

Skills Block Focus Sheet for Lessons 76–80

Photocopy this sheet
each week for each group.

		Lesson 76	Lesson 77	Lesson 78	Lesson 79	Lesson 80
Small Group Instruction/Partner Practice	2 Groups: 15 – 20 Minutes Per Group	6—SOUND AND SAY WORDS Word Analysis	6—SOUND AND SAY WORDS Word Analysis	6—SOUND AND SAY WORDS Word Analysis	6—SOUND AND SAY WORDS Word Analysis	6—SOUND AND SAY WORDS Word Analysis
			7—SOUND AND SPELL SORT Word Analysis		7—SOUND AND SPELL SORT Word Analysis	
		9—LOOK AND SAY WORDS High-Frequency Words Cumulative Review	9—LOOK AND SAY WORDS High-Frequency Words Cumulative Review	9—LOOK AND SAY WORDS High-Frequency Words Cumulative Review	9—LOOK AND SAY WORDS High-Frequency Words Cumulative Review	9—LOOK AND SAY WORDS High-Frequency Words Cumulative Review
		11—READ THE PARTS Syllable Types	11—READ THE PARTS Syllable Types	11—READ THE PARTS Syllable Types	11—READ THE PARTS Syllable Types	11—READ THE PARTS Syllable Types
		12—READ CAREFULLY Cumulative Review	12—READ CAREFULLY Cumulative Review	12—READ CAREFULLY Cumulative Review	12—READ CAREFULLY Cumulative Review	12—READ CAREFULLY Cumulative Review
		14—READ THE STORY Strategic and Fluent Reading	14—READ THE STORY Strategic and Fluent Reading	14—READ THE STORY Strategic and Fluent Reading	14—READ THE STORY Strategic and Fluent Reading	14—READ THE STORY Strategic and Fluent Reading
						4—THINK, TALK, AND WRITE Invented Spelling

Date _____ Class _____

Student Names

Small Group Assessment	Objective	Routine	Skill Level					
	Write sentences or phrases that relate to a story and include words in which each phoneme is spelled with a grapheme that makes that sound, applying all taught graphemes	4—THINK, TALK, AND WRITE	Practice/Master					
	Pronounce words made up of letter patterns taught in NEW SOUND and short vowel words in which each letter represents its most common sound, including CCVC pattern (<i>grin</i>)	6—SOUND AND SAY	Practice/Master					
	Demonstrate understanding of letter-sound correspondences by writing words that are made up of taught letter sounds and patterns	7—SOUND AND SPELL SORT	Practice/Master					
	Fluently pronounce taught sight words	9—LOOK AND SAY WORDS	Practice/Master					
	Pronounce multisyllabic words made up of taught spelling patterns and syllable types	11—READ THE PARTS	Practice/Master					
	Pronounce words made up of taught spelling patterns and syllable types	12—READ CAREFULLY	Practice/Master					
	Read a story, applying a flexible strategy to determine the pronunciation of unknown words with appropriate prosody	14—READ THE STORY	Practice/Master					

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

Additional Comments/Observations: _____

Small Group Instruction/Partner Practice

USE ROUTINE 6—Sound and Say Words

Phonics: Word Analysis

MATERIALS

- Chart 76

USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words

Cumulative Review

MATERIALS

- Chart 76

USE ROUTINE 11—Read the Parts

Word Recognition: Syllable Types

MATERIALS

- Chart 76

USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

MATERIALS

- Partner Practice Book page 76

USE ROUTINE 14—Read the Story

Word Recognition: Strategic and Fluent Reading

MATERIALS

- Partner Practice Book page 76

TEACHER TIP

Use closures in Lessons 76–80 to review Look and Say Words that need additional support.

CLOSURE

TEACHER: *What are these words?* (Hold up selected Look and Say Teacher Word Cards.)

STUDENTS: (read words)

Small Group Instruction/Partner Practice

USE ROUTINE 6—Sound and Say Words

Phonics: Word Analysis

MATERIALS

- Chart 77

USE ROUTINE 7—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Blackline Master 1

WORD BANK
Words with <i>ow</i> : <i>now, brown, cow</i>
Words with <i>aw</i> : <i>saw, thaw, straw</i>

TEACHER TIP

You may prefer to replace the words in Routine 7 with words that feature patterns students are struggling to master.

USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words

Cumulative Review

MATERIALS

- Chart 77

USE ROUTINE 11—Read the Parts

Word Recognition: Syllable Types

MATERIALS

- Chart 77

USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

MATERIALS

- Partner Practice Book page 77

USE ROUTINE 14—Read the Story

Word Recognition: Strategic and Fluent Reading

MATERIALS

- Partner Practice Book page 77

TEACHER TIP

Use closures in Lessons 76–80 to review Look and Say Words needing additional support.

CLOSURE

TEACHER: *What are these words?* (Hold up selected Look and Say Teacher Word Cards.)

STUDENTS: (read words)

Small Group Instruction/Partner Practice

USE ROUTINE 6—Sound and Say Words

Phonics: Word Analysis

MATERIALS

- Chart 78

USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words

Cumulative Review

MATERIALS

- Chart 78

USE ROUTINE 11—Read the Parts

Word Recognition: Syllable Types

MATERIALS

- Chart 78

USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

MATERIALS

- Partner Practice Book page 78

USE ROUTINE 14—Read the Story

Strategic and Fluent Reading

MATERIALS

- Partner Practice Book page 78

TEACHER TIP

Use closures in Lessons 76–80 to review Look and Say Words needing additional support.

CLOSURE

TEACHER: *What are these words?* (Hold up selected Look and Say Teacher Word Cards.)

STUDENTS: (read words)

Small Group Instruction/Partner Practice

USE ROUTINE 6—Sound and Say Words

Phonics: Word Analysis

MATERIALS

- Chart 79

USE ROUTINE 7—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Blackline Master 2

WORD BANK

Words with *ow*: *snow, snowed, snowy*

Words with *oi*: *noise, noisy, noisiest*

TEACHER TIP

You may prefer to replace the words in Routine 7 with words that feature patterns students are struggling to master.

USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words

Cumulative Review

MATERIALS

- Chart 79

USE ROUTINE 11—Read the Parts

Word Recognition: Syllable Types

MATERIALS

- Chart 79

USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

MATERIALS

- Partner Practice Book page 79

USE ROUTINE 14—Read the Story

Word Recognition: Strategic and Fluent Reading

MATERIALS

- Partner Practice Book page 79

CLOSURE

TEACHER: *What are these words?* (Hold up selected Look and Say Teacher Word Cards.)

STUDENTS: (read words)

Small Group Instruction/Partner Practice

USE ROUTINE 6—Sound and Say Words

Phonics: Word Analysis

MATERIALS

- Chart 80

USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words

Cumulative Review

MATERIALS

- Chart 80

USE ROUTINE 11—Read the Parts

Word Recognition: Syllable Types

MATERIALS

- Chart 80

USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

MATERIALS

- Partner Practice Book page 80

USE ROUTINE 14—Read the Story

Word Recognition: Strategic and Fluent Reading

MATERIALS

- Partner Practice Book page 80

USE ROUTINE 4—Think, Talk, and Write

Phonics: Developmental Spelling

MATERIALS

- Partner Practice Book 80
- Blackline Master 1

WRITING PROMPT

How would you like to spend the last day of school?

CLOSURE

TEACHER: *What are these words?* (Hold up selected Look and Say Teacher Word Cards.)

STUDENTS: (read words)