

Reviewing Lessons 91–120

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 260 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	0–39	40–49	50+
Letter Recognition	52 at midyear	0–47	48–51	52
Letter-Sound Correspondence	50+ at year end	0–39	40–49	50+

Which skills/objectives should students have mastered?

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

- 4—Introducing New Sound: New Sound** Say the most common sound for all single letters, digraphs, common long vowel patterns, *r*-controlled vowel patterns, soft *c* and *g* patterns, and variant vowel patterns (*oy, oi, ew, etc.*). *Students need to identify common sounds for letters and letter patterns quickly and use those sounds to decode words.*

Planning Lessons 121–160

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.
- Paraprofessionals, volunteers, same-age tutors, older tutors, and family members can easily assist students with all objectives but phonemic awareness (objectives 1–2). These typically require more specialized assistance. The Partner Practice pages address objectives 7, 9, 10, 13, and 16. 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 4—New Sound ROUTINE 7—Sound 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. ROUTINE 5—Think and Write and ROUTINE 8—Sound and Spell Sort also support these skills.

<p>7e—Word Analysis: Sound and Say Words Pronounce words made up of taught letter patterns (patterns taught in ROUTINE 4—New Sound). <i>Students need to identify common sounds for letters and letter patterns quickly and use those sounds to decode words.</i></p>	<p>9—High-Frequency Words: New 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 the rate of approximately 2–3 seconds per word. You may also assess during ROUTINE 13—Read Carefully and ROUTINE 15—Read the Sentences.</i></p>	<p>11f-g—Structural Analysis: Read the Groups/Read the Words Pronounce words formed by combining bases made up of taught patterns with <i>er</i> and <i>est</i>; pronounce <i>y</i>-derivative words formed by changing the <i>y</i> to <i>i</i> and adding <i>es</i> and <i>ed</i>. <i>Students should be able to identify words with common suffixes, simple multi-syllabic words, and simple contractions quickly. You may also assess during ROUTINE 13—Read Carefully and ROUTINE 15—Read the Sentences.</i></p>	<p>12d-e—Syllable Types: Read the Parts Pronounce multi-syllabic words made up of the following patterns and syllable types: <i>cvc-vc</i> (<i>cabin</i>), <i>cvc-cvc</i> (<i>basket</i>), ending in consonant <i>y</i> (as in <i>baby, candy</i>). <i>Students should be able to identify words with common suffixes, simple multi-syllabic words, and simple contractions quickly. You may also assess during ROUTINE 13—Read Carefully and ROUTINE 15—Read the Sentences.</i></p>	<p>16—Strategic and Fluent Reading: Read the Story During oral reading, when a word is unknown, apply a flexible strategy for determining the pronunciation of unknown words; orally read an ending Grade 1 level passage with appropriate prosody at a rate of at least 50 words per minute by the end of Lesson 120. <i>Students should be able to read passages on Partner Pages quickly and with little assistance, as passages are comprised of taught words, sounds, and patterns. Make notes of the words missed to determine which skills are posing the most difficulty.</i></p>	<p>17—Strategic Reading: Sound, Read, and Check Apply a flexible strategy for determining the pronunciation of unknown multisyllabic words.</p>
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See Scope and Sequence for Objectives 5, 6, 8, and 13, which were also addressed in Lessons 91–120.

Observe students carefully during ROUTINE 8—Sound and Spell Sort. Do not skip Sound and Spell Sort, though you may want to make it more challenging (see tips in lessons for suggestions) or have students write words instead of building them with letter cards. Teach students to apply phonics and word analysis skills to multisyllabic words they encounter during independent reading.

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.

ROUTINE 11—Read the Groups
ROUTINE 12—Read the Parts
 These skills are part of cumulative review in ROUTINE 13—Read Carefully; however, re-teach and provide focused review, as described above, when you observe students performing inconsistently on these skills.
 Teach more advanced prefixes and suffixes, as well as other syllable patterns. Use the words students encounter during independent and guided reading to determine which skills to teach.

ROUTINE 16—Read the Story
 If on Partner Practice pages students are missing more than two or three words during this routine, provide additional practice, as described above, before moving on to the next lessons. Stories should be read several times by struggling students. Analyze student errors to determine underlying skills that need to be re-taught and practiced.
 Students should read stories and books on their own reading level regularly. Generally, students should make no more than one error for every 10 words in books read independently. Teach students to select appropriate books using this as a guideline. Be sure students are reading with prosody (rhythmic expression that is critical to fluent, meaningful reading). Have them practice stories to read to others, giving them a purpose for their practice.

17—Strategic Reading: Sound, Read, and Check
 It is important to provide additional practice, as described above, with this key skill, but to move forward in the lessons, as this skill is practiced further in upcoming lessons.
 Teach students to apply this skill as they read text outside of the skills block.