

Unit 5

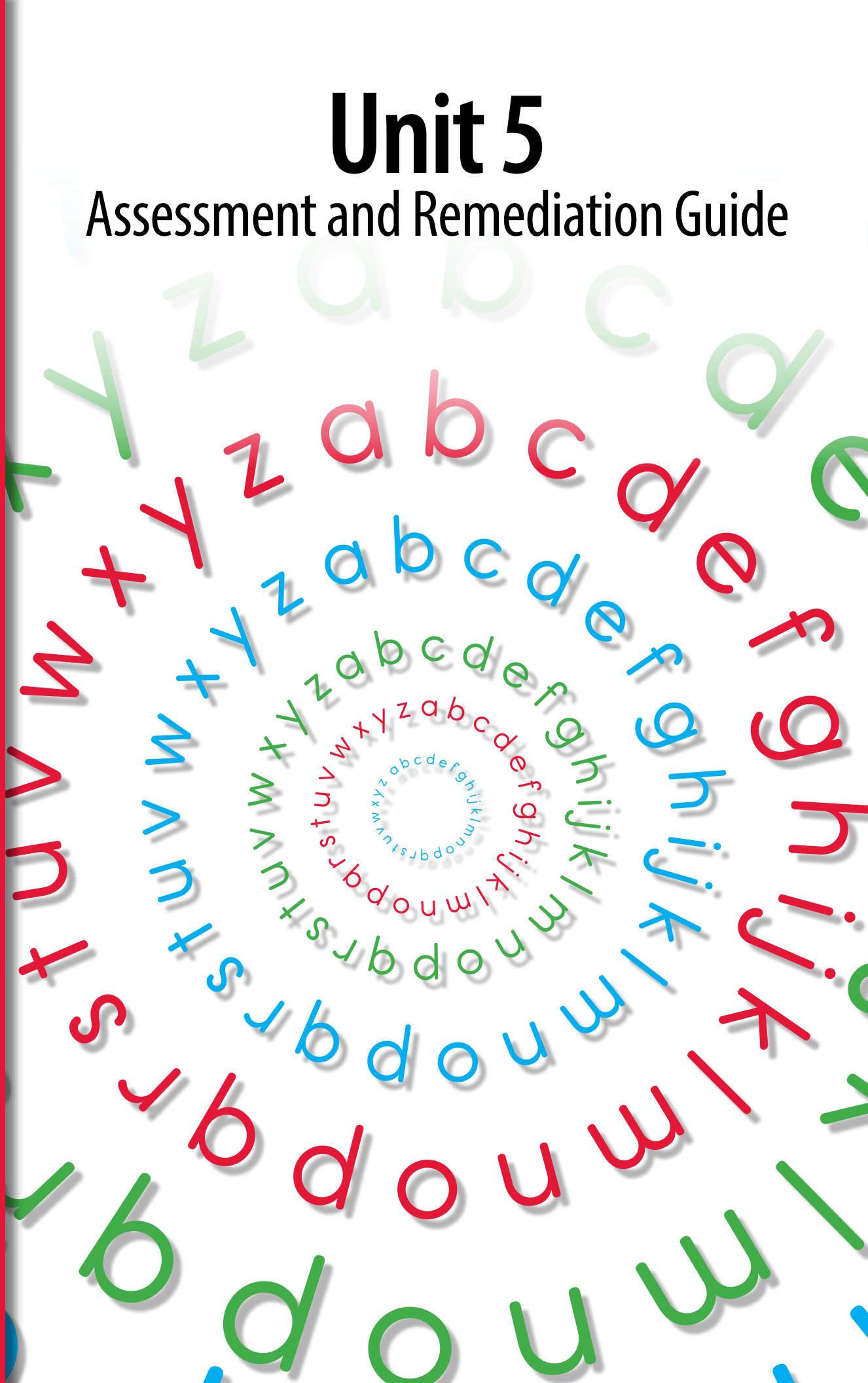
Assessment and Remediation Guide

Core Knowledge Language Arts® • Skills Strand



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Unit 5

Assessment and Remediation Guide

Skills Strand
KINDERGARTEN

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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 Guide lessons.
- student scores on performance assessments throughout the Kindergarten units.
- progress monitoring assessments from the *Assessment and Remediation Guide*.

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

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

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

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

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

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

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

Guided Reinforcement Lesson Structure

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

Guided Reinforcement	Exercise	Materials	Minutes
Warm-Up	<p>See corresponding section Lesson Templates for Warm-Up activity descriptions.</p> <ul style="list-style-type: none"> • For Phonological Awareness: Phonemes (Two or Three): Thumbs-Up Review • For Phonics: Match Me • For Comprehension: I'm Looking For... • For Writing: Lowercase Letter Formation: Handwriting Warm-Up 	Activity Dependent	3
Guided Practice (applying skills)	<p>See corresponding sections to choose one or two activities from Worksheets, Games, or Poems/Songs/Nursery Rhymes (P/S/NR) for instruction related to remedial targets within:</p> <ul style="list-style-type: none"> • Phonological Awareness: Phonemes (Two or Three) • Phonics • Comprehension (Rereading text to apply familiar Thinking with Reading techniques) • Writing: Lowercase Letter Formation 	Activity Dependent	12

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

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. <ul style="list-style-type: none"> • For Phonological Awareness: Phonemes (Two or Three): Thumbs-Up Review • For Phonics: Match Me • For Comprehension: I'm Looking For... • For Writing: Lowercase Letter Formation: Handwriting Warm-Up 	Activity Dependent	3
Explicit Instruction	See corresponding section Lesson Templates for Learning About... activity descriptions. <ul style="list-style-type: none"> • For Phonological Awareness: Phonemes (Two or Three): Sound Boxes • For Phonics: Review the Sound/Spelling • For Comprehension: Set a Purpose and Model Thinking with Reading • For Writing: Lowercase Letter Formation: Learning About Lowercase Letter Formation 	Activity Dependent	4
Guided Practice (working with skills)	See corresponding section Lesson Templates for Working With... activity descriptions. <ul style="list-style-type: none"> • For Phonological Awareness: Phonemes (Two or Three): Sound Boxes cont. • For Phonics: Chaining • For Comprehension: Read with Purpose and Understanding • For Writing: Lowercase Letter Formation: Working with Lowercase Letter Formation 	Activity Dependent	10
Guided Practice (applying skills) OR Independent Practice/Progress Monitoring	See corresponding sections to choose one or two activities from Worksheets, Games, or P/S/NR for instruction related to remedial targets within: <ul style="list-style-type: none"> • Phonological Awareness: Phonemes (Two or Three) • Phonics • Comprehension (Read with Purpose and Understanding cont.) • Writing: Lowercase Letter Formation <p>Activities with which students have demonstrated independence may engage students when progress monitoring with individuals is needed.</p>	Activity Dependent Progress Monitoring Resources	8

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. <ul style="list-style-type: none"> • For Phonological Awareness: Phonemes (Two or Three): Thumbs-Up Review • For Phonics: Match Me • For Comprehension: I'm Looking For... • For Writing: Lowercase Letter Formation: Handwriting Warm-Up 	Activity Dependent	3
Explicit Instruction	See corresponding section Lesson Templates for Learning About... activity descriptions. <ul style="list-style-type: none"> • For Phonological Awareness: Phonemes (Two or Three): Sound Boxes • For Phonics: Review the Sound/Spelling • For Comprehension: Set a Purpose and Model Thinking with Reading • For Writing: Lowercase Letter Formation: Learning About Lowercase Letter Formation 	Activity Dependent	5
Guided Practice (working with skills)	See corresponding section Lesson Templates for Working With... activity descriptions. <ul style="list-style-type: none"> • For Phonological Awareness: Phonemes (Two or Three): Sound Boxes cont. • For Phonics: Chaining • For Comprehension: Read with Purpose and Understanding • For Writing: Lowercase Letter Formation: Working with Lowercase Letter Formation 	Activity Dependent	10
Guided Practice (applying skills)	See corresponding sections to choose one or two activities from Worksheets, Games, or P/S/NR for instruction related to remedial targets within: <ul style="list-style-type: none"> • Phonological Awareness: Phonemes (Two or Three) • Phonics • Comprehension (Read with Purpose and Understanding cont.) • Writing: Lowercase Letter Formation 	Activity Dependent	12
Independent Practice/Progress Monitoring	Activities with which students have demonstrated independence may engage students when progress monitoring with individuals is needed.	Activity Dependent Progress Monitoring Resources	10

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

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

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

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

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 in literacy instruction. Small teacher to student ratios maximize individual learning, particularly through increased opportunity for immediate (reinforcing or corrective) feedback for each student.

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

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

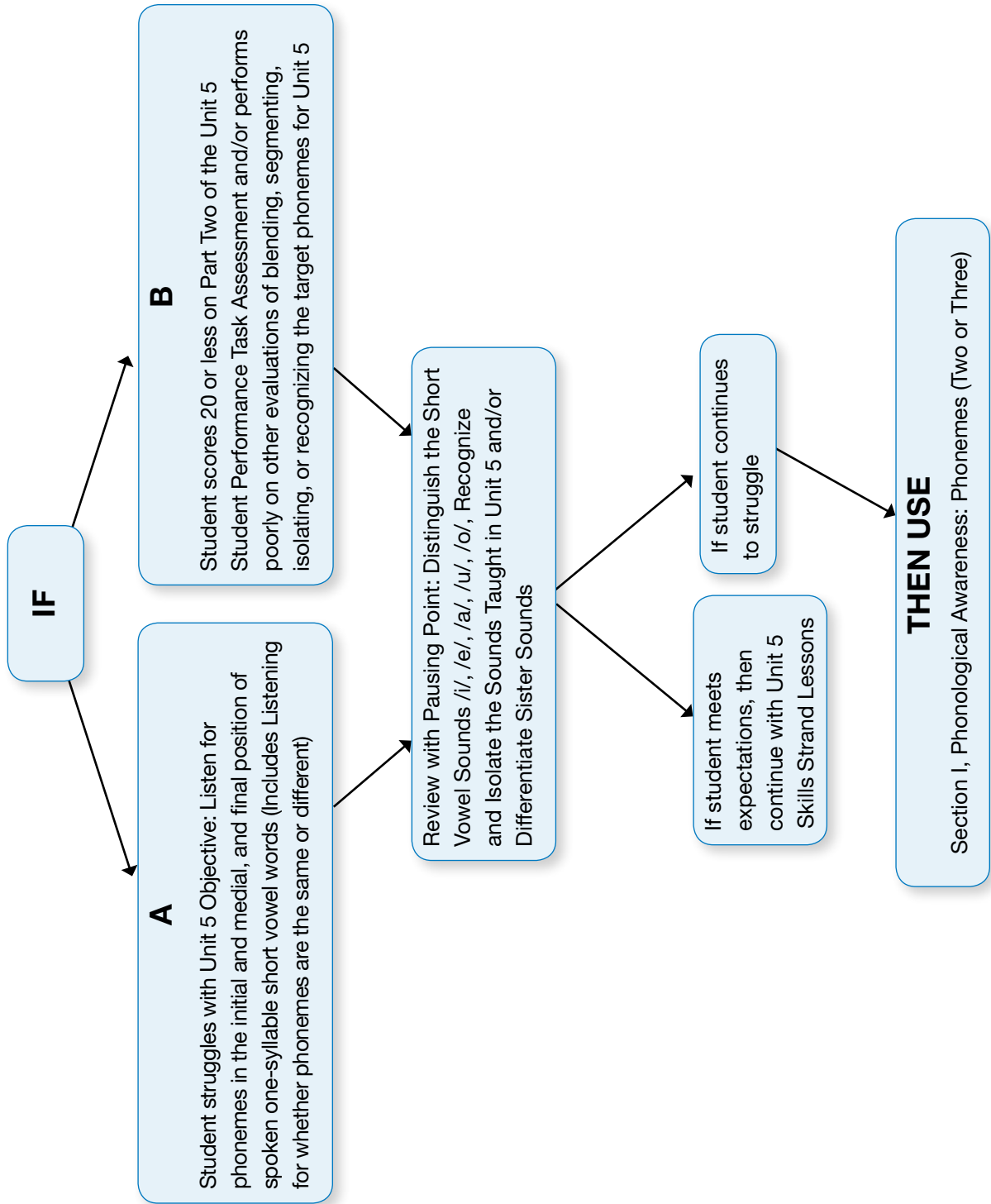
- **Determining Student Need Chart:** A chart is supplied for your reference to determine student need for instruction from any given unit and section of the *Assessment and Remediation Guide*.
- **Lesson Template and Sample:** The Lesson Templates within each section provide a detailed model of the sequence of instructional steps to be followed when reteaching the particular skill(s) targeted in that section. The Lesson Templates are followed by a Sample Remedial Lesson illustrating how specific skill work, activities, and progress monitoring can be applied to the template. These Lesson Templates and Sample Lessons align with the Explicit Reteaching Lesson Structure described under Instructional Planning at the beginning of each unit. Guidance for how to adapt the Lesson Templates and Sample Lessons from each section for the Guided Reinforcement or Comprehensive Reteaching Lesson Structure is also found under Instructional Planning at the beginning of each unit.
- **Lesson Reference Charts:** Reference charts are provided to help you adjust the difficulty of your lessons, ensuring students are appropriately scaffolded or challenged when needed.
- **Dimensions of Difficulty:** This chart is provided for your use to accelerate or reduce the task difficulty for students.
- **Cross-Reference Charts:** The objectives for each section are cross referenced to the lessons and Pausing Points from the CKLA Skills Strand units. The alignment of objectives and activities can be seen at a glance, facilitating coordinated and targeted use of both the Skills strand units and the *Assessment and Remediation Guide*.
- **Word Lists:** Collections of words, phrases, or sentences needed for activities are provided. These lists are not intended to be exhaustive or restrictive. This resource is included to facilitate lesson preparation; however, teachers are welcome to use the lists as models for adding words, phrases, or sentences of their own.

- **Worksheets:** Worksheets may be utilized to facilitate modeling during Explicit Instruction, supervised practice and application of skills during Guided Practice, or reinforcement during Independent Practice.
- **Games/Activities:** Games and activities are provided inviting students to apply and strengthen the target skills.
- **Sentences and Stories for Oral Reading:** Decodable Text is provided allowing students to practice the discrete skills taught and creating a bridge for the generalization of those skills to other forms of connected text.
- **Poems/Songs/Nursery Rhymes:** Poems, songs, and nursery rhymes foster students' love of language. When applicable, related activities are included to provide engaging opportunities for students to play with sounds and words.
- **Progress Monitoring:** Resources for progress monitoring are included at the end of each section. These tools are intended to facilitate data collection to inform instruction and build a record of student's progress.

Section I

Phonological Awareness: Phonemes (Two or Three)

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



Lesson Template

Phonological Awareness: Phonemes (Two or Three)

Focus: Phonemes (Two or Three)	Teaching	Materials
<p>Warm-Up Note: <i>This Warm-Up is an extension of the Mirror, Mirror activity from Unit 3 and 4 Lessons.</i></p>	<p>Objective: Prompt student attention to the articulation of target phonemes.</p> <p>Exercise: Play Thumbs-Up Review. Using the Articulation Chart ask students yes or no questions about the target phonemes (/b/, /l/, /r/, /u/, /w/, /j/, /y/, and /x/). You may choose to do a select review of specific phonemes with which students demonstrated difficulty or a mixed review of all the taught phonemes. 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.</p> <ul style="list-style-type: none"> • Provide each student with a mirror. • Tell students you will ask them questions about what they do to make the sounds they have learned. • Before answering, encourage students to make the sound looking in the mirror and feeling their throat for voicing. • Remind students not to shout out the answer. Instead, if the answer is “yes,” show it with a thumbs-up. If the answer is “no,” show it with a thumbs-down. • A fun way to let students check their own answer is for you to hide the correct thumbs-up or thumbs-down behind a piece of paper and reveal it once everyone has decided on their answer. • If anyone provided an incorrect answer, model the correct articulation and have students repeat after you. For example, if a student gave a thumbs-down for the question, “Can you stretch the sound for /r/?” then model holding the /r/ sound /rrrrrrrrrrrr/ and have students repeat. • Continue with another question. <p>Keeping notes on a copy of the Articulation Chart regarding information mastered, progressing, or unfamiliar will help you formulate future questions targeted to student need.</p>	<p>Articulation Chart and Mirrors</p>
<p>Explicit Instruction</p>	<p>Objective: State the purpose for listening and model the desired performance.</p> <p>Learning about Target Phonemes: You may choose to complete a select review of specific phonemes with which students demonstrated difficulty or a mixed review of all the taught phonemes. Tell students you will say a sound and a word (see Word Lists for suggestions) and the purpose for listening is to notice where the sound is located in the word. <i>Where is /_/ in the word _____ ?</i> Students will indicate where the sound is located by putting a cube in the correct box on their Sound Boxes worksheet. Model touching the boxes as you segment the sounds aloud. Then place the cube in the initial, medial, or final position square depending on where the target sound is in the word. (Be sure to demonstrate so students view the correct directionality as you model. If you are facing students, this will be backwards to you.) Do most of the sample items correctly, but also segment one or two incorrectly to provide potential common mistakes.</p>	<p>Word Lists</p> <p>Cubes and Sound Boxes worksheet</p>

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

Sample Remedial Lesson

Phonological Awareness: Phonemes (/w/ and /y/)

Focus: Phonemes (/w/ and /y/)	Teaching	Materials
<p>Warm-Up Note: <i>This Warm-Up is an extension of the Mirror, Mirror activities from Units 3 and 4 Lessons.</i></p>	<p>Objective: Prompt student attention to the articulation of target phonemes.</p> <p>Exercise: Play Thumbs-Up Review. Using the Articulation Chart, ask students yes or no questions about the target phonemes (consonants continuing to challenge students /r/, /l/, /w/, and /y/). Review, checking for voicing by putting your hand on your throat.</p> <ul style="list-style-type: none"> • Provide each student with a mirror. • Tell students you will ask them questions about what they do to make the sounds for /r/, /l/, /w/, and /y/. • 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: <ul style="list-style-type: none"> • <i>Is the mouth wide for /y/?</i> • <i>Are lips rounded for /w/?</i> • <i>Can you stretch the sound /r/?</i> • <i>Is your voice on for /l/?</i> • <i>Is your voice on for /w/?</i> • <i>Is the mouth a little bit open for /y/?</i> • <i>Does your tongue touch the top of your mouth for /r/?</i> • <i>Can you stretch the sound for /l/?</i> <p>Reminder: Keep notes on the Articulation Chart regarding information mastered, progressing, or unfamiliar.</p>	<p>Articulation Chart and Mirrors</p>

Focus: Phonemes (/w/ and /y/)	Teaching	Materials
<p>Explicit Instruction</p>	<p><u>Objective:</u> State the purpose for listening and model the desired performance.</p> <p><u>Learning about Target Phonemes:</u></p> <p>Target Phonemes: /w/ and /y/</p> <ul style="list-style-type: none"> • /w/: wag, wax, win, will, web, wet, wedge (/w//e//j/), was (/w//u//z/) • /y/: yam, yak, yet, yes, yell, yum, yuck <ul style="list-style-type: none"> • 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. <i>Where is /_/ in the word _____?</i> • Tell students they will indicate the position of the sound by putting a cube in the correct box on their Sound Boxes worksheet. • First model with: <i>Where is the /w/ in the word wag?</i> Think aloud allowing students to hear you segment the sounds (/w/ /a/ /g/) and touch the boxes from the students' left to right for each sound. Then place a cube in the initial position box for the /w/ sound. • Next use: <i>Where is the /y/ in the word yam?</i> Put a cube in the medial position and see if students notice that you need the cube in the initial position! • If students do not notice your error, point out <i>yam</i> has /y/ in the initial position and make the correction. • Continue with additional samples until you feel students are ready for practice. 	<p>Word Lists</p> <p>Cubes and Sound Boxes worksheet</p>

Focus: Phonemes (/w/ and /y/)	Teaching	Materials
<p>Guided Practice</p>	<p>Objective: Provide an engaging opportunity to develop target phoneme skills with decreasing support as students’ skills strengthen.</p> <p>Working with Target Phonemes: Say the selected target phonemes and words for students, continuing with the list from Explicit Instruction.</p> <p>Target Phonemes: /w/ and /y/</p> <ul style="list-style-type: none"> • /w/: wag, wax, win, will, web, wet, wedge (/w//e//j/), was (/w//u//z/) • /y/: yam, yak, yet, yes, yell, yum, yuck <p>Students use the cubes and Sound Boxes worksheet, as you previously modeled; indicating where the target sound is located in the word. During practice, students may notice these phonemes always occur at the beginning of words. If students do not notice this pattern, ask: “Did you ever hear either sound in the middle of a word? Did you ever hear either sound at the end of a word?” and explain: “The sounds /w/ and /y/ are always at the beginning of words because they need a vowel helping sound after them!”</p> <p>Application of Skills:</p> <ul style="list-style-type: none"> • Provide each student with a set of picture cards for /w/ and /y/. Have students mix up and lay out all the cards. • Attempt the Isolating Sounds (Expressive) activity and if students struggle, offer more support by changing to the Isolating Sounds (Receptive) activity. (Refer to directions under Phoneme-Games: Picture Cards.) • As beginning sounds are provided or identified, sort picture cards into two groups according to beginning sound. • Once the pictures are sorted, check the categories. Ask students to tell you the beginning sound for each group and name the pictures in each category to recheck their sort. • As students finish they may use their picture cards to play Memory with a partner. <p>Progress Monitoring option: Students are still challenged by the phonemes /l/, /r/, /w/, /y/ as well as /e/ and /i/. They are not ready for a comprehensive check of isolating Unit 5 target phonemes.</p>	<p>Word Lists</p> <p>Cubes and Sound Boxes worksheet for each student</p> <p>Activity Dependent: Picture Cards for /w/ and /y/ for each student</p>
<p>Independent Practice</p>	<p>Objective: Allow students to practice target phoneme skills with high levels of independence as they strive for mastery.</p> <p>Practicing and Extending Skills with Target Phonemes: With a partner, students may sort picture cards for /w/ and /y/, check each other’s sorts, and then play Memory with the picture cards.</p>	<p>Continued from Guided Practice</p>

Dimensions of Difficulty

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

<i>Least Difficult</i>	Contrast Phonemes with Distinct Articulation Features (e.g., /j/ and /u/)	Contrast Phonemes with Similar Articulation Features (e.g., /w/ and /y/)
Skill		
Isolate a sound in the initial position		
Isolate a sound in the final position		
Isolate a sound in the medial position		<i>Most Difficult</i>

Articulation Chart

Refer to this chart for Warm-Up activities or at 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 which phoneme it is.

New Phonemes

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

Previously Taught Phonemes

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

Phoneme	Articulation Features (Notice in the Mirror)	Is Your Voice On or Off?	Can You Stretch the Sound?*
/z/	Front of the tongue cups the roof of the mouth, and lips are open a little as air is forced noisily through the space between (Note this is the same as /s/.)	On	Yes
/p/	Lips are pressed together and the air “pops” out (Note this is the same as /b/.)	Off	No
/e/	Mouth is open wide and jaw is in a middle/neutral position (For /i/ & /a/ the jaw is higher and for /o/ the jaw is lower.)	On	Yes

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

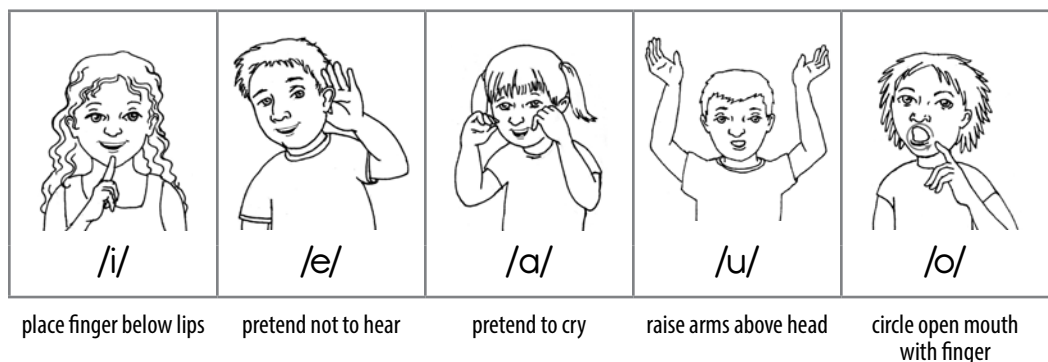
*Non-continuous sounds (sounds that cannot be stretched) are more difficult to pronounce in isolation. It is tempting to add a short vowel sound after the consonant sound (e.g., /buh/ instead of /b/). When teaching these sounds, particularly the voiced plosives /d/, /g/, & /b/, the fricative /h/, and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

Minimal Pairs

- /b/ and /p/ are minimal pairs because the only difference is whether the voice is on or off.
- /u/, /e/, /a/, /o/, and /i/ are all minimal pairs because the only difference is the degree to which the mouth is open. Producing the vowel sounds in this order: /i/, /a/, /e/, /o/, /u/, allows you to best feel the increased opening for each new vowel sound.

Short Vowel Signs

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



Phoneme Skills Cross-Reference Chart

Phoneme Skill/CKLA Goal	Unit 5 Lessons																Unit 5 Pausing Point
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
<p>Listen for phonemes in the initial, medial, and final position of spoken one-syllable short vowel words <i>(includes listening for whether phonemes are the same or different)</i></p>	Sound off (/b/); Minimal Pairs (/b/ and /p/)	Hearing Initial Sounds and Sound Off (/l/)	Hearing Initial Sounds (/r/)	I'm Thinking of Something (/u/); Minimal Pairs (/u/ and /o/)	T-Chart Sort	Hearing Initial Sounds; Sound Off (/w/)	Tongue Twister and Complete the Sentence (/j/)	Sound Riddles (/y/)	Complete the Sentence (/x/); T-Chart Sort	Sound Off (/k/)							I Erase the Spellings; Sound Riddles; Minimal Pairs; I'm Thinking of Something; Tongue Twister; Complete the Sentence; Guess the Sound; Let's Take a Trip!; Sound; Sound Collections; Sister Sounds; T-Charts; Relay Blending

Phonemes—Word Lists

The sound /k/ was taught in Unit 3. It is addressed in Unit 5 to teach an alternate spelling ('k'). Therefore, the sound /k/ is not included for phonological awareness in this section of the *Assessment and Remediation Guide*, but it will be included in the sections addressing the sound/spelling connection (i.e., phonics and letter formations).

Target Sounds	/b/	/l/	/r/	/u/	/w/	/j/	/y/	/x/
Words Restricted to Sounds Taught with Target Sound in the Initial Position	bat	lamb	ram	us	wag	jam	yam	
	bad	lad	rat	of (/u//v/)	wax	jack	yak	
	back	lack	rack	up	wick	jazz	yaks	
	bag	lag	rag		wig	jog	yet	
	bass	lass	ran		win	job	yes	
	badge	laugh	rap		wiz	gym	yell	
	backs	lap	racks		whip	(/j//i/)	yum	
	boss	lab	rot		will	jig	yuck	
	box	lacks	rod		wicks	jet		
	bit	lot	rock		wet	gel (/j/)		
	big	lock	rob		wed	jug		
	bin	log	rocks		when	judge		
	bib	loss	rim		web			
	bill	lodge	rig		well			
	bet	locks	rip		wedge			
	bed	limb	rib		was			
	beg	lit	ridge		(/u//z/)			
	bell	lid	red		what (/u/)			
	bud	lick	wreck					
	bug	lip	wrecks					
	bun	licks	rut					
	bus	let	rug					
	buzz	led	run					
	budge	leg	rub					
		less						
		ledge						
		luck						
		love (/u/)						

Target Sounds	/b/	/l/	/r/	/u/	/w/	/j/	/y/	/x/
Words Restricted to Sounds Taught with Target Sound in the Medial Position				bud bug bun bus buzz luck love (/u/) rut rug run rub was (/u/z/) jug judge yum yuck cuff cup cub				
Words Restricted to Sounds Taught with Target Sound in the Final Position	bib lab rob rib rub web job cab cub tab	bill bell will well gel yell mall (/o/) tall (/o/) doll hall (/o/) fall (/o/) ill mill				badge budge lodge ledge ridge wedge judge dodge hedge nudge fudge		ax ox backs box lacks locks licks racks rocks wrecks wax wicks yaks kicks tacks sacks packs docks knocks socks fox mix ticks six fix picks necks pecks ducks

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).

Sound Boxes: Identify the Position

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

- Provide a worksheet for each student.
- Say a target sound and word using the sentence frame: *Where is /_ / in the word _____?* For example: *Where is // in the word doll?*
- Students repeat the word and segment the sounds, touching the boxes from left to right for each phoneme.
- Then students place a cube (or other object: beans, buttons, etc.) in the box matching the position of the target sound.

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

Name: _____

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 an object (cube, penny, bean, etc.) in the box matching the position of the target sound.

Three empty rectangular boxes are arranged horizontally in the center of the page. Each box is outlined with a blue border and is currently blank, intended for students to place an object to identify the position of a target sound in a word.

Phonemes—Games

Note to Teacher

The following games should be restricted to the target sounds: /b/, /l/, /r/, /u/, /w/, /j/, /y/, and /x/.

Give Me a Word

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

- Tell students you will provide a sound and want them to say a word containing the sound. For example: *Give me a word starting with /w/*. (If students struggle to think of a word, prompt them to look around the room for objects starting with the target sound.)
- As students provide words containing the 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

Gather a collection of any variety of blocks (e.g., unit blocks or Unifix 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 yes*. (If students struggle to identify the beginning sound, repeat the word with the beginning sound drawn out: *yyyyyyyyyes*.)
- 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.

/b/	/l/	/r/	/u/	/w/	/j/	/y/	/x/*
bat	log	rat	bug	wig	jam	yam	ax
bag	leg	rock	bus	web	jet	yak	ox
box	lamb	rip	cub	wet	jug	yes	box
bed	lock	rug	cup	well	jog	yell	fox

*When using Picture Cards for /x/, point out the sound occurs at the end of the words, whereas all other picture cards for consonants have had items with the sound at the beginning of the words.

- The following games should target the new sounds: /b/, /l/, /r/, /u/, /w/, /j/, /y/, and /x/. However, picture cards may be reused from previous units if contrasts including /m/, /a/, /t/, /d/, /o/, /k/, /g/, /i/, /n/, /h/, /s/, /f/, /v/, /z/, /p/, or /e/ are desired.
- Contrast combinations should be targeted according to student readiness (see Dimensions of Difficulty).
- We recommend copying and cutting the images from card stock to allow for reuse. For Memory the images will need to be copied onto darker colored paper, otherwise students can see the images through the paper when they are turned over.

Isolating Sounds (Receptive)

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

Isolating Sounds (Expressive)

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

Closed Sorts

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

Open Sorts

- Provide picture cards for two to four target sounds.
- Review the names of all pictures.
- Ask students if they can sort the pictures into groups according to beginning or vowel sounds (ending sound if including /x/).
- Once the pictures are sorted, have students identify the sound for each category and name the pictures in each group to recheck their sort.

Memory

- Provide picture cards for two to four target sounds.
- Review the names of all pictures.
- Model how to mix up the cards, lay them out, and take turns turning pairs over to look for matches.
- The goal is to match for the target sounds, such as two words beginning with /p/.
- As students become comfortable with the game they may be able to play independently.

Name: _____

Picture Cards 1 (/b/ and /l/)

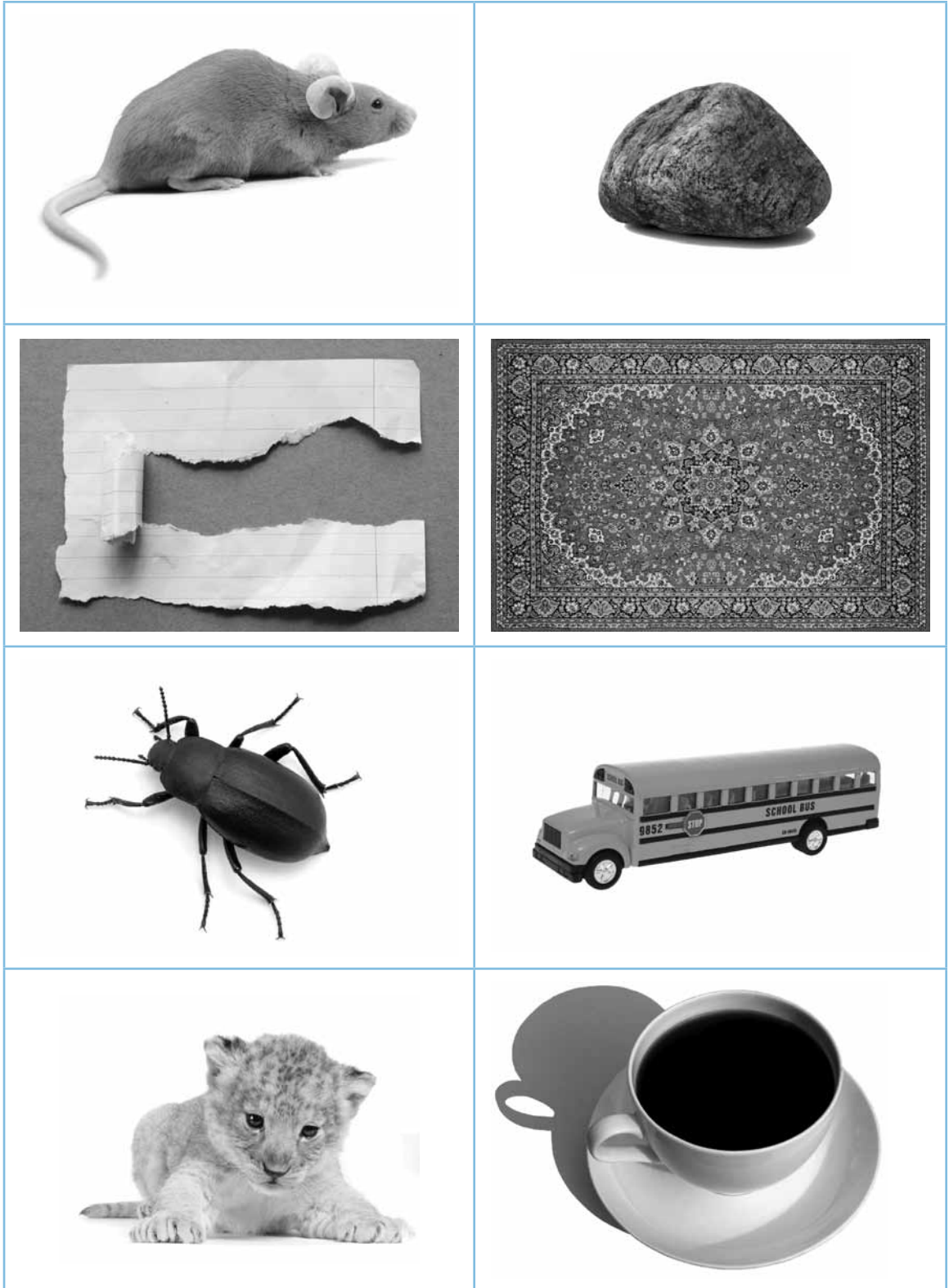
Directions: Copy (darker colored card stock is recommended to prevent seeing through and allow for reuse) and cut these Picture Cards for use with the Unit 5 Section 1 activities: Isolating Sounds, Sorts, and Memory. (See directions for each under Phonemes – Games.)



Name: _____

Picture Cards 2 (/r/ and /u/)

Directions: Copy (darker colored card stock is recommended to prevent seeing through and allow for reuse) and cut these Picture Cards for use with the Unit 5 Section 1 activities: Isolating Sounds, Sorts, and Memory. (See directions for each under Phonemes – Games.)



Name: _____

Picture Cards 3 (/w/ and /j/)

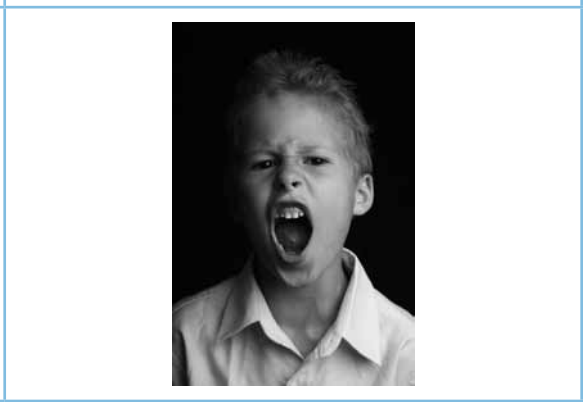
Directions: Copy (darker colored card stock is recommended to prevent seeing through and allow for reuse) and cut these Picture Cards for use with the Unit 5 Section 1 activities: Isolating Sounds, Sorts, and Memory. (See directions for each under Phonemes – Games.)



Name: _____

Picture Cards 4 (/y/ and /x/)

Directions: Copy (darker colored card stock is recommended to prevent seeing through and allow for reuse) and cut these Picture Cards for use with the Unit 5 Section 1 activities: Isolating Sounds, Sorts, and Memory. (See directions for each under Phonemes – Games.)



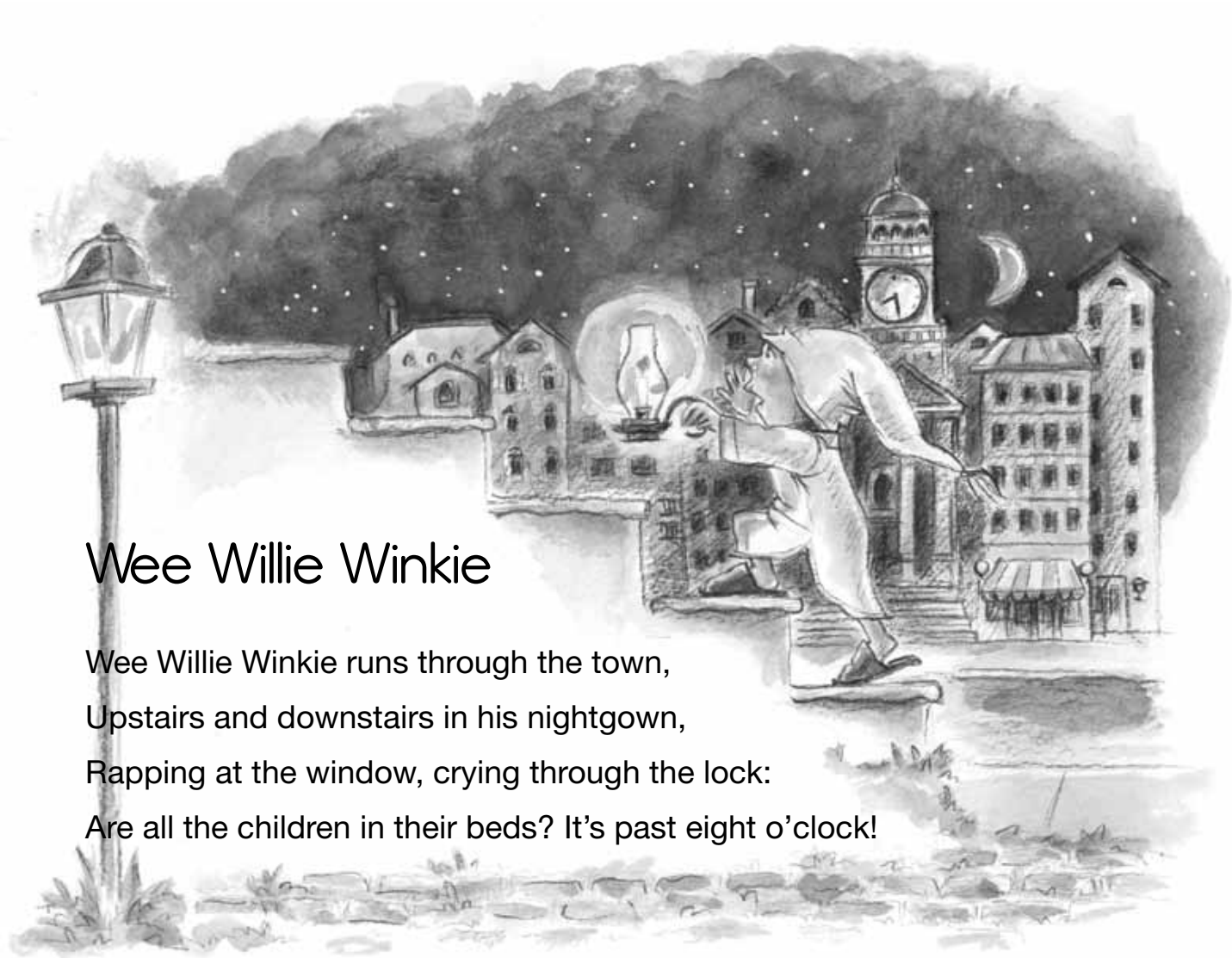
Phonemes—Poems/Songs/Nursery Rhymes

Alliteration

Recite either of the following poems, changing the alliteration for *Wee Willie Winkie* or *Peter, Peter, Pumpkin Eater* to a Unit 5 consonant target sound: /b/, /l/, /r/, /j/, or /y/. For example: *Jee Jillie Jinkie runs through the town*. Ask students to listen for your mixed-up beginning sound and tell you the mixed-up sound they heard you use (e.g., /j/).

- Wee Willie Winkie (Poems/Songs/Nursery Rhymes Resource 24)
- Peter, Peter, Pumpkin Eater (Poems/Songs/Nursery Rhymes Resource 25)

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 5 consonant target sound: /b/, /l/, /r/, /j/, or /y/.



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!

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.



Directions: Ask students to listen for the mixed-up beginning sound in Peter, Peter, Pumpkin Eater as you recite the poem changing the /p/ to a Unit 5 consonant target sound: /b/, /l/, /r/, /w/, /j/, or /y/.

Phonemes—Progress Monitoring

As in previous units of the Assessment and Remediation Guide, progress monitoring continues to be a form of assessment integrated into the 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 clog up instructional time with additional assessments.
- only when, based on observation of instructional performance, students appear to be ready for a comprehensive check of the target skills for this section of Unit 5. 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.

Isolating Target Sounds in the Initial/Medial/Final Position

Directions

Preparation: Copy the Sound Boxes page for each student.

- Tell students you are going to ask them to show you where they hear a sound in a word by circling the cube matching the sound. For each word they will also listen to see if the /u/ vowel sound is in the word. If they hear the /u/ sound in the word, mark the cube for the sound with an X. You will say to students:
- “Where is the /_ / sound in the word _____?” (Students circle the correct cube.)
- Then, “Mark the correct cube with an X if you hear the /u/ vowel sound.”
- Model with the sample item.
- Instruct students to look at the next row of cubes for the first word.
- Complete the activity using the remaining words.
- Scoring: Each word is worth two points. One point for identifying the correct cube for the target consonant phoneme and one point for correctly indicating whether or not the word has the /u/ vowel sound.
- Goal: 11-14 correct.
- Scores of ten or less indicate that additional reteaching and reinforcement is required from *Assessment and Remediation Guide* Unit 5 Section I, Phonological Awareness: Phonemes (Two or Three).

Isolating Target Sounds	Progress Monitoring 1	Progress Monitoring 2	Progress Monitoring 3	Progress Monitoring 4
	SAMPLE: /b/ -bus	SAMPLE: /b/ -bus	SAMPLE: /b/ -bus	SAMPLE: /b/ -bus
Target Words	1. /b/ -bet 2. /l/ -well 3. /r/ -run 4. /w/ -win 5. /j/ -jug 6. /y/ -yum 7. /x/ -wax	1. /b/ - sub 2. /l/ -lock 3. /r/ - rug 4. /w/ - wag 5. //j/ - ledge 6. /y/ - yuck 7. /x/ -mix	1. /b/ - buzz 2. /l/ -lid 3. /r/ -rob 4. /w/ - won (/u/) 5. /j/ - fudge 6. /y/ -yam 7. /x/ -box	1. /b/ - tub 2. /l/ - dull 3. /r/ -rag 4. /w/ - was (/u/) 5. /j/ -gym 6. /y/ -yes 7. /x/ -fix

Correct answers are noted in **bold**.

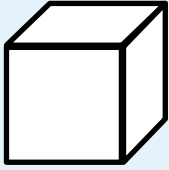
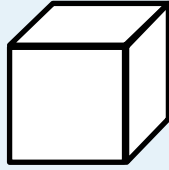
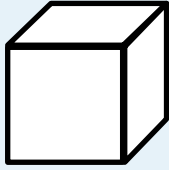
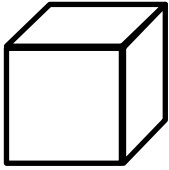
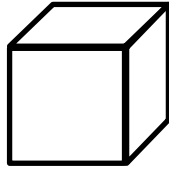
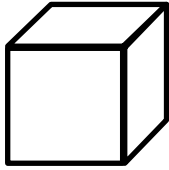
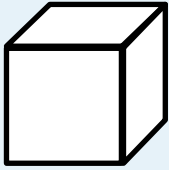
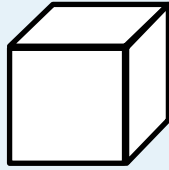
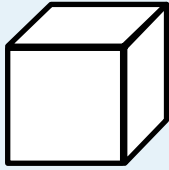
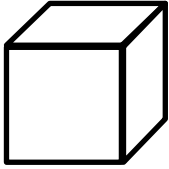
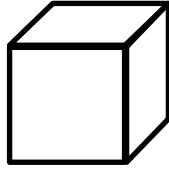
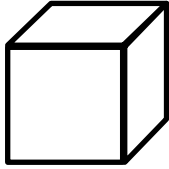
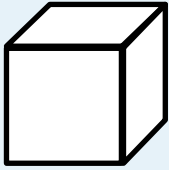
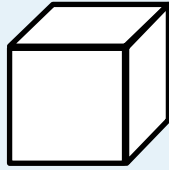
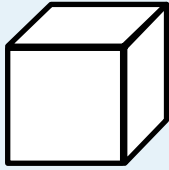
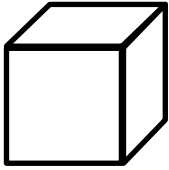
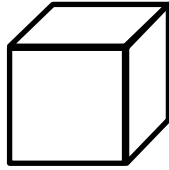
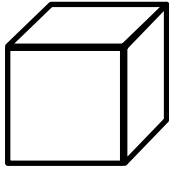
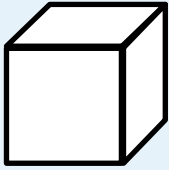
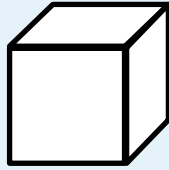
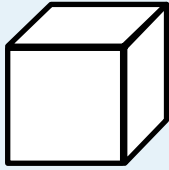
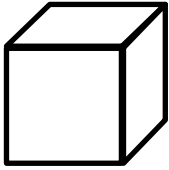
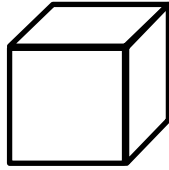
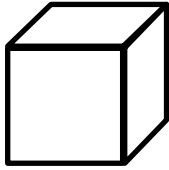
Record Sheet for Unit 5 Section 1, Phonological Awareness: Phonemes (Two or Three)

Student:	Progress Monitoring												
Phoneme Skill													
Isolating Target Sounds	Date												
	Progress Monitoring #												
	Score (Goal: 11 – 14 out of 14)												

Name: _____

Isolating Sounds Progress Monitoring

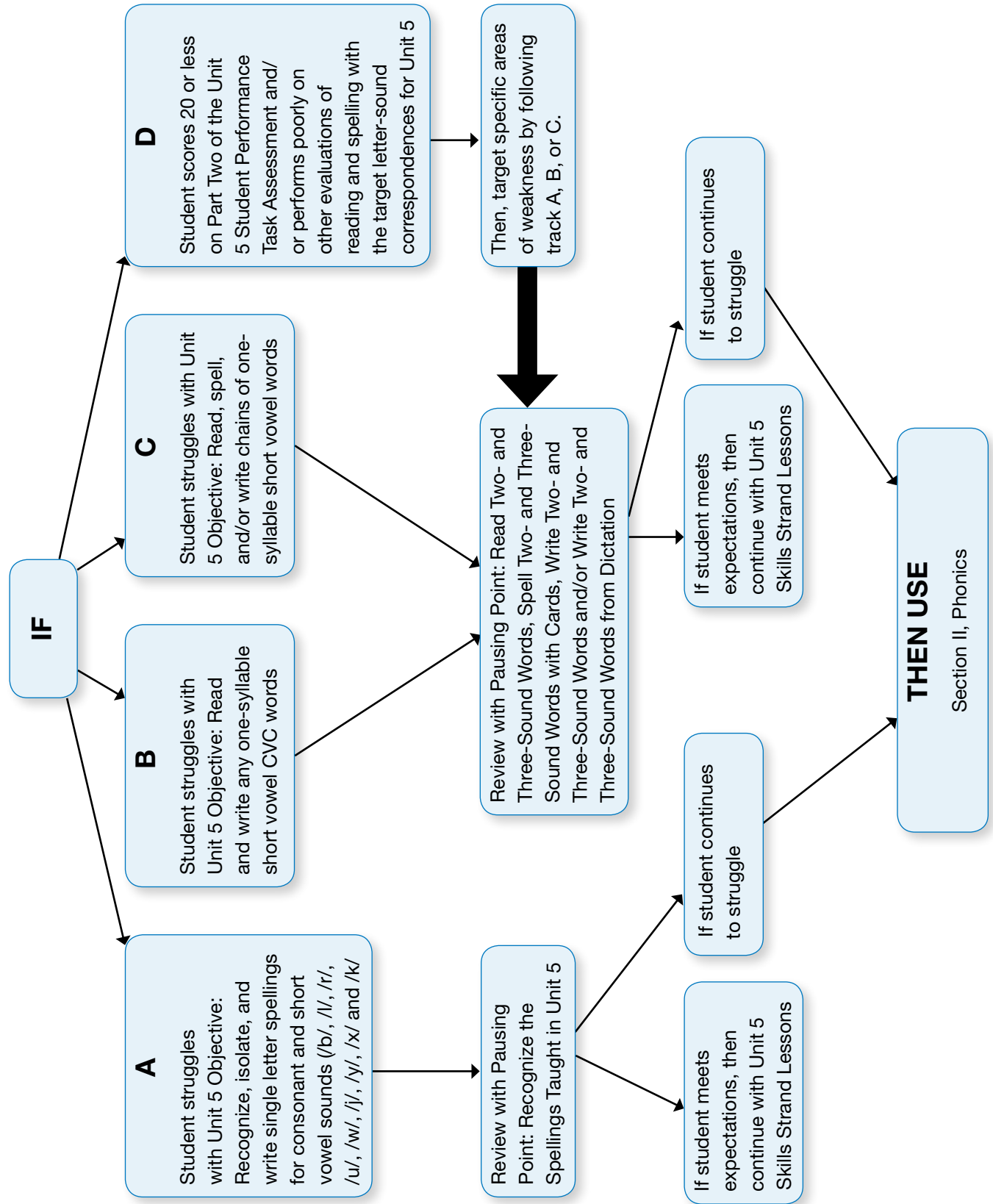
Directions: For each line, provide the target sound and have students circle the cube matching the position of the sound. Also have students mark the correct cube with an X if the word contains the /u/ vowel sound. (See directions under Unit 5, Section 1, Phonemes – Progress Monitoring.)

☆			
1.			
2.			
3.			
4.			
5.			
6.			
7.			

Section II

Phonics

Determining Student Need for Section II, Phonics



Lesson Template

Phonics: Target Sound/Spellings

('b'>/b/, 'l'>/l/, 'r'>/r/, 'u'>/u/, 'w'>/w/, 'j'>/j/, 'y'>/y/, 'x'>/x/, 'k'>/k/)

Focus: Phonics: Target Sound/ Spellings	Teaching	Materials
<p>Warm-Up</p>	<p>Objective: Prompt student attention to the connection between written letters and spoken sounds for taught sound/spellings.</p> <p>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 5.</p> <p>You may choose to complete a select review of specific sound/spellings with which students demonstrated difficulty or a mixed review of all the taught sound/spellings (see Sound/Spellings Chart).</p> <ul style="list-style-type: none"> • Provide each student with a set of Letter Cards for the sound/spellings targeted in the Warm-Up. • Tell students you will either say the sound or show the spelling. <ul style="list-style-type: none"> • 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. <p>Keeping notes on the Sound/Spellings Chart regarding information mastered, progressing, or unfamiliar will help you formulate future questions targeted to student need.</p>	<p>Sound/Spelling Chart and Letter Cards</p>
<p>Explicit Instruction</p>	<p>Objective: State the purpose for using sound/spelling knowledge and model the desired performance.</p> <p>Learning about Target Sound/Spellings: Select a Review the Sound/Spelling page to reteach sound/spellings with which students are demonstrating difficulty.</p> <ul style="list-style-type: none"> • Remind students of the articulation needed to make the target sound (See the Articulation Chart in Section I). • Briefly review the strokes for letter formation. • Have students complete the bottom of the page by writing the sound/spelling on the handwriting line for the images depicting the target sound. 	<p>Review the Sound/Spelling worksheet</p>

Focus: Phonics: Target Sound/ Spellings	Teaching	Materials
<p>Guided Practice</p>	<p><u>Objective:</u> Provide an engaging opportunity to develop target sound/spelling knowledge with decreasing support as students’ skills strengthen.</p> <p><u>Working with Target Sound/Spellings:</u> Students are familiar with chaining from the Unit 5 Skills Strand Lessons. Here students will apply their knowledge similarly. The difference will be you and the students writing the words. (Writing reinforces student’s knowledge of letter formation and spelling patterns; however, if the motor aspect of writing inhibits student attention to sound/spelling connections, Letter Cards can be used instead.)</p> <ul style="list-style-type: none"> • 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 <i>reading</i>. (Decoding tends to be less challenging than encoding.) Tell students you will use the pictures of sounds to write words for them to read. • Write the first word and tell students to look at the pictures of the sounds from left to right. As they look at the pictures, they need to remember the sounds the pictures stand for and blend the sounds together to make the word. • Make the letter change needed for the next word and describe the change as it is made. For example say, “Now I’m taking away /w/ and putting /r/ at the beginning of the word. What word did I make now?” • Continue until the chain is complete. 	<p>Chaining List (Letter Cards if needed)</p> <p>Writing Materials for Teacher and Students</p>

Focus: Phonics: Target Sound/ Spellings	Teaching	Materials
<p>Guided Practice (Cont.)</p>	<p>If support is needed, model the sounds and blending. Also encourage students to use the blending motions they have learned.</p> <ul style="list-style-type: none"> • Next use the same or an alternate chain for <i>spelling</i>. 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. <p>If support is needed, model breaking the sounds apart and writing the picture for each sound.</p> <p><u>Application of Skills</u>: Select Worksheets and Games allowing students to apply target sound/spelling knowledge.</p> <p><u>Progress Monitoring option</u>: Incorporate progress monitoring checks here as needed.</p>	<p>Activity Dependent: Worksheet and/or Game resources</p> <p>Progress Monitoring resources</p>
<p>Independent Practice</p>	<p><u>Objective</u>: Allow students to practice target sound/spelling knowledge with high levels of independence as they strive for mastery.</p> <p><u>Practicing and Extending Skills with Target Sound/Spellings</u>: Revisit previously taught activities allowing students to practice target sound/spelling knowledge with classmates.</p>	<p>Continued from Guided Practice</p>

Sample Remedial Lesson

Phonics: Target Sound/Spellings (‘l’ > /l/ and ‘r’ > /r/)

Focus: Phonics: Target Sound/ Spellings (‘l’ > /l/ and ‘r’ > /r/)	Teaching	Materials										
<p>Warm-Up</p>	<p>Objective: Prompt student attention to the connection between written letters and spoken sounds for taught sound/spellings.</p> <p>Exercise: Play Match Me. Using sets of the Letter Cards, students “match you” according to the information you provide for target sound/spellings</p> <p><i>(Some English Learners may often confuse ‘l’ > /l/ and ‘r’ > /r/, particularly when spelling. This lesson will be coupled with a phonological awareness lesson from Section I, targeting /l/ and /r/, to directly address this challenge for students.)</i></p> <ul style="list-style-type: none"> • Provide each student with a set of Letter Cards (‘l’ and ‘r’) • Tell students you will say the sound or provide the letter. For example: <table border="1" data-bbox="464 919 1097 1161"> <thead> <tr> <th>Teacher Prompt</th> <th>Student Response</th> </tr> </thead> <tbody> <tr> <td>/l/</td> <td>‘l’</td> </tr> <tr> <td>‘r’</td> <td>/r/</td> </tr> <tr> <td>‘l’</td> <td>/l/</td> </tr> <tr> <td>/r/</td> <td>‘r’</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • If anyone provides an incorrect answer, correct the error, and have students repeat the item. <p>Reminder: Keep notes on the Sound/Spellings Chart regarding information mastered, progressing, or unfamiliar.</p>	Teacher Prompt	Student Response	/l/	‘l’	‘r’	/r/	‘l’	/l/	/r/	‘r’	<p>Sound/ Spelling Chart and Letter Cards (‘l’ and ‘r’)</p>
Teacher Prompt	Student Response											
/l/	‘l’											
‘r’	/r/											
‘l’	/l/											
/r/	‘r’											

Focus: Phonics: Target Sound/ Spellings (‘l’ > /l/ and ‘r’ > /r/)	Teaching	Materials												
<p>Explicit Instruction</p>	<p>Objective: State the purpose for using sound/spelling knowledge and model the desired performance.</p> <p>Learning about Target Sound/Spellings: Use the Review the Sound/Spelling (/l/ and /r/) to reteach sound/spellings with which students are demonstrating difficulty.</p> <ul style="list-style-type: none"> Remind students of the articulation needed: <table border="1" data-bbox="370 793 1291 1245"> <thead> <tr> <th>Phoneme</th> <th>Articulation Features</th> <th>Voice</th> <th>Stretch</th> </tr> </thead> <tbody> <tr> <td>/l/</td> <td>Tip of the tongue touches the bump behind the upper teeth and lips are open a little (This is similar to /n/, except for /n/ the tongue closes off the air from coming out of the mouth so it goes through the nose.)</td> <td>On</td> <td>Yes</td> </tr> <tr> <td>/r/</td> <td>Tongue is curled back as air is pushed out and lips are open a little (Take care not to pronounce the r-controlled vowel sound /er/. Instead, pronounce with a clean /r/ sound like at the beginning of red.)</td> <td>On</td> <td>Yes</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Briefly review the strokes for letter formation. Have students complete the bottom of the page to apply sound/spelling knowledge for reading and/or spelling. 	Phoneme	Articulation Features	Voice	Stretch	/l/	Tip of the tongue touches the bump behind the upper teeth and lips are open a little (This is similar to /n/, except for /n/ the tongue closes off the air from coming out of the mouth so it goes through the nose.)	On	Yes	/r/	Tongue is curled back as air is pushed out and lips are open a little (Take care not to pronounce the r-controlled vowel sound /er/. Instead, pronounce with a clean /r/ sound like at the beginning of red.)	On	Yes	<p>Review the Sound/Spelling page (/l/ and /r/)</p>
Phoneme	Articulation Features	Voice	Stretch											
/l/	Tip of the tongue touches the bump behind the upper teeth and lips are open a little (This is similar to /n/, except for /n/ the tongue closes off the air from coming out of the mouth so it goes through the nose.)	On	Yes											
/r/	Tongue is curled back as air is pushed out and lips are open a little (Take care not to pronounce the r-controlled vowel sound /er/. Instead, pronounce with a clean /r/ sound like at the beginning of red.)	On	Yes											

Focus: Phonics: Target Sound/ Spellings (‘l’ > /l/ and ‘r’ > /r/)	Teaching	Materials
<p>Guided Practice</p>	<p>Objective: Provide an engaging opportunity to develop target sound/spelling knowledge with decreasing support as students’ skills strengthen.</p> <p>Working with Target Sound/Spellings: Students are familiar with chaining from the Unit 5 Skills Strand Lessons. Here, students will apply their knowledge similarly. The difference will be you and the students writing the words. (Writing reinforces student’s knowledge of letter formation and spelling patterns.)</p> <ul style="list-style-type: none"> • Select a chaining list: led > bed > bud > bad > bag > big > rig > rip > lip > lit > lot > hot > hut > rut > rot > rod > red (This list offers a review of all the short vowels with emphasis on /l/ and /r/ in the initial position.) • Display the Letter Cards utilized in the chain on the table in front of students: consonants: ‘l,’ ‘b,’ ‘d,’ ‘g,’ ‘r,’ ‘p,’ ‘t,’ ‘h,’ and vowels: ‘a,’ ‘e,’ ‘i,’ ‘o,’ and ‘u’. • Start with chaining for <i>reading</i>. Tell students you will use the letters to write words for them to read. • Write the first word (<i>led</i>) and ask students to look at the pictures of the sounds from left to right, noticing the beginning sound (/l/), vowel in the middle (/e/), and ending sound (/d/). As they look at the pictures, they need to remember the sounds the pictures represent and blend the sounds together to make the word. • Make the letter change needed for the next word (‘l’ > ‘b’) and describe the change as it is made saying, “Now I’m taking away the /l/ and placing a /b/ at the beginning of the word. What word did I make now?” • Continue until the chain is complete. <p>If support is needed, model the sounds and blending. Also encourage students to use the blending motions they have learned and refer to key words.</p> <ul style="list-style-type: none"> • Next use the same chain for <i>spelling</i>. 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 (<i>led</i>) 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 (<i>bed</i>) and have students explain the change they had to make from the previous word (<i>Take away the /l/ and place a /b/ at the beginning.</i>). • Continue until the chain is complete. 	<p>Chaining List and Letter Cards (consonants: ‘l,’ ‘b,’ ‘d,’ ‘g,’ ‘r,’ ‘p,’ ‘t,’ ‘h,’ and vowels: ‘a,’ ‘e,’ ‘i,’ ‘o,’ and ‘u’)</p> <p>Dry Erase Board, Dry Erase Marker, and Eraser for teacher and students</p> <p>Tic-Tac-Toe boards, Race to the Top boards, Word/Picture Cards</p>

Focus: Phonics: Target Sound/ Spellings (‘l’ > /l/ and ‘r’ > /r/)	Teaching	Materials
Guided Practice (Cont.)	<p>If support is needed, model breaking the sounds apart and writing the picture for each sound.</p> <p><u>Application of Skills:</u> Provide partners with a copy of a Tic-Tac-Toe board and have them play using ‘l’ and ‘r’ instead of the traditional X and O. Remind them to say the letter sound each time they draw a picture of /l/ or /r/ for the game. Once students have played a few times, with each partner getting a turn to use ‘l’ and ‘r,’ then partners switch to play Race to the Top: Spell it using Word/Picture Cards. (See directions under Phonics – Games.) This game combination allows for isolated sound/spelling practice followed by the opportunity to apply the knowledge to spelling words.</p> <p><u>Progress Monitoring option:</u> Students will benefit from additional practice differentiating ‘l’ > /l/ and ‘r’ > /r/. In addition, a review lesson contrasting ‘w’ > /w/ and ‘y’ > /y/ is needed. Therefore, students are not ready for a comprehensive check of Unit 5 sound/spellings.</p>	
Independent Practice	<p><u>Objective:</u> Allow students to practice target sound/spelling knowledge with high levels of independence as they strive for mastery.</p> <p><u>Practicing and Extending Skills with Target Sound/Spellings:</u> Provide the materials for Race to the Top: Spell It using Word/Picture Cards, and allow partners to continue playing independently.</p>	Continued from Guided Practice

Name: _____

Letter Cards 1 (taught in Unit 3)

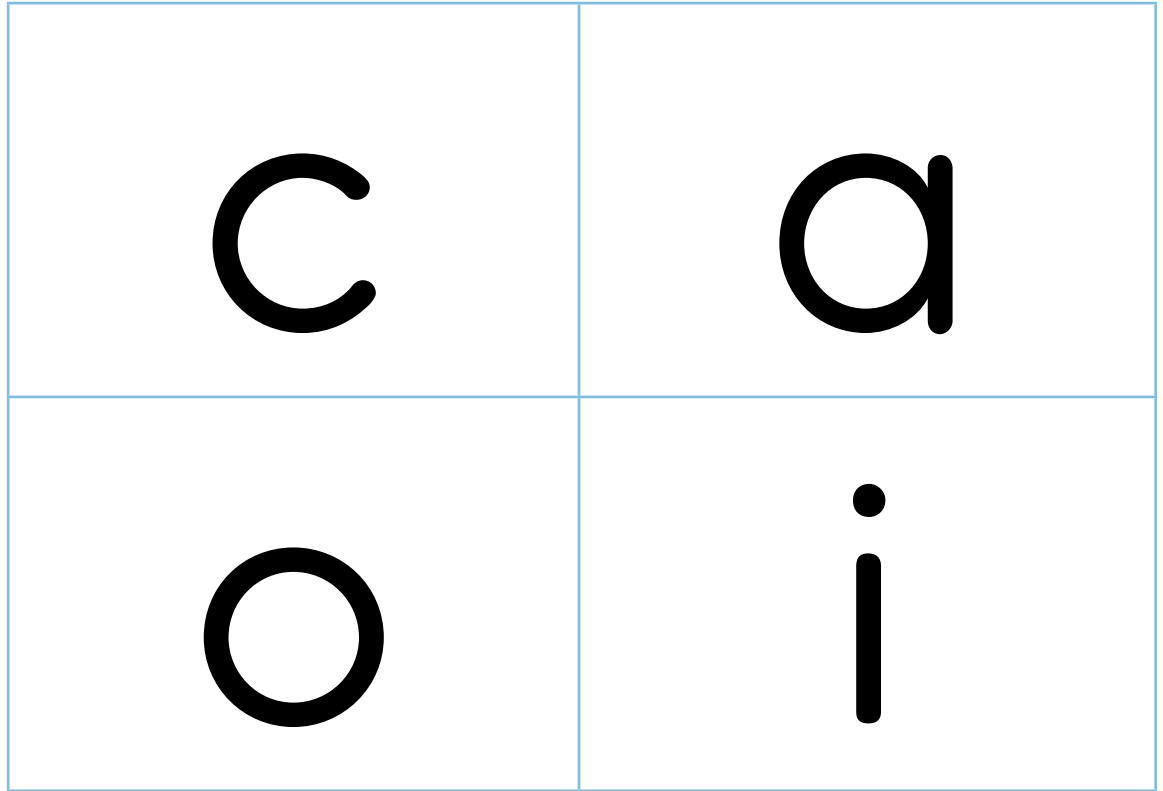
Directions: Copy (card stock is recommended to allow for reuse) and cut out these Letter Cards for use with the Unit 5 Section II activities: Match Me (See directions within the Lesson Template Warm-Up section.), Push and Say (See directions under Phonics – Worksheets.), and Race to the Top (See directions under Phonics – Games.). Note: Consonants may be used in the initial and final position when building words are provided twice on this page.

m	m
t	t
d	d
g	g

Name: _____

Letter Cards 2 (taught in Unit 3)

Directions: Copy (card stock is recommended to allow for reuse) and cut out these Letter Cards for use with the Unit 5 Section II activities: Match Me (See directions within the Lesson Template Warm-Up section.), Push and Say (See directions under Phonics – Worksheets.), and Race to the Top (See directions under Phonics – Games.).



Name: _____

Letter Cards 3 (taught in Unit 4)

Directions: Copy (card stock is recommended to allow for reuse) and cut out these Letter Cards for use with the Unit 5 Section II activities: Match Me (See directions within the Lesson Template Warm-Up section.), Push and 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.

n	n
h	f
s	s
v	v

Name: _____

Letter Cards 4 (taught in Unit 4)

Directions: Copy (card stock is recommended to allow for reuse) and cut out these Letter Cards for use with the Unit 5 Section II activities: Match Me (See directions within the Lesson Template Warm-Up section.), Push and 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.

z	z
p	p
v	e

Name: _____

Letter Cards 5 (taught in Unit 5)

Directions: Copy (card stock is recommended to allow for reuse) and cut out these Letter Cards for use with the Unit 5 Section II activities: Match Me (See directions within the Lesson Template Warm-Up section.), Push and 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.

b	b
l	r
w	j

Name: _____

Letter Cards 6 (taught in Unit 5)

Directions: Copy (card stock is recommended to allow for reuse) and cut out these Letter Cards for use with the Unit 5 Section II activities: Match Me (See directions within the Lesson Template Warm-Up section.), Push and 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.

y	x
k	u

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

<i>Least Difficult</i>	Contrast Phonemes with Distinct Articulation Features (e.g., /l/ and /u/)	Contrast Phonemes with Similar Articulation Features (e.g., /w/ and /y/)
Phonemes		
Consonants with Continuous Sound (i.e., can be stretched) /l/, /r/, /w/, and /y/		
Consonants with Plosive Sound (i.e., cannot be stretched) /b/, /j/, /x/, and /k/		
Vowels /u/		<i>Most Difficult</i>

New Sound/Spellings Chart

Consonants	Short Vowels
'b' > /b/ (bed) 'l' > /l/ (log) 'r' > /r/ (rat) 'w' > /w/ (wig) 'j' > /j/ (jam) 'y' > /y/ (yes) 'x' > /x/ (box) 'k' > /k/ (kid)	'u' > /u/ (mug)

Previously Taught Sound/Spellings Chart

Consonants	Short Vowels
'm' > /m/ (mat) 't' > /t/ (tag) 'd' > /d/ (dad) 'c' > /k/ (cat) 'g' > /g/ (dog) 'n' > /n/ (man) 'h' > /h/ (hat) 's' > /s/ (sit) 'f' > /f/ (fan) 'v' > /v/ (van) 'z' > /z/ (zigzag) 'p' > /p/ (pig)	'a' > /a/ (mad) 'o' > /o/ (mom) 'i' > /i/ (dig) 'e' > /e/ (pen)

Phonics Skills Cross-Reference Chart

Phonics Skill/ CKLA Goal	Unit 5 Lessons										Unit 5 Pausing Point						
	1	2	3	4	5	6	7	8	9	10		11	12	13	14	15	16
Recognize, isolate, and write single letter spellings for consonant and short vowel sounds (/b/, /l/, /r/, /u/, /w/, /j/, /y/, /x/ and /k/ and continued from previous units: /m/, /a/, /t/, /d/, /o/, /k/, /g/, /i/, /n/, /h/, /s/, /f/, /v/, /z/, /p/ and /e/)	Teacher Modeling; Meet the Spelling (/b/)	Teacher Modeling; Meet the Spelling (/l/)	Teacher Modeling and Meet the Spelling (/r/)	Teacher Modeling and Meet the Spelling (/u/)	T-Chart Sort	Teacher Modeling; Meet the Spelling (/w/)	Teacher Modeling; Meet the Spelling (/j/)	Teacher Modeling; Meet the Spelling (/y/)	Teacher Modeling; Meet the Spelling (/x/); T-Chart Sort	Teacher Modeling; Meet the Spelling (/k/)	Sound Dictation	Sound Dictation			Sound Sprints	Sound Dictation	Stepping Sounds; Simon Says Sounds; Sound Sprints; Cross-Out Spellings; Spelling Bingo
	Meet the Spelling (/b/); Connect It	Meet the Spelling (/l/); Small Group Work; Spelling Worksheet	Meet the Spelling (/r/); Small Group Work	Meet the Spelling (/u/); Wiggle Cards; Word Wheel Worksheet	Small Group Work	Meet the Spelling (/w/); Label the Picture	Meet the Spelling (/j/); Small Group Work; Label the Picture	Meet the Spelling (/y/); Small Group Work; Practice Pack	Meet the Spelling (/x/)	Meet the Spelling (/k/)	Stomp and Spell; Small Group Work; Connect It	Mark the Phrase; Practice Pack	Small Group Work	Small Group Work	Dictation Identification; Connect It; Label the Picture	Small Group Work	Mark the Phrases; Spelling Hopscotch
Read, Spell, and/or Write Chains of One-Syllable Short Vowel Words	Student Chaining (Spelling)	Small Group Work (option)	Small Group Work (option)		Teacher (Reading); Student (Spelling)	Chain and Copy (Spelling)	Small Group Work (option)	Small Group Work (option)	Teacher (Reading); Large Card (Spelling)		Teacher (Reading) (Spelling)						Pocket Chart Chaining for Reading; Student Chaining; Chain and Copy; Large Card Chaining

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: 'b' > /b/, 'l' > /l/, 'r' > /r/, 'u' > /u/, 'w' > /w/, 'j' > /j/, 'y' > /y/, 'x' > /x/, and 'k' > /k/ and continued from previous units: 'm' > /m/, 'a' > /a/, 't' > /t/, 'd' > /d/, 'o' > /o/, 'c' > /k/, 'g' > /g/, 'i' > /i/, 'n' > /n/, 'h' > /h/, 's' > /s/, 'f' > /f/, 'v' > /v/, 'z' > /z/, 'p' > /p/, and 'e' > /e/

Phonics—Word Lists

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

Note: 'x' does not occur as an initial sound/spelling for decodable words in Unit 5; therefore, it is found as a final sound/spelling within the categories above.

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

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

Note: 'x' does not occur as an initial sound/spelling for decodable words in Unit 5; therefore, it is found as a final sound/spelling within the categories above.

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

Chaining Lists for Reading or Spelling

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

Letter Cards Needed for Sound/ Spellings	Previous Unit Sound/ Spellings: 'm' > /m/, 'a' > /a/, 't' > /t/, 'd' > /d/, 'o' > /o/, 'c' > /k/, 'g' > /g/, and 'i' > /i/, 'n' > /n/, 'h' > /h/, 's' > /s/, 'f' > /f/, 'v' > /v/, 'z' > /z/, 'p' > /p/, and 'e' > /e/; Adding 'b' > /b/, 'l' > /l/, and 'r' > /r/	Adding 'u' > /u/	Adding 'w' > /w/ and 'j' > /j/	Adding 'y' > /y/, 'x' > /x/, and 'k' > /k/
<p>Manipulating Initial Position Only</p>	<p>tap > zap > nap > rap > lap > map > cap > sap bat > at > fat > sat > mat > pat > rat > vat</p> <p>bop > top > lop > pop > mop > hop > cop lot > dot > got > not > rot > hot > pot</p> <p>bit > fit > it > pit > lit > sit > hit rip > zip > lip > dip > sip > hip > nip > tip</p> <p>bet > pet > vet > net > met > let > get > set</p> <p>bed > led > red > fed</p>	<p>bug > rug > jug > hug > dug > tug > mug rut > gut > but > nut > hut > cut run > bun > sun > fun > pun > nun tub > cub > hub > sub > rub</p>	<p>tag > wag > bag > rag > sag > gag > nag am > jam > ham > ram > dam</p> <p>lob > job > rob > cob > mob > sob > bob > gob jog > bog > log > fog > hog > dog</p> <p>wit > lit > it > bit > pit > sit > hit > fit big > jig > wig > rig > pig > fig > gig > dig</p> <p>bet > wet > net > jet > let > pet > vet > set > get > met</p> <p>wed > led > red > fed > bed</p> <p>hug > jug > rug > bug > tug > dug > lug</p>	<p>ham > yam > jam > ram ax > wax > tax > fax</p> <p>box > fox > ox > lox > pox not > jot > pot > dot > cot > lot > hot</p> <p>kid > lid > rid > bid > did > hid bit > wit > pit > fit > it > sit > kit mix > six > fix</p> <p>met > wet > yet > jet > net > bet > let > set</p> <p>yum > gum > hum > bum</p>

Letter Cards Needed for Sound/ Spellings	Previous Unit Sound/ Spellings: 'm' > /m/, 'a' > /a/, 't' > /t/, 'd' > /d/, 'o' > /o/, 'c' > /k/, 'g' > /g/, and 'i' > /i/, 'n' > /n/, 'h' > /h/, 's' > /s/, 'f' > /f/, 'v' > /v/, 'z' > /z/, 'p' > /p/, and 'e' > /e/; Adding 'b' > /b/, 'l' > /l/, and 'r' > /r/	Adding 'u' > /u/	Adding 'w' > /w/ and 'j' > /j/	Adding 'y' > /y/, 'x' > /x/, and 'k' > /k/
Manipulating Initial and Final Position Only	<p>nab > nap > map > mat > bat > bad > lad > lap > cap > cab</p> <p>rat > bat > bag > rag > ran > pan > pad > lad > lap > rap</p> <p>rot > rod > pod > pot > lot > lob > gob > got > not</p> <p>top > mop > mob > bob > bog > log > lot > rot > pot > pop</p> <p>bib > fib > fit > bit > big > rig > rip > lip > lid > rid > rib</p> <p>fin > bin > bit > lit > lid > rid > hid > hip > tip > tin > pin ></p> <p>led > leg > peg > pet > let > set > bet > beg > bed > red</p> <p>men > ten > pen > peg > beg > bed > red > led > leg > peg > pen > hen</p>	<p>tug > tub > sub > sun > fun > run > rug > bug</p> <p>nut > but > bud > mud > mug > rug > rub > cub > cut</p> <p>fun > bun > bum > gum > sum > sub > rub > rut > hut > nut > nun</p>	<p>pan > tan > tag > wag > bag > bat > at > rat > ran > ban</p> <p>jab > tab > tag > wag > rag > rap > sap > sad > lad > lab</p> <p>jot > lot > log > cog > hog > hop > hot > got > not</p> <p>job > jog > fog > dog > dot > pot > pod > rod > rob</p> <p>wig > jig > dig > dim > him > hip > lip > sip > rip > rig > big</p> <p>tin > tip > lip > rip > rib > rid > did > dig > wig > fig > fin > win > in</p> <p>bed > bet > jet > pet > pen > peg > leg > let > set > wet > wed > red > led</p> <p>ten > den > men > met > wet > jet > pet > bet > beg > leg > peg > pen</p> <p>fun > sun > sub > tub > rub > rug > jug > bug > bun > run</p> <p>gum > hum > hub > hut > rut > rug > bug > bum</p>	<p>tax > wax > ax > at > sat > rat > ram > jam > yam > yak > yap > tap</p> <p>yap > sap > sat > at > ax > fax > fat > cat > cap > tap</p> <p>jog > fog > fox > box > bob > rob > rot > lot > jot > job</p> <p>cop > pop > pot > jot > not > nod > rod > rob > job > jog > hog > hot > hop</p> <p>big > wig > wit > kit > kid > lid > lip > dip > dig > jig</p> <p>win > kin > fin > fig > dig > dip > sip > tip > tin > pin</p> <p>yet > let > jet > wet > web > wed > red > bed > beg > leg > peg > pet</p> <p>bun > bum > yum > hum > hub > sub > cub > cut > jut > nut > nun</p> <p>jug > rug > rut > cut > cub > tub > rub > run > bun > bug</p>
Manipulating Initial, Medial, and Final Position	<p>ran > pan > pen > peg > pig > big > bog > log > leg > lag > rag</p> <p>bad > mad > mat > rat > rot > lot > let > bet > bit > pit > pat > pad</p>	<p>led > bed > bud > bad > bag > big > rig > rip > lip > lit > lot > hot > hut > rut > rot > rod > red</p> <p>rid > lid > lad > mad > mud > bud > bug > bog > log > leg > peg > pig > dig > did</p>	<p>not > nut > but > bug > jug > jig > wig > wag > rag > rat > rot > rod > red > bed > led > lid > lit > lot</p> <p>cub > cab > tab > tub > rub > rob > sob > job > jog > jot > jet > net > not > hot > hog > hug > hub</p>	<p>nut > jut > jet > yet > let > lot > lit > kit > kid > lid > lad > bad > bat > but</p> <p>log > lug > bug > rug > rag > wag > wig > big > bit > kit > kid > did > dad > bad > bag > bog</p>

Note: Pseudowords are NOT included in the chains above. However, pseudowords can be selected from the Word Lists to extend any of the chains provided. Chains with pseudowords may also be used to evaluate the sole use of phonics knowledge since students cannot rely on memorized spellings with words that are not real.

Review the Sound/Spelling

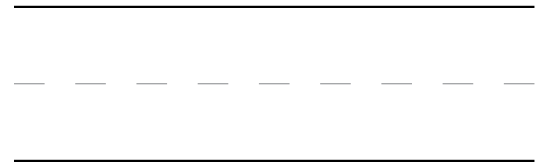
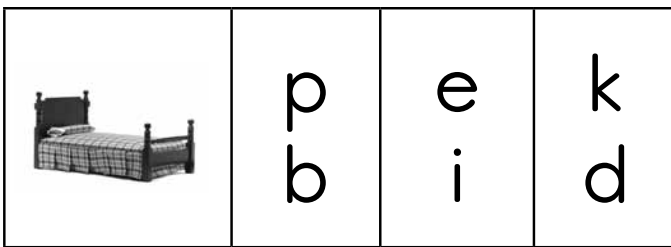
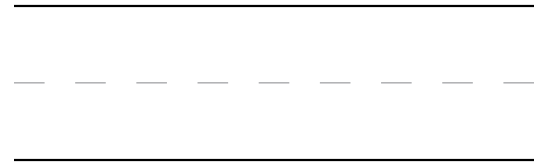
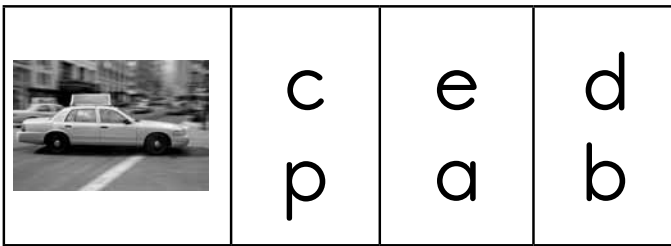
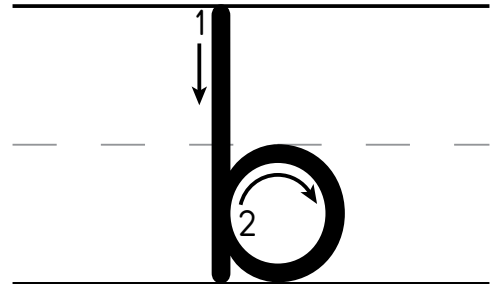
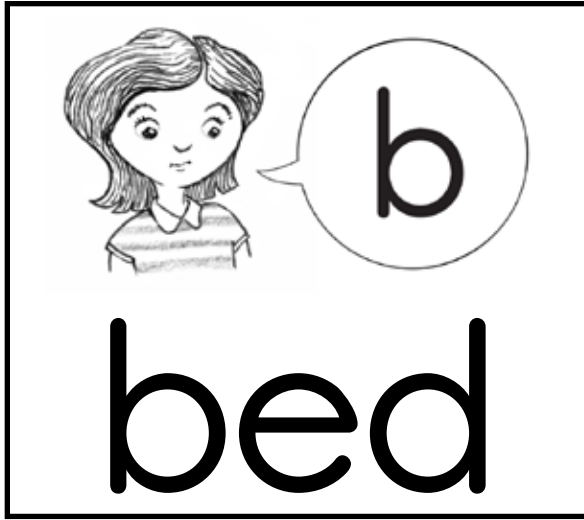
Review the target sound/spellings from Unit 5 with these worksheets.

- 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 5 to spelling or reading, and letter formation practice including the target sound-spelling.

Consonants Review the Sound/Spelling Pages 1-8	Single Short Vowels Review the Sound/Spelling Page 9
'b' > /b/ 'l' > /l/ 'r' > /r/ 'w' > /w/ 'j' > /j/ 'y' > /y/ 'x' > /x/ 'k' > /k/	'u' > /u/

Name: _____

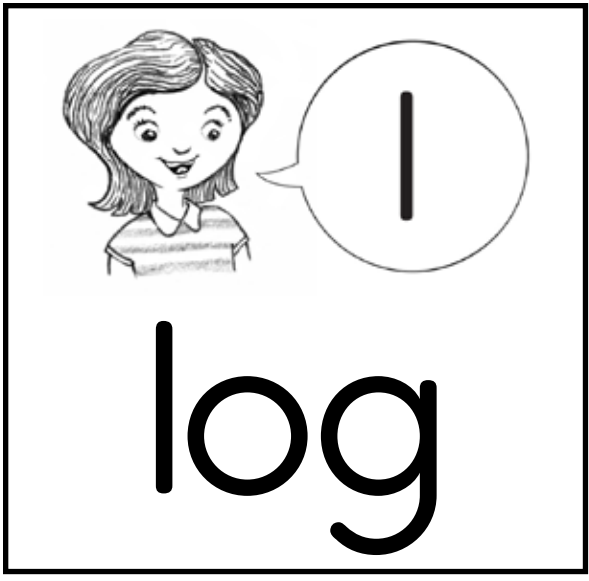
Review the Sound/Spelling 1 (/b/)



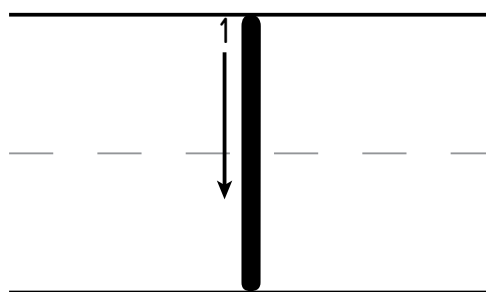
Directions: For each picture, students circle the letters spelling the name of the depicted item and then write the word on the line.

Name: _____

Review the Sound/Spelling 2 (/l/)



l
log



log





leg

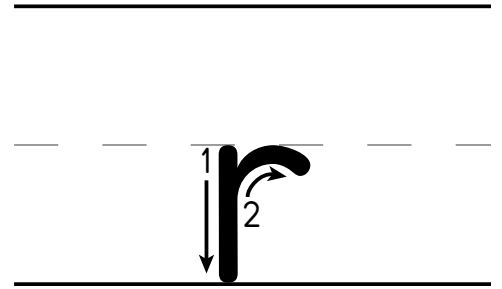
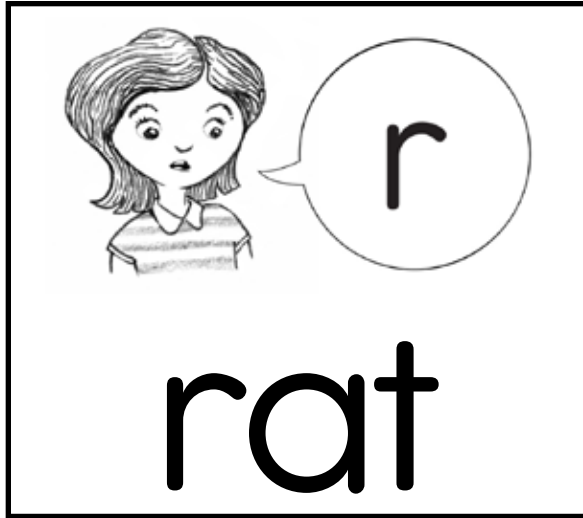




Directions: Students write each word under the matching picture.

Name: _____

Review the Sound/Spelling 3 (/r/)



Directions: Students circle the matching word, then write the word on the line.



ran

ram

ham



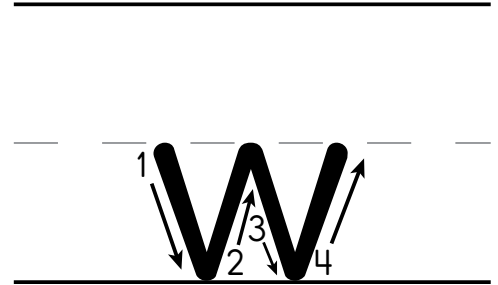
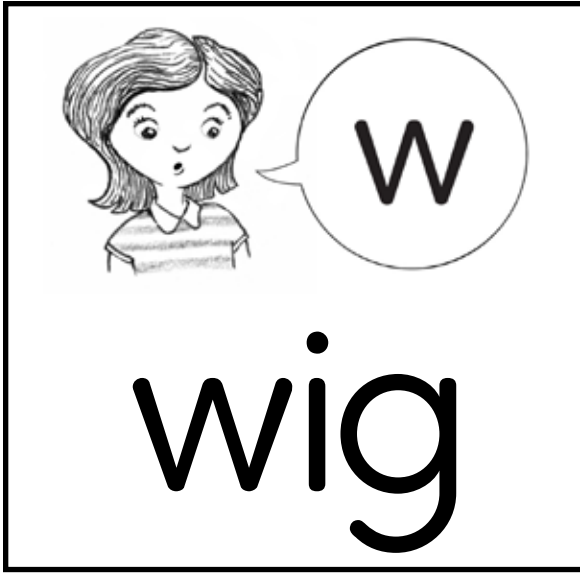
mat

rat

rag

Name: _____

Review the Sound/Spelling 4 (/w/)



web



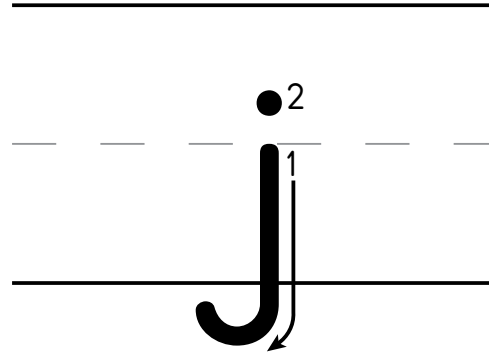
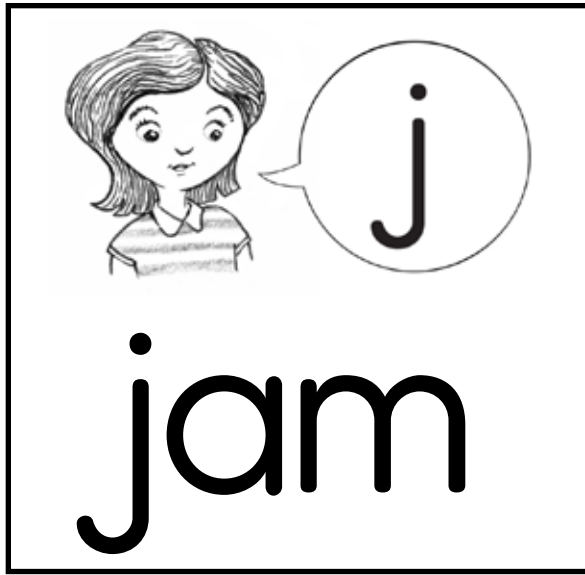
wig



Directions: Students write each word under the matching picture.

Name: _____

Review the Sound/Spelling 5 (/j/)



Directions: Students circle the picture and write each word under the matching picture.

jet

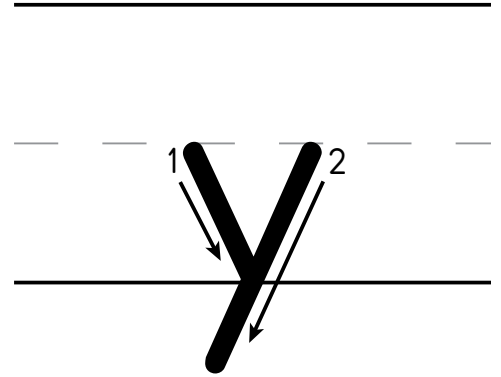
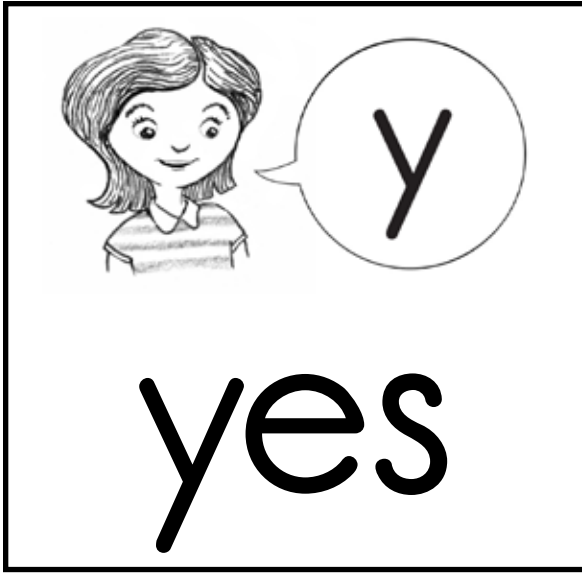


jug



Name: _____

Review the Sound/Spelling 6 (/y/)



yap





yam

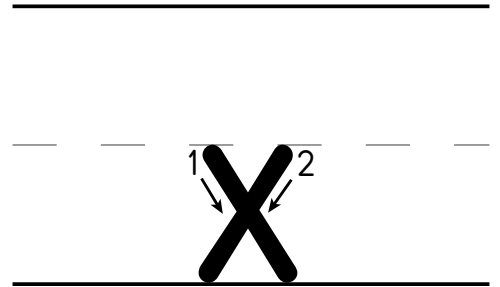
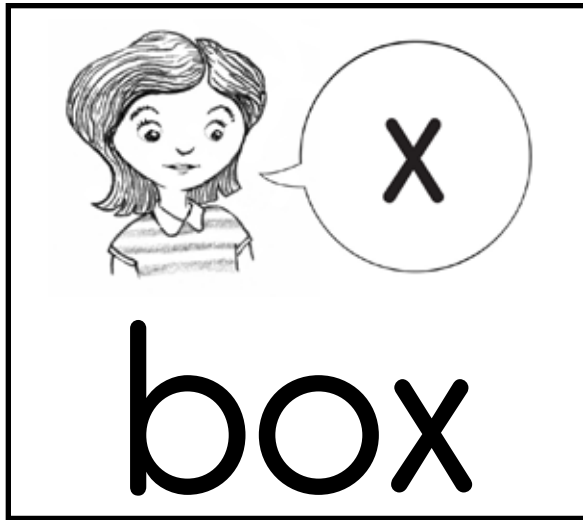




Directions: Students circle the picture and write each word under the matching picture.

Name: _____

Review the Sound/Spelling /x/



Directions: Students circle the picture and write each phrase under the matching picture.

big box

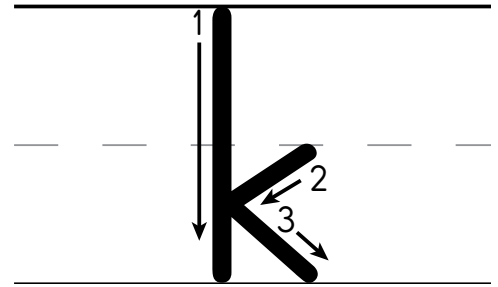
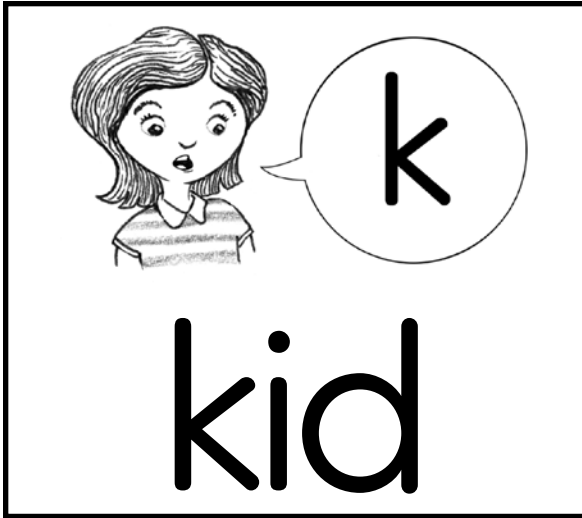


hot wax



Name: _____

Review the Sound/Spelling 8 (/k/)



Directions: Students circle the picture and write each phrase under the matching picture.

wig on kid

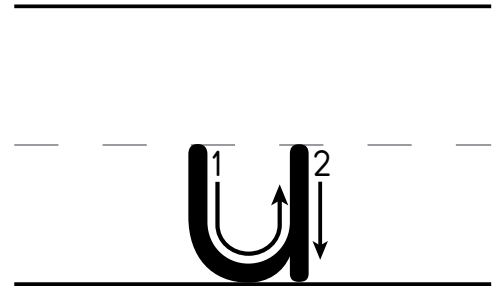
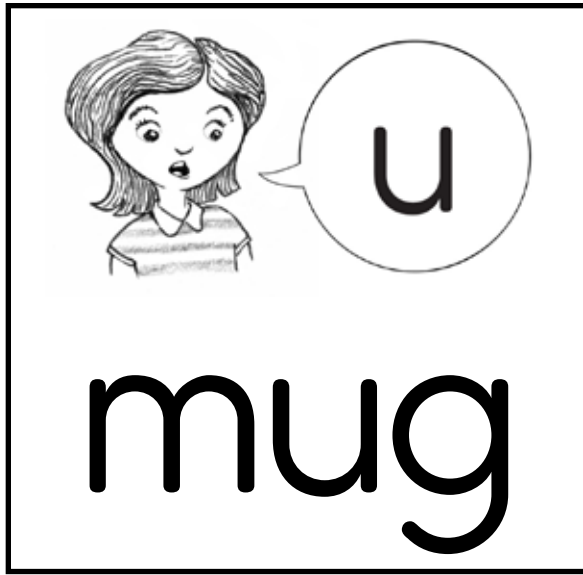


kid in mud



Name: _____

Review the Sound/Spelling 9 (/u/)



mud



nut



Directions: Students write each word under the matching picture.

Push and Say

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

- Provide each student with the Sound Boxes page and a set of Letter Cards corresponding to the words selected for building. Students should line up the Letter Cards below the Sound Boxes page. Multiple copies of consonants are needed for words such as *bob*.
- Say a word, such as *kid*.
- 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.
- If additional support is needed, first practice by asking students to flip their Letter Cards over to the blank side and Push and 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 by focusing on the sounds and their positions before adding in the task of connecting the sounds to spellings.

It will be least difficult to set a vowel and final position consonant combination and only change the beginning sound. (e.g., *bid* > *rid* > *kid* > *lid*) The next step is to keep a stable vowel and only change the beginning and ending sounds. (e.g., *yet* > *met* > *med* > *wed* > *web*) The most difficult task is changing the sounds in any of the three positions. (e.g., *bug* > *bag* > *rag* > *rig* > *rip* > *lip*)

Sound Boxes can be used in various ways:

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

Note: Though /x/ is a sound combination of /k/ and /s/, 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 the 'x' Letter Card in one box to represent the sound.

Name: _____

Directions: This Sound Boxes page is provided for use with the Unit 5 Section II activity Push and Say. Say a three-phoneme word. Students echo the word and segment the sounds, placing corresponding Letter Cards below the boxes from left to right. Then students push the Letter Cards into the boxes from left to right and say the sound as they push each card. Immediately, students run their finger under the word in one smooth motion and say the whole word blended.

Sound Boxes: Phonics

Making Words

Students reinforce phonics knowledge by making words.

- Select a Making Words page according to the sound/spellings targeted for remediation.
 - Pages 1–12 offer the highest level of support by having students make words by manipulating the sound in the initial position only.
 - Pages 13–17 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 real words and use them in an oral sentence or sketch a picture.
- More words can be created than the number of lines provided. For students who are capable of productively continuing to create additional words, the Extension Page can be copied and provided.
- If students struggle to 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.

Name: _____

Making Words (Initial Position) 1

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

	b	
j	_ad	k
	l	

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.

	j	
r	_am	y
	w	

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

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.

	b	
l	_an	r
	j	

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

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.

	l	
b	_ap	y
	r	

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

Name: _____

Making Words (Initial Position) 5

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

	r	
w	_at	l
	b	

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

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.

	k	
b	_in	w
	l	

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

Name: _____

Making Words (Initial Position) 7

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

	l	
r	_ip	k
	y	

Name: _____

Making Words (Initial Position) 8

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

		y	
l		_it	k
		b	

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

Name: _____

Making Words (Initial Position) 9

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

	b	
w	_og	l
	j	

Name: _____

Making Words (Initial Position) 10

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

	r	
j	_ot	l
	w	

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

Name: _____

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

	j	
b	_ug	r
	k	

Name: _____

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

		w	
l	_um	y	
	b		

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

Name: _____

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

	r	
j	u	g
	b	

Name: _____

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

	r	
g	a	b
	t	

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

Name: _____

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

	j	
x	o	b
	g	

Name: _____

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

		r	
g		i	p
		b	

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

Name: _____

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

	r	
w	e	b
	d	

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

Name: _____

Making Words 14–17 Extension Page

Students record additional words created from the Making Words 14-17 worksheets on the handwriting lines provided.

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

BINGO

Students apply learned sound/spelling knowledge from Unit 5 to read words as they play the traditional game BINGO. Here the game is tailored appropriately for student’s developmental level with only three spaces across, down, or diagonal.

- The word cards are provided following the game boards. We recommend copying and cutting the boards and word cards from card stock to allow for reuse.
- Any collection of tokens can be used for student 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, allowing you 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).

Name: _____

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.)

us	rip	web
jam	bat	in
bed	yam	lid

kid	wig	bad
bed	in	rip
us	yes	let

Name: _____

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.)

yes	rat	in
let	up	bad
box	bug	wig

jam	up	bug
lid	bag	in
kit	web	ran

Name: _____

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.)

it	yak	ran
bag	jet	us
red	lap	wax

lap	yam	jet
rat	us	bat
kin	it	run

Name: _____

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.)

up	box	big
jug	lot	kin
kid	run	it

kit	yak	up
jug	big	red
it	wax	lot

Name: _____

BINGO Cards

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

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

Picture Cards

Reviewing the names of images prior to utilizing them in activities is typically prudent. However, in this section, only images students are familiar with from the Unit 5 Workbook are applied and it is likely review will not be necessary.

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 game cards from card stock to allow for reuse.)

- Students perform according to the cards and game variation chosen. For correct answers students move up a rung; for incorrect answers students fall down a rung. The first one who gets to the top wins.
- Letter: 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.
- Word/Picture: Cards should be concealed and drawn from a container, such as a brown bag.
 - Read It: As cards are drawn, the *word* side of the card is shown to the opposing player to be read. The *picture* side allows for confirmation/correction.
 - Spell It: As cards are drawn, the *picture* side of the card is shown to the opposing player to be spelled (e.g., on a dry erase board). The *word* side allows for confirmation/correction.

Memory

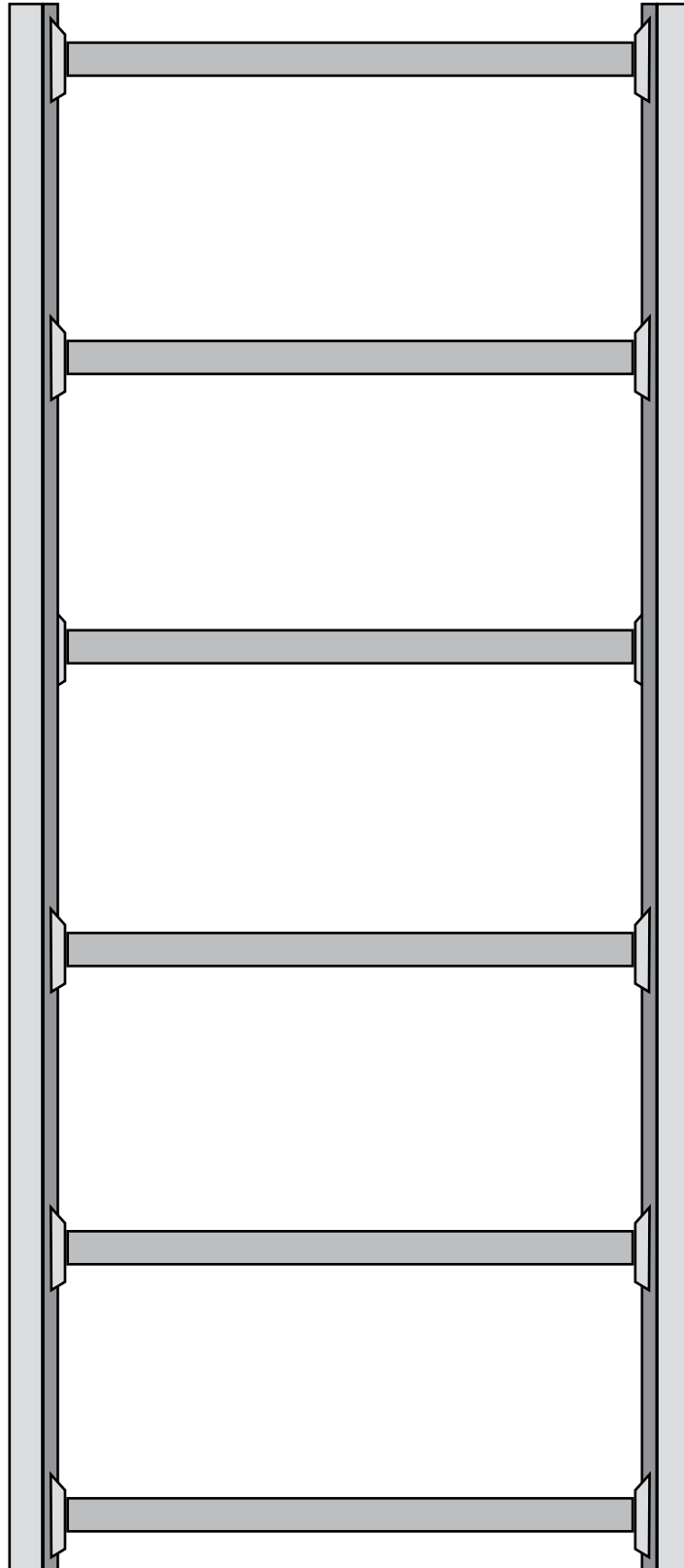
Provide students with a set of cards that includes some with words and others with the corresponding images for those words (Word/Picture Cards). We recommend copying and cutting the images from card stock to allow for reuse. For Memory, the images will need to be copied onto darker colored paper, otherwise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

- 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.

Name: _____

Race to the Top

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



Directions: These Word/Picture Cards are provided for use with the Unit 5 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.



bag



bug



bed



rat

Directions: These Word/Picture Cards are provided for use with the Unit 5 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.



web



jet



wig

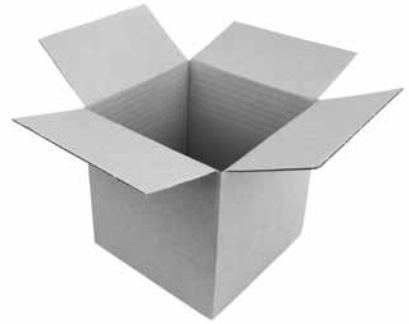


jug

Directions: These Word/Picture Cards are provided for use with the Unit 5 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.



jam



box



kid



log

Directions: These Word/Picture Cards are provided for use with the Unit 5 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.



leg



tub



rug



fox

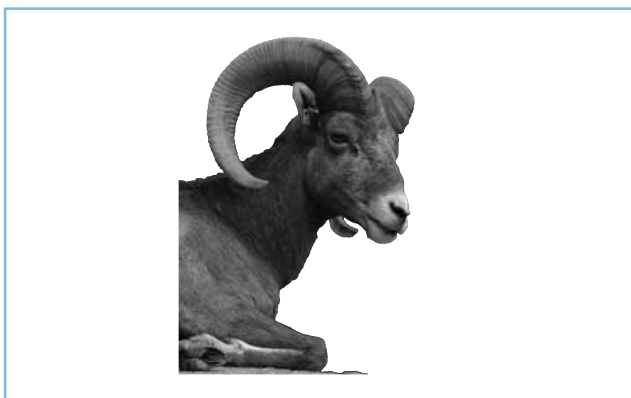
Directions: These Word/Picture Cards are provided for use with the Unit 5 Section II games. (See directions under Phonics – Games.) For Race to the Top, copy (card stock is recommended to allow for reuse) and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided 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.



bus



lip



ram

6

six

Phonics—Progress Monitoring

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

- within the Guided Practice section of the lesson plans. The resources are designed to parallel instructional tasks, allowing for brief, seamless integration. The intention is not to burden instructional time with additional assessments.
- only when, based on observation of instructional performance, students appear to be ready for a comprehensive check of the targeted skills for this section of Unit 5. 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 eight words. In addition to Word Reading, assessments for Pseudoword Reading are also included. Pseudoword Reading assessments are provided as an option if teachers suspect students have memorized some of the words and are using automatic word recognition instead of applying decoding knowledge. This may be the case with students in need of remediation and reteaching who have had extended and repeated opportunities to work with these specific words. Copy the page of words with the record sheet corresponding to the Progress Monitoring Assessment (Word Reading or Pseudoword Reading1–4) 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 student reads.
- Place a check next to each word read correctly.
- For misread words, write exactly what students say as the word is sounded out. If students misread a word, prompt them to try to read the word again, letting them know their first attempt was incorrect.
- Students may benefit from the supports utilized during instruction such as blending motions and representing sounds with objects (e.g., Push and 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 in a word which is read correctly. Interpret scores as follows:
 - 14–15 points – excellent
 - 11–13 points – good
 - 8–10 points – fair
 - Less than 8 points – poor
- Further analyze student errors to determine the particularly problematic individual letter-sound correspondences. 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 (11 points or higher).
- Scores of 10 or less indicate additional reteaching and reinforcement is required from *Assessment and Remediation Guide* Unit 5 Section II, Phonics.

Name: _____

rub	yum	box
kid	jug	lab
web	tub	rib

Record Sheet for Word Reading Progress Monitoring 1:

Word	Student Pronunciation			
Sample: rub				
1. yum	/y/	/u/	/m/	____ /2
2. box	/b/	/o/	/x/	____ /2
3. kid	/k/	/i/	/d/	____ /1
4. jug	/j/	/u/	/g/	____ /2
5. lab	/l/	/a/	/b/	____ /2
6. web	/w/	/e/	/b/	____ /2
7. tub	/t/	/u/	/b/	____ /2
8. rib	/r/	/i/	/b/	____ /2
Total Correct	____ /15			

Note: Phonemes in gray are target sound/spellings from previous units. Student performance with these phonemes should be noted for evaluation; however, only Unit 5 sound/spellings are scored.

'b' > /b/ (2, 5, 6, 7, 8) ____ /5 'w' > /w/ (6) ____ /1 'x' > /x/ (2) ____ /1
 'i' > /i/ (5) ____ /1 'j' > /j/ (4) ____ /1 'k' > /k/ (3) ____ /3
 'r' > /r/ (8) ____ /1 'y' > /y/ (1) ____ /1 'u' > /u/ (1, 4, 7) ____ /1

Name: _____

rub	web	lob
yak	jug	bum
rib	fox	cub

Record Sheet for Word Reading Progress Monitoring 2:

Word	Student Pronunciation			
Sample: rub				
1. web	/w/	/e/	/b/	____ /2
2. lob	/l/	/o/	/b/	____ /2
3. yak	/y/	/a/	/k/	____ /2
4. jug	/j/	/u/	/g/	____ /2
5. bum	/b/	/u/	/m/	____ /2
6. rib	/r/	/i/	/b/	____ /2
7. fox	/f/	/o/	/x/	____ /1
8. cub	/c/	/u/	/b/	____ /2
Total Correct	____ /15			

Note: Phonemes in gray are target sound/spellings from previous units. Student performance with these phonemes should be noted for evaluation; however, only Unit 5 sound/spellings are scored.

'b' > /b/ (1, 2, 5, 6, 8) ____ /5

'w' > /w/ (1) ____ /1

'x' > /x/ (7) ____ /1

'l' > /l/ (2) ____ /1

'j' > /j/ (4) ____ /1

'k' > /k/ (3) ____ /1

'r' > /r/ (6) ____ /1

'y' > /y/ (3) ____ /1

'u' > /u/ (4, 5, 8) ____ /3

Name: _____

rub	bug	rib
sub	kid	job
yum	lob	wax

Record Sheet for Word Reading Progress Monitoring 3:

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

Note: Phonemes in gray are target sound/spellings from previous units. Student performance with these phonemes should be noted for evaluation; however, only Unit 5 sound/spellings are scored.

- | | | |
|-----------------------------------|-----------------------|-----------------------------|
| 'b' > /b/ (1, 2, 3, 5, 7) ____ /5 | 'w' > /w/ (8) ____ /1 | 'x' > /x/ (8) ____ /1 |
| 'i' > /i/ (7) ____ /1 | 'j' > /j/ (5) ____ /1 | 'k' > /k/ (4) ____ /1 |
| 'r' > /r/ (2) ____ /1 | 'y' > /y/ (6) ____ /1 | 'u' > /u/ (1, 3, 6) ____ /3 |

Name: _____

rub	web	bus
jug	lab	yak
box	rut	kit

Record Sheet for Word Reading Progress Monitoring 4:

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

Note: Phonemes in gray are target sound/spellings from previous units. Student performance with these phonemes should be noted for evaluation; however, only Unit 5 sound/spellings are scored.

'b' > /b/ (1, 2, 4, 6) ____ /4

'w' > /w/ (1) ____ /1

'x' > /x/ (6) ____ /1

'l' > /l/ (4) ____ /1

'j' > /j/ (3) ____ /1

'k' > /k/ (5, 8) ____ /2

'r' > /r/ (7) ____ /1

'y' > /y/ (5) ____ /1

'u' > /u/ (2, 3, 7) ____ /3

Name: _____

Pseudoword Reading Progress Monitoring 1

web	jeb	mox
yob	rub	lib
yug	wab	kud

Record Sheet for Pseudoword Reading Progress Monitoring 1:

Word	Student Pronunciation			
Sample: wub				
1. jeb	/j/	/e/	/b/	____ /2
2. mox	/m/	/o/	/x/	____ /1
3. yob	/y/	/o/	/b/	____ /2
4. rup	/r/	/u/	/p/	____ /2
5. lib	/l/	/i/	/b/	____ /2
6. yug	/y/	/u/	/g/	____ /2
7. wab	/w/	/a/	/b/	____ /2
8. kud	/k/	/u/	/d/	____ /2
Total Correct	____ /15			

Note: Phonemes in gray are target sound/spellings from previous units. Student performance with these phonemes should be noted for evaluation; however, only Unit 5 sound/spellings are scored.

'b' > /b/ (1, 5, 7) ____ /5

'w' > /w/ (7) ____ /1

'x' > /x/ (2) ____ /1

'l' > /l/ (5) ____ /1

'j' > /j/ (1) ____ /1

'k' > /k/ (8) ____ /1

'r' > /r/ (4) ____ /1

'y' > /y/ (3, 6) ____ /1

'u' > /u/ (4, 6, 8) ____ /3

Name: _____

Pseudoword Reading Progress Monitoring 2

wub	yab	lud
kun	wob	jib
wup	gox	reb

Record Sheet for Pseudoword Reading Progress Monitoring 2:

Word	Student Pronunciation			
Sample: wub				
1. yab	/y/	/a/	/b/	____ /2
2. lud	/l/	/u/	/d/	____ /2
3. kun	/k/	/u/	/n/	____ /2
4. wob	/w/	/o/	/b/	____ /2
5. jib	/j/	/i/	/b/	____ /2
6. wup	/w/	/u/	/p/	____ /2
7. gox	/g/	/o/	/x/	____ /1
8. reb	/r/	/e/	/b/	____ /2
Total Correct	____ /15			

Note: Phonemes in gray are target sound/spellings from previous units. Student performance with these phonemes should be noted for evaluation; however, only Unit 5 sound/spellings are scored.

'b' > /b/ (1, 4, 5, 8) ____ /4

'w' > /w/ (4, 6) ____ /2

'x' > /x/ (7) ____ /1

'l' > /l/ (2) ____ /1

'j' > /j/ (5) ____ /1

'k' > /k/ (3) ____ /1

'r' > /r/ (8) ____ /1

'y' > /y/ (1) ____ /1

'u' > /u/ (2, 3, 6) ____ /1

Name: _____

Pseudoword Reading Progress Monitoring 3

wub	lut	yob
kib	vix	rab
wum	yeb	jud

Record Sheet for Pseudoword Reading Progress Monitoring 3:

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

Note: Phonemes in gray are target sound/spellings from previous units. Student performance with these phonemes should be noted for evaluation; however, only Unit 5 sound/spellings are scored.

'b' > /b/ (2, 3, 5, 7) ____ /4

'w' > /w/ (6) ____ /1

'x' > /x/ (4) ____ /1

'l' > /l/ (1) ____ /1

'j' > /j/ (8) ____ /1

'k' > /k/ (3) ____ /1

'r' > /r/ (5) ____ /1

'y' > /y/ (2, 7) ____ /2

'u' > /u/ (1, 6, 8) ____ /3

Name: _____

wub	hix	lib
jun	wud	reb
kib	yug	bab

Record Sheet for Pseudoword Reading Progress Monitoring 4:

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

Note: Phonemes in gray are target sound/spellings from previous units. Student performance with these phonemes should be noted for evaluation; however, only Unit 5 sound/spellings are scored.

'b' > /b/ (2, 5, 6, 8) ____ /5

'w' > /w/ (4) ____ /1

'x' > /x/ (1) ____ /1

'l' > /l/ (2) ____ /1

'j' > /j/ (3) ____ /1

'k' > /k/ (6) ____ /1

'r' > /r/ (5) ____ /1

'y' > /y/ (7) ____ /1

'u' > /u/ (3, 4, 7) ____ /3

Connected Text-Baseline

Running Record

You may wish to establish a baseline for students as they read rudimentary connected text. We have provided a connected text reading assessment using sentences and a rubric to mark. These sentences are not a story and should not be viewed as such. There are no comprehension questions or activities associated with this assessment as it assesses only reading words in a rudimentary connected text.

- Place the Student Copy of Connected Text in front of the student. Copy the Connected Text Recording Sheet for your use.
- Tell the student you want to listen to them read.
- Tell the student this is not a story, just some sentences.
- Ask the student to do their very best reading.
- As the student reads, complete a running record on the Connected Text Recording Sheet.

Name: _____

Student Copy Connected Text

Pam got up.

Kim had fun.

Max ran in.

Sam got mad.

Mom let him in.

Yes, Ted can run.

Name: _____

Pam got up.

Kim had fun.

Max ran in.

Sam got mad.

Mom let him in.

Yes, Ted can run.

1. Does the student need to sound out words or are the words said in a blended fashion?
Circle one: Sound out or blended.
2. Are errors consistently in the initial, medial or final position of the word? If so, note on the chart.

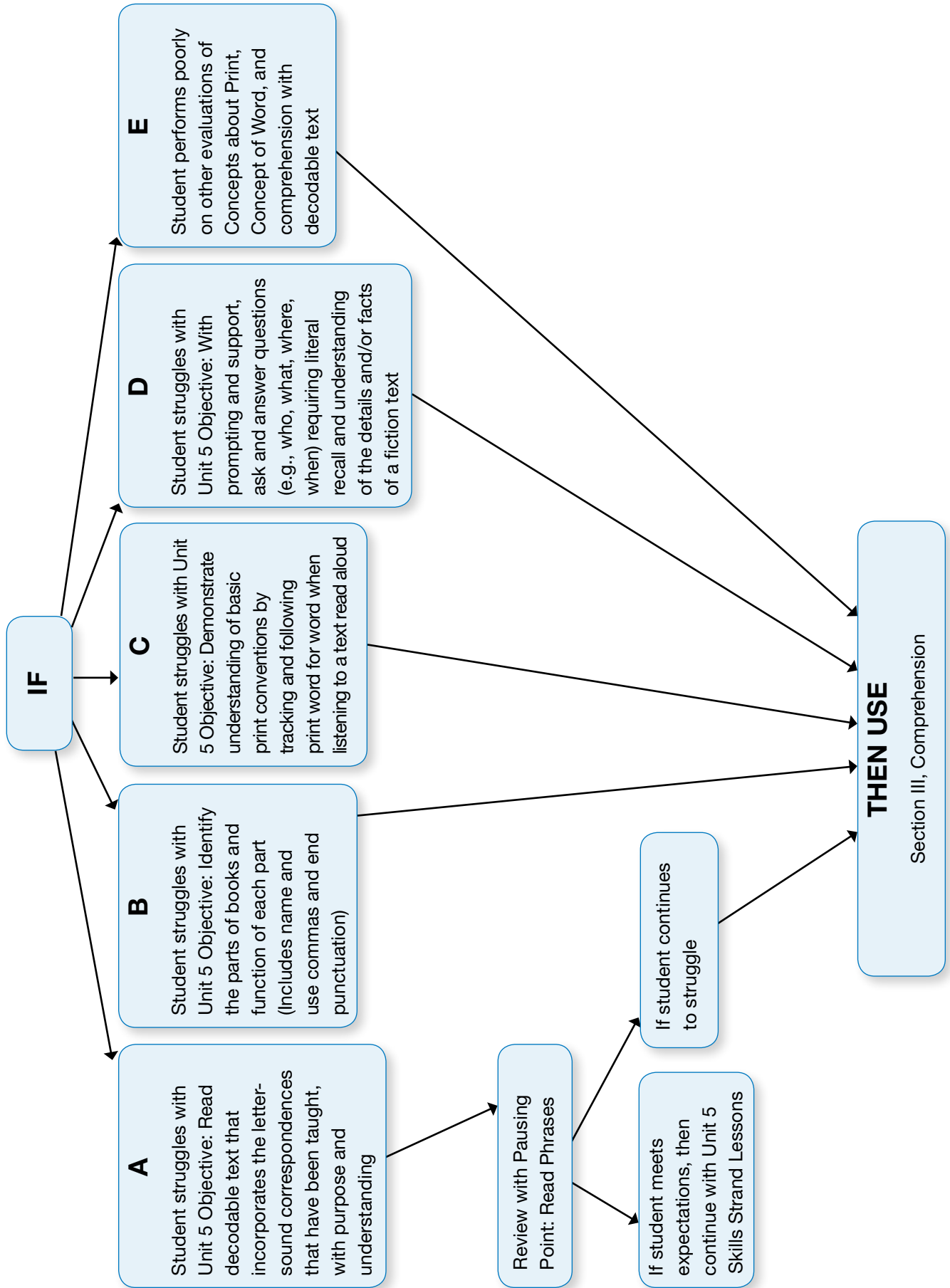
Position	Specific errors
Initial?	
Medial?	
Final?	

3. Referring to the chart above, are there specific letter-sound correspondences consistently missed? If so, list them here _____.

Section III

Comprehension

Determining Student Need for Section III, Comprehension



Lesson Template

Comprehension

Focus: Comprehension	Teaching	Materials
<p>Warm-Up</p>	<p><u>Objective:</u> Prepare students to read text using prereading activities addressing prior knowledge needed to understand the text. For now, the emphasis is on text structure basics (Concepts about Print).</p> <p><u>Exercise:</u> Address text structure by playing I'm Looking For... You will need the Concepts about Print chart.</p> <ul style="list-style-type: none"> • Provide each student with a book copy of the text. • Say, "I'm looking for ____." Fill in the blank with a concept about print item from the chart. • All students should identify the item with their own book copy of the text. • If items are unknown or students appear to have misconceptions, immediately provide corrective feedback and model the correct response. Then repeat the question allowing students to answer successfully by copying you. • Once selected or all concepts about print have been identified, state that we need this knowledge to read the text. <p>Keeping notes on the Concepts about Print Chart regarding information mastered, progressing, or unfamiliar will help you formulate questions targeted to student need.</p>	<p>Book copy of text for each student</p> <p>Concepts about Print Chart</p>
<p>Explicit Instruction</p>	<p><u>Objective:</u> Set a purpose and model using a Thinking with Reading technique to accomplish the purpose.</p> <p><u>Learning about Reading with Purpose and Understanding:</u></p> <ul style="list-style-type: none"> • Tell students the purpose for rereading the text in today's lesson. • Explain the Thinking with Reading technique they will use to help them read for the stated purpose. Identify the technique and provide the description (refer to the Thinking with Reading Chart). • Model using the technique with an initial portion of the text. • Read aloud, pointing to track the text and thinking-aloud to demonstrate use of the technique for the established purpose. • Include modeling an error while thinking-aloud. If students do not catch the error, point it out. Correct the error. For mistakes with word reading, refer to the Figuring Out Words chart for ideas to help correct errors. 	<p>Book or text copy of text for each student</p> <p>Thinking with Reading Chart</p> <p>Figuring Out Words chart</p>

Focus: Comprehension	Teaching	Materials
Guided Practice	<p><u>Objective:</u> Continue working with the text at an appropriate level of support for reading (see Dimensions of Difficulty chart) by using a Thinking with Reading technique to accomplish the purpose. Support should decrease as students' skills strengthen.</p> <p><u>Applying Knowledge to Read for Purpose and Understanding:</u> Continue rereading text sections with a Shared, Interactive, or Scaffolded level of support. Prompt students to express themselves out loud about what they are thinking and how it connects to the purpose (similar to the think-aloud modeled during Explicit Instruction). Oral expression keeps each student accountable for thinking with reading and fosters their ability to be purposeful with their thinking. Thinking should be discussed <i>during</i> and <i>after</i> reading.</p> <p><u>Progress Monitoring option:</u> Incorporate progress monitoring checks here as needed.</p>	<p>Book or text copy of text for each student</p> <p>Progress Monitoring resources</p>
Independent Practice	<p><u>Objective:</u> Allow students to practice a Thinking with Reading technique for a designated purpose with high levels of independence.</p> <p><u>Reading with Purpose and Understanding Independently:</u> Allow students to reread the text with a partner, practicing tracking (fun pointer wands promote engagement), decoding, and the Thinking with Reading technique which has been taught. Student performance should mimic what was completed throughout the lesson and provide students with an opportunity to reinforce their ability to use oral language to “show” their thinking.</p>	<p>Book or text copy of text for each student</p> <p>Pointers for tracking text (optional)</p>

Sample Remedial Lesson

Comprehension

(Use scaffolded reading with a book copy and target Monitoring.)

Focus: Comprehension <i>(Use scaffolded reading with a book copy and target Monitoring.)</i>	Teaching	Materials
Warm-Up	<p>Objective: Prepare students to read text using prereading activities addressing prior knowledge needed. For now, the emphasis is on text structure basics (Concepts about Print).</p> <p>Exercise: Address text structure by playing I'm Looking For... Targets from the Concepts about Print chart:</p> <ul style="list-style-type: none"> • Can you point to a letter on this page? • Can you show me a word? • Look for a capital letter and point to it. • Can you point to a small letter? • What do you call this mark? (Teacher: <i>Point to a period.</i>) • What do you call this mark? (Teacher: <i>Point to a comma.</i>) <ul style="list-style-type: none"> • Provide each student with a book copy of the text. • Say, "I'm looking for a letter." • All students should identify a letter with their own book copy of the text. • If students do not know where to point or point to the wrong location, immediately provide corrective feedback and point to a single letter (frame it with two fingers for clarity). Then repeat the question allowing students to answer successfully by copying you. • Once select concepts about print have been identified, state that this knowledge is needed to read the text. <p>Reminder: Keep notes on the Concepts about Print chart regarding information mastered, progressing, or unfamiliar to help you provide questions for this Warm-Up targeted to students' needs.</p>	<p>Book copy of text for each student</p> <p>Concepts about Print Chart</p>

Focus: Comprehension <i>(Use scaffolded reading with a book copy and target Monitoring.)</i>	Teaching	Materials
Explicit Instruction	<p>Objective: Set a purpose and model using a Thinking with Reading technique to accomplish the purpose.</p> <p>Learning about Reading with Purpose and Understanding:</p> <ul style="list-style-type: none"> • Tell students the purpose for rereading the text today is to remember what they read. Readers who remember what they read are able to answer questions about it at the end. Students will use a book copy to enhance their discussions during reading. • Explain that students will use monitoring to help them remember what they read. Monitoring is stopping to think and ask ourselves if what we read makes sense. • Tell students since the title of the book is <i>Ox and Man</i> you are going to be thinking about what you know about oxen. For example: Where does an ox live? (farm) How do you take care of an ox? (feed it, give it shelter, etc.) • Read the first three pages of the book aloud, tracking the text. After each line think aloud saying, “This makes sense because (For example: <u>...oxen might run when they are loose. ...Jin probably wanted to catch him. ...maybe Ox didn’t want to be caught.</u>)” • On the third line, read “bit Ox ran on.” Think-aloud and say, “bit Ox ran on? That doesn’t make sense; let me try to figure out that word.” Refer to the Figuring Out Words chart. (Review the four ideas if needed, especially if students are just learning what they are and how to use them.) Ask students to suggest an idea that might help fix up the word. Model (thinking-aloud) how to use the suggested idea to read accurately. • At the end of the section revisit the purpose, thinking-aloud, and saying “Did I understand and remember what I read? Yes, it all made sense. Ox was loose and running. Jin tried to catch him, but Ox got away.” 	<p>Book copy of text for each student</p> <p>Thinking with Reading chart</p> <p>Figuring Out Words chart</p>

Focus: Comprehension <i>(Use scaffolded reading with a book copy and target Monitoring.)</i>	Teaching	Materials
Guided Practice	<p>Objective: Continue working with the text at an appropriate level of support for reading (see Dimensions of Difficulty chart) by using a Thinking with Reading technique to accomplish the purpose. Support should decrease as students’ skills strengthen.</p> <p>Applying Knowledge to Read for Purpose and Understanding: Continue rereading text sections (two lines about Kim and three lines about Min) with scaffolded support.</p> <ul style="list-style-type: none"> • Students are partnered. • All students read the two pages about Kim aloud to themselves, then share their own “That made sense because…” statements with their partner. • Next, students read the three pages about Min aloud to themselves, and again share their own “That made sense because…” statements with their partner. • Once partners are done they can share statements with the teacher while waiting for all partner pairs to finish. <p>After reading, tell students if they used monitoring to make sure they understood what they were reading, they will remember the story after reading and be able to answer questions about it. Today after reading students will answer questions with you one at a time, while others in the group move on to independent practice activities.</p> <p>Progress Monitoring option: Students seem ready for a check of their literal understanding of <i>Ox and Man</i>, therefore the Understanding Progress Monitoring Assessment 1 will be used as the <i>after</i> reading activity for the lesson.</p>	<p>Book copy of text for each student</p> <p>Copies of Understanding 1</p>
Independent Practice	<p>Objective: Allow students to practice a Thinking with Reading technique for a designated purpose with high levels of independence as they strive for mastery.</p> <p>Reading with Purpose and Understanding Independently: Allow students to reread the book copy of <i>Ox and Man</i> with a different partner. This way they may learn from different reactions other students had to the text. Students will track text using pointers and take turns rereading the sections. After each section, students share “That made sense because…” statements.</p>	<p>Book copy of text for each student</p> <p>Unsharpened pencils with fun eraser tops for pointers</p>

Dimensions of Difficulty

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

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

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

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

Comprehension Skills Cross-Reference Chart

Comprehension Skill/CKLA Goal	Unit 5 Lessons													Unit 5 Pausing Point			
	1	2	3	4	5	6	7	8	9	10	11	12	13		14	15	16
Identify the parts of books and function of each part (includes name and use of commas and end punctuation while reading orally) (concepts about print)													Ox and Man	Ox and Man	Ox and Man	Ox and Man	
Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to a text read aloud (<u>concept of word</u>)							Small Group Work (Pet Fun)						Ox and Man	Ox and Man	Ox and Man	Ox and Man	
Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding		Small Group Work (Group 2)	Small Group Work (Group 2)				Small Group Work (option)	Meet the Spelling ('x')	Meet the Spelling ('k')	Small Group Work (Group 2)	Mark the Phrase	Ox and Man	Ox and Man	Ox and Man	Ox and Man; Mark the Phrase	Ox and Man; Unscramble the Words; Phrase Flipbook	
With prompting and support, ask and answer questions (e.g., who, what, where, when) requiring literal recall and understanding of the details and/or facts of a fiction text													Ox and Man	Ox and Man	Ox and Man	Ox and Man	

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

Comprehension—Sentences and Stories

Print and staple together the following pages to create a student copy of the Big Book.

Ox ran and ran.



Jin ran at him,



but Ox ran on.



Kim had him,



but Ox ran on.



Min fed Ox



and led him



and sat on him.



Ox and Man

Ox ran and ran.

Jin ran at him,
but Ox ran on.

Kim had him,
but Ox ran on.

Min fed Ox
and led him
and sat on him.

Directions: Print and copy this page to provide students with a "text only" copy of the story Ox and Man.

Revisit Text to Address Basic Text Structures

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

Concepts about Print that apply to "Ox and Man"	Notes about Student Performance
1. What is the right way to hold this book?	
2. Can you show me the front cover of the book?	
3. Can you point to the title?	
4. Can you show me the part that tells the story?	
5. Where does the story begin?	
6. Where does the story end?	
7. Point to the place on the page where someone would begin to read.	
8. Can you move your finger to show me the words someone would read next?	
9. Can you move your finger to show me where to go after I finish reading this line?	
10. When I get to the end of this page, where will I find the next line?	
11. Can you point to a letter on this page?	
12. Can you show me a word?	
13. Can you point to the first letter in the word?	
14. Can you point to the last letter in the word?	
15. Look for a capital letter and point to it.	
16. Can you point to a small letter?	
17. What do you call this mark? (Teacher: <i>Point to a period.</i>)	
18. What do you call this mark? (Teacher: <i>Point to a comma.</i>)	

Revisit Text to Focus on Content

Using a book copy or text copy* of *Ox and Man*, focus on Thinking with Reading techniques to accomplish purpose and understanding with the decodable text. For use of techniques “During reading” it can be helpful to mark the text at natural stopping points before the lesson. Sticky notes can be put on pages in the book copy. The text copy is provided with the text arranged in sections.

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

	Thinking with Reading	Description	Specific Application to “Ox and Man”
Before Reading	Activating Prior Knowledge of Text Structure	Before reading, activate knowledge of basic print structures (e.g., text directionality), general genre structures (e.g., list format within a nonfiction text), or features specific to a text (e.g., table of contents) to establish a foundation that helps students predict and acquire information during reading.	Using a book copy, examine knowledge of Concepts about Print.
	Activating Prior Knowledge of Related Content	Before reading, activate knowledge of vocabulary and concepts related to the information in the text to support students’ ability to make meaning during reading.	Preassess and support knowledge of key vocabulary: ox. Also address connections and concepts with questions such as: <ul style="list-style-type: none"> • Where does an ox live? • What can an ox do? • What kind of person would like to have an ox? • How do you take care of an ox?
	Setting Purpose for Reading*	Before reading, use previewed information about the structure and content to inform setting an appropriate purpose for reading the text. The purpose should spark student interest and attention to the reading. The purpose is established in the Explicit Instruction section of the lesson and revisited throughout.	Students may read to find out: <ul style="list-style-type: none"> • What do Ox and Man do together? • Why is the ox running? • How does the girl catch the ox?

	Thinking with Reading	Description	Specific Application to “Ox and Man”
During Reading	Monitoring	<p>During reading, stop and think after sections of text to evaluate whether you are understanding the text or not. Students often do not put effort into making meaning while reading without being explicitly taught and reminded to do so. This is especially true of readers who have to devote a great deal of cognitive energy to decoding, and who may be less intrinsically motivated to read. Encourage students to begin sharing their thoughts with, “That makes sense because...” Presenting a related scenario that does not make sense may help students engage in this reflection. For example: If the dog went to the vet, first ask, “Does it make sense for a dog to go to the vet?” Then ask, “Would it make sense if the author told us the dog called the vet?” Monitoring helps student self-correct decoding errors. Consider if a student reads “bit ox ran on” instead of “but ox ran on.” If the student is monitoring, he/she may think, “bit ox ran on” doesn’t make sense, prompting review of the text for correction.</p>	<p>The text has three natural sections: one for each new character. After each section, stop and see if students can recall the story from the section just read.</p>
	Summarizing	<p>After reading, reconstruct an abbreviated version of the text that highlights the big ideas. Students tend to offer specific recall of ideas, often in random order. Prompting students to think about the beginning, middle, and end of early narrative texts can help them structure ideas sequentially. Through discussion, encourage student to connect the details they remember to a big idea for each section, which promotes summarization skills and higher level thinking. For example: In the beginning, there was a cat and a dog and a pig and a hog: We met the four animals in the story</p>	<p>Ask students to tell you about and/or draw a picture representing the big ideas from the three basic sections of text: beginning, middle, and end.</p> <ul style="list-style-type: none"> • Beginning: Ox ran from Jin. • Middle: Ox ran from Kim. • End: Ox stayed with Min.
After Reading	Questioning	<p>During and after reading, ask and answer questions related to the text. Questions that promote meaningful comprehension include literal (remembering information as stated in the text), inferential (providing accurate responses based on connecting prior knowledge and information from the text), and evaluative (making appropriate determinations that can be supported by the text). For literal questions, encourage students to go back to the text to show you where the author provides the information to answer the question: you may ask, “Please find and read the line in the story showing the answer.” For inferential questions, encourage students to defend their response using combinations of information from the text and prior knowledge. For evaluative questions, encourage students to explain their logic. Often answers are not right or wrong, but explanations should stem from the text and be plausible.</p>	<p>Sample Questions</p> <p>Literal:</p> <ul style="list-style-type: none"> • Did Ox run from all the people in the story? • Was Kim a character in the story? <p>Inferential:</p> <ul style="list-style-type: none"> • Attention to inferential questioning is incorporated in Unit 6. <p>Evaluative</p> <ul style="list-style-type: none"> • Attention to critical questioning is incorporated in Unit 7.
	Summarizing	<p>After reading, reconstruct an abbreviated version of the text that highlights the big ideas. Students tend to offer specific recall of ideas, often in random order. Prompting students to think about the beginning, middle, and end of early narrative texts can help them structure ideas sequentially. Through discussion, encourage student to connect the details they remember to a big idea for each section, which promotes summarization skills and higher level thinking. For example: In the beginning, there was a cat and a dog and a pig and a hog: We met the four animals in the story</p>	<p>Ask students to tell you about and/or draw a picture representing the big ideas from the three basic sections of text: beginning, middle, and end.</p> <ul style="list-style-type: none"> • Beginning: Ox ran from Jin. • Middle: Ox ran from Kim. • End: Ox stayed with Min.

Figuring Out Words

Sound out the letters.

a b c

Look at ALL the letters.

hats

Read the words again.

Dad has his cat

Use words you know.

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

Comprehension–Progress Monitoring

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

- within the Guided Practice section of the lesson plans. The resources are designed to parallel instructional tasks, allowing for brief, seamless integration. The intention is not to burden instructional time with additional assessments.
- only when, based on observation of instructional performance, students appear to be ready for a comprehensive check of the target skills for this section of Unit 5. 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.

Concepts about Print

Directions

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

- Hand students the book upside down and backwards.
- Begin asking the Concepts about Print questions from the Record Sheet. You may not always need to assess the entire list of Concepts about Print. If students show frustration before the list is complete, discontinue the assessment until a later time. If students have demonstrated mastery on some items, those items do not need to be reassessed for subsequent progress monitoring.
- Record if students accurately demonstrated the concept or not. Noting the nature of errors will help inform corrective feedback provided *after* the assessment, as well as selecting target concepts for review during instruction.

- Scoring: Student attempts should be recorded as either accurate or not, using any form of symbols (e.g., checks or X's).
- Goal: Achieve accurate performance on all Concepts about Print.
- Errors with Concepts about Print indicate additional reteaching and reinforcement is required from *Assessment and Remediation Guide* Unit 5 Section III, Comprehension.

Comprehension (Understanding)

Directions

Preparation: Use a book copy of “Ox and Man” and gather Record Sheets (Understanding) for each student being assessed. This assessment should be administered individually. If students are unfamiliar with searching for text support for answers (see steps three through five below), modeling should be provided prior to administering the assessment.

- After a reading of “Ox and Man,” ask students the five literal questions for the selected Progress Monitoring Assessment.
 - Note:** Initially, DO NOT allow students to look back in the story to find answers if they are unknown or unsure. Students should provide their best answer from memory of the story first. Avoid frustration by assuring students they will have the chance to look back at the story after answering the questions the best they can.
- Record one point for each question if it is answered correctly.
- Next, put the copy of the story back in front of the student and tell students you want them to show you where the answer is located for each question in the story.
- Restate the first question and the answer provided.
- Say, “Please find and read the line in the story that shows the answer.”
- Record one additional point for each question if the correct text support is found and read.
- If incorrect answers are corrected at this point, students get the point for finding the text support and still keep no point for providing an initial incorrect answer. Therefore, a question with an initial incorrect answer corrected when searching for text support receives a total score of one point. A *pattern* of initial incorrect answers corrected when students look back at the text, may indicate a challenge with organizing and storing information from reading into memory.
- Repeat steps four through six for the remaining questions.

- Scoring: Student performance should be recorded as either accurate or not using any form of symbols (e.g., checks and X's or 1's and 0's) then record the total score out of 10 at the bottom.
- Goal: 8–10 points.
- Scores of 7 or less indicate that additional reteaching and reinforcement is required from *Assessment and Remediation Guide* Unit 5 Section III, Comprehension.

Type of Question	Progress Monitoring 1	Progress Monitoring 2
<p>Literal (Answers are supplied directly in the text.)</p>	<ol style="list-style-type: none"> 1. Was Yen a character in the story? (No) 2. What did Ox do with Jin and Kim? (ran) 3. Did Jin run <i>after</i> Ox or <i>at</i> Ox? (at) 4. Did Min brush Ox? (No) 5. How many people could not catch Ox? (two) 	<ol style="list-style-type: none"> 1. Was Min a character in the story? (Yes) 2. Did Ox jump? (No) 3. Who caught and lost Ox? (Kim) 4. Name two things Min did with Ox. (fed, led, sat on) 5. How many people did catch Ox? (one)
<p>Inferential (Answers are not directly stated, but can be reasonably assumed based on information in the text.)</p>	Incorporated in later Units.	Incorporated in later Units.
<p>Evaluative (Answers are an extension of the text. Answers cannot be right or wrong, but a reasonable defense should stem from the text.)</p>	Incorporated in later Units.	Incorporated in later Units.

Record Sheet for Unit 5 Section III, Comprehension (Concepts about Print)

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

Student:	Concepts about Print Progress Monitoring									
Date										
1. What is the right way to hold this book?										
2. Can you show me the front cover of the book?										
3. Can you point to the title?										
4. Can you show me the part that tells the story?										
5. Where does the story begin?										
6. Where does the story end?										
7. Point to the place on the page where someone would begin to read.										
8. Can you move your finger to show me the words someone would read next?										
9. Can you move your finger to show me where to go after I finish reading this line?										
10. When I get to the end of this page, where will I find the next line?										
11. Can you point to a letter on this page?										
12. Can you show me a word?										
13. Can you point to the first letter in the word?										
14. Can you point to the last letter in the word?										
15. Look for a capital letter and point to it.										
16. Can you point to a small letter?										
17. What do you call this mark? (Teacher: <i>Point to a period.</i>)										
18. What do you call this mark? (Teacher: <i>Point to a comma.</i>)										

Record Sheet for Unit 5 Section III, Comprehension (Understanding)

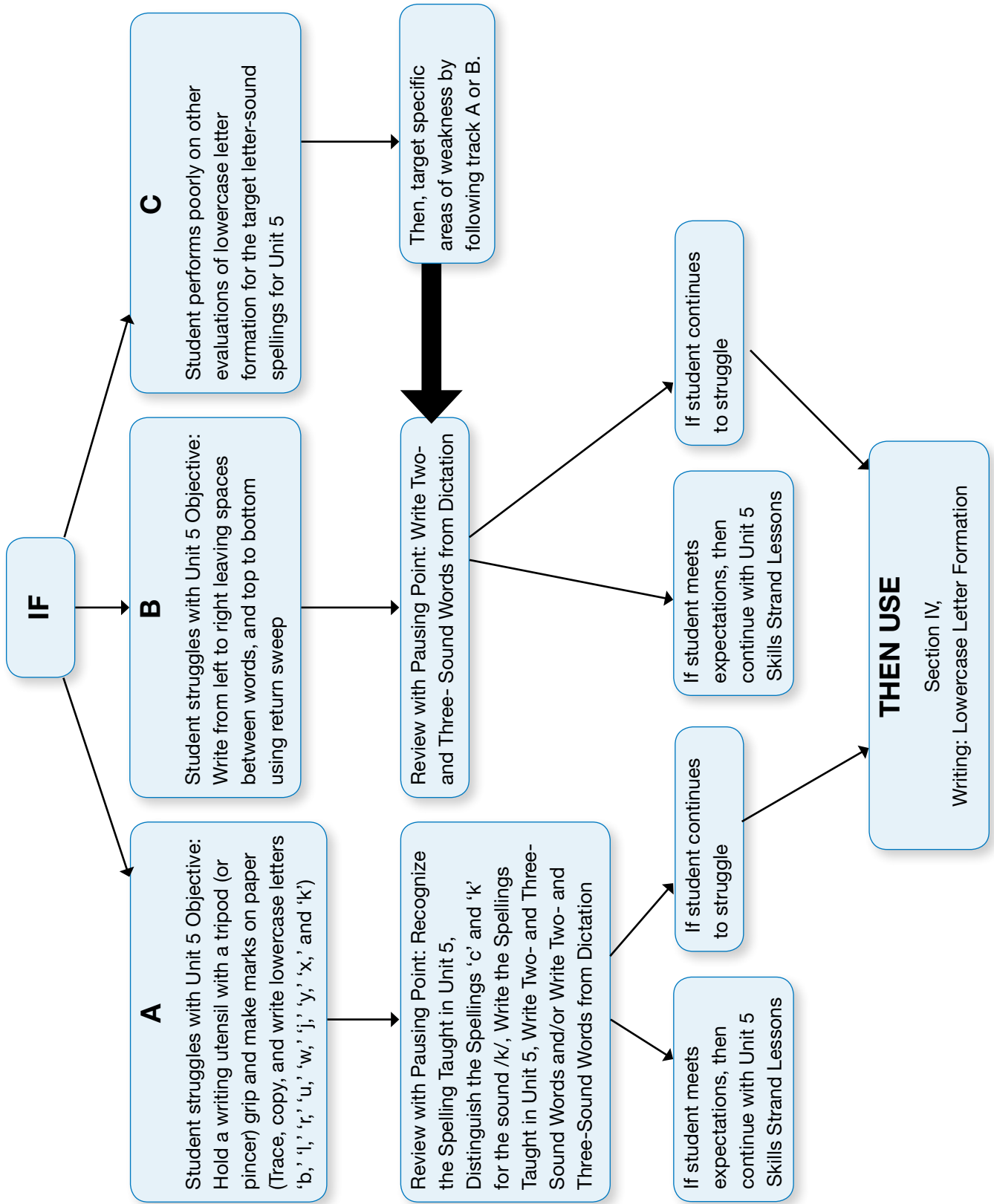
The record sheet provides a space for recording the date either Progress Monitoring assessment was given, as well as scores for performance on individual questions and overall.

Student: _____			
Understanding Progress Monitoring			
Progress Monitoring 1		Progress Monitoring 2	
Date: _____		Date: _____	
1. Was Yen a character in the story? (No)	1. _____ and _____ /2	1. Was Min a character in the story? (Yes)	1. _____ and _____ /2
2. What did Ox do with Jin and Kim? (ran)	2. _____ and _____ /2	2. Did Ox jump? (No)	2. _____ and _____ /2
3. Did Jin run <i>after Ox</i> or <i>at Ox</i> ? (at)	3. _____ and _____ /2	3. Who caught and lost Ox? (Kim)	3. _____ and _____ /2
4. Did Min brush Ox? (No)	4. _____ and _____ /2	4. Name two things Min did with Ox. (fed, led, sat on)	4. _____ and _____ /2
5. How many people could not catch Ox? (two)	5. _____ and _____ /2	5. How many people did catch Ox? (one)	5. _____ and _____ /2
	Total: _____ /10		Total: _____ /10

Section IV

Writing: Lowercase Letter Formation

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



Lesson Template

Writing: Lowercase Letter Formation

Focus: Lowercase Letter Formation	Teaching	Materials
Warm-Up	<p><u>Objective</u>: Literally <i>warm up</i> the large and small muscles of the arms and hands used for writing.</p> <p><u>Exercise</u>: Choose two or three handwriting Warm-Up exercises. (See Handwriting Warm-Up Exercises for suggestions.)</p>	Activity Dependent
Explicit Instruction	<p><u>Objective</u>: Model the target letter formation.</p> <p><u>Learning about Lowercase Letter Formation</u>: Tell students which sound(s) you will practice writing for today's lesson.</p> <ul style="list-style-type: none"> • Demonstrate drawing a large picture of the target sound(s) for the lesson on chart paper or the board and saying the letter formation chant while doing so. (See Letter Formation Chants.) If possible, seat students so they are looking <i>up</i> 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 <u>eyes closed</u>. 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: <ul style="list-style-type: none"> • <i>Where do I start my line?</i> • <i>Which direction does it go to make a picture of /_/ for writing?</i> • <i>What do I draw next?</i> • Draw additional samples forming most letters correctly, but also write two or three incorrectly to address potential common mistakes. 	<p>Writing surface and implement (e.g., chalk board and chalk)</p> <p>Pointers for each student</p>

Focus: Lowercase Letter Formation	Teaching	Materials
<p>Guided Practice</p>	<p><u>Objective:</u> Provide an engaging opportunity to develop letter formation with support decreasing as students’ skills strengthen.</p> <p><u>Working with Lowercase Letter Formation:</u> Using individual writing supplies ask students to:</p> <ul style="list-style-type: none"> • 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. <p><u>Application of Skills:</u> Select Worksheets or Games allowing students to practice the letter formation(s) focused on in the lesson.</p> <p><u>Progress Monitoring option:</u> Incorporate progress monitoring checks here as needed.</p>	<p>Writing surface and implement (e.g., chalk board and chalk) per student</p> <p>Activity Dependent: Worksheet and/ or other drawing resources per student</p> <p>Progress Monitoring resources</p>
<p>Independent Practice</p>	<p><u>Objective:</u> Allow students to practice letter formations with high levels of independence as they strive for mastery. In addition, bolster writing readiness with fine motor activities if needed.</p> <p><u>Practicing and Extending Skills with Lowercase Letter Formation:</u></p> <ul style="list-style-type: none"> • <u>Practicing Lowercase Letter Formation:</u> Revisit previously taught activities allowing students to practice the letter formation(s) in the lesson. • <u>Refining Fine Motor Skills:</u> 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.) 	<p>Continued from Guided Practice</p> <p>Fine Motor Activity resources</p>

Sample Remedial Lesson

Writing: Lowercase Letter Formation ('y' and 'x')

Focus: Lowercase Letter Formation (‘y’ and ‘x’)	Teaching	Materials
Warm-Up	<p><u>Objective:</u> Literally <i>warm up</i> the large and small muscles of the arms and hands used for writing.</p> <p><u>Exercise:</u></p> <ul style="list-style-type: none"> • Briskly rub hands together • Push the palms together, then fold fingers around each other and try to pull them apart 	None
Explicit Instruction	<p><u>Objective:</u> Model the targeted lowercase letter formation.</p> <p><u>Learning about Lowercase Letter Formation:</u> Tell students they will practice drawing the picture of /y/ and /x/, because forming the diagonal left and right lines correctly is important to determine the difference between them.</p> <ul style="list-style-type: none"> • Demonstrate drawing /y/ on the board and saying the letter formation chant while doing so. (<i>‘y’: Diagonal right, add diagonal left down below to me; then a little /y/ is what you will see.</i>) 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 <u>eyes closed</u>. 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 /y/ asking students: <ul style="list-style-type: none"> • <i>Where do I start my line?</i> • <i>Which direction does it go to make a picture of /y/ for writing?</i> • <i>What do I draw next?</i> • Draw additional samples, saying the chant, and make the mistake of crossing the diagonal lines. If students do not catch your error, point out that your lines cross and make the /y/ look like a /x/. Redo the /y/ correctly. • Repeat steps 1-5 for /x/. (<i>‘x’: Diagonal right, add diagonal left across to me; then a little /x/ is what you will see.</i>) 	<p>Dry erase board, dry erase marker, and tissue</p> <p>Pointers for each student</p>

Focus: Lowercase Letter Formation (‘y’ and ‘x’)	Teaching	Materials
<p>Guided Practice</p>	<p><u>Objective:</u> Provide an engaging opportunity to develop lowercase letter formation with decreasing support as students’ skills strengthen.</p> <p><u>Working with Writing Grip Strokes and Own Name:</u> Using individual writing supplies ask students to:</p> <ul style="list-style-type: none"> • Demonstrate the tripod grip. (Correct as needed.) • Draw one big picture of /y/* on the board to show you. • Next erase and draw four pictures of /y/* and show you the best one. • Then erase and fill the board with pictures of /y/* of differing sizes. • Repeat steps for /x/*. <p>*Students should repeat the chant every time they draw a sound.</p> <p><u>Application of Skills:</u> Provide students with a copy of the Small Letter Sound Spelling Worksheets for ‘y’ and ‘x’ in a plastic sleeve. Ask students to trace all the pictures of /y/ and /x/. Remind them to say the chant each time they trace a picture of a sound.</p> <p><u>Progress Monitoring option:</u> Once students complete their Small Letter Sound Spelling Worksheets, ask them to complete Progress Monitoring 3.</p>	<p>Dry erase board, dry erase marker, and tissue per student</p> <p>In a plastic sleeve for each student:</p> <p>Small Letter Sound Spelling Worksheets for ‘y’ and ‘x’</p> <p>Copies of Lowercase Letter Formation 3</p>
<p>Independent Practice</p>	<p><u>Objective:</u> Allow students to practice letter formations with high levels of independence as they strive for mastery. In addition, bolster writing readiness with fine motor activities.</p> <p><u>Practicing and Extending Skills with Writing Strokes and Own Name:</u></p> <ul style="list-style-type: none"> • <u>Practicing Lowercase Letter Formation:</u> Provide students with a copy of Alphabet Mural 2 in a plastic sleeve to provide additional practice. Ask students to find and trace the pictures of /y/ and /x/, and invite them to say the sound instead of the whole chant as they trace each letter this time. • <u>Refining Fine Motor Skills:</u> Provide partners with a colander, pipe cleaners, and a timer. Have students take turns timing each other to see how many pipe cleaners they can thread through the colander in 30 seconds. 	<p>In a plastic sleeve for each student:</p> <p>Alphabet Mural 2</p> <p>Colander, pipe cleaners, and timer</p>

Methods for Practicing Letter Formation

Gross motor abilities tend to develop before fine motor abilities. 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	<ul style="list-style-type: none"> • Classroom dry erase board or chalkboard • Easel • Chart paper taped to the wall <p>Implements such as a paintbrush with water on the chalkboard supports large strokes. Implements such as crayons on easel paper encourage more refined strokes.</p>
Step 2	Large horizontal surfaces	<ul style="list-style-type: none"> • Table or desk covered with paper • Cookie sheet with rice or shaving cream • Sand table/box • Poster board • Full newspaper sheet <p>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.</p>
Step 3	Medium horizontal surfaces	<ul style="list-style-type: none"> • Large construction paper • Legal size paper • Brown grocery bag • Folded/cut newspaper sheet
Step 4	Small horizontal surfaces (large strokes)	<ul style="list-style-type: none"> • 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

Letter Formation Chants

'b': Long line down, add a circle to the right; then the little /b/ is what you will see.

'l': Long line down, that's all for me; then the little /l/ is what you will see.

'r': Short line down, add a half a hump for me; then a little /r/ is what you will see.

'u': Draw a cup, add a short line down to me; then a little /u/ is what you will see.

'w': Diagonal right, diagonal up, do it again for me; then a little /w/ is what you will see.

'j': Fish hook down below, add a dot for me; then a little /j/ is what you will see.

'y': Diagonal right, add diagonal left down below to me; then a little /y/ is what you will see.

'x': Diagonal right, add diagonal left across to me; then a little /x/ is what you will see.

'k': Long line down, add diagonal left and right to me; then a little /k/ is what you will see.

Writing Skills Cross-Reference Chart

Writing Skill/ CKLA Goal	Unit 5 Lessons											Unit 5 Pausing Point					
	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16
<p>Hold a writing utensil with a tripod (or pincer) grip and make marks on paper (trace, copy, and write lowercase letters 'b,' 'l,' 'r,' 'u,' 'w,' 'j,' 'y,' 'x,' and 'k')*</p>	Meet the Spelling ('b'); The Spellings 'b' and 'd'	Meet the Spelling ('v'); Small Group Work	Meet the Spelling ('r'); Small Group Work	Meet the Spelling ('f'); Label the Picture	Small Group Work	Meet the Spelling ('w'); Chain and Copy; Label the Picture	Meet the Spelling ('j'); Label the Picture	Meet the Spelling ('y'); Small Group Work	Meet the Spelling ('x')	Meet the Spelling ('k'); Word Sort	Sound Dictation	Sound Dictation; Rainbow Letters	Small Group Work	Dictation Identification; Sort by Vowel Sound; Label the Picture	Small Group Work	Sound Dictation	Simon Says Sounds; Circle Spelling; Label the Picture; Word Box; Chaining Dictation; Dictation with Phrases; Dictation with Words
<p>Write from left to right leaving spaces between words, and top to bottom using return sweep</p>		Small Group Work (Group 2)	Small Group Work (Group 2)						Meet the Spelling ('x')	Meet the Spelling ('k')	Small Group Work (Group 2)						Dictation with Phrases

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

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

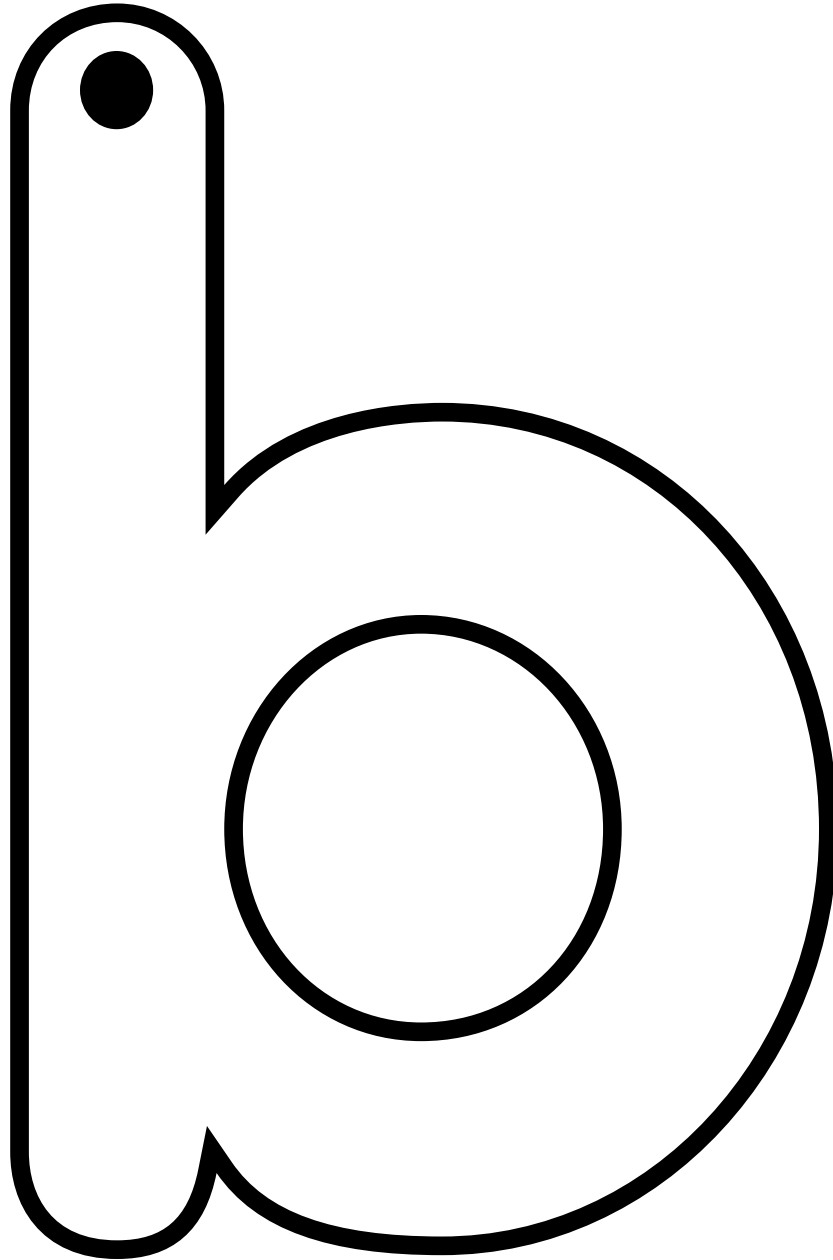
Lowercase Letter Formation Practice

- Familiar practice formats used in the Unit 5 Workbook are available here to provide large, medium, and small letter formation practice for each of the letter sound spellings: 'b' > /b/, 'l' > /l/, 'r' > /r/, 'u' > /u/, 'w' > /w/, 'j' > /j/, 'y' > /y/, 'x' > /x/, and 'k' > /k/.
- To promote the 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.

Name: _____

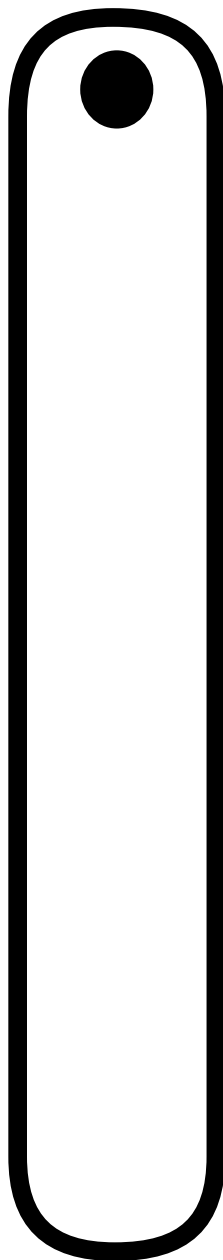
Large Letter Practice 1 (b)

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



Name: _____

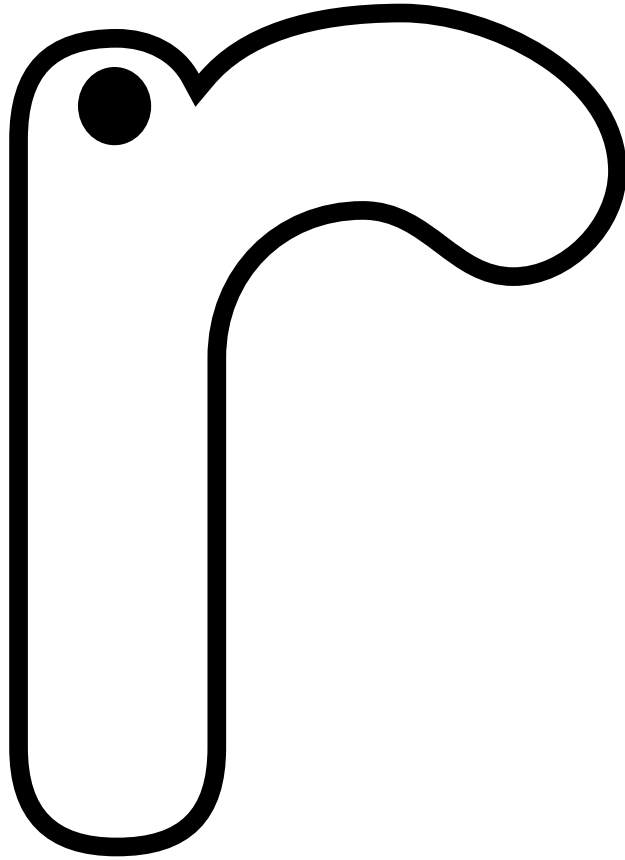
Directions: Have students trace the letter several times, using a different colored crayon each time. Make sure students start tracing at the starting dot. Students should say the letter formation chant or the sound as he or she writes the letter.



Name: _____

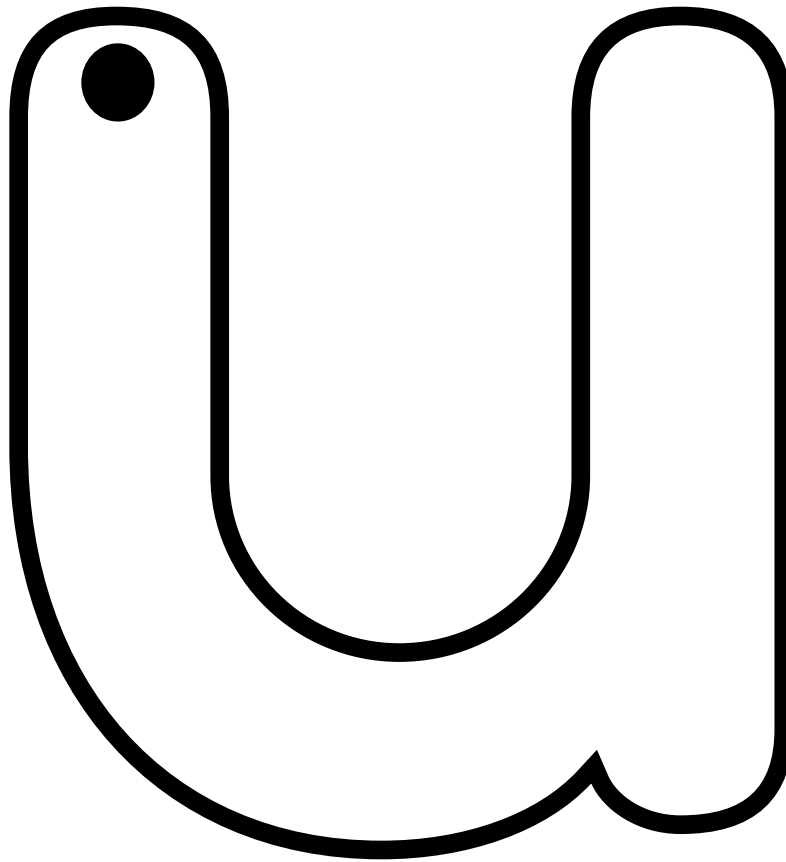
Large Letter Practice 3 (r)

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



Name: _____

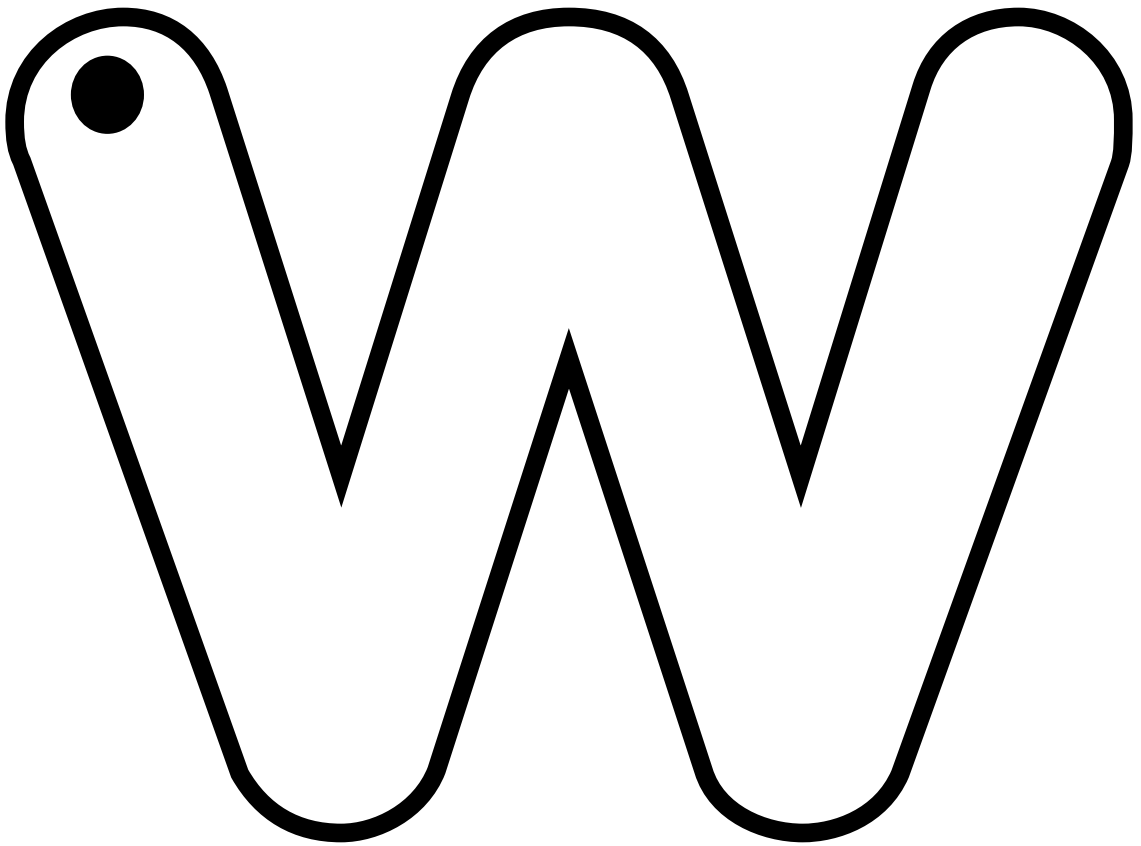
Directions: Have students trace the letter several times, using a different colored crayon each time. Make sure students start tracing at the starting dot. Students should say the letter formation chant or the sound as he or she writes the letter.



Name: _____

Large Letter Practice 5 (w)

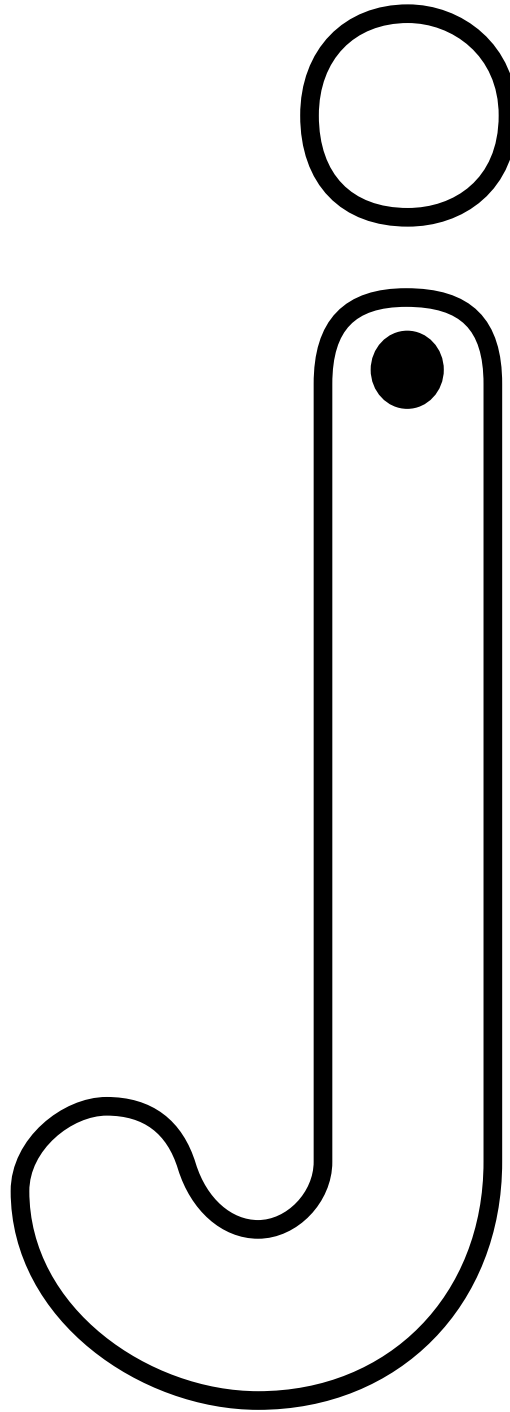
Directions: Have students trace the letter several times, using a different colored crayon each time. Make sure students start tracing at the starting dot. Students should say the letter formation chant or the sound as he or she writes the letter.



Name: _____

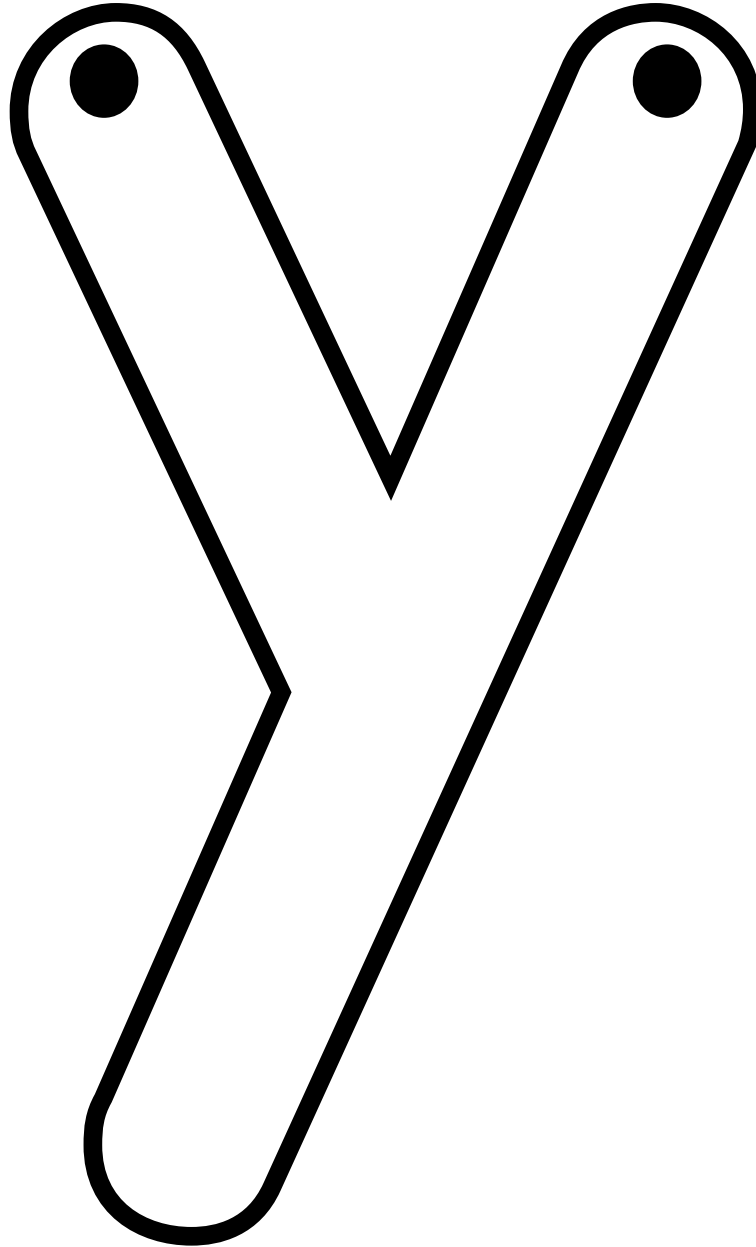
Large Letter Practice 6 (j)

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



Name: _____

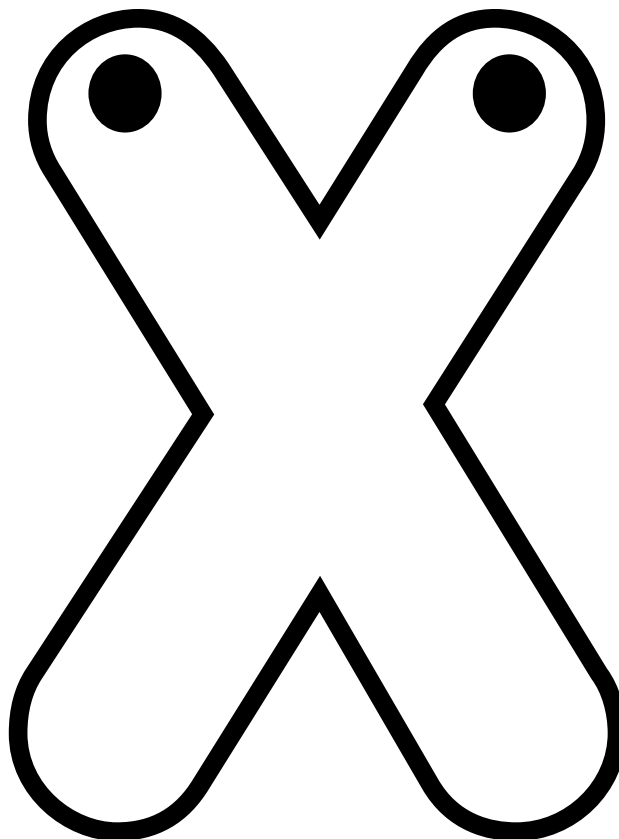
Directions: Have students trace the letter several times, using a different colored crayon each time. Make sure students start tracing at the starting dot. Students should say the letter formation chant or the sound as he or she writes the letter.



Name: _____

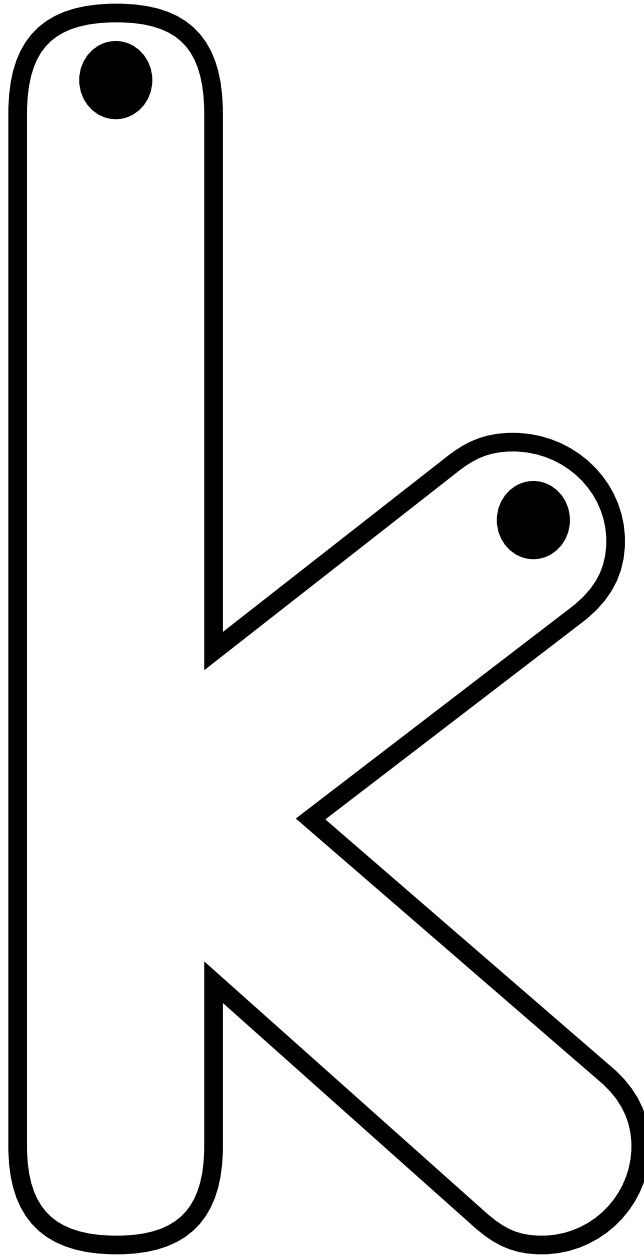
Large Letter Practice 8 (x)

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



Name: _____

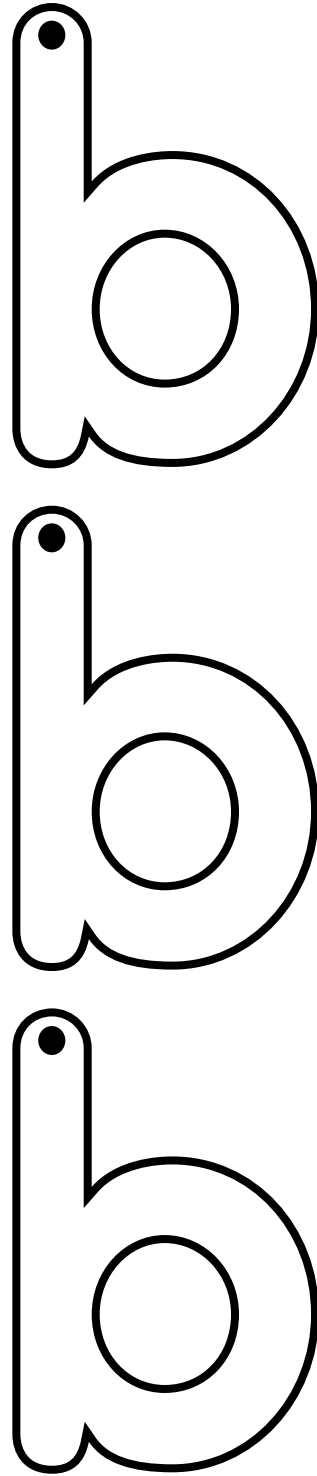
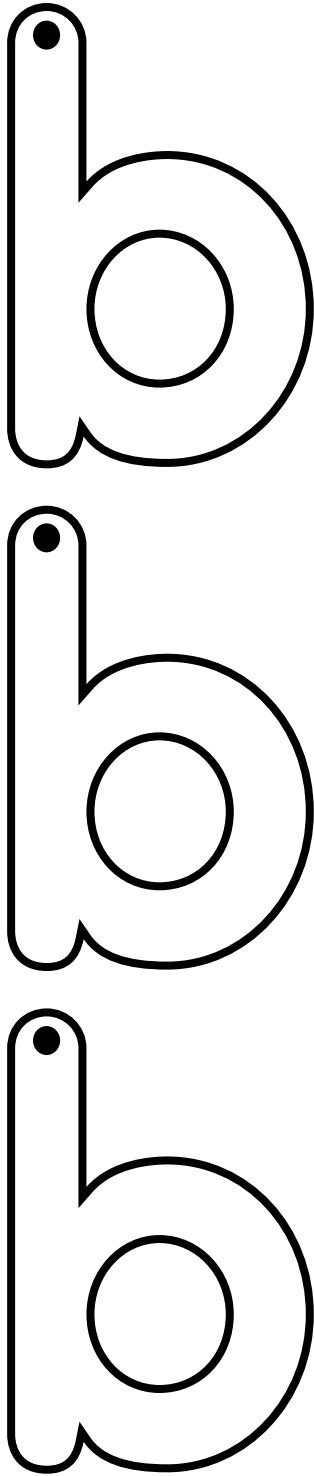
Directions: Have students trace the letter several times, using a different colored crayon each time. Make sure students start tracing at the starting dot. Students should say the letter formation chant or the sound as he or she writes the letter.



Name: _____

Medium Letter Practice 1 (b)

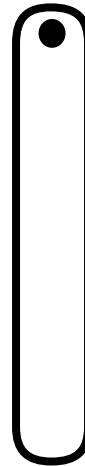
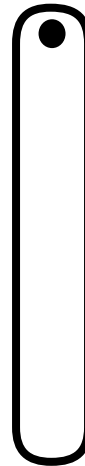
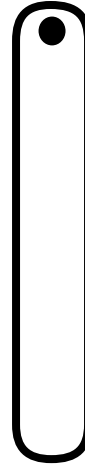
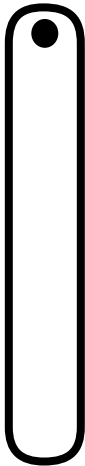
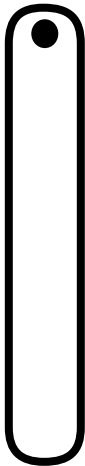
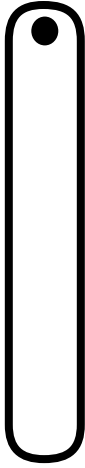
Directions: Have students trace the letter several times, using a different colored crayon each time. Make sure students start tracing at the starting dot. Students should say the letter formation chant or the sound as he or she writes the letter.



Name: _____

Medium Letter Practice 2 (l)

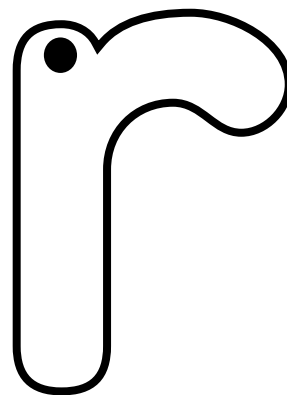
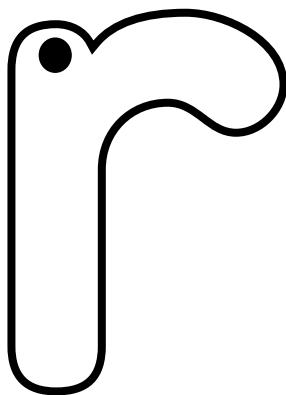
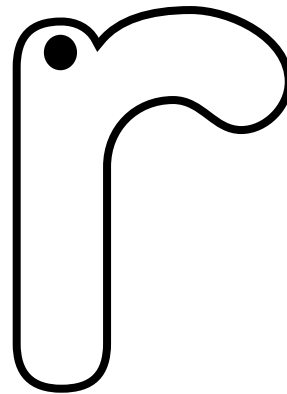
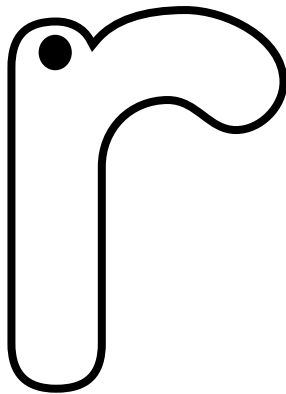
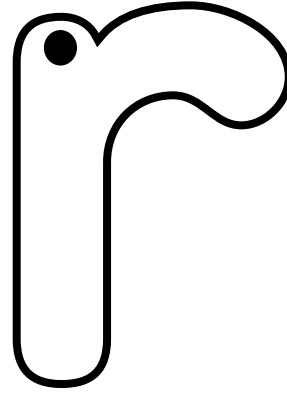
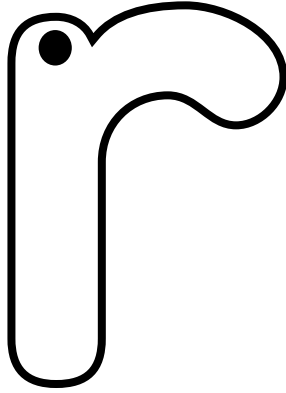
Directions: Have students trace the letter several times, using a different colored crayon each time. Make sure students start tracing at the starting dot. Students should say the letter formation chant or the sound as he or she writes the letter.



Name: _____

Medium Letter Practice 3 (r)

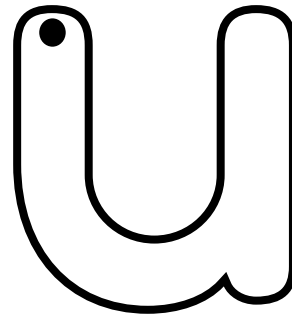
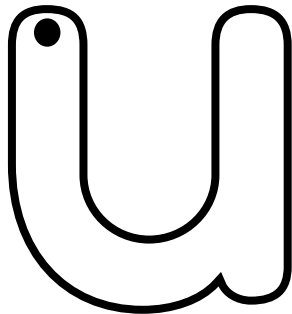
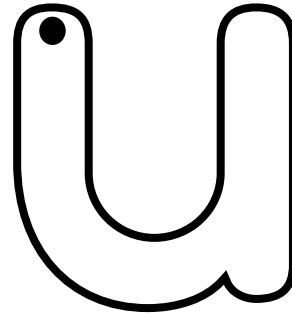
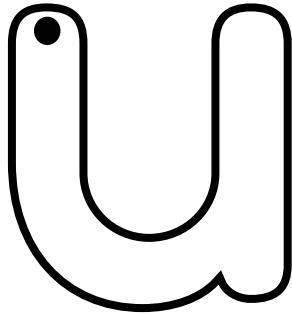
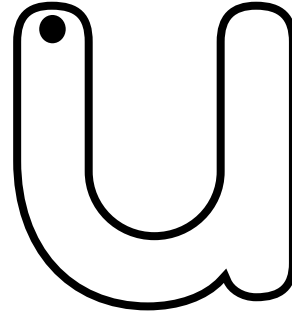
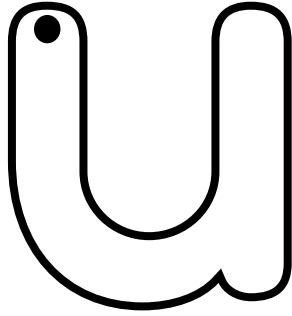
Directions: Have students trace the letter several times, using a different colored crayon each time. Make sure students start tracing at the starting dot. Students should say the letter formation chant or the sound as he or she writes the letter.



Name: _____

Medium Letter Practice 4 (u)

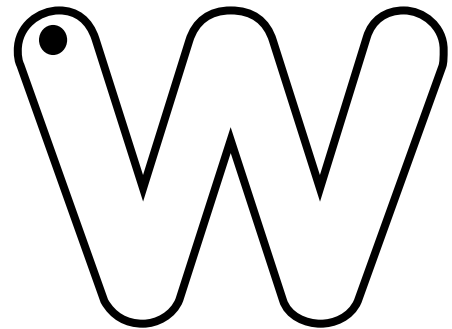
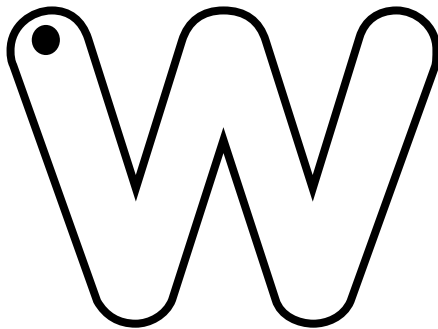
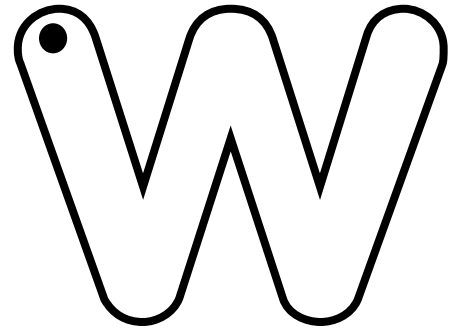
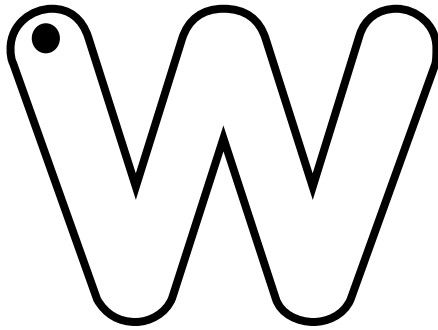
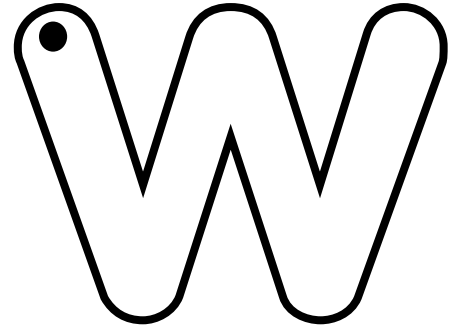
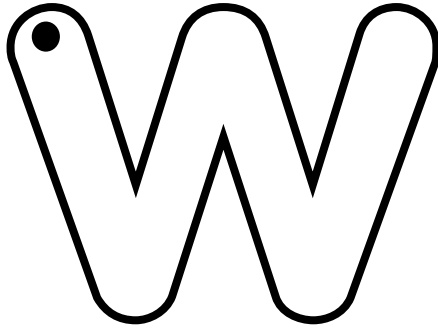
Directions: Have students trace the letter several times, using a different colored crayon each time. Make sure students start tracing at the starting dot. Students should say the letter formation chant or the sound as he or she writes the letter.



Name: _____

Medium Letter Practice 5 (w)

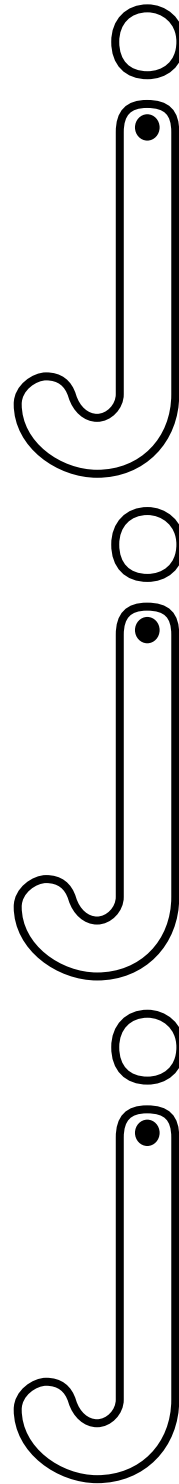
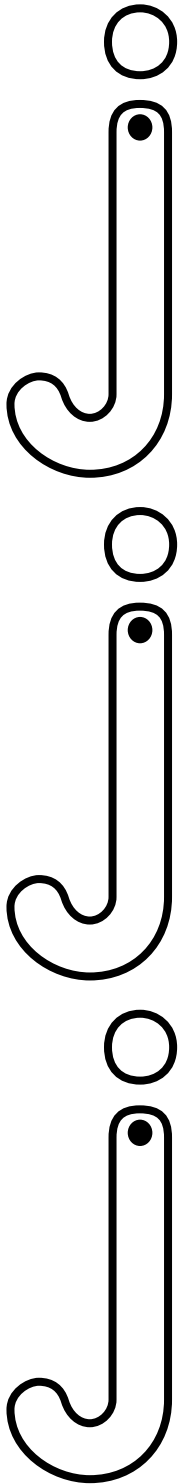
Directions: Have students trace the letter several times, using a different colored crayon each time. Make sure students start tracing at the starting dot. Students should say the letter formation chant or the sound as he or she writes the letter.



Name: _____

Medium Letter Practice 6 (j)

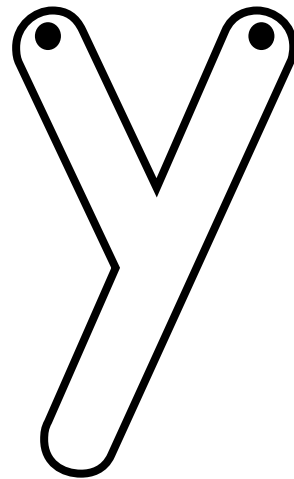
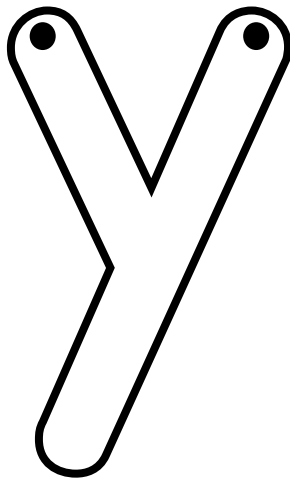
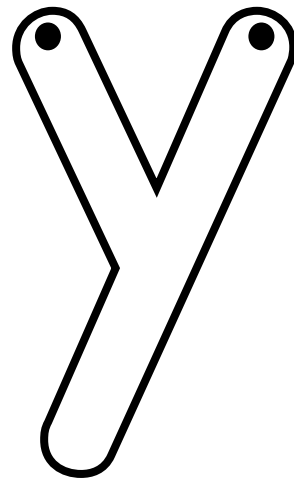
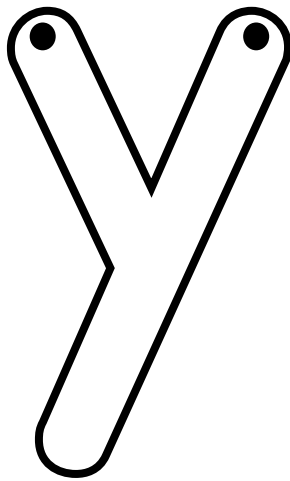
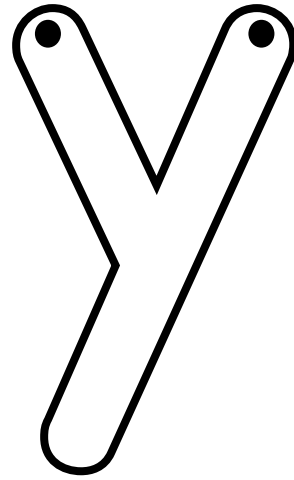
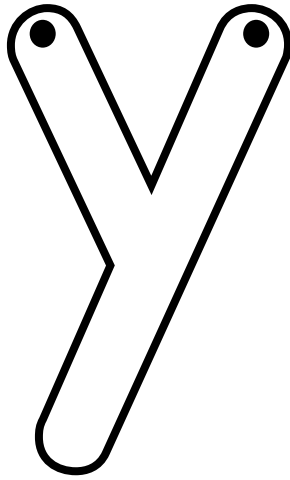
Directions: Have students trace the letter several times, using a different colored crayon each time. Make sure students start tracing at the starting dot. Students should say the letter formation chant or the sound as he or she writes the letter.



Name: _____

Medium Letter Practice 7 (y)

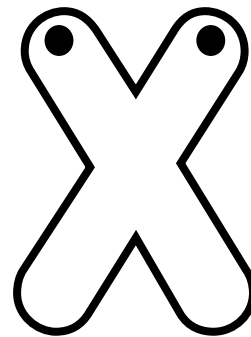
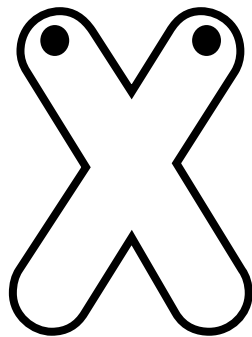
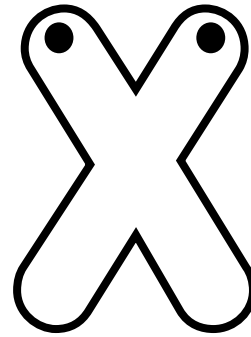
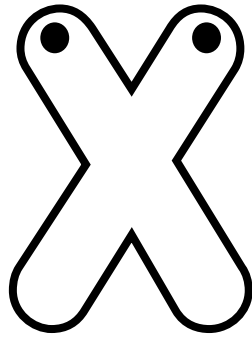
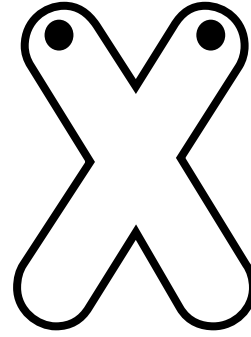
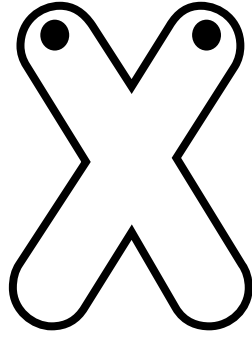
Directions: Have students trace the letter several times, using a different colored crayon each time. Make sure students start tracing at the starting dot. Students should say the letter formation chant or the sound as he or she writes the letter.



Name: _____

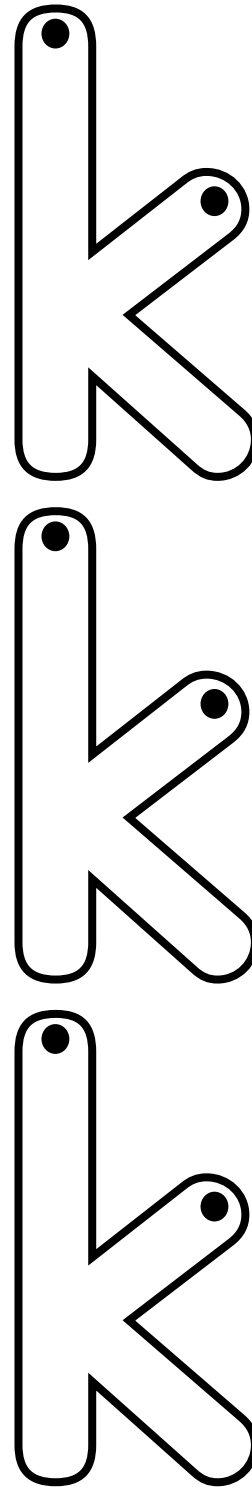
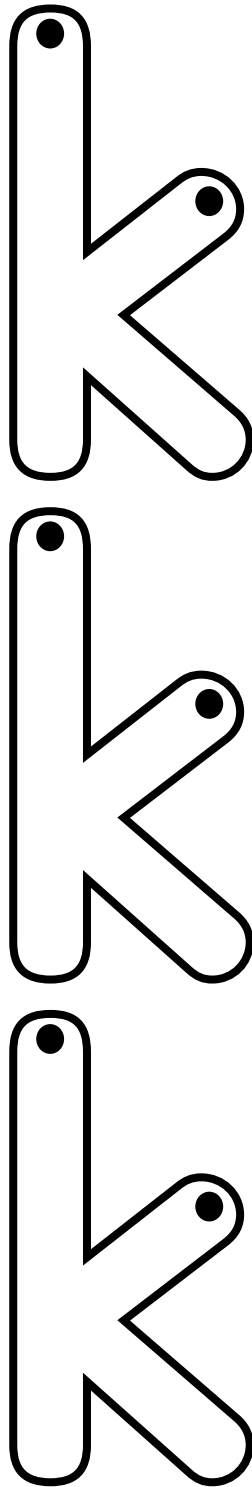
Medium Letter Practice 8 (x)

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



Name: _____

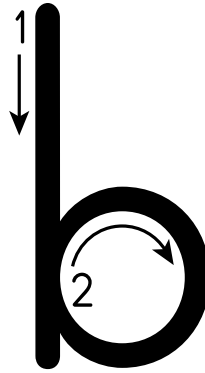
Directions: Have students trace the letter several times, using a different colored crayon each time. Make sure students start tracing at the starting dot. Students should say the letter formation chant or the sound as he or she writes the letter.



Name: _____

Small Letter Practice 1 (b)

Directions: Have students trace and copy the letters and words. The motion for 'b' can be described as 1. long line down, 2. circle to the right. Encourage students to say the sounds while writing the letters.



Name: _____

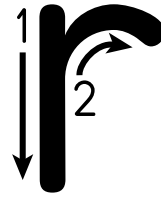
Small Letter Practice 2 (l)

Directions: Have students trace and copy the letters and words. The motion for 'l' can be described as 1. long line down.
Encourage students to say the sounds while writing the letters.



Name: _____

Small Letter Practice 3 (r)

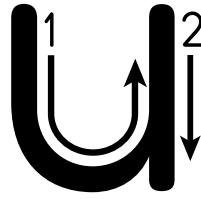


Directions: Have students trace and copy the letters and words. The motion for 'r' can be described as 1. short line down, 2. half a hump. Encourage students to say the sounds while writing the letters.

Name: _____

Small Letter Practice 4 (u)

Directions: Have students trace and copy the letters and words. The motion for 'u' can be described as 1. cup, 2. short line down. Encourage students to say the sounds while writing the letters.



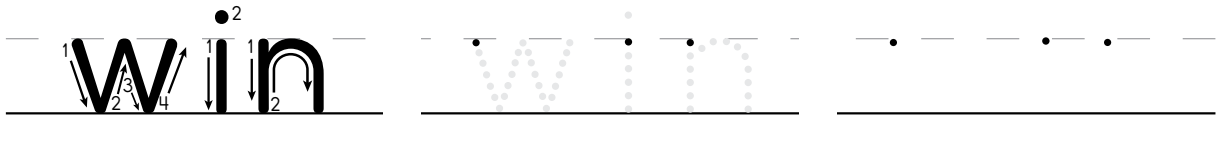
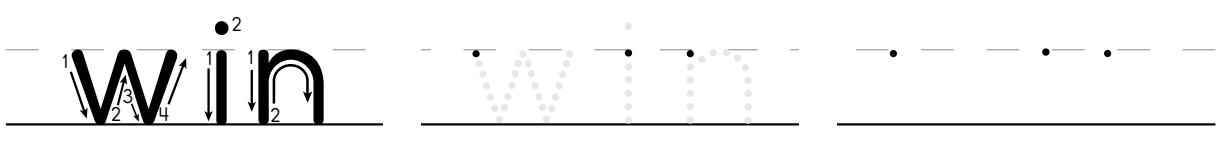
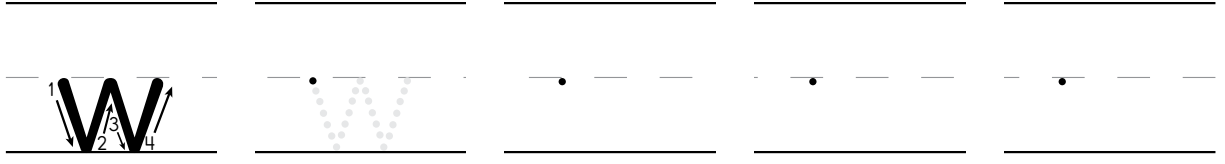
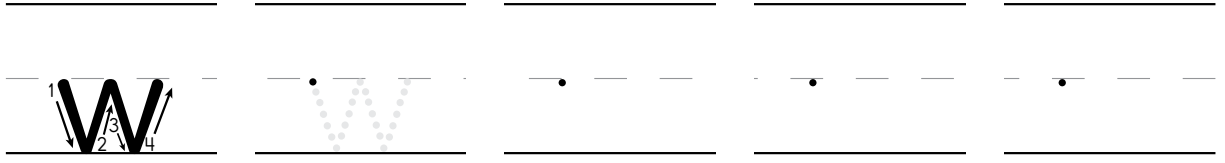
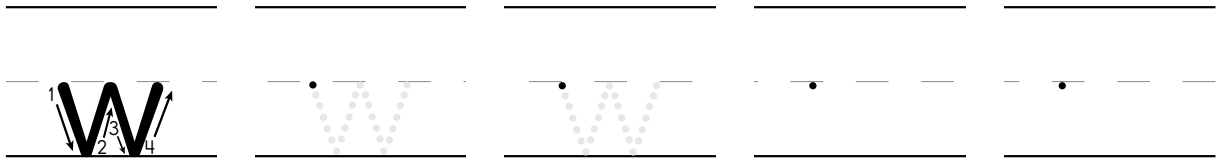
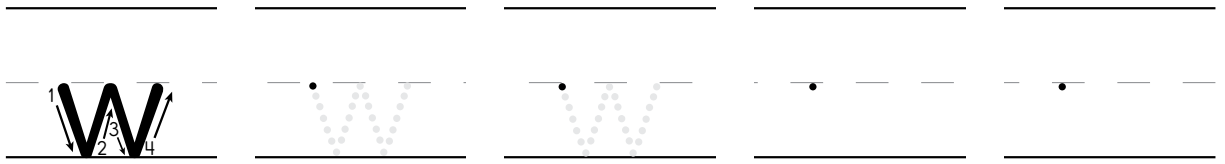
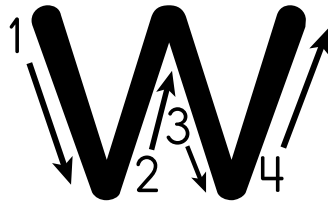
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Name: _____

Small Letter Practice 5 (w)

Directions: Have students trace and copy the letters and words. The motion for 'w' can be described as 1. diagonal right, 2. diagonal up, 3. diagonal right, 4. diagonal up. Encourage students to say the sounds while writing the letters.



Name: _____

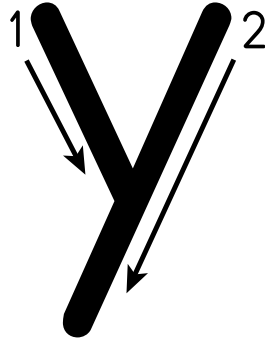
Directions: Have students trace and copy the letters and words. The motion for 'j' can be described as 1. fish hook ending below bottom line, 2. dot on top. Encourage students to say the sounds while writing the letters.



Name: _____

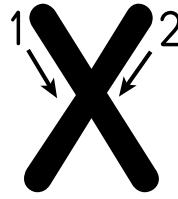
Small Letter Practice 7 (y)

Directions: Have students trace and copy the letters and words. The motion for 'y' can be described as 1. diagonal right, 2. diagonal left ending below the bottom line. Encourage students to say the sounds while writing the letters.



Name: _____

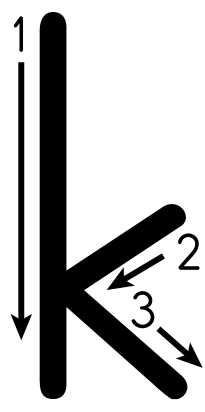
Directions: Have students trace and copy the letters and words. The motion for 'x' can be described as 1. diagonal right, 2. diagonal left. Encourage students to say the sounds while writing the letters.



Name: _____

Small Letter Practice 9 (k)

Directions: Have students trace and copy the letters and words. The motion for 'k' can be described as 1. long line down, 2. diagonal left, 3. diagonal right. Encourage students to say the sounds while writing the letters.



Lowercase Letter Formation—Games

Tic-Tac-Toe

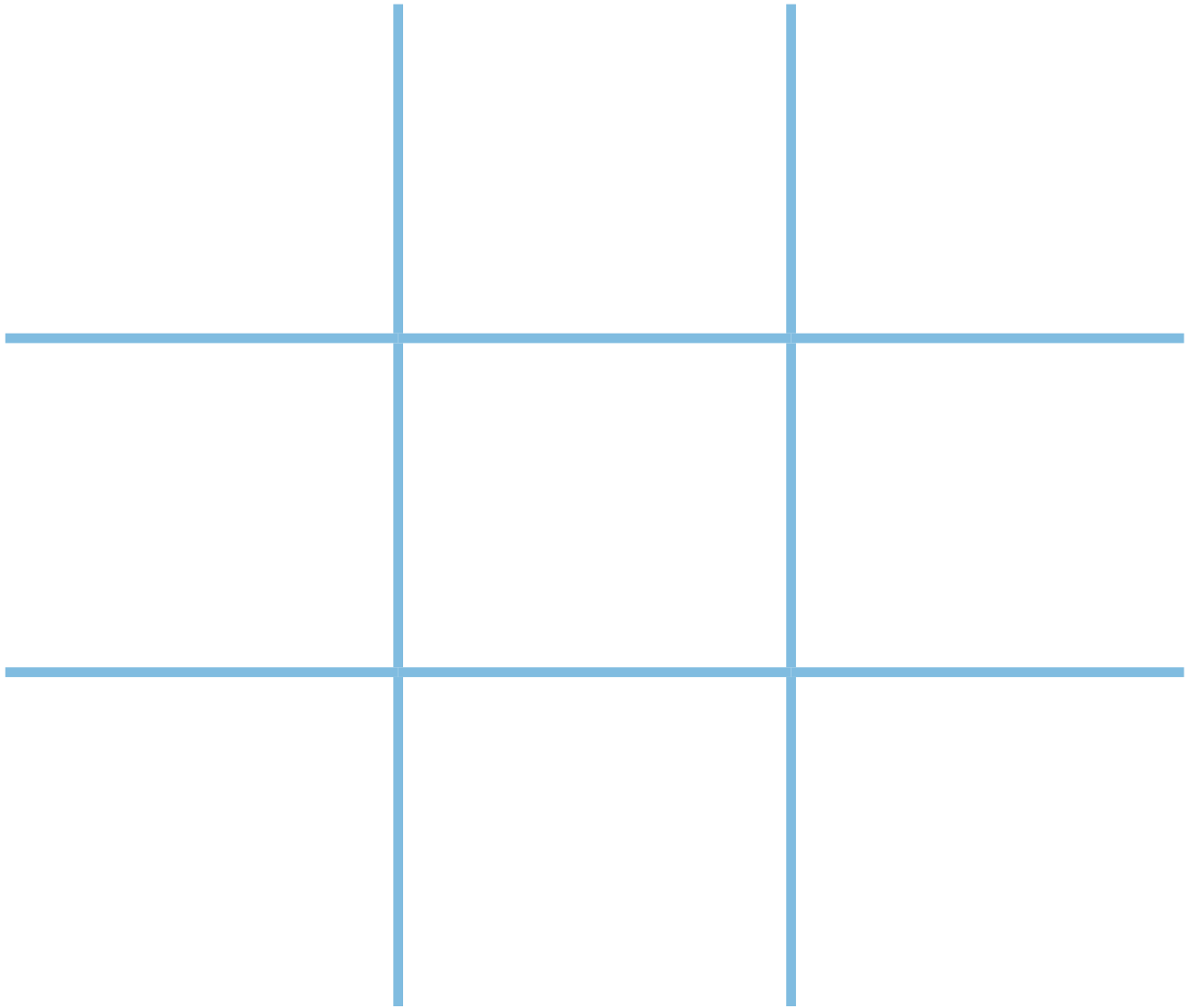
Use the template provided or draw your own for students to play Tic-Tac-Toe using pictures of target letter sounds instead of the traditional X and O. Both students may use the same picture of a sound-spelling and draw it in different colors, or students may use two different pictures of sound-spellings.

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.

Name: _____

Tic Tac Toe Board

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



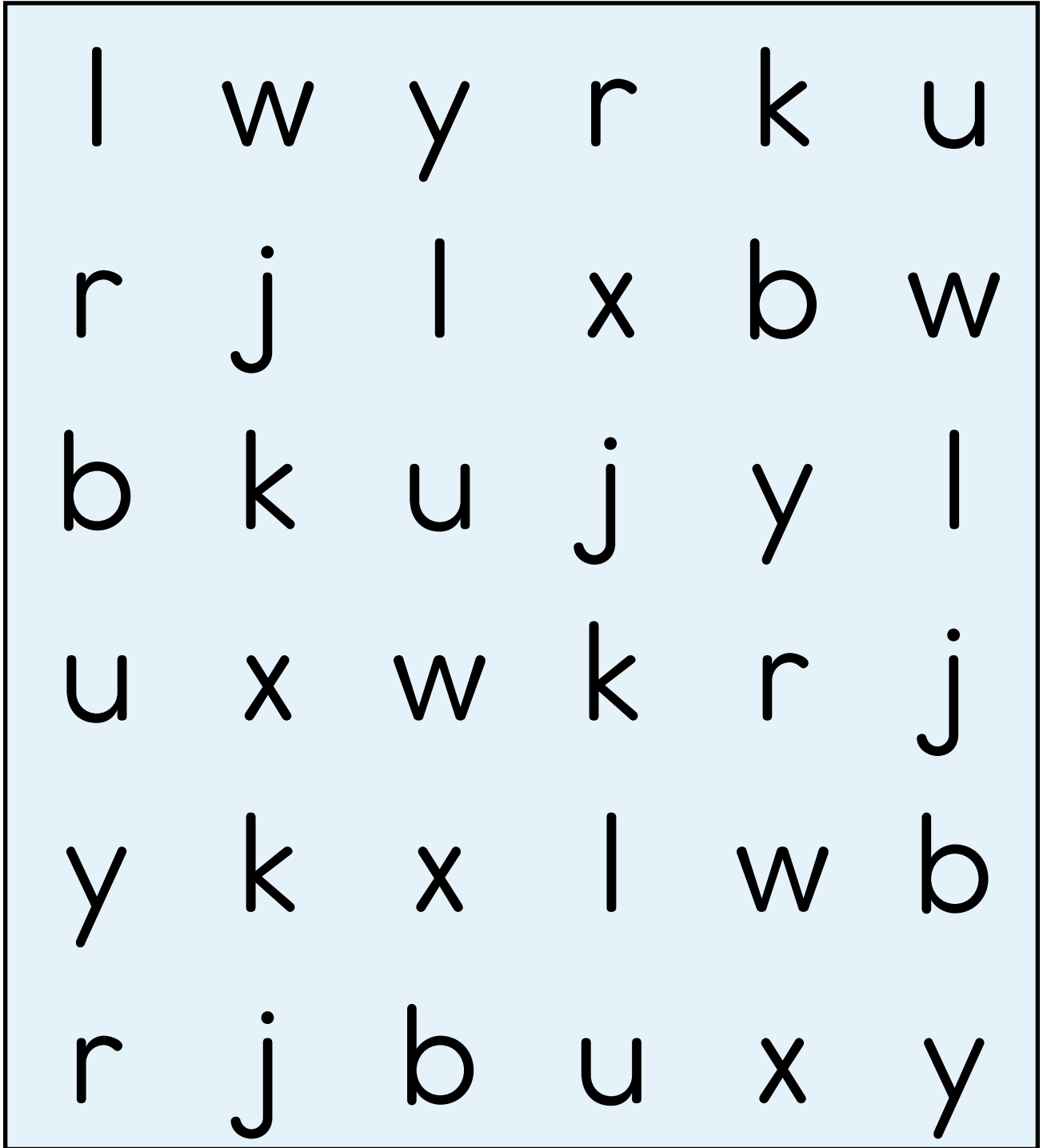
Letter Hunt

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

- Alphabet Mural 1 and 2 (Alphabet Mural 2 provides a greater challenge by mixing letter formations which have been taught 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 make this activity even more engaging!

Name: _____

Directions: Ask students to circle the pictures of certain letter sounds learned in Unit 5. (See directions under Lowercase Letter Formation – Games.)



Name: _____

Directions: Ask students to circle the pictures of the letter sounds learned in Unit 5. (See directions under Lowercase Letter Formation – Games.)



Lowercase Letter Formation—Fine Motor Activities

Variations for Practicing Letter Formations

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

Other Fine Motor Activity Suggestions

- Building with blocks
- Pouring water from a pitcher to a cup
- Cutting and pasting
- Hole punching
- Stringing beads
- Lacing hole-punched cards
- Making shapes with Play Dough
- 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 tokens in a piggy bank (or any 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

Lowercase Letter Formation—Progress Monitoring

- As in previous units of the *Assessment and Remediation Guide*, progress monitoring continues to be a form of assessment integrated into instruction. The resources create a systematic record of student mastery of skills, facilitating documentation and evaluation of student Response to Intervention (RtI). We recommend teachers use the Progress Monitoring resources provided:
- within the Guided Practice section of the lesson plans. The resources are designed to parallel instructional tasks, allowing for brief, seamless integration. The intention is not to burden instructional time with additional assessments.
- only when, based on observation of instructional performance, students appear to be ready for a comprehensive check of the target skills for this section of Unit 5. Set schedules for Progress Monitoring assessments tend to result in their overuse. The resources are intended to serve as confirmation and meaningful record of student progress, as opposed to a collection of numbers.
- to inform instruction! If student mastery of the target skills is confirmed by a Progress Monitoring assessment, then teachers can be confident in the decision to move students forward. If students do not achieve the goal scores for a Progress Monitoring assessment, analysis of errors will indicate areas of continued instructional need.

Directions

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

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

- Scoring: Designate how well matched student attempts are to a target letter formation using Not Yet Progressing (NYP), Progressing (P), and Ready (R).
 - NYP: The letter formation has some directionality and appropriate shape; however, the student attempt would not be recognizable without the reference letter.
 - P: The letter formation is recognizable and contains all essential features (e.g., number of lines, curves, points, intersections); however, some lines may not touch or close, extra strokes may be used in the attempt, and it may lack symmetry.
 - R: The letter formation reflects appropriate proportions, symmetry, closures, etc.; however, lines may still be shaky.
- Goal: Achieve Ready on all lowercase letter formations.
- Scores of Progressing or Ready indicate additional reteaching and reinforcement is required from *Assessment and Remediation Guide* Unit 5 Section IV, Writing: Lowercase Letter Formation.


Record Sheet for Unit 5 Section IV, Writing: Lowercase 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											
b											
l											
r											
u											
w											
j											
y											
x											
k											

Name: _____

Lowercase Letter Formation Progress Monitoring 1

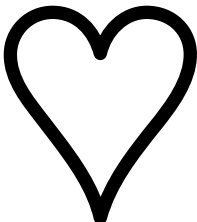
Sample: 	
b	
k	
l	
r	

Lowercase Letter Formation Progress Monitoring 1 (Continued)

v	
z	
p	
e	
x	

Name: _____

Lowercase Letter Formation Progress Monitoring 2

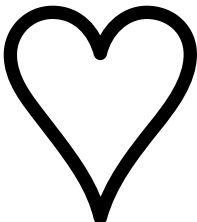
Sample: 	
r	
b	
u	
k	

Lowercase Letter Formation Progress Monitoring 2 (Continued)

y	
j	
x	
l	
w	

Name: _____

Lowercase Letter Formation Progress Monitoring 3

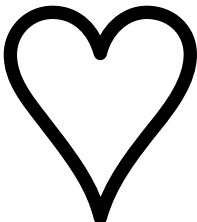
Sample: 	
i	
u	
j	
x	

Lowercase Letter Formation Progress Monitoring 3 (Continued)

y	
k	
w	
r	
b	

Name: _____

Lowercase Letter Formation Progress Monitoring 4

Sample: 	
x	
y	
j	
w	

Lowercase Letter Formation Progress Monitoring 4 (Continued)

u	
r	
l	
b	
k	

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Unit 5

Assessment and Remediation Guide

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