

CONDUCTING THE ASSESSMENT

After successfully completing Lesson 20, it is critical to review student progress. *Do not continue before completing the steps below to determine if students are ready to proceed to Lesson 21.* Your review of student progress will be based on your observations during lessons 11–20 and Phonics Intervention Assessment 2. If you have administered other assessments, include that data in this process as appropriate.

1. Gather Materials

- Assessment 2 Student Sheet (use teacher's guide page 175 or make photocopies)
- Assessment 2 Scoring Sheet (page 184, one copy for each student)
- Completed Focus Sheets for Lessons 11–15 and 16–20
- Appropriate Mondo or other assessment data

2. Administer and Score Assessment 2

- Administer Assessment 2 following directions on the scoring sheet. The directions mirror the routines from Lessons 11–20. *Do not provide any feedback or assistance.*
- Mark errors with slashes and write the total number of errors for each routine in the spaces provided.

3. Complete the Summary Chart (see sample at right)

- **Column A:** Transfer the most recent student skill levels (*S*, *P*, or *M*) from the Focus Sheets for Lessons 11–15 and 16–20 onto the Summary Chart on page 2 of the scoring sheet.
- **Column B:** Transfer the number of errors for each objective on the Assessment 2 Scoring Sheet onto the Summary Chart. For Objectives 3/5, write the total number of errors on Sound & Say (S&S) Words as calculated on the chart. For Objectives 8/9, write the total number of errors on Look & Say (L&S) Words as calculated on the chart.
- **Column C:** Based on observations during lessons and assessment, indicate whether the student is fluent in the skill (*yes* or *no*). If a student does not respond to most items within 2–3 seconds, write *no*.
- **Column D:** Indicate whether additional practice is needed for the skill (*yes* or *no*). Write *no* only if the Focus Sheet level for that skill is **M** AND the number of errors for that skill is 0 or 1 AND you wrote *yes* for fluency.

GUIDELINES FOR INTERVENTION ACTIONS AND INSTRUCTIONAL DECISIONS

Refer to the Summary Chart and Assessment Scoring Sheet to evaluate data and make individual intervention decisions. Indicate one of the following actions at the bottom of the scoring sheet.

Use the suggested guidelines that follow to help determine which action to take (see sample at right).

- Repeat Lessons 11–20
- Repeat a few lessons
- Practice one or two skills
- Proceed to Lesson 21

When should I...

1. Repeat Lessons 11–20?

- When additional practice is needed on more than 1 or 2 skills.
- When students are accurate but respond very slowly. Most skills from Lessons 11–20 are reviewed in Lessons 21–30, but new skills are added at a fast pace, so lessons become more challenging very quickly. Therefore, students need to be fluent with the content in Lessons 11–20 before moving on.
- If students are still having difficulty blending sounds. Students should be very fluent in this skill before moving on.

2. Repeat just a few lessons? How do I decide which lessons to repeat?

- If students are having difficulty with one or two featured sounds, repeat the lessons that introduced those sounds.
- If students mastered skills taught in Lessons 11–15 (refer to your Focus Sheet) but not in Lessons 16–20, repeat only 16–20. Then move on to Lesson 21.

3. Practice one or two skills before moving on?

- When no additional practice is needed on any objective.
- When additional practice is needed on only 1 or 2 objectives. See recommendations that follow for ways to provide critical additional practice.
- If students need additional practice with objectives in the phonemic awareness strand, it is okay to move on. However, the P.A. strand ends with Lesson 20, so it is important to continue practicing Routines 1 and 2. Develop your own word banks for these routines using Sound and Say Words from the list on page 56. Use your judgment as when to move on to Lesson 21.

4. Move directly on to Lesson 21?

- If no additional practice is needed on any skills or objectives.

What if only one student is not ready to move on?

Use your professional judgment in deciding whether or not to move on. If you do, it is critical that the student who is struggling receives the practice needed to maintain success in the group. Consider the following approaches:

- Preteach upcoming skills individually, perhaps immediately prior to the small group lesson.
- Keep student after the small group lesson each day for an additional 2–3 minutes of review.
- Provide additional practice using any of the recommendations that follow. Check the availability of other resources (cross-age tutoring, peer tutoring, volunteers, families, reading specialists, paraprofessionals, etc.).

RECOMMENDATIONS FOR ADDITIONAL PRACTICE

Phonemic Awareness Strand

1—WHAT WORD? Blending Phonemes

2—SAY IT SLOWLY: Segmenting Words Into Phonemes

- Repeat routines with words from the Sound and Say list at right. Note: These skills are only practiced in Lessons 1–20.

TEACHER TIP

Model carefully for students. Words that begin with continuous sounds (e.g. fan, sick, nap) are easier to blend because you can stretch and connect the sounds. This is particularly important for students having difficulty blending.

Phonics Strand

3—NEW SOUND: Introducing New Sound

5B—WRITE, SOUND, AND SAY

- Have students use letter cards to build Sound and Say Words from the list at right, as in Routine 3. This helps students remember the sounds of letters and provides excellent phonemic awareness practice.
- Follow Routine 5 with words from the Sound and Say Word list at right. Write words on a dry-erase board for students to copy and sound.
- For Objective 5, use the Sound and Say Word list at right to create additional practice activities (see suggestions on page 24).

Word Recognition Strand

8—NEW LOOK AND SAY WORDS: High-Frequency Words

9—LOOK AND SAY WORDS: High-Frequency Words

10—READ THE GROUPS: Structural Analysis

11—READ THE PARTS : Syllable Types

12—READ CAREFULLY: Cumulative Review

13—BUILD SENTENCES: Cumulative Review

14—READ THE STORY: Strategic and Fluent Reading

Recommendations for Additional Practice

- For Objectives 8 and 9, use the Look and Say Word list at right (and previous L&S list, if needed) to create additional practice activities (see page 24).
- For Objectives 10 and 11, review charts with students.
- For Objectives 12 and 13, use both the Look and Say Word list and the Sound and Say Word list at right to create additional practice activities (see page 24).
- Have students reread *Partner Practice Book* pages 11–20 with a peer, family member, volunteer, or paraprofessional.
- Have students reread both charts and *Partner Practice Book* pages 11–20 with a volunteer or paraprofessional.

TEACHER TIP

Use previous lists of Sound and Say and Look and Say Words to provide cumulative review in additional practice activities.

WORD BANK Lessons 11–20							
Boldface words in blue boxes are high-frequency words. These are important words for students to identify quickly.							
Lesson	Feature/Word Patterns	Sounds and Say Words					
11	<i>e, / ě ➔ /</i>	bed	pet	wish	Jeff	pen	test
	review consonants: <i>j, v, qu, w/wh</i>	best	red	beg	Jen	quack	van
		end	set	bell	jet	quest	wag
	Look and Say Words	get	step	bend	Jim	quick	web
	does, any, there, put, like	help	tell	bent	job	quit	wet
		hen	ten	bet	jog	rest	west
		left	well	Ed	Ken	send	wig
		leg	went	end	mess	shell	win
		let	when	jam	met	Ted	wind
		men	will	Jan	net	Tess	
12	Look and Say Words						
	good, do, want						
13	<i>th, / th ➔ /</i>	box	yes	with	next	yam	
	review consonants: <i>x, y, z</i>	fox	that	bath	path	yell	
		next	them	fix	thick	yet	
		six	then	math	thin	zap	
		than	this	mix	vet	zip	
16	<i>u, / ũ ➔ /</i>	bus	sun	cup	nuts	shut	spun
	ccvc cont. init.	but	up	duck	pump	slam	stack
		cut	us	dug	pup	slip	stem
	Look and Say Words	duck	be	dust	rub	smack	step
	your, fine, as, very, door	fun	go	gum	run	smell	stick
		jump	he	Gus	shut	speck	still
		just	me	hug	skill	spend	stuck
		must	no	hum	skin	shut	swam
		run	bug	luck	slap	spell	swim
		stand	bump	lump	slid	spill	stack
	still	bun	mud	rug	spin		
	stop	cub	mug	run	spot		
17	Look and Say Words						
	many, his, one, into, where						
18	<i>ch</i>	much	which	Chad	chess	chick	chin
		such		chat	chest	chill	chop