

Our Students. Their Moment.

Tailoring Supports and Monitoring Progress

Using the Kindergarten Assessment and Remediation Guides

Handouts & Examples

Core Knowledge Language Arts (CKLA-NY)

Webinar Series

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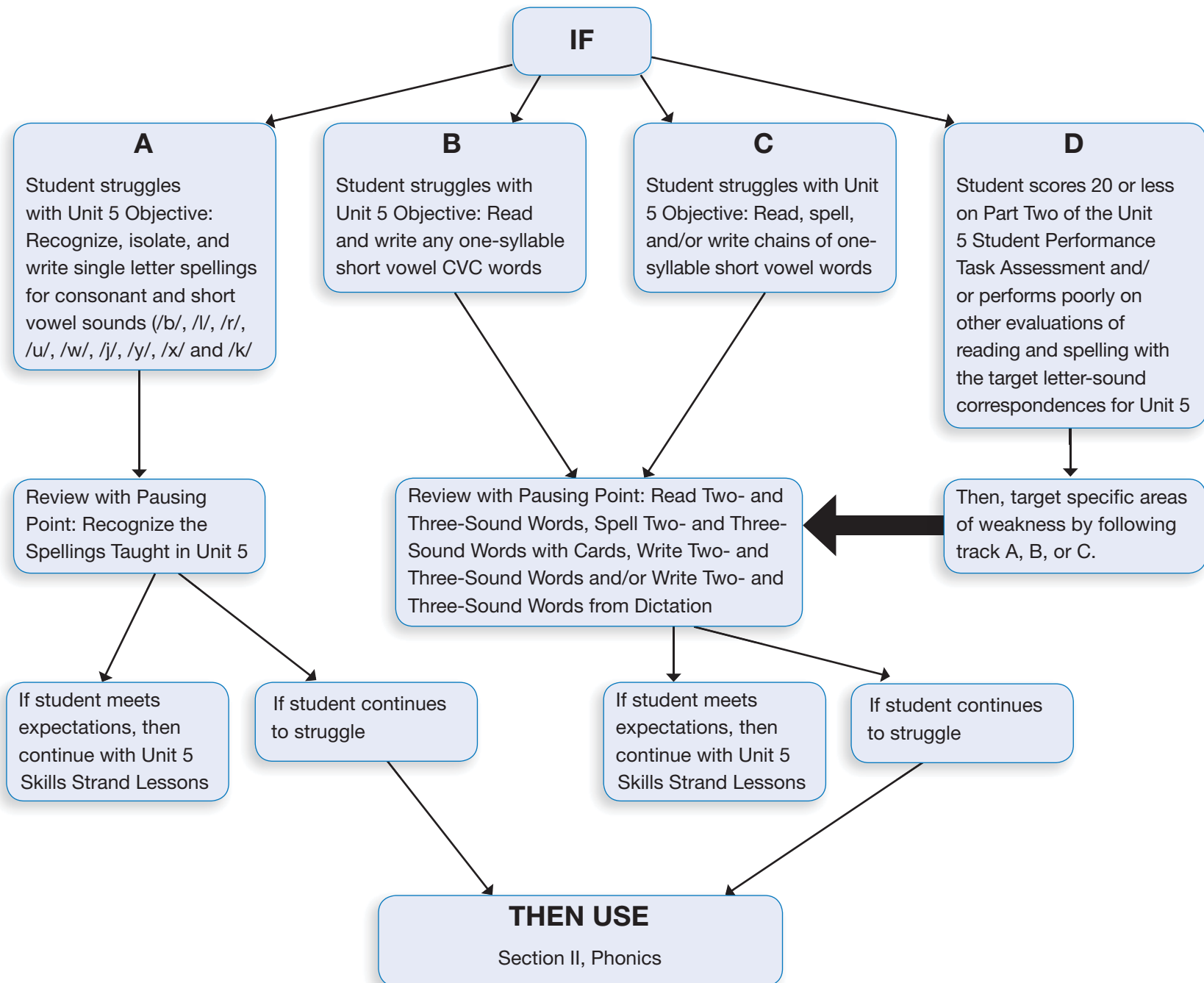
Phonics Skills Cross-Reference Chart

Phonics Skill/ CKLA Goal	Unit 5 Lessons																Unit 5 Pausing Point
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
Recognize, isolate, and write single letter spellings for consonant and short vowel sounds (/b/, /l/, /r/, /u/, /w/, /j/, /y/, /x/ and /k/ and continued from previous units: /m/, /a/, /t/, /d/, /o/, /k/, /g/, /i/, /n/, /h/, /s/, /f/, /v/, /z/, /p/ and /e/)	The Short Vowel Sounds and Sound/Spelling Review																Stepping Sounds; Simon Says Sounds; Sound Sprints; Cross Out Spellings; Spelling Bingo
	Teacher Modeling; Meet the Spelling (/b/)	Teacher Modeling; Meet the Spelling (/l/)	Teacher Modeling and Meet the Spelling (/r/)	Teacher Modeling and Meet the Spelling (/u/)	T-Chart Sort	Teacher Modeling; Meet the Spelling (/w/)	Teacher Modeling; Meet the Spelling (/j/)	Teacher Modeling; Meet the Spelling (/y/)	Teacher Modeling; Meet the Spelling (/x/); T-Chart Sort	Teacher Modeling; Meet the Spelling (/k/)	Sound Dictation	Sound Dictation				Sound Sprints	
Read and write any one-syllable short vowel CVC words	Meet the Spelling ('b'); Connect It	Meet the Spelling (/l/); Small Group Work; Spelling Worksheet	Meet the Spelling (/r/); Small Group Work	Meet the Spelling ('u'); Wiggle Cards; Word Wheel Worksheet	Small Group Work	Meet the Spelling ('w'); Label the Picture	Meet the Spelling ('j'); Small Group Work, Label the Picture	Meet the Spelling ('y'); Small Group Work, Practice Pack	Meet the Spelling (/x/)	Meet the Spelling (/k/)	Stomp and Spell; Small Group Work; Connect It	Mark the Phrase; Practice Pack	Small Group Work	Dictation Identification; Connect It; Label the Picture	Small Group Work	Mark the Phrases; Spelling Hopscotch	Pipe Cleaner Spellings; Cross Out Spellings; Unscramble the Sounds!; Matching the Words; Erase the Word; Word Bingo; Word Reading Sprints; Guess the Word and Spell It; Label the Picture; Word Box; Dictation with Words; Dictation with Phrases
Read, Spell, and/or Write Chains of One-Syllable Short Vowel Words	Student Chaining (Spelling)	Small Group Work (option)	Small Group Work (option)		Teacher (Reading); Student (Spelling)	Chain and Copy (Spelling)	Small Group Work (option)	Small Group Work (option)	Teacher (Reading); Large Card (Spelling)			Teacher (Reading)	Large Card (Spelling)				Pocket Chart Chaining for Reading; Student Chaining; Chain and Copy; Large Card Chaining

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

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

Determining Student Need for Section II, Phonics



Kindergarten Skills Scope and Sequence

Unit	Phonological Awareness	Phonics	Fluency & Comprehension	Writing
Unit 1	Environmental Sounds: Identify, Recognize same or different, Recreate a sequence, & Represent with movement/ objects Segmenting Sentences			Writing Grip and Strokes (<i>Tripod Grip, Vertical Line, Horizontal Line, Circle, Diagonal Line</i>)
Unit 2	Syllables: Blend & Segment Phonemes (2 or 3): Blend, Isolate, & Add			Writing Strokes and Own Name (<i>Cup, Hump, Zigzag, Wavy Line, Spiral, + and X, Loop, Cane, Hook, and Write Own Name</i>)
Unit 3	/m/, /a/, /t/, /d/, /o/, /k/, /g/, & /i/: Blend & Isolate (initial & medial positions)	'm'>/m/, 'a'>/a/, 't'>/t/, 'd'>/d/, 'o'>/o/, 'c'>/k/, 'g'>/g/, & 'i'>/i/		'm,' 'a,' 't,' 'd,' 'o,' 'c,' 'g,' & 'i': Lowercase letter formation
Unit 4	/n/, /h/, /s/, /f/, /v/, /z/, /p/, & /e/: Segment & Isolate (initial & medial positions)	'n'>/n/, 'h'>/h/, 's'>/s/, 'f'>/f/, 'v'>/v/, 'z'>/z/, 'p'>/p/, & 'e'>/e/	Concepts about Print	'n,' 'h,' 's,' 'f,' 'v,' 'z,' 'p,' & 'e': Lowercase letter formation
Unit 5	/b/, /l/, /r/, /u/, /w/, /j/, /y/, & /x/: Isolate (initial, medial, & final positions)	'b'>/b/, 'l'>/l/, 'r'>/r/, 'u'>/u/, 'w'>/w/, 'j'>/j/, 'y'>/y/, 'x'>/x/, & 'k'>/k/	Literal Questions	'b,' 'l,' 'r,' 'u,' 'w,' 'j,' 'y,' 'x,' & 'k': Lowercase letter formation
Unit 6	Phonemes (3–5): Blend	Initial & Final Blend s/ Clusters, 's' > /z/ Letter Names		
Unit 7	Phonemes (3–5): Isolate (initial, medial, & final positions)	Initial & Final Digraphs (i.e., <i>ch, sh, th, qu-</i> , & <i>-ng</i>)	Inferential Questions	
Unit 8		Double-Letter Spellings & Tricky Words (<i>the, a, of, all, one, from, & was</i>)	Evaluative Questions	
Unit 9		Tricky Words (<i>when, word, why, to, where, no, I, what, so, which, once, said, says, are, were, here, & there</i>)		All Letters: Uppercase letter formation

Note: The *Assessment and Remediation Guide* does not include remediation for the skills from Unit 10 of Kindergarten. Many Kindergarten students, particularly struggling students, may not complete Unit 10. It is not a prerequisite for a successful start in Grade 1 of the CKLA Program, and the skills from Unit 10 of Kindergarten are taught in the beginning of Grade 1.

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

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

Explicit Reteaching Lesson Structure

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

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

Comprehensive Reteaching Lesson Structure

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

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

Small Group 3: Kayla, Christian, Anna, and Joseph

Components	Exercise	Materials	Minutes
Warm-up	<p>Objective: Connect written letters and spoken sounds for taught sound/spellings.</p> <p>Exercise: Play <i>Match Me</i>:</p> <ul style="list-style-type: none"> • Provide each student with a set of Letter Cards for the sound/spellings 'l,' 'k,' 'r,' 'j,' and 'w.' • Tell students you will either say the sound or show the spelling. <ul style="list-style-type: none"> ○ If a sound is provided, students should find the corresponding spelling (Letter Card). ○ If a spelling (Letter Card) is shown, students should prepare to provide the corresponding sound when prompted. • If anyone provides an incorrect answer, correct the error, and have students repeat the item. 	Letter cards: 'l,' 'k,' 'r,' 'j,' and 'w'	3
Explicit Instruction	<p>Objective: Develop knowledge of target sound/spellings.</p> <p>Exercise:</p> <ul style="list-style-type: none"> • Remind students of the articulation needed to make the target sound (See the Articulation Chart in Section I). • Briefly review the strokes for letter formation. • Have students complete the bottom of the page by writing the sound/spelling on the handwriting line for the images depicting the target sound. 	Articulation Chart (Section I) Worksheet: Review the Sound/Spelling 5 (/j/)	4
Guided Practice (working with skills)	<p>Objective: Blend sound/spellings into words.</p> <p><i>Chaining Exercises</i> with target sound/spellings:</p> <ul style="list-style-type: none"> • Display the letters utilized in the chain. • Tell students you will use the pictures of sounds to write words for them to read: <ul style="list-style-type: none"> ○ Write the first word and tell students to look at the pictures of the sounds from left to right. As they look at the pictures, they need to remember the sounds the pictures stand for and blend the sounds together to make the word. ○ Make the letter change needed for the next word and describe the change as it is made. For example say, "Now I'm taking away /w/ and putting /r/ at the beginning of the word. What word did I make now?" ○ Continue until the chain is complete. ○ Model the sounds and blending, and encourage students to use the blending motions they have learned. • Next use the same or an alternate chain for spelling: <ul style="list-style-type: none"> ○ Tell students you will say words for them to write, and for 	Chaining letters: 'a,' 't,' 'd,' 'o,' 'c,' 'g,' 'i,' 'n,' 'h,' 's,' 'f,' 'v,' 'z,' 'p,' 'e,' 'b,' 'l,' 'r,' 'w,' and 'j' Chaining list (p. 66)	10

Components	Exercise	Materials	Minutes
	<p>each new word they will only need to change one letter.</p> <ul style="list-style-type: none"> ○ Say the first word and tell students to segment the word into sounds. As they break apart the sounds, they need to remember the picture of the sound and write each down from left to right. ○ State the next word and have students explain the change they had to make from the previous word. ○ Continue until the chain is complete. ○ Model breaking the sounds apart and writing the picture for each sound. 	Bingo boards	8
<p>Guided Practice (applying skills OR independent practice/ progress monitoring)</p>	<p>Objective: Blend sound-spellings into words. Exercise: <i>Bingo</i> (p. 99) :</p> <ul style="list-style-type: none"> • Ask students to put their finger on the word if they find it and read it, allowing you to confirm they are correct before covering the space. • When students are incorrect, use the opportunity to address the confusion. • When students are correct ask, “How did you know that was _____?” • The game may be played until one or all students get three spaces covered in a row, or until one or all students cover the entire board. 	<p>1-4 Bingo cards (p. 104)</p>	

Phonics—Progress Monitoring

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

- within the Guided Practice section of the lesson plans. The resources are designed to parallel instructional tasks, allowing for brief, seamless integration. The intention is not to burden instructional time with additional assessments.
- only when, based on observation of instructional performance, students appear to be ready for a comprehensive check of the targeted skills for this section of Unit 5. Set schedules for Progress Monitoring assessments tend to result in their overuse. The resources are intended to serve as confirmation and meaningful record of student progress, as opposed to a collection of numbers.
- to inform instruction! If student mastery of the target skills is confirmed by a Progress Monitoring assessment, then teachers can be confident in the decision to move students forward. If students do not achieve the goal scores for a Progress Monitoring assessment, analysis of errors will indicate areas of continued instructional need.

Directions

Preparation: This assessment involves asking individual students to read eight words. In addition to Word Reading, assessments for Pseudoword Reading are also included. Pseudoword Reading assessments are provided as an option if teachers suspect students have memorized some of the words and are using automatic word recognition instead of applying decoding knowledge. This may be the case with students in need of remediation and reteaching who have had extended and repeated opportunities to work with these specific words. Copy the page of words with the record sheet corresponding to the Progress Monitoring Assessment (Word Reading or Pseudoword Reading1–4) you have selected, and cut out the words.

- Model with the sample item.
- Show the cards to the student one at a time.
- Use the record sheet to record each word as student reads.
- Place a check next to each word read correctly.
- For misread words, write exactly what students say as the word is sounded out. If students misread a word, prompt them to try to read the word again, letting them know their first attempt was incorrect.
- Students may benefit from the supports utilized during instruction such as blending motions and representing sounds with objects (e.g., Push and Say). Demonstrate and encourage their use during modeling with the sample item if needed. The goal is for students to eventually be capable of completing the tasks without physical supports or, at least, utilizing the supports independently (without your prompt).

- Scoring: Scoring is based on one point assigned for every sound in a word which is read correctly. Interpret scores as follows:
 - 14–15 points – excellent
 - 11–13 points – good
 - 8–10 points – fair
 - Less than 8 points – poor
- Further analyze student errors to determine the particularly problematic individual letter-sound correspondences. The subtotals for each sound-spelling at the bottom of the record sheets facilitate the identification of specific problem areas.
- Also examine whether there are mispronunciations occurring more frequently in a given position in words. For example, does the student read the initial sound correctly, but misread the medial and/or final sound?
- Finally, examine whether the student succeeded in reading words correctly on the second attempt. If so, the student may be rushing and may benefit from explicit instruction to slow down and look at each letter in a word sequentially, left to right.
- Goal: Achieve scores of Good or Excellent (11 points or higher).
- Scores of 10 or less indicate additional reteaching and reinforcement is required from *Assessment and Remediation Guide* Unit 5 Section II, Phonics.

Name: Kayla

Word Reading Progress Monitoring 1

rub	yum	box
kid	jug	lab
web	tub	rib

Record Sheet for Word Reading Progress Monitoring 1:

Word	Student Pronunciation			
Sample: rub				
1. yum	/y/	/u/	/m/	<u>1</u> /2
2. box	/b/	/o/	/x/	<u>2</u> /2
3. kid	/k/	/i/	/d/	<u>1</u> /1
4. jug	/j/	/u/	/g/	<u>1</u> /2
5. lab	/l/	/a/	/b/	<u>1</u> /2
6. web	/w/	/e/	/b/	<u>1</u> /2
7. tub	/t/	/u/	/b/	<u>2</u> /2
8. rib	/r/	/i/	/b/	<u>1</u> /2
Total Correct				<u>10</u> /15

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

'b' > /b/ (2, 5, 6, 7, 8) 5 /5 'w' > /w/ (6) 0 /1 'x' > /x/ (2) 1 /1
 'l' > /l/ (5) 0 /1 'j' > /j/ (4) 0 /1 'k' > /k/ (3) 1 /3
 'r' > /r/ (8) 0 /1 'y' > /y/ (1) 0 /1 'u' > /u/ (1, 4, 7) 3 /1