

## 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 259 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 Recognition	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 pages 284–287.)

**6b—Blending Phonemes: What Word? (B)** Orally blend 2–4 phonemes into a word (teacher: /f/ ➔ /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.*

## 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. The 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.

<p><b>8—Letter Naming Introduction: New Letter Name</b>  <b>9—Letter Naming Cumulative Review: Say the Names</b> In a random order, fluently say the names of all printed letters. <i>Although letter naming is important, a small number of students learn sounds without fully mastering all letter names.</i></p>	<p><b>11—Letter-Sound Introduction: New Sound</b>  <b>12—Letter-Sound Introduction: New Vowel Sound</b>  <b>13—Letter-Sound Cumulative Review: Say the Sound</b> Fluently say the most common sound for taught letters: <i>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.</i></p>
<p><b>15c-d—Word Analysis: Sound and Say Words</b> Pronounce short vowel words in which each letter represents its most common sound, including all CVCC patterns (e.g. <i>test</i>). <i>The number of times students must “sound through” a word before it is fully recognized varies from student to student.</i></p>	<p><b>17—High Frequency Words: New Look and Say Words</b>  <b>18—High Frequency Words: Look and Say Words</b> Fluently pronounce taught sight words (see list on page 226). <i>Students should be able to say these words quickly, at a rate of approximately 2–3 seconds per word.</i></p> <p><b>20—Application: Read the Sentences/Story</b> Read sentences made up of taught sight words and word patterns. <i>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.</i></p>

<p><b>ROUTINE 8—New Letter Name</b>  <b>ROUTINE 9—Say the Names</b>  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.</p> <p>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.</p>	<p><b>ROUTINE 11—New Sound</b>  <b>ROUTINE 12—New Vowel Sound</b>  <b>ROUTINE 13—Say the Sounds</b>  Provide additional practice, as described above, before moving on to upcoming lessons. New sounds are introduced in Lesson 97.</p> <p>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.</p>
<p><b>ROUTINE 15—Sound and Say Words</b>  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. <b>ROUTINE 14—Label the Picture and ROUTINE 16—Sound and Spell</b> also support this skill.</p> <p>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.</p>	<p><b>ROUTINE 17—New Look and Say Words</b>  <b>ROUTINE 18—Look and Say Words</b>  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.</p> <p>You may wish to add more challenging sight words selected from their independent reading.</p> <p><b>ROUTINE 20—Read the Sentences/Story</b>  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.</p>

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