissue per student In a plastic sleeve for each student: Alphabet Mural 1 Copies of Word Reading 2
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. Practicing and Extending Skills with Writing Strokes and Own Name: • Practicing Lowercase Letter Formation: Once students complete Progress Monitoring 2, return their copy of Alphabet Mural 1 in a plastic sleeve to provide additional practice. Invite students to say the sound instead of the whole chant as they trace each letter this time. • Refining Fine Motor Skills: Provide students with two cans of beans that have holes cut in the top of the plastic lids. Have students dump out the beans and, as individuals or teams, race to fill their can back up.	Same as Guided Practice Two cans of beans with slots cut in the top of the plastic lids

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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 foster 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

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

'a': Circle to the left, add a short line to me; then the little /a/ is what you will see.

't': Long line down, add a line across up high to me; then a little /t/ is what you will see.

'd': Circle to the left, add a long line down to me; then a little /d/ is what you will see.

'o': Circle to the left, that's all for me; then a little /o/ is what you will see.

'c': Circle to the left, leave it open for me; then a little /k/ is what you will see.

'g': Circle to the left, add a fish hook below to me; then a little /g/ is what you will see.

'i': Short line down, add a dot above me; then a little /i/ is what you will see.

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Writing Skills Cross-Reference Chart

Writing Skill/ CKLA Goal	Unit 3 Lessons														Unit 3 Pausing Point
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Hold a Writing Utensil with a Tripod (or Pincer) Grip and Make Marks on Paper (Trace, Copy, and Write Lowercase Letters 'm,' 'a,' 't,' 'd,' 'o,' 'c,' 'g,' and 'i')*	Meet the Spelling ('m')	Meet the Spelling ('a')	Meet the Spelling ('t')	Meet the Spelling ('d')	Handwriting Practice	Meet the Spelling ('o')	Meet the Spelling ('c')	Meet the Spelling ('g')	Meet the Spelling ('i')	Rainbow Letters	Label the Picture	Label the Picture		Label the Picture	Play with Clay; Handwriting Worksheets; Rough Around the Edges; Sort by First or Middle Sound; Circle Spelling

*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.

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Lowercase Letter Formation Practice

Familiar practice formats used in the Unit 3 Workbook are available here to provide large, medium, and small letter formation practice for each of the letter sound spellings: 'm' > /m/, 'a' > /a/, 't' > /t/, 'd' > /d/, 'o' > /o/, 'c' > /k/, 'g' > /g/, and 'i' > /i/.

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 while completing the worksheets for practice.

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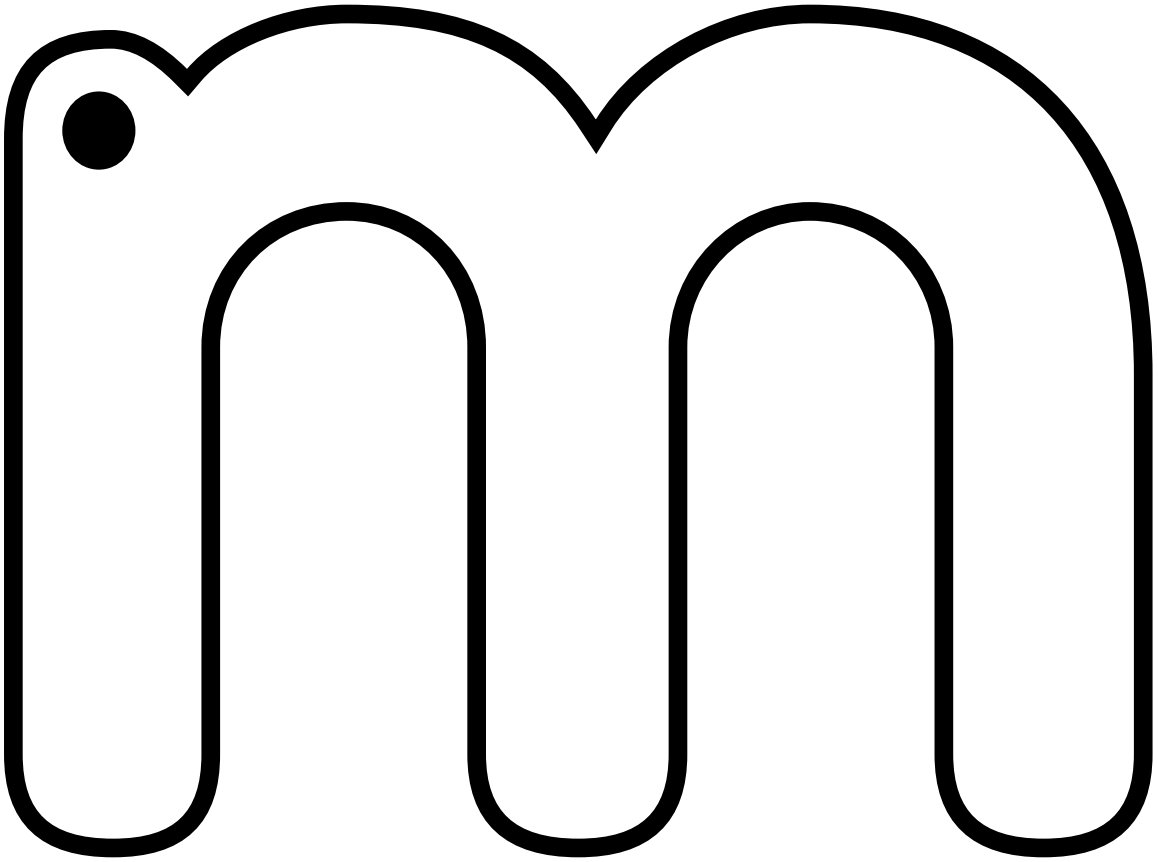
Name: _____

Large Letter Practice 1 (m)

Directions: Have students trace the letter several times, using a different color 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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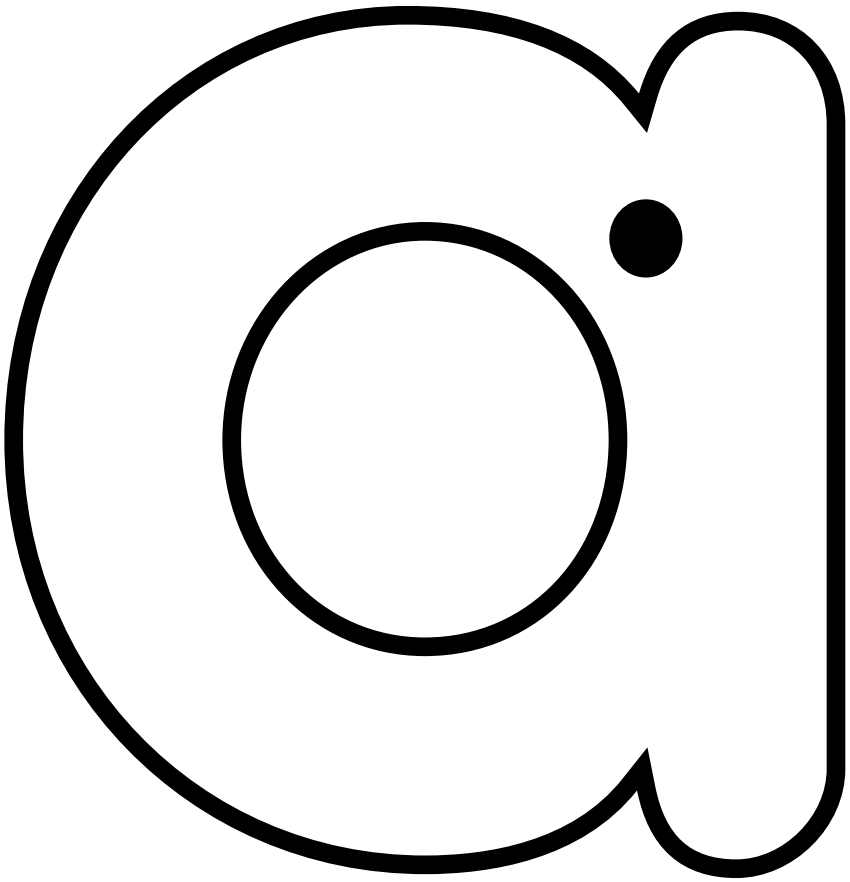
Name: _____

Large Letter Practice 2 (a)

Directions: Have students trace the letter several times, using a different color 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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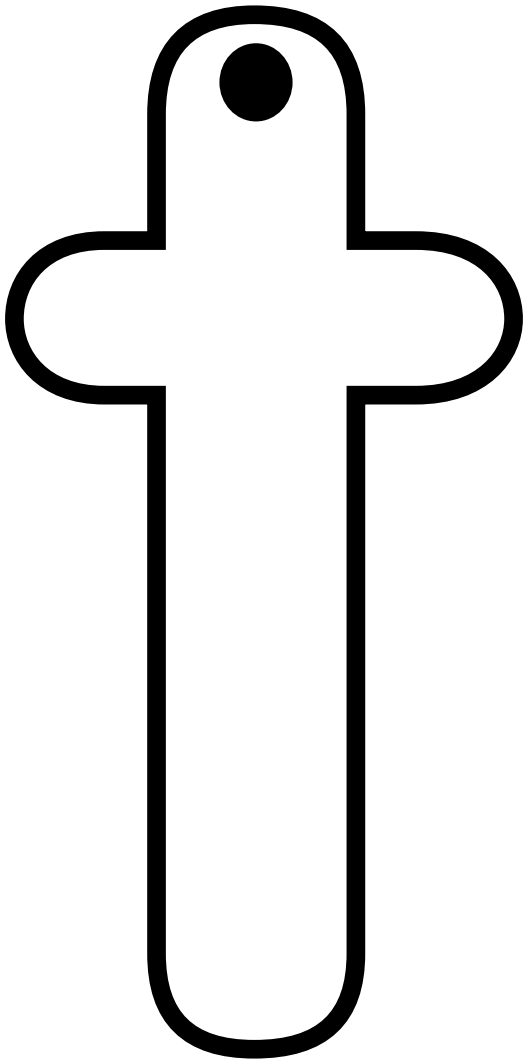
Name: _____

Large Letter Practice 3 (t)

Directions: Have students trace the letter several times, using a different color 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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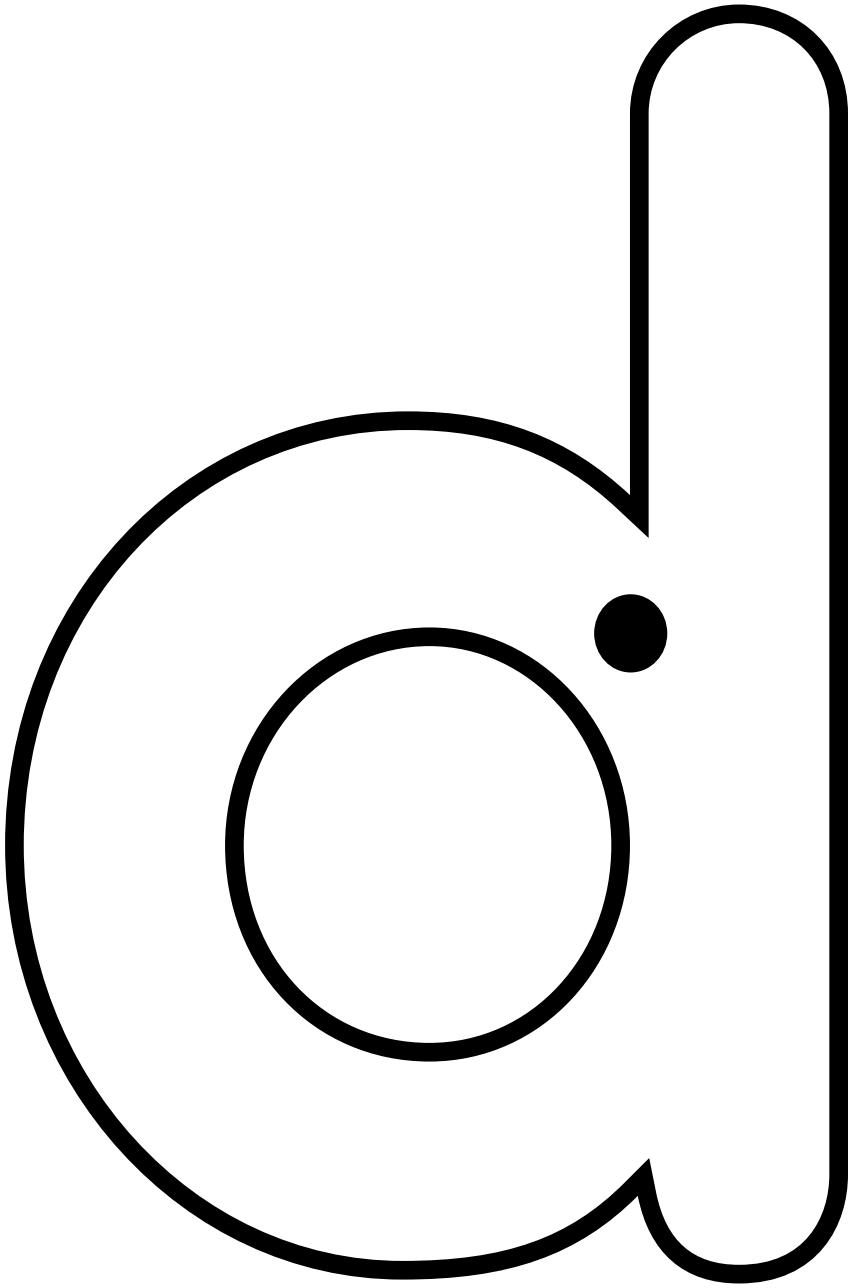
Name: _____

Large Letter Practice 4 (d)

Directions: Have students trace the letter several times, using a different color 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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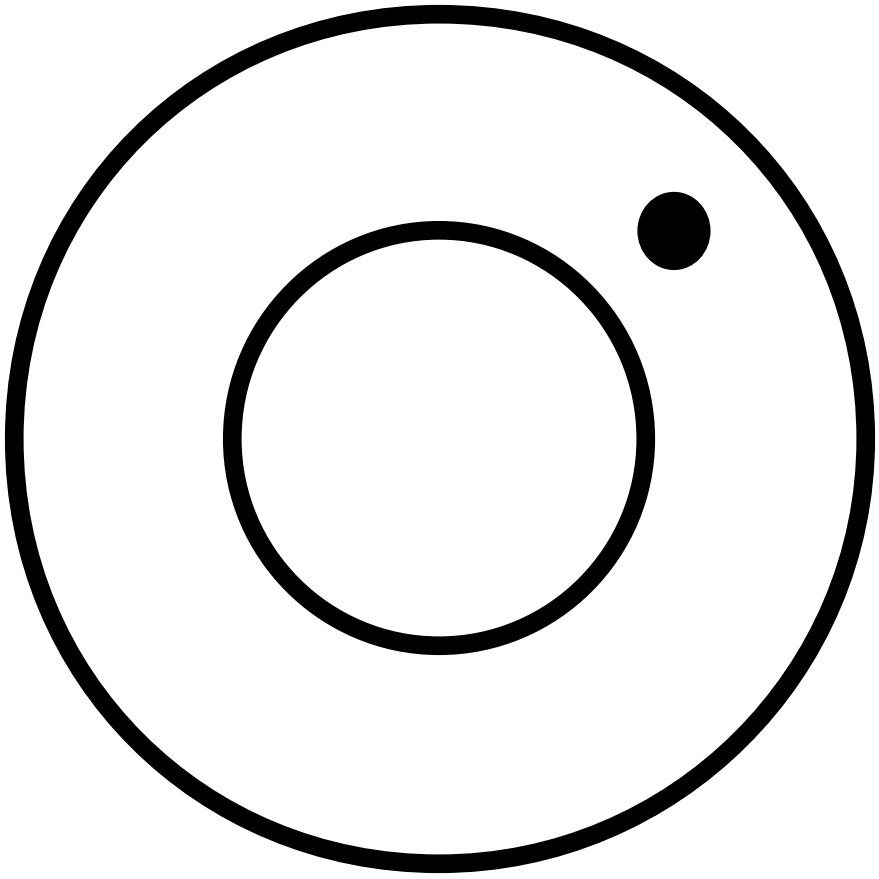
Name: _____

Large Letter Practice 5 (o)

Directions: Have students trace the letter several times, using a different color 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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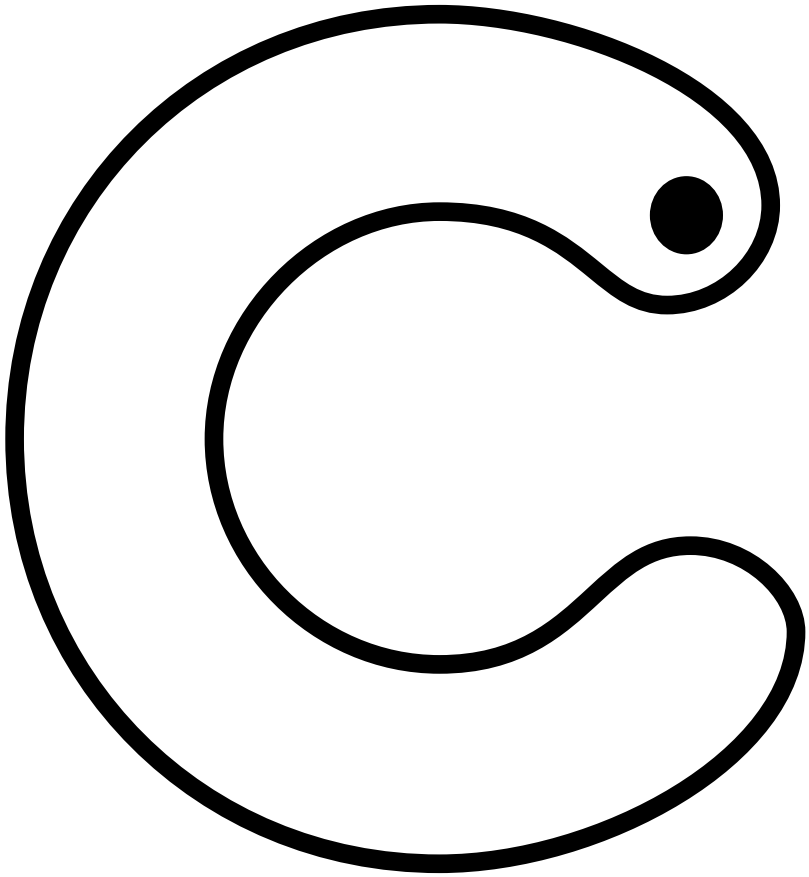
Name: _____

Large Letter Practice 6 (c)

Directions: Have students trace the letter several times, using a different color 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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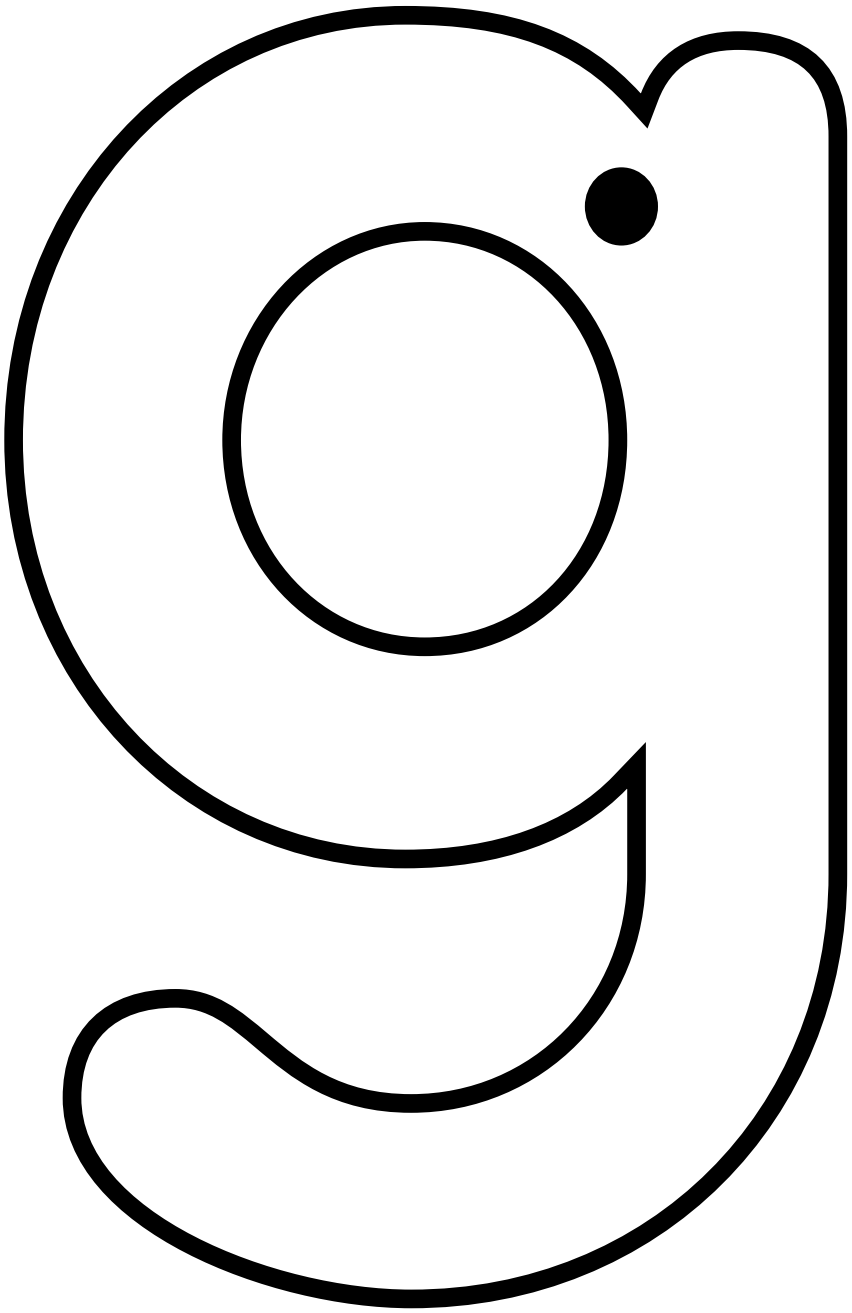
Name: _____

Large Letter Practice 7 (g)

Directions: Have students trace the letter several times, using a different color 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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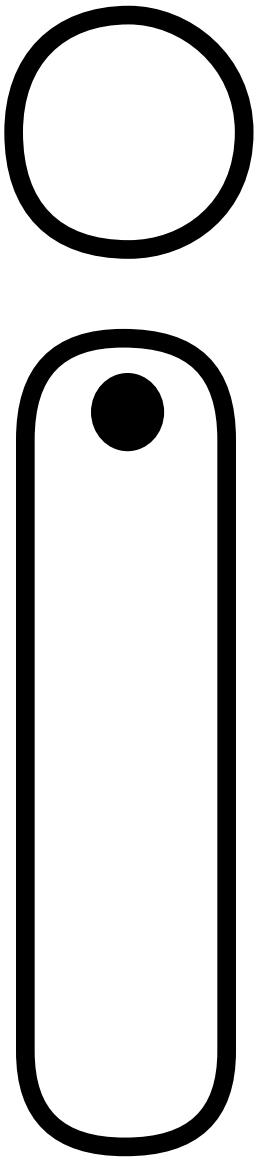
Name: _____

Large Letter Practice 8 (i)

Directions: Have students trace the letter several times, using a different color 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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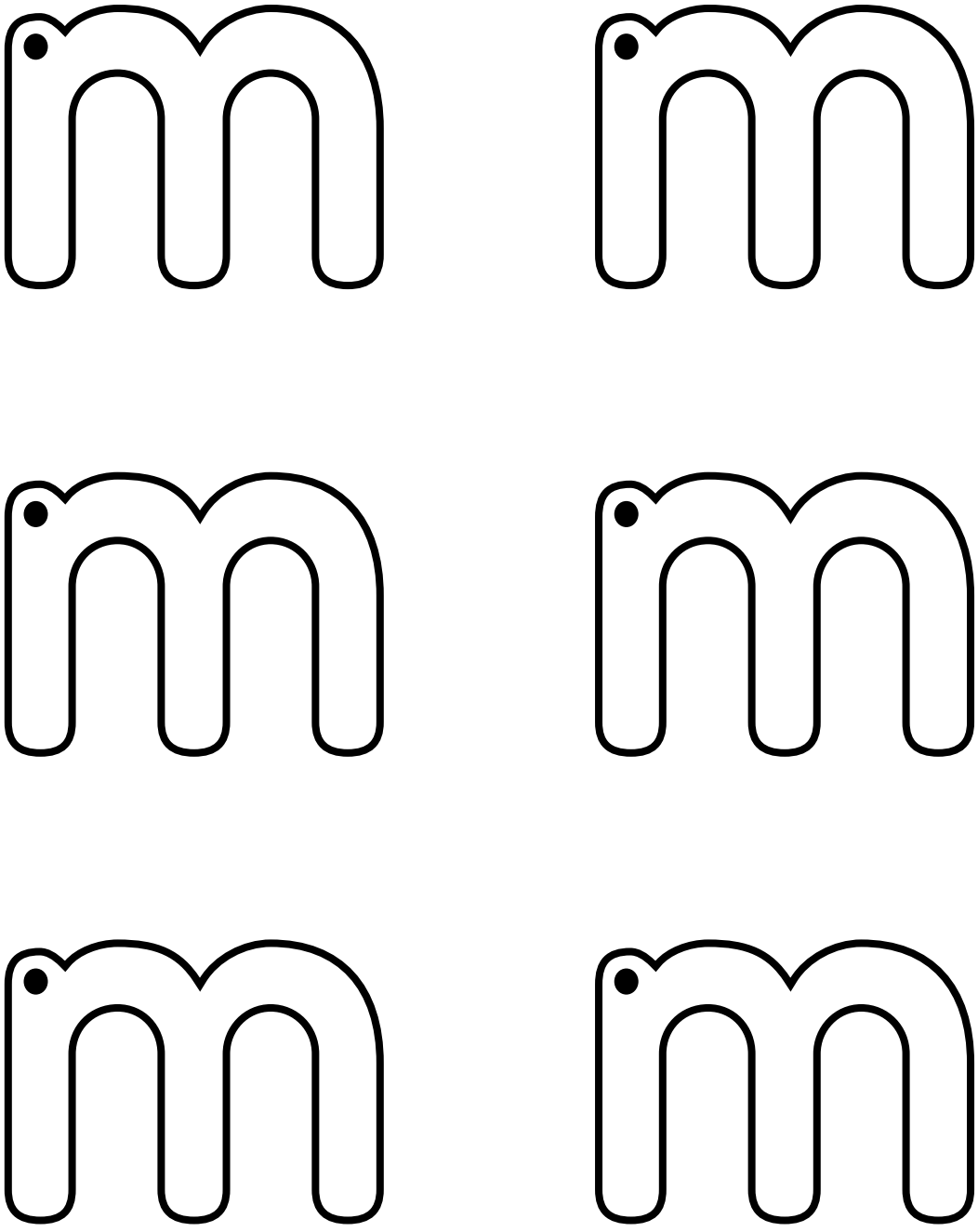
Name: _____

Medium Letter Practice 1 (m)

Directions: Have students trace the letter several times, using a different color 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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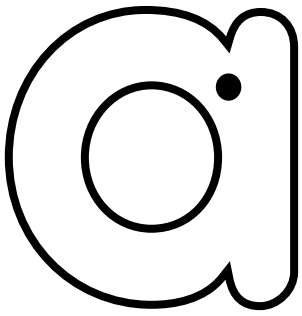
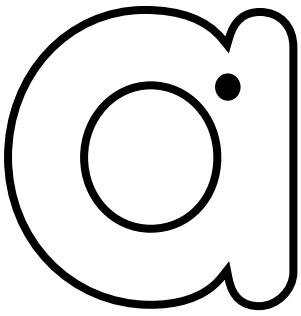
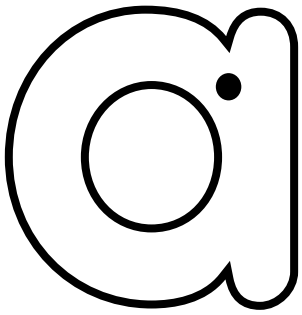
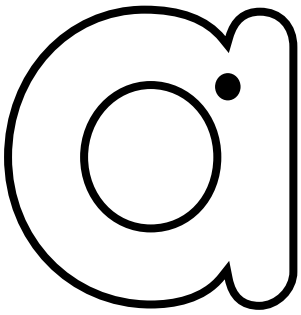
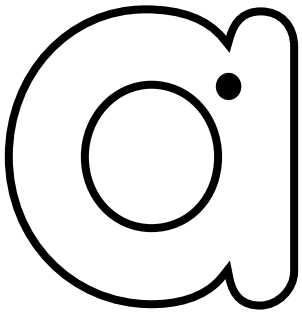
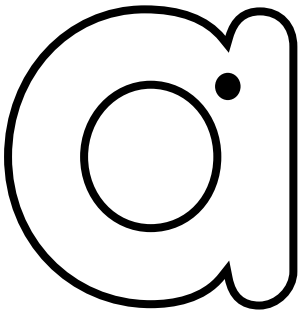
Name: _____

Medium Letter Practice 2 (a)

Directions: Have students trace the letter several times, using a different color 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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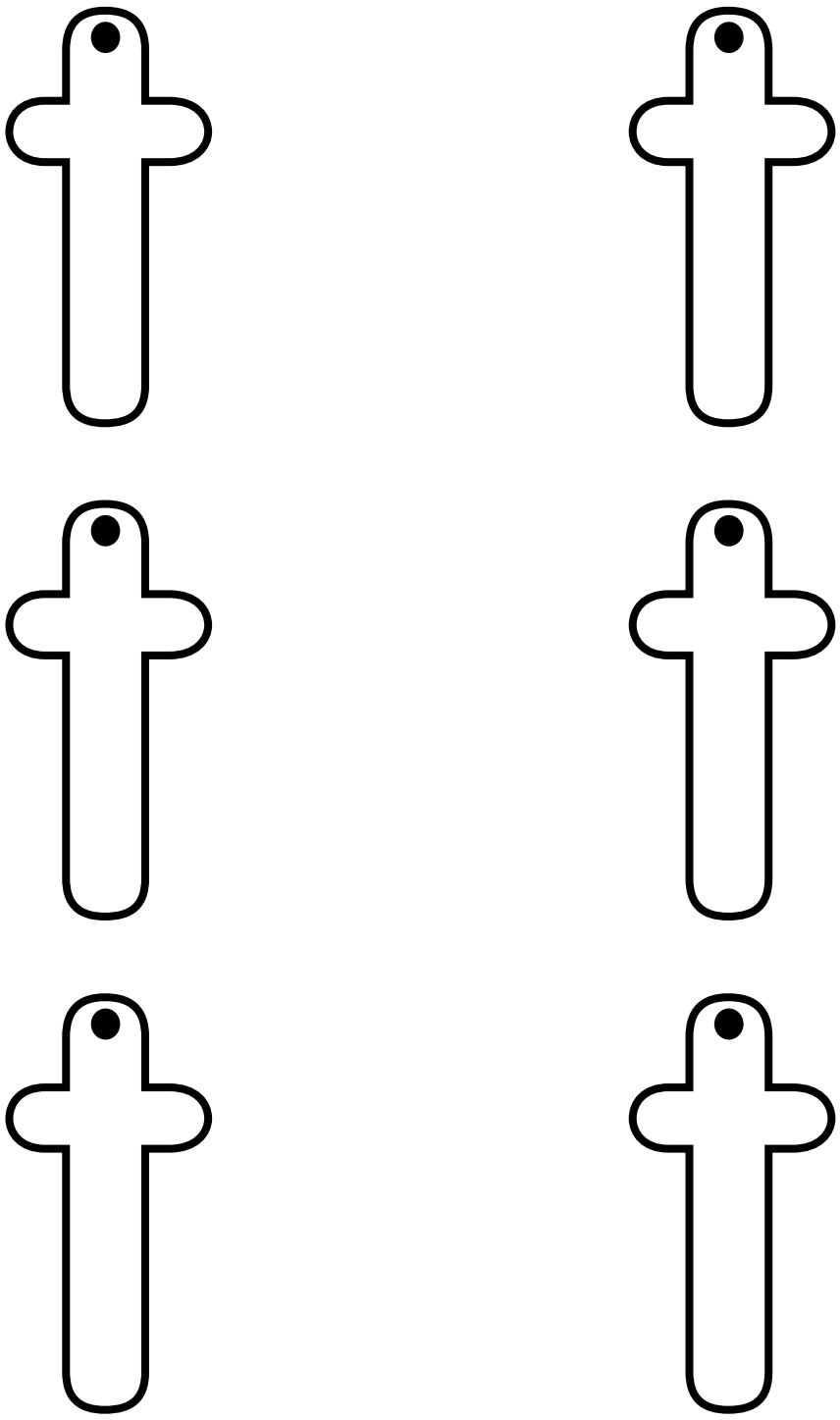
Name: _____

Medium Letter Practice 3 (t)

Directions: Have students trace the letter several times, using a different color 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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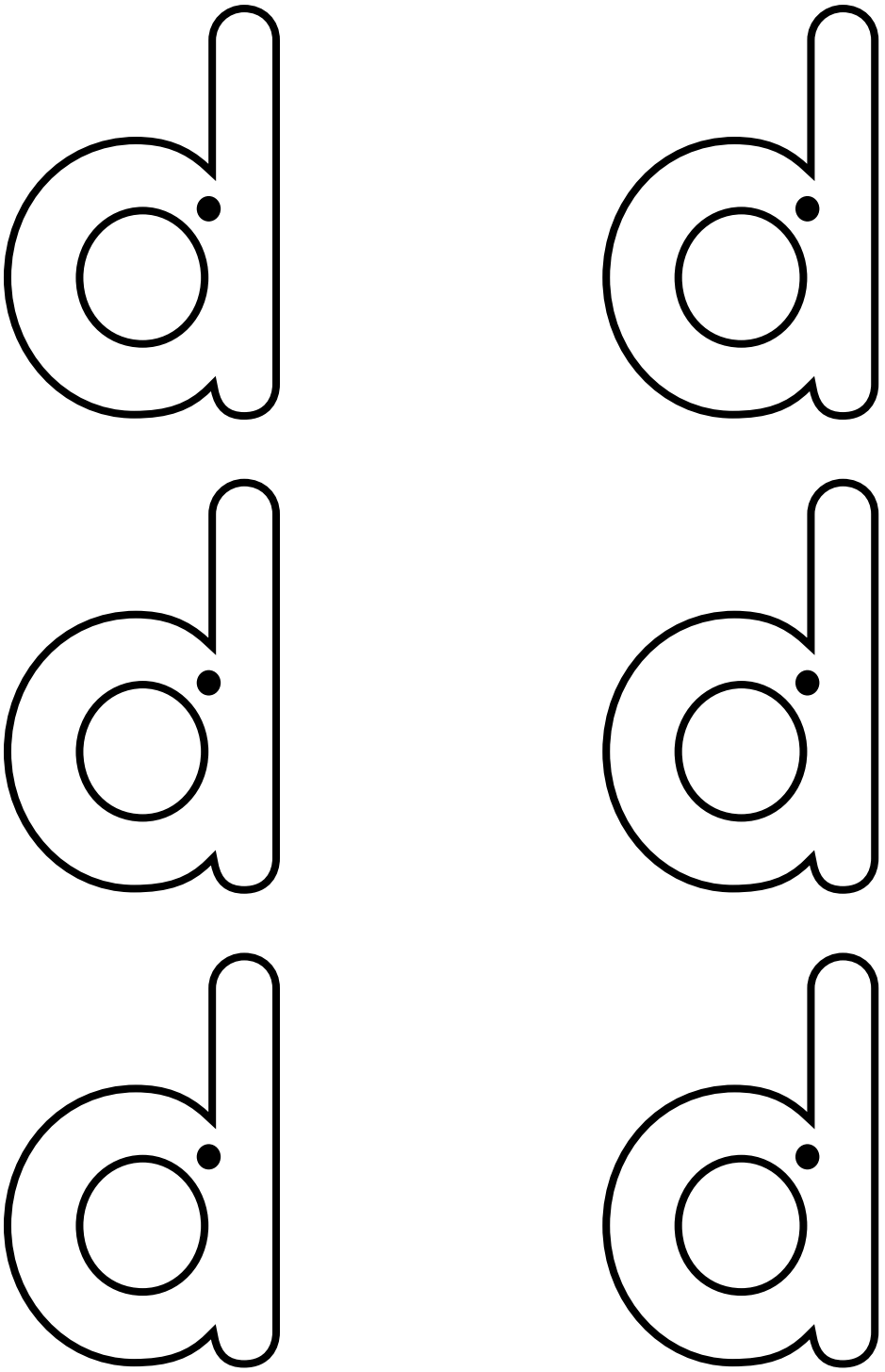
Name: _____

Medium Letter Practice 4 (d)

Directions: Have students trace the letter several times, using a different color 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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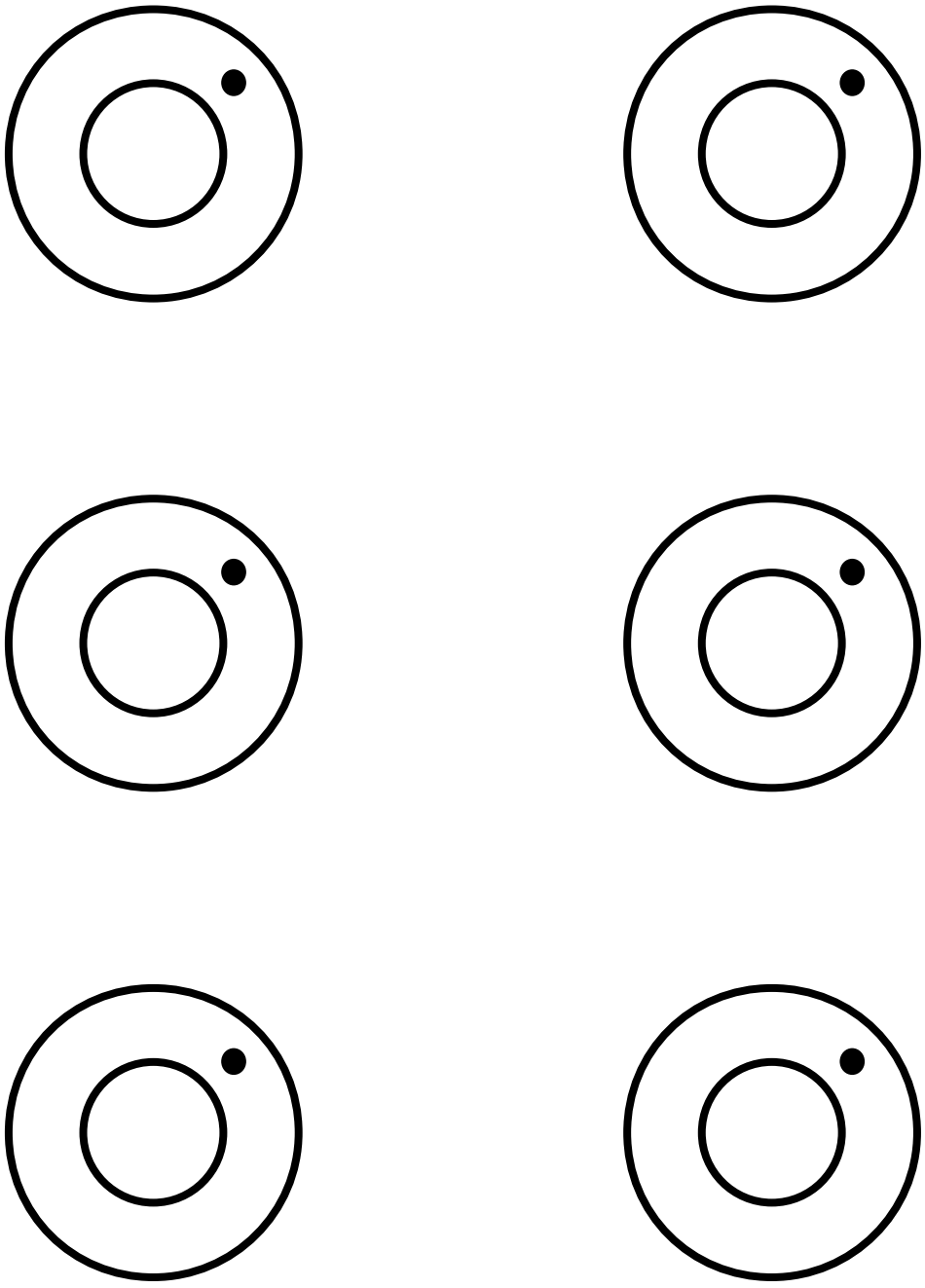
Name: _____

Medium Letter Practice 5 (o)

Directions: Have students trace the letter several times, using a different color 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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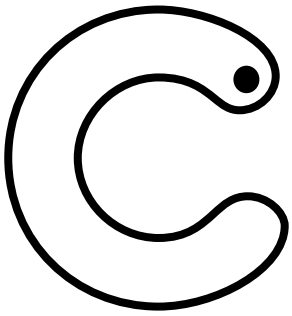
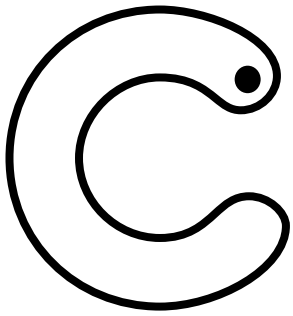
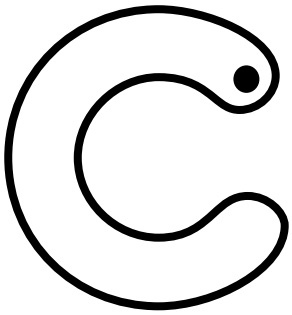
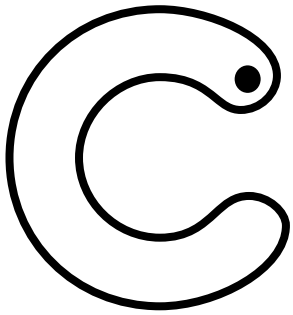
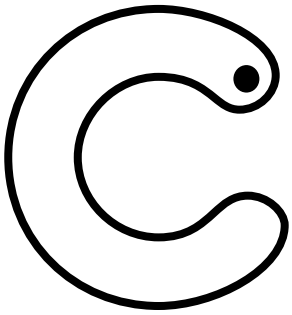
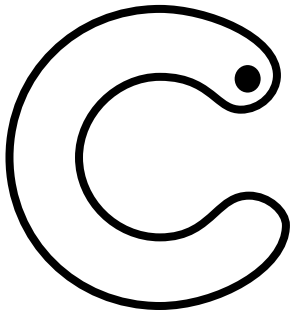
Name: _____

Medium Letter Practice 6 (c)

Directions: Have students trace the letter several times, using a different color 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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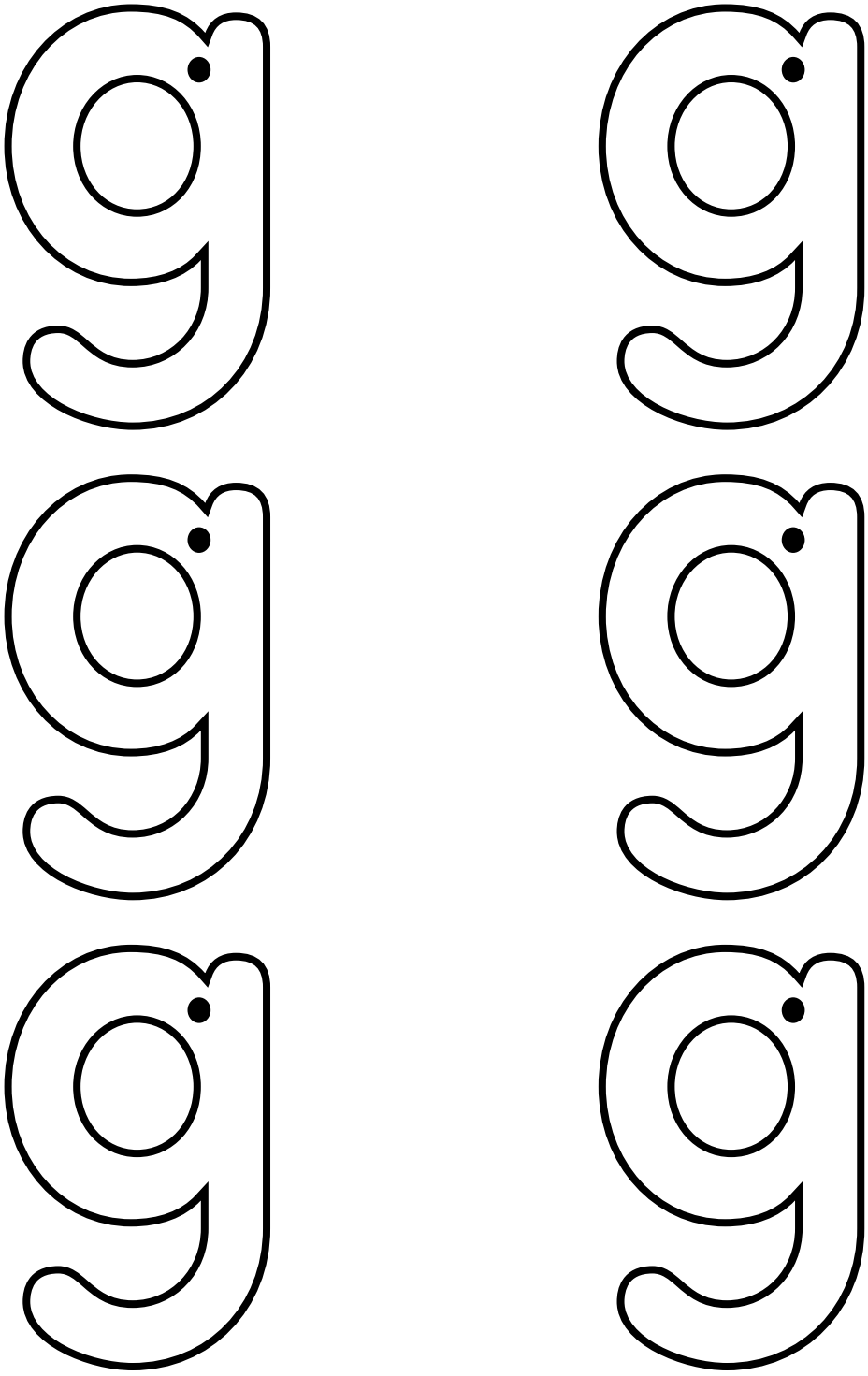
Name: _____

Medium Letter Practice 7 (g)

Directions: Have students trace the letter several times, using a different color 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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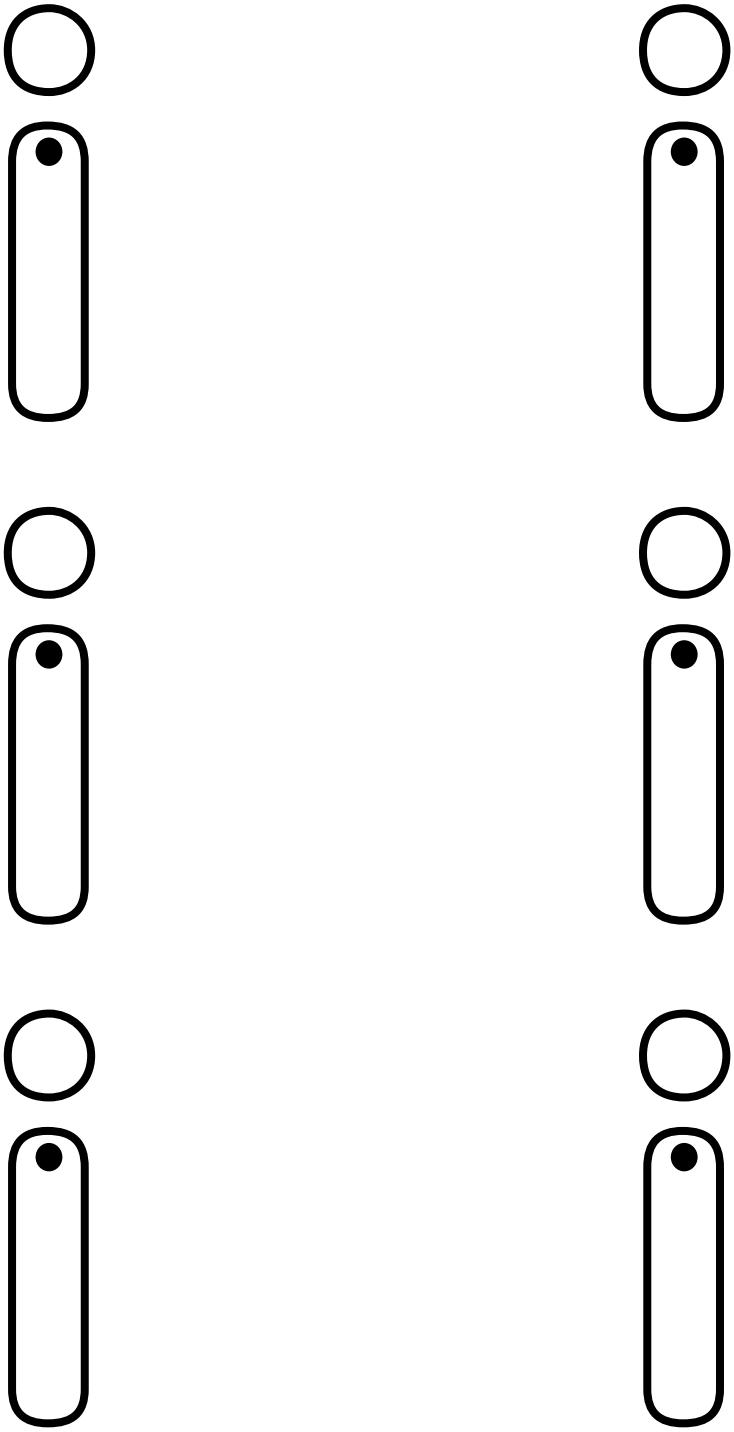
Name: _____

Medium Letter Practice 8 (i)

Directions: Have students trace the letter several times, using a different color 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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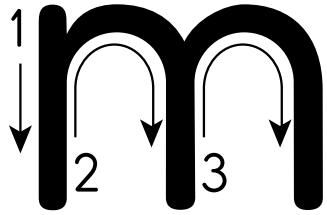
Name: _____

Small Letter Practice 1 (m)

Directions: Have students trace and copy the letter. The motion can be described as 1. short line down; 2. hump; 3. hump. Student should say the sound as he or she writes the letter.



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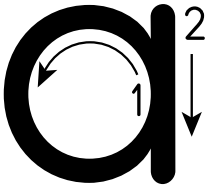
Name: _____

Small Letter Practice 2 (a)



Directions: Have students trace and copy the letter. The motion can be described as 1. circle to the left; 2. short line down. Student should say the sound as he or she writes the letter.

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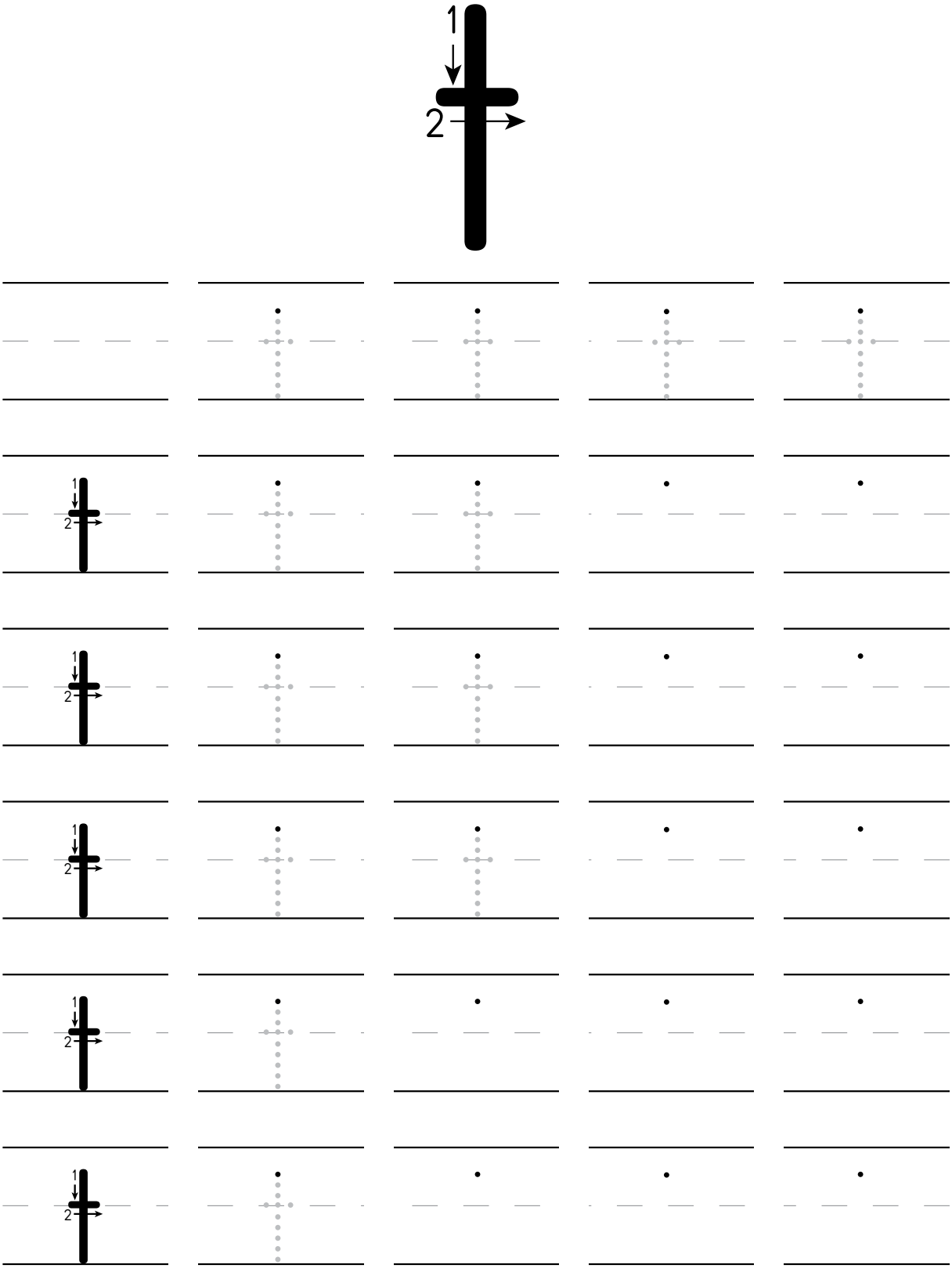
Name: _____

Small Letter Practice 3 (t)

Directions: Have students trace and copy the letter. The motion can be described as 1. long line down (lift); 2. line across. Student should say the sound as he or she writes the letter.



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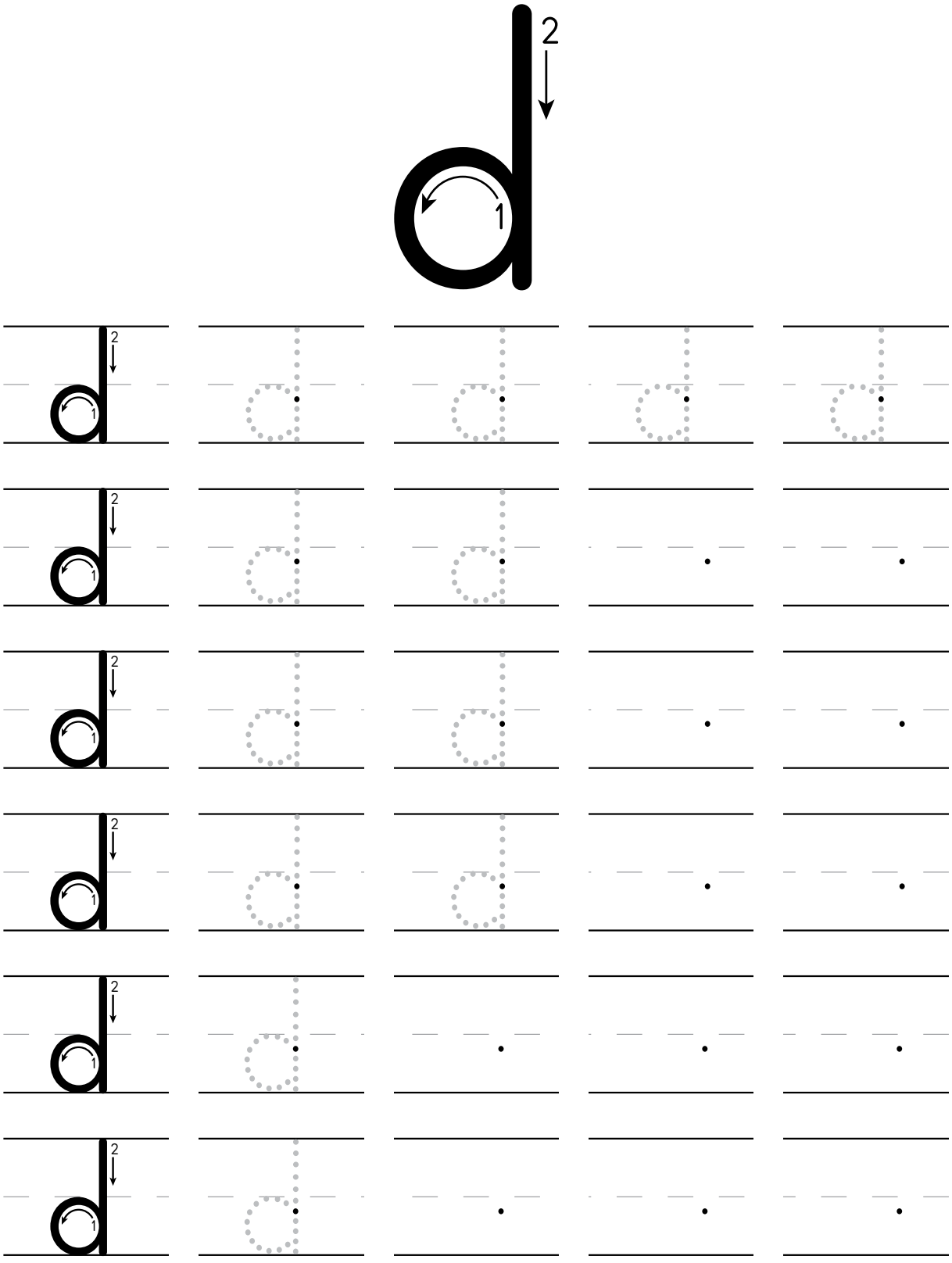
Name: _____

Small Letter Practice 4 (d)

Directions: Have students trace and copy the letter. The motion can be described as 1. circle to the left; 2. long line down. Student should say the sound as he or she writes the letter.



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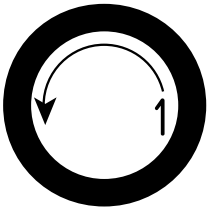
Name: _____

Small Letter Practice 5 (o)



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

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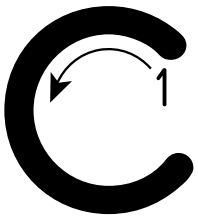
Name: _____

Small Letter Practice 6 (c)



Directions: Have students trace and copy the letter 'c'. The motion can be described as 1. most of a circle to the left. Student should say the sound as he or she writes the letter.

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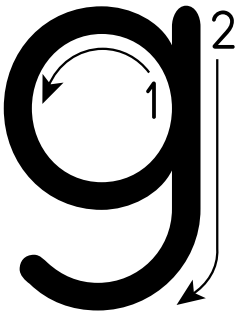
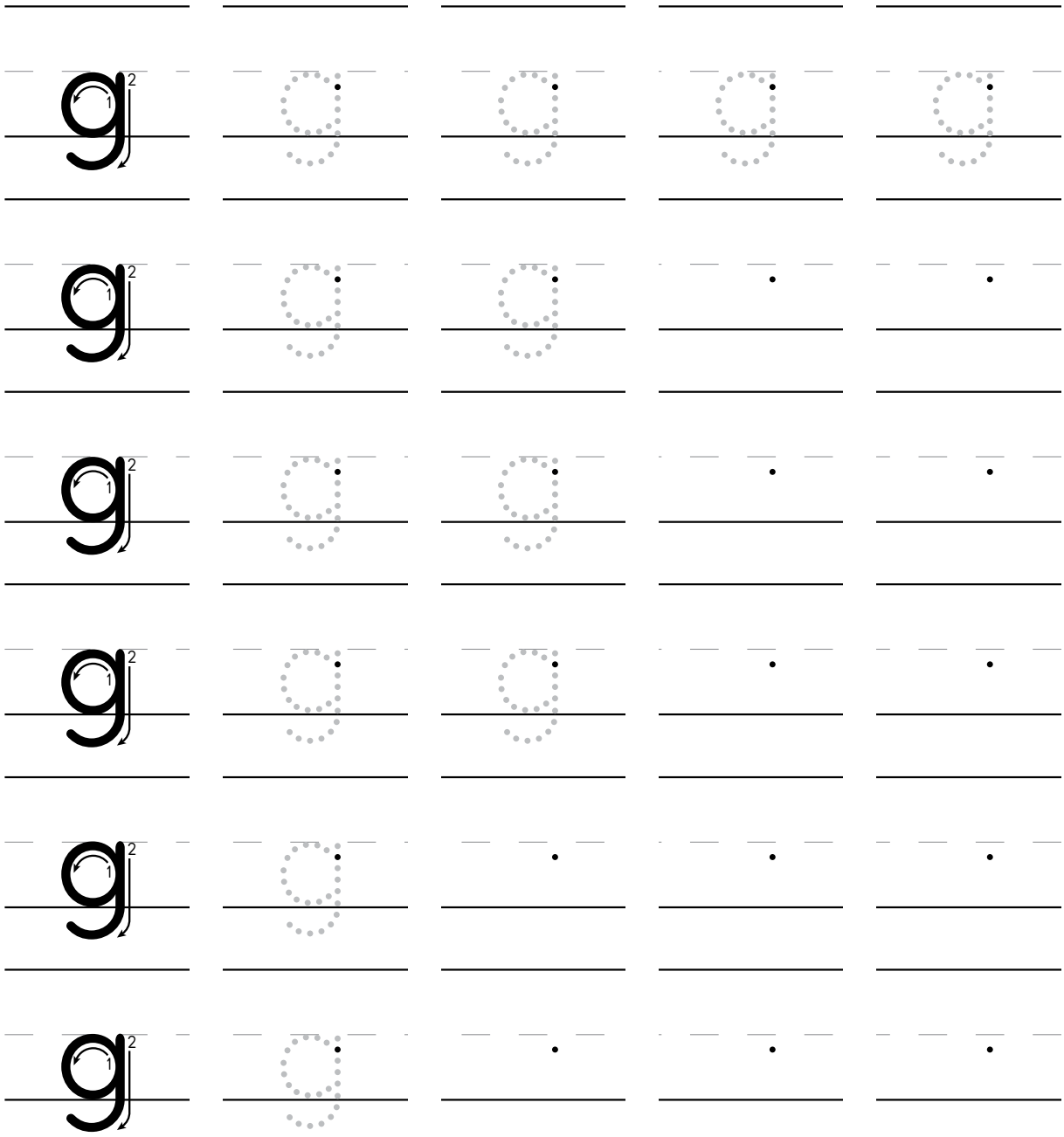
Name: _____

Small Letter Practice 7 (g)

Directions: Have students trace and copy the letter 'g'. The motion can be described as 1. circle to the left; 2. fish hook ending below the bottom line. Student should say the sound as he or she writes the letter.





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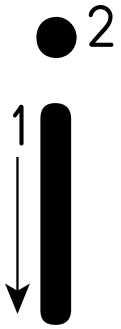
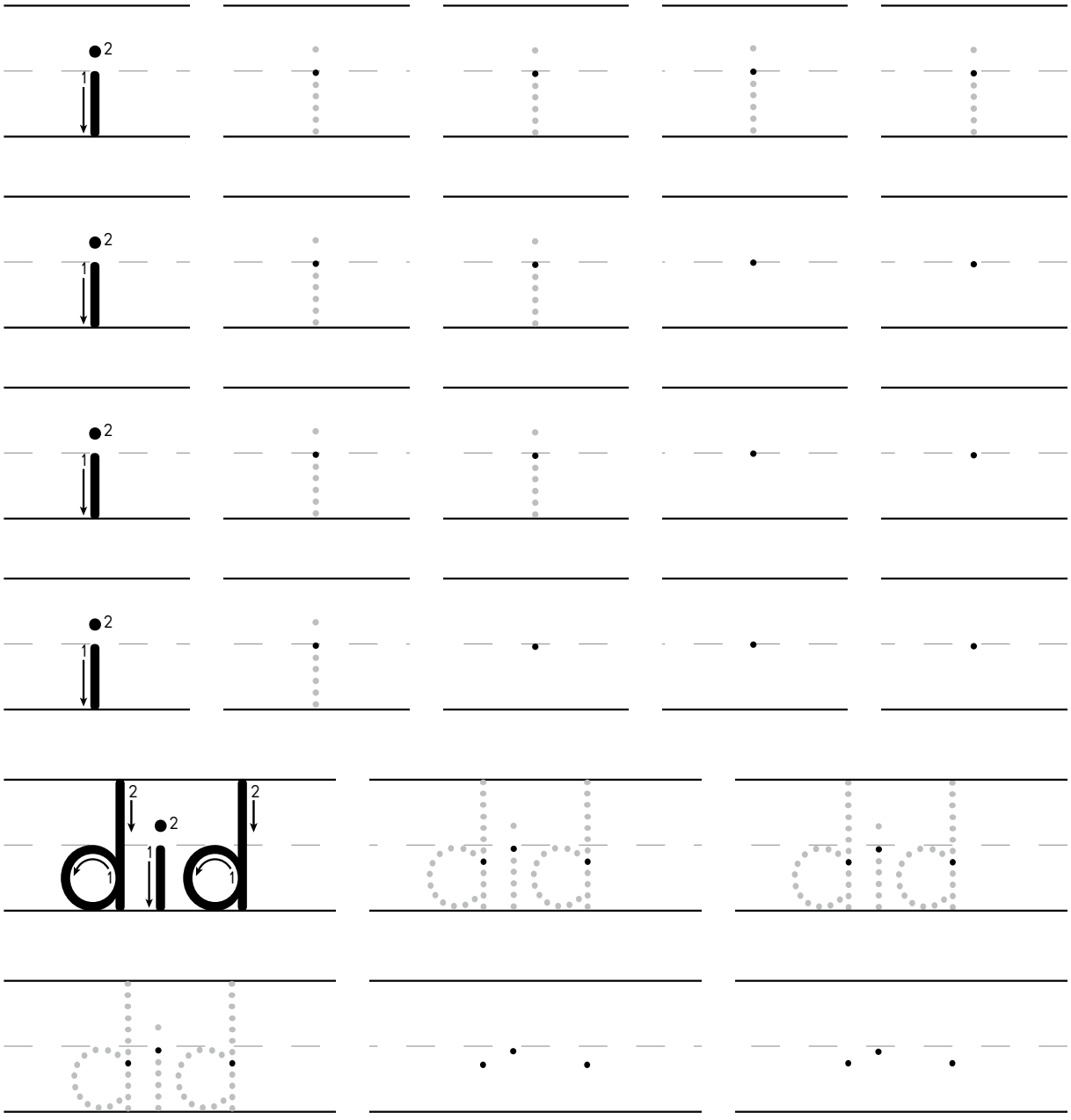
Name: _____

Small Letter Practice 8 (i)



Directions: Have students trace and copy the letters and words. The motion for 'i' can be described as 1. short line down (lift); 2. dot on top. 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. Students may use both 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 as 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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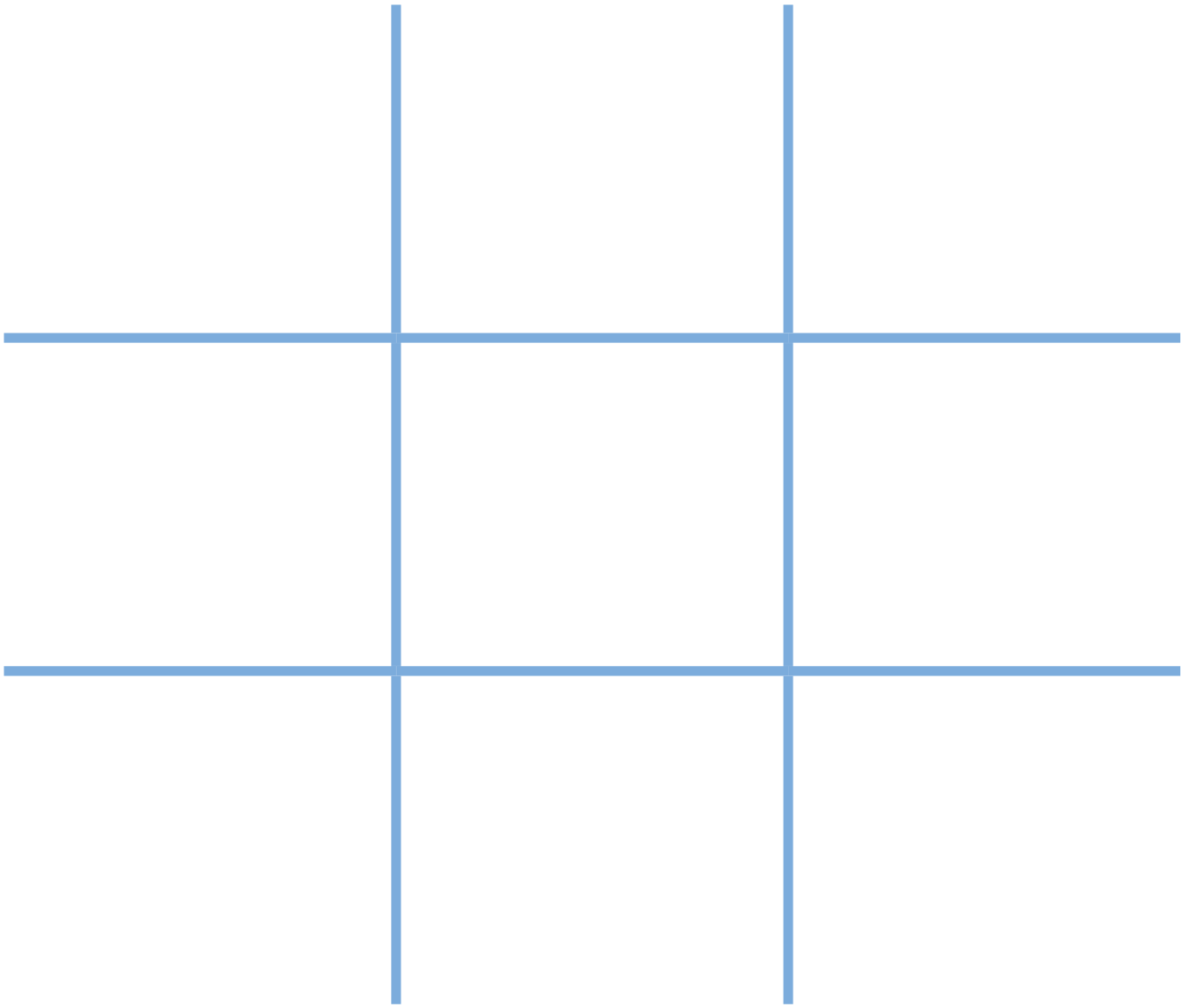
Tic-Tac-Toe Board



Directions: Students play Tic-Tac-Toe using pictures of target letter sounds instead of the traditional X & 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. 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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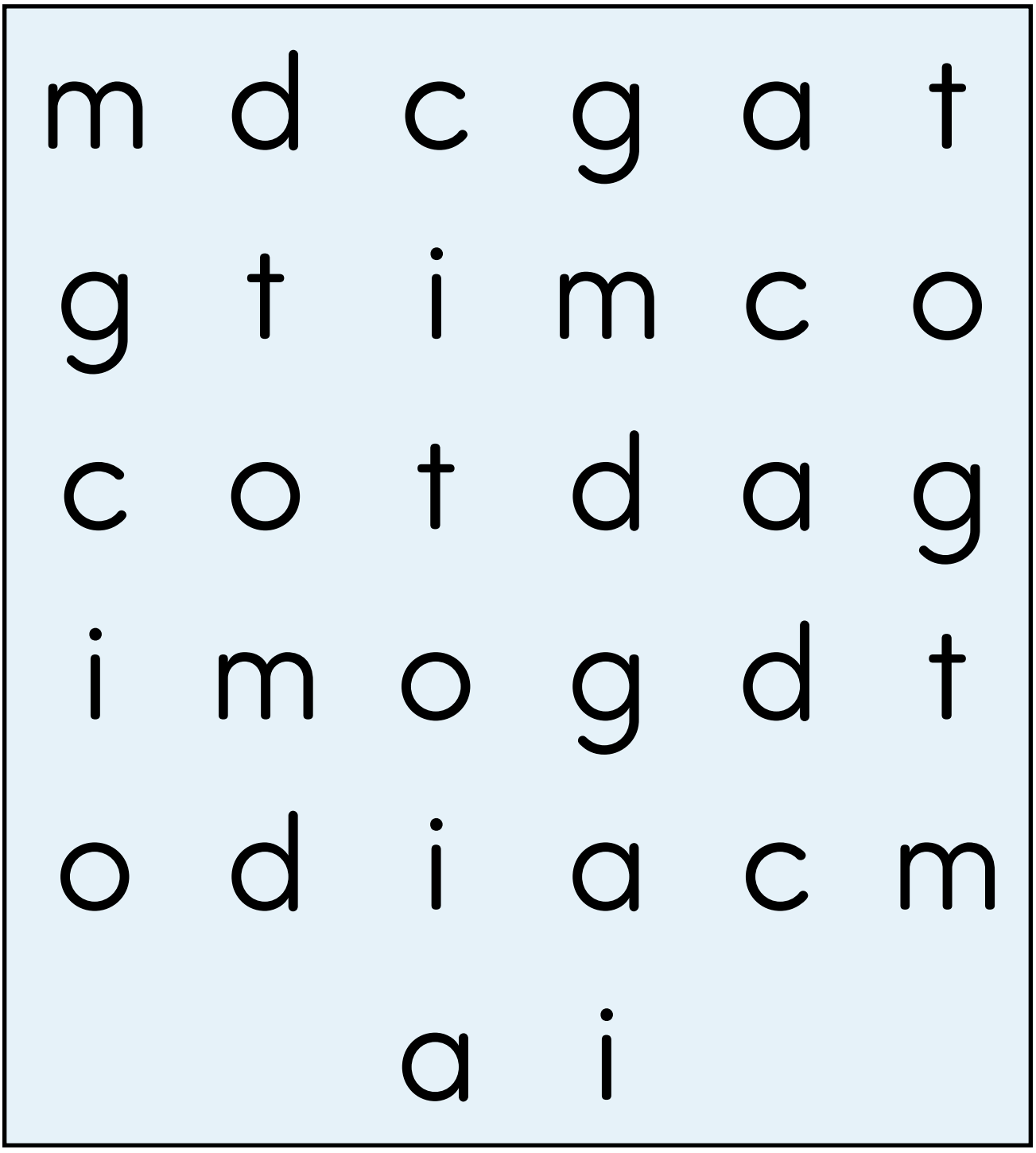
Name: _____

Alphabet Mural 1



Directions: Ask students to circle the pictures of certain letter sounds learned in Unit 3. (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 3. (See directions under Lowercase Letter Formation—Games.)

i	c	s	m	b	g
o	h	a	u	j	p
e	w	r	l	t	d
v	n	d	o	f	z
c	q	k	y	a	i
	x	m	g	t	

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Variations for Practicing

- 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 drawing practice on a chalkboard.)
- Put 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 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

For Units 1 and 2 of the *Assessment and Remediation Guide*, progress monitoring was facilitated by charting general performance levels and scores on unassisted items from the Guided Practice portion of the lessons. For Unit 3 and beyond, progress monitoring continues to be a form of assessment that is 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 3. 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 corresponding to the progress monitoring assessment you have selected. The assessment is two pages.

- Distribute Lowercase Letter Formation Progress Monitoring Worksheet (1–4).
- Provide each student with a small piece of crayon.
- Model with the sample item (heart).
- Tell students to copy each stroke in the box provided. (Remind them to continue to 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 re-teaching and reinforcement is required from *Assessment and Remediation* Guide Unit 3 Section III, 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									
m									
a									
t									
d									
o									
c									
g									
i									

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Name: _____

Lowercase Letter Formation Progress Monitoring 1

Sample:	
m	
a	
t	
d	

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Name: _____

o	
c	
g	
i	

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Name: _____

Lowercase Letter Formation Progress Monitoring 2

Sample:	
d	
c	
t	
g	

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Name: _____

i	
a	
m	
o	

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Name: _____

Lowercase Letter Formation Progress Monitoring 3

Sample:	
i	
c	
m	
o	

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Name: _____

Lowercase Letter Formation Progress Monitoring 3 (continued)

g	
t	
a	
d	

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Name: _____

Lowercase Letter Formation Progress Monitoring 4

Sample:	
g	
o	
c	
t	

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Name: _____

i	
a	
m	
d	

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Contributors to Earlier Versions of these Materials
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Unit 3

Assessment and Remediation Guide

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