Unit 8
Assessment and Remediation Guide

Skills Strand
Kindergarten

TN Foundational Skills

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Unit 8
Assessment and Remediation Guide

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 flow charts provided for each component (i.e., Phonics, Fluency 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 flow chart prompts you to additionally consider student assessment performance.

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

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

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

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

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

Lesson Structures for Levels of Instructional Need

The Kindergarten _Assessment and Remediation Guide_ will serve students who

- may enter Kindergarten with known literacy skill educational needs requiring instruction beyond the Skills strand Teacher Guide lessons;

- may have significant instructional needs identified by the student performance assessments throughout the Kindergarten units; 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. Among the lesson structures you will find the Explicit Reteaching Lesson Structure aligns with the Lesson Templates and Sample Remedial Lessons from each section. The Guided Reinforcement Lesson Structure provides guidance for how to make more abbreviated use of the Lesson Templates and Sample Remedial Lessons, and the Comprehensive Lesson Reteaching Structure illustrates how to make more complete use of the Lesson Templates and Sample Remedial Lessons across sections.

Guided Reinforcement Lesson Structure

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

Guided Reinforcement	Exercise	Materials	Minutes
Warm-Up	See corresponding section Lesson Templates for Warm-Up activity descriptions for • **Phonics:** Match Me; and • **Fluency and Comprehension:** Activate Prior Knowledge.	activity dependent	3
Guided Practice (applying skills)	See corresponding sections to choose one or two activities from Worksheets, Games, or Poems/Songs/Nursery Rhymes for instruction related to remedial targets within • **Phonics**; and • **Fluency and Comprehension** (Rereading text to apply familiar Thinking with Reading techniques).	activity dependent	12

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

Explicit Reteaching Lesson Structure

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

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

Comprehensive Reteaching Lesson Structure

The Comprehensive Reteaching Lesson Structure also aligns with the Lesson Templates. This structure provides 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 • **Phonics:** Match Me; and • **Fluency and Comprehension:** Activate Prior Knowledge.	activity dependent	3
Explicit Instruction	See corresponding section Lesson Templates for Learning About… activity descriptions for • **Phonics:** Review the Sound/Spelling; and • **Fluency and Comprehension:** Set a Purpose and Model Thinking with Reading.	activity dependent	5
Guided Practice (working with skills)	See corresponding section Lesson Templates for Working With… activity descriptions for • **Phonics:** Chaining; and • **Fluency and Comprehension:** Read with Purpose and Understanding.	activity dependent	10
Guided Practice (applying skills)	See corresponding sections to choose one or two activities from Worksheets, Games, or Poems/Songs/Nursery Rhymes for instruction related to remedial targets within • **Phonics**; and • **Fluency and Comprehension**: Read with Purpose and Understanding (continued)	activity dependent	12
Independent Practice/Progress Monitoring	**Activities with which students have demonstrated independence may engage students when progress monitoring with individuals is needed.**	activity dependent Progress Monitoring resources	10

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

Session 1	Session 2
Warm-Up **Explicit Instruction** **Guided Practice (working with skills)** **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., Phonics, Fluency and Comprehension), then rotate the focus selected for Explicit Instruction and the related Guided Practice (working with skills) throughout a series of sessions. A rotating focus may look like this:

Session 1	Session 2
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 Fluency 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

Guide Organization

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

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

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

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

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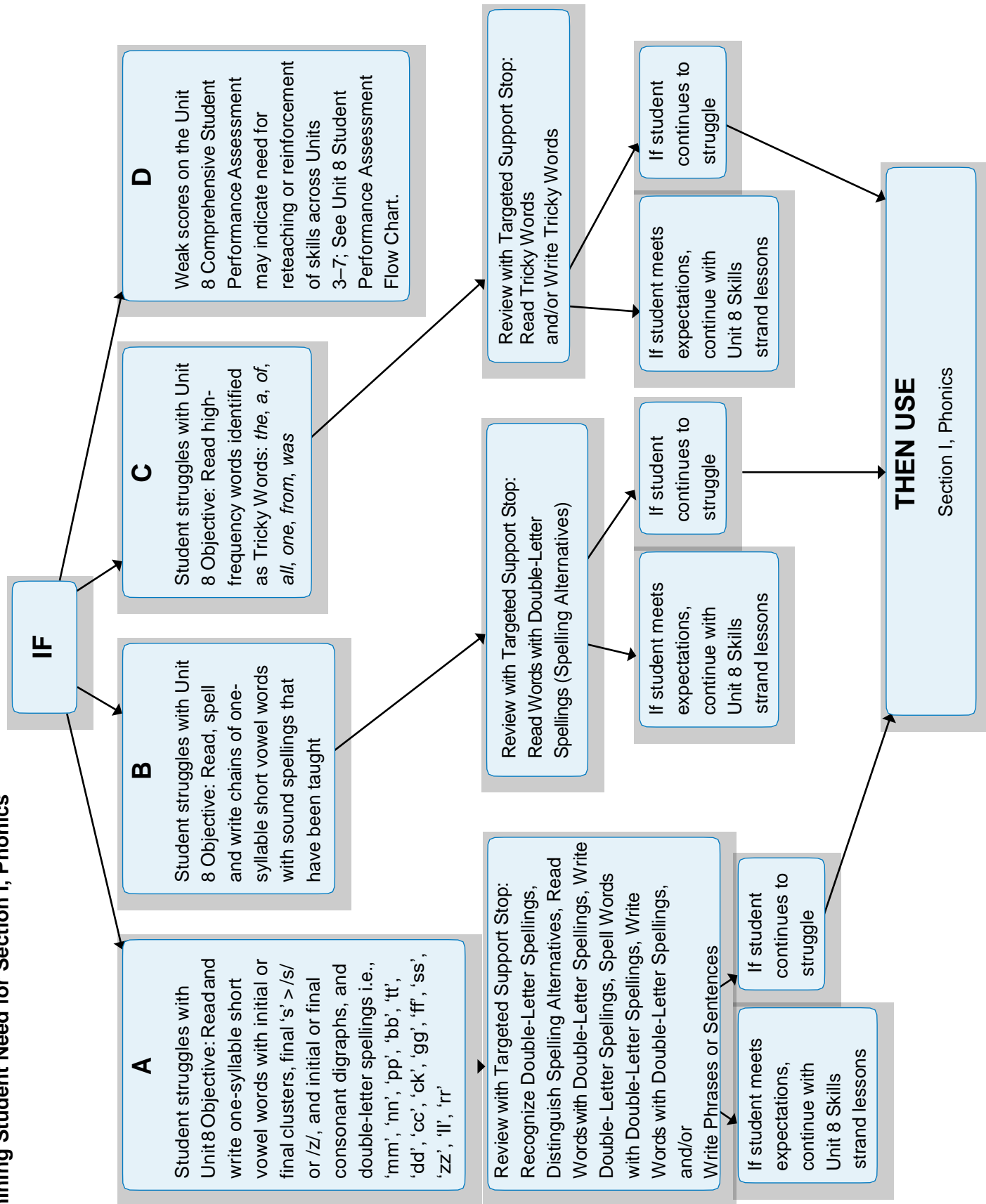
- **Worksheets**: Worksheets may be utilized to facilitate modeling during Explicit Instruction, supervised practice and application of skills during Guided Practice, or reinforcement during Independent Practice.

- **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.
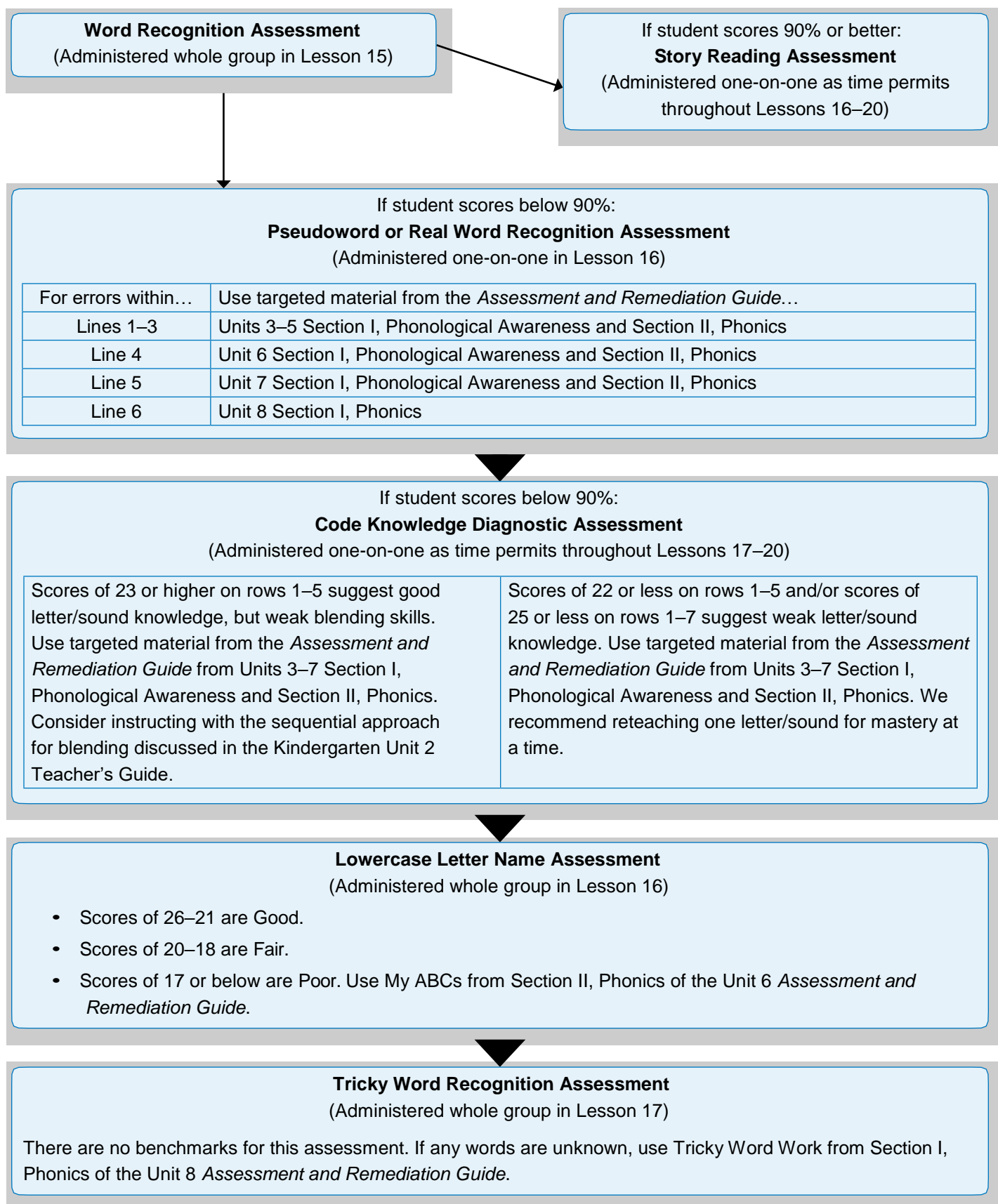
Section 1
Phonics

Determining Student Need for Section I, Phonics

IF

A

Student struggles with Unit 8 Objective: Read and write one-syllable short vowel words with initial or final clusters, final 's' > /s/ or /z/, and initial or final consonant digraphs, and double-letter spellings i.e., 'mm', 'nn', 'pp', 'bb', 'tt', 'dd', 'cc', 'ck', 'gg', 'ff', 'ss', 'zz', 'll', 'rr'

Review with Targeted Support Stop: Recognize Double-Letter Spellings, Distinguish Spelling Alternatives, Read Words with Double-Letter Spellings, Write Words with Double-Letter Spellings, Spell Words with Double-Letter Spellings, Write Words with Double-Letter Spellings, and/or Write Phrases or Sentences

If student continues to struggle

If student meets expectations, continue with Unit 8 Skills strand lessons

B

Student struggles with Unit 8 Objective: Read, spell and write chains of one-syllable short vowel words with sound spellings that have been taught

Review with Targeted Support Stop: Read Words with Double-Letter Spellings (Spelling Alternatives)

If student continues to struggle

If student meets expectations, continue with Unit 8 Skills strand lessons

C

Student struggles with Unit 8 Objective: Read high-frequency words identified as Tricky Words: *the, a, of, all, one, from, was*

Review with Targeted Support Stop: Read Tricky Words and/or Write Tricky Words

If student continues to struggle

If student meets expectations, continue with Unit 8 Skills strand lessons

D

Weak scores on the Unit 8 Comprehensive Student Performance Assessment may indicate need for reteaching or reinforcement of skills across Units 3–7; See Unit 8 Student Performance Assessment Flow Chart.

THEN USE

Section I, Phonics

Unit 8 Student Performance Assessment Flow Chart

Word Recognition Assessment
(Administered whole group in Lesson 15)

If student scores 90% or better:
Story Reading Assessment
(Administered one-on-one as time permits throughout Lessons 16–20)

If student scores below 90%:
Pseudoword or Real Word Recognition Assessment
(Administered one-on-one in Lesson 16)

For errors within…	Use targeted material from the *Assessment and Remediation Guide*…
Lines 1–3	Units 3–5 Section I, Phonological Awareness and Section II, Phonics
Line 4	Unit 6 Section I, Phonological Awareness and Section II, Phonics
Line 5	Unit 7 Section I, Phonological Awareness and Section II, Phonics
Line 6	Unit 8 Section I, Phonics

If student scores below 90%:
Code Knowledge Diagnostic Assessment
(Administered one-on-one as time permits throughout Lessons 17–20)

Scores of 23 or higher on rows 1–5 suggest good letter/sound knowledge, but weak blending skills. Use targeted material from the *Assessment and Remediation Guide* from Units 3–7 Section I, Phonological Awareness and Section II, Phonics. Consider instructing with the sequential approach for blending discussed in the Kindergarten Unit 2 Teacher's Guide.

Scores of 22 or less on rows 1–5 and/or scores of 25 or less on rows 1–7 suggest weak letter/sound knowledge. Use targeted material from the *Assessment and Remediation Guide* from Units 3–7 Section I, Phonological Awareness and Section II, Phonics. We recommend reteaching one letter/sound for mastery at a time.

Lowercase Letter Name Assessment
(Administered whole group in Lesson 16)

- Scores of 26–21 are Good.
- Scores of 20–18 are Fair.
- Scores of 17 or below are Poor. Use My ABCs from Section II, Phonics of the Unit 6 *Assessment and Remediation Guide*.

Tricky Word Recognition Assessment
(Administered whole group in Lesson 17)

There are no benchmarks for this assessment. If any words are unknown, use Tricky Word Work from Section I, Phonics of the Unit 8 *Assessment and Remediation Guide*.

Lesson Template

Phonics: Target Sound/Spellings
(Double-letter consonant spellings and Tricky Words)

Focus: Phonics: Target Sound/ Spellings	Teaching	Materials

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

Explicit Instruction	<u>Objective</u>: State the purpose for using sound/spelling knowledge and model the desired performance. <u>Learning about Target Sound/Spellings</u>: Select a Review the Sound/Spelling page to reteach sound/spellings with which students are demonstrating difficulty. • Remind students of the articulation needed to make the target sound(s). • Briefly review the strokes for letter formation. • If reteaching Tricky Words, point out which sounds are spelled as we would expect and which are not. • Have students complete the bottom of the page to apply phonics knowledge.	Review the Sound/Spelling worksheet

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 8 Skills strand lessons. Here students will apply their knowledge similarly. The difference will be you and the students will write the words. (Writing reinforces student's knowledge of letter formation and spelling patterns; however, if the motor aspect of writing inhibits student attention to sound/spelling connections, Letter Cards can be used instead.) - Select a chaining list. (See Chaining Lists under Word Lists for suggestions.) - Display the letters utilized in the chain. The letters may be written at the top of the board or chart paper, or may be Letter Cards set out in front of students on the table. - Start with chaining for *reading*. (Decoding tends to be less challenging than encoding.) Tell students you will use the letters to write words for them to read. - Write the first word and tell students to look at the letters from left to right. As they look at the letters, they need to remember the sounds the letters stand for and blend the sounds together to make the word. - Make the letter change needed for the next word and describe the change as it is made. For example, say, "Now I'm changing 'ss' at the end to make it 'ck'. What word did I make now?" - Continue until the chain is complete.	Chaining List (Letter Cards, if needed) writing materials for teacher and students activity dependent: worksheet and/or game resources Progress Monitoring resources

Focus: Phonics: Target Sound/ Spellings	Teaching	Materials
Guided Practice (continued)	If support is needed, model the sounds and blending. Also encourage students to use the blending motions they have learned. • Next, use the same or an alternate chain for *spelling.* Tell students you will say words for them to write, and for each new word they will only need to change one letter. • Say the first word and tell students to segment the word into sounds. As they break apart the sounds, they need to remember the letter(s) for the sound and write each one down from left to right. • Provide the next word and have students explain the change they had to make from the previous word. • Continue until the chain is complete. If support is needed, model breaking the sounds apart and writing the letter(s) for each sound. **Note**: There are not chains corresponding to work with Tricky Words. If Tricky Words are the target for the lesson, move straight to choices for Application of Skills. Students work with your support initially to ensure understanding and are gradually released to work more independently as they are able. Application of Skills: Select activities from Worksheets and Games allowing students to apply target sound/spelling knowledge. Progress Monitoring option: Incorporate progress monitoring checks here, as needed.	
Independent Practice	Objective: Allow students to practice 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 (Tricky Words: *from, was,* and *one*)

Focus: Phonics: Target Sound/ Spellings (Tricky Words: *from, was,* and *one*)	Teaching	Materials
Warm-Up	<u>Objective</u>: Prompt student attention to the connection between written letters and spoken sounds for taught sound/spellings. <u>Exercise</u>: Play Match Me. Using sets of the Letter Cards, students "match you" according to the information you provide for target sound/spellings. (*Students have performed well with all double-letter consonant spellings. Here, lingering confusions with single-letter spellings will be addressed: 'w'/'y' and 'j'/'g'.*) • Provide each student with a set of Letter Cards ('w', 'y', 'j', and 'g') • Tell students you will say the sound or provide the letter. For example: <table><tr><td>**Teacher Prompt**</td><td>**Student Response**</td></tr><tr><td>/w/</td><td>'w'</td></tr><tr><td>'y'</td><td>/y/</td></tr><tr><td>'j'</td><td>/j/</td></tr><tr><td>/g/</td><td>'g'</td></tr></table> • If anyone provides an incorrect answer, correct the error, and have students repeat the item. • Learning the letter names may be contributing to some of these confusions (i.e., when spelling /w/ causes students to think of 'y' > /w/ /ie/ instead of 'w' and /j/ causes students to think of 'g' > /g/ /ee/ instead of 'j'). <u>Reminder</u>: Keep notes on the Sound/Spellings Chart regarding mastered, progressing, or unfamiliar information.	Sound/Spelling Chart and Letter Cards ('w', 'y', 'j', and 'g')
Explicit Instruction	<u>Objective</u>: State the purpose for using sound/spelling knowledge and model the desired performance. <u>Learning about Target Sound/Spellings</u>: Use the Review the Sound/Spelling pages 7 (*from* and *was*) and 8 (*one*) to reteach Tricky Words with which students are demonstrating difficulty. • Tell students, "Some of our words are Tricky Words because the spellings don't match the sounds we expect. We will talk about *from, was,* and *one.*" • Briefly review the strokes for required letter formations. • Discuss the sound/spellings for each Tricky Word, pointing out when the sounds are spelled as we would expect and when they are not. • Have students complete the bottom of the page to apply phonics knowledge.	Review the Sound/Spelling 7 (*from* and *was*) and 8 (*one*)

Focus: Phonics: Target Sound/ Spellings (Tricky Words: *from, was,* and *one*)	Teaching	Materials
Guided Practice	<u>Objective</u>: Provide an engaging opportunity to develop target sound/spelling knowledge with decreasing support as students' skills strengthen. <u>Working with Target Sound/Spellings</u>: Chaining will not be used in this lesson since Tricky Words are the target. <u>Application of Skills</u>: Provide students with the BINGO game set. Play the game with particular attention to student performance with the Tricky Words. <u>Progress Monitoring option</u>: As students move on to Independent Practice administer the Progress Monitoring assessment Word Reading 1.	BINGO game set Copies of Word Reading 1
Independent Practice	<u>Objective</u>: Allow students to practice target sound/spelling knowledge with high levels of independence while striving for mastery. <u>Practicing and Extending Skills with Target Sound/Spellings</u>: Provide the game boards and Tricky Word Cards for partners to play Race to the Top.	game boards for Race to the Top Tricky Word Cards

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

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

b	b	l	r
w	j	y	x
k	k	u̲	

ch	sh
th	qu
ng	

mm	nn	pp	bb
tt	dd	cc	gg
ff	ss	zz	ll
rr			

Dimensions of Difficulty

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

Least Difficult	Read and spell phonemes with single spellings and salient (clear/distinct) sounds (e.g., /qu/ > 'qu')	Read and spell phonemes with multiple spellings and less salient (softer/more obscure) sounds (e.g., /k/ > 'c', 'k', 'cc', and 'ck')
Skill		
Read and spell three-phoneme words		
Read and spell four-phoneme words		
Read and spell five-phoneme words		*Most Difficult*

New Sound/Spellings Chart

Double-Letter Spellings
'mm' > /m/ (*drumming*)
'nn' > /n/ (*running*)
'pp' > /p/ (*puppets*)
'bb' > /b/ (*rabbit*)
'tt' > /t/ (*mitt*)
'dd' > /d/ (*sledding*)
'cc' > /k/ (*hiccup*)
'ck' > /k/ (*clock*)
'gg' > /g/ (*egg*)
'ff' > /f/ (*muffin*)
'ss' > /s/ (*dress*)
'zz' > /z/ (*jazz*)
'll' > /l/ (*shell*)
'rr' > /r/ (*ferret*)

Previously Taught Sound/Spellings Chart

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

Phonics Skills Cross-Reference Chart

The Short Vowel Sounds and Sound/Spelling Review (Excluding Lessons 5, 8, 12, 15–17)

Phonics Skill/TN Foundational Skills Goal	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Unit 8 Targeted Support Stop
Read and write one-syllable short vowel words with initial or final clusters; final 's' > /s/ or /z/; initial or final consonant digraphs; and double-letter spellings (i.e., 'mm', 'nn', 'pp', 'bb', 'tt', 'dd', 'cc', 'gg', 'ff', 'ss', 'zz', 'll', 'rr')*	Read Phrases with Tricky Words; Tricky Sentences; Practice with *the* and *a*	Read Phrases with Tricky Words; Tricky Sentences; Practice with *of* and *all*; Small Group Time (Group 1)	Small Group Time (Group 1); Phrase Maker	Making Phrases with Tricky Words	Read Phrases with Tricky Words; Complete the Sentences	Dictation with Words; Small Group Time (Group1); Take-Home Story	Label the Picture	Read Phrases with Tricky Words; Practice Pack	Small Group Work	Double-Letter Spellings for Consonant Sounds; Word Sort	Tricky Word Dictation	Double-Letter Spellings for Consonant Sounds; Circle the Sounds; Practice Pack	Guess It and Spell It	Connect It; Small Group Work	How Many Sounds?	Small Group Option (Group 1); Independent Practice		Label the Picture; Dictation with Phrases	Word Box; Small Group Time (Group 1)	Dictation Identification	Circling the Sounds; Spelling Bingo; Stepping Sounds; Sound Sprints; Word Sort; Choose the Right Word; Wiggle Cards; Word Wheel; Shopping for Spellings; Word Concentration; Word Reading Sprints; Sound Dictation; Handwriting Worksheets; Tap and Spell; Spelling Hopscotch; Label the Picture; Circle Spelling; Dictation Identification; Dictation with Words; Dictation with Phrases; Making Phrases
Read, spell, and write chains of one-syllable short vowel words with taught sound/spellings							Teacher Chaining (reading)			Teacher Chaining (reading)	Teacher Chaining (reading)										Teacher Chaining; Large Card Chaining

Phonics Skill/TN Foundational Skills Goal	Unit 8 Lessons																				Unit 8 Targeted Support Stop
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Read high-frequency words identified as Tricky Words: the, a, of, all, one, from, was	Tricky Words: *the, a*; Read Phrases with Tricky Words; Tricky Sentences; Practice with *the* and *a*	Tricky Words: *of, all*; Read Phrases with Tricky Words; Tricky Sentences; Practice with *of* and *all*	Tricky Word Practice; Phrase Maker	Making Phrases with Tricky Words	Tricky Words: *from, one*; Read Phrases with Tricky Words; Complete the Sentences	Take-Home Story	Label the Picture	Tricky Word: *was*; Read Phrases with Tricky Words; Tricky Word Practice; Practice Pack	Tricky Word Practice; Small Group Work		Tricky Word Dictation		Take-Home Story	Connect It				Dictation with Phrases			Colored Flashcards; Word Concentration; Tricky Word Practice; Handwriting Worksheet

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

All Phonics Goals are restricted to all one-to-one letter-sound correspondences, initial or final clusters, the Tricky Spelling 's' > /z/, and initial or final consonant digraphs all taught in previous units, as well as double-letter spellings (i.e., 'mm', 'nn', 'pp', 'bb', 'tt', 'dd', 'cc', 'gg', 'ff', 'ss', 'zz', 'll', 'rr')

Rhyme is reviewed in Lessons 4, 9, 16, and 20, as well as with the Targeted Support Stop: Connect the Rhyming Words.

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

	'ck'		'ff'	'ss'		'll'	
back	peck	clock	staff	bass	bliss	**all**	ill
black		dock		brass	hiss	shall	bill
clack	brick	lock	cliff	class	kiss		chill
pack	chick	rock	sniff	glass	miss	bell	drill
quack	click	sock	stiff	grass		dwell	fill
rack	kick	shock		pass	boss	fell	gill
sack	lick	tock	off		cross	sell	grill
slack	pick			chess	gloss	shell	hill
smack	sick	buck	buff	dress	loss	smell	pill
snack	slick	cluck	bluff	less	moss	swell	spill
tack	stick	duck	cuff	mess	toss	tell	still
track	tick	luck	fluff	press		well	till
	thick	puck	gruff	stress	fuss	yell	will
	wick	pluck	huff				
check		stuck	muff				
deck			puff				
neck	block	truck	stuff				

The most widely used double-letter spellings for one-syllable words are the focus in this unit of the *Assessment and Remediation Guide*: 'ck', 'ff', 'ss', and 'll'.

The expectation for Unit 8 is for students to decode double-letter spellings. Accurate and consistent spelling with double-letter spellings is not expected until students have had more exposure to these sound/spelling patterns in print and more explicit instruction about the use of double-letter spellings when certain phonemes occur at the end of words (e.g., *bill*) or at a syllable juncture to preserve the short vowel sound (e.g., *muffin*).

The Tricky Word *all*, which has been taught, is included above and noted in **bold**. [Because 'all' is a tricky spelling (i.e., not decodable), similar words such as *ball*, *tall*, and *wall* are not included in the word lists. However, students may be able to decode them when encountered in other text by using 'all' as a key word.]

Chaining Lists for Reading or Spelling

All chains are designed such that if you get to the end and wish to continue you can simply repeat the chain. However, select chains are lengthy and may be sectioned if students do not sustain attention for the whole chain.

Consonant Digraph	Chains
'ff'	snip > sniff > stiff > staff > stash > sash > mash > mush > muff > cuff > cub > cap > nap > snap
	bad > bud > buff > muff > puff > huff > hut > cut > cuff > cub > cab > cat > bat
	tub > stub > stud > stuff > stiff > staff > stab > tab
'll'	dwell > well > will > pill > fill > fell > sell > swell
	set > sell > shell > shed > bed > bell > yell > yet
	ill > chill > hill > bill > bell > shell > fell > fill
'ss'	miss > hiss > hid > had > bad > bass > brass > grass > glass > lass > lad > lid > mid
	pass > bass > brass > grass > glass > gloss > loss > lass
	met > mess > less > led > lid > mid > miss > moss > mom > mop > map > mat
'ck'	wick > tick > sick > stick > slick > lick > chick > kick
	click > cluck > luck > duck > buck > tuck > stuck > stack > tack > tick > lick
	ram > rack > pack > pick > puck > pluck > luck > lick > click > clack > rack
	rock > lock > block > clock > clack > slack > smack > sack > rack

Phonics—Worksheets

Review the Sound/Spelling

Review the double-letter consonant and Tricky Word sound/spellings from Unit 8 with these worksheets.

- Double-letter consonants: The image of the girl pronouncing the target sound is provided to prompt attention to the articulation of the sound. The word provided is an exemplar allowing students to listen for the target sound within a word.

- Tricky Words: Words are provided in bubble letters, allowing students to color letters green if the sound is spelled as expected or red if not.

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

- A few items are revisited from the Workbook pages of Unit 8 to provide reading, spelling, and letter formation practice for the sound/spellings.

Double-Letter Consonants Review the Sound/Spelling 1–4	Tricky Words Review the Sound/Spelling 5–8
'ff' > /f/	*the* and *all*
'll' > /l/	*a* and *of*
'ss' > /s/	*from* and *was*
'ck' > /k/	*one**

*The Tricky Word *one* is particularly tricky because the sounds /w/ and /u/ align with the 'o', then 'n' > /n/ as we expect, and 'e' is not sounded.

Directions: For each word, students circle and count the spellings. Students write the number of sounds in the box and copy the word on the line.

muffin

ff
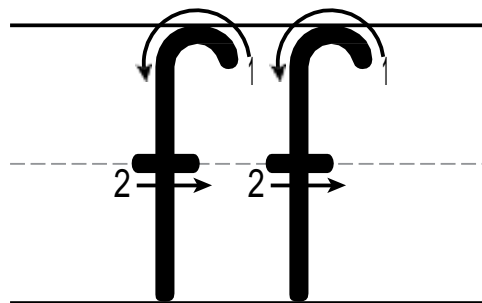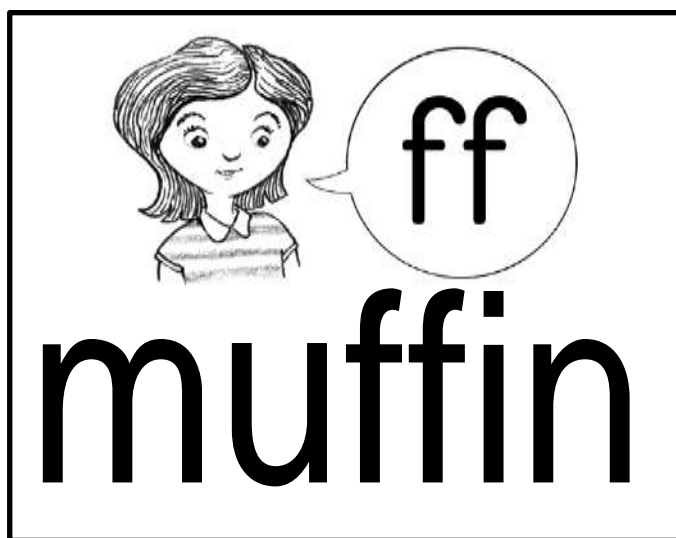
1. flu**ff** ☐ _____

2. o**ff** ☐ _____

3. cu**ff** ☐ _____

Directions: For each word, students circle and count the spellings. Students write the number of sounds in the box and copy the word on the line.

ll

shell
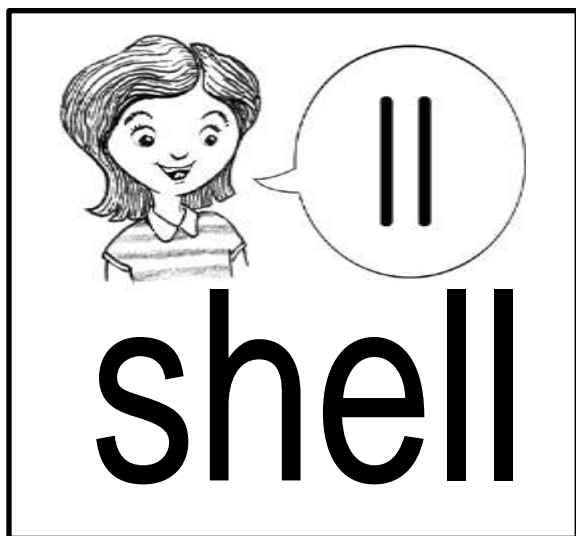
ll
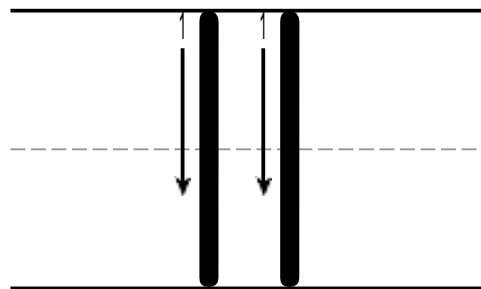
1. spell

2. chill

3. hill

Review the Sound/Spelling 3 ('ss')
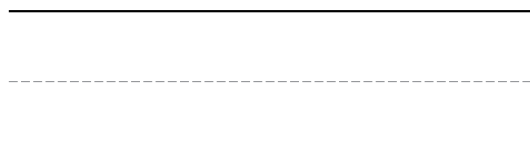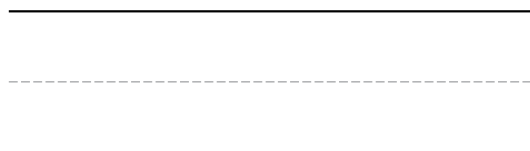
Directions: For each word, students circle and count the spellings. Students write the number of sounds in the box and copy the word on the line.

dress

ss

1. gla**ss** ☐ _____

2. che**ss** ☐ _____

3. bo**ss** ☐ _____
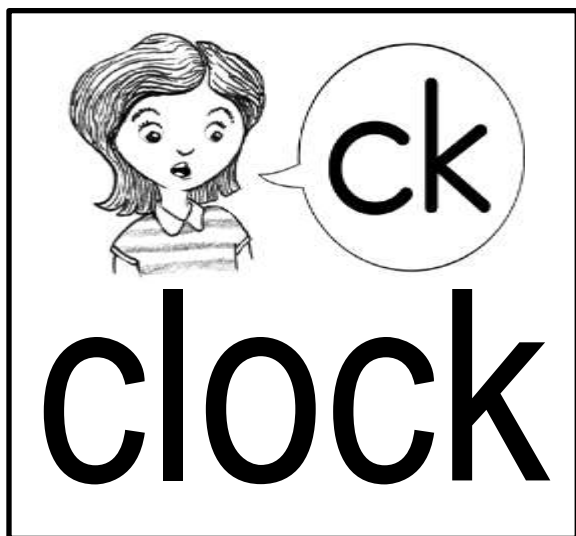
Review the Sound/Spelling 4 ('ck')

ck

clock

c k

1. shock ☐ _____

2. track ☐ _____

3. brick ☐ _____

Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below. Remind students to capitalize the first word in a sentence.
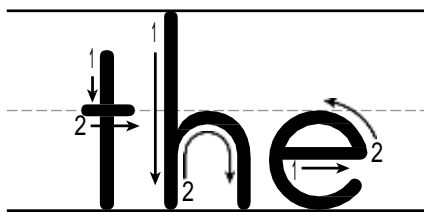
the   all
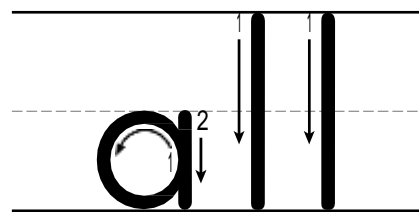
1. His cat is on _____ rug.

2. _____ mom's kids pick up trash.

3. Sam, Chad, and Jen _____

   splash in _____ pond.

4. _____ his kids got on

   _____ bus.

Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below.

1. Sam got_____fish in his net.

2. Six_____Dad's dogs left.

3. Seth got_____bag
_____ chips.

4. Did Max get_____lot
_____ gifts?

Review the Sound/Spelling 7 (*from* and *was*)

from
was

from   was

1. Kit had fish _____ Dad's shop.

2. Chad's box _____ big.

3. _____ his gift

_____ his mom?

4. Ted fell _____ his bed and

_____ sad.

Review the Sound/Spelling 8 (*one*)

one

one

one

one	the	a

1. _____ cat is on _____ rug.

2. _____ cat is on _____ rug.

3. _____ cat is on _____ rug.

4. _____ cat is on _____ rug.

Push & Say

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

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

- Remind students of the alternate, double-letter spelling used for /f/, /l/, /s/, and /k/ when those sounds occur at the end of words (i.e., 'ff', 'll', 'ss', and 'ck'). Students should use the Letter Cards with double-letter spellings when this occurs.

- Say a word, such as *duck.*

- Students echo the word and then individually work to select the Letter Cards for the sound/spellings identified as they segment the word into phonemes.

- Have students place the Letter Cards directly below the boxes in the correct positions from left to right. Tell students they will not always use all the sound boxes (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 by asking students to flip their Letter Cards over to the blank side and Push & Say for a few practice words using the blank side of the cards. This removes the component of identifying the correct sound/spelling, allowing students to start with a focus on the sounds and their positions before adding in the task of connecting the sounds to spellings.

Sound Boxes can be used in 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 following Making Words activities may be supported by building in Sound Boxes first, and then copying the word onto the handwriting lines.

- Sound Boxes may also support students during Chaining activities. For Reading, you may build or write sound/spellings in the boxes to help highlight the positions of phonemes, particularly helping to focus student attention to the correct position as spellings change to form a new word. Similarly, for Spelling, students may build or write sound/spellings in the boxes for support as they break apart and record the phonemes they hear in words.

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

Name: _____

Sound Boxes: Phonics

Directions: This Sound Boxes page is provided for use with the Unit 8 Section I activity Push & Say. Say a three-, four-, or five-phoneme word. Students echo the word and segment the sounds, placing corresponding Letter Cards below the boxes from left to right. Then students push the Letter Cards into the boxes from left to right and say the sound as they push each card. Immediately, students run their finger under the word in one smooth motion and say the whole word blended.

Making Words

Students reinforce phonics knowledge by making words with double-letter spellings.

- Select a Making Words page according to the sound-spellings targeted for remediation.

- Model how to use the letters surrounding the vowel for beginning or ending sound/spellings. Students may move left, right, up, down, or diagonal for new spellings as they make words. Encourage students to make words with double-letter spellings.

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

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

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

- More words can be created than the number of lines provided. For students who are capable of productively continuing to create additional words, the Extension Page can be copied and provided.

If students struggle

- to 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.

The following words with double-letter spellings are possible on the designated Making Words pages:

a ('ck', 'ss')	e ('ss', 'll')	i ('ck', 'll')	o ('ck', 'ss')	u ('ck', 'ff')
back	dress	lick	block	buck
black	mess	pick	clock	cluck
clack	dwell	sick	lock	luck
lack	sell	slick	rock	puck
rack	smell	stick	tock	pluck
sack	swell	tick	boss	stuck
slack	tell	ill	cross	tuck
crack	well	gill	gloss	buff
bass		grill	loss	bluff
class		pill	toss	cuff
grass		spill		puff
glass		still		stuff
		till		

Making Words (a)

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

b	l	s
c	a	g
ck	r	ss

_____   _____

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

_____   _____

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

_____   _____

_____   _____

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

_____   _____

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

s	m	t
w	e	ll
d	r	ss

Making Words (i)

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

t	s	p
r	i	l
ck	g	ll

_____   _____

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

_____   _____

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

_____   _____

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

_____   _____

g	c	r
l	o	t
ss	b	ck

Making Words (u)

p	l	c
b	u	ff
s	t	ck

Name: _____

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

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

BINGO

Students apply learned sound/spelling knowledge from Unit 8 to read words as they play the traditional game BINGO. Here the game is tailored appropriately for students' developmental level with only three spaces across, down, or diagonal.

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

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

- As word cards are selected and read, students search for the word on their game board.

- Ask students to put their finger on the word if they find it and read it aloud to confirm they are correct before covering the space.

  - When students are incorrect, use the opportunity to address the confusion.

  - When students are correct, ask, "How did you know that was_____?" (This verbalization of knowledge or strategies used is powerful for reinforcing learning.)

- The game may be played until one or all students get three spaces covered in a row, or until one or all students get "black-out" (covering the entire board).

track	the	fuss
press	fluff	shock
was	tell	of

one	will	stuff
fell	brick	a
chess	from	truck

tell	thick	quack
all	fuss	press
puff	the	block

fill	quack	truck
thick	sell	one
all	shock	stuff

check	toss	a
from	block	puff
chill	the	brass

of	sell	pluck
fluff	was	miss
check	fill	one

miss	all	sniff
one	chill	fell
brass	track	of

will	sniff	from
was	a	toss
pluck	chess	brick

the	a	of	all
from	one	was	quack
track	check	brick	thick
block	shock	pluck	truck
sniff	fluff	puff	stuff
brass	press	miss	chess
toss	fuss	fell	sell
tell	chill	fill	will

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.)

- Students perform according to the cards used and game variation chosen. For correct answers students move up a rung; for incorrect answers students fall down a rung. First one who gets 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 dry erase board). The *word* side allows for confirmation/correction.

- Tricky Word Cards may be draw from a container or placed facedown in a pile.

  - Read It: As cards are drawn, the Tricky Word is shown to the opposing player to be read.

 - Spell It: As cards are drawn, the Tricky Word is read to the opposing player to be spelled.

Memory

Provide students with a set of cards that includes some with words and others with the corresponding images for those words (Word/Picture Cards). We recommend copying and cutting the images from card stock to allow for reuse. For Memory, the images will need to be copied onto darker colored paper, otherwise students can see the images through the paper when they are turned over.
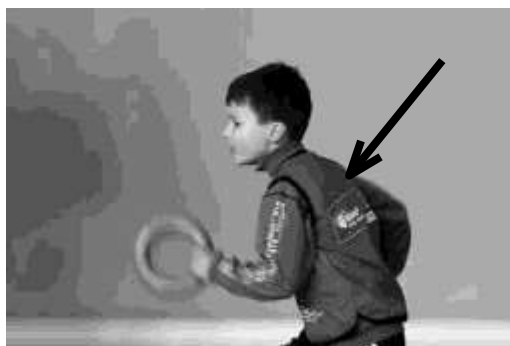
- Model how to mix up the cards, lay them out, and take turns turning pairs over to look for matches.

- The goal is to match the word with its corresponding image.

- As students become comfortable with the game it may be played independently.

Name:
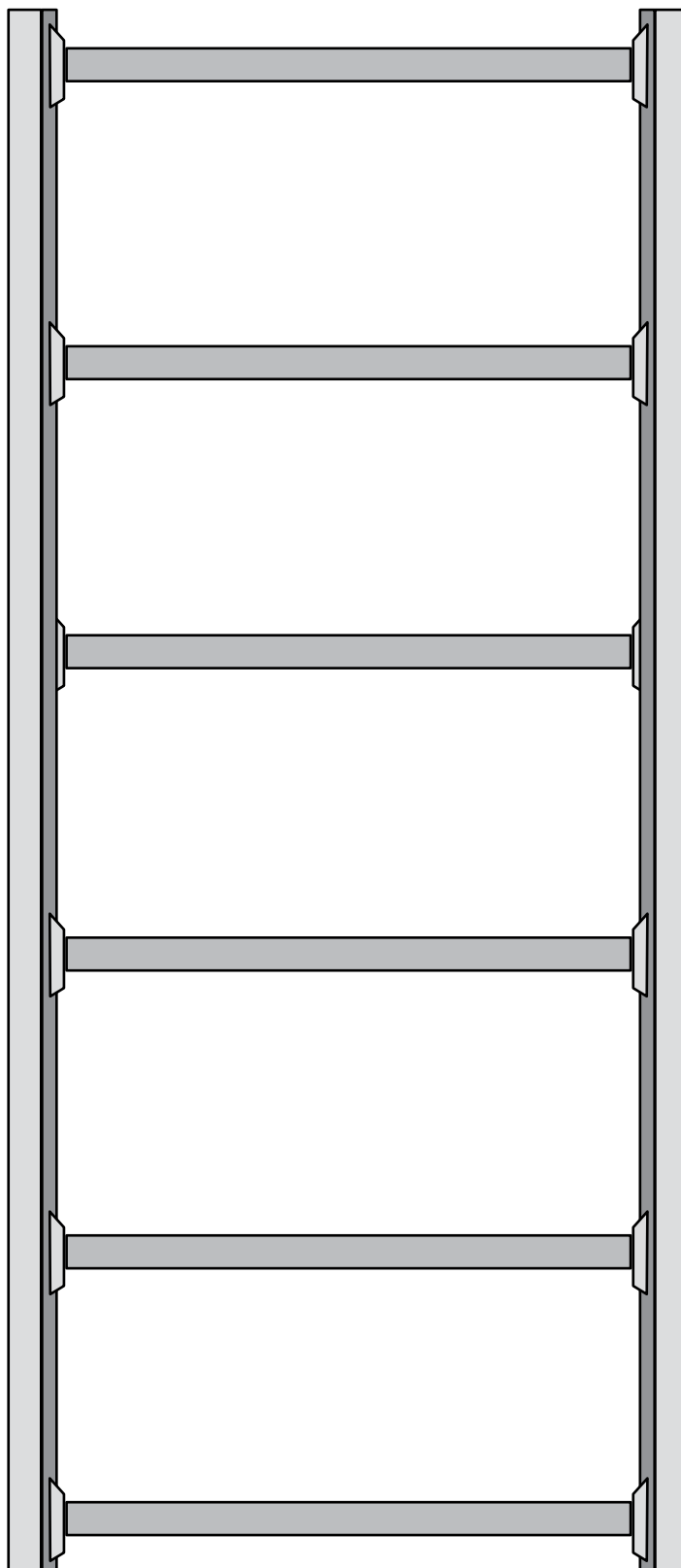
TheRace to the Top

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

Directions: These Word/Picture Cards are provided for use with the Unit 8 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.

back

track

check

neck

Directions: These Word/Picture Cards are provided for use with the Unit 8 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.
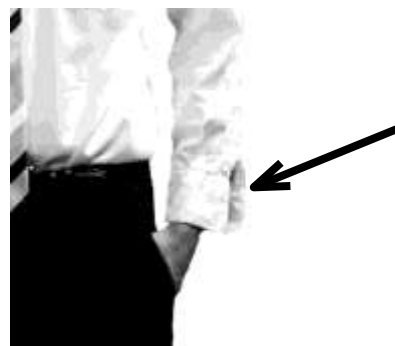
brick

kick

block
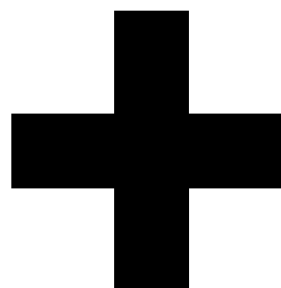
lock

duck

truck

cliff

cuff

stuff

puff

glass

pass

mess

dress

kiss

cross

moss

bell

smell

yell

drill

grill

hill

pill

the	a
of	all
from	one
was	

Phonics—Progress Monitoring

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

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

- **Assess only when students appear to be ready for a comprehensive check of the target skills.** Set schedules for Progress Monitoring assessments tend to result in their overuse. The resources are intended to serve as confirmation and meaningful record of student progress, as opposed to a collection of numbers.

- **Utilize results to inform instruction.** If student mastery of the target skills is confirmed by a Progress Monitoring assessment, then teachers can be confident in the decision to move students forward. If students do not achieve the goal scores for a Progress Monitoring assessment, analysis of errors will indicate areas of continued instructional need.

Directions

Preparation: This assessment involves asking individual students to read a set of words. Copy the page of words and record sheet corresponding to the Progress Monitoring Assessment (Word Reading 1–5) you have selected, and cut out the words.

- Model with the sample item.

- Show the cards to the student one at a time.

- Use the record sheet to record each word as the student reads.

- Place a check next to each word read correctly.

- For misread words, write exactly what students say as the word is sounded out. If students misread a word, prompt them to try to read the word again, letting them know their first attempt was incorrect.

- Students may benefit from the supports utilized during instruction such as blending motions and representing sounds with objects (e.g., Push & Say). Demonstrate and encourage their use during modeling with the sample item if needed. The goal is for students to eventually be capable of completing the tasks without physical supports or, at least, utilizing the supports independently (without your prompt).

- Scoring:

Tricky Words (Progress Monitoring #1)	Double-Letter Consonant Sound/Spellings* (Progress Monitoring #2–5)
Scoring is based on one point assigned for every word read correctly. Interpret scores as follows: • 7 points—Excellent • 6 points—Good • 5 points—Fair • Less than 5 points—Poor	Scoring is based on one point assigned for every double-letter spelling in a word that is read correctly. Interpret scores as follows: • 8 points—Excellent • 6-7 points—Good • 5 points—Fair • Less than 5 points—Poor

- Further analyze student errors to determine whether one or more types of double-letter consonants are particularly problematic. The subtotals for types of double-letter consonants at the bottom of the record sheets facilitate the identification of specific problem areas.

  Note: One less common double-letter spelling (i.e., 'gg', 'dd', 'zz', or 'tt') is included in each progress monitoring assessment. These words were introduced in the Skills strand lessons as examples of other double-letter consonant spellings. Success with this item on the assessment is an indication of student ability to generalize knowledge of pronouncing double-letter sound/spellings.

- 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 (6 points or higher).

- Scores of 4 or less indicate additional reteaching and reinforcement is required from the Unit 8 *Assessment and Remediation Guide,* Section II, Phonics.

Name: _____

his	the	a
of	all	one
from	was	

Record Sheet for Tricky Word Reading Progress Monitoring 1:

Word	Student Pronunciation				
Sample: his					
1. the	/th/	/u/	Also accept /th/ /ee/		_____(1)
2. a	/u/	Also accept /ae/		-	_____(1)
3. of	/u/	/v/	-	-	_____(1)
4. all	/o/	/l/	-	-	_____(1)
5. one	/w/	/u/	/n/	-	_____(1)
6. from	/f/	/r/	/u/	/m/	_____(1)
7. was	/w/	/u/	/z/	-	_____(1)
Total Correct					_____ /**7**

Name: _____

shell	snack	bell
cliff	cross	will
duck	egg	kiss

Record Sheet for Word Reading Progress Monitoring 2:

Word	Student Pronunciation				
Sample: shell					
1. snack	/s/	/n/	/a/	/k/	_____(1)
2. bell	/b/	/e/	/l/	-	_____(1)
3. cliff	/k/	/l/	/i/	/f/	_____(1)
4. cross	/k/	/r/	/o/	/s/	_____(1)
5. will	/w/	/i/	/l/	-	_____(1)
6. duck	/d/	/u/	/k/	-	_____(1)
7. egg	/e/	/g/	-	-	_____(1)
8. kiss	/k/	/i/	/s/	-	_____(1)
Total Correct					_____ /8

Note: Phonemes in gray are single-letter sound/spellings or consonant clusters from previous units. Student performance with these phonemes should be noted for evaluation; however, only Unit 8 double-letter consonant sound/spellings are scored.

'ck' > /k/ (1, 6)_____/2   'ff' > /f/ (3)_____/1   Other: 'gg' > /g/ (7)_____/1

'ss' > /s/ (4, 8)_____/2   'll' > /l̲/ (2, 5)_____/2

Name: _____

shell	chess	fell
tack	add	shock
fluff	hill	miss

Record Sheet for Word Reading Progress Monitoring 3:

Word	Student Pronunciation				
Sample: shell					
1. chess	/ch/	/e/	/s/	-	_____(1)
2. fell	/f/	/e/	/l/	-	_____(1)
3. tack	/t/	/a/	/k/	-	_____(1)
4. add	/a/	/d/	-	-	_____(1)
5. shock	/sh/	/o/	/k/	-	_____(1)
6. fluff	/f/	/l/	/u/	/f/	_____(1)
7. hill	/h/	/i/	/l/	-	_____(1)
8. miss	/m/	/i/	/s/	-	_____(1)
Total Correct					_____ /**8**

Note: Phonemes in gray are single-letter sound/spellings or consonant clusters from previous units. Student performance with these phonemes should be noted for evaluation; however, only Unit 8 double-letter consonant sound/spellings are scored.

'ck' > /k/ (3, 5)_____/2   'ff' > /f/ (6)_____/1   Other: 'dd' > /d/ (4)_____/1

'ss' > /s/ (1, 8)_____/2   'll' > /l/ (2, 7)_____/2

shell	huff	brass
thick	sell	press
buzz	fill	sock

Record Sheet for Word Reading Progress Monitoring 4:

Word	Student Pronunciation				
Sample: shell					
1. huff	/h/	/u/	/f/	-	_____(1)
2. brass	/b/	/r/	/a/	/s/	_____(1)
3. thick	/th/	/i/	/k/	-	_____(1)
4. sell	/s/	/e/	/l/	-	_____(1)
5. press	/p/	/r/	/e/	/s/	_____(1)
6. buzz	/b/	/u/	/z/	-	_____(1)
7. fill	/f/	/i/	/l/	-	_____(1)
8. sock	/s/	/o/	/k/	-	_____(1)
Total Correct					_____ /8

Note: Phonemes in gray are single-letter sound/spellings or consonant clusters from previous units. Student performance with these phonemes should be noted for evaluation; however, only Unit 8 double-letter consonant sound/spellings are scored.

'ck' > /k/ (3, 8)_____/2   'ff' > /f/ (1)_____/1   Other: 'zz' > /z/ (6)_____/1

'ss' > /s/ (2, 5)_____/2   'll' > /l/ (4, 7)_____/2

shell	pass	staff
mutt	chill	kick
truck	toss	yell

Record Sheet for Word Reading Progress Monitoring 5:

Word	Student Pronunciation				
Sample: shell					
1. pass	/p/	/a/	/s/	-	_____(1)
2. staff	/s/	/t/	/a/	/f/	_____(1)
3. mutt	/m/	/u/	/t/	-	_____(1)
4. chill	/ch/	/i/	/l/	-	_____(1)
5. kick	/k/	/i/	/k/	-	_____(1)
6. truck	/t/	/r/	/u/	/k/	_____(1)
7. toss	/t/	/o/	/s/	-	_____(1)
8. yell	/y/	/e/	/l/	-	_____(1)
Total Correct					_____ /8

Note: Phonemes in gray are single-letter sound/spellings or consonant clusters from previous units. Student performance with these phonemes should be noted for evaluation; however, only Unit 8 double-letter consonant sound/spellings are scored.

'ck' > /k/ (5, 6)_____/2   'ff' > /f/ (2)_____/1   Other: 'tt' > /t/ (3)_____/1

'ss' > /s/ (1, 7)_____/2   'll' > /l̲/ (4, 8)_____/2
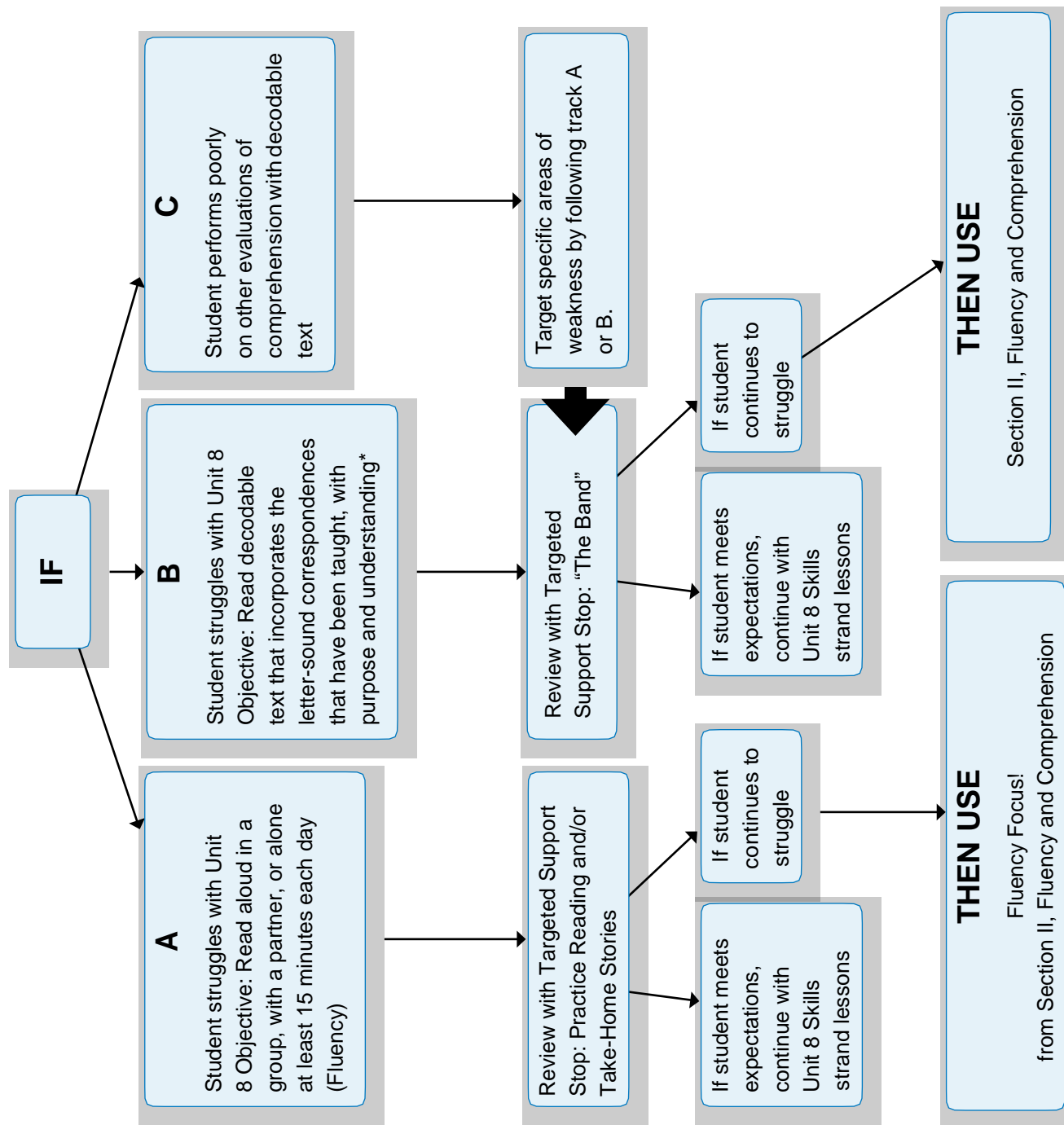
Section II
Fluency and Comprehension

Determining Student Need for Section II, Fluency and Comprehension

IF

A
Student struggles with Unit 8 Objective: Read aloud in a group, with a partner, or alone at least 15 minutes each day (Fluency)

→ Review with Targeted Support Stop: Practice Reading and/or Take-Home Stories

→ If student meets expectations, continue with Unit 8 Skills strand lessons

→ If student continues to struggle

→ **THEN USE**
Fluency Focus!
from Section II, Fluency and Comprehension

B
Student struggles with Unit 8 Objective: Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding*

→ Review with Targeted Support Stop: "The Band"

→ If student meets expectations, continue with Unit 8 Skills strand lessons

→ If student continues to struggle

C
Student performs poorly on other evaluations of comprehension with decodable text

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

→ **THEN USE**
Section II, Fluency and Comprehension

*Select TN Foundational Skills goals function here as an umbrella for 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 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 *Sam* Reader and Unit 8 Targeted Support Stop are provided here. 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 fluency activity may be used in addition to the activating prior knowledge tasks for the Warm-Up or during the Independent Practice section of the lesson.

"The Band" and "The Chick" are the stories from the Unit 8 Targeted Support Stop. These stories along with a new story, "Pet Tricks," are part of the progress monitoring assessments for this section. You may prefer not to use "The Band" and "The Chick" for Fluency Focus! activities until after they are used   for progress monitoring. This allows you to measure student performance with instructional level text before it is made familiar (more independent) through instruction.

Silly Voices

Students reread stories from the *Sam* Reader or Unit 8 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 brown lunch bag (or something similar). Students reach inside the bag to pull out a picture card and reread the story using the voice matching the character on the card. Demonstrate for students how to use the following voices and gestures to read like the characters on the cards:

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

  Feel free to add others 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.

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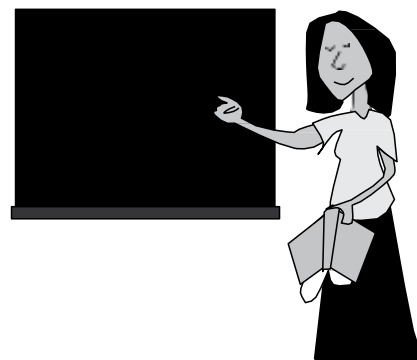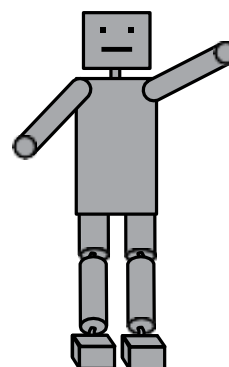
Two Voices

The stories from the *Sam* Reader and Unit 8 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, together completing the story. The lines read chorally (voices together) are in bold. Encourage students to practice rereading for Two Voices to prepare to perform the story! Story copies for Two Voices may also be sent home to be read with family and friends.

Sam and the Fish	
1	2
This is Sam.	
Sam and his dad fish in a pond.	**Sam and his dad fish in a pond.**
Sam brings a net.	
Sam and his dad sit and sit.	**Sam and his dad sit and sit.**
	Then,
zap!	**zap!**
Sam's dad gets a fish.	
	The fish jumps.
The fish twists and swims.	
	Sam's dad tugs on the rod.
The fish swims past Sam.	
	Sam swings his net.
Sam lifts up the net.	
The fish is in the net!	**The fish is in the net!**
	Sam and his dad grin.

Fun at the Pond	
1	2
Sam is at the pond	
	with his pals.
Six frogs rest in the wet mud.	
	Sam runs at the frogs.
The frogs all hop in the pond.	**The frogs all hop in the pond.**
Sam's pal, Chad,	
	digs up a crab.
The crab gets mad at Chad.	
	The crab snips at Chad's hands.
Chad drops the crab.	**Chad drops the crab.**
Jen lifts up a log	
	and spots a bug.
The bug is long with lots of legs.	
	The bug runs and digs in the sand.
The pond is lots of fun.	**The pond is lots of fun.**

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

Sam's Pets	
1	2
Sam has pets.	**Sam has pets.**
	One of his pets is a dog.
One of his pets is a cat.	
	One of his pets is a bug.
This is Sam's dog,	
Max.	**Max.**
	Max runs and jumps.
Max digs in the mud.	
	Max rubs mud on Sam.
Max yelps at the cat.	

Sam's Pets	
1	2
	This is Sam's cat,
Tim.	**Tim.**
Tim sips milk from a dish.	
	Tim naps on Sam's bed.
Tim runs from Max.	
	This is Sam's bug,
King Tut.	**King Tut.**
King Tut hops from plant to plant.	
	King Tut chomps on plants.
King Tut runs from Tim.	

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

Tasks	
1	2
Sam has a long list of tasks.	**Sam has a long list of tasks.**
Sam must	**Sam must**
scrub a bunch of cups.	
Sam must	**Sam must**
	help his dad trim shrubs.
Sam must	**Sam must**
mop the steps.	
	Sam scrubs all of the cups.
Scrub, scrub, scrub.	**Scrub, scrub, scrub.**
Sam helps his dad trim shrubs.	

Tasks	
1	2
Snip, snip, snip.	**Snip, snip, snip.**
	The sun is hot.
Sam gets hot.	
	Sam spots a fan on the rug.
Sam flops on the rug	
and naps.	**and naps.**
	Then his mom spots him.
Sam's mom taps him with the mop.	
Sam jumps up.	**Sam jumps up.**
	Sam picks up the mop.

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

The Van	
1	2
Sam's mom has a van.	**Sam's mom has a van.**
Sam is in the van.	
	Sam and his mom got his pal, Chad.
Then the van hit a big bump.	
	The van will jump, up, up, up. Then, slam!
The van hit the land.	
Crash!	**Crash!**
	Smash!
Crunch!	
	Snap!
Pop!	
	The van was bent.
The van had lots of dents.	

The Van	
1	**2**
The van did not run.	**The van did not run.**
	Sam's mom got a fix-it man.
The fix-it man had a big fix-it kit.	
	The fix-it kit did not help much.
The fix-it man did not fix the van.	**The fix-it man did not fix the van.**
Sam's mom got a cab.	
	The kids got in the cab.
Sam's mom was sad.	**Sam's mom was sad.**
Sam held his mom's hand.	
	Then Sam tells his mom,
"The fix-it man can fix the van."	**"The fix-it man can fix the van."**

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

On the Bus	
1	2
The van is in the fix-it shop.	
	Sam's mom must get on the bus.
The bus pulls in at the bus stop.	
	Sam's mom gets on and sits in the back.
The bus bumps up the hill.	**The bus bumps up the hill.**
Sam's mom hangs on with one hand.	
	Sam's mom rings the bell.
The bus stops	
	at the next stop.
Sam's mom gets off.	**Sam's mom gets off.**

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

Sam in Class	
1	2
Sam sits in Miss Mack's class.	
	The kids will print till class ends.
Then the bell will ring.	**Then the bell will ring.**
Sam will run and jump in the pond.	
	Miss Mack has the class print.
The kids print, 'black cat.'	
	Miss Mack checks Sam's print.
"That's a mess!"	**"That's a mess!"**
quips Miss Mack.	
"Fix it!"	**"Fix it!"**
	The bell rings.
Sam jumps up and grabs his bag.	
	Miss Mack tells Sam,

Sam in Class	
1	2
"Sit and print!"	**"Sit and print!"**
Sam sits and prints.	
	Will Miss Mack let him swim?
Sam can't tell.	
	Miss Mack tells Sam,
"Print one last thing. Print, 'splash in the pond.'"	**"Print one last thing. Print, 'splash in the pond.'"**
Sam grins at Miss Mack.	
	Miss Mack grins back at him.
Sam prints, 'splash in the pond.'	
	Then Miss Mack sends him off.
Sam yells,	
"Miss Mack is the best!"	**"Miss Mack is the best!"**

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

The Chills	
1	2
Sam met Chad at the pond.	**Sam met Chad at the pond.**
Chad left his pants on the sand.	
	Sam left his pants on a big rock.
Chad got in.	
Splash!	**Splash!**
	Then Sam got in.
Splish!	**Splish!**
Sam and Chad go swimming in the pond.	**Sam and Chad go swimming in the pond.**

The Chills	
1	2
The sun was hot,	
	but the pond was not.
Chad and Sam got the chills.	**Chad and Sam got the chills.**
Sam ran up on the rock and got his pants.	
	Chad ran up on the sand, but Max, the dog,
had his pants.	**had his pants.**
Chad ran and got his pants back from Max.	

Stop That Bus!	
1	2
	Sam's mom runs in and yells,
"Sam, get up!"	**"Sam, get up!"**
Sam jumps up.	
	Sam's mom hands him his pants.
Sam jumps in his pants.	**Sam jumps in his pants.**
Sam's mom hands him his pack.	
Sam slips the pack on his back.	**Sam slips the pack on his back.**
	Sam's mom hands him his lunch.
Sam grabs it.	**Sam grabs it.**
Sam and his mom run fast.	
"That's the bus!"	**"That's the bus!"**

Stop That Bus!	
1	2
	Sam yells.
Sam's mom huffs and puffs.	
"Stop the bus!"	**"Stop the bus!"**
	Sam yells.
The kids on the bus spot Sam.	
	One of them yells,
"That's Sam. Stop the bus!"	**"That's Sam. Stop the bus!"**
The bus stops.	
	Sam is in luck.
Sam gets on the bus.	**Sam gets on the bus.**

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

Sam and the Duck	
1	2
Sam's class is on a trip.	
	The class is at the dock.
Miss Mack spots Ken, the fish man.	
"Ken,"	**"Ken,"**
	Miss Mack asks,
"Can the kids dig in the sand?"	**"Can the kids dig in the sand?"**
Ken nods.	
"Yes, the kids can dig in the sand,	**"Yes, the kids can dig in the sand,**
	but the kids must not pet the duck.
That duck is a bad duck.	
That duck pecks at kids."	**That duck pecks at kids."**
	Miss Mack tells the kids,
"Class, let's not pet the duck."	**"Class, let's not pet the duck."**
Sam and Chad dig in the sand.	

Sam and the Duck	
1	2
	Chad digs up a ring.
Sam lifts the ring up.	
	The ring glints in the sun.
The duck spots the ring.	
	The duck quacks and runs at Sam.
"Sam!"	**"Sam!"**
Miss Mack yells,	
"It's that bad duck, the one that pecks!"	**"It's that bad duck, the one that pecks!"**
	The duck runs up and pecks at Sam's hand.
Then it runs off with the ring.	
"Man!"	**"Man!"**
	yells Chad.
"That is one bad duck!"	**"That is one bad duck!"**

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

Max in the Mud	
1	2
Max tracks mud on the deck.	
	Sam's mom yells,
"Bad dog!"	**"Bad dog!"**
Sam's mom has Sam get a mop.	
	Sam gets a mop and mops up the mud.
Sam's mom sniffs Max.	
Ug! The dog smells bad!	**Ug! The dog smells bad!**
	Sam gets Max in the bath tub.
Sam's mom scrubs him.	
	Then,
at last,	
Max smells fresh!	**Max smells fresh!**

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

The Band	
1	2
Sam's dad is in a jazz band.	**Sam's dad is in a jazz band.**
That's him in the back.	
Chad's dad is in the band with him.	**Chad's dad is in the band with him.**
	That's him on the drums.
Chad's boss is in the band, as well.	**Chad's boss is in the band, as well.**
That's him on the left, in the hat.	
	Sam's dad plucks at his strings.
Chad's dad bangs on his drums.	
	The kids clap and yell.
The band is a big hit!	**The band is a big hit!**

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

The Chick	
1	2
Sam and Chad got up on a rock.	
	On top of the rock was a
gull's nest.	**gull's nest.**
The gull had a chick.	
	The gull fed the chick a bit of fish.
Then the gull left.	**Then the gull left.**
The chick fell from its nest.	
Plop!	**Plop!**
	The chick got stuck in a crack.
Sam and Chad got the chick.	
	Then Chad set it back in its nest.

Lesson Template

Fluency and Comprehension

Focus: Comprehension	Teaching	Materials
Warm-Up	<u>Objective</u>: Prepare students to read text using prereading activities addressing prior knowledge needed for understanding the text. <u>Exercise</u>: Activate prior knowledge related to the text. • Narrative genre text structure: Tell students the story for today's lesson fits a narrative/story structure. Core elements are the characters, setting, and events/action. Preview the text to prompt discussion and thinking about each element. • Content: Tell students there are words and ideas important to the story. Prompt discussion and thinking regarding key vocabulary and/or concepts.	book or text copy for each student
Explicit Instruction	<u>Objective</u>: Set a purpose and model using a Thinking with Reading technique to accomplish the purpose. <u>Learning about Reading with Purpose and Understanding</u>: • Tell students the purpose for rereading the text. • Explain the Thinking with Reading technique they will use to help them read for the stated purpose. Identify the technique and provide the description (refer to the Thinking with Reading chart). • Model using the technique with an initial portion of the text. • Read aloud, pointing to track the text and thinking aloud to demonstrate use of the technique for the established purpose. • Include modeling an error while thinking aloud. If students do not notice the error, point it out. Correct the error to model "fixing-up" Thinking with Reading. For mistakes with word reading, refer to the Figuring Out Words chart for ideas to help correct errors.	book or text copy for each student Thinking with Reading chart Figuring Out Words chart

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

Sample Remedial Lesson

Fluency and Comprehension
(Use interactive reading with a text-only copy and target Drawing Inferences.)

Focus: Comprehension (Use interactive reading with a text-only copy and target Drawing Inferences.)	Teaching	Materials
Warm-Up	<u>Objective</u>: Prepare students to read text using prereading activities addressing prior knowledge needed for understanding the text. <u>Exercise</u>: Activate prior knowledge related to the text. • Narrative genre text structure: Tell students the story for today's lesson fits a narrative/story structure. Core elements are the characters, setting, and events/action. Preview the text to prompt discussion and thinking about each element. • Content: Tell students there are words and ideas important to the story. Prompt discussion and thinking regarding: • Vocabulary—Review *yelp* and *chomp.* • Concepts—What kinds of animals do people keep as pets?	book copy of "Sam's Pets" for each student
Explicit Instruction	<u>Objective</u>: Set a purpose and model using a Thinking with Reading technique to accomplish the purpose. <u>Learning about Reading with Purpose and Understanding</u>: • Tell students the purpose for rereading "Sam's Pets" is to think about which pet plays with Sam. (This text has only been used instructionally once before. Therefore, students require the higher level of support with interactive reading. Students may tend to over rely on picture support; therefore, a text-only copy is used.) • Tell students they will use Drawing Inferences to help them figure out which pet plays with Sam. To draw inferences we make observations about what we read (observing was the new focus for Thinking with Reading in Unit 7) and take it a step further by drawing conclusions related to the text. • Read the first line, tracking the text. Point out the next three lines all start with "One of his pets is a," and ask students to read those lines chorally with you. Stop and think aloud to model drawing inferences saying, "So Sam has three different pets, and one observation I can make is I know taking care of pets can be work. I can use what I know to draw a conclusion about Sam: He must be a responsible person to be able to take care of three pets. The author didn't tell me Sam was responsible, but using what I know I can make that inference!" • Revisit the purpose, thinking aloud and saying, "I'm reading to find out which pet plays with Sam. I could guess/predict Sam plays with all the pets, but I don't know yet, so let's keep reading."	text-only copy of "Sam's Pets" for each student Thinking with Reading chart Figuring Out Words chart

Focus: Comprehension (Use interactive reading with a text-only copy and target Drawing Inferences.)	Teaching	Materials

Guided Practice	<u>Objective</u>: Continue working with the text at an appropriate level of support for reading (see Dimensions of Difficulty chart) by using a Thinking with Reading technique to accomplish the purpose. Support should decrease as students' skills strengthen.
	
	<u>Applying Knowledge to Read with Purpose and Understanding</u>: Continue rereading the next three text sections with interactive reading support.
	
	• Before reading each section, students preview the text and point to words they know. Reinforce or correct student word identification and model unknown words. Then read the section chorally with students.
	
	• After each section of the story is read, prompt thinking with:
	
	  • Drawing Inferences: 1) What did you learn from the author? 2) Make an observation about the information. 3) Draw a conclusion: share something the author didn't tell you, but you can figure out because of your observation (what you already know).
	
	  • Revisit the Purpose: "We want to know which pet plays with Sam. Does_____play with Sam?"
	
	After reading:
	
	• Tell students when they use Drawing Inferences to help understand and remember what the author wrote, they will be able to think about interesting questions about the story.
	
	• Tell students the author told us Sam has a pet bug. Have students make observations by responding to the question: "What can bugs do with people?"
	
	• Present the inferential question: "Does Sam play with King Tut?"
	
	• Discuss the answer, student justifications, and how students used what they already knew about bugs to come to a conclusion.
	
	• Extend and challenge students with the evaluative question: "Is a bug a fun pet? Why?"
	
	<u>Progress Monitoring option</u>: Students have not demonstrated readiness for a running record and comprehension check of reading decodable text with double-letter spellings and the taught Tricky Words.
		text-only copy of "Sam's Pets" for each student
		
		Figuring Out Words chart

Focus: Comprehension (Use interactive reading with a text-only copy and target Drawing Inferences.)	Teaching	Materials
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 are partnered to reread "Sam's Pets." They will choral read each section and practice tracking with a pointer. Tell students to stop to think and talk about observations and inferences after each section. Sentence starters used in explicit instruction and guided practice can structure the independent practice: • "The author told me…." • "An observation I can make because of what I already know is…." • "The author didn't tell me this, but using what I know I can draw the inference…" Challenge them to make new inferences from the ones shared during the lesson. If possible once partners finish, revisit the purpose by asking them to remember the inferences they talked about together and tell you if they changed their mind about which animals play with Sam.	text-only copy of "Sam's Pets" for each student unsharpened pencils with fun eraser tops for pointers

Revisit Text to Focus on Content

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

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

	Thinking with Reading	Description	Specific Application to Stories from the *Sam* Reader
Before Reading	Activating Prior Knowledge of Text Structure	Before reading, activate knowledge of basic print structures (e.g., text directionality), general genre structures (e.g., list format within a nonfiction text), or features specific to a text (e.g., table of contents) to establish a foundation that helps students predict and acquire information during reading.	Using a book copy, examine knowledge of narrative genre. Prompt student thinking about narrative features encountered in the *Sam* Reader: characters, setting (often requires inference and relies on illustrations), and events/actions.
	Activating Prior Knowledge of Related Content	Before reading, activate knowledge of vocabulary and concepts related to the information in the text to support students' ability to make meaning during reading.	Preassess and support knowledge of key vocabulary: • "Sam and the Fish": Review *pond* and *rod*. • "Fun at the Pond": Review *snip*. • "Sam's Pets": Review *yelp* and *chomp*. • "Tasks": Review *task*, *trim*, and *shrub*. • "The Van": Review *fix-it man* and *fix-it kit*. • "On the Bus": Discuss the phrase "pull in." What power source "pulls" the bus? • "Sam in Class": Review *print* and *quip*. • "The Chills": Review *chills*. • "Stop That Bus!": Discuss the phrase "in luck." • "Sam and the Duck": Review *dock*, *peck*, and *glint*. • "Max in the Mud": Sam's mom said, "Ug!" when she sniffed Max. What else might someone say when they smell something bad? Also address concepts with prompts such as: • "Sam and the Fish": Where might people go fishing? • "Fun at the Pond": Name animals that might live at a pond? • "Sam's Pets": What kinds of animals do people keep as pets? • "Tasks": What tasks do you do at school to take care of your classroom? • "The Van": Name different reasons a car might not drive • "On the Bus: Think of different kinds of buses and where they take people." • "Sam in Class": Why do people practice doing something? • "The Chills": Why was it smart for Sam to go swimming with Chad instead of by himself? • "Stop That Bus!": What does it mean to "oversleep?" • "Max in the Mud": What makes things "smell fresh?"
	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: • "Sam and the Fish": How does Sam catch a fish? • "Fun at the Pond": Why is it fun at the pond? • "Sam's Pets": Which pet plays with Sam? • "Tasks": Why does Sam get tired? • "The Van": How do Sam, his mom, and Chad get home? • "On the Bus": What was Mom's ride on the bus like? • "Sam in Class": Why doesn't Sam get to leave when the bell rings? • "The Chills": What makes Sam and Chad cold? • "Stop That Bus!": How does Mom get the bus to stop? • "Sam and the Duck": What happens with Sam and the duck? • "Max in the Mud": Who cleans up the mud?

Thinking with Reading	Description	Specific Application to Stories from the *Sam* 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 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 and provided by the author. Developing rich imagery helps readers remember and think deeper 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 copy, read selections and visualize related images. Describe or draw visualizations challenging students to add details.
Observing	During and after reading, relate information from the text to information you already know. Encourage students to begin with, "Something I already know about this is…" Stopping to reflect on reading and connect ideas and information to prior knowledge helps readers remember and learn from the text.	Prompt observations by starting discussions with questions such as: • "Sam and the Fish": Sam and his dad used teamwork. Name a time when you used teamwork. • "Fun at the Pond": Have you seen other pictures of a pond? What does it look like? • "Sam's Pets": What can bugs do with people? • "Tasks": What do you do when you feel hot? • "The Van": What kind of a vehicle might a fix-it man drive? • "On the Bus": The school bus takes you right to the school door. Does a city bus take you right to a door? (Discuss bus stop.) • "Sam in Class": Remember the other story we read about Sam and his friends at the pond. What do they like to do there? • "The Chills": If clothes get soaked with water, what do they feel like? • "Stop That Bus!": Have you ever missed something because you overslept? • "Sam and the Duck": Why do birds peck? • "Max in the Mud": What does it mean to have "responsibility" for something?

	Thinking with Reading	Description	Specific Application to Stories from the *Sam* Reader
During Reading	Drawing Inferences	During and after reading, use prior knowledge and information from the text to draw conclusions. **Note**: Drawing Inferences takes Observing a step further. Instead of simply relating information from the text to prior knowledge, observations are used to draw logical conclusions related to the text. Conclusions may not always be clearly right or wrong but should be defensible. In this way, the thinking required for Drawing Inferences is a bridge to the thinking required for Evaluative questions.	Notice how the prompts below extend from the earlier corresponding Observing prompts: • "Sam and the Fish": Why did Sam and his dad need teamwork to catch the fish? (Students may conclude the fish was too strong for one person.) • "Fun at the Pond": Where else could each animal run to hide at the pond? • "Sam's Pets": Does Sam play with King Tut? • "Tasks": Why did Sam want to lay by the fan? • "The Van": Do you think Sam's mom left her van on the side of the road? • "On the Bus": When Mom gets off the bus, do you think she needs to walk a while to get where she wants to be? • "Sam in Class": Why is Sam so excited about going to the pond after school? • "The Chills": Why do Sam and Chad take their shirts and pants off to go swimming? • "Stop That Bus!": Why might Sam have overslept? • "Sam and the Duck": Why did the duck peck at Sam? • "Max in the Mud": Who has responsibility for Max?

After Reading	Thinking with Reading	Description	Specific Application to Stories from the *Sam* Reader
	Summarizing	After reading, reconstruct an abbreviated version of the text highlighting the big ideas. Students tend to offer specific recall of ideas, often in random order. Prompting students to think about the beginning, middle, and end of early narrative texts can help them structure ideas sequentially. Through discussion, encourage student to connect the details they remember to a big idea for each section, which promotes summarization skills and higher level thinking. For example: In the beginning, there was a cat and a dog and a pig and a hog: We met the four animals in the story.	Ask students to tell you about and/or draw a picture representing the big ideas from the beginning, middle, and end.
	Questioning	During and after reading, answer and ask questions related to the text. Questions promoting meaningful comprehension include literal (remembering information as stated in the text), inferential (providing accurate responses based on connecting prior knowledge and information from the text), and evaluative (making appropriate determinations supported by the text). For literal questions, encourage students to go back to the text to show you where the author provides the information to answer the question: you may ask, "Please find and read the line in the story showing the answer." For inferential questions, encourage students to defend their response using combinations of information from the text and prior knowledge. For evaluative questions, encourage students to explain their logic. Often answers are not right or wrong, but explanations should stem from the text and be plausible.	Sample Questions Literal: • "Sam and the Fish": Do Sam and his dad both use a rod? • "Fun at the Pond": How many frogs hopped in the pond? • "Sam's Pets": Which pet gets mud on Sam? • "Tasks": Who found Sam sleeping? • "The Van": What did the van hit? • "On the Bus": Where does mom sit on the bus? • "Sam in Class": What was the "one last thing" Miss Mack asked Sam to print? • "The Chills": Was the sun out that day? • "Stop That Bus!": Who sees Sam running? • "Sam and the Duck": What made the duck notice the ring? • "Max in the Mud": Where does Max track the mud? Inferential: (Accept reasonable answers.) • "Sam and the Fish": What might have happened when the fish was jumping and twisting if Sam and his dad had been in a boat? • "Fun at the Pond": Why did Chad drop the crab? • "Sam's Pets" Where might Max look for Tim when he wants to chase Tim? • "Tasks": What time of year is it in the story? • "The Van": Did the van have a hard crash? • "On the Bus": Why did Mom ring the bell? • "Sam in Class": Why was Sam's printing messy the first time? • "The Chills": Why did Sam and Chad run to get their pants? • "Stop That Bus!": Did Sam's mom get tired? • "Sam and the Duck": How does Ken know the duck is a bad duck? • "Max in the Mud": Why does Max need a bath?

		Evaluative:
After Reading	Questioning	• "Sam and the Fish": Which tool was the most important for catching the fish? Why?
		• "Fun at the Pond": Which shoes are better for playing at the pond: Sam's flip-flops or Jen's boots? Why?
		• "Sam's Pets": Is a bug a fun pet? Why?
		• "Tasks": Is Sam a good helper to his mom and dad? Why/why not?
		• "The Van": Why could it be difficult for Sam's mom not to have her van?
		• "On the Bus": Did Mom like her ride on the bus?
		• "Sam in Class": Is Sam a good student?
		• "The Chills": Why didn't Max take Sam's pants, too?
		• "Stop That Bus!": What would Sam have done if he did not catch the bus?
		• "Sam and the Duck": Why do you think the class took a trip to the dock?
		• "Max in the Mud": Will Max get dirty again?

Figuring Out Words

Sound out the letters.

abc

Look at ALL the letters.

hats

Read the words again.

Dad <u>has</u> his cat

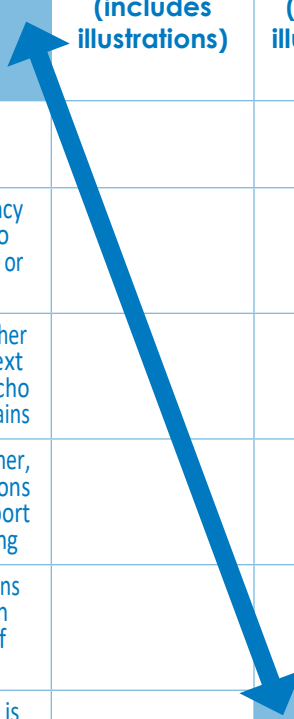Use words you know.

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

Dimensions of Difficulty

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

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

- read aloud with the teacher chorally (all voices together) or echo (all voices repeat).

- read aloud with a partner chorally (voices together) or take equal turns (e.g., page by page).

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

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

Fluency and Comprehension Skills Cross-Reference Chart

Fluency and Comprehension Skill/TN Foundational Skills Goal	Unit 8 Lessons																				Unit 8 Targeted Support Stop
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Read decodable text that incorporates the letter-sound correspondences that have been taught with purpose and understanding*	*Sam and the Fish*	*Sam and the Fish;* Small Group Time (Group 1)	*Fun at the Pond;* Small Group Time (Group 1)	Small Group Time (Group 2)	*Sam's Pets*	*Tasks;* Small Group Time (Group 1)	*Label the Picture;* Small Group Time (Group 2)	*The Van*	Small Group Work Time (Group 1)	*On the Bus*		*Sam in Class*	*True or False; The Chills*	Small Group Work (Group 2)	*Stop That Bus!*	Small Group Option (Group 1)	*Sam and the Duck; Mark the Phrase*		*Max in the Mud;* Small Group Time (Group 1)	Small Group Time (Group 2)	*The Band*
Read aloud in a group, with a partner, or alone at least 15 minutes each day (Fluency)		Small Group Time (Group 2)	Small Group Time (Group 2)	Small Group Time (Group 1)	Partner Reading Time; Take-Home Story	Small Group Time (Group2); Take-Home Story	Small Group Time (Group 1)	Partner Reading Time	Small Group Work Option (Group2); Take-Home Story	Take-Home Story	Partner Reading Time	Whole Group Reading Time	Take-Home Story	Partner Reading Time; Take-Home Story		Partner Reading Option; Small Group Option (Group 2)	Partner Reading Time; Take-Home Story	Partner Reading Time; Take-Home Story	Small Group Time (Group2); Take-Home Story	Small Group Time (Group 1)	Practice Reading; Take-Home Stories

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: "Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding" 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

The following TN Foundational Skills Goals are reinforced within activities aligned to the goal noted above:

• Recognize and name the 26 letters of the alphabet in their upper- and lowercase forms

• Identify the parts of books and function of each part (front cover, back cover, title page, table of contents)

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

• Point to each word in a line of print while reading aloud

Sam and the Fish

This is Sam.
Sam and his dad fish in a pond.
Sam's dad brings a rod.
Sam brings a net.

Sam and his dad sit and sit.
Then, zap!
Sam's dad gets a fish.

The fish jumps.
The fish twists and swims.
Sam's dad tugs on the rod.

The fish swims past Sam.
Sam swings his net.
Sam lifts up the net.
The fish is in the net!
Sam and his dad grin.

Fun at the Pond

Sam is at the pond with his pals.
Six frogs rest in the wet mud.
Sam runs at the frogs.
The frogs all hop in the pond.

Sam's pal, Chad, digs up a crab.
The crab gets mad at Chad.
The crab snips at Chad's hands.
Chad drops the crab.

Jen lifts up a log and spots a bug.
The bug is long with lots of legs.
The bug runs and digs in the sand.

The pond is lots of fun.

Sam's Pets

Sam has pets.
One of his pets is a dog.
One of his pets is a cat.
One of his pets is a bug.

This is Sam's dog, Max.
Max runs and jumps.
Max digs in the mud.
Max rubs mud on Sam.
Max yelps at the cat.

This is Sam's cat, Tim.
Tim sips milk from a dish.
Tim naps on Sam's bed.
Tim runs from Max.

This is Sam's bug, King Tut.
King Tut hops from plant to plant.
King Tut chomps on plants.
King Tut runs from Tim.

Tasks

Sam has <u>a</u> long list <u>of</u> tasks.
Sam must scrub <u>a</u> bunch <u>of</u> cups.
Sam must help his dad trim shrubs.
Sam must mop the steps.

Sam scrubs <u>all</u> <u>of</u> the cups.
Scrub, scrub, scrub.

Sam helps his dad trim shrubs.
Snip, snip, snip.
The sun is hot.
Sam gets hot.

Sam spots <u>a</u> fan on the rug.
Sam flops on the rug and naps.
Then his mom spots him.
Sam's mom taps him with the mop.
Sam jumps up. Sam picks up the mop.

The Van

Sam's mom has a van.
Sam is in the van.
Sam and his mom got his pal, Chad.

Then the van hit a big bump.
The van will jump up, up, up.
Then, slam!
The van hit the land.
Crash!
Smash!
Crunch!
Snap!
Pop!

The van was bent.
The van had lots of dents.
The van did not run.

Sam's mom got <u>a</u> fix-it man.
The fix-it man had <u>a</u> big fix-it kit.
The fix-it kit did not help much.
The fix-it man did not fix the van.

Sam's mom got <u>a</u> cab.
The kids got in the cab.
Sam's mom <u>was</u> sad.
Sam held his mom's hand.
Then Sam tells his mom, "The fix-it man can fix the van."

On the Bus

The van is in the fix-it shop.
Sam's mom must get on the bus.

The bus pulls in at the bus stop.
Sam's mom gets on and sits in ba**ck**.
The bus bumps up the hi**ll**.
Sam's mom hangs on with <u>one</u> hand.

Sam's mom rings the be**ll**.
The bus stops at the next stop.
Sam's mom gets o**ff**.

Sam in Class

Sam sits in Miss Mack's class.
The kids will print till class ends.
Then the bell will ring.
Sam will run and jump in the pond.

Miss Mack has the class print.
The kids print, 'black cat.'
Miss Mack checks Sam's print.
"That's a mess!" quips Miss Mack.
"Fix it!"

The bell rings.
Sam jumps up and grabs his bag.
Miss Mack tells Sam,
"Sit and print!"
Sam sits and prints.
Will Miss Mack let him swim?
Sam can't tell.

Miss Mack tells Sam,
"Print one last thing.
Print, 'splash in the pond'."
Sam grins at Miss Mack.
Miss Mack grins back at him.
Sam prints, 'splash in the pond'.
Then Miss Mack sends him off.
Sam yells, "Miss Mack is the best!"

The Chills

Sam met Chad at the pond.
Chad left his pants on the sand.
Sam left his pants on a big ro**ck**.

Chad got in.
Splash!
Then Sam got in.
Splish!
Sam and Chad go swi**mm**ing in the pond.

The sun w<u>a</u>s hot, but the pond w<u>a</u>s not.
Chad and Sam got the chi**ll**s.
Sam ran up on the ro**ck** and got his pants.
Chad ran up on the sand,
but Max, the dog, had his pants.
Chad ran and got his pants ba**ck** fr<u>o</u>m Max.

Stop That Bus!

Sam's mom runs in and yells,
"Sam, get up!"
Sam jumps up.

Sam's mom hands him his pants.
Sam jumps in his pants.
Sam's mom hands him his pa**ck**.
Sam slips the pa**ck** on his ba**ck**.
Sam's mom hands him his lunch.
Sam grabs it.

Sam and his mom run fast.
"That's the bus!" Sam yells.
Sam's mom hu**ff**s and pu**ff**s.
"Stop the bus!" Sam yells.

The kids on the bus spot Sam.
One of them yells, "That's Sam.
Stop the bus!"
The bus stops.
Sam is in luck.
Sam gets on the bus.

Sam and the Duck

Sam's class is on a trip.
The class is at the dock.

Miss Mack spots Ken, the fish man.
"Ken," Miss Mack asks,
"Can the kids dig in the sand?"
Ken nods.
"Yes, the kids can dig in the sand,
but the kids must not pet the duck.
That duck is a bad duck.
That duck pecks at kids."
Miss Mack tells the kids,
"Class, let's not pet the duck."

Sam and Chad dig in the sand.
Chad digs up a ring.
Sam lifts the ring up.
The ring glints in the sun.

The du**ck** spots the ring.
The du**ck** quacks and runs at Sam.
"Sam!" Mi**ss** Ma**ck** ye**ll**s,
"It's that bad du**ck**, the _one_ that pe**ck**s!"
The du**ck** runs up and pe**ck**s at Sam's hand.
Then it runs o**ff** with the ring.
"Man!" ye**ll**s Chad.
"That is _one_ bad du**ck**!"

Max in the Mud

Max tracks mud on the deck.
Sam's mom yells, "Bad dog!"

Sam's mom has Sam get a mop.
Sam gets a mop and mops up the mud.

Sam's mom sniffs Max.
Ug!
The dog smells bad!
Sam gets Max in the bath tub.
Sam's mom scrubs him.
Then, at last, Max smells fresh!

The Band

Sam's dad is in a jazz band.
That's him in the back.
Chad's dad is in the band with him.
That's him on the drums.
Chad's boss is in the band, as well.
That's him on the left, in the hat.

Sam's dad plucks at his strings.
Chad's dad bangs on his drums.
The kids clap and yell.
The band is a big hit!

The Chick

Sam and Chad got up on a ro**ck**.
On top <u>of</u> the ro**ck** w<u>as</u> a gu**ll**'s nest.

The gu**ll** had a chi**ck**.
The gu**ll** fed the chi**ck** a bit <u>of</u> fish.
Then the gu**ll** left.

The chi**ck** fe**ll** fr<u>o</u>m its nest.
Plop!
The chi**ck** got stu**ck** in a cra**ck**.
Sam and Chad got the chi**ck**.
Then Chad set it back in its nest.

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.

Running Record and Understanding

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 following steps for a second point), modeling should be provided prior to administering the assessment.

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

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

- First, record one point for each question if it is answered correctly.

- A second point for questions 1–3 is earned by finding text support for the provided answers. Put the copy of the story back in front of the student and explain you want him/her to show you where the answers for questions 1–3 are located in the story.

- Restate the first question and the answer provided.

- Say, "Please find and read the line in the story showing the answer."

- Record one additional point for questions 1–3 if the correct text support is found and read.

  Note: If incorrect answers are corrected at this point, students get the point for finding the text support and still keep no point for providing an initial incorrect answer. Therefore, a question with an initial incorrect answer that is corrected when searching for text support receives a total score of one point. A pattern of initial incorrect answers that are corrected when students look back at the text, may indicate a challenge with organizing and storing information from reading into memory.

- Repeat steps for a second point for questions 2 and 3.

- Scoring: Student performance should be recorded as either accurate or not, using any form of symbols (e.g., checks and Xs or 1s and 0s), then record the total score out of 8 at the bottom. A pattern of errors in the following categories may indicate a need for particular types of instruction for thinking with reading:

  - Questions 1–3: Literal thinking (honoring the direct information stated by the author and providing answers with direct text support)

  - Question 4: Inferential thinking (connecting information from the text to information you already know and explaining answers)

  - Question 5: Evaluative thinking (extending beyond the text and defending answers)

- Goal: 6–8 points.

- Scores of 5 or less indicate additional reteaching and reinforcement may be required from Unit 8 *Assessment and Remediation Guide* Section II, Fluency and Comprehension.

- The Running Record and Understanding assessments follow the format of an informal reading inventory, which provides a comprehensive evaluation of reading skills. Student performance with word recognition is also scored. The goal is scores within 89–100%. Scores of 88% or less indicate additional reteaching and reinforcement may be required from the Unit 8 *Assessment and Remediation Guide*, Section I, Phonics.

The Band

Sam's dad is in a ja**zz** band.

That's him in the ba**ck**.

Chad's dad is in the band with him.

That's him on the drum**s**.

Chad's bo**ss** is in the band, as we**ll**.

That's him on the left, in the hat.

Sam's dad plu**ck**s at his strings.

Chad's dad bangs on his drums.

The kids clap and ye**ll**.

The band is a big hit!

The Chick

Sam and Chad got up on a ro**ck**.

On top <u>of</u> the ro**ck** w<u>as</u> a gu**ll**'s nest.

The gu**ll** had a chi**ck**.

The gu**ll** fed the chi**ck** a bit <u>of</u> fish.

Then the gu**ll** left.

The chi**ck** fell fr<u>o</u>m its nest.

Plop!

The chi**ck** got stu**ck** in a cra**ck**.

Sam and Chad got the chi**ck**.

Then Chad set it ba**ck** in its nest.

Pet Tricks

Ma**tt** has a dog.

The dog can run and get a sti**ck**.

Je**ss** has a cat.

The cat can jump fr<u>o</u>m the rug and land on top <u>of</u>

A**nn**'s desk.

Cli**ff** has a du**ck**.

The du**ck** can stand on <u>one</u> leg and qua**ck**.

Ji**ll** has a pig.

The pig can pi**ck** up trash.

Record Sheet for Unit 8 Section III, Comprehension

Student: _____ Date: _____

Place the Student Copy of "The Band" for progress monitoring in front of the student. Tell the student they will read a story called "The Band." Tell the student the story is about men in a band. Keep a running record on this sheet as the student reads the story.

The Band

Sam's dad is in a jazz band.

That's him in the back.

Chad's dad is in the band with him.

That's him on the drums.

Chad's boss is in the band, as well.

That's him on the left, in the hat.

Sam's dad plucks at his strings.

Chad's dad bangs on his drums.

The kids clap and yell.

The band is a big hit!

[64 (total words) - _____(# errors)] / 64 (total words)
= _____% accuracy

Ask the student the questions below. The record sheet provides a space for recording scores for performance on individual questions as well as the overall total. A second point for questions 1–3 is earned by finding text support for the provided answers.

1. What kind of band is Sam's dad in? (jazz)	1._____and_____/2
2. Is Jen's dad in the band? (No, not mentioned)	2._____and_____/2
3. What do the kids do while they listen? (clap and yell)	3._____and_____/2
4. Are the dads good at playing their instruments? (Yes, because they would only be a "big hit" if the music was good.)	4._____/1
5. Does the band practice a lot? (Students may say _yes_ because you have to practice to be good or _no_ because they are so good they do not need to practice. Accept any plausible answer.)	5._____/1
	Total:_____/8

Analysis for Unit 8 Section III, Comprehension

List Uncorrected Errors

Notes

- Are there errors with Tricky Words (*the, a*)?
- Are there errors related to consonant clusters (including double-letter spellings) at the beginning or end of words?
- Are errors consistently in the initial, medial, or final position of the word?
- Are specific letter-sound correspondences consistently missed and, if so, which ones?
- Does the student need to sound out words, or are the words read in a blended fashion?
- Does the student lose his/her place?

Accuracy

Errors	%	Notes
0–2	96–100	Very good. Okay to move on.
3–7	89–95	Teacher judgment is required to determine if additional instruction from the Unit 8 *Assessment and Remediation Guide* is needed, or if the student is ready to move on.
8+	0–88	Weak. Discontinue test. Additional instruction from the Unit 8 *Assessment and Remediation Guide* is recommended.

Comprehension

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

Record Sheet for Unit 8 Section III, Comprehension

Student: _____   Date: _____

Place the Student Copy of "The Chick" for progress monitoring in front of the student. Tell the student they will read a story called "The Chick." Tell the student the story is about boys who find a chick. Keep a running record on this sheet as the student reads the story.

The Chick

Sam and Chad got up on a rock.

On top of the rock was a gull's nest.

The gull had a chick.

The gull fed the chick a bit of fish.

Then the gull left.

The chick fell from its nest.

Plop!

The chick got stuck in a crack.

Sam and Chad got the chick.

Then Chad set it back in its nest.

[63 (total words) - _____ (# errors)] / 63 (total words)

= _____ % accuracy

Ask the student the questions below. The record sheet provides a space for recording scores for performance on individual questions as well as the overall total. A second point for questions 1–3 is earned by finding text support for the provided answers.

1. What did the gull feed the chick? (a bit of fish)	1. _____ and _____ /2
2. What happened when the gull left? (The chick fell from the nest.)	2. _____ and _____ /2
3. Who put the chick back in the nest? (Chad)	3. _____ and _____ /2
4. Why did the chick need help? (Because it "got stuck in a crack.")	4. _____ /1
5. Where did the gull go when it left? (Likely to get food for the chick: pond, ocean, lake, river, etc. Accept any plausible answer.)	5. _____ /1
	Total: _____ /8

Analysis for Unit 8 Section III, Comprehension

List Uncorrected Errors

Notes

- Are there errors with Tricky Words (*the, a, from, of, was)*?
- Are there errors related to consonant clusters (including double-letter spellings) at the beginning or end of words?
- Are errors consistently in the initial, medial, or final position of the word?
- Are specific letter-sound correspondences consistently missed and, if so, which ones?
- Does the student need to sound out words, or are the words read in a blended fashion?
- Does the student lose his/her place?

Accuracy

Errors	%	Notes
0–2	96–100	Very good. Okay to move on.
3–7	89–95	Teacher judgment is required to determine if additional instruction from the Unit 8 *Assessment and Remediation Guide* is needed, or if the student is ready to move on.
8+	0–88	Weak. Discontinue test. Additional instruction from the Unit 8 *Assessment and Remediation Guide* is recommended.

Comprehension

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

Record Sheet for Unit 8 Section III, Comprehension

Student: _____   Date: _____

Place the Student Copy of "Pet Tricks" for progress monitoring in front of the student. Tell the student they will read a story called "Pet Tricks." Tell the student the story is about different pets who perform tricks. Keep a running record on this sheet as the student reads the story.

Pet Tricks

Matt has a dog.

The dog can run and get a stick.

Jess has a cat.

The cat can jump from the rug

and land on top of

Ann's desk.

Cliff has a duck.

The duck can stand on one leg and quack.

Jill has a pig.

The pig can pick up trash.

[53 (total words) - _____(# errors)] / 53 (total words)

=_____% accuracy

Ask the student the questions below. The record sheet provides a space for recording scores for performance on individual questions as well as the overall total. A second point for questions 1–3 is earned by finding text support for the provided answers.

1. What are some of the animals you read about? (name at least two: dog, cat, duck, pig)	1._____ and_____ /2
2. What can Matt's dog do? (run and get a stick)	2._____ and_____ /2
3. Which animal can pick up trash? (pig)	3._____ and_____ /2
4. Is Jess's cat a good jumper? (Yes, because she "can jump from the rug and land on top of Ann's desk.")	4._____ /1
5. The story does not say what body part (or parts) the pig uses to pick up trash. What part, or parts, do you think the pig might use? (It might use its mouth, its snout, or its hooves; accept any plausible answer.)	5._____ /1
	Total:_____/8

Analysis for Unit 8 Section III, Comprehension

List Uncorrected Errors

Notes

- Are there errors with Tricky Words (*the, a, from, of, one)*?
- Are there errors related to consonant clusters (including double-letter spellings) at the beginning or end of words?
- Are errors consistently in the initial, medial, or final position of the word?
- Are specific letter-sound correspondences consistently missed and, if so, which ones?
- Does the student need to sound out words, or are the words read in a blended fashion?
- Does the student lose his/her place?

Accuracy

Errors	%	Notes
0–2	96–100	Very good. Okay to move on.
3-6	89–95	Teacher judgment is required to determine if additional instruction from the Unit 8 *Assessment and Remediation Guide* is needed, or if the student is ready to move on.
7+	0–88	Weak. Discontinue test. Additional instruction from the Unit 8 *Assessment and Remediation Guide* is recommended.

Comprehension

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

Unit 8

Assessment and Remediation Guide

Skills Strand

Kindergarten

TN Foundational Skills