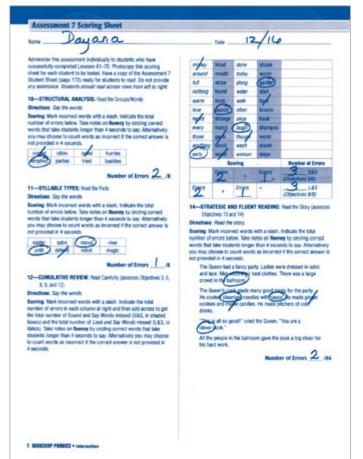
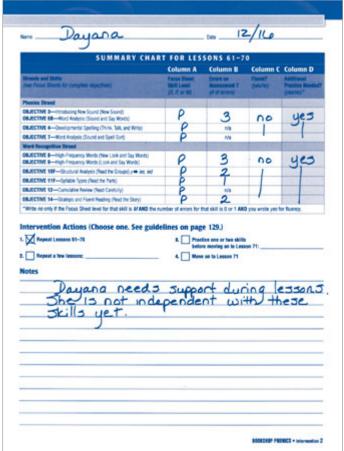
DATA EVALUATION AND INSTRUCTIONAL DECISION (sample)





In this Assessment 7 sample, Dayana has demonstrated that she lacks both confidence and fluency, and still needs considerable practice. Her teacher has chosen Option 1 and will repeat Lessons 61–70.

RECOMMENDATIONS FOR ADDITIONAL PRACTICE

Phonics Strand

3—NEW SOUND: Introducing New Sound

4—THINK, TALK, AND WRITE: Developmental Spelling

6B—SOUND AND SAY WORDS: Word Analysis **7—SOUND AND SPELL SORT:** Word Analysis

- For Objectives 3 and 6, use the Sound and Say Word list at right to create additional practice activities (see suggestions on page 24).
- For Objective 4, conduct Routine 4 with stories from the *Partner Practice Book* or other stories familiar to students, creating your own prompting questions.
- For Routine 7, create additional sorts using the Sound and Say Words from the list at right.

TEACHER TIP -

Use previous lists of Sound and Say Words to provide review and discrimination practice.

Word Recognition Strand

8—NEW LOOK AND SAY WORDS: High-Frequency Words
9—LOOK AND SAY WORDS: High-Frequency Words
10F—READ THE GROUPS: Structural Analysis
11F—READ THE PARTS: Syllable Types
12—READ CAREFULLY: Cumulative Review

14—READ THE STORY: Strategic and Fluent Reading
15—SOUND, READ, AND CHECK: Strategic Reading

- For Objectives 8 and 9, use the Look and Say Word list at right (and previous Look and Say Word Lists, if needed) to create additional practice activities (see suggestions on page 24).
- For Objectives 10 and 11, review charts with students. Additional activities to practice these skills are described on page 24.
- For Objectives 12 and 13, use both the Look and Say and Sound and Say Word lists at right to create additional practice activities (see suggestions on page 24).
- Have students reread Partner Practice Book pages 61–70 with a peer, family member, volunteer, or paraprofessional. Have students reread charts 61–70 with a volunteer or paraprofessional.
- For Objective 15, encourage students to use the strategy when reading connected text.

TEACHER TIP -

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

WORD BANK Lessons 61–70 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						
61	00/00/	book	brook	hood	shook	wooden		
		good	cook	hook	stood	understood		
	Look and Say Words	look	crook	nook	wood			
	along, heard, laugh	took	foot	overlook				
62	Look and Say Words							
	along, heard, laugh							
63	ge/j/	large	age	change	gem	huge	sledge	
	gi/j/		barge	charge	gentle	large	stage	
	_dge /j/		bridge	danger	germ	ledge	strange	
			cage	dredge	hedge	page	wage	
						pledge	wedge	
66	au /aw/	draw	august	sauce				
	aw/aw/	saw	awful	crawl	fraud	launch	shawl	
			awning	drawn	haul	laundry	squawk	
			bawl	faucet	hawk	lawn	straw	
			claw	fault	jaw	lawyer	thaw	
						scrawl	yawn	
67	Look and Say Words							
	done, woman							
68	wor/wir/	work	word	worry				
			world	worship				
			worm	worst				
				worth				

Skills Block Focus Sheet for Lessons 71–75

		Lesson 71	Lesson 72	Lesson 73	Lesson 74	Lesson 75
		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	
er Practice	er Group	8—NEW LOOK AND SAY WORDS High-Frequency Common Words: another, through	8—NEW LOOK AND SAY WORDS High-Frequency Common Words: together, sure			
Group Instruction/Partner	20 Minutes P	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
	15 – 2	10—READ THE GROUPS Structural Analysis	10—READ THE GROUPS Structural Analysis	10—READ THE WORDS Structural Analysis	10—READ THE WORDS Structural Analysis	10—READ THE WORDS Structural Analysis
I Group	Groups:	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
	2 G	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 Developmental Spelling

	Date Class					Student Names		
	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					
Group Assessment	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 CCVCC pattern (stamp)	6—SOUND AND SAY	Practice					
	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					
	Pronounce featured sight words: another, through, together, sure	8—NEW LOOK AND SAY	Introduce					
9 =	Fluently pronounce taught sight words	9—LOOK AND SAY WORDS	Practice					
Small	Pronounce <i>y</i> -derivative words formed by changing the <i>y</i> to <i>i</i> and adding - <i>er</i> and - <i>est</i>	10—READ THE GROUPS	Introduce/ Practice/ Master					
	Pronounce words made up of taught spelling patterns and syllable types	12—READ CAREFULLY	Practice					
	Read a story, applying a flexible strategy to determine the pronunciation of unknown words with appropriate prosody	14—READ THE STORY	Practice					

Additional Comments/Observations:	 	