

## Reviewing Lessons 1–30

### 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 257 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	0–3	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+

### Which skills/objectives should students have mastered?

(Objective numbers correspond to Scope and Sequence—see pages 284–287.)

**1—Sentence Segmentation: Clap the Words** Clap once for each word in a sentence comprised of 4–7 single-syllable words.

**2—Word Segmentation: Clap the Parts** Say multisyllabic words, clapping once for each syllable.

## Planning Lessons 31–60

For students struggling with the objectives (see suggestions in blue type below):

- **Keep moving ahead with Intensive Intervention during small group time. All of the key skills listed on page 60 will be reviewed in upcoming lessons, so you do not need to repeat any lessons.**
- 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, or older tutors can easily assist students with objectives 8, 9, and 10.
- Integrate quick phonemic awareness review into other parts of the day. This can be accomplished in just a minute or two by choosing a word from any story or poem to blend and segment.

For students progressing with the objectives (see suggestions in black type below):

- Follow Strategic or Benchmark Instruction.
- Only the more challenging routines are suggested for Benchmark Instruction, so some small group time can be devoted to more challenging activities.
- For Strategic Instruction, skip routines students have clearly mastered.

### Suggestions for key skills

These skills focus on large phonological units (words, syllables, and rimes), rather than on individual phonemes. Ideally, these skills are mastered prior to Kindergarten. For students still struggling with these skills, we recommend focusing assessment and instructional time on objectives 4–5, which are more directly linked to the reading process.

**3—Rhyming: Picture Rhyme Match** Identify two words that rhyme from a set of 3 words.

**4—Initial Sound Isolation: What's the First Sound?** Say the first sound of words. *This important skill leads to segmenting words into phonemes, which begins in Lesson 31. It also helps students begin to spell.*

**5—Blending Onset-Rime: What Word? (A)** Orally blend an onset and rime into a word (teacher: /s/ /at/; students: *sat*). *This important skill leads to blending individual phonemes and, eventually, to sounding out words in print.*

**8—Letter Naming: New Letter Name** Say the names of the following upper- and lowercase letters: *a, t, m, s, f, p, i, n, d, o, l, r, h, e, b, u, g, c.*

**9—Letter Naming Cumulative Review: Say the Names** In a random order, fluently say the names of printed letters taught in ROUTINE 8.

**10—Serial Alphabet Naming: Alphabet Song Game** Serially name the alphabet, pointing to each letter as it is named. *Observe students playing the game individually to make sure they can name each letter and place it in order.*

**ROUTINE 4—What's the First Sound?**

Although this routine does not continue after Lesson 30, the skill is practiced in ROUTINE 7—Say It Slowly. For students who struggle, provide extra practice, as described above, with words that begin with continuous sounds, such as *sea*, *net*, and *raff* in Lesson 31. Exaggerate these sounds as you model segmentation, stretching that first sound at least three seconds. ROUTINE 6 is not included in Benchmark Instruction. Students in Benchmark Instruction will practice this routine in whole group. Omit from small group Strategic Instruction if routine is not needed. This skill will also be extended in ROUTINE 16—Sound and Spell. Observe carefully and reinforce blending and segmenting as students sound and spell words. Tips are provided in the lessons to make this routine more challenging.

**ROUTINE 5—What Word? (A)**

This routine does not continue after Lesson 30, but the skill is practiced in ROUTINE 6—What Word? (B). Provide extra practice, as described above, with words beginning with continuous sounds. When modeling, stretch continuous sounds and connect sounds for students. When you say a word slowly, you should not stop between continuous sounds. For example, in *net*, you can connect the /n/ to /e/ to /e/, but in *pet*, you cannot connect /p/ to /e/ and still “say it slowly”.

ROUTINE 7 is not included in Benchmark Instruction. Students in Benchmark Instruction will practice this routine in whole group. Omit from small group Strategic Instruction if routine is not needed. This skill will also be extended in ROUTINE 16—Sound and Spell. Observe carefully and reinforce blending and segmenting as students sound and spell words.

**ROUTINE 8—New Letter Name**

**ROUTINE 9—Say the Names**

Students will continue to practice these letter names. No new names will be added until Lesson 47.

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 10—Alphabet Song Game**

This routine is listed as optional in upcoming lessons, so be sure to include it for students requiring additional practice. This game can also be played with peers, tutors, volunteers, and families.

This routine is not included in small group Benchmark Instruction. Add it to small group if needed. Omit it from small group Strategic Instruction if it is not needed.