

Skills Block Focus Sheet for Lessons 86–90

Photocopy this sheet each week for each group.

DATE: _____ CLASS: _____

		Lesson 86	Lesson 87	Lesson 88	Lesson 89	Lesson 90
Differentiated Instruction/Small Groups	2 Groups—10 Minutes Each	Intensive Intervention and Strategic Instruction	Intensive Intervention and Strategic Instruction	Intensive Intervention	Intensive Intervention and Strategic Instruction	Intensive Intervention or Strategic Instruction
		9—NEW LOOK AND SAY WORDS High-Frequency Words: <i>sister, brother, clothes</i>	4—NEW SOUND <i>ar /ar/ (star)</i>	7—SOUND AND SAY WORDS Word Analysis	7—SOUND AND SAY WORDS Word Analysis	8—SOUND AND SPELL SORT Word Analysis
		8—SOUND AND SPELL SORT Word Analysis	7—SOUND AND SAY WORDS Word Analysis	10—LOOK AND SAY WORDS High-Frequency Words Cumulative Review	10—LOOK AND SAY WORDS High-Frequency Words Cumulative Review	Benchmark Instruction
		14—BUILD SENTENCES Application	10—LOOK AND SAY WORDS High-Frequency Words Cumulative Review	11—READ THE WORDS Structural Analysis	11—READ THE WORDS Structural Analysis	8—SOUND AND SPELL SORT Word Analysis
Whole Group/ Partner Practice	10 Minutes	9—NEW LOOK AND SAY WORDS	4—NEW SOUND	7—SOUND AND SAY WORDS	7—SOUND AND SAY WORDS	7—SOUND AND SAY WORDS
		14—BUILD SENTENCES	7—SOUND AND SAY WORDS	10—LOOK AND SAY WORDS	10—LOOK AND SAY WORDS	10—LOOK AND SAY WORDS
			10—LOOK AND SAY WORDS	11—READ THE WORDS	11—READ THE WORDS	11—READ THE WORDS
			11—READ THE WORDS	13—READ CAREFULLY	13—READ CAREFULLY	13—READ CAREFULLY
		13—READ CAREFULLY	16—READ THE STORY	16—READ THE STORY	16—READ THE STORY	
		5—THINK AND WRITE Invented Spelling	Benchmark Instruction	5—THINK AND WRITE Invented Spelling	14—BUILD SENTENCES Application	
		5—THINK AND WRITE Invented Spelling	5—THINK AND WRITE Invented Spelling			
			Routines and activities as needed		Routines and activities as needed	

Students' Names

GROUP		Intensive Intervention <input type="checkbox"/>	Strategic Instruction <input type="checkbox"/>	Benchmark Instruction <input type="checkbox"/>					
Differentiated Instruction—Small Groups: Assessment	Objective	Routine	Skill Level						
	Say the most common sound for featured letter pattern <i>ar /ar/</i>	4—NEW SOUND	Introduce						
	Write words or sentences in which each phoneme is represented by a grapheme that makes that sound, applying all taught graphemes	5—THINK AND WRITE	Practice						
	Pronounce words made up of letter patterns taught in <i>New Sound</i>	7—SOUND AND SAY WORDS	Practice						
	Demonstrate understanding of letter-sound correspondence by writing words with taught letter sounds and patterns	8—SOUND AND SPELL SORT	Practice						
	Pronounce featured sight words <i>sister, brother, clothes</i>	9—NEW LOOK AND SAY WORDS	Introduce						
	Fluently pronounce taught sight words	10—LOOK AND SAY WORDS	Mastery						
	Pronounce common contractions	11—READ THE GROUPS/ READ THE WORDS	Mastery						
	Pronounce words made up of taught spelling patterns and syllable types	13—READ CAREFULLY	Practice						
	Put words together to make phrases or sentences using word cards with taught patterns and syllable types	14—BUILD SENTENCES	Practice						
Read a story, applying flexible strategy to determine pronunciation of unknown words; orally read an end-of-grade-level passage with appropriate prosody at least 60 words per minute by end of Grade 1	16—READ THE STORY	Mastery							
Assessment Key: S = Struggling P = Practicing M = Mastered									

OBJECTIVES: Pronounce the words *sister, brother, clothes*; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 9—New Look and Say Words

Word Recognition: Introducing High-Frequency Words

MATERIAL

- Teacher and Student Look and Say Word Cards: *sister, brother, clothes, mother, father, why, goes, friend, o'clock*

Use ROUTINE 8—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *or, ol, c, d, f, g, h, l, n, t*
- Blackline Master 2

WORD BANK	
words with <i>or</i> :	corn, horn, for
words with <i>ol</i> :	gold, told, colt

Use ROUTINE 14—Build Sentences

Word Recognition: Application

MATERIALS

- Teacher and Student Look and Say Word Cards: *friend, good, the, a, is, to, very, likes, his*
- Teacher and Student Sound and Say Word Cards: *this, cleans, meal, fish, eats, he, Stan, grill, grills*
- Blackline Master 1

SENTENCE BANK	
Possible Sentences	
Stan likes to grill.	He grills a very good meal.
Stan likes to grill fish.	His friend eats the fish.
This fish is very good!	Stan cleans the grill.

Whole Group/Partner Practice



Use ROUTINE 9—New Look and Say Words Whole Group/Partner Practice

Use ROUTINE 14—Build Sentences Partner Practice

CLOSURE

TEACHER: *What New Look and Say Words did we learn today?*

STUDENTS: *sister, brother, clothes*

OBJECTIVES: Say the sound for *ar*, /ar/; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 4—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Key Word Cards: *ar/star* and all cards for review
- Teacher and Student Letter Cards: *ar, c, d, k, s, sh, t*

WORD BANK	
car	star
card	shark

Use ROUTINE 7—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 46

Use ROUTINE 10—Look and Say Words

**Word Recognition: High-Frequency Words
Cumulative Review**

MATERIAL

- Chart 46

Use ROUTINE 11—Read the Words

Word Recognition: Structural Analysis

MATERIAL

- Chart 46

Use ROUTINE 5—Think and Write

Phonics: Invented Spelling

MATERIALS

- Teacher-selected pictures or prompts
- Teacher-created prompting questions
- Blackline Master 1 (optional)

Whole Group/Partner Practice



Use ROUTINE 4—New Sound Whole Group

Use ROUTINE 7—Sound and Say Words Whole Group

Use ROUTINE 10—Look and Say Words Whole Group

Use ROUTINE 11—Read the Words Whole Group

Use ROUTINE 13—Read Carefully Partner Practice

Use ROUTINE 16—Read the Story Whole Group/Partner Practice

MATERIAL

- Partner Practice Book page 50

CLOSURE

TEACHER: *What is our Key Word for the letter pattern ar?* (Point to the letters *ar* on the Chart.)

STUDENTS: *star*

TEACHER: *What sound?* (Point to the letters *ar* on the Chart.)

STUDENTS: /ar/

TEACHER: (Model reading a word with *ar* from the Chart.)

OBJECTIVE: Cumulative Review

Differentiated Instruction



Intensive Intervention

Use ROUTINE 7—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 46

Use ROUTINE 10—Look and Say Words

Word Recognition: High-Frequency Words
Cumulative Review

MATERIAL

- Chart 46

Use ROUTINE 11—Read the Words

Word Recognition: Structural Analysis

MATERIAL

- Chart 46

REMINDER Provide corrective feedback by saying the correct word and then repeating the row.

Whole Group/Partner Practice



Use ROUTINE 7—Sound and Say Words **Whole Group**

Use ROUTINE 10—Look and Say Words **Whole Group**

Use ROUTINE 11—Read the Words **Whole Group**

Use ROUTINE 13—Read Carefully **Partner Practice**

Use ROUTINE 16—Read the Story **Whole Group/Partner Practice**

Use ROUTINE 5—Think and Write

Phonics: Invented Spelling

MATERIALS

- Teacher-selected pictures or prompts
- Teacher-created prompting questions
- Blackline Master 1 (optional)

Benchmark Instruction

REMINDER Add other Routines as needed.

Use ROUTINE 5—Think and Write

Phonics: Invented Spelling

MATERIALS

- Teacher-selected pictures or prompts
- Teacher-created prompting questions
- Blackline Master 1 (optional)

MATERIAL

- Partner Practice Book page 50

CLOSURE

TEACHER: What is our Key Word for the letter pattern ar? (Point to the letters ar on the Chart.)

STUDENTS: star

TEACHER: What sound? (Point to the letters ar on the Chart.)

STUDENTS: /ar/

TEACHER: (Model reading a word with ar from the Chart.)

OBJECTIVE: Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 7—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 47

Use ROUTINE 10—Look and Say Words

Word Recognition: High-Frequency Words
Cumulative Review

MATERIAL

- Chart 47

Use ROUTINE 11—Read the Words

Word Recognition: Structural Analysis

MATERIAL

- Chart 47

Use ROUTINE 5—Think and Write

Phonics: Invented Spelling

MATERIALS

- Teacher-selected pictures or prompts
- Teacher-created prompting questions
- Blackline Master 1 (optional)

REMINDER

As students build words, scaffold by repeating words slowly, emphasizing each sound. As students say a sound, ask them to tell which letter makes the sound.

Whole Group/Partner Practice



Use ROUTINE 7—Sound and Say Words **Whole Group**

Use ROUTINE 10—Look and Say Words **Whole Group**

Use ROUTINE 11—Read the Words **Partner Practice**

Use ROUTINE 13—Read Carefully **Partner Practice**

Use ROUTINE 16—Read the Story **Whole Group/Partner Practice**

MATERIAL

- Partner Practice Book page 51

CLOSURE

TEACHER: Find two words in **Read Carefully** that look a lot alike. Read them to your partner.

Cumulative Review

OBJECTIVE: Cumulative Review

Differentiated Instruction



Intensive Intervention **or** Strategic Instruction

REMINDER Add other Routines as needed.

Use ROUTINE 8—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *or, ar, k, m, n, p, s, t*
- Blackline Master 2

WORD BANK
words with <i>or</i> : sport, storm, torn
words with <i>ar</i> : star, park, spark

REMINDER Students use Letter Cards to build each word and then write it on the Blackline Master in the appropriate column.

Benchmark Instruction

REMINDER Add other Routines as needed.

Use ROUTINE 8—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *ar, c, e, p, r, s, sh, t*
- Blackline Master 2

WORD BANK
words with <i>ar</i> : star, scar, sharp
words with <i>are</i> : stare, scare, share

Use ROUTINE 14—Build Sentences

Word Recognition: Application

MATERIALS

- Teacher and Student Look and Say Word Cards: *friend, good, the, a, is, to, very, likes, his*
- Teacher and Student Sound and Say Word Cards: *this, cleans, meal, fish, eats, he, Stan, grill, grills*
- Blackline Master 1

SENTENCE BANK	
Possible Sentences	
Stan likes to grill.	He grills a very good meal.
Stan likes to grill fish.	His friend eats the fish.
This fish is very good!	Stan cleans the grill.

Whole Group/Partner Practice



Use ROUTINE 7—Sound and Say Words **Whole Group**

Use ROUTINE 10—Look and Say Words **Whole Group**

Use ROUTINE 11—Read the Words **Whole Group**

Use ROUTINE 13—Read Carefully **Partner Practice**

Use ROUTINE 16—Read the Story **Whole Group/Partner Practice**

MATERIALS

- Partner Practice Book page 51
- Chart 47

CLOSURE

TEACHER: Find two words in **Read Carefully** that look a lot alike. Read them to your partner.