

Reviewing Lessons 1–30

Ongoing Assessment Tips

Now is a good time to review student progress and begin to plan for upcoming lessons.

- Review the list of objectives in the chart below, as well as your completed focus sheets.
- If you are unsure of mastery of objectives or wish to provide a formative assessment of progress, have students use the Optional Supplemental Assessment provided on page 257 of this teacher guide. Record observations on a copy of the page for each child.
- For students in Intensive Intervention, or for students in Strategic Instruction whose performance is inconsistent, we recommend re-administering the following tools from the Mondo Assessment Battery. The goal is for all students to meet the minimum standard or higher by year's end.
- The table below will help you analyze progress monitoring assessments to determine each student's current level of risk. Use score ranges to adjust placement of students in instructional groupings.
- For students scoring in a range below current group, increase intensity of instruction (e.g., Strategic to Intensive). For students scoring in a range above current group for two consecutive progress monitoring periods, decrease intensity of instruction (e.g., Intensive to Strategic).

ASSESSMENT MEASURE	MINIMUM STANDARD	INTENSIVE (MIN.)	STRATEGIC (MIN.)	BENCHMARK (MIN.)
Phonemic Awareness	50+ at year end	0–22	23–35	36+
Letter Recognition	52 at midyear	0–36	37–46	47+
Letter-Sound Correspondence	50+ at year end	0–12	13–22	23+

Which skills/objectives should students have mastered?

(Objective numbers correspond to Scope and Sequence—see pages 286–289.)

1a—Blending Phonemes: What Word? Orally blend 2–4 phonemes into a word (teacher: /s/ /a/ /t/; student: sat). *This important skill leads to “sounding out” words in print, as in ROUTINE 7—Sound and Say Words.*

Planning Lessons 31–55

For students struggling with the objectives (see suggestions in blue type below):

- Review the recommendations below to decide if you need to spend some time repeating routines and/or lessons. It is better to repeat lessons and ensure success than to move on to new lessons. If students successfully finish Lesson 120 by the end of the year, they will have met key Grade 1 standards and be able to apply all basic phonics skills.
- Select independent activities to address problem objectives.
- Provide extra practice whenever possible. Activities may include reviewing the two previous charts in small group, having students revisit two previous Partner Practice Book pages, or having them practice challenging student cards independently. Families, volunteers, same-age tutors, older tutors, and family members can easily assist students with all objectives except phonemic awareness (objectives 1–2). These typically require more specialized assistance. The Partner Practice pages address objectives 7, 9, 10, 13, and 15. ROUTINE 13—Read Carefully provides cumulative review of all phonics and word recognition objectives.

For students progressing with the objectives (see suggestions in black type below):

- If some students need to repeat lessons, use this time with higher performers to extend skills, rather than moving on to the next lessons. Writing is a great way to build on individual students' phonics skills.
- Provide reading books for independent activities.
- It is important to add routines to Benchmark Instruction if students are not fluent with the skills. For Strategic Instruction, skip routines students have clearly mastered.

Suggestions for key skills

ROUTINE 1—What Word?

<p>2a—Segmenting Words Into Phonemes: Say It Slowly Orally segment words with 2–4 phonemes into individual phonemes (teacher: <i>fast</i>; student: /f/ → /a/ → /s/ → /t/). <i>This important skill helps students to spell, which helps them remember the complete spellings of words.</i></p>	<p>Letter Phonemic Awareness</p>
<p>3—Letter Naming Cumulative Review: Say the Names In a random order, fluently say the names of all printed letters taught. <i>Letter naming is a review skill from Kindergarten and should be mastered.</i></p>	<p>Letter Recognition</p>
<p>4—Introducing New Sound: New Sound Say the most common sound for the following letters: <i>a, t, m, s, f, p, i, n, d, o, l, r, h, e, b, u, g, c/_ck</i>. <i>Quickly saying the most common sounds for single letters leads to sounding words, as in ROUTINE 7—Sound and Say Words. Assess mastery of these sounds by observing students during ROUTINE 7 and ROUTINE 8—Sound and Spell Sort. You may also assess during ROUTINE 13—Read Carefully and ROUTINE 15—Read the Sentences.</i></p> <p>7a-b—Word Analysis: Sound and Say Words Pronounce short vowel words in which each letter represents its most common sound, including CVC/CVCC patterns (e.g. <i>cat, best</i>). <i>The number of times students must “sound through” a word before it is fully represented in student memory varies considerably from student to student. Students should be able to pronounce the words in this routine with little or no assistance. You may also assess during ROUTINE 13—Read Carefully and ROUTINE 15—Read the Sentences.</i></p>	<p>Phonics</p>
<p>9—High-Frequency Words: New Look and Say Words 10—High-Frequency Words: Look and Say Words Fluently pronounce taught sight words (see list on page 226). <i>Students should be able to say these words quickly, at a rate of approximately 2–3 seconds per word.</i></p>	<p>Word Recognition</p> <p>11a—Structural Analysis: Read the Groups/Read the Words Pronounce words formed by combining taught patterns and <i>s</i>. <i>You may also assess during ROUTINE 13—Read Carefully and ROUTINE 15—Read the Sentences.</i></p>

<p>ROUTINE 2—Say It Slowly Because these skills are important, they were practiced extensively in Kindergarten and will be reviewed through Lesson 55. Since these skills will be practiced in upcoming lessons, you do not need to repeat lessons unless students are seriously struggling with these skills. For students who struggle, practice shorter words beginning with continuous sounds. These routines are not included in small group Benchmark Instruction. Add as needed. Omit during Strategic Instruction if students are fluent.</p>	<p>ROUTINE 3—Say the Names If this skill is not mastered by now, it is a serious concern. Seek assistance!</p>
<p>ROUTINE 4—New Sound No new sounds are introduced until Lesson 37. Sounds are reviewed in ROUTINE 7—Sound and Say Words and in ROUTINE 8—Sound and Spell Sort. Observe students carefully during ROUTINE 8—Sound and Spell Sort. This is a more advanced routine and allows for assessment of this foundational skill. Do not skip Sound and Spell Sort, though you may want to make it more challenging (see tips in lessons for suggestions). Teach more advanced phonics skills as students are faced with unknown words during their independent reading.</p>	<p>ROUTINE 7—Sound and Say Words The words become more difficult in upcoming lessons because initial blends and more sounds are added; therefore, it is important to provide additional practice with this routine, as described above, before moving on to the next lessons. Practice blending words orally, as in ROUTINE 1—What Word?, prior to conducting Sound and Say Words. ROUTINE 8—Sound and Spell Sort also reinforces this skill. ROUTINE 7 is not included in Benchmark Instruction. Add as needed. Omit during Strategic Instruction if students are fluent. This skill is reinforced in ROUTINE 8, which should not be skipped. You may want to make it more challenging (see tips in lessons for suggestions). Teach more advanced phonics skills as students are faced with unknown words during their independent reading.</p>
<p>ROUTINE 9—New Look and Say Words. ROUTINE 10—Look and Say Words If during Partner Practice students miss more than one word per row, provide additional practice, as described above, before moving on to the next lessons. You may want to add more challenging sight words for these students. Practice words selected from their independent reading.</p>	

See Scope and Sequence for Objectives 8, 13, 14, and 15, which were also addressed in Lessons 1–30.