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We will set all students on a path to success.

Unit 6

Assessment and Remediation Guide

Skills Strand

Kindergarten

TN Foundational Skills

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Assessment and Remediation Guide

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Instructional Planning

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

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

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

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

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

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

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

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

Lesson Structures for Levels of Instructional Need

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

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

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

- guided reinforcement;
- explicit reteaching; and/or
- comprehensive reteaching.

The Lesson Templates within each section provide a detailed model of the sequence of instructional steps to be followed when reteaching the particular skill(s) targeted in that section. The Lesson Templates are followed by a Sample Remedial Lesson illustrating how specific skill work, activities, and progress monitoring can be applied to the template. You will find that the 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, and 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	See corresponding section Lesson Templates for Warm-Up activity descriptions. • **For Phonological Awareness: Phonemes (Three to Five)**: Thumbs-Up Review • **For Phonics**: Match Me • **For Comprehension**: I'm Looking For…	activity dependent	3
Guided Practice (applying skills)	See corresponding sections to choose one or two activities from Worksheets, Games, or Poems/Songs/ Nursery Rhymes for instruction related to remedial targets within • **Phonological Awareness: Phonemes (Three to Five)**; • **Phonics**; and • **Comprehension** (Rereading text to apply familiar Thinking with Reading techniques).	activity dependent	12

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

Explicit Reteaching Lesson Structure

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

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

Comprehensive Reteaching Lesson Structure

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

Comprehensive Reteaching	Exercise	Materials	Minutes
Warm-Up	See corresponding section Lesson Templates for Warm-Up activity descriptions. • **For Phonological Awareness: Phonemes (Three to Five)**: Thumbs-Up Review • **For Phonics**: Match Me • **For Comprehension**: I'm Looking For…	activity dependent	3
Explicit Instruction	See corresponding section Lesson Templates for Learning About… activity descriptions. • **For Phonological Awareness: Phonemes (Three to Five)**: Sound Boxes • **For Phonics**: Review the Sound/Spelling • **For Comprehension**: Set a Purpose and Model Thinking with Reading	activity dependent	5
Guided Practice (working with skills)	See corresponding section Lesson Templates for Working With… activity descriptions. • **For Phonological Awareness: Phonemes (Three to Five)**: Sound Boxes cont. • **For Phonics**: Chaining • **For Comprehension**: Read with Purpose and Understanding	activity dependent	10
Guided Practice (applying skills)	See corresponding sections to choose one or two activities from Worksheets, Games, or Poems/Songs/ Nursery Rhymes for instruction related to remedial targets within • **Phonological Awareness: Phonemes (Three to Five)**; • **Phonics**; and • **Comprehension** (Read with Purpose and Understanding cont.).	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)** **Initiate Guided Practice (applying skills)**	**Warm-Up** **Explicit Instruction** **Continue Guided Practice (applying skills)** **Independent Practice/Progress Monitoring**

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

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

Guide Organization

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

A description of the Basic and Advanced Code taught to students using TN Foundational Skills 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, and Comprehension) and aligned with the objectives from the TN Foundational Skills strand units. Within the sections you will find the following components:

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

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

Writing: Lowercase Letters

A section for reteaching and reinforcement of Writing: Lowercase Letter Formation is not provided in Unit 6 of the Assessment and Remediation Guide. The related handwriting work in Unit 6 is merely extended practice for the skills taught in previous units. Therefore, if reteaching and reinforcement are needed for particular letter formations, see Writing: Lowercase Letter Formation sections from Units 3–5 of the *Assessment and Remediation Guide*.

Letter Formation Skills Cross-Reference Chart

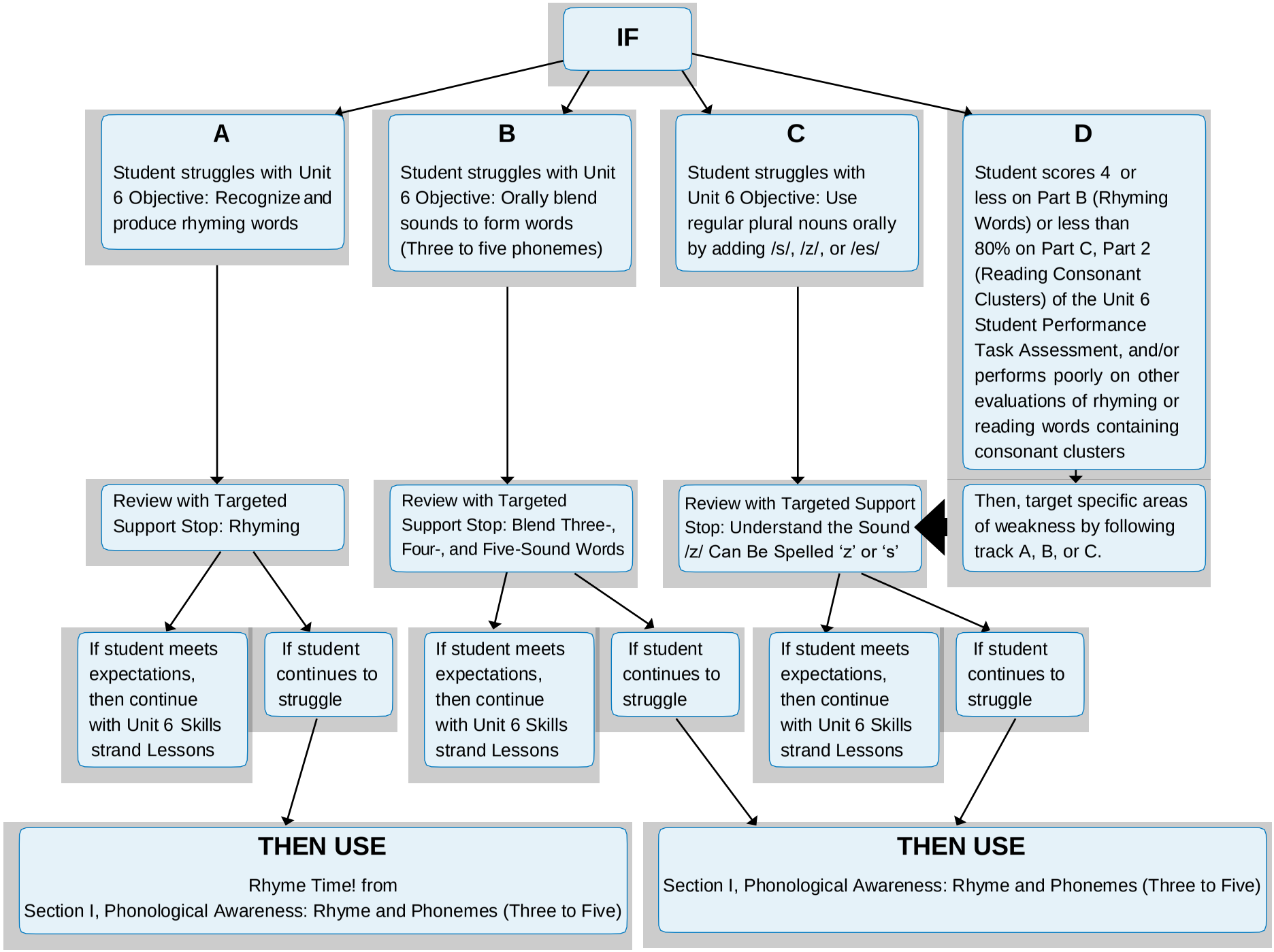
Writing Skill/ TN Foundational Skills Goal	Unit 6 Lessons															Unit 6 Targeted Support Stop
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Hold a Writing Utensil with a Tripod (or Pincer) Grip and Make Marks on Paper *(Trace, Copy, and Write from Memory the Letters of the Alphabet Accurately in Lowercase Form)*		Small Group Work	Complete the Sentence	Label the Picture			Dictation with Words	Chain and Copy	Dictation with Words		Chain and Copy		Word Box	Dictation with Words	Label the Picture	Handwriting Worksheets

All activities promote TN Foundational Skills Goal: Demonstrate understanding that a systematic, predictable relationship exists

Section I

Phonological Awareness: Rhyme and Phonemes (Three to Five)

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



Rhyme Time!

Rhyme has not been explicitly taught in previous units; however, students have experienced rhyme through activities with poems, songs, Nursery Rhymes, and phonics activities such as Word Wheels (Skills strand activity) and Making Words (*Assessment and Remediation Guide* activity). Here the goal is to ensure that students can recognize and produce rhyme, consequently developing knowledge of *rhyme* as a vocabulary word and as a concept.

Four activities are provided below to encourage word play with rhyme. The activities are noted in order of increasing difficulty and should be used in accord with student abilities. These activities may be completed in isolation with students who need additional practice, or may be incorporated into the Lesson Template for this section. A rhyme activity may be used instead of, or in addition to, the Thumbs-Up Review activity for the Warm-Up if students have demonstrated mastery of taught single-letter sound articulations.

Stand Up for Rhymes

Recite familiar poems, songs, nursery rhymes, or rhyming stories with students. Several poems, songs, and nursery rhymes are provided for this activity.

- Recognize Rhyme: As you recite the text selection, students stand up when they hear a rhyme and repeat the rhyming pair. For example, “We’ll catch a fox, and put him in a box…” Students stand if they recognize the rhyme and when prompted say “fox/box.”
- Produce Rhyme: As you recite the text selection, emphasize the first word in a rhyming pair, and pause before the second word, allowing students to stand up if they know the rhyme completing the line: for example, “We’ll catch a *fox*, and put him in a (pause)…” Students stand if they know the rhyme to complete the line and when prompted say “box.” This activity can be extended by noting the rhyming pairs from a text selection and asking students to provide additional rhyming words beyond those used in the text. For example, with *fox/box* students may say: *ox, docks, knocks, locks, pox, rocks,* or *socks.*

Rain, Rain Go Away

Rain, rain go away,
Come again another day.
Little Johnny wants to play.

Rhymes: away/day/play

Diddle Diddle Dumpling, My Son John

Diddle diddle dumpling, my son John,
Went to bed with his trousers on.
One shoe off and one shoe on.
Diddle diddle dumpling, my son John.

Rhymes: John/on

A-Hunting We Will Go

A-hunting we will go,
A-hunting we will go,
We'll catch a fox
And put him in a box
And then we'll let him go.

Rhymes: fox/box

Hickety Pickety, My Black Hen

Hickety pickety, my black hen,
She lays eggs for gentlemen.
Gentlemen come every day
To see what my black hen doth lay.
Sometimes nine and sometimes ten.
Hickety pickety, my black hen.

Rhymes: hen/gentlemen, day/lay, ten/hen

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.

Rhymes: eater/her, shell/well

Once I Saw a Little Bird

Once I saw a little bird
Come hop, hop, hop.
So I cried, Little bird,
Will you stop, stop, stop?
I was going to the window
To say, How do you do?
But he shook his little tail
And away he flew.

Rhymes: hop/stop, do/flew

To Market, To Market

To market, to market,
To buy a fat pig,
Home again, home again,
Jiggety-jig.

To market, to market,
To buy a fat hog,
Home again, home again,
Jiggety-jog.

To market, to market,
To buy a plum bun,
Home again, home again,
Market is done.

Rhymes: pig/jig, hog/jog, bun/done

Twinkle, Twinkle, Little Star

Twinkle, twinkle, little star,
How I wonder what you are.
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are.

Rhymes: star/are, high/sky

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 word and want them to say a rhyming word. For example: *Give me a word that rhymes with* pig. (If students struggle to think of a word, you may provide an alphabet strip and prompt them to try different beginning sounds to find a rhyme.)
- As students provide rhyming words, give them a block. With each block, students get a turn to place it, building a collective structure as the game continues.

Rhyme and Roll

- Get a ball, and seat students in a circle on the floor.
- Tell students that you will say a word and then will roll the ball to someone. That student should say a rhyming word and then roll the ball to the next student.
- If the student with the ball cannot think of a rhyming word, ask around the group if anyone can. If someone else can, roll the ball to that student and continue. If no one can think of a rhyming word, the student with the ball gets to provide a new word to rhyme.

Down By the Bay

The familiar children's song "Down by the Bay" offers the opportunity to produce sophisticated rhymes. Following a few traditional verses, students can continue the song producing their own rhyming and conceptually connected words to complete the line, "Did you ever see a (subject doing something to or with an object) down by the bay?"

Lesson Template

Phonological Awareness: Phonemes (Three to Five)

Focus: Phonemes (Three to Five)	Teaching	Materials
Warm-Up **Note:** This Warm-Up is an extension of the Mirror, Mirror activity from Unit 3 and 4 Lessons.	Objective: Prompt student attention to the articulation of target phonemes. Exercise: Play Thumbs-Up Review**.** Using the Articulation Chart, ask students *yes* or *no* questions about the target phonemes selected for today's lesson. 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. • Provide each student with a mirror. • Tell students you will ask them questions about what they do to make the sounds they have learned. • Before answering, encourage students to make the sound looking in the mirror and feeling their throat for voicing. • Remind students not to shout out the answer. Instead, if the answer is "yes," show it with a thumbs-up. If the answer is "no," show it with a thumbs-down. • A fun way to let students check their own answer is for you to hide the correct thumbs-up or thumbs-down behind a piece of paper and reveal it once everyone has decided on their answer. • If anyone provided an incorrect answer, model the correct articulation, and have students repeat after you. For example, if a student gave a thumbs-up for the question, "Is your voice on for /p/?" then model producing the /p/ sound while touching your throat to feel for vibration and have students repeat. • Continue with another question. 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.	Articulation Chart mirrors
Explicit Instruction	Objective: State the purpose for listening, and model the desired performance. Learning about Target Phonemes: Tell students you will say words broken into their smallest sound segments (see Word Lists for suggestions). The purpose for listening is to blend those sounds together to make a word. Say sample words in segmented fashion, and model blending the sounds you hear using the Push & Say procedure with Sound Boxes (see Phonemes—Worksheets). If students struggle, remind them to use familiar blending motions for support (see Blending Motions for Three to Five Phonemes). Blend most of the sample items correctly, but also complete some examples incorrectly to address potential common mistakes.	Word Lists cubes Sound Boxes worksheet

Focus: Phonemes (Three to Five)	Teaching	Materials
Guided Practice	Objective: Provide an engaging opportunity to develop target phoneme skills with decreasing support as students' skills strengthen. Working with Target Phonemes: Say the selected words broken into phonemes for students. Students use the Push & Say procedure previously modeled to blend the sounds to make a word. Application of Skills: Select a Find My Word page or a Poems/Songs/ Nursery Rhymes activity, allowing students to apply phoneme skills. Progress Monitoring option: Incorporate progress monitoring checks here as needed.	Word Lists cubes Sound Boxes worksheet for each student activity dependent: Find My Word page and/or Poem/ Song/ Nursery Rhyme resource Progress Monitoring resources
Independent Practice	Objective: Allow students to practice target phoneme skills with high levels of independence while striving for mastery. Practicing and Extending Skills with Target Phonemes: Revisit previously taught activities, allowing students to practice target phoneme skills. Completing many of these activities with independence may be challenging. Students may not have the *segmenting* ability needed for one partner to be the "leader" (managing the role of the teacher from instruction). Partnering with students who have stronger phoneme skills and familiarity with the activities, or partnering with a trained teaching assistant or classroom volunteer may be an option.	continued from Guided Practice

Sample Remedial Lesson

Phonological Awareness: Phonemes (nasal-consonant clusters /m/ and /n/)

Focus: Phonemes (nasal-consonant clusters /m/ and /n/)	Teaching	Materials

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

Focus: Phonemes (nasal-consonant clusters /m/ and /n/)	Teaching	Materials
Explicit Instruction	Objective: State the purpose for listening, and model the desired performance. Learning about Target Phonemes: Target Phonemes: /m/ and /n/ in final consonant clusters • /m/: *limp*, *jump(s)*, *clump*, *plump*, *swamp*, *lamp(s)*, *slump*, *bump(s)* • /n/: *went*, *want*, *hunt(s)*, *drink*, *front*, *trunk*, *send(s)*, *wind*, *pink*, *skunk*, *plant*, *junk*, *wink(s)*, *slant* • Tell students you will say words broken into their smallest sound segments. The purpose for listening is to blend those sounds together to make a word. • Model Push & Say with the Sound Boxes (five-phoneme) worksheet for the first word, *limp,* saying /l/ /i/ /m/ /p/. Mark each sound with a cube, and blend the sounds to make a word. **Note:** The five-phoneme Sound Boxes page will be used for both four- and five-phoneme words. The final empty box for four-phoneme words will highlight the difference between four- and five-phoneme words. It also provides the opportunity to add /s/ or /z/ for additional practice with the plural marker when applicable. • Next, model the segmented word *jump,* saying /j/ /u/ /m/ /p/. This time, only put a cube in three boxes for /j/ /u/ /p/ (missing the softer /m/ nasal phoneme). • If students don't catch your error, point out you only marked three sounds in the word. Redo the item correctly, emphasizing the need to listen carefully for the soft nasal sounds in final consonant clusters. • Clear your Sound Boxes and ask, "How many sounds are in the word *jump* if I make it plural by adding /s/?" Students may be able to reason it was four phonemes before, so adding /s/ would make it five phonemes. Demonstrate to confirm or support student thinking. • You may wish to continue with a few more sample items.	Word Lists cubes Sound Boxes (five-phoneme) worksheet

Focus: Phonemes (nasal-consonant clusters /m/ and /n/)	Teaching	Materials
Guided Practice	Objective: Provide an engaging opportunity to develop target phoneme skills with decreasing support as students' skills strengthen. Working with Target Phonemes: Say the selected target phonemes and words for students; continue using the list from Explicit Instruction. Target Phonemes: /m/ and /n/ in final consonant clusters • /m/: *limp*, *jump(s)*, *clump*, *plump*, *swamp*, *lamp(s)*, *slump*, *bump(s)* • /n/: *went*, *want*, *hunt(s)*, *drink*, *front*, *trunk*, *send(s)*, *wind*, *pink*, *skunk*, *plant*, *junk*, *wink(s)*, *slant* Say the selected words segmented into their phonemes. Students use the cubes and Sound Boxes worksheet, as previously modeled by you, blending phonemes to make words. If students are performing well, do not complete all the selected words. This will allow time to move on to demonstrating how to complete the Find My Word page and administering the progress monitoring assessment. Application of Skills: • Provide each student with a copy of Find My Word E (Final nasal-consonant clusters). Name objects in segmented fashion for student to blend and identify. Only complete two items to ensure students understand what to do. This Find My Word page will be completed for practice after the progress monitoring assessment is administered. Progress Monitoring option: Students are ready for a comprehensive check of blending four- and five-phoneme words with consonant clusters and plural markers from Unit 6; therefore, use Blending Progress Monitoring 2.	Word Lists cubes Sound Boxes worksheet for each student activity dependent: Find My Word E (Final nasal-consonant clusters) for each student copies of Blending 2
Independent Practice	Objective: Allow students to practice target phoneme skills with high levels of independence while striving for mastery. Practicing and Extending Skills with Target Phonemes: Students practice blending final nasal-consonant clusters using Find My Word (Final nasal-consonant clusters).	continued from Guided Practice

Blending Motions for Three to Five Phonemes

Three-Phoneme Words (Arm Motion)

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

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

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

There are two other variations for blending three-phoneme words suggested in the Unit 2 Targeted Support Stop, Blending Two or Three Sounds to Form a

- Touch It!
- Clapping and Slapping Sounds

Three- to Five-Phoneme Words (Finger Motion)

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

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

- This blending motion can be modified for use with five-phoneme words by tapping fingers on the table, instead of tapping fingers against the thumb.

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

Dimensions of Difficulty

Lessons can be crafted to be more or less difficult by varying the number of phonemes in a word and the type of phonemes manipulated. The chart below illustrates how lessons can be designed to be more or less challenging across both dimensions.

Least Difficult		Manipulate Phonemes with Salient (Clear/ Distinct) Sounds (e.g., /s/ and /t/)	Manipulate Phonemes with Less Salient (Softer/More Obscure) Sounds*
Skill	***Example Prompt***		
Isolate a sound in the initial position	***Which picture shows a /st/…ep?***		
Isolate a sound in the final position	***Say the consonant cluster at the end of desk.***		
Isolate a sound in the medial position	***Put these sounds together to make a word: /c//u//p/.***		***Most Difficult***

*Less salient sounds for students often include

- vowels, which are highly affected by the consonant sounds surrounding them;
- softer sounds, such as /h/ or nasals /n/ and /m/; and
- lower frequency sounds, such as /v/, /w/, and /j/.

Articulation Chart

Refer to this chart for Warm-Up activities or any other time when reviewing articulation may help clarify letter-sound knowledge for students. Often students who struggle with the *sound* information of phonemes are supported by knowledge of the mechanical (i.e., physical) aspects of phonemes. For example, if students struggle to hear the difference between /t/ and /d/, they can rely on recognizing whether their voice is on or off to help identify the phoneme.

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
/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

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.

Short Vowel Signs

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

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

Rhyme and Phoneme Skills Cross-Reference Chart

Rhyme and Phoneme Skill/ TN Foundational Skills Goal	Unit 6 Lessons															Unit 6 Targeted Support Stop
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Recognize and Produce Rhyming Words								Do They Rhyme?			Make a Rhyme	Make a Rhyme				Connect the Rhyming Words
Orally Blend Sounds to Form Words, e.g., Given the Sounds /k/ …/a/…/t/, Blend to Make *cat* (three–five Phonemes)	Oral Blending															Relay Blending
Use Regular Plural Nouns Orally by Adding /s/, /z/, or /es/	Oral Blending	Oral Blending					Oral Blending			Oral Blending		Oral Blending	Oral Blending	Oral Blending		Jump at the Sound

	br–	cr–	dr–	fr–
r- consonant clusters	three-phoneme	three-phoneme	three-phoneme	three-phoneme
	bray	cry	drew	free
	brew	crow	dry	fry
	four-phoneme	four-phoneme	four-phoneme	four-phoneme
	brass	crab	drag	frame
	bread	creek	dress	fresh
	brick	crib	drip	frizz
	broth	cross	drop	frog
	brush	crumb	drum	fruit
	five-phoneme	five-phoneme	five-phoneme	five-phoneme
	branch	craft	draft	frames
	breaks	creeps	dreads	friend
	brims	crops	drink	frost
	brother	crust		front
	gr–	**pr–**	**tr–**	
	three-phoneme	three-phoneme	three-phoneme	
	gray	pray	tree	
	grow	pry	try	
	four-phoneme	four-phoneme	four-phoneme	
	grab	praise	track	
	grass	press	tread	
	grill	prize	trick	
	grip	prop	trot	
	grub	probe	truck	
	five-phoneme	five-phoneme	five-phoneme	
	grand	prance	traps	
	greets	prince	treats	
	grins	print	tromp	
	grump	prods	trunk	

s- consonant clusters	sc–	sk–	sm–	sn–
	three-phoneme	three-phoneme	three-phoneme	three-phoneme
	scar	ski	n/a	snore
	score	sky	four-phoneme	snow
	four-phoneme	four-phoneme	small	four-phoneme
	scab	skate	smart	snap
	scale	skid	smash	sneeze
	scarf	skin	smog	sniff
	scoot	skit	smooth	snob
	scuff	skull	smudge	snug
	five-phoneme	five-phoneme	five-phoneme	five-phoneme
	scalp	skills	smells	snacks
	scold	skips	smiles	sneaks
	scoops	skirts	smocks	snips
	scouts	skunk	smokes	snuggle
	sp–	st–	sw–	
	three-phoneme	three-phoneme	three-phoneme	
	spur	stay	sway	
	spy	stir	swore	
	four-phoneme	four-phoneme	four-phoneme	
	space	stack	swam	
	spat	stars	swap	
	spell	stem	swell	
	spin	stick	swish	
	spoke	stop	swoop	
	sport	five-phoneme	five-phoneme	
	five-phoneme	stand	swamp	
	spend	steps	swept	
	spills	stink	swims	
	spots	storms	swift	

	bl–	cl–	fl–	gl–
l- consonant clusters	three-phoneme blow blue four-phoneme black bless blip blob bluff five-phoneme blast blend blink blocks	three-phoneme clay clue four-phoneme clap clean cliff clock club five-phoneme clams clink clogs clump	three-phoneme flea fly four-phoneme flag fleck flight floss flush five-phoneme flaps flips flocks flunk	three-phoneme glow glue four-phoneme glad glass glide gloss glove five-phoneme glance globs globes glows
	pl–	**sl–**		
	three-phoneme play plow four-phoneme place plan please plod plug five-phoneme plant pleats plink plump	three-phoneme slay slow four-phoneme slam sled slid slot slug five-phoneme slant sleeps slips slump		

Note: Simply adding /s/ or /z/ to the end of select four-phoneme words will provide additional five-phoneme words.

Words with consonant clusters in the final position may be selected from the four-phoneme word lists below or taken from the five-phoneme word lists above.

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

Find My Word

Find My Word pages A–E have students blend the phonemes to "Find My Word" (i.e., identify the objects) on the page. Find My Word pages are provided to align with consonant cluster categories for purposeful selection, depending on the phoneme targets for each lesson.

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

Name: _____

Find My Word A (Initial r-consonant clusters)

Directions: Say the name of the objects in segmented fashion. Students blend the phonemes and point to the object. Images on this page represent bread, treats, crab, drum, crow, branch, grass, prize, *and* prince.

Name: _____

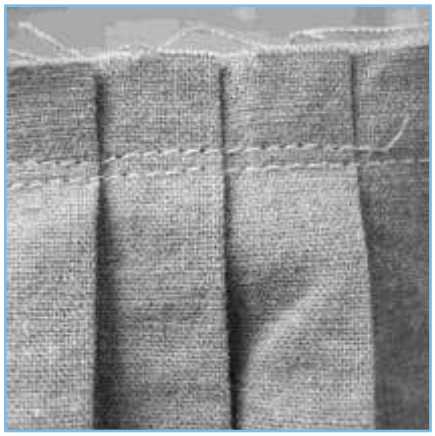
Find My Word B (Initial s-consonant clusters)

Directions: Say the name of the objects in segmented fashion. Students blend the phonemes and point to the object. Images on this page represent stick, scarf, smiles, sneeze, spots, steps, stem, stars, *and* swims.

Name: _____

Find My Word C (Initial l-consonant clusters)

Directions: Say the name of the objects in segmented fashion. Students blend the phonemes and point to the object. Images on this page represent flag, pleats, glue, clock, sled, flaps, plug, globe, *and* glove.



Name: _____

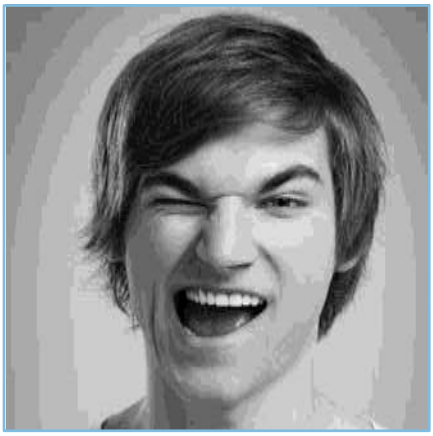
Find My Word D (Final mixed-consonant clusters)

Directions: Say the name of the objects in segmented fashion. Students blend the phonemes and point to the object. Images on this page represent desk, raft, crust, mask, gift, blocks, grass, milk, *and* tusk.

Name: _____

Find My Word E (Final nasal-consonant clusters)

Directions: Say the name of the objects in segmented fashion. Students blend the phonemes and point to the object. Images on this page represent lamp, drink, swamp, sand, plant, bump, wink, front, *and* jump.



Push & Say

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

- Provide the Sound Boxes page and a handful of small objects (e.g., cubes, tiles, beans, buttons, etc.) for each student.
- Tell students you will say sounds for them to blend into words.
- Use familiar blending motions (e.g., finger tapping) as you say the words in segmented fashion.
- If students are unfamiliar with Push & Say, model with initial words.

  Note: Demonstrate the objects being pushed from left to right from the students' perspective, which will be right to left from your perspective if you are sitting across from students. Tell students they will not always use all of the sound boxes.

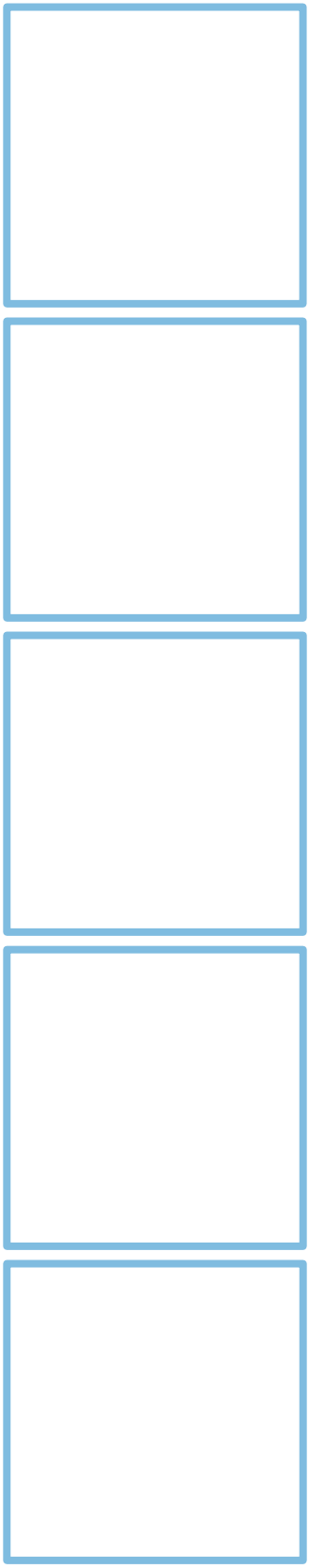
- Students repeat the sounds and push an object into the boxes for each phoneme (from left to right). Students then run their finger under the boxes (from left to right) and blend the sounds to say the word. Tell students that although they may not always use every box, but they should always start with the first box on the left.
- Use this page along with your own word list [(See Phonemes—Word Lists for suggestions.)] or Find My Word pages.

  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 (Three to five phonemes)

Directions: Say three- to five-phoneme words in segmented fashion. Students repeat the sounds and push an object into the boxes for each phoneme (from left to right). Then students run their finger under the boxes and blend the sounds to say the word.



Phonemes—Poems/Songs/Nursery Rhymes

Recognize Initial Consonant Clusters

Recite or sing any familiar poems, songs, or Nursery Rhymes, substituting a beginning consonant cluster for the beginning sound on key words. For example: *Humpty Stumpty sat on a wall.* Ask students to listen for your mixed-up beginning sounds and identify the consonant cluster you used when they hear the mixed-up sound.

Phonemes—Progress Monitoring

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

1. **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.
2. 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 6. 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.
3. **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.

Blending

Directions

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

- Review the names of all pictures first.
- Tell students you are going to say groups of sounds and they should blend those sounds in their heads to make a word. Then they should circle the matching picture on the worksheet.
- Model with the sample item.
- Instruct students to look at the next row of pictures and say, "Please circle the picture of the (say the target object in segmented fashion, pausing slightly between each phoneme)."
- Work through the remaining rows.
- Scoring: One point is awarded for each correctly identified picture.
- Goal: four to five correct
- Scores of three or less indicate additional reteaching and reinforcement is required from *Assessment and Remediation Guide*, Unit 6, Section I, Phonological Awareness: Phonological Awareness: Phonemes (Three to Five).

Blending	Progress Monitoring 1	Progress Monitoring 2	Progress Monitoring 3	Progress Monitoring 4
Target Words	SAMPLE: /f//r//o//g/ – dog/**frog**/fruit 1. /g//r//i//n/ – **grin**/fin/grill 2. /s//k//a//t/ – skin/**skate**/gate 3. /b//l//a//k/ – sack/block/**black** 4. /m//e//l//t/ – belt/**melt**/milk 5. /s//k//u//n//k/ – trunk/skull/**skunk**	SAMPLE: /f//r//o//g/ – **frog**/fox/log 1. /k//r//i//b/ – bib/**crib**/crab 2. /s//k//oo//p/ – skip/**scoop**/hoop 3. /k//l//a//m/ – jam/clap/**clam** 4. /m//a//s//k/ – **mask**/desk/map 5. /p//l//a//n//t/ – slant/jam/**plant**	SAMPLE: /f//r//o//g/ – fries/hog/**frog** 1. /b//r//i//k/ – **brick**/stick/brush 2. /s//t//o//p/ - star/**stop**/spot 3. /g//l//o//b/ – glow/pond/**globe** 4. /k//r//u//s//t/ – crops/**crust**/blast 5. /s//a//n//d/ – **sand**/hand/sack	SAMPLE: /f//r//o//g/ – crayon/**frog**/frown 1. /t//r//u//k/ – **truck**/track/duck 2. /s//n//a//k/ – sneeze/**snack**/stack 3. /f//l//o//k/ – flag/lock/**flock** 4. /r//a//f//t/ – gift/rat/**raft** 5. /d//r//i//n//k/ – **drink**/dog/dress

Correct answers are noted in **bold.**

Record Sheet for Unit 6 Section I, Phonological Awareness: Phonemes (Three to Five)

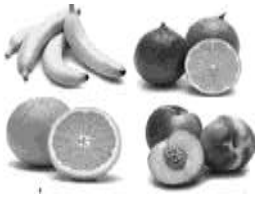
Student:	Progress Monitoring								
Phoneme Skill									
Blending (3–5 Phonemes)	Date								
	Progress Monitoring #								
	Score (Goal: 4 or 5 out of 5)								

Name: _____

Blending Progress Monitoring 1

Directions: For each segmented word that is said, have students circle the matching picture for each line. (See directions under Unit 6 Section I, Phonemes—Progress Monitoring.)

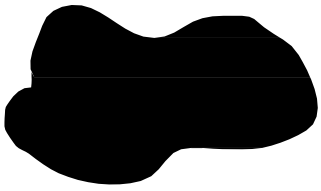
☆



1.

2.

3.



4.

5.

Blending score _____

Name: _____

Blending Progress Monitoring 2

Directions: For each segmented word that is said, have students circle the matching picture for each line. (See directions under Unit 6 Section I, Phonemes—Progress Monitoring.)

☆

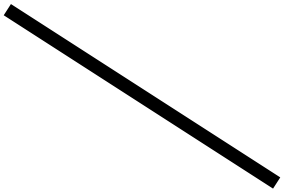
1.

2.

3.

4.

5.



Blending score _____

Name: _____

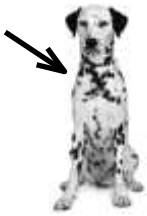
Blending Progress Monitoring 3

Directions: For each segmented word that is said, have students circle the matching picture for each line.

☆

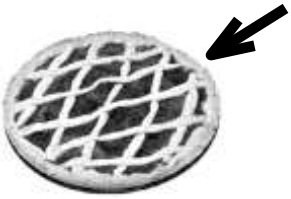
1.

2.

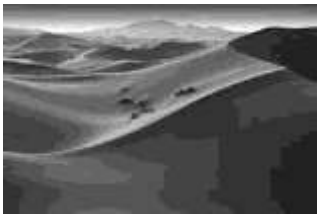


3.

4.



5.



Blending score _____

Name: _____

Blending Progress Monitoring 4

Directions: For each segmented word that is said, have students circle the matching picture for each line.

☆

1.

2.

3.

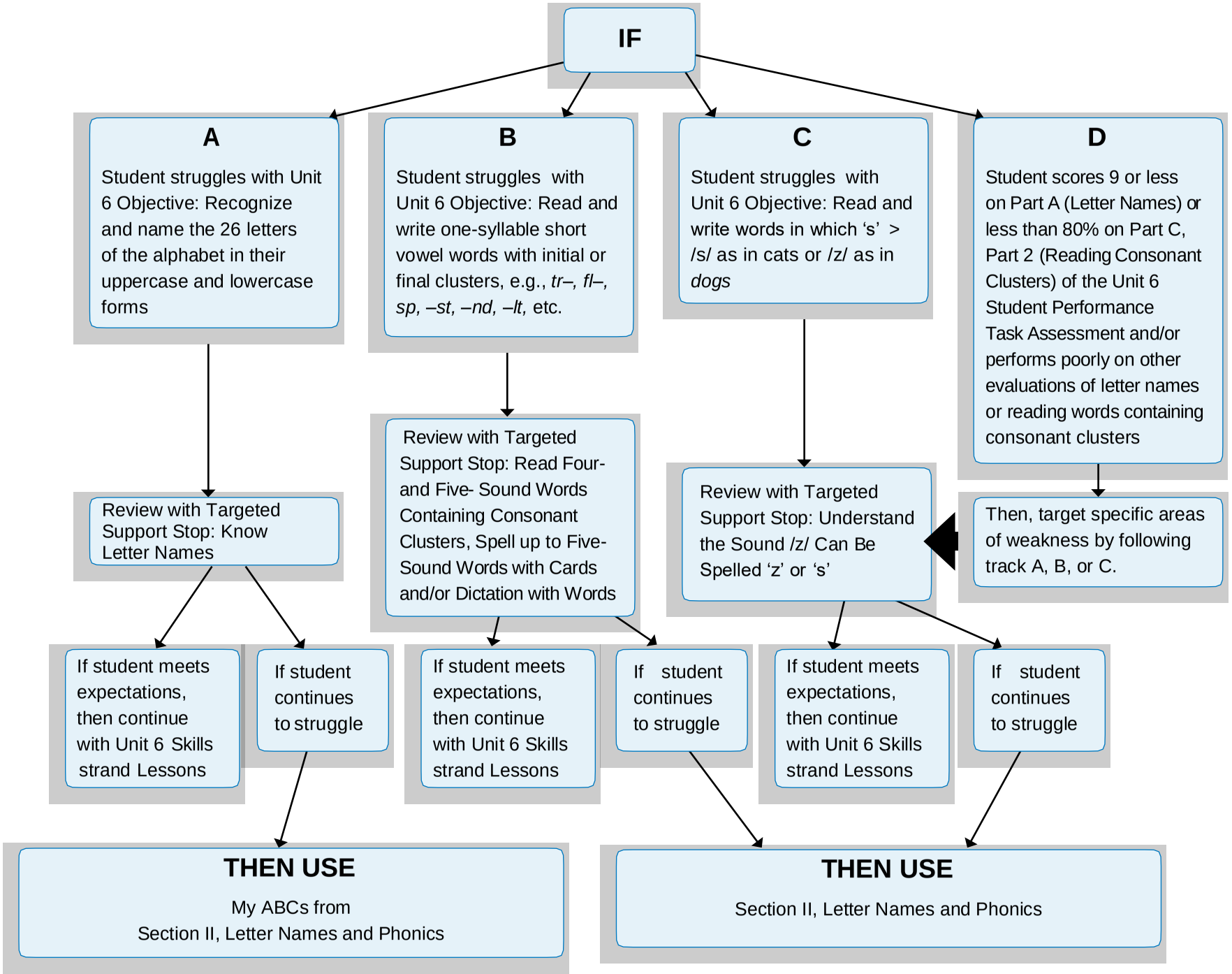
4.

5.

Blending score _____

Section II
Letter Names and Phonics

Determining Student Need for Section II, Letter Names and Phonics



The alphabet naming activities provided here may be completed in isolation with students who need additional practice, or may be incorporated into the Lesson Template for this section. My ABCs! activities may be used instead of, or in addition to, the Match Me activity for the Warm-Up if students have demonstrated mastery of taught single letter sound/spellings.

To maximize engagement with Letter Match, Letter Find, Letter Names, and I Spy, consider the following when selecting letters for the activity:

- Work with mastered letter names to build confidence.
- Include letter names students are learning.
- Avoid unknown letter names initially, working them in as they become familiar.

On the next page, a Letter Names Student Record Sheet is provided to record letter name knowledge as it develops for up to six students.

Key

- Unknown letter names have no markings (e.g., w).
- Letter names being learned (correct identification is inconsistent) are circled (e.g.,).
- Mastered letter names are circled and crossed out (e.g.,).

Student:_____

Lowercase Letters:

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

Student:_____

Lowercase Letters:

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

Student:_____

Lowercase Letters:

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

Student:_____

Lowercase Letters:

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

Student:_____

Lowercase Letters:

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

Student:_____

Lowercase Letters:

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

ABC Song

- Sing the ABC song while students point to the corresponding letters on the Lowercase ABC Board. Letters are arranged in lines to match the pauses in the song.

  Note: "l-m-n-o-p" should be sung with a clap between each letter.

Letter Match

- Provide students with cut-out letters to match the letters on the Lowercase ABC Board.
- Make it game-like by putting select letters in a bag and taking turns selecting one to match to the board.

Letter Find

- Students identify letters by pointing on the Lowercase ABC Board.
- Make it game-like by taking turns, allowing students to ask you to point to letters, too. Say, "Show me (letter name)" or "Which one is (letter name)?"

Letter Names:

- Point to letters on the Lowercase ABC Board for students to identify by name.
- Make it game-like by taking turns, allowing students to point to letters for you to name, too. Say, "What's this letter called?" or "What's the name of this letter?"
- A variation is to ask students to point to and name __ (number of) letters.
- Choose a number which will ensure student success based on the number of letters they have mastered.

I Spy

- Using the Lowercase ABC Board, provide clues for students to identify letters.
- Students should point to and name the letter they identify. Below are a few sample clues:
  - I spy the letter your name starts with.
  - I spy two letters made with a tall line and a circle (i.e., 'b' and 'd').
  - I spy the letter after 't'.

Name: _____

Lowercase ABC Board

a b c d

e f g

h i j k

l m n o p

q r s

t u v

w x

y z

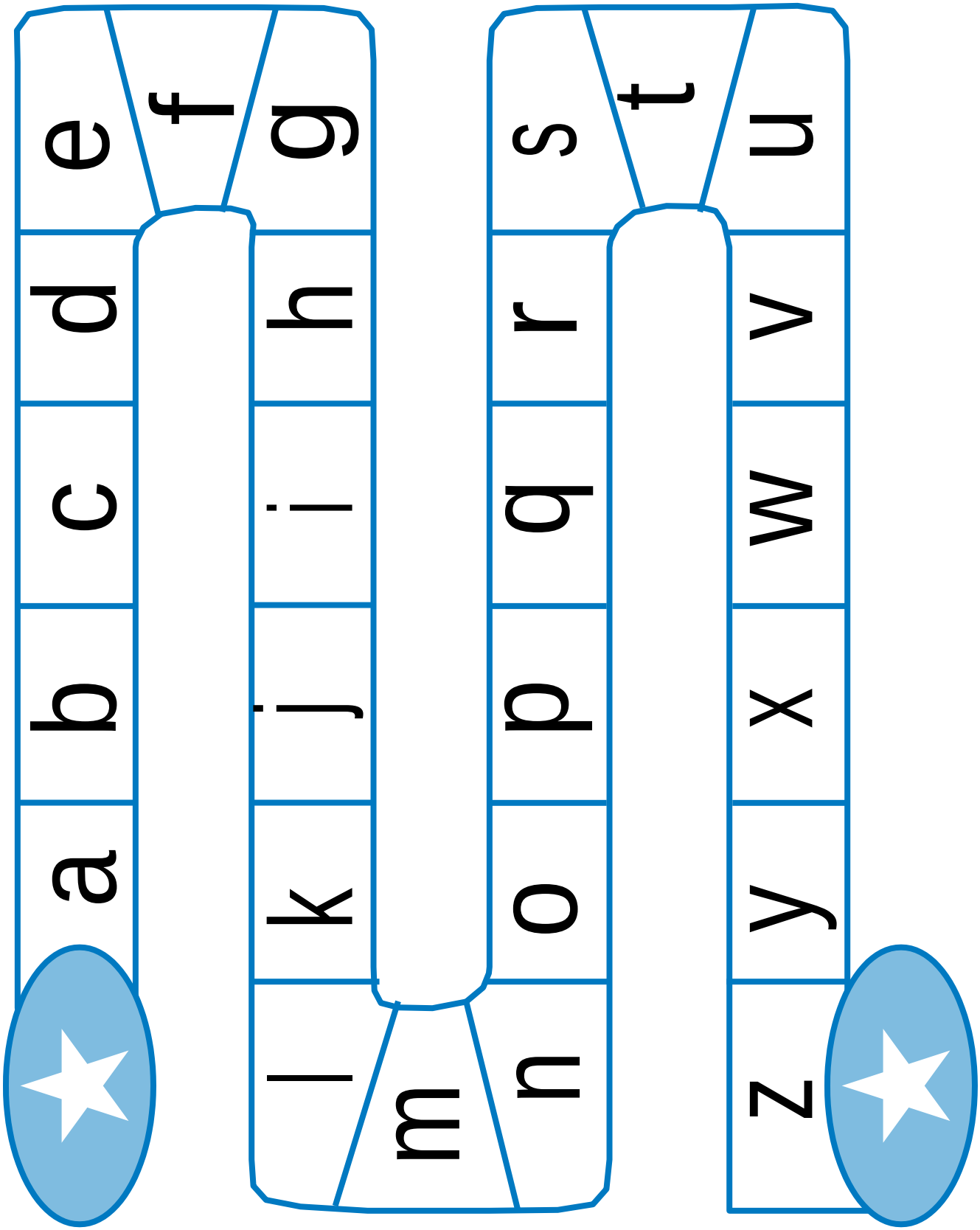
Directions: Use the Lowercase ABC Board for activities provided under My ABCs! in Unit 6 Section II.

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

Directions: Copy and cut out the letter cards for use with Letter Match.

Letter Name Game

Once students have been introduced to all the letters, use the ABC Game Board for the Letter Name Game. Use tokens (or similar manipulatives) as game pieces, advancing along the ABCs in order. Roll the die to see how many letters to move forward. If the player can name the letter he/she lands on, the player stays there. If the player cannot name the letter, then he/she moves back to his/her previous spot. Play until the first person passes Z or until all players pass Z.



Directions: Use this game board to play the Letter Name Game.

Lesson Template

Phonics: Target Sound/Spellings (initial and final consonant clusters and final 's')

Focus: Phonics: Target Sound/ Spellings	Teaching	Materials

Warm-Up	Objective: Prompt student attention to the connection between written letters and spoken sounds for taught sound/spellings.
	Exercise: Play Match Me. Using sets of the Letter Cards, students "match you" according to the information you provide for target sound/spellings reviewed from Units 3–5.
	You may choose to do 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).
	• Provide each student with a set of Letter Cards for the sound/ spellings targeted in the Warm-Up.
	• Tell students that they will either say the sound or show the spelling.
	  • If a sound is provided, students should find the corresponding spelling (Letter Card).
	  • If a spelling (Letter Card) is shown, students should prepare to provide the corresponding sound when prompted.
	• If anyone provides an incorrect answer, correct the error and have students repeat the item.
	Keeping notes on the Sound/Spellings Chart regarding skills mastered, progressing, or unfamiliar will help you formulate future questions targeted to student need.
		Sound/Spelling Chart and Letter Cards

Explicit Instruction	Objective: State the purpose for using sound/spelling knowledge, and model the desired performance. Learning about Target Sound/Spellings: Select a consonant cluster category (initial position: r-, s-, or l-, or final position nasal or mixed; see the Phonics—Word Lists for reading and spelling. • Tell students that sometimes we use more consonants to make bigger words, and that consonant clusters can be at the beginning or end of words. We have to look carefully at ALL of the letters when reading those bigger words and listen carefully for ALL of the sounds when spelling those bigger words. • Write or build with letter cards examples of consonant clusters from the selected category for today's lesson. For example, if final nasal clusters are the target, you may choose to work with *–mp* and *–nk* words. • Review articulation for relevant sound/spellings. • Ask students to think of a word that has the consonant cluster. Think together to write or build two words for each target consonant cluster. • Tell students they will now practice reading and spelling these and similar words.	Word Lists writing materials and/or Letter Cards

Focus: Phonics: Target Sound/ Spellings	Teaching	Materials
Guided Practice	Objective: Provide an engaging opportunity to develop target sound/ spelling knowledge with decreasing support as students' skills strengthen. Working with Target Sound/Spellings: Students are familiar with chaining from the Unit 3–5 Skills Strand Lessons. Here, students will apply their knowledge similarly. The difference will be that you and the students will write the words. (Writing reinforces student's knowledge of letter formation and spelling patterns; however, if the motor aspect of writing inhibits student attention to sound/spelling connections, letter cards can be used instead.) • Select a chaining list. (See Chaining Lists under Word Lists for suggestions.) • Display the letters used in the chain. They may be written at the top of the board or chart paper, or they may be letter cards set out in front of students on the table. • Start with chaining for *reading*. (Decoding tends to be less challenging than encoding.) Tell students that you will use the letters to write words for them to read. • Write the first word, and ask students to look at the letters from left to right. As they look at the letters, they need to remember the sounds the letters represent 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 adding to the /s/ at the beginning to make it /s//t/. What word did I make now?" • Continue until the chain is complete. If support is needed, model the sounds and blending. Also, encourage students to use the blending motions they have learned. • Next, use the same or an alternate chain for *spelling.* Tell students that you will say words for them to write, and for each new word they will only need to change one letter. • Say the first word, and tell students to break the word into sounds. As they segment the sounds, they need to remember the picture of the sound and write down each from left to right. • Provide the next word, and have students explain the change they had to make from the previous word. • Continue until the chain is complete. If support is needed, model breaking the sounds apart and writing the picture for each sound. Application of Skills: Select Worksheets and Games, allowing students to apply target sound/spelling knowledge. Progress Monitoring option: Incorporate progress monitoring checks here as needed.	Chaining List (Letter Cards, if needed) writing materials for teacher and student Activity Dependent: Worksheet and/or Game resources Progress Monitoring resources
Independent Practice	Objective: Allow students to practice target sound/spelling knowledge with high levels of independence while striving for mastery. Practicing and Extending Skills with Target Sound/Spellings: Revisit previously taught activities, allowing students to practice target sound/spelling knowledge with classmates.	continued from Guided Practice

Sample Remedial Lesson

Phonics: Target Sound/Spellings (final nasal-consonant clusters)

<table>
<tr><th>Focus: Phonics: Target Sound/ Spellings (final nasal-consonant clusters)</th><th>Teaching</th><th>Materials</th></tr>
<tr><td>Warm-Up</td><td>
Objective: Prompt student attention to the connection between written letters and spoken sounds for taught sound/spellings.
Exercise: Play Match Me. Using sets of the Letter Cards, students “match you” according to the information you provide for target sound/spellings.
(Students have been challenged by the softer /n/ and /m/ sounds in final nasal-consonant clusters.)

Provide each student with a set of Letter Cards (‘n’ and ‘m’).
Tell students that you will say the sound or provide the letter. For examples, see the chart below.

<table>
<tr><th>Teacher Prompt</th><th>Student Response</th></tr>
<tr><td>/m/</td><td>‘m’</td></tr>
<tr><td>‘n’</td><td>/n/</td></tr>
<tr><td>‘m’</td><td>/m/</td></tr>
<tr><td>/n/</td><td>‘n’</td></tr>
<tr><td>/e/</td><td>‘e’</td></tr>
</table>

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

Reminder: Keep notes on the Sound/Spellings Chart regarding information mastered, progressing, or unfamiliar.
</td><td>Sound/Spelling Chart and Letter Cards (‘n’ and ‘m’)</td></tr>
</table>

<table>
<tr><th>Focus: Phonics: Target Sound/ Spellings (final nasal-consonant clusters)</th><th>Teaching</th><th>Materials</th></tr>
<tr><td>Explicit Instruction</td><td>
<u>Objective</u>: State the purpose for using sound/spelling knowledge, and model the desired performance.
<u>Learning about Target Sound/Spellings</u>: Select –mp and –nk to focus on final nasal-consonant clusters for today's lesson.

Tell students that sometimes we use more consonants to make bigger words, and that consonant clusters can be at the beginning or end of words. We have to look carefully at ALL of the letters when reading those bigger words and listen carefully for ALL of the sounds when spelling those bigger words.
Write or build with letter cards examples of consonant clusters from the selected category for today's lesson: final nasal clusters (–mp and –nk).
Review articulation for relevant sound/spellings.

<table>
<tr><th>Phoneme</th><th>Articulation Features</th><th>Voice</th><th>Stretch</th></tr>
<tr><td>/n/</td><td>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.)</td><td>On</td><td>Yes</td></tr>
<tr><td>/m/</td><td>Lips are together. (Air goes through your nose! Pinch your nose, and you'll cut off the sound.)</td><td>On</td><td>Yes</td></tr>
</table>

Ask students to think of a word that has –mp. Think together to write or build two words for the target consonant cluster. (jump and lump) Repeat for –nk. (pink and wink)
Tell students that they will now practice reading and spelling these and similar words.

</td><td>Word Lists
whiteboard and marker</td></tr>
<tr><td>Guided Practice</td><td>
<u>Objective</u>: Provide an engaging opportunity to develop target sound/spelling knowledge with decreasing support as students' skills strengthen.
<u>Working with Target Sound/Spellings</u>: Students are familiar with chaining from the Unit 3–5 Skills Strand Lessons. Here, students will apply their knowledge similarly. The difference will be that you and the students will write the words. (Writing reinforces student's knowledge of letter formation and spelling patterns.)

Select a chaining list: cap > camp > lamp > lump > limp > lip > sip > sin > sink > pink > pin > pan > can
Display the letter cards utilized in the chain on the table in front of students: consonants 'c', 'p', 'm', 'l', 's', 'n', 'k'; and vowels 'a', 'i', and 'u'.

</td><td></td></tr>
</table>

Focus: Phonics: Target Sound/ Spellings (final nasal-consonant clusters)	Teaching	Materials
Guided Practice (Cont.)	• Start with chaining for *reading*. Tell students that you will use the letters to write words for them to read. • Write the first word (*cap*), and tell students to look at the letters from left to right, noticing the beginning sound (/k/), vowel in the middle (/a/), and ending sound (/p/). As they look at the letters, they need to remember the sounds the letters stand for and blend the sounds together to make the word. • Make the letter change needed for the next word—adding /m/ between 'a' and 'p'—and describe the change as it is made, saying, "Now I'm adding 'm' between the 'a' and the 'p' to make a consonant cluster at the end of the word. What word did I make now?" • Continue until the chain is complete. If support is needed, model the sounds and blending. Also, encourage students to use the blending motions they have learned, and refer to key words. • Next, use the same chain for *spelling.* Tell students that 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 (*cap*), 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 down each from left to right. • Provide the next word (*camp*), and have students explain the change they had to make from the previous word. (*Add an 'm' between the 'a' and the 'p'.*) • Continue until the chain is complete. If support is needed, model breaking the sounds apart and writing the picture for each sound. Application of Skills: Provide students with a copy of Making Words (i1) and the Making Words Extension Page. Tell students that the goal is to make as many *–ink* words as they can first, then make as many other words as they can think of. Progress Monitoring option: While students are completing Making Words (i1) and moving on to Independent Practice, administer Word Reading Progress Monitoring 3.	Chaining List and Letter Cards (consonants 'c', 'p', 'm', 'l', 's', 'n', 'k'; and vowels 'a', 'i', and 'u') whiteboard, marker, and eraser Making Words (i1) and Extension Page for each student copies of Word Reading 3
Independent Practice	Objective: Allow students to practice target sound/spelling knowledge with high levels of independence while striving for mastery. Practicing and Extending Skills with Target Sound/Spellings: Provide the Word/Picture Cards for students to play Memory with consonant cluster words.	Word/Picture Cards

Directions: Copy and cut out these Letter Cards for use with the Unit 6 Section II activities Match Me and Push & Say. (Consonants used more than once when building words are provided twice on this page.)

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

Name: _____

Letter Cards 1 (taught in Unit 4)

Directions: Copy and cut out these Letter Cards for use with the Unit 6 Section II activities Match Me and Push & Say. (Consonants used more than once when building words are provided twice on this page.)

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

Directions: Copy and cut out these Letter Cards for use with the Unit 6 Section II activities Match Me and Push & Say. (Consonants used more than once when building words are provided twice on this page.)

b	b	l	r
w	j	y	x
k	k	u	

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.

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

Sound/Spellings Chart

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

Letter Name and Phonics Skills Cross-Reference Chart

Letter Names and Phonics Skill/ TN Foundational Skills Goal	Unit 6 Lessons															Unit 6 Targeted Support Stop
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Read and Write One-Syllable Short Vowel Words with Initial or Final Clusters, e.g., *tr–, fl–, sp–, –st, –nd, –lt,* etc.	Sound/Spelling Review						Sound/Spelling Review					Sound/Spelling Review				Teacher Chaining; Fishing Pond; Matching the Words; Word Concentration; Game Board with Decodable Words; Word Wheel Worksheet; Word Reading Sprints; Phrase Flipbook; Unscramble the Words!; Wiggle Cards; Student Chaining; Chain and Copy; Large Card Chaining; Guess the Word and Spell It!; Spelling Hopscotch; Dictation with Words; Dictation with Phrases
	Pocket Chart Chaining for Spelling; Spelling Worksheet	Chaining Dictation; Small Group Work	Pocket Chart Chaining for Reading	Label the Picture	Word Wheel Worksheet	Student Chaining; Wiggle Cards	Dictation with Words	Chain and Copy; Connect It	Dictation with Words	Tap and Spell	Chain and Copy		Large Card Chaining; Word Box	Dictation with Words; Practice Pack	Label the Picture	
Read and Write Words in which 's' > /s/ as in cats or /z/ as in *dogs*			The Tricky Spelling 's' Pronounced /z/; Complete the Sentences	The Sounds /s/ and/z/ in Plural Nouns and in Verbs; Word Sort; Label the Picture	Word Wheel Worksheet	Student Chaining	Dictation with Words		Dictation with Words	Tap and Spell	Chain and Copy		Large Card Chaining, Word Box	Dictation with Words, Practice Pack		Word Sort by Plural Marker AND all of the above Targeted Support Stops
Recognize and Name the 26 Letters of the Alphabet in their Uppercase and Lowercase Forms	Alphabet/ Letter Names	The Alphabet Song		The Alphabet Song; Take-Home Story	Letter Name Review	Sound/ Spelling Review; Take-Home Story	Sound/ Spelling Review; Take-Home Story	Sound/ Spelling Review	Sound/ Spelling Review; Take-Home Story	Sound/ Spelling Review; Take-Home Story	Sound/ Spelling Review	Sound/ Spelling Review; Alphabet Soup; Take-Home Story	Sound/ Spelling Review; Letter Name Sprints; Take-Home Story	Sound/ Spelling Review		Alphabet Walk; Letter Concentration; Letter Name Pretzel Game; Letter Name Bingo

All activities promote the TN Foundational Skills Goal to "Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds."

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

Phonics—Word Lists

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

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

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

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

Words with consonant clusters in the final position may be selected from the four-phoneme word lists on the next page or taken from the five-phoneme word lists above.

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

Chaining Lists for Reading or Spelling

All chains are designed to be looped. If you get to the end and wish to continue, you may simply repeat the chain. However, select chains are too lengthy to incorporate more than one consonant cluster. Chains may be sectioned if students do not sustain attention for the entire chain.

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

Push & Say

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

- Provide each student with the Sound Boxes page and a set of letter cards corresponding to the words selected for building. Students should line up the letter cards below the Sound Boxes page. Multiple copies of consonants are needed for words such as *prop.*
- Say a word, such as *spin.*
- Students echo the word and then work individually to select the Letter Cards for the sound/spellings identified as they segment the word into phonemes.
- Have students place the Letter Cards directly below the boxes in the correct positions from left to right. Tell students that they will not always use all of the sound boxes (e.g., four-phoneme words).
- Once you see a student is ready, ask him or her to push the cards into the boxes from left to right and say the sound as he or she pushes each card. Immediately, students should run their finger under the word in one smooth motion and say the whole word blended.
- Clear the board for the next word.
- If additional support is needed, first practice asking students to flip their Letter Cards over to the blank side and Push & Say for a few practice words using the blank side of the cards. This removes the component of identifying the correct sound/spelling, allowing students to start with a focus on the sounds and their positions before adding in the task of connecting the sounds to spellings.

Sound Boxes can be used in a variety of 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 words 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: _____

Sound Boxes: Phonics

Directions: This Sound Boxes page is provided for use with the Unit 6 Section II activity Push & Say. Say a four- or five-phoneme word. Students echo the word and segment the sounds, placing corresponding letter cards below the boxes from left to right. Then students push the letter cards into the boxes from left to right and say the sound as they push each card. Immediately, students run their finger under the word in one smooth motion and say the whole word blended.

Making Words

Students reinforce phonics knowledge by making words with initial and final consonant clusters and adding 's'.

- Select a Making Words page according to the sound/spellings targeted for remediation.
- Model how to use the letters surrounding the center box to make words. Surrounding letters may
  - be single beginning or ending sound/spellings;
  - build initial or final consonant clusters; or
  - serve as final 's' to make nouns plural (e.g., *flags*) or verbs active (e.g., *grabs*).
- 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 make words using the 3x3 boxes, the boxes may be cut out and used as letter cards for building words.
  - To write the words onto the handwriting lines, scaffold them by providing the Sound Boxes in a plastic sleeve with a dry erase marker. The Sound Boxes offer support for writing the individual sounds, and the words can then be copied onto the handwriting lines. Another option, if slightly less support is needed, is to draw vertical lines on the handwriting lines segmenting them into spaces for sound-spellings.
- In addition to two- and three-phoneme words, the following four- and five-phoneme words are possible on the designated Making Words pages:

  Note: Adding final *–s* to some words will create a six-phoneme word.

a1	a2	a3	e	i1	i2	o1	o2	u1	u2
crab(s)	scat	clam	spend	skid	drip(s)	crop(s)	snob	plug	drum(s)
drag(s)	scab	clap(s)	sled	skin(s)	grip(s)	drop(s)	spot(s)	slug	drug
grab(s)	snap	flap(s)	blend	skit(s)	grin(s)	frog(s)	stop(s)	clump	grump(s)
draft	stand	plan(s)	left	skip(s)	blip(s)	prop(s)	blob	plump	snug
fast	scam(s)	slam(s)	self	snip(s)	slid	prod	glob	slump	skunk(s)
raft(s)	sand	plant	send	spin(s)	slip(s)	frost	plod	tusk(s)	
	stamp	slant		stink(s)			slot(s)	stump	
	pant	lamp(s)		pink			lost		
		camp(s)		list(s)					
		pant(s)		wind(s)					
				wink(s)					

Name: _____

Making Words (a1)

Directions: Students use the letters surrounding the vowel to create words. Encourage making words with consonant clusters and a final 's' when possible. Students write the words on the lines provided.

c	r	d
g	a	t
b	s	f

Name: _____

Making Words (a2)

Directions: Students use the letters surrounding the vowel to create words. Encourage making words with consonant clusters and a final 's' when possible. Students write the words on the lines provided.

t	s	c
n	a	m
d	p	b

Name: _____

Making Words (a3)

Directions: Students use the letters surrounding the vowel to create words. Encourage making words with consonant clusters and a final 's' when possible. Students write the words on the lines provided.

s	l	f
p	a	c
m	n	t

Name: _____

Making Words (e)

Directions: Students use the letters surrounding the vowel to create words. Encourage making words with consonant clusters and a final 's' when possible. Students write the words on the lines provided.

b	l	f
s	e	t
p	n	d

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Name: _____

Making Words (i1)

Directions: Students use the letters surrounding the vowel to create words. Encourage making words with consonant clusters and a final 's' when possible. Students write the words on the lines provided.

t	s	k
p	i	n
w	l	d

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Name: _____

Making Words (i2)

Directions: Students use the letters surrounding the vowel to create words. Encourage making words with consonant clusters and a final 's' when possible. Students write the words on the lines provided.

d	r	g
b	i	p
l	s	n

Name: _____

Making Words (o1)

Directions: Students use the letters surrounding the vowel to create words. Encourage making words with consonant clusters and a final 's' when possible. Students write the words on the lines provided.

f	r	d
p	o	c
g	s	t

Name: _____

Making Words (o2)

Directions: Students use the letters surrounding the vowel to create words. Encourage making words with consonant clusters and a final 's' when possible. Students write the words on the lines provided.

p	l	g
s	o	b
n	t	d

Name: _____

Making Words (u1)

Directions: Students use the letters surrounding the vowel to create words. Encourage making words with consonant clusters and a final 's' when possible. Students write the words on the lines provided.

c	l	p
s	u	m
t	k	g

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Name: _____

Making Words (u2)

Directions: Students use the letters surrounding the vowel to create words. Encourage making words with consonant clusters and a final 's' when possible. Students write the words on the lines provided.

d	r	g
n	u	m
k	s	p

Name: _____

Making Words Extension Page

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

BINGO

Students apply sound/spelling knowledge they have learning in Unit 6 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 needed (to copy and cut out) are provided following the game boards. We recommend copying and cutting the boards and word cards from card stock to allow for reuse.
- Any collection of tokens can be used for students to cover spaces on their game boards, (e.g., cubes, beans, tiles, etc.)
- As word cards are selected and read, students search for the word on their game board.
- Ask students to put their finger on the word if they find it, and to then read it, allowing you to confirm that 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 have three spaces covered in a row, or until one or all students have "blackout" (covering the entire board).

Name: _____

Bingo Boards 1

Directions: Copy and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game BINGO.

crust	print	mask
land	trap	limp
desk	clog	glad

blink	grand	smog
melt	spat	flag
clamp	hunt	drink

Name: _____

Bingo Boards 2

Directions: Copy and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game BINGO.

mask	crust	print
trot	clamp	stem
blast	gift	swam

smog	crib	ramp
trap	swept	hunt
swim	limp	blast

Name: _____

Bingo Boards 3

Directions: Copy and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game BINGO.

blend	trunk	grand
swam	crib	flag
lost	land	gift

lift	swept	bump
grand	trot	glad
blink	ramp	stem

Name: _____

Bingo Boards 4

Directions: Copy and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game BINGO.

clamp	lift	blast
swim	desk	trap
trunk	spat	lost

ramp	drink	bump
melt	swam	mask
glad	clog	blend

Name: _____

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

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

Race to the Top

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

- For correct answers, students move up a rung; for incorrect answers, students fall down a rung. First one to the top wins.
- 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 whiteboard). The *word* side allows for confirmation/correction.

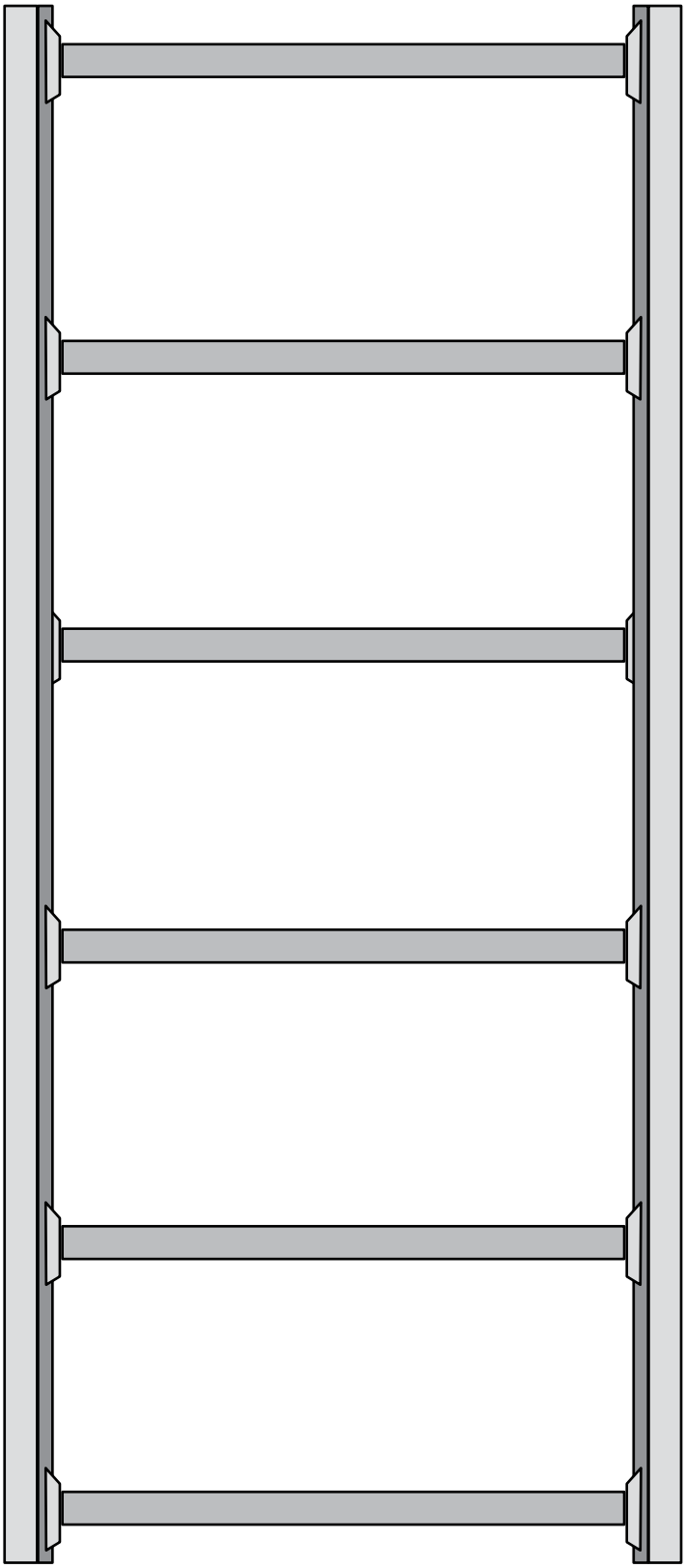
Memory

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

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

Name: _____

Race to the Top



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

Directions: These Word/Picture Cards are provided for use with the Unit 6 Section II games. For Race to the Top, copy and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy and cut out, separating word and picture cards.

crab

drum

crib

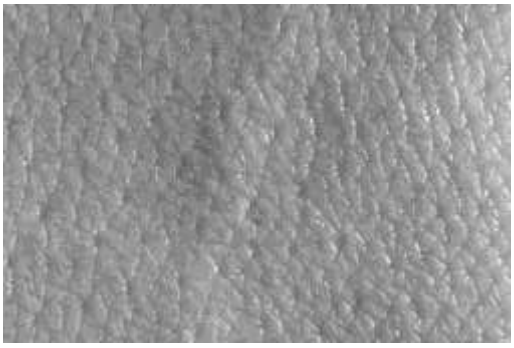
frog

Directions: These Word/Picture Cards are provided for use with the Unit 6 Section II games. For Race to the Top, copy and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy and cut out, separating word and picture cards.

crops

grins

scab



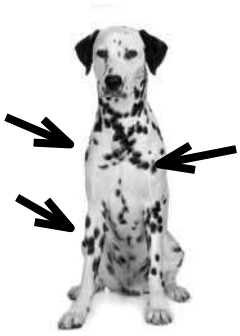
skin

Directions: These Word/Picture Cards are provided for use with the Unit 6 Section II games. For Race to the Top, copy and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy and cut out, separating word and picture cards.

stem

stop

skips



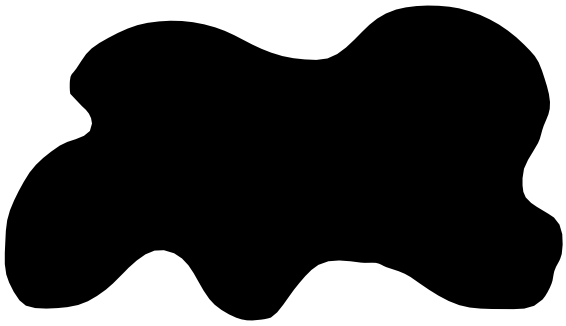
spots

Directions: These Word/Picture Cards are provided for use with the Unit 6 Section II games. For Race to the Top, copy and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy and cut out, separating word and picture cards.

steps

swim

flag



blob

Directions: These Word/Picture Cards are provided for use with the Unit 6 Section II games. For Race to the Top, copy and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy and cut out, separating word and picture cards.

clap

plug

sled

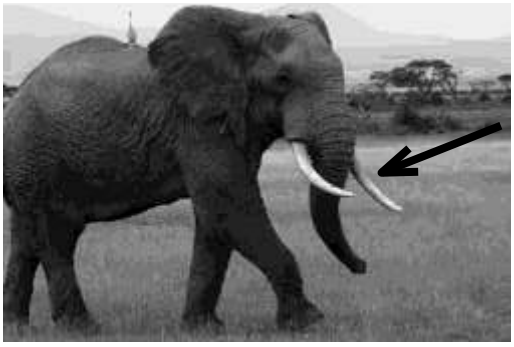
clams

Directions: These Word/Picture Cards are provided for use with the Unit 6 Section II games. For Race to the Top, copy and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy and cut out, separating word and picture cards.

flaps

desk

mask

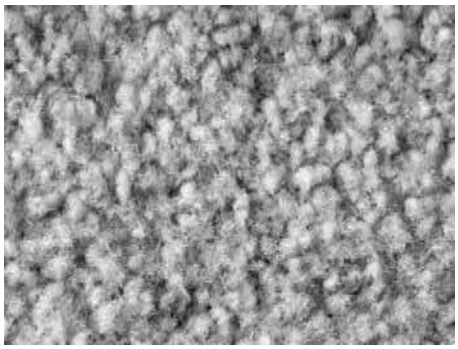


tusk

Directions: These Word/Picture Cards are provided for use with the Unit 6 Section II games. For Race to the Top, copy and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy and cut out, separating word and picture cards.

raft

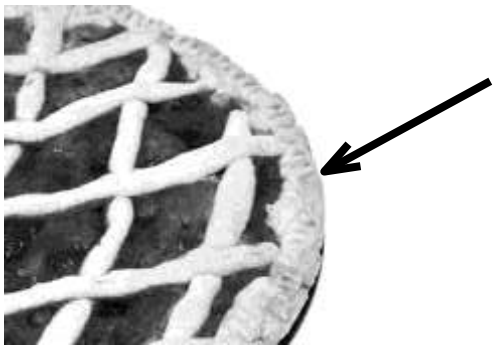
gift



soft

melt

Directions: These Word/Picture Cards are provided for use with the Unit 6 Section II games. For Race to the Top, copy and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy and cut out, separating word and picture cards.



crust

milk

grasp

blast

Directions: These Word/Picture Cards are provided for use with the Unit 6 Section II games. For Race to the Top, copy and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy and cut out, separating word and picture cards.

lamp

bump

land

junk

Directions: These Word/Picture Cards are provided for use with the Unit 6 Section II games. For Race to the Top, copy and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy and cut out, separating word and picture cards.

drink

trunk

skunk

plant

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 that teachers use the Progress Monitoring resources provided:

1. **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.
2. 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 6. 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.
3. **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. Copy the page of words with a record sheet corresponding to the Progress Monitoring Assessment (Word Reading 1–4) you have selected, and cut out the words.

- Model with the sample item.
- Show the cards to the student one at a time.
- Use the record sheet to record each word as the student reads.
- Place a check next to each word read correctly.
- For misread words, write exactly what students say as the word is sounded out. If students misread a word, prompt them to try to read the word again, letting them know that their first attempt was incorrect.
- Students may benefit from the supports utilized during instruction, such as blending motions and representing sounds with objects (e.g., Push & Say). Demonstrate and encourage the use of these supports 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 consonant cluster in a word which is read correctly. Interpret scores as follows.
    - 9 or 10 points—excellent
    - 8 points—good
    - 6 or 7 points—fair
    - Less than 6 points—poor
- Further analyze student errors to determine if one or more types of consonant clusters are particularly problematic. The subtotals for types of consonant clusters at the bottom of the record sheets facilitate the identification of specific problem areas.
- Also, examine whether there are mispronunciations occurring more frequently in a given position in words. For example, does the student read the initial sound correctly, but misread the medial and/or final sound?
- Finally, examine whether the student succeeded in reading words correctly on the second attempt. If so, the student may be rushing and may benefit from explicit instruction to slow down and look at each letter in a word sequentially, left to right.
- Goal: Achieve scores of Good or Excellent (8 points or higher).
- Scores of 7 or less indicate that additional reteaching and reinforcement is required from *Assessment and Remediation Guide* Unit 6 Section II, Phonics.

Name: _____

Word Reading Progress Monitoring 1

spin	mask	drops
brim	sled	clump
skin	dunk	snap

Record Sheet for Word Reading Progress Monitoring 1:

Word	Student Pronunciation			
Sample: spin				
1. mask	/m/	/a/	/s/ /k/	_____(1)
2. drops	/d/ /r/	/o/	/p/ /s/	_____(2)
3. brim	/b/ /r/	/i/	/m/	_____(1)
4. sled	/s/ /l/	/e/	/d/	_____(1)
5. clump	/k/ /l/	/u/	/m/ /p/	_____(2)
6. skin	/s/ /k/	/i/	/n/	_____(1)
7. dunk	/d/	/u/	/n/ /k/	_____(1)
8. snap	/s/ /n/	/a/	/p/	_____(1)
Total Correct				_____ /**10**

Note: Phonemes in gray are single letter sound/spellings from previous units. Student performance with these phonemes should be noted for evaluation; however, only Unit 6 sound/spellings are scored.

initial r-consonant cluster (2, 3)_____/2

initial l-consonant cluster (4, 5)_____/2

final nasal (/m/ or /n/)-consonant cluster (5, 7)_____/2

initial s-consonant cluster (6, 8)_____/2

final 's' (2)_____/1

final mixed-consonant cluster (1)_____/1

Name: _____

Word Reading Progress Monitoring 2

spin	flip	grand
drag	spot	best
lump	snip	clogs

Record Sheet for Word Reading Progress Monitoring 2:

Word	Student Pronunciation			
Sample: spin				
1. flip	/f/ /l/	/i/	/p/	_____(1)
2. grand	/g/ /r/	/a/	/n/ /d/	_____(2)
3. drag	/d/ /r/	/a/	/g/	_____(1)
4. spot	/s/ /p/	/o/	/t/	_____(1)
5. best	/b/	/e/	/s/ /t/	_____(1)
6. lump	/l/	/u/	/m/ /p/	_____(1)
7. snip	/s/ /n/	/i/	/p/	_____(1)
8. clogs	/c/ /l/	/o/	/g/ /z/	_____(2)
Total Correct				_____ /**10**

Note: Phonemes in gray are single letter sound/spellings from previous units. Student performance with these phonemes should be noted for evaluation; however, only Unit 6 sound/spellings are scored.

initial r-consonant cluster (2, 3)_____/2

initial l-consonant cluster (1, 8)_____/2

final nasal (/m/ or /n/)-consonant cluster (2, 6)_____/2

initial s-consonant cluster (4, 7)_____/2

final 's' (8)_____/1

final mixed-consonant cluster (5)_____/1

Name: _____

Word Reading Progress Monitoring 3

spin	trots	plan
snug	left	grip
stop	blink	damp

Record Sheet for Word Reading Progress Monitoring 3:

Word	Student Pronunciation			
Sample: spin				
1. trots	/t/ /r/	/o/	/t/ /s/	_____(2)
2. plan	/p/ /l/	/a/	/n/	_____(1)
3. snug	/s/ /n/	/u/	/g/	_____(1)
4. left	/l/	/e/	/f/ /t/	_____(1)
5. grip	/g/ /r/	/i/	/p/	_____(1)
6. stop	/s/ /t/	/o/	/p/	_____(1)
7. blink	/b/ /l/	/i/	/n/ /k/	_____(2)
8. damp	/d/	/a/	/m/ /p/	_____(1)
Total Correct				_____ /**10**

Note: Phonemes in gray are single letter sound/spellings from previous units. Student performance with these phonemes should be noted for evaluation; however, only Unit 6 sound/spellings are scored.

initial r-consonant cluster (1, 5)_____/2

initial l-consonant cluster (2, 7)_____/2

final nasal (/m/ or /n/)-consonant cluster (7, 8)_____/2

initial s-consonant cluster (3, 6)_____/2

final 's' (2)_____/1

final mixed-consonant cluster (4)_____/1

Name: _____

Word Reading Progress Monitoring 4

spin	went	swim
crop	blimp	scabs
trap	club	lost

Record Sheet for Word Reading Progress Monitoring 4:

Word	Student Pronunciation			
Sample: spin				
1. went	/w/	/e/	/n/ /t/	_____(1)
2. swim	/s/ /w/	/i/	/m/	_____(1)
3. crop	/c/ /r/	/o/	/p/	_____(1)
4. blimp	/b/ /l/	/i/	/m/ /p/	_____(2)
5. scabs	/s/ /c/	/a/	/b/ /z/	_____(2)
6. trap	/t/ /r/	/a/	/p/	_____(1)
7. club	/c/ /l/	/u/	/b/	_____(1)
8. lost	/l/	/o/	/s/ /t/	_____(1)
Total Correct				_____ /**10**

Note: Phonemes in gray are single letter sound/spellings from previous units. Student performance with these phonemes should be noted for evaluation; however, only Unit 6 sound/spellings are scored.

initial r-consonant cluster (3, 6)_____/2

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

final nasal (/m/ or /n/)-consonant cluster (1, 4)_____/2

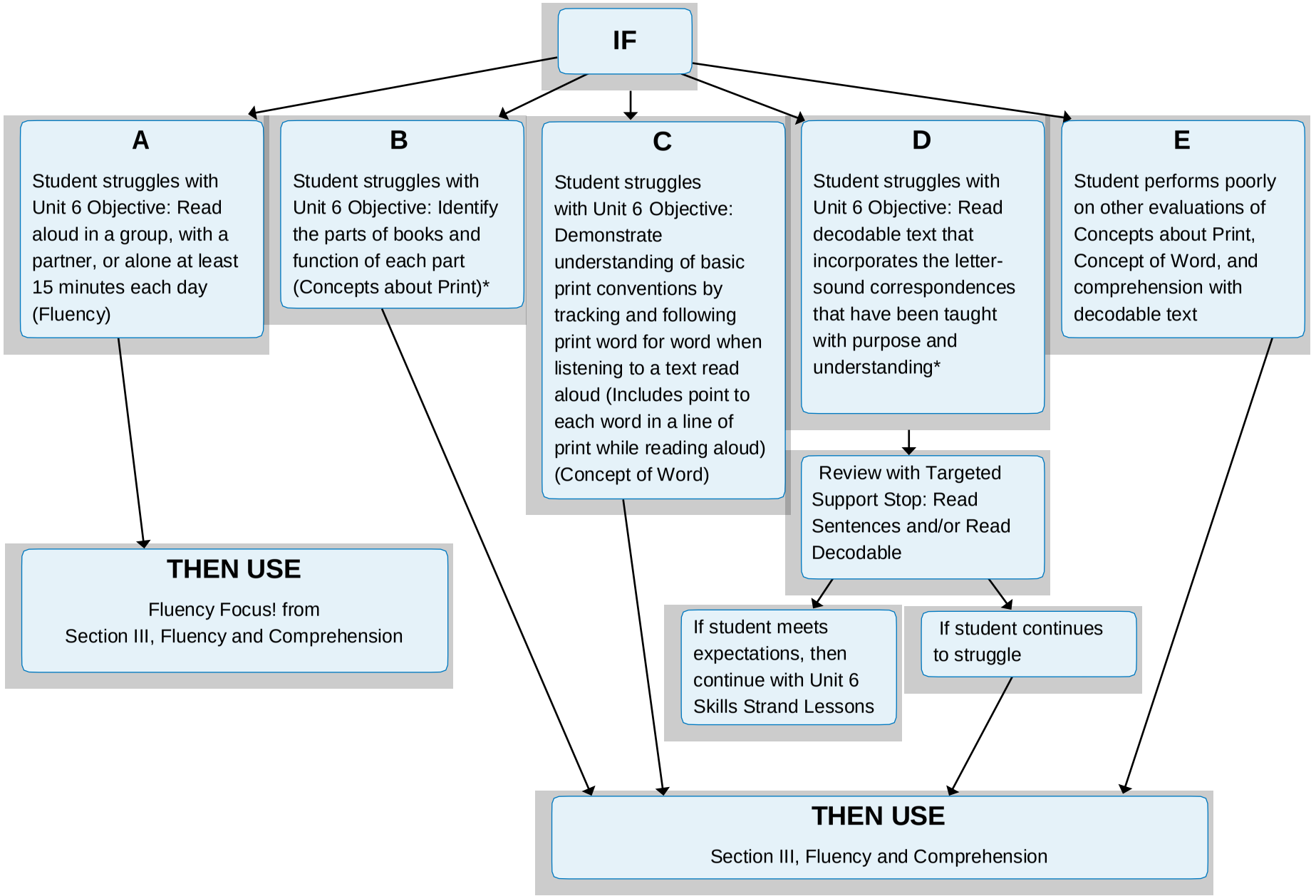
initial s-consonant cluster (2, 5)_____/2

final 's' (5)_____/1

final mixed-consonant cluster (8)_____/1

Section III
Fluency and Comprehension

Determining Student Need for Section III, Fluency and Comprehension



*Select TN Foundational Skills goals function here as an umbrella for multiple other TN Foundational Skills goals. (See Cross-Reference Chart for details.)

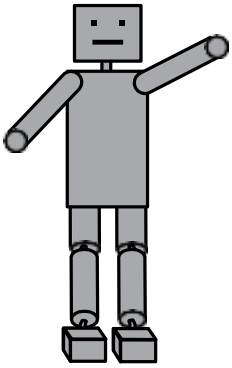
Fluency Focus!

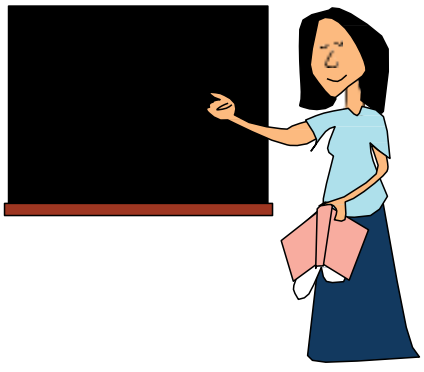
Rereading familiar text is a powerful way to develop fluency. At this stage, attention to fluency is *not* on reading rate, rather it is on building a bank of words recognized automatically and developing the ability to read with expression. Word-by-word reading is expected from emerging readers.

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

Two engaging opportunities for rereading stories from the *Kit* Reader and Unit 6 Targeted Support Stop are provided here. These activities may be done in isolation with students who need additional practice, or may be incorporated
into the Lesson Template for this section. A fluency activity may be used instead of or in addition to the I'm Looking for… activity for the Warm-Up if students have demonstrated mastery of Concepts about Print. A fluency activity may also be used during the Independent Practice section of the lesson.

"Pip's Cats" and "Vic Gets Lost" are stories from the Unit 6 Targeted Support Stop. These stories— along with a new story, "Camp"— are part of the progress monitoring assessments for this section. You may prefer to not use "Pip's Cats" and "Vic Gets Lost" for Fluency Focus! activities until after these two stones have been used for progress monitoring. This would allow you to measure student performance with instructional level text before it becomes more familiar (and begins moving toward an independent level text) through instruction.





Silly Voices

Students reread stories from the *Kit* Reader or Unit 6 Targeted Support Stop independently, with a partner, or to the teacher using silly voices.

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

Print and cut out the picture cards provided on the Silly Voices worksheet, and drop them in a container. Students reach inside to pull out a picture card and reread the story using the voice matching the character on the card. Demonstrate for students the use of the following voices and gestures to read like the characters on the cards:

- Cowboy: Straddle your chair like you are riding a horse and use a country accent.
- Scuba Diver: Vibrate your pointer finger on your lips as you read.
- Sick Person: Hold your nose to sound all stuffed up.
- Opera Singer: Use big arm motions and a grand singing voice.
- Rock Star: Play your air guitar while reading.
- Robot: Move your arms like a robot, and use a monotone voice.
- Ghost: Use a spooky voice.
- Teacher: Point to the words, and use a teacher voice.

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

Partner reading options may be to

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

Two Voices

The stories from the *Kit* Reader and Unit 6 Targeted Support Stop have been recreated here to be read for two voices. One student reads down column 1 while the other student reads down column 2, completing the story together. The lines that should be read chorally (voices together) are in bold. Students may be encouraged to practice rereading for two voices to prepare to perform the story! Story copies for two voices may also be sent home to be read with family and friends.

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

Kit	
1	2
Kit can	
run.	**run.**
	Kit can
skip,	
	skip,
skip.	
	Kit can
flip and flop.	**flip and flop.**
Kit can swim.	**Kit can swim.**

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

Kit and Stan	
1	2
Kit ran	**Kit ran**
	and hid
Stan ran	**Stan ran**
and got Kit.	
Stan ran	**Stan ran**
and hid.	
Kit ran	**Kit ran**
	and got Stan.
Kit and Stan had fun.	**Kit and Stan had fun.**

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

Kit's Hats	
1	2
Kit has	**Kit has**
hats.	
Kit has	**Kit has**
	big hats.
Kit has	**Kit has**
flat hats.	
Kit has	**Kit has**
	fun hats.
Hats, hats, hats!	**Hats, hats, hats!**

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

Kit's Cats	
1	2
Kit has cats.	
	Kit's cats run
fast,	
	fast,
fast.	
Kit's cats	
lap up milk.	**lap up milk.**
	Kit's cats
jump up	
	on Kit's bed.
Cats, cats, cats!	**Cats, cats, cats!**

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

Kit's Mom	
1	2
Kit's mom	
gets up at six.	**gets up at six.**
	Kit's mom
gets dad up.	**gets dad up.**
Kit's mom	
gets Kit up.	**gets Kit up.**
	Kit's mom
gets dad fed.	**gets dad fed.**
Kit's mom	
gets Kit fed.	**gets Kit fed.**
	Kit's mom
gets Kit's pets fed.	**gets Kit's pets fed.**

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

Kit's Pants	
1	2
Kit	
	had red pants.
Kit's pants	
got lost	**got lost**
at camp.	
	Kit's mom
got mad	**got mad**
	at Kit.
Kit's mom can't stand lost pants.	**Kit's mom can't stand lost pants.**

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

Mumps	
1	2
Kit has mumps.	
	Kit is in bed.
Kit can't get up.	**Kit can't get up.**
Kit can't	
run and jump.	**run and jump.**
	Kit can't
skip and hop.	**skip and hop.**
Kit is sad.	**Kit is sad.**

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

Up	
1	2
Kit gets up on top.	**Kit gets up on top.**
Kit helps	
	Max get up.
	Max helps
Jen get up.	
Jen helps	
	Kent get up.
	Kent helps
Ted get up.	
Ted helps Peg get up.	**Ted helps Peg get up.**

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

Fast Fred	
1	2
Kit's pal Fred	
	gulps his milk.
	Fast Fred
gulps and gulps.	
Gulp, gulp, gulp.	**Gulp, gulp, gulp.**
Fred gets milk	
on his desk.	**on his desk.**
	Fred gets milk
on his pants.	**on his pants.**
Fred gets milk	
on Kit.	**on Kit.**
Kit gets mad at Fred.	
	"Stop it, Fred!"

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

Pip's Cats	
1	2
Pip is Kit's pal.	
	Pip has six cats.
Pip's cats	
	got in mud.
Pip's cats	
left mud	**left mud**
	on his rug.
Pip's mom got mad.	**Pip's mom got mad.**

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

Vic Gets Lost	
1	2
Pip's cat Vic	
got lost.	**got lost.**
	Pip felt sad.
Kit ran	
	and got Vic.
Kit set Vic	
	on Pip's lap.
Pip felt glad.	**Pip felt glad.**

Lesson Template

Fluency and Comprehension

Focus: Comprehension	Teaching	Materials
Warm-Up	Objective: 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). Exercise: Address text structure by playing I'm Looking For… For this game you will need the Concepts about Print chart. • Provide each student with a book copy of the text. • Say, "I'm looking for_____." Fill in the blank with a concept about a print item from the chart. • All students should identify the item with their own book copy of the text. • If items are unknown or if 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 concepts or all concepts about print have been identified, state that we will need this knowledge to read the text. Keeping notes on the Concepts about Print chart regarding information mastered, progressing, or unfamiliar will help you formulate questions targeted to student need.	book or text copy of text for each student Concepts about Print chart Progress Monitoring resources
Explicit Instruction	Objective: Set a purpose, and model using a Thinking with Reading technique to accomplish the purpose. Learning about Reading with Purpose and Understanding: • Tell students the purpose for rereading the text in today's lesson. • Explain the Thinking with Reading technique they will use to help them read for the stated purpose. Identify the technique, and provide the description. (Refer to the Thinking with Reading chart.) • Model using the technique with an initial portion of the text. • Read aloud, pointing to track the text and thinking aloud to demonstrate use of the technique for the established purpose. • Include modeling an error while thinking aloud. If students do not catch the error, point it out. Correct the error. For mistakes with word reading, refer to the Figuring Out Words chart for ideas to help correct errors.	book or text copy of text for each student Thinking with Reading chart Figuring Out Words chart

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

Sample Remedial Lesson

Fluency and Comprehension
(Use scaffolded reading with a text-only copy, and target Visualizing.)

Focus: Comprehension (Use scaffolded reading with a text-only copy, and target Visualizing.)	Teaching	Materials
Warm-Up	Objective: Prepare students to read text using prereading activities addressing prior knowledge needed for understanding the text. For now, the emphasis is on text structure basics (Concepts about Print). Exercise: Students have demonstrated mastery of Concepts about Print. Therefore, instead of playing I'm Looking For…, students will reread *Mumps* with silly voices (see Fluency Focus! for directions) to Warm-Up with a fluency activity.	text-only copy of *Mumps* for each student and Silly Voices character cards in a container

Focus: Comprehension (Use scaffolded reading with a text-only copy, and target Visualizing.)	Teaching	Materials
Explicit Instruction	Objective: Set a purpose, and model using a Thinking with Reading technique to accomplish the purpose. Learning about Reading with Purpose and Understanding: • Tell students that the purpose for rereading the text today is visualizing the story, and that imagining good pictures of the story helps you understand and remember it. Students will use a text-only copy to prompt their own visualizations, instead of relying on illustrations. • Explain that we will use visualizing to help us read to understand and remember. Visualizing is stopping during reading to get a picture of what the author has written (like a movie in our heads). • Tell students they will reread "Pip's Cats" today. (This text was previously reserved for progress monitoring. The related assessment has already been given, so now the story is being used as a reread for instruction.) Before reading, prompt students to close their eyes and begin visualizing using the title of the story. Pause for several seconds to provide time for visualizing, and then ask students to share their visualizations. Challenge students to add details with prompts such as "Where is your cat?"; "Do all the cats have collars?"; and "What color are the cats?" • Read the first two lines of the story aloud, tracking the text. On the second line, read "Pip has cats." • Then close your eyes and think aloud describing your visualization of Pip's cats. Use the sentence starter, "In my head I saw…" and describe only two cats. See if the students catch your error. If they do not, ask, "Does my picture match what the author told us? Does Pip have two cats?" If students are unsure, point out a technique from the Figuring Out Words chart to help you and say, "Let's go back and read the words again to double check." Correct the omitted word, and visualize again with *six* cats this time. Invite students to ask questions about your picture to help you add detail. • At the end of the section, revisit the purpose, thinking aloud and saying, "Does my picture match what the author wrote now? (yes) Now I will remember that there are *six* cats."	text-only copy of "Pip's Cats" for each student Thinking with Reading chart Figuring Out Words chart

Focus: Comprehension (Use scaffolded reading with a text-only copy, and target Visualizing.)	Teaching	Materials
Guided Practice	Objective: Continue working with the text at an appropriate level of support for reading (see Dimensions of Difficulty chart) by using a Thinking with Reading technique to accomplish the purpose. Support should decrease as students' skills strengthen. Applying Knowledge to Read with Purpose and Understanding: Continue rereading text sections (two lines about getting mud on the rug, and one line about mom) with scaffolded support. • Students are partnered. • All students read the two lines about getting mud on the rug aloud to themselves, close their eyes to visualize, then share their own "In my head I saw…." statements with their partner. Encourage partners to ask each other questions about their visualizations. • Next, students read the last line about mom aloud to themselves, visualize, and again share their own "In my head I saw…" statements with their partner. • Once partners are finished, they can share statements with the teacher while waiting for all partner pairs to finish. After reading, tell students that if they used visualizing to help understand and remember what the author wrote, they will be able to draw a picture with details about the story. Today, after reading, students will complete the progress monitoring assessment for "Camp" with you one at a time, while others in the group draw their pictures and move on to independent practice activities. Progress Monitoring option: Administer Progress Monitoring 3 while students complete their picture and move on to Independent Practice.	text-only copy of "Pip's Cats" for each student paper and crayons for each student copies of Progress Monitoring 3
Independent Practice	Objective: Allow students to practice a Thinking with Reading technique for a designated purpose with high levels of independence. Reading with Purpose and Understanding Independently: Students have demonstrated strength with understanding the decodable text from the *Kit* Reader. Instead of practicing Thinking with Reading techniques, students will work with "Mumps" again to develop fluency. Provide partners with a copy of "Mumps" for two voices. Students can practice together once they complete their visualization pictures.	one copy of "Mumps" for two voices for each student unsharpened pencils with fun eraser tops for pointers

Revisit Text to Address Basic Text Structures

Using stories from the *Kit* Reader, 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 their Concepts about Print knowledge.

Concepts about Print that apply to *Kit* Reader	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: *Point to a period.*)	
18. What do you call this mark? (Teacher: *Point to a comma.*)	

Revisit Text to Focus on Content

Using a book copy or text copy* of stories from the *Kit* Reader, focus on Thinking with Reading techniques to accomplish purpose and understanding with the decodable text. For use of techniques "During reading," it can be helpful to mark the text at natural stopping points before the lesson. Sticky notes can be put on pages in the book copy, and the text copy provides the text arranged in sections.

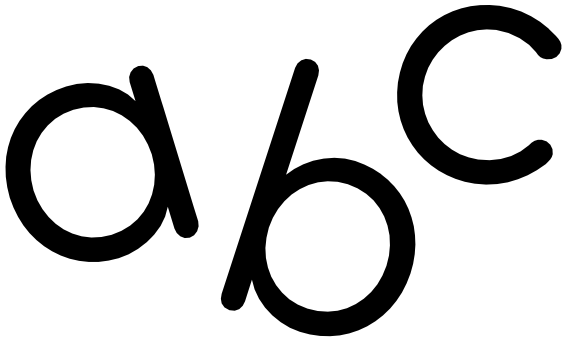
*Students should always be exposed to the illustrations for picture books for initial readings, because the illustrations are there for the purpose of enhancing the text. Once the book is familiar, using a text-only copy can help focus students on decoding and understanding the text by removing picture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

Master Thinking With Reading Chart

	Thinking with Reading	Description	Specific Application to Stories from the *Kit* Reader
Before Reading	Activating Prior Knowledge of Text Structure	Before reading, activate knowledge of basic print structures (e.g., text directionality), general genre structures (e.g., list format within a nonfiction text), or features specific to a text (e.g., table of contents) to establish a foundation that helps students predict and acquire information during reading.	Using a book copy, examine knowledge of 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 interpret meaning during reading.	Preassess and support knowledge of key vocabulary: • *"Kit"*: Review *flip* and *flop*. • *"Kit and Stan"*: Point out tense with *ran*/*run* and *hid*/*hide*. • *"Kit's Hats"*: What are the names of the hats from the story?: *sun/wide-brim*, *top*, *beret* (French), *sombrero* (Spanish), *Pilgrim*, *jester*, *cowboy*, *straw* (Asian), *police*, *fire*), *fez*, *tam-o'-shanter*. • *"Kit's Cats"*: Review multiple meanings of *lap*. • *"Kit's Mom"*: Point out tense with *fed*/*feed*. • *"Kit's Pants"*: Review *camp*. • *"Mumps"*: Review *mumps*. • *"Up"*: Discuss multiple ways of using the phrase *get up* (from bed, from a chair, climbing, etc.). • *"Fast Fred"*: Review *gulp* and *pal*. Also address connections and concepts with prompts such as • *"Kit"*: Name some ways to play outside. • *"Kit and Stan"*: What games do you like to play with friends? • *"Kit's Hats"*: Which hats would Kit wear for play and which ones would he wear for style? • *"Kit's Cats"*: Cats and dogs are common pets. How are cats different than dogs? • *"Kit's Mom"*: What does *six* mean in the first line of the story? • *"Kit's Pants"*: What is another way to say *can't stand*? • *"Mumps"*: Is Kit just a little sick, or is mumps more serious than a cold? • *"Up"*: What is teamwork? • *"Fast Fred"*: What does it mean to *rush*?
	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 • *"Kit"*: What does Kit like to do? • *"Kit and Stan"*: Did Kit and Stan both find each other? • *"Kit's Hats"*: What kind of hat does Kit decide to wear today? • *"Kit's Cats"*: What does Kit do to take care of her cats? • *"Kit's Mom"*: What does mom do in the mornings? • *"Kit's Pants"*: Does Kit get her pants back? • *"Mumps"*: What happens when Kit gets sick? • *"Up"*: How do the friends work together? • *"Fast Fred"*: What does Fred do fast?

	Thinking with Reading	Description	Specific Application to Stories from the *Kit* Reader
During Reading	Monitoring	During reading, stop and think after sections of text to evaluate whether you are understanding the text or not. Students often do not put effort into making meaning while reading without being explicitly taught and reminded to do so. This is especially true of readers who have to devote a great deal of cognitive energy to decoding, and who may be less intrinsically motivated to read. Encourage students to begin sharing their thinking with, "That makes sense because…" Presenting a related scenario that does not make sense may help students engage in this reflection. For example: If the dog went to the vet, first ask, "Does it make sense for a dog to go to the vet?" Then ask, "Would it make sense if the author told us the dog called the vet?" Monitoring helps student self-correct decoding errors. Consider if a student reads "bit ox ran on" instead of "but ox ran on." If the student is monitoring, he/she may think, "bit ox ran on" doesn't make sense, prompting review of the text for correction.	The stories are divided into two or three sections. After each section, stop and see if students can recall the information from the section just read.
	Visualizing	During reading, stop and develop images in your mind relating to the text provided by the author. Developing rich imagery helps readers remember and think more deeply about the text. Prompt students to close their eyes when visualizing. Provide time for thinking before having students share their visualizations. Encourage students to begin with, "In my head I saw…" Challenge students to add details to their visualizations without deviating from the text. For example, if a student says she sees three cats, ask: "Where are the cats?"; "Do the cats all have collars on?"; "What color are the cats?" If deviations from the text do occur, prompt self-reflection by asking, "Does your picture match what the author told us?"	Using a text-only copy, read selections and visualize related images. Describe or draw visualizations, challenging students to add details.
	Summarizing	After reading, reconstruct an abbreviated version of the text, highlighting the big ideas. Students tend to offer specific recall of ideas, often in random order. Prompting students to think about the beginning, middle, and end of early narrative texts can help them structure ideas sequentially. Through discussion, encourage students to connect the details they remember to a big idea for each section, which promotes summarization skills and higher level thinking. For example: Details—In the beginning, there was a cat and a dog and a pig and a hog Summary—We met the four animals in the story.	Ask students to tell you about and/or draw a picture representing the big ideas from the basic sections of text: beginning and end (2) or beginning, middle, and end (3).
	Questioning	During and after reading, answer and ask questions related to the text. Questions that promote meaningful comprehension include 1) literal (remembering information as stated in the text); 2) inferential (providing accurate responses based on connecting prior knowledge and information from the text); and 3) critical (making appropriate determinations supported by the text). For literal questions, encourage students to go back to the text to show you where the author provides the information to answer the question. You may say, "Please find and read the line in the story showing the answer." For inferential questions, encourage students to defend their response using information from the text as well as prior knowledge. For evaluative questions, encourage students to explain their logic. Often answers are not right or wrong, but explanations should stem from the text and be plausible.	Sample Questions Literal: • "Kit": Does Kit play with a friend in this story? • "Kit and Stan": Who hid first? • "Kit's Hats": Name a hat that Kit did not try on. • "Kit's Cats": What do the cats climb on? • "Kit's Mom": Who does mom wake up first? • "Kit's Pants": What color were Kit's pants? • "Mumps": Name two things Kit can't do. • "Up": Who didn't need help to get up? • "Fast Fred": Did Fred get milk on his shirt? Inferential: • Attention to inferential questioning is incorporated in Unit 7. Critical: • Attention to critical questioning is incorporated in Unit 8.

Figuring Out Words

Sound out the letters.	
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**.

Dimensions of Difficulty

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

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

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

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

Fluency and Comprehension Skills Cross-Reference Chart

Comprehension Skill/TN Foundational Skills Goal	Unit 6 Lessons															Unit 6 Targeted Control Stop
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Identify the Parts of Books and Function of Each Part (Front Cover, Back Cover, Title Page, Table of Contents) (Concepts about Print)*	"Kit"	"Kit and Stan"	"Kit's Hats"	"Kit's Hats"	"Kit's Cats" (Demonstration and Small Group 1)	"Kit's Cats" (Small Group 2)	"Kit's Mom" (Demonstration and Small Group 1)	"Kit's Mom" (Small Group 2)	"Kit's Pants"	"Mumps" (Demonstration and Small Group 1)	"Mumps" (Small Group 2)	"Up"		"Fast Fred" (Demonstration and Small Group 1)	"Fast Fred" (Small Group 2)	
Demonstrate Understanding of Basic Print Conventions by Tracking and Following Print Word for Word When Listening to a Text Read Aloud (Includes Point to Each Word in a Line of Print While Reading Aloud) (Concept of Word)	"Kit"	"Kit and Stan"	"Kit's Hats"	"Kit's Hats"	"Kit's Cats" (Demonstration and Small Group 1)	"Kit's Cats" (Small Group 2)	"Kit's Mom" (Demonstration and Small Group 1)	"Kit's Mom" (Small Group 2)	"Kit's Pants"	"Mumps" (Demonstration and Small Group 1)	"Mumps" (Small Group 2)	"Up"		"Fast Fred" (Demonstration and Small Group 1)	"Fast Fred" (Small Group 2)	
Read Decodable Text that Incorporates the Letter-Sound Correspondences that Have Been Taught, With Purpose and Understanding**	"Kit"	"Kit and Stan"; Small Group Work (Group 2)	"Kit's Hats"		"Kit's Cats"		"Kit's Mom"		"Kit's Pants"	"Mumps"		"Up"		"Fast Fred"		Sentence Strips; Pip's Cats; Vic Gets Lost
Read Aloud in a Group, with a Partner, or Alone At Least 15 Minutes Each Day (Fluency)			Take-Home Story	"Kit's Hats" (Partner Reading)	"Kit's Cats" (Small Groups)	"Kit's Cats" (Small Groups); Take-Home Story	"Kit's Mom" (Small Groups); Take-Home Story	"Kit's Mom" (Small Groups)	"Kit's Pants" (Partner Reading); Take-Home Story	"Mumps" (Small Groups); Take-Home Story	"Mumps" (Small Groups)	"Up" (Whole Group); Take-Home Story	Take-Home Story	"Fast Fred" (Small Groups)	"Fast Fred" (Small Groups)	Practice Reading; Take-Home Story

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

***TN Foundational Skills Goal**: Identify the parts of books and the function of each part, encompassing skills related to concepts about print, which include the following TN Foundational Skills Goals:

Demonstrate correct book orientation by holding books correctly and turning pages.

Demonstrate understanding of directionality (left to right, return sweep, top to bottom, front to back).

Name and use commas and end punctuation while reading orally.

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

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

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

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

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

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

Comprehension—Stories

Name: _____

Text Copy

Kit

Kit can run.

Kit can skip.

Kit can flip and flop.

Kit can swim.

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

Name: _____

Text Copy

Kit and Stan

Kit ran and hid.

Stan ran and got Kit.

Stan ran and hid.

Kit ran and got Stan.

Kit and Stan had fun.

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

Name: _____

Text Copy

Kit's Hats

Kit has hats.

Kit has big hats.

Kithasflathats.

Kithasfunhats.

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

Name: _____

Text Copy

Kit's Cats

Kit has cats.

Kit's cats run fast.

Kit's cats lap up milk.

Kit's cats jump up on Kit's bed.

Directions: Print and copy this page to provide students with "text-only" copies of the story.

Name: _____

Text Copy

Kit's Mom

Kit's mom gets up at six.

Kit's mom gets dad up.

Kit's mom gets Kit up.

Kit's mom gets dad fed.

Kit's mom gets Kit fed.

Kit's mom gets Kit's pets fed.

Directions: Print and copy this page to provide students with "text-only" copies of the story.

Name: _____

Text Copy

Kit's Pants

Kit had red pants.

Kit's pants got lost at camp.

Kit's mom got mad at Kit.

Kit's mom can't stand lost pants.

*Directions: Print and copy this page to provide students with "**text-only**" copies of the story.*

Name: _____

Text Copy

Mumps

Kit has mumps.

Kit is in bed.

Kit can't get up.

Kit can't run and jump.

Kit can't skip and hop.

Kit is sad.

Directions: Print and copy this page to provide students with "text-only" copies of the story.

Name: _____

Text Copy

Up

Kit gets up on top.

Kit helps Max get up.

Max helps Jen get up.

Jen helps Kent get up.

Kent helps Ted get up.

Ted helps Peg get up.

*Directions: Print and copy this page to provide students with "**text-only**" copies of the story.*

Name: _____

Text Copy

Fast Fred

Kit's pal Fred gulps his milk.

Fast Fred gulps and gulps.

Fred gets milk on his desk.

Fred gets milk on his pants.

Fred gets milk on Kit.

Kit gets mad at Fred.

"Stop it, Fred!"

Directions: Print and copy this page to provide students with "text-only" copies of the story.

Name: _____

Text Copy

Pip's Cats

Pip is Kit's pal.

Pip has six cats.

Pip's cats got in mud.

Pip's cats left mud on his rug.

Pip's mom got mad.

*Directions: Print and copy this page to provide students with "**text-only**" copies of the story.*

Name: _____

Text Copy

Vic Gets Lost

Pip's cat Vic got lost.

Pip felt sad.

Kit ran and got Vic.

Kit set Vic on Pip's lap.

Pip felt glad.

Directions: Print and copy this page to provide students with "text-only" copies of the story.

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:

1. **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.
2. 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 6. 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.
3. **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 stories from the *Kit* Reader or another familiar text (in book format), and gather Record Sheets for each student being assessed. This assessment is most reliable if done individually or in small groups with students seated so they cannot see each other when answering the questions.

- Hand students the book upside down and backwards.
- Begin asking the Concepts about Print questions from the Record Sheet. You may not always need to assess the entire list of Concepts about Print. If students show frustration before the list is complete, discontinue the assessment until a later time. If students have demonstrated mastery on some items, those items do not need to be reassessed for subsequent progress monitoring.
- Record if students accurately demonstrated the concept or not. Noting the nature of errors will help inform corrective feedback provided *after* the assessment, and in 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 6 Section III, Fluency and Comprehension.

Record Sheet for Unit 6 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: *Point to a period.*)									
18. What do you call this mark? (Teacher: *Point to a comma.*)									

Directions

Preparation: Print and copy the Student Copy and Record Sheets for the selected progress monitoring assessment for each student being assessed. This assessment should be administered individually. If students are unfamiliar with searching for text support for answers (see steps three through five below), modeling should be provided prior to administering the assessment.

- After taking a running record of student oral reading, ask students the five questions included for the selected Progress Monitoring assessment.

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

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

  Note: If incorrect answers are corrected at this point, students get the point for finding the text support and still keep no point for providing an initial incorrect answer. Therefore, 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 questions two and three.
  - 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 by recording the total score out of 8 at the bottom.

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

  - Goal: six to eight points

- Scores of five or less indicate that additional reteaching and reinforcement may be required from *Assessment and Remediation Guide* Unit 6 Section III, Fluency and Comprehension.
- The Running Record and Understanding assessments follow the format of an informal reading inventory, which provides a comprehensive evaluation of reading skills. Student performance with word recognition is also scored. The goal is scoring within 89–100%. Scores of 88% or less indicate additional reteaching and reinforcement may be required from *Assessment and Remediation Guide* Unit 6 Section II, Letter Names and Phonics.

Name: _____

Pip's Cats

Pip is Kit's pal.

Pip has six cats.

Pip's cats got in mud.

Pip's cats left mud on his rug.

Pip's mom got mad.

Directions: Provide students with this page to read for Progress Monitoring 1.

Name: _____

Vic Gets Lost

Pip's cat Vic got lost.

Pip felt sad.

Kit ran and got Vic.

Kit set Vic on Pip's lap.

Pip felt glad.

Directions: Provide students with this page to read for Progress Monitoring 2.

Name: _____

Camp

Stan is at camp.

It is fun.

Stan can run.

Stan can jump.

Stan can swim.

Stan can get bugs and frogs.

Stan has fun at camp.

Directions: Provide students with this page to read for Progress Monitoring 3.

Record Sheet for Unit 6 Section III, Comprehension

Student: _____ Date: _____

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

Pip's Cats

Pip is Kit's pal.

Pip has six cats.

Pip's cats got in mud.

Pip's cats left mud on his rug.

Pip's mom got mad.

Ask the student the questions below. The record sheet provides a space for recording scores for performance on individual questions as well as the overall total.

1. Who is Pip friends with? (Kit)	1._____and_____/2
2. Does Pip have ten cats? (no, six)	2._____and_____/2
3. How do the cats make a mess? (The cats get muddy paws and walk over the rug.)	3._____and_____/2
4. Why was Pip's mom mad? (The rug got muddy.)	4._____/1
5. How could Pip's mom clean the rug? (Students may say "vacuum" or "scrub it." Accept any plausible answer.)	5._____/1
	Total:_____/8

Analysis for Unit 6 Section III, Comprehension

List Uncorrected Errors

Notes

- Are errors consistently in the initial, medial, or final position of the word?
- Are there errors related to the decoding of initial and/or final consonant clusters?
- Are specific letter-sound correspondences consistently missed, and if so, which ones?
- Does the student need to sound out words, or are the words said in a blended fashion?
- Does the student lose his/her place?

Accuracy

Errors	%	Notes
0 or 1	96–100	"Independent" Reading Level. Okay to move on.
2	89–95	"Instructional" Reading Level. Teacher judgment is required to determine if additional instruction from Unit 6 of the Assessment and Remediation Guide is needed, or if the student is ready to move on.
3+	0–88	Weak. Discontinue test. Additional instruction from Unit 6 of the Assessment and Remediation Guide is recommended.

Comprehension

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

Record Sheet for Unit 6 Section III, Comprehension

Student: _____ Date: _____

Place the Student Copy of "Vic Gets Lost*"* for progress monitoring in front of the student. Tell the student they will read a story called "Vic Gets Lost.*"* Tell the students that the story is about Vic's cat who gets lost. Keep a running record on this sheet as the student reads the story.

Vic Gets Lost

Pip's cat Vic got lost.

Pip felt sad.

Kit ran and got Vic.

Kit set Vic on Pip's lap.

Pip felt glad.

Ask the student the questions below. The record sheet provides a space for recording scores for performance on individual questions as well as the overall total.

1. Who is Vic in the story? (Pip's cat)	1._____and_____/2
2. When is Pip sad in the story? (when Vic was lost)	2._____and_____/2
3. When is Pip glad in the story? (when Vic was found)	3._____and_____/2
4. Who found Vic? (Kit)	4._____/1
5. Are Kit and Pip friends? (Yes, because Kit helped Pip when he was sad. Accept any plausible answer.)	5._____/1
	Total:_____/8

Analysis for Unit 6 Section III, Comprehension

List Uncorrected Errors

Notes

- Are errors consistently in the initial, medial, or final position of the word?
- Are there errors related to the decoding of initial and/or final consonant clusters?
- Are specific letter-sound correspondences consistently missed, and if so, which ones?
- Does the student need to sound out words, or are the words said in a blended fashion?
- Does the student lose his/her place?

Accuracy

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3+	0–88	Weak. Discontinue test. Additional instruction from Unit 6 of the Assessment and Remediation Guide is recommended.

Comprehension

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

Record Sheet for Unit 6 Section III: Comprehension

Student: _____ Date: _____

Place the Student Copy of "Camp" for progress monitoring in front of the student. Tell the student they will read a story called "Camp." Tell the students that the story is about a boy and what he does in the summer. Keep a running record on this sheet as the student reads the story.

Camp

Stan is at camp.

It is fun.

Stan can run.

Stan can jump.

Stan can swim.

Stan can get bugs and frogs.

Stan has fun at camp.

Ask the student the questions below. The record sheet provides a space for recording scores for performance on individual questions as well as the overall total.

1. Where does Stan go in the story? (Camp)	1._____and_____/2
2. What are some things he can do at camp? (Name at least two.)	2._____and_____/2
3. Was Kit at camp? (No or maybe, the author did not tell us, are both acceptable.)	3._____and_____/2
4. Does Stan like camp? (Yes, because he "has fun".)	4._____/1
5. How do you think Stan could catch bugs or frogs? (Student might say that he could catch them with his hands, or with a net. Accept any plausible answer.)	5._____/1
	Total:_____/8

Analysis for Unit 6 Section III: Comprehension

List Uncorrected Errors

Notes

- Are errors consistently in the initial, medial, or final position of the word?
- Are there errors related to the decoding of initial and/or final consonant clusters?
- Are specific letter-sound correspondences consistently missed, and if so, which ones?
- Does the student need to sound out words, or are the words said in a blended fashion?
- Does the student lose his/her place?

Accuracy

Errors	%	Notes
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Comprehension

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

Unit 6

Assessment and Remediation Guide

Skills Strand

Kindergarten

TN Foundational Skils