

# Skills Block Focus Sheet for Lessons 11–15

Photocopy this sheet each week for each group.

		Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
Small Group Instruction/Partner Practice	2 Groups: 15 – 20 Minutes Per Group	<b>1—WHAT WORD?</b> Blending Phonemes	<b>1—WHAT WORD?</b> Blending Phonemes	<b>1—WHAT WORD?</b> Blending Phonemes	<b>1—WHAT WORD?</b> Blending Phonemes	<b>1—WHAT WORD?</b> Blending Phonemes
		<b>2—SAY IT SLOWLY</b> Segmenting Words	<b>2—SAY IT SLOWLY</b> Segmenting Words	<b>2—SAY IT SLOWLY</b> Segmenting Words	<b>2—SAY IT SLOWLY</b> Segmenting Words	<b>2—SAY IT SLOWLY</b> Segmenting Words
		<b>3—NEW SOUND</b> <i>e, /e ➡/ (elephant)</i> Optional sound review: <i>j, /j/ (jar); qu, /kw/ (queen);</i> <i>v, /v ➡/ (vest);</i> <i>w, /w ➡/ (watch)</i>		<b>3—NEW SOUND</b> <i>th, /th/ (thumb)</i> Optional sound review: <i>x, /ks/ (x-ray);</i> <i>y, /y ➡/ (yarn);</i> <i>z, /z ➡/ (zebra)</i>		
		<b>5—WRITE, SOUND, AND SAY WORDS</b> Word Analysis	<b>5—WRITE, SOUND, AND SAY WORDS</b> Word Analysis	<b>5—WRITE, SOUND, AND SAY WORDS</b> Word Analysis	<b>5—WRITE, SOUND, AND SAY WORDS</b> Word Analysis	<b>5—WRITE, SOUND, AND SAY WORDS</b> Word Analysis
		<b>8—NEW LOOK AND SAY WORDS</b> High-Frequency Common Words: <i>does, any, there, put, like</i>	<b>8—NEW LOOK AND SAY WORDS</b> High-Frequency Common Words: <i>was, who, good, do, want</i>			
		<b>9—LOOK AND SAY WORDS</b> High-Frequency Words Cumulative Review	<b>9—LOOK AND SAY WORDS</b> High-Frequency Words Cumulative Review	<b>9—LOOK AND SAY WORDS</b> High-Frequency Words Cumulative Review	<b>9—LOOK AND SAY WORDS</b> High-Frequency Words Cumulative Review	<b>9—LOOK AND SAY WORDS</b> High-Frequency Words Cumulative Review
		<b>10—READ THE GROUPS</b> Structural Analysis	<b>10—READ THE GROUPS</b> Structural Analysis	<b>10—READ THE GROUPS</b> Structural Analysis	<b>10—READ THE WORDS</b> Structural Analysis	<b>10—READ THE WORDS</b> Structural Analysis
		<b>12—READ CAREFULLY</b> Cumulative Review	<b>12—READ CAREFULLY</b> Cumulative Review	<b>12—READ CAREFULLY</b> Cumulative Review	<b>12—READ CAREFULLY</b> Cumulative Review	<b>12—READ CAREFULLY</b> Cumulative Review
		<b>13—BUILD SENTENCES</b> Strategic and Fluent Reading	<b>13—BUILD SENTENCES</b> Strategic and Fluent Reading	<b>13—BUILD SENTENCES</b> Strategic and Fluent Reading	<b>13—BUILD SENTENCES</b> Strategic and Fluent Reading	<b>13—BUILD SENTENCES</b> Strategic and Fluent Reading
		<b>14—READ THE STORY</b> Strategic and Fluent Reading	<b>14—READ THE STORY</b> Strategic and Fluent Reading	<b>14—READ THE STORY</b> Strategic and Fluent Reading	<b>14—READ THE STORY</b> Strategic and Fluent Reading	<b>14—READ THE STORY</b> Strategic and Fluent Reading

Date \_\_\_\_\_ Class \_\_\_\_\_

Student Names

Small Group Assessment	Objective	Routine	Skill Level					
	Orally blend 2–5 phonemes into a word (teacher: /s ➡ //a ➡ //t/; student: <i>sat</i> )	<b>1—WHAT WORD?</b>	Practice					
	Orally segment words with 2–5 phonemes into individual phonemes (teacher: <i>fast</i> ; student: /f ➡ //a ➡ //s ➡ //t/)	<b>2—SAY IT SLOWLY</b>	Practice					
	Say the most common sound for <i>e, /e /; th, /th/</i> (optional sound review: see above)	<b>3—NEW SOUND</b>	Introduce					
	Pronounce short vowel words in which each letter represents its most common sound, including VC/CVC/CVCC patterns (ex: <i>sat, sand</i> )	<b>5—WRITE, SOUND, AND SAY</b>	Practice					
	Pronounce featured sight words: <i>does, any, there, put, like, was, who, good, do, want</i>	<b>8—NEW LOOK AND SAY</b>	Introduce					
	Fluently pronounce taught sight words	<b>9—LOOK AND SAY WORDS</b>	Practice					
	Pronounce words formed by combining words made up of taught spelling patterns with <i>-s, -ed, and -ing</i> (excluding CVCe words)	<b>10—READ THE GROUPS</b>	Introduce					
	Pronounce words made up of taught spelling patterns and syllable types	<b>12—READ CAREFULLY</b>	Practice					
	Read sentences made up of taught sight words and word patterns	<b>13—BUILD SENTENCES</b>	Practice					
Read a story, applying a flexible strategy to determine the pronunciation of unknown words with appropriate prosody	<b>14—READ THE STORY</b>	Introduce						

Assessment Key: S = Struggling P = Practicing M = Mastered

Additional Comments/Observations: \_\_\_\_\_

## Look and Say Words: *does, any, there, put, like*; New Sound *Ee*

**OBJECTIVES:** Say the short vowel sound for *Ee*, /e ➔ /; Pronounce the words *does, any, there, put, like*; Pronounce words formed by combining words made up of taught patterns with *-s, -ed*, and or *-ing* (excluding CVCe) words; Read a story, applying a flexible strategy to determine the pronunciation of unknown words, with appropriate prosody; Cumulative Review

### Small Group Instruction/Partner Practice

#### USE ROUTINE 1—What Word?

Phonemic Awareness: Blending Phonemes

##### MATERIALS

WORD BANK	
spell /s ➔ / /p/ /e ➔ / /l ➔ /	home /h/ /ō ➔ / /m ➔ /
crust /k/ /r ➔ / /u ➔ / /s ➔ / /t/	glass /g/ /l ➔ / /a ➔ / /s ➔ /

#### USE ROUTINE 2—Say It Slowly

Phonemic Awareness: Segmenting Words Into Phonemes

##### MATERIALS

WORD BANK	
glass	spell
home	crust

#### USE ROUTINE 3—New Sound

Phonics: Introducing New Sound

##### MATERIALS

- Teacher Key Word Card: *e/elephant* and all cards for review
- Teacher and Student Letter Cards: *e, j, qu, s, t, v, w*
- Optional: Teacher Key Word Cards *j/jar, qu/queen, v/vest, w/watch*

WORD BANK		
wet	jet	west
quest	vest	vet

#### USE ROUTINE 5—Write, Sound, and Say Words

Phonics: Word Analysis

##### MATERIALS

- Chart 11
- Partner Practice Book page 11

#### USE ROUTINE 8—New Look and Say Words

Word Recognition: Introducing High-Frequency Words

##### MATERIALS

- Teacher and Student Look and Say Word Cards: *does, any, there, put, like*, and cards for review

#### USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words:  
Cumulative Review

##### MATERIALS

- Chart 11

#### USE ROUTINE 10—Read the Groups

Structural Analysis

##### MATERIALS

- Chart 11

#### USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

##### MATERIALS

- Partner Practice Book page 11

#### USE ROUTINE 13—Build Sentences

Word Recognition: Strategic and Fluent Reading

##### MATERIALS

- Teacher and Student Look and Say Word Cards: *here, I, is, like, my, put, the*
- Teacher and Student Sound and Say Word Cards: *bed, bells, box, dish, in, jam, Jan, left, that, this, with*
- Chart 11

#### USE ROUTINE 14—Read the Story

Strategic and Fluent Reading

##### MATERIALS

Partner Practice Book page 11

**REMINDER**

Students read the story to another student or to the teacher.

**CLOSURE**

**TEACHER:** What is our Key Word for the letter *e*?  
(Hold up Teacher Key Word Card, letter side.)

**STUDENTS:** *elephant*

**TEACHER:** What sound? (Point to the letter *e* on the card.)

**STUDENTS:** /e ➔ /

**TEACHER:** (Model sounding and reading words with *e* from the chart.)

**OBJECTIVES:** Pronounce the words *was, who, good, do, want*; Cumulative Review

## Small Group Instruction/Partner Practice

### USE ROUTINE 1—What Word?

Phonemic Awareness: Blending Phonemes

#### MATERIALS

WORD BANK	
stand /s ➔ / /t/ /a ➔ / /n ➔ / /d/	name /n ➔ / /ā ➔ / /m ➔ /
shut /sh ➔ / /u ➔ / /t/	place /p/ /l ➔ / /ā ➔ / /s ➔ /

### USE ROUTINE 2—Say It Slowly

Phonemic Awareness: Segmenting Words Into Phonemes

#### MATERIALS

WORD BANK	
name	shut
place	stand

### USE ROUTINE 5—Write, Sound, and Say Words

Phonics: Word Analysis

#### MATERIALS

- Chart 12
- Partner Practice Book page 12

### USE ROUTINE 8—New Look and Say Words

Word Recognition: Introducing High-Frequency Words

#### MATERIALS

- Teacher and Student Look and Say Word Cards: *was, who, good, do, want*, and cards for review

#### REMINDER

Provide corrective feedback and scaffolding by placing all of the words in front of the group and having students repeat the new words in order several times.

### USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words: Cumulative Review

#### MATERIALS

- Chart 12

#### REMINDER

The majority of instructional time with charts should involve unison responses. However, you should conduct some individual checks as well.

### USE ROUTINE 10—Read the Groups

Structural Analysis

#### MATERIALS

- Chart 12

#### REMINDER

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

### USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

#### MATERIALS

- Partner Practice Book page 12

### USE ROUTINE 13—Build Sentences

Word Recognition: Strategic and Fluent Reading

#### MATERIALS

- Teacher and Student Look and Say Word Cards: *here, I, is, like, my, put, the*
- Teacher and Student Sound and Say Word Cards: *bed, bells, box, dish, in, jam, Jan, left, that, this, with*
- Chart 12

#### TEACHER TIP

The same word cards are used for Routine 13 in Lessons 11–15.

### USE ROUTINE 14—Read the Story

Strategic and Fluent Reading

#### MATERIALS

- Partner Practice Book page 12

#### REMINDER

Monitor students' reading carefully, encouraging students to assist each other and reminding them to repeat sentences until they can read them easily, with no mistakes.

#### CLOSURE

**TEACHER:** *What new Look and Say words did we practice today?*

**STUDENTS:** *was, who, good, do, want*

#### TEACHER TIP

If needed, use Look and Say Teacher Word Cards or point to words on the chart.

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

### Small Group Instruction/Partner Practice

#### USE ROUTINE 1—What Word?

Phonemic Awareness: Blending Phonemes

##### MATERIALS

WORD BANK	
stop /s ➔ / /t/ /o ➔ / /p/	play /p/ /l ➔ / /ā ➔ /
frame /f ➔ / /r ➔ / /ā ➔ / /m ➔ /	brave /b/ /r ➔ / /ā ➔ / /v ➔ /

#### USE ROUTINE 2—Say It Slowly

Phonemic Awareness: Segmenting Words Into Phonemes

##### MATERIALS

WORD BANK	
play	frame
brave	stop

#### USE ROUTINE 3—New Sound

Phonics: Introducing New Sound

##### MATERIALS

- Teacher Key Word Card: *th/thumb* and all cards for review
- Teacher and Student Letter Cards: *e, i, n, s, th, w, wh, x*
- **Optional:** Teacher Key Word Cards: *x/x-ray, y/yarn, z/zebra*

WORD BANK		
with	this	when
then	six	sixth

#### USE ROUTINE 5—Write, Sound, and Say Words

Phonics: Word Analysis

##### MATERIALS

- Chart 13
- Partner Practice Book page 13

#### USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words:  
Cumulative Review

##### MATERIALS

- Chart 13

#### USE ROUTINE 10—Read the Groups

Structural Analysis

##### MATERIALS

- Chart 13

**REMINDER**

The pacing of chart work should be as quick as possible, while still providing all students with enough thinking time.

#### USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

##### MATERIALS

- Partner Practice Book page 13

#### USE ROUTINE 13—Build Sentences

Word Recognition: Strategic and Fluent Reading

##### MATERIALS

- Teacher and Student Look and Say Word Cards: *here, I, is, like, my, put, the*
- Teacher and Student Sound and Say Word Cards: *bed, bells, box, dish, in, jam, Jan, left, that, this, with*
- Chart 13

##### TEACHER TIP

The same word cards are used for Routine 13 in Lessons 11–15.

#### USE ROUTINE 14—Read the Story

Strategic and Fluent Reading

##### MATERIALS

- Partner Practice Book page 13

##### CLOSURE

**TEACHER:** What is our Key Word for the letter pattern *th*? (Hold up Teacher Key Word Card, letter side.)

**STUDENTS:** thumb

**TEACHER:** What sound? (Point to the letters *th* on the card.)

**STUDENTS:** /th/

**TEACHER:** (Model sounding and reading words with *th* from the chart.)

## Small Group Instruction/Partner Practice

## USE ROUTINE 1—What Word?

Phonemic Awareness: Blending Phonemes

## MATERIALS

## WORD BANK

flag /f ➔ /l ➔ /a ➔ /g/	place /p /l ➔ /ā ➔ /s ➔ /
step /s ➔ /t/ /e ➔ /p/	print /p/ /r ➔ /i ➔ /n ➔ /t/

## USE ROUTINE 2—Say It Slowly

Phonemic Awareness: Segmenting Words Into Phonemes

## MATERIALS

## WORD BANK

place	step
print	flag

## USE ROUTINE 5—Write, Sound, and Say Words

Phonics: Word Analysis

## MATERIALS

- Chart 14
- Partner Practice Book page 14

## USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words: Cumulative Review

## MATERIALS

- Chart 14

## REMINDER

Conduct individual checks by pointing to a few items in a random order.

## USE ROUTINE 10—Read the Words

Structural Analysis

## MATERIALS

- Chart 14

## REMINDER

The goal is for students to say words quickly. Repeat charts as needed so students become fluent.

## USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

## MATERIALS

- Partner Practice Book page 14

## TEACHER TIP

Use Partner Practice time to provide corrective feedback to students.

## USE ROUTINE 13—Build Sentences

Word Recognition: Strategic and Fluent Reading

## MATERIALS

- Teacher and Student Look and Say Word Cards: *here, I, is, like, my, put, the*
- Teacher and Student Sound and Say Word Cards: *bed, bells, box, dish, in, jam, Jan, left, that, this, with*
- Chart 14

## TEACHER TIP

The same word cards are used for Routine 13 in Lessons 11–15.

## USE ROUTINE 14—Read the Story

Strategic and Fluent Reading

## MATERIALS

- Partner Practice Book page 14

## CLOSURE

**TEACHER:** *We have been practicing words with the letter e in them. Let's say a few words together. (Point to words with an e from the chart.)*

## Small Group Instruction/Partner Practice

## USE ROUTINE 1—What Word?

Phonemic Awareness: Blending Phonemes

## MATERIALS

WORD BANK	
clasp /k/ /l/ ➔ /a/ ➔ /s/ ➔ /p/	flash /f/ ➔ /l/ ➔ /a/ ➔ /sh/ ➔ /
hide /h/ /i/ ➔ /d/	craft /k/ /r/ ➔ /a/ ➔ /f/ ➔ /t/

## USE ROUTINE 2—Say It Slowly

Phonemic Awareness: Segmenting Words Into Phonemes

## MATERIALS

WORD BANK	
hide	craft
clasp	flash

## USE ROUTINE 5—Write, Sound, and Say Words

Phonics: Word Analysis

## MATERIALS

- Chart 15
- Partner Practice Book page 15

## USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words:  
Cumulative Review

## MATERIALS

- Chart 15

## REMINDER

The goal is for students to say words quickly. Repeat charts as needed so students become fluent.

## USE ROUTINE 10—Read the Words

Structural Analysis

## MATERIALS

- Chart 15

## USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

## MATERIALS

- Partner Practice Book page 15

## USE ROUTINE 13—Build Sentences

Word Recognition: Strategic and Fluent Reading

## MATERIALS

- Teacher and Student Look and Say Word Cards: *here, I, is, like, my, put, the*
- Teacher and Student Sound and Say Word Cards: *bed, bells, box, dish, in, jam, Jan, left, that, this, with*
- Chart 15

## TEACHER TIP

The same word cards are used for Routine 13 in Lessons 11–15.

## USE ROUTINE 14—Read the Story

Strategic and Fluent Reading

## MATERIALS

- Partner Practice Book page 15

## TEACHER TIP

Monitor students carefully, encouraging them to provide each other with 3–4 seconds of think time before offering help.

## CLOSURE

**TEACHER:** *We have been practicing words with the letter pattern th in them. Let's say a few words together. (Point to words with th from the chart.)*