BOOKSHOP

Phonics

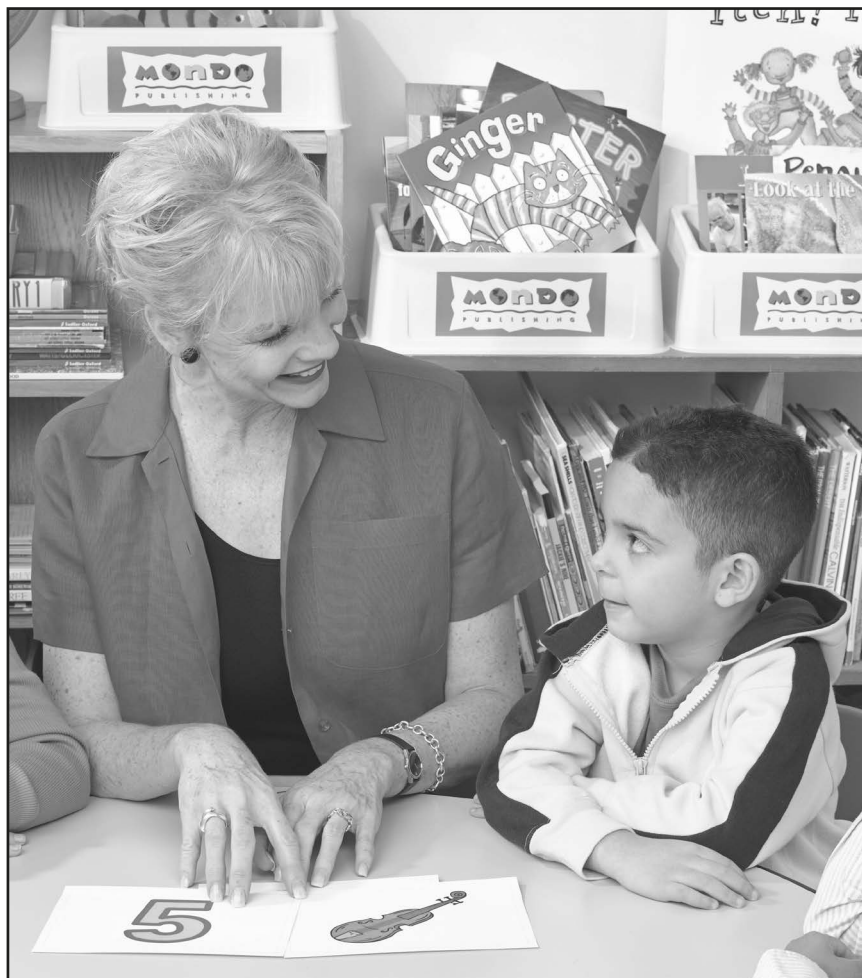## Teacher's Guide & Lesson Plans

GRADE K

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MONDO
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Contents

Welcome to...

BOOKSHOP Phonics

Bookshop Phonics is designed to offer explicit, sequential, and comprehensive phonics instruction for Kindergarten and Grade 1 students. Using a unique array of materials, teachers can effectively teach basic reading skills in ways that make the experience both engaging and meaningful for students.

Meet the Authors

Dr. Jill H. Allor is an Associate Professor and Chair of the Department of Literacy, Language, and Learning at Southern Methodist University, where she is also Director of the Master Reading Teacher Program and a fellow of the Institute for Reading Research. Dr. Cecilia Minden-Cupp is former Director of the Language and Literacy Program at Harvard Graduate School of Education. She is a Literacy Consultant and author of many books for children. Both educators have many years of classroom experience and field research, and bring a deep understanding to the teaching and learning of language skills. Their approach to teaching children to read is realistic, practical, and thoroughly cognizant of the ways in which children learn. Program consultant Dr. Patricia Mathes is the director of Southern Methodist University's Institute for Reading Research and is the author of several books, book chapters, journal articles, and curricula related to learning and reading disabilities.

A research-based scope and sequence drives *Bookshop Phonics*. The scope and sequence moves through a logical instructional sequence—from the most common sounds and words to more complex words and sentences. Skills are explicitly taught and practiced through a set of 20 unique routines that appear on both easy-to-use cards and at the end of this book. Each routine clearly indicates the strand (e.g. phonological awareness) and skill as they apply to instruction. Easy-to-follow instructional routines facilitate meaningful teaching; each day a combination of routines provides lively and significant interaction between teacher and students. As students progress, the sequence of the routines progresses and changes, providing either scaffolding or challenges as needed.

The linear flow of the scope and sequence aligns and integrates the strands, skills, routines, and objectives, and provides systematic instruction across 160 individual lesson plans. To help manage the flow of instruction, lessons are grouped into five-lesson units. A Skills Block Focus Sheet, which enables teachers to see at a glance the routines used in each lesson, precedes each five-lesson unit. The focus sheet facilitates ongoing teacher monitoring of student progress as they work through the skills in each five-lesson unit.

Program Overview

At the core of all *Bookshop Phonics* materials are six essential early literacy strands: phonological awareness, phonemic awareness, letter recognition, phonics, word recognition, and fluency. *Bookshop Phonics* is designed to enable classroom teachers to coordinate seamless phonics instruction when implementing Mondo's *Bookshop* core reading program. *Bookshop Phonics* can also stand alone as a comprehensive and effective method of phonics instruction complementing other literacy resources used in the literacy block, or as a supplement to a basal reading program.

Each lessons is broken down into two 10-minute small group sessions and one 10-minute session for the whole group. Integrated into the whole group session is time for students to work with partners in peer tutoring. Ongoing assessment guides teachers to group students effectively so that individual needs are consistently met.

An innovative feature of *Bookshop Phonics* is the instructional design, which gives at-risk students (determined by assessment) a head-start preview and skills practice before teachers work with the whole group and before partners work with one another. Giving students who need additional assistance a preview lesson better prepares them to participate and learn in both the whole group and partner settings. More advanced students are provided with more challenging material to work on during small-group time. Ending the lesson with a whole group session reinforces learning and encourages student interaction.

Program Components

Bookshop Phonics is designed with the needs of teachers in mind. The program's ease of use, flexibility, and continuous rotational reinforcement of phonics skills enable teachers to both meet individual needs and help students to make continuous progress. *Bookshop Phonics* includes the following components—all designed with accessibility and effective instruction in mind. See pages 10–12 for more detailed information regarding the components and their use.

- **Phonics Card Kit:** includes Routine Cards, Picture Cards, Letter Cards, Key Word Cards, Look and Say Word Cards, Sound and Say Word Cards, and Independent Activity Cards.

- **Teacher Chart:** includes full-color scenes for teaching of phonological awareness, phonemic awareness, and phonics as well as letter and sentence charts that teach and reinforce letter-sound correspondence.

- **Teacher's Guide:** includes routines at the back of the book for easy reference, lesson plans, skills block focus sheets, skills assessments, blackline masters for students, blackline masters for school and home independent activities, scope and sequence, and additional reproducible management tools.

- **Partner Practice Book:** includes peer and individual skills practice pages, perforated alphabet cards and boards, and cut-out picture cards and word cards. The Sound, Read, and Check strategy is included on a bookmark for easy student reference.

- **Alphabet Boards:** in uppercase, lowercase, and blank letter layouts. Children learn and practice the alphabet while placing letters on the boards and singing the alphabet song.
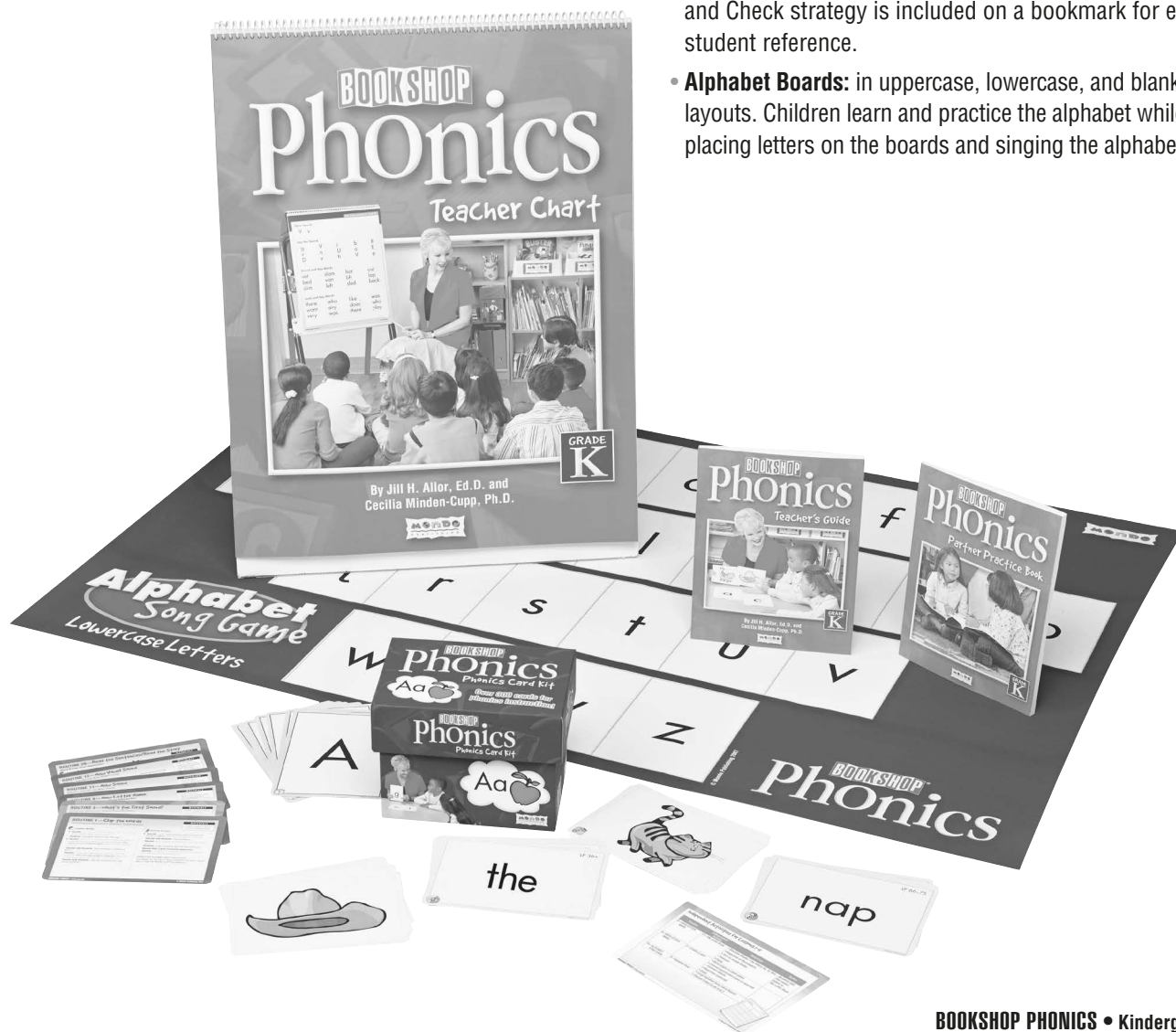
The *Bookshop Phonics* Research Base

Educators agree that learning to read is a complex and wondrous process. Multiple factors must work together for children to become competent readers (Adams, 1990; Juel & Minden-Cupp, 1999; National Reading Panel, 2000; Snow, Burns, & Griffin; Stanovich, 2000). Competent readers effortlessly process print and focus on the meaning of text (Adams, 1990; Torgesen, 2002). Factors influencing this process include all facets of spoken language (e.g., semantics, syntax, pragmatics, phonology, and morphology), as well as the alphabetic writing system and the general knowledge that readers bring to a text (Adams, 1990; Stanovich, 2000). In addition, competent readers draw on prior knowledge of language and of the world.

The Duality of Knowledge and Skills

Critical knowledge and skills in beginning reading can be categorized as inside-out and outside-in components (Whitehurst and Lonigan, 1998). Inside-out components relate to the alphabetic writing system (including phonology and orthography) and include phonemic awareness, phonics, and fluency. Outside-in components depend on the knowledge of the world and the meaningful elements of spoken language that readers bring to text, and include oral vocabulary, prior knowledge, and strategic comprehension. Becoming a competent reader requires explicit instruction in both inside-out and outside-in components, as well as immediate integration of these components in connected text at the earliest stages of reading development. Current models of the reading process show that comprehension may be impaired if deficits exist in one or more of these areas (Ehri & McCormick, 1998; Stanovich, 2000).

The *Bookshop Reading Program* clearly and explicitly addresses both the inside-out (alphabetic knowledge) and outside-in (oral language and strategic comprehension) components of the reading process. *Bookshop* provides an instructional framework that includes assessment tools, oral language development materials, systematic phonemic awareness and phonics instruction, and sequentially leveled student texts—all linked to explicit lesson plans that follow a clearly defined instructional path.

Bookshop Phonics provides explicit and systematic instruction during the skills block segment of the literacy block. These same skills are then explicitly reinforced through teacher-directed instruction and applied with teacher-guided practice, and are thus addressed in a comprehensive manner, in teacher and student materials that are part of the *Bookshop Reading Program*.

The goal of the skills block is to ensure that students acquire the ability to identify individual words in print accurately and fluently—a distinguishing characteristic of competent readers. Effortless and automatic recognition of individual words enables readers to focus their cognitive energy on comprehension (Adams, 1990; Samuels et. al., 1992). However, while explicit teaching and focused practice of the skills occur primarily in *Bookshop Phonics*, the inside-out aspect is also an explicit part of instruction and teacher-guided practice during the literacy block, and part of the instructional sequence in other parts of the *Bookshop* core reading program.

The Importance of Basic Phonics Knowledge

Competent readers connect written language to speech and meaning. As they effortlessly and fluently identify words, these words and sentences are immediately related to their meanings. The meanings of passages support word recognition in at least two ways. First, comprehension enables readers to verify that they have correctly identified words. Second, when readers comprehend text fully, they are able to read more quickly. Although these connections clearly support word recognition, competent readers recognize words primarily by relying on their knowledge of the spellings of individual words (Torgesen, 2002).

For readers to effectively use context to aid word recognition, they must first have acquired some knowledge of our alphabetic system. In other words, they need basic knowledge of phonics in order to effectively use the meanings of passages to aid word recognition. As Adams (1991) explains, it "has been proven beyond any shade of doubt that skillful readers process virtually each and every word and letter of text as they read. This is extremely counter-intuitive. For sure, skillful readers neither look nor feel as if that's what they do. But that's because they do it so quickly and effortlessly. Almost automatically, with almost no conscious attention whatsoever, skillful readers recognize words by drawing on deep and ready knowledge of spellings and their connections to speech and meaning."

Bookshop Phonics, based on scientific research about the development of fluent word recognition, provides routines and activities that build detailed knowledge of the alphabetic system. This pedagogy includes critical content, effective instructional techniques, and instruction tailored to individual needs based on ongoing assessment. Skills are carefully detailed, sequenced, and integrated. Spelling and writing activities are incorporated, since they support thorough processing of individual words. (Ehri, 1997; Ehri & Wilch, 1987; Juel & Minden-Cupp, 2000; Perfetti, 1992; Richgels, 2001; Templeton & Bear, 1992).

Principles of Effective Instruction

Research data show a great deal about principles of effective instruction (Coyne, Kame'enui, & Simmons, 2001; Kame'enui, Carnine, Dixon, Simmons, & Coyne,1998; Swanson & Hoskyn, 1998; Vaughn, Gersten, & Chard, 2000). The carefully designed scope and sequence of *Bookshop Phonics* follows these principles. New skills are introduced gradually, and cumulative review is included. Easier skills are introduced before more difficult ones, and confusing skills are separated in sequence. This type of scaffolding is an important element of effective instruction. Instructional routines also include explicit instruction, modeling, and directions on techniques for feedback and scaffolding of skills and strategies. Similarly, the timing of teaching skills is important in helping students to integrate skills and ultimately apply them to connected text (Kame'enui, Carnine, Dixon, Simmons, & Coyne, 1998). When skill strands are overlaid, as they are in *Bookshop Phonics*, students integrate them more easily.

Peer tutoring is another important part of *Bookshop Phonics*, as it has long been known to improve reading skills and foster early reading development (Fuchs, Fuchs, & Burish, 2005; Fuchs, Fuchs, Mathes, & Simmons, 1997; Mathes, Torgesen, & Allor, 2001). Peer tutoring provides important practice as well as opportunities for teachers to monitor progress and provide feedback.

Immediate Application of New Skills to Text

An important feature of *Bookshop Phonics* is its use of targeted word lists and decodable text, which are practiced using the Teacher Chart for focused instruction following skill introductions, and then applied and practiced by students with teacher support. A variation of the chart appears in the *Partner Practice Book* and is read during peer tutoring and independent practice for additional opportunities for student practice and teacher observation. Students can also use the *Partner Practice Book* with in-class tutors or specialists, or for home practice.

For students at the earliest stages, the decodable texts have been carefully crafted as separate and discrete sentences; they are not forced or contrived continuous texts. Such forced relationships often result in nonsensical stories that lead students to believe that continuous text—and reading, for that matter—need not make any sense. Once students have mastered a significant bank of phonics skills, the decodable texts are continuous text stories. Both the decodable sentences and continuous text stories offer students ample exposure and practice in the application of previously taught skills.

The Teacher Chart and *Partner Practice Book* were developed because research confirms the importance of immediately applying taught skills to text

and of providing consistent cumulative review (Juel, & Roper-Schneider, 1985; Kame'enui, Carnine, Dixon, Simmons, & Coyne, 1998; Stahl, Duffy-Hester, & Stahl, 1998). During the shared reading portion of the literacy block, students read all types of text with teacher support. Once assessment data indicates that students have the appropriate skills in place, they read authentic texts. The text in *Bookshop Phonics* enables students to apply skills independently because it is composed entirely of taught high-frequency words and words that students can decode using taught phonics skills. There are no illustrations, so students must focus on processing print without depending on pictures.

In summary, *Bookshop Phonics* represents the best practice in teaching word recognition because it is thoroughly grounded in scientifically based reading research. *Bookshop Phonics* integrates techniques that work together to enable students to effortlessly and thoroughly process individual words, which leads to fluent reading and also allows for deep processing of meaning.

Establishing Measurable Goals

Bookshop Phonics facilitates effective assessment and data-based instructional decision-making. It helps teachers carefully assess student progress in order to ensure growth of reading skills. Teaching students to read fluently during the primary grades is critical, since early weakness in skills can lead to long-term failure (Juel, 1988). Effective instruction includes establishing measurable reading objectives. *Bookshop Phonics* helps teachers to choose goals and to state them in observable, measurable terms, which are clearly linked to instructional routines. The teaching routines provide explicit instruction that targets skills in each strand: phonological awareness, phonemic awareness, letter recognition, phonics, and word recognition. Progress monitoring and assessment are built into the program.

The *Bookshop* Literacy Block

The journey to becoming literate is a complex one that begins at birth and continues throughout life. Speaking, listening, reading, and writing form the basis of literacy, and the classroom environment plays a vital role in its achievement.

Creating a Supportive Environment

A classroom is a vibrant and action-packed setting. For teachers and students to achieve maximum benefit from learning opportunities, the classroom literacy program must rely on firmly established structures and routines. When the classroom environment immerses students in print and language, and when their attempts at reading and writing are valued and supported with focused instruction, students become literate. A supportive classroom environment is well organized, has many opportunities for reading and writing, and provides structure and explicit instruction. Teachers use a range of powerful teaching strategies and activities that engage students in the learning process.

Research tells us that the establishment of a structured daily literacy block dramatically improves student literacy outcomes (Crévola and Hill 2000). The National Reading Panel has concluded that in Kindergarten and Grade 1 classrooms, the most effective structure to support the use of the *Bookshop Reading Program* is a 2 ½ hour literacy block. This block is divided into three parts: a 30-minute skills block, a one-hour reading block, and a one-hour writing block. Both the reading and writing blocks follow a whole group – small group – whole group sequence. For more detailed information about the reading and writing blocks, please see the *Bookshop Teacher's Guide*.

LITERACY BLOCK (2 ½ hours)

Skills Block (30 minutes)	Reading Block (1 hour)	Writing Block (1 hour)
Small Group Instruction (2 groups, 10 minutes each)	*Whole Class* Instruction (15 Minutes)	*Whole Class* Instruction (15 Minutes)
Whole Class Instruction (10 minutes, including partner practice)	*Small Group* Instruction (40 Minutes)	*Small Group* Instruction (35 Minutes)
	Whole Class Share (5 Minutes)	*Whole Class* Share (10 Minutes)

The *Bookshop Reading Program* supports teachers and students as they interact in the three defining areas of literacy study: phonics, reading, and writing. *Bookshop* provides a concentration of research-based instruction in each area, which is divided into manageable units of time in order to keep the learning pace active and students interested. Most important, each block interacts with and supports the others to create a solid foundation in literacy knowledge.

Meeting Individual Needs

In order for students to make significant literacy advances, instruction must be focused on meeting individual needs. A systematic assessment procedure that includes initial pre-testing or screening of all students in the classroom is an important means of establishing starting points for teaching and learning. Once appropriate starting points have been established for each student, ongoing progress monitoring supports the tracking of student progress toward defined targets. Teachers use ongoing assessment and classroom observations to determine the amount of time students need to work on each skill.

It is important to reflect upon the information gained from initial assessments and ongoing observations of students' work. This information influences the choice of materials and the instructional strategies used during the literacy block. Continuous monitoring and assessment is essential in the early years in order to do the following:

- Establish starting points for instruction
- Gain insights into individual strengths and weaknesses
- Provide focused learning opportunities
- Assist in grouping students for focused instruction
- Determine levels of mastery in order to decide whether to repeat routines/skills or move on

The connections between phonics, reading, and writing are evident in the presentation of the instructional material in *Bookshop*. Responsibility for decoding authentic text begins when foundational skills are in place. Learning begins with shared reading, read alouds, concepts of print, and letter-sound recognition. Students practice high-frequency words, begin reading shared text, and continue with skills block work before decoding authentic text without extensive teacher support. In some cases, initial assessments may indicate that foundational work in oral language-reading and oral language-writing is necessary to meet the needs of students with oral language deficits. Bookshop's *Let's Talk About It!* provides the support necessary for this intervention.

The Phonics Skills Block—30 Minutes

The Phonics Skills Block is divided into small group and whole group instruction. During the 30 minutes, teachers explicitly teach students new skills and then provide ample opportunities for teacher-guided and peer practice for ultimate skill mastery. For students requiring more intensive instruction and support, skills are previewed in small groups prior to introduction to the whole class. Advanced students work with more challenging material during small-group time. Teacher-guided small group instruction is typically provided to two groups for about 10 minutes each. Other students work independently during this time. The final 10 minutes is devoted to whole group instruction, into which partner practice (i.e. peer tutoring) is integrated.

Thirteen of the 20 Kindergarten routines used in the 2½ hours of skills instruction each week are focused on phonological awareness, phonemic awareness, and phonics, ensuring a continuing process of modeling and practice until students reach mastery of each skill. The other seven routines focus on letter and word recognition, including high-frequency words and using a flexible word-recognition strategy to decode words in connected text.

A predetermined scope and sequence of instruction is provided for the phonemic awareness and phonics strands of the skills block (see pp. 288–291). The five strands of the scope and sequence—phonological awareness, phonemic awareness, letter recognition, phonics, and word recognition—are implemented through 20 research-based teaching routines. Four assessments from the *Bookshop* Assessment Battery help teachers determine starting points for instruction and provide vital information for grouping for differentiated instruction. Once groups are determined, the program provides a clearly defined instructional sequence for each group. Additional assessments support ongoing monitoring for students most at-risk.

The Reading Block—60 Minutes

The reading block is divided into whole group-small group-whole group instruction. The first whole-class focus (15 minutes) uses a teacher-selected focus based on the shared reading strategies. Shared reading can consist of enlarged books, charts, poems, or songs, and incorporates a range of genres and text types.

The small-group focus (40 minutes) involves student-centered learning with a teacher-selected focus and explicit teaching of small groups. Instructional strategies include read to, oral language-reading, shared reading, and guided instructional reading. Remaining students are engaged in a variety of reading tasks. They take responsibility for large sections of their learning time as directed by the teacher.

The concluding whole-class focus: share (5 minutes) is a student-centered process driven by a teacher-selected focus. It is a time for reflection, when students share

understandings of skills taught and learned. Additionally, it provides an excellent opportunity for ongoing monitoring of oral-language development.

The Writing Block—60 Minutes

The writing block is divided into whole group-small group-whole group instruction. The first whole-class focus (15 minutes) uses a teacher-selected instructional focus for whole-class modeled or shared writing instruction. The focus is on both construction of the different text types and on modeling of various parts of the writing process.

The small-group focus (35 minutes) involves student-centered learning with a teacher-selected instructional focus. Small-group instructional strategies include oral language-writing, small-group shared writing, interactive writing, and guided instructional writing.

The concluding whole-class: share (10 minutes) is once again a student-centered process with a teacher-selected assessment focus. Again, this is a time for reflection, during which students articulate their understandings of skills taught during the lesson.

Interrelationships of the Blocks

Connections between *Bookshop Phonics* routines and the reading and writing blocks are limitless. For example, oral vocabulary instruction supports students' ability to recognize words used for Routine 15—Sound and Say Words. This routine supports students in thinking about letter-sound correspondences and how they create words. This skill then spirals up to the complex strategies in Sound, Read, and Check, a simple three-step process for decoding unknown words, to give students support during guided instructional reading. Skills learned in Routine 15 also support Routine 16—Sound and Spell, which gives students practice in sounding out words as they write them. Used in concert, the three components—phonics, reading, and writing—provide diverse opportunities for teachers and families to support students as they become motivated and confident readers and writers.

Bookshop Phonics Integrated Instructional Materials

Bookshop Phonics provides direct teaching of letter-sound relationships in a clear sequence, along with easy-to-use materials that provide numerous opportunities for application and practice by students. *Bookshop Phonics* materials are attractive, durable, clear, and carefully chosen to support effective instruction. Each is designed for multiple uses with easy-to-follow guidelines. These features allow for easy preparation of materials before class and quick organization and storage after class. Each grade-level program includes the following:

TEACHER'S GUIDE
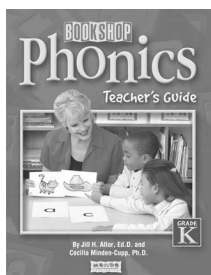
This comprehensive guide includes explanatory front matter, detailed lesson plans, skills block focus sheets, progress monitoring charts, blackline masters for both students and school-home independent activities, references and resources, plus pages containing all 20 teaching routines for easy reference. The routines correspond to the objectives and skills listed in the scope and sequence and offer specific recommendations for corrective feedback and scaffolding. The critical content of *Bookshop Phonics* is clearly presented in the scope and sequence charts, which show at a glance how the strands, skills, objectives, and routines are related, and when to introduce, practice, and assess mastery of each skill. Lesson plans make clear which groups are to receive differentiated small group instruction and which routines are utilized for instruction in each lesson. The scientifically based scope and sequence provides a clear overview of how skills are developed and interwoven. Specific and measurable objectives are clearly delineated along with routines that foster development of the objectives. Teachers can see how long specific objectives are practiced and when they are replaced with more challenging ones.

TEACHER CHART
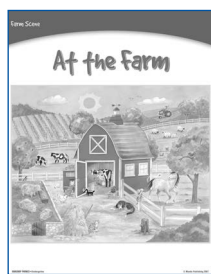
Full-color **Poster Scenes** portray objects and actions for phonological and phonemic awareness activities. The four scenes, which represent the four seasons in familiar locations, help students relate to the meanings of words selected for phonological awareness activities.

Charts present over 70 pages of letters, words, sentences, and stories for teaching letter-sound correspondence. New material is introduced to students two or three times a week. Teachers use the charts to present new skills and guide student practice. The chart also provides cumulative review in a systematic manner, giving students ample opportunity to practice and refine their skills. A useful Sound, Read, and Check chart is also included, which assists students with a flexible strategy for decoding unfamiliar words.

PHONICS CARD KIT

Routine Cards explain each teaching routine and include both teacher models and student practice. The 20 routines are also conveniently located at the back of the *Teacher's Guide*. These routines employ explicit instructional language that remains consistent throughout the program, thus enabling teaching that supports students as they actively practice and apply skills through familiar routines. These carefully designed teaching routines are a central feature of *Bookshop Phonics* and focus on skills essential to becoming a successful reader. They also guide teachers though effective procedures so that they can focus time and energy on assessing students and providing practical and immediate corrective feedback and scaffolding. The routines are kept fresh and engaging through changes in word selection, sentences, tips, and reminders—specifics that are integral to each lesson plan. The routines are guides, not rigid scripts. Although it is not important to follow the exact phrasing of the routines, it *is* important to phrase directions consistently so that students know precisely what you expect them to do. The use of instructional routines that use consistent, repetitive language allows students to focus on the content of the instruction rather than on the teacher talk. Routines enable effective communication with *all* learners, including struggling readers and ELL's. See pages 19–21 for more information on the routines.

Picture Cards provide context for practice with the sounds of the English language. Using Picture Cards supports the identification of beginning and ending sounds, rhyming words, and invented spelling during writing activities.

Letter Cards provide practice in reading letters and words. Both uppercase and lowercase letters are represented in a font similar to that which students will read in authentic text. Letter Cards appear in alphabetical order in the Card Kit, and in the order they are used in the program in the *Partner Practice Book*, thus ensuring that cards are not removed and subsequently lost before their time. You may want students to keep their Letter Cards in small plastic zipper bags or envelopes, and to write their names or initials on the backs of their cards.

Key Word Cards show objects that represent sounds of letters or letter patterns. One side of the card shows a letter or letter pattern. The other side has a picture of an object that represents the sound of the letter or letter pattern. Students use these cards as mnemonic devices to help them remember sounds associated with letters. Key Word Cards are used in some routines as Picture Cards. A duplicate set appears at the end of each *Partner Practice Book*. For a complete list of Key Word Cards, see page 226.
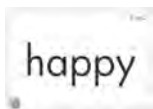
Look and Say Word Cards show words with letter-sound patterns that are difficult or impossible to sound out using common pronunciations of sounds. Occasionally these cards show words that students will eventually be able to sound out, but which are used before students learn those letter sounds or patterns. These cards are also used in Routine 19—Build a Sentence. A smaller set appears at the end of the *Partner Practice Book*. For a complete list of Look and Say Word Cards, see page 226.

Sound and Say Word Cards show words with patterns of decodable letters and sounds. All of the words are regularly spelled words composed only of taught letter sounds and letter patterns. In Routine 19—Build a Sentence, students use these cards with Look and Say Cards to build sentences. Sound and Say words are used for 15 consecutive lessons and then retired. A smaller set appears at the end of each *Partner Practice Book*. Once students are able to read the Sound and Say words automatically, they may wish to glue them into their word books. For a complete list of Sound and Say (Build a Sentence) Cards, see page 227.


Independent Activity Cards continue and extend practice and understanding of skills taught each week as students work individually or with partners. Each card lists five activities that support the objectives for each five-lesson unit. These activities are specifically designed to continue students' practice and under-standing of phonics in an independent setting, which solves the classroom management dilemma created when teachers work with small groups. Take the time to instruct and model activities with students to ensure they understand how to do them independently. Activities are repeated so that students will eventually be able to

complete them with very little instruction. Whether they work with letter cards or play games to enhance learning, students gain knowledge through self-discovery and practice with previously teacher-modeled skills. The variety and selection of activities build to help students effectively practice a skill alone or with a partner. Although you may alter or exchange one activity for another, use the focus sheet as a guide to selecting activities that reinforce the skills students need to practice. See page 284 for a chart that cross-references activities and routines, as well as blackline masters as needed.

ALPHABET BOARDS
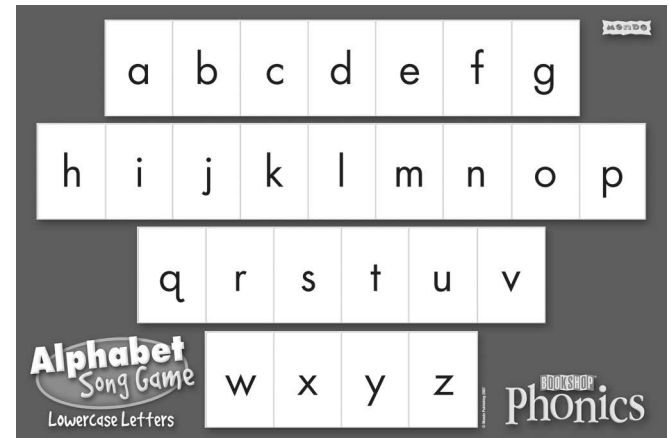
Bookshop Phonics alphabet boards appear as three large game-boards (uppercase letters, lowercase letters, and blank letter layout) to help students practice serially naming the alphabet. They do this by placing letters on the boards while singing the alphabet song. The manipulation of letters while singing helps students remember letter names in sequence. The boards also appear in reduced versions in the *Partner Practice Book*.

PARTNER PRACTICE BOOK
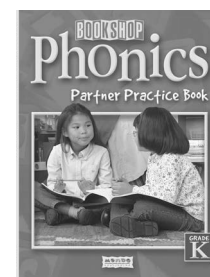
The **Partner Practice Book** provides meaningful peer and individual practice for both learning and reinforcing skills. Research tells us that students often benefit from opportunities to experiment both alone and with partners. The practice of partner reading is recognized by the What Works Clearinghouse, which was established by the U.S. Dept. of Education as a central and trusted source for what works in education. These consumable books, designed with practical classroom management in mind, include peer worksheets, perforated letter cards, word cards, perforated alphabet cards and boards, and picture cards to help teach and reinforce skills. Each student is provided with a fresh and complete set of manipulatives at the start of the school year, arranged in order of lesson presentation for systematic removal from the book. The manipulatives then become the property of each student for continued practice over the summer. The Sound, Read, and Check strategy is included on a handy bookmark.

The *Bookshop Phonics* Skills Assessments

Bookshop was designed with the belief that all students have the capacity to achieve literacy success, given sufficient time and appropriate instruction and support. Effective implementation of *Bookshop Phonics* requires ongoing assessment in order to make data-based instructional decisions. The flexible use of routines and lesson plans can only be accomplished with thorough and frequent assessment of student progress. Teachers should periodically observe individual students during small group instruction and conduct additional assessment several times a year using the *Bookshop* Assessment Battery. Such assessment effectively assists teachers in deciding which key skills require additional practice as well as in tailoring lessons for specific groups, as mastered routines can simply be skipped and others repeated. *Bookshop Phonics* facilitates meaningful assessment with the following special features:

- • **Bookshop Assessment Battery** for screening, progress monitoring, and outcome assessment
- • **Skills Block Focus Sheets** for each five-lesson unit, listing objectives and providing overviews of routines, and collecting daily ongoing assessment information
- • **Progress Monitoring: Linking Assessment and Instruction** forms enable teachers to review objectives and key skills taught over prior lessons that students should have mastered, and plan for the next set of lessons with struggling students in mind.
- • **Optional Supplemental Assessments** for additional progress monitoring

Bookshop Assessment Battery
Bookshop Phonics utilizes an assessment battery for pre-testing and post-testing. This battery can also be used more frequently with students who require closer monitoring. The following four subtests from the Kindergarten assessment battery directly assess skills taught in *Bookshop Phonics* and facilitate effective, data-based instructional decisions. Approximately 10 minutes per child are required to administer these four assessments. The complete eight-part assessment battery, which is part of the *Bookshop Reading Program*, can be found in Mondo's *Managing Assessment and Instruction*.

- • Phonemic Awareness: helps teachers evaluate the level of awareness of the sound structures of language through phoneme segmentation
- • Letter Recognition (helps teachers determine letters students can identify, preferred mode of identification, letter confusions, and unknown letters)
- • Letter-Sound Correspondence (a nonsense word assessment that clarifies student understanding of letter-sound correspondence and how they use it to decode words)
- • Word Knowledge (a sampling of high-frequency words helps teachers evaluate students' knowledge of high-frequency words as part of their reading vocabulary)

See pages 247–264 for reproducible test forms and detailed directions for administration, as well as minimum standards, class data summary sheet, a small group organizer, and a Student Profile sheet. Additional information on assessment can be found in the *Bookshop Reading Program* (Crévola & Vineis, 2007).

Skills Block Focus Sheets
The Skills Block Focus Sheet for each five-lesson unit includes both a list of objectives taught in that unit and the routines associated with each objective. At the start of each five-day cycle, teachers should photocopy a focus sheet for each instructional group. Teachers observe and monitor students' individual responses during small group instruction. During oral work (phonemic awareness and reading from the chart), teachers typically request unison responses. However, it is important to also provide for some individual responses in order to facilitate accurate assessment. See page 17 for a detailed explanation of the focus sheet and an example of how the sheet is used.

Progress Monitoring Charts
Progress Monitoring charts appear after approximately every 30 lessons—points in the program that are ideal for evaluating progress on key objectives by students in Strategic Instruction and Intensive Intervention. These forms include the following:

- • General assessment tips
- • List of all objectives taught since the last progress monitoring
- • Schedule for use of *Bookshop* Assessment Battery and target scores
- • List of key skills and their importance
- • General suggestions for students who are working well through objectives
- • General suggestions for students who are struggling with objectives
- • Suggestions for students who have mastered specific routines
- • Suggestions for students who have not mastered specific routines

See page 25 for a detailed explanation of the Progress Monitoring charts and an example of how they are used.

Optional Supplemental Assessments
Teachers conduct these additional assessments, if desired, as a supplement to observing students during small group instruction and partner practice. Follow the directions from the routines identified in the instructions; however, do *not* provide

Differentiating Instruction With *Bookshop Phonics*

scaffolding or feedback. These can also be used as placement tests by giving individual checks until an error is made.

Bookshop Phonics uses multiple instructional approaches to facilitate differentiated instruction (see page 9). These include small group teacher-directed instruction, whole group teacher-directed instruction, partner practice (peer tutoring) and independent practice time that is carefully monitored by the teacher. To implement these approaches, teachers must assess students in order to provide appropriate assignments during independent time, group students and select instructional intensity for small group instruction, and pair students for partner practice. Students learn best at their level of understanding, in what Vygotsky (1962) termed the "zone of proximal development." For this reason, *Bookshop Phonics* provides teachers with specific recommendations for both student assessment and selection of appropriate assignments and instructional approaches for all learners.

To provide differentiated small group instruction, students should be placed into small, relatively homogeneous groups based on performance on key skills. *Bookshop Phonics* tailors instruction to individual student needs through three instructional groupings: students requiring Intensive Intervention (I), students requiring Strategic Instruction (S), and students requiring Benchmark Instruction (B). Teachers should be sure to reevaluate these groupings throughout the year, especially at specified progress monitoring intervals.

The goal of *Bookshop Phonics* is for *all* students to perform at or above Benchmark levels on assessment indicators. *Bookshop Phonics* materials are designed to accommodate three instructional groups in a classroom. The *Bookshop* Assessment Battery helps teachers determine what students know, what they need to learn next, and where they are in relation to year-end standards. This allows teachers to precisely place each student along the continuum of the phonics scope and sequence.

Students are placed in groups that best serve each child's academic needs. *Bookshop Phonics* is designed to allow fluid grouping. Because the entire class is working on the same unit at the same time, students can easily move from one instructional group to another when observation or assessment supports it. Data from the *Bookshop* Assessment Battery, optional supplemental assessments, and observation of each student help to determine each student's initial placement, as well as if and when change should be made over time. *Bookshop Phonics* enables teachers to provide varying levels of support through a variety of activities for different types of learners.

Intensive Intervention provides students with the most assistance and support as they practice essential skills. Intensive Intervention is provided in small groups four or five times during each five-lesson unit. Students preview all skills

during Intensive Intervention. These students are struggling with key skills and are seriously below grade level standards.

Strategic Instruction provides assistance in developing essential skills but with less intensity than Intensive Intervention. Strategic Instruction is provided in small groups three or four times during each five-lesson unit. Students preview most skills during Strategic Instruction. These students are moderately below grade level standards.

Benchmark Instruction does not typically include a preview of the skills introduced in whole group. Students in this group are either fluent with these skills or will learn them during whole group time. Teachers are encouraged to select routines and activities that are appropriately challenging for these students; modifications to these routines and activities that provide for higher level challenge are provided. Benchmark Instruction is provided in small groups two times during each five-lesson unit. These students are at or above grade level standards.

The flexibility of *Bookshop Phonics* helps teachers keep instruction relevant to each individual. Teachers determine when a student is ready to move ahead to new information during small group time. A student who is struggling with key skills can continue to practice those skills during small group time and independent time until mastery is attained. Students who master skills easily can explore more complicated skills during small group time. Those needing less support can use small group time to challenge and advance their phonics knowledge.

Teachers should observe all students as they work through sounding out and reading words to determine if they are skipping words or using minimal strategies to figure them out. It is important for students who enter Kindergarten already reading to develop the skills necessary to read more complicated words and to write more advanced spellings, so their foundational skills need to be solid. The fact that they are reading does not necessarily mean that these skills have been mastered. Teachers need to ensure that more advanced students learn complete representations of words. This is most easily assessed during spelling activities, which are frequently included in Benchmark Instruction.

Specific instructions for creating individual student profiles, determining the skill level and instructional intensity for small group instruction, matching partners, and conducting ongoing assessment follow.

Creating Individual Student Profiles

The Student Profile sheet helps teachers summarize assessment data and make instructional decisions. These decisions include determining the level of instructional intensity required for small group instruction (Intensive, Strategic, or Benchmark) and matching students for partner practice. If the

entire *Bookshop* Reading Program is being used, teachers use one profile for all *Bookshop* planning, including the phonics skills block. Teachers using *Bookshop Phonics* as a supplement to other materials should follow these steps.

- Enter student information (name, class, date) in the space provided on the Student Profile sheet.

- Enter the raw score from each assessment recording/scoring sheet in the spaces provided. The sheet includes sections to enter initial assessments, year-end assessments, and mid-year assessments, if applicable.

- Create an assessment folder for each student. Include the Student Profile sheet and recording/scoring sheets from each assessment. These recording sheets help teachers go beyond raw scores to understand more about students' actual knowledge of each skill.

Determining Instructional Intensity and Organizing Small Groups

After creating individual Student Profiles, teachers determine the instructional intensity and organize small instructional groups (Intensive, Strategic, or Benchmark).

Determining Instructional Intensity

The degree of instructional intensity is established by analyzing the raw score and formative information across each of the four assessment tools to determine a student's instructional needs grouping for that moment in time.

- The table in Figure 1 helps determine the instructional intensity for each student for initial groupings at the start of the school year.

- On each Student Profile sheet, make specific comparisons between the actual score for each of the three key skills assessments and the corresponding score range in Figure 1.

- Write the following letters in the box provided on the profile sheet for each assessment: Intensive Intervention **(I)**, Strategic Instruction **(S)**, or Benchmark Instruction **(B)**.

- Starting with the highest degree of instructional intensity, look at the indicators and place each student in the appropriate group as indicated by one or more measures. For example, if phonemic awareness = I, Letter Recognition = B, and Letter/Sound Correspondence = S, overall student grouping is Intensive, or I). Place a check in the corresponding box on the profile sheet.

- Refer to time-specific tables and directions included on each Progress Monitoring chart to analyze each student's rate of progress and instructional needs throughout the year.

- Refer to the Key Assessments Chart *(Bookshop Reading Teacher Guide)* to compare phonics assessments score ranges with the other assessments included in the Bookshop assessment battery.

ASSESSMENT MEASURE	MINIMUM STANDARD	INTENSIVE (MIN.)	STRATEGIC (MIN.)	BENCHMARK (MIN.)
Phonemic Awareness	35+ at year end	0–3	4–7	8+
Letter Recognition	44+ at midyear	0–5	6–11	12+
Letter-Sound Correspondence	20+ at year end	0–4	5–8	9+

Organizing Small Groups

Once students' levels of instructional intensity have been determined on their individual profile sheets, organize them into small instructional groups based on critical assessments. These are the groups they will be a part of during the Skills Block.

- Sort students into three groups (I, S, or B) as indicated on each profile sheet. Then form smaller groups based on critical assessments.

- Arrange the Phonemic Awareness (PA) scoring sheets in descending order (from highest to lowest score), unless a student has a score of 35 or higher.

- For students scoring 35 or higher on the PA assessment, arrange their Letter-Sound Correspondence sheets in descending order.

- Rank students based on these scores, so that they are ranked from 1 (strongest student) to the total number of students in your class. See sample ranking in chart (right). For advanced students scoring 50 or higher on Letter-Sound Correspondence, you may prefer to rank based on oral reading fluency scores.

STUDENT PROFILE

Name: Sean   Class: K-03

Initial Assessment
Date: Sept '08

ASSESSMENT

TOOL	RANGE	SCORE	STAGE
Oral Language	(0–15)	3	P.E.
Benchmark Text Level	(A–5)	–	P.E.
Fluency	(0–110)	–	P.E.
Print Concepts	(0–18)	3	P.E.
Phonemic Awareness*	(0–52)	5/7	P.E.
Letter/Sound Knowledge*	(0–52)	4/12	P.E.
Letter/Sound Correspondence*	(0–55)	3/3	P.E.
Word Knowledge	(0–20)	1	P.E.

T = TIMED C = COMPLETE

READING STAGE (All Assessments)
- ☒ Preemergent
- ☐ Early-Emergent
- ☐ Emergent
- ☐ Beginning
- ☐ Transitional
- ☐ Established

SKILL LEVEL (*Assessments)
- ☒ Intensive
- ☐ Strategic
- ☐ Benchmark

Comments
_____
_____
_____
_____
_____

Mid-Year Assessment (optional)
Date: Jan '09

ASSESSMENT

TOOL	RANGE	SCORE	STAGE
Oral Language	(0–15)	7	E.E.
Benchmark Text Level	(A–5)	B	E.E.
Fluency	(0–110)	20wpm	E.E.
Print Concepts	(0–18)	16	E
Phonemic Awareness*	(0–52)	16/33	E.E.
Letter/Sound Knowledge*	(0–52)	18/41	E.E.
Letter/Sound Correspondence*	(0–55)	12/21	E
Word Knowledge	(0–20)	8	E.E.

T = TIMED C = COMPLETE

READING STAGE (All Assessments)
- ☐ Preemergent
- ☒ Early-Emergent
- ☐ Emergent
- ☐ Beginning
- ☐ Transitional
- ☐ Established

SKILL LEVEL (*Assessments)
- ☐ Intensive
- ☒ Strategic
- ☐ Benchmark

Comments
_____
_____
_____
_____
_____

Year-End Assessment
Date: June '09

ASSESSMENT

TOOL	RANGE	SCORE	STAGE
Oral Language	(0–15)	12	E
Benchmark Text Level	(A–5)	D	E
Fluency	(0–110)	30wpm	E
Print Concepts	(0–18)	18	E
Phonemic Awareness*	(0–52)	25/44	E
Letter/Sound Knowledge*	(0–52)	23/52	E
Letter/Sound Correspondence*	(0–55)	18/34	E
Word Knowledge	(0–20)	16	B

T = TIMED C = COMPLETE

READING STAGE (All Assessments)
- ☐ Preemergent
- ☐ Early-Emergent
- ☒ Emergent
- ☐ Beginning
- ☐ Transitional
- ☐ Established

SKILL LEVEL (*Assessments)
- ☐ Intensive
- ☐ Strategic
- ☒ Benchmark

Comments
_____
_____
_____
_____
_____

- Review each student's current scores and consider other available relevant information (prior scores, previous teacher comments—especially concerning the amount of practice required to learn new skills) to determine whether they are likely to require Intensive (I), Strategic (S), or Benchmark (B) instruction.

- Group students into three groups according to the instructional intensity required by each (I, S, or B). Then use the focus sheet to plan the number of times each group will meet during a given five-lesson cycle. *(Note: The schedule provided on the focus sheets and in the lesson plans is appropriate for teachers with one Intensive, one Strategic, and one Benchmark group. Classes with a large number of students requiring intensive intervention are likely to require more than five lessons to complete the content in a given five-lesson cycle. Classes with a large number of students requiring benchmark instruction may require less time.)*

Matching Partners

During whole group time, seat each student next to a partner who will work with him or her during partner practice activities. Partnering works well when one student is somewhat more skilled than the other and can assist the less-skilled student, but students' skills should not be too disparate in order that both students benefit from the practice. Making adjustments for personalities as needed, start by pairing the highest of the stronger students (#1 on the chart) with the highest of the less-skilled students (#13 on the chart). The effectiveness of this pairing scheme has been well-proven. In the example, Nicholas and Joshua are paired, Sophie and Raul are paired, Fiona and Kareem are paired, and so on, ending with Anthony and Yasmin. If two students are exceptionally strong, you may wish to pair them in order to facilitate more appropriate practice. Change partners every 3–5 weeks. Move up

and down the list as you shuffle pairings, keeping each child working with someone across the chart. Personalities and behavior issues will guide your matches.

Conducting Ongoing Assessment

- Observe students during instruction, particularly during small group instruction and partner practice. Take notes as needed.

- After writing students' names on a copy of the focus sheet for each five-lesson cycle, indicate prior progress on the specific objectives listed by writing an S if the student is struggling with the skill; P if the student requires continued practice but is making good progress; or M if the student has mastered the skill.

- After lessons 30, 60, 95, and 120, use the information provided to review student progress and plan for upcoming lessons.

- After lessons 30, 60, 95, and 120, consider using the Optional Supplemental Assessments provided on pages 257–261. These should be used either when observation does not reveal a clear picture of whether a student has achieved one or more objectives and/or when additional evidence is needed to illustrate student progress and support teacher decisions.

List student names in two equal columns.

Rank #	Group ID	Name	Rank #	Group ID	Name
1	B	Nicholas	13	S	Joshua
2	B	Sophie	14	S	Raul
3	B	Fiona	15	S	Kareem
4	B	Tim	16	S	Kate
5	B	Kenya	17	S	Daniella
6	B	Carlos	18	I	Ben
7	B	Olivia	19	I	Zoe
8	B	Georgia	20	I	William
9	B	Eduardo	21	I	Victoria
10	B	Isabella	22	I	Xavier
11	S	Ursula	23	I	Mai Ling
12	S	Anthony	24	I	Yasmin

**Group ID Key: I = Intensive Intervention;   S = Strategic Instruction;
B = Benchmark Instruction**

Sample Ranking for Small Group Instruction and Partner Practice

Teaching *Bookshop Phonics*

In the small group/whole group format of *Bookshop Phonics*, teachers work with one group while other students practice independent activities designed to meet individual learning needs. Each 10-minute session is designed to move quickly. In small groups, students requiring Intensive Intervention (classified I) or Strategic Instruction (classified S) are introduced to the featured skill of the day's lesson. Teachers model the skill and then observe as students practice. When these students join the whole group, they are better prepared, more confident, and thus more likely to participate. Students continue to practice skills over the next series of lessons until they achieve mastery. For students at Benchmark (classified B), an instructional sequence is provided to extend and expand their learning. The final 10-minute whole group time includes teacher-directed instruction as well as partner practice.

Techniques and Tips for Teacher-Directed Instruction

During differentiated instruction (the first 20 minutes), teachers meet with small, homogeneous groups while other students work independently. Teachers typically meet with two groups for 10 minutes each. During the final 10 minutes of the Skills Block, students sit with their partners. At this point the lesson moves back and forth between teacher-directed instruction (whole group practice) and peer-mediated instruction (partner practice).

Teaching techniques generally apply to both small and whole groups, except that more individualized attention can be provided to small groups. Use the following tips and techniques during teacher-directed portions of the lessons.

Unison Responses
Teachers should require students to respond in unison for most routines that require oral responses (e.g. What Word?) and routines that utilize charts. This increases opportunities for all students to practice. Students need to be taught to respond simultaneously, so they are not simply repeating answers of their peers. This technique requires practice and a clear visual or auditory cue so that students know exactly when to respond. For example, when students read letters or words from a chart, teachers point (while the students think) and then tap when they want students to read the letter or word.

Individual Practice
Although most oral responses should be in unison, occasional individual responses are also helpful for assessment, as it is difficult to assess during unison responses. All students should be asked to provide individual responses at some point, but teachers should require more frequent individual responses from students who are struggling. Invite individual responses in random order to minimize predictability.

Pacing
Keep the pace fast to maintain student attention. On chart work, teachers should make sure their pace is as quick as possible while providing sufficient thinking time for students to keep up. As students' skills improve, teachers gradually increase the pace.

Monitoring, Feedback, and Scaffolding
Teachers should monitor carefully during all routines, watching students and listening to responses. If an error occurs, it should be corrected immediately. It is not necessary to point out the individual who made the error; simply stop and follow the correction procedure with the entire group. Corrections are specified for each routine and follow the same basic procedure:

1. Model the correct response.
2. Have students repeat the response.
3. Back up a few items (or a line) so students can practice the missed item again.

Teachers use scaffolding when possible to provide students with only enough assistance for them to determine the correct response. For example, if a student read the word *sat* as *sit*, a teacher might point to *a* and ask, "What sound?"

Tailoring Instruction to Individual Needs
The charts and many of the routines include cumulative review. During cumulative review, students should be making only occasional errors. If errors are frequent on review items, consider repeating some routines or entire lessons, as multiple errors decrease the effectiveness of the routines. The goal is for decoding to become effortless so that students achieve fluency.

Some students require much more practice than others to become fluent with critical skills. Teachers must choose independent activities carefully for these students, selecting only those that relate to skills for which students need the most practice. Spending a few minutes prior to small groups in pre-teaching or practicing a few items from the chart may be helpful. Consistently spending extra time practicing previous charts or partner pages is another useful strategy. Older students, peers, volunteers, and families are helpful resources to consider for these students.

Phonology Basics

Pronouncing sounds in isolation, which is required for phonemic awareness and phonics instruction, is not as simple as it seems. The Pronunciation Guide on page 269 can assist in the correct pronunciation of sounds. We recommend exploring phonology further by seeking assistance from a speech therapist or reviewing materials such as Louisa Moats's *From Speech to Print: Language Essentials for Teachers* (2000). The following principles and techniques help deliver effective phonemic awareness and phonics instruction.

- There are two basic categories of sounds that are important for instruction, stop sounds and continuous sounds. **Stop sounds**, such as /t/, /p/, and /b/, are sounds that cannot be stretched without distortion. Avoid adding vowels to these sounds when pronouncing them in isolation. For example, if you say sounds for students to blend, such as /d/ /a→/ /d/, be careful not to say /duh/ /a→/ /duh/. This confuses some students.
- **Continuous sounds**, such as /s→/, /m→/, and /n→/, are sounds that can be stretched without distortion. Stretching these sounds for 2 to 3 seconds helps some students remember and blend sounds more easily.
- Pronounce sounds in isolation just as they are pronounced in words. For example, the *r* in rabbit is pronounced /r→/, not /er/. We do not say /erabbit/; rather, we say /rabbit/.
- Stretching and connecting continuous sounds is an excellent form of scaffolding for students who have difficulty sound blending. For example, if a student is able to say the sounds for *s*, *u*, and *n*, but cannot blend them into *sun*, you can stretch and connect these sounds, /s→u→n→/, modeling how to blend. This is possible only for words beginning with continuous sounds.

Techniques and Tips for Partner Practice

Partner practice is integrated into whole group teacher-led instruction. When it is indicated in lesson plans, direct students to work with their partners to complete the given routine. All routines implemented during partner practice have already been taught in either small or whole group instructional time.

Students provide feedback to each other in the same way that teachers provide feedback to them in small group time. Teachers should model this procedure for students both during small group instruction and prior to partner practice. Students will need to be reminded to make corrections and to do so politely. They should provide 3–4 seconds of think time before correcting each other; teachers can model how to count seconds and wait. This is also an excellent time for teachers to listen briefly to individual students and provide feedback.

During partner practice, teachers *must* monitor students carefully, providing feedback and reinforcement for both academic performance and cooperative behavior. Although students should consistently be encouraged to correct all errors and repeat any items missed, partner practice is effective even when students do not correct errors consistently. Students should not be expected to provide scaffolding. It is important to remember that partner practice is included only *after* skills have been taught by the teacher. Basic partner practice techniques are as follows:

- Students should be seated next to their partners during partner practice. If they need to move in order to be near their partners, teach them to do this quickly and quietly. Minimize movement and confusion by designating one student in each pair to be a "mover."

- Direct students to complete the routine with their partners in the same way they have during teacher-led instruction. No routines are introduced during partner practice; all routines are designed to provide review and build fluency during partner practice.
- When partner practice is a cooperative activity, such as the Alphabet Song Game (Kindergarten only) and Build a Sentence, students should be directed to complete the activity together.
- When partner practice involves reading from *Partner Practice Book* pages, students should be told who will be "Reader" first and who will be "Reader" second. Whoever is not reading is the "Coach." Their job is to listen carefully and help. They should be taught to help in the same way the teacher helps students with that particular routine.
- When reading *Partner Practice Book* pages, students check the boxes on the page as they finish reading each section to their partner. Teach students how to praise each other appropriately, and remind them to do so frequently.
- Explain to students what they should do when they are finished with the assigned practice (i.e. reread pages, review previous pages, or read in an assigned book).
- It is helpful to use a signal, such as a bell, to indicate when it is time to stop and listen to the teacher again.

Examining the Skills Block Focus Sheet

The Skills Block Focus Sheet guides teachers to make data-based instructional decisions. At the start of each five-day cycle, teachers photocopy the sheet for each instructional group and use it to plan the unit. On the student chart (bottom) portion, next to each objective, is a box in which to indicate the level of student performance (based on teacher observation during small-group instruction) at the end of the unit: *S* if the student is *struggling*, *P* if the student is *practicing* appropriately, and *M* if the student has *mastered* the skill. For skills that have been introduced in prior units, the boxes are divided with a diagonal slash. Teachers may refer to prior focus sheets, note how they assessed students on those skills, and record that level (S, P, or M) in the left section of the box before beginning the five-lesson unit.

The assessment level at the end of the unit will be noted in the remaining (right) section of the box. In this way, teachers may get a heads-up regarding a number of struggling students or a high degree of mastery of a particular skill. Using the completed sheet, teachers can determine which students need to practice, review, or skip working on various objectives. Most often, when a skill has *just* been introduced, students will be marked either S or P after the five lessons, as there will not have been sufficient time to reach mastery (M) in most cases. Additionally, a designation of M does not automatically mean that a student can skip the skill going forward. Mastery includes both accuracy and fluency (automaticity); continued practice will result in skill retention and fluency.

Title indicates which lessons are included in the five-lesson unit.

After making 3 copies of the Skills Block Focus Sheet, fill in the date and any necessary class designation.

Tabs designate both group rotation and time allotments for instructional groups. Teachers meet with two small groups each day for 10 minutes, and then provide whole group/partner practice for 10 minutes.

This section sets out the order of routines for whole group instruction and partner practice.

A check box identifying each instructional group facilitates tracking of each student's progress.

Headings show order of small group rotation.

For skills that have already been introduced, teachers record the assessment level from prior focus sheets next to the students' names. This provides a ready reference regarding students' current abilities with each repeated skill.

Space is provided to write students' names in each group.

Teachers use this key to indicate the skill level of each student at the beginning and end of each five-lesson unit.

The objectives for all routines show teachers which skills each student needs to master. The skill level column indicates where students should be at this point according to the scope and sequence.

Each routine is clearly identified by number and instructional skill.

Skills Block Focus Sheet for Lessons 16–20

Photocopy this sheet each week for each group.

DATE: 10/14   CLASS: Mrs. Weaver

	Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20
Differentiated Instruction/Small Groups — 2 Groups—10 Minutes Each	**Intensive Intervention** / **Strategic Instruction** 3—PICTURE RHYME MATCH Rhyming 4—WHAT'S THE FIRST SOUND? Initial Sound Isolation 10—ALPHABET SONG GAME Serial Alphabet Naming (if time)	**Intensive Intervention** / **Strategic Instruction** 3—PICTURE RHYME MATCH Rhyming 5—WHAT WORD? (A) Blending Onset-Rime 8—NEW LETTER NAME Oo 9—SAY THE NAMES Letter Names	**Intensive Intervention** 3—PICTURE RHYME MATCH Rhyming 4—WHAT'S THE FIRST SOUND? Initial Sound Isolation 8—NEW LETTER NAME Ll 9—SAY THE NAMES Letter Names **Benchmark Instruction** 3—PICTURE RHYME MATCH Rhyming (if needed) 5—WHAT WORD? (A) Blending Onset-Rime 4—WHAT'S THE FIRST SOUND? Initial Sound Isolation (if needed) Routines and activities as needed	**Intensive Intervention** / **Strategic Instruction** 3—PICTURE RHYME MATCH Rhyming 5—WHAT WORD? (A) Blending Onset-Rime 8—NEW LETTER NAME Rr 9—SAY THE NAMES Letter Names	**Intensive Intervention** / **Strategic Instruction** Routines and activities as needed **Benchmark Instruction** 3—PICTURE RHYME MATCH Rhyming (if needed) 4—WHAT'S THE FIRST SOUND? (if needed) 9—SAY THE NAMES Letter Names (if needed) Routines and activities as needed
Whole Group/ Partner Practice — 10 Minutes	4—WHAT'S THE FIRST SOUND? 10—ALPHABET SONG GAME	5—WHAT WORD? (A) 8—NEW LETTER NAME 9—SAY THE NAMES	4—WHAT'S THE FIRST SOUND? 8—NEW LETTER NAME 9—SAY THE NAMES	5—WHAT WORD? (A) 8—NEW LETTER NAME 9—SAY THE NAMES	4—WHAT'S THE FIRST SOUND? 5—WHAT WORD? (A) 9—SAY THE NAMES 10—ALPHABET SONG GAME (if time)

S/ Enter each student's prior assessment status in left side of box.

GROUP   Intensive Intervention ☐   Strategic Instruction ☑   Benchmark Instruction ☐

Students' Names

Objective	Routine	Skill Level	Grace	Pablo	Loren	Will	Kevin	Rachel	
Identify two words that rhyme from a set of 3 words	3—PICTURE RHYME MATCH	Practice	P	P	P	S	P	P	
Say the first sound of words	4—WHAT'S THE FIRST SOUND?	Practice	S	P	S	P	P	S	
Orally blend an onset and a rime into a word	5—WHAT WORD? (A)	Practice	S	P	S	S	S	S	
Say the names of the following letters: Oo, Ll, Rr	8—NEW LETTER NAME	Introduce							
Fluently say the names of taught letters in a random order	9—SAY THE NAMES	Practice	P	P	P	P	P	P	
Serially name the alphabet, pointing to each letter as it is named	10—ALPHABET SONG GAME	Practice	P	P	P	P	P	P	

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

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Examining the Teaching Routines

Each lesson plan is made up of effective routines that rotate to maintain student interest. The routines appear at the back of this book as well as on individual cards in the Card Kit. Each routine clearly outlines the steps to follow, while also providing additional ways to enhance instruction and support students who need more assistance.

Each routine focuses on one target objective. Although the content of the routines becomes progressively more challeng-ing, the routine itself remains constant. Materials needed for the routines include charts, *Partner Practice Book* pages, and Word and Sentence Banks shown on the lesson plans. As teachers become familiar with the routines, they can focus more on observing students and providing appropriate feedback and scaffolding. As students become familiar with the routines, they can focus more on practicing the skills. You may want to refer to the cards or cover flaps as you read through the tips and reminders regarding the 20 routines on the following pages.

On some routines, an icon indicates that students practice with partners.

The materials box provides a quick reference to aid in lesson preparation.

Headings show the routine number and name, the strand, and the skill.

An icon shows content that teachers model for students. Most phonics skills require clear demon-stration rather than explanation.

An icon indicates that students practice what the teacher modeled.

ROUTINE 8—New Letter Name
Letter Recognition: Letter Name Introduction

MATERIALS
• Chart for lesson
• Teacher and Student Letter Cards (uppercase and lowercase letters for lesson)

Teacher Model

1. **Teacher:** (Point to the uppercase letter on the chart.) *It's time for New Letter Name. This letter's name is* (new letter name). *What is this letter's name?*
   Students: (Say new letter name.)
   Repeat with lowercase letter on chart.

Student Practice

2. **Teacher:** *Now we'll practice naming the new letter.* (Point several times to uppercase and lowercase new letter on charts.) *What letter?*
   Students: (Practice naming letter.)

Teacher Model

3. **Teacher:** *Watch! I'm going to find our new letter in my Letter Cards.* (Hold up a Teacher Letter Card.) *Is this the letter* (new letter name)*?*
   Students: (Answer yes or no.)
   Teacher: (If it is the new letter, place the card where all students can see it. If it isn't the new letter, set it aside.)

Repeat with other cards (some showing the new letter; others with another letter).

Student Practice

4. **Teacher:** *Now it is your turn. Take out your Letter Cards. Find both cards with the letter* (new letter name) *and put them into one pile. Put the other letters into another pile.*
   Students: (Sort letters into two piles.)
   Teacher: *Knowing letter names helps us read words.*

CORRECTIVE FEEDBACK AND SCAFFOLDING
If students do not name the letter correctly, repeat Steps 1–2. If students do not sort letters correctly, repeat Steps 3–4 with all the cards. Be sure to hold each card next to the new Letter Card and encourage students to compare them.

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Specific suggestions for corrective feedback and scaffolding are provided in case students are not responding appropriately to instruction.

Techniques and Tips for Teaching Routines

ROUTINE 1— Clap the Words
Phonological Awareness: Sentence Segmentation

OBJECTIVE: *Clap once for each word in a sentence comprised of 4–7 single-syllable words*

The teacher begins by engaging students in a very brief conversation about the poster scene. Suggested sentences are included in each lesson plan. Students and teacher say the sentence together. Then students repeat the sentence, clapping once for each word. Understanding that sentences are made up of separate words is a first step to becoming a good reader. Clap once as you say each word in the sentence. If students do not say or clap a sentence correctly, model again until they are able to clap for each word.

TIP: Feel free to make up your own sentences that are not necessarily related to the poster. Be sure sentences are composed only of single-syllable words.

ROUTINE 2— Clap the Parts
Phonological Awareness: Word Segmentation

OBJECTIVE: *Say multisyllabic words, clapping once for each syllable*

Once students are familiar with breaking a sentence into parts, instruction moves to breaking multisyllabic words into separate syllables. Students clap again, but now they clap once for each syllable in a long word. Observe whether students need additional assistance in clapping individual syllables. For students who need additional support, model again by repeating the word, clapping once for each syllable. Have students say it with you as they clap. Then have students clap without you.

TIP: As students become more familiar with the routine, they might want to suggest words. Help support comprehension of words by pointing to specific objects in the Poster Scene.

ROUTINE 3— Picture Rhyme Match
Phonological Awareness: Word Segmentation

OBJECTIVE: *Identify two words that rhyme from a set of three words*

Picture Cards support students' understanding of matching sounds by giving them a visual clue to attach to the sounds. Say the picture name clearly. Be sure students are familiar with the object and the name of the object before matching the rhyming sounds. If students struggle, provide scaffolding by asking them to remove the picture that does not rhyme before naming the two that do.

TIP: Encourage students to suggest names of other objects that rhyme with the featured picture, and draw pictures of those objects. Students can also create a book of words and add words and pictures that rhyme with the featured sound. This routine is particularly useful when teaching children whose first language is not English.

ROUTINE 4— What's the First Sound?
Phonemic Awareness: Initial Sound Isolation

OBJECTIVE: *Say the first sound of words*

Model and practice with students until they know that the signal to respond is when you hold up one finger. For students who are ready for a challenge, add words that begin with blends. If students isolate the initial sound easily, skip or shorten this routine.

TIP: If students struggle with phonemic awareness skills, follow the scaffolding recommendations. Even if students do not respond correctly, simply move on to the next word. Be careful not to increase the difficulty of the routine until they are successful at the current level. This recommendation applies to all phonemic awareness routines.

ROUTINE 5— What Word? (A)
Phonemic Awareness: Blending Onset-Rime

OBJECTIVE: *Orally blend an onset and a rime into a word (teacher: /s➡/ /at/; students: sat)*

In this routine, students listen to the parts of a word. Say the onset, pause briefly, and then say the rime, keeping pronunciation clear. If the pronunciation is a continuous sound (e.g., *s, f,*

m, n), stretch it for 2–3 seconds. Pause after saying the parts to give students thinking time. If students blend onset and rime easily, skip or shorten this routine.

TIP: Listen carefully as students say the word. Make sure they respond in unison. Some students wait for another student to speak so they can imitate the response.

ROUTINE 6— What Word? (B)
Phonemic Awareness: Blending Phonemes

OBJECTIVE: *Orally blend phonemes into a word (teacher: /s➡/a➡/t/; student: sat)*

After you say the separate phonemes in the word, students say the word. Again, stretch continuous sounds and keep stop sounds (e.g., *b, t, p, d*) short. Use the Poster Scene to support language. If time permits, ask students to use the word in a sentence to support language.

TIP: Wait for unison responses to ensure that students are answering quickly without waiting for another student to speak first. Keep discussions about the poster brief so time is spent primarily on developing phonemic awareness.

ROUTINE 7— Say It Slowly
Phonemic Awareness: Segmenting Words Into Phonemes (teacher: sat; student: /s➡/a➡/t/)

OBJECTIVE: *Orally segment words into individual phonemes*

This routine is the opposite of What Word? during which students blend sounds. In Say It Slowly, students say each separate sound to segment the word.

TIP: Be sure students can separate the individual sounds. You may need to model for students until they are able to do this quickly. You may want to choose additional words to practice, but be sure to look at the lesson objective to correctly gauge the difficulty of words to segment. When in doubt, stick with the words in the Word Banks.

ROUTINE 8— New Letter Name
Letter Recognition: Letter Naming

OBJECTIVE: *Say the name of the upper- and lowercase featured letter*

Use the chart and Teacher Letter Cards to teach each letter. Then ask students to find the featured letter in their Letter Cards. Students need to learn that an uppercase letter and lowercase letter have the same name.

TIP: Some letter shapes will be confusing to students. Point out that some letters look similar (e.g., *u/n, p/d*).

ROUTINE 9— Say the Names
Letter Recognition: Letter Naming Cumulative Review

OBJECTIVE: *In random order, fluently say the names of printed letters*

Listen for unison responses to ensure that each student is saying the name correctly. Students should wait until you tap the letter to say the letter name. Gradually increase how quickly you tap each letter, being careful not to tap too quickly for struggling students.

TIP: Students must be able to recognize letters automatically to ensure success at reading.

ROUTINE 10— Alphabet Song Game
Letter Recognition: Serially Name Letters of the Alphabet

OBJECTIVE: *Serially name the alphabet, pointing to each letter as it is named*

Make sure students know the alphabet song before beginning the routine. Model the game by tapping each letter as you say its name. If students play this game easily, skip it during differentiated instruction. It is critical to continue this skill until students can name each letter quickly and easily.

TIP: Model and practice this routine until students can say the name of the letter as they place it on the Alphabet Board.

ROUTINE 11— New Sound
Phonics: Introducing a New Sound

OBJECTIVE: *Say the most common sound for featured letters or letter patterns*

Students should memorize the key words. As you flash the letter (or letter pattern), students should be able to say the key word and then the sound. Students sort pictures to reinforce the sound. For less common letters, spoken words are used instead of pictures.

TIP: To get the full benefit of this activity, students should say the names of the cards aloud as they sort. They need to hear the target sound to make the connection to the letter.

ROUTINE 12— New Vowel Sound
Phonics: Introducing a New Vowel Sound

OBJECTIVE: *Say the short vowel sound for the letters a, e, i, o, and u*

This routine is for short vowels only. Use Routine 11 when introducing long vowel patterns. Use the chart and Key Word Cards to practice the sound for the short vowel. Practice the Sound Sentence with students until they can recite it from memory.

TIP: Students should memorize the sound sentence as soon as they can. The picture should serve as a quick reminder for the sentence. Repeat the sentence often so students can learn to distinguish the short vowel sounds, as these are very challenging for some students. During reading, encourage students to recite the sound sentence if they forget the sound of the vowel.

ROUTINE 13— Say the Sounds
Phonics: Letter-Sound Cumulative Review

OBJECTIVE: *Fluently say the sounds for taught letters and letter patterns*

Students sound each word and then say each word. Tap the stop sounds quickly and hold continuous sounds for two seconds. Provide corrective feedback by saying the correct sound. Ask students to repeat the sound and then the row.

TIP: Listen carefully to ensure students respond correctly. Have students say the sound sentence if they miss a short vowel sound, or say a key word if they miss a consonant sound.

ROUTINE 14— Label the Picture
Phonics: Invented Spelling

OBJECTIVE: *Write one or more letters that correctly correspond to one or more phonemes in a given word*

This activity presents students with an opportunity to put skills into authentic practice. A simple start of labeling the picture progresses into a sentence about the picture and finally several sentences or a narrative about the picture. Students practice writing and spelling words by labeling pictures. If there isn't enough time to label all the pictures, be sure you use the pictures with the recently introduced sound. Use this activity as an opportunity to see which sounds students need to practice.

TIP: Students are only responsible for previously taught sounds and letters. Encourage them to sound out words and try to match letters and sounds.

ROUTINE 15— Sound and Say Words
Phonics: Word Analysis

OBJECTIVE: *Pronounce short vowel words in which each letter represents its most common sound*

Students sound each word and then say each word. You can assist students who are having difficulty blending by stretching and connecting sounds. If words in the lesson begin with continuous sounds, help students blend sounds by asking them not to stop between sounds.

TIP: Scaffold by blending slowly until the student is able to read the word.

ROUTINE 16— Sound and Spell
Phonics: Word Analysis

OBJECTIVE: *Demonstrate understanding of letter-sound correspondences by writing words made up of taught letter sounds and patterns*

Letter patterns in words are reinforced as students spell words with letter cards. It is very important for students to say the sound of each Letter Card and then say each word after they spell it. This ensures that students are relating phonemic awareness to print. No students should skip this step. Students who are able to spell words quickly and easily may prefer to write the words rather than pushing the letter cards, but they should still practice sounding out the word letter by letter.

TIP: Saying the sound of the letter while pushing the letter helps students remember how to read the word.

ROUTINE 17— New Look and Say Words
Word Recognition: Introducing High-Frequency Words

OBJECTIVE: *Pronounce featured sight words*

Students look at the word when you hold up the card and say the word when you tap the card. Provide scaffolding by removing previously learned words until students can say all of the new words correctly.

TIP: Scaffold New Look and Say Words by placing all the cards in front of the group and having students say the new words several times. Then mix up the words and flash each one. Finally, mix the new words with the review words and flash the cards again.

ROUTINE 18— Look and Say Words
Word Recognition: High-Frequency Words Cumulative Review

OBJECTIVE: *Fluently pronounce taught sight words*

Provide corrective feedback by saying the correct word and asking students to repeat the row. If students make frequent errors, consider repeating routines or entire lessons. Multiple errors will decrease the effectiveness of the charts.

TIP: If students are struggling, go through the row of words in order. Then point to them in random order. If students make an error, say the correct word and repeat the row.

ROUTINE 19— Build a Sentence
Word: Application

OBJECTIVE: *Using word cards made up of taught patterns and syllable types, put words together to make a phrase or sentence*

The purpose of this routine is to provide additional practice with common words, including both Sound and Say Words and Look and Say Words. Students read the cards, build a sentence, and then write the sentence. Accept any reasonable sentence. The same set of 18 words is used during approximately three five-lesson units, giving students ample opportunity to construct a variety of sentences with the same words.

TIP: Students needing more help will benefit from your modeling as they build sentences.

ROUTINE 20— Read the Sentences/Read the Story
Application: Word Recognition

OBJECTIVE: *Read sentences made up of taught sight words and word patterns; when a word is unknown, apply a flexible strategy to determine the pronunciation*

When students come to a word they do not know, they use a flexible strategy of Sound, Read, and Check to decode the word. This activity provides an opportunity for students to use learned skills to read authentic text. A Sound, Read, and Check list appears in the chart and on a bookmark at the back of the *Partner Practice Book*. Students can use the bookmark for quick reference.

TIP: Model good partner-practice support. Students should encourage and assist each other without one student's taking over. Teach students to wait four seconds before telling their partners the word.

Examining the Lesson Plan

The lesson plan provides a road map for teaching specific objectives to meet the needs of all three instructional groups. Lesson Plan 18, Introduction to the Letter L, would be used around the fourth or fifth week of the semester, when kindergarteners are settling in to their new school routines. Review the Skills Block Focus Sheet for Lessons 16–20 (see p. 18), as well as the focus sheet from the prior five-lesson unit that includes comments about student performance on objectives (several of the same objectives are practiced in lessons 16–20). The routines for the week are repeated often; frequent practice helps students feel secure in their knowledge of what is expected.

Tabs indicate small group differentiated instruction and whole group partner practice.

Title shows the lesson plan number, featured skills, and corresponding objectives.

Headings indicate rotation for each group. A clock indicates the total time allotment for small group work (20 minutes).

Each routine is identified with the routine number, the strand, and the skill.

Word/Sentence Banks provide carefully designed lists of word/sentences to be used during each routine. These items correspond carefully to targeted objectives and frequently include cumulative review. Alternatives may be used as long as they match the targeted objective.

Routines are listed in order of instruction. The teacher first models for the whole group and then has students work in pairs for peer practice. A clock indicates the total time allotment for whole group work (10 minutes).

All materials needed for each routine are listed.

Reminders help keep instruction focused on the objective.

Teacher Tips assist with pacing, classroom management, and variations on the instruction.

Each lesson ends with a brief review of a specific feature of that lesson.

Lesson Plan Sample

LESSON 18 — New Letter Name Ll

OBJECTIVES: Name the letter Ll; Cumulative Review

Differentiated Instruction (20 Minutes)

Intensive Intervention

Use ROUTINE 3—Picture Rhyme Match
Phonological Awareness: Rhyming

MATERIALS
- Teacher Key Word Cards: moon, clock
- Teacher Picture Cards: well, spoon, hat, bat

WORD BANK		
moon	spoon	clock
bat	hat	well

Use ROUTINE 4—What's the First Sound?
Phonemic Awareness: Initial Sound Isolation

MATERIALS
- City Poster Scene

WORD BANK	
cap, /k/ ap	lamp, /l/ amp
cold, /k/ old	dog, /d/ og

REMINDER Provide corrective feedback by asking students to listen as you say the first sound. Then have them repeat it.

Use ROUTINE 8—New Letter Name
Letter Recognition: Letter Name Introduction

MATERIALS
- Chart 11
- Teacher and Student Letter Cards: Ll, all previously taught Letter Cards (Set 1, Ii, Nn, Dd, Oo)

Use ROUTINE 9—Say the Names
Letter Recognition: Letter Names Cumulative Review

MATERIAL
- Chart 11

Benchmark Instruction

Use ROUTINE 3—Picture Rhyme Match
Phonological Awareness: Rhyming

MATERIAL
- Teacher Key Word Cards: cat, hose, toes
- Teacher Picture Cards: hat, bat, rose
- Word Bank (See previous *Picture Rhyme Match*.)

REMINDER Use this Routine if needed.

Use ROUTINE 5—What Word? (A)
Phonemic Awareness: Blending Onset-Rime

MATERIALS
- City Poster Scene
- Word Bank (See *What's the First Sound?* above.)

TEACHER TIP
Challenge students who are ready by saying each phoneme in the word. For example, /k/ /a/ /p/. What word?

Use ROUTINE 4—What's the First Sound?
Phonemic Awareness: Initial Sound Isolation

MATERIALS
- City Poster Scene
- Word Bank (See *What's the First Sound?* above. Use words in a different order.)

REMINDER Use this Routine if needed.

Whole Group/Partner Practice (10 Minutes)

Use ROUTINE 4—What's the First Sound? Whole Group
(See *What's the First Sound?* above. Use words in a different order.)

Use ROUTINE 8—New Letter Name Whole Group

Use ROUTINE 9—Say the Names Whole Group/Partner Practice

MATERIAL
- Partner Practice Book page 15

CLOSURE
TEACHER: *What New Letter Name did we practice today?* (Point to the letter l on the Chart.)
STUDENTS: l

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Teaching a Lesson Step by Step

To get a clear sense of how *Bookshop Phonics* works in the classroom, here is a look at one day and a walk through each of the three 10-minute segments.

Preparing for the Lesson

At the beginning of the week (or at the end of the previous week) prepare as follows:

1. Locate Lesson Plan 18 in the *Teacher's Guide.*
2. Gather the necessary cards from the Card Kit: five Routine Cards (can also refer to the back of this book), one Independent Activity Card, and Picture and Word Cards needed for the routines and activities as indicated on the lesson plan.
3. Mark your photocopies of the Skills Block Focus Sheet—one for each group. Check to be sure you have enough copies of any required Independent Activity Blackline Masters.
4. Carefully review the routines, activities, and assessments.
5. Collect and place all materials needed for instruction and independent activities in predetermined locations for ease of use.

Classroom Management

In order for small-group segments to function effectively, student rotation routines must be established. Both the classroom and learning task materials should be organized to promote independence and responsibility. Task management boards are an effective way to do this.

A task management board is an organizational tool designed to build independent work habits in students and to liberate teachers from repeatedly explaining the daily order of events. Students refer to task management boards for information about their daily activities and teaching groups. Displaying the tasks in this way promotes students' ability to take responsibility for their own learning. There should be separate boards for phonics, reading, and writing. Keep in mind that it takes time to establish routines and make expectations explicit. Model the independent activities for students to ensure that they can in fact handle them independently. See page 11 for more information on independent activities.

Prior to the whole-class focus session, clarify expectations for independent activities and blackline masters, and the required sequence. It is the students' responsibility to pace themselves so they can complete the required tasks in the specified time.

1. Select appropriate independent activity cards for the lesson or unit.
2. Photocopy any required student blackline masters.
3. Enter group activities on the task management board.
4. Review the schedule with students.

Differentiated Instruction: Teaching Small Groups

20 Minutes

After assigning independent tasks to the Strategic Instruction and Benchmark Instruction groups, call the **Intensive Intervention** group to the table and proceed as follows:

1. **Routine 3—Picture Rhyme Match** This routine supports instruction for phonological awareness, an important skill for beginning readers. As students match sounds, observe which students are responding correctly, providing corrective feedback for those needing additional support.
2. **Routine 4—What's the First Sound?** Point to objects in the Poster Scene of a city in winter, asking students to listen to the first sound and repeat it in unison.
3. **Routine 8—New Letter Name** Introduce the letter *L*. After introducing the letter *L*, compare it to letters students already know. This helps students remember the new letter. Students then find the new Letter Card among previously learned Letter Cards. Note each student's progress for this objective on the Skills Block Focus Sheet.
4. **Routine 9—Say the Names** Use the chart to point to letters students learned previously. After the group names all the letters in unison, provide individual practice for one or two students, randomly pointing to a few letters as each student names them. If time allows, additional practice naming letters is provided.
5. Teachers close by reviewing what students' next tasks will be while the teacher works with another group.

This process should take about 10 minutes, as the group should move quickly through each routine. Some routines, such as Say the Names, require only a minute or two.

The next group to come to the table is the **Benchmark Instruction** group, which meets only twice a week as a small group.

1. **Routine 3—Picture Rhyme Match** is listed for this group, but if this group has mastered the skill of matching rhymes, start with **Routine 5—What Word? (A)** Using the same list of words used with the previous group, pronounce the first sound and then the rime. Challenge students by saying each phoneme and then asking, "What word?"
2. If it seems necessary, end with **Routine 4—What's the First Sound?** using the same set of words and noting each student's progress on the Skills Block Focus Sheet.
3. The remaining time is used to review student progress on independent activities. Note that the new skill for the day is *not* introduced during Benchmark Instruction, as these students can already name the letter *L*. (If they could not, this group would probably learn the letter name during whole group instruction, and would not require small group instruction for mastery.) This process, including transition time, should take around 10 minutes.

Whole Groups and Partner Practice

10 Minutes

The last 10 minutes of the 30-minute phonics skills block is with the whole group and includes partner practice.

1. Begin with **Routine 4—What's the First Sound?** and presents the letter *L*.

2. Go through the final routine, naming all previously taught letters. For students needing extra assistance, this session will offer additional practice of skills presented in small group. For other students it will be a review of previously learned skills.

3. End whole group instruction by having students work in pairs to name the letters on partner practice pages, walking among the groups to listen and offer support as needed. Keep track of each student's progress with the featured objective on the Skills Block Focus Sheet.

Thus, in three quick, meaningful sessions, everyone in the class has received instruction in skills essential for beginning reading, rhyming, sound isolation, blending, and letter recognition.

Independent Activity Blackline Masters

Reproducible blackline masters (see pp. 265–272) show directions for all 20 independent activities. After presenting an activity in the classroom, you can make additional copies to send home with students, so that they can share what they've learned as they practice newly gained skills at home. Each blackline master provides clear and easy-to-follow instructions, enabling families to support school instruction. Unlike programs with expensive and cumbersome materials, *Bookshop Phonics* provides suggestions for inexpensive and common materials, such as egg cartons, paper bags, sticky notes, and familiar texts. You may want to present one or two activities at the first parent-teacher meeting to give parents an opportunity to read through the instructions, manipulate the materials, and ask questions. This ensures that parents or caregivers are aware of the activities and can help children use them in effective ways at home.

Additional Tips

- At the beginning of the year, make sure students understand the routines that will be used during the first lessons, as well as what they need to do during independent activity time. It might be necessary to forego small group instruction and spend a day or two monitoring and assisting during independent work and familiarizing students with the task management board. See *Bookshop Teacher's Guide* for more information.

- Similarly, when you introduce a new routine in a lesson, take time to make sure students understand it.

- It is better to give students a firm grip on the process than to rush through all the material. Sometimes it may take more than one 30-minute skills block to complete a lesson successfully. You may also need to repeat some lessons.

- Use the materials lists on pages 226–227 to help you alphabetize and organize Letter Cards, Key Word Cards, Picture Cards, Look and Say Word Cards, and Sound and Say Word Cards.

- Organizing materials for all five lessons before beginning to teach a five-lesson unit allows you to better focus on instruction.

- Use independent activity time for students to practice objectives not yet mastered. Rereading partner practice pages with a partner is an excellent independent activity for students who are struggling.

- Take time at the end of the lesson or end of the day to reorganize materials so they will be ready for use the next day. Students may be able to assist you.

Examining the Progress Monitoring Charts

The four Progress Monitoring Charts appear at consistent points in the program (approximately every 30 lessons) that are ideal for evaluating progress on key skills and objectives, particularly for students in both Strategic Instruction and Intensive Intervention. By referencing key skills on the Scope & Sequence, teaching routines, and Optional Supplemental Assessments provided on pages 257–261, the charts provide an outline for reviewing the prior 30 lessons as well as planning for the next 30. Skills that require a degree of mastery before students can move on are clearly indicated, and prescriptive work is outlined. Skills that will receive more practice in the ensuing 30 lessons (making a degree of mastery less crucial at this point) are described as well. It is always better to repeat lessons and ensure success than to move on. If students successfully finish Lesson 120 by the end of the year, they will have met key Kindergarten standards.

Lesson numbers to be either reviewed or planned appear in the headings.

In the review and assessment column, a modified *Partner Practice Book* page that can be used for a quick one-on-one assessment is referenced.

Tools from the Mondo Assessment Battery and minimum range scores are provided.

In the planning column, suggestions for students struggling to master key skills and objectives are listed.

Suggestions for students who are progressing appropriately with phonics skills are included.

The first column pertains to a review of the prior 30 lessons. Key skills are grouped by strand.

Skills and objectives that should have been mastered at this point are listed. The numbers link to the scope and sequence.

Directly across from listings of skills and objectives that students should have mastered (review and assessment) are found the corresponding routines for these skills. Explanation is provided regarding how the skills are treated in the upcoming 30 lessons. There will either be sufficient practice for students to move forward, or specific additional practice will be recommended for students struggling with mastery.

Progress Monitoring: Linking Assessment and Instruction

Reviewing Lessons 61–95

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 TK 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	35+ at year end	0–12	13–23	24+
Letter/Sound Knowledge	44+ at midyear	0–23	24–33	34+
Letter-Sound Correspondence	20+ at year end	0–8	9–15	16+

Which skills/objectives should students have mastered?
(Objective numbers correspond to Scope and Sequence—see page TK.)

6b—Blending Phonemes: What Word? (B) Orally blend 2–4 phonemes into a word (teacher: /f➡/r➡/o➡/g/; student: *frog*).
This important foundational skill facilitates sounding out and spelling words.

7b—Segmenting Words Into Phonemes: Say It Slowly Orally segment words with 2–4 phonemes into individual phonemes (teacher: *frog*; student: /f➡/r➡/o➡/g/).
This important foundational skill facilitates sounding out and spelling words.

8—Letter Naming Introduction: New Letter Name
9—Letter Naming Cumulative Review: Say the Names In a random order, fluently say the names of all printed letters. *Although letter naming is important, a small number of students learn sounds without fully mastering all letter names.*

11—Letter-Sound Introduction: New Sound
12—Letter-Sound Introduction: New Vowel Sound
13—Letter-Sound Cumulative Review: Say the Sound Fluently say the most common sound for taught letters: *a, t, m, s, f, p, n, i, d, o, l, r, h, e, b, u, g, c/_ck*. *Saying the most common sounds for single letters prepares students for sounding words, as in ROUTINE 15—Sound and Say Words.*

15c-d—Word Analysis: Sound and Say Words Pronounce short vowel words in which each letter represents its most common sound, including all CVCC patterns (e.g. *test*). *The number of times students must "sound through" a word before it is fully recognized varies from student to student.*

17—High Frequency Words: New Look and Say Words
18—High Frequency Words: Look and Say Words Fluently pronounce taught sight words (see list on page TK). *Students should be able to say these words quickly, at a rate of approximately 2–3 seconds per word.*

20—Application: Read the Sentences/Story Read sentences made up of taught sight words and word patterns. *Although students may not be reading quickly, they should be able to read passages with very little assistance, since sentences are made up entirely of taught sounds and words.*

See Scope and Sequence for Objectives 14, 16, and 19, which were also addressed in Lessons 61–95.

Planning Lessons 96–120

For students struggling with the objectives (see suggestions in blue type below):
- **Review the suggestions in the chart 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 Kindergarten standards.**
- 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. Families, volunteers, same-age tutors, older tutors, and family members can easily assist students with objectives 8, 9, 15, 16, 17, 18, and 20. These Partner Practice pages address objectives 15, 17, 18, and 20.

For students progressing with the objectives (see suggestions in black type below):
- If some students need to repeat lessons, have higher performers extend skills instead of continuing with the next lessons. Writing is a great way to build on students' phonics skills.
- If students are already reading, supply 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 mastered.

Suggestions for key skills

ROUTINE 6—What Word? (B)
ROUTINE 7—Say It Slowly
Because these skills are important, they are practiced through Lesson 140 to ensure that all students are able to blend phonemes quickly and easily.

Assess these skills during ROUTINE 16—Sound and Spell.

ROUTINE 8—New Letter Name
ROUTINE 9—Say the Names
If students are still struggling with these routines, focus on learning letter sounds. Provide practice as described above. These skills are not practiced in upcoming lessons.

These routines are not included in small group Benchmark Instruction. Add to small group if needed. Omit from small group Strategic Instruction if not needed.

ROUTINE 11—New Sound
ROUTINE 12—New Vowel Sound
ROUTINE 13—Say the Sounds
Provide additional practice, as described above, before moving on to upcoming lessons. New sounds are introduced in Lesson 97.

Assess these skills during ROUTINE 16—Sound and Spell. Do not skip Sound and Spell, though you may want to make it more challenging (see tips in lessons for suggestions). Teach more advanced phonics skills as students are faced with unknown words during their independent reading. Teach them to apply skills to multisyllabic words they encounter during independent and guided reading.

ROUTINE 15—Sound and Say Words
If during Partner Practice students are missing more than one word per row, provide extra practice, as described above, before moving forward with new lessons. ROUTINE 14—Label the Picture and ROUTINE 16—Sound and Spell also support this skill.

ROUTINE 15 is not included in Benchmark Instruction. Add as needed. Omit during Strategic Instruction if students are fluent. This skill is reinforced in ROUTINE 16, which should not be skipped. You may want to make it more challenging (see tips in lessons for suggestions). Teach more advanced phonics skills as students are faced with unknown words during their independent reading. Teach them to apply skills to multisyllabic words.

ROUTINE 17—New Look and Say Words
ROUTINE 18—Look and Say Words
If students miss more than one word per row during these routines on a Partner Practice Book page, provide additional practice, as described above, before proceeding with the next lessons.

You may wish to add more challenging sight words selected from their independent reading.

ROUTINE 20—Read the Sentences/Story
If students miss more than one word per row during this routine on a Partner Practice Book page, provide additional practice before proceeding with the next lessons.