

Unit 9

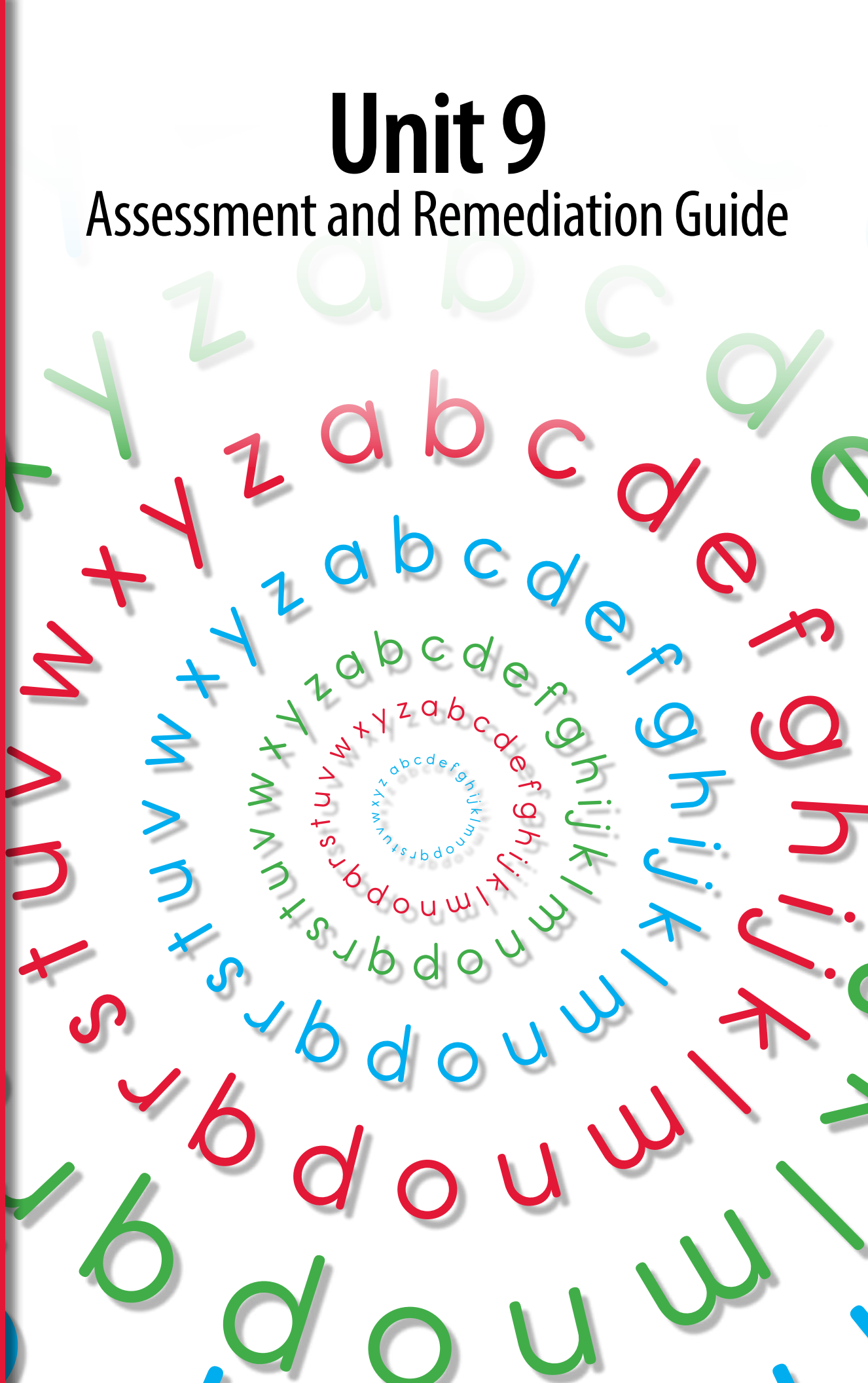
Assessment and Remediation Guide

Core Knowledge Language Arts® • Skills Strand



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KINDERGARTEN





Unit 9

Assessment and Remediation Guide

Skills Strand
KINDERGARTEN

Core Knowledge Language Arts®



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Instructional Planning

Planning instruction with the *Assessment and Remediation Guide* is guided by

- observation of student performance during instruction from the Kindergarten Teacher’s Guide lessons;
- student scores on performance assessments throughout the Kindergarten units; and
- progress monitoring assessments from the *Assessment and Remediation Guide*.

Step 1: Use the Cross-Reference charts and Determining Student Need flowcharts provided for each component (i.e., Phonics, Fluency and Comprehension, and Writing) within the unit. The Cross-Reference chart helps you consider student performance across the lessons and with any Pausing Points utilized. Instructional activities are organized by unit objectives. Therefore, if students struggled significantly with activities from particular rows of the chart, the unit objective to target is indicated in the first column. The Determining Student Need flowchart prompts you to additionally consider student assessment performance.

Step 2: If a need for remediation is indicated, refer to the Kindergarten Skills Scope and Sequence (provided in the Kindergarten *Assessment and Remediation Guide* Introduction) to consider whether remedial instruction may need to begin at an earlier unit.

Step 3: Consider students’ Level of Instructional Need. A description of the three Levels of Instructional Need is provided in the Kindergarten *Assessment and Remediation Guide* Introduction. Establishing a level of instructional need will direct you to a corresponding lesson structure provided at the beginning of each unit.

Step 4: Select exercises and assessments and prepare associated materials for instruction and progress monitoring.

Step 5: Use ongoing evaluation of student instructional performance and progress monitoring to facilitate decisions about student progress or ongoing remediation needs.

Thoughtful observation of daily performance, integrating assessment with instruction, and providing targeted remediation as quickly as possible will help most struggling Kindergarten students become *successful* Kindergarten students!

Lesson Structures for Levels of Instructional Need

The Kindergarten *Assessment and Remediation Guide* will serve students who

- may enter Kindergarten with known literacy skill educational needs requiring instruction beyond the Skills strand Teacher Guide lessons;
- may have significant instructional needs identified by the student performance assessments throughout the Kindergarten units; and/or
- may complete some Kindergarten units, yet demonstrate a lack of preparedness for subsequent units.

Depending on the severity of student instructional need, instructional personnel available, and student grouping options, materials from the Kindergarten *Assessment and Remediation Guide* may be used for

- guided reinforcement;
- explicit reteaching; and/or
- comprehensive reteaching.

The Lesson Templates within each section provide a detailed model of the sequence of instructional steps to be followed when reteaching the particular skill(s) targeted in that section. The Lesson Templates are followed by a Sample Remedial Lesson illustrating how specific skill work, activities, and progress monitoring can be applied to the template. Among the lesson structures, you will find that the Explicit Reteaching Lesson Structure aligns with the Lesson Templates and Sample Remedial Lessons from each section. The Guided Reinforcement Lesson Structure provides guidance for how to make more abbreviated use of the Lesson Reteaching Templates and Sample Remedial Lessons, and the Comprehensive Reteaching Structure illustrates how to make more complete use of the Lesson Templates and Sample Remedial Lessons across sections.

Guided Reinforcement Lesson Structure

The Guided Reinforcement Lesson Structure provides guidance for how to use only the supported practice elements from the Lesson Templates. This structure provides an abbreviated lesson geared for reinforcing developing skills not yet mastered.

Guided Reinforcement	Exercise	Materials	Minutes
Warm-Up	See corresponding section Lesson Templates for Warm-Up activity descriptions for <ul style="list-style-type: none"> • Phonics: Match Me; • Fluency and Comprehension: Activate Prior Knowledge; and • Writing: Uppercase Letter Formation: Handwriting Warm-Up. 	activity dependent	3
Guided Practice (applying skills)	See corresponding sections to choose one or two activities from Worksheets, Games, or Poems/Songs/Nursery Rhymes for instruction related to remedial targets within <ul style="list-style-type: none"> • Phonics; • Fluency and Comprehension (Rereading text to apply familiar Thinking with Reading techniques); and • Writing: Uppercase Letter Formation. 	activity dependent	12

Note: Progress monitoring related to instruction from Guided Reinforcement lessons may be integrated within instructional times other than these brief remedial lessons, or remedial instructional time may be devoted to completed progress monitoring as needed.

Explicit Reteaching Lesson Structure

The Explicit Reteaching Lesson Structure aligns with the Lesson Templates. This structure provides a more complete lesson geared for explicit instruction for selected unit objectives.

Explicit Reteaching	Exercise	Materials	Minutes
Warm-Up	See corresponding section Lesson Templates for Warm-Up activity descriptions for <ul style="list-style-type: none"> • Phonics: Match Me; • Fluency and Comprehension: Activate Prior Knowledge; and • Writing: Uppercase Letter Formation: Handwriting Warm-Up. 	activity dependent	3
Explicit Instruction	See corresponding section Lesson Templates for Learning About... activity descriptions for <ul style="list-style-type: none"> • Phonics: Review the Sound/Spelling; • Fluency and Comprehension: Set a Purpose and Model Thinking with Reading; and • Writing: Uppercase Letter Formation: Learning about Uppercase Letter Formation. 	activity dependent	4
Guided Practice (working with skills)	See corresponding section Lesson Templates for Working with... activity descriptions for <ul style="list-style-type: none"> • Phonics: Chaining; • Fluency and Comprehension: Read with Purpose and Understanding; and • Writing: Uppercase Letter Formation: Working with Uppercase Letter Formation. 	activity dependent	10
Guided Practice (applying skills) OR Independent Practice/Progress Monitoring	See corresponding sections to choose one or two activities from Worksheets, Games, or Poems/Songs/ Nursery Rhymes for instruction related to remedial targets within <ul style="list-style-type: none"> • Phonics; • Fluency and Comprehension: Read with Purpose and Understanding (continued); and • Writing: Uppercase Letter Formation. <p>Activities with which students have demonstrated independence may engage students when progress monitoring with individuals is needed.</p>	activity dependent Progress Monitoring resources	8

Comprehensive Reteaching Lesson Structure

The Comprehensive Reteaching Lesson Structure also aligns with the Lesson Templates. This structure provides a more instructional time allowing for integration of activities from multiple sections when multiple unit objectives are targets for remediation.

Comprehensive Reteaching	Exercise	Materials	Minutes
Warm-Up	See corresponding section Lesson Templates for Warm-Up activity descriptions for <ul style="list-style-type: none"> • Phonics: Match Me; • Fluency and Comprehension: Activate Prior Knowledge; and • Writing: Uppercase Letter Formation: Handwriting Warm-Up. 	activity dependent	3
Explicit Instruction	See corresponding section Lesson Templates for Learning about... activity descriptions for <ul style="list-style-type: none"> • Phonics: Review the Sound/Spelling; • Fluency and Comprehension: Set a Purpose and Model Thinking with Reading; and • Writing: Uppercase Letter Formation: Learning about Uppercase Letter Formation. 	activity dependent	5
Guided Practice (working with skills)	See corresponding section Lesson Templates for Working with... activity descriptions for <ul style="list-style-type: none"> • For Phonics: Chaining; • For Fluency and Comprehension: Read with Purpose and Understanding; and • For Writing: Uppercase Letter Formation: Working with Uppercase Letter Formation. 	activity dependent	10
Guided Practice (applying skills)	See corresponding sections to choose one or two activities from Worksheets, Games, or Poems/Songs/ Nursery Rhymes for instruction related to remedial targets within <ul style="list-style-type: none"> • Phonics; • Fluency and Comprehension: Read with Purpose and Understanding (continued); and • Writing: Uppercase Letter Formation. 	activity dependent	12
Independent Practice/Progress Monitoring	Activities with which students have demonstrated independence may engage students when progress monitoring with individuals is needed.	activity dependent Progress Monitoring resources	10

Note: If a single remedial instruction session does not allow enough time to complete the Comprehensive Reteaching Lesson, then the instruction can be divided over two instructional sessions instead. A split lesson structure may look like this:

Session 1	Session 2
Warm-Up Explicit Instruction Guided Practice (working with skills) <u>Initiate</u> Guided Practice (applying skills)	Warm-Up Explicit Instruction <u>Continue</u> Guided Practice (applying skills) Independent Practice/Progress Monitoring

A single objective should be the *primary* focus of any given remedial instruction session. If you are using the Comprehensive Reteaching lesson structure and students are in need of explicit instruction related to multiple components (i.e., Phonics, Fluency and Comprehension, and Writing), then rotate the focus selected for Explicit Instruction and the related Guided Practice (working with skills) throughout a series of sessions. A rotating focus may look like this:

Session 1	Session 2	Session 3	Session 4
Warm-Up: Phonics focus Explicit Instruction: Phonics focus Guided Practice (working with skills): Phonics focus Guided Practice (applying skills): Combination from component areas (e.g., a Phonics and a Writing activity) Independent Practice/Progress Monitoring: Writing activity (observing for success independently)	Warm-Up: Comprehension focus Explicit Instruction: Comprehension focus Guided Practice (working with skills): Comprehension focus Guided Practice (applying skills): Combination from component areas (e.g., a Phonics and a Comprehension activity) Independent Practice/Progress Monitoring: Phonics progress monitoring assessment	Warm-Up: Writing focus Explicit Instruction: Writing focus Guided Practice (working with skills): Writing focus Guided Practice (applying skills): Combination from component areas (e.g., a Phonics and a Fluency activity) Independent Practice/Progress Monitoring: Continue Phonics progress monitoring assessment	Repeat Sequence (Perhaps sessions focusing on writing do not occur as frequently as sessions focusing on phonics and comprehension.)

Guide Organization

Instruction from the *Kindergarten Assessment and Remediation Guide* will be most effective when used in either one-on-one or small group settings. Learning is optimized when instruction is facilitated by a teacher with expertise related to literacy instruction. Small teacher-to-student ratios maximize individual learning, particularly through increased opportunity for immediate (reinforcing or corrective) feedback for each student.

A description of the Basic and Advanced Code taught to students using CKLA materials starting in Kindergarten is provided in the *Kindergarten Assessment and Remediation Guide* Introduction. This description will provide insight and context for how phonics skills are introduced in Kindergarten and taught throughout Grade 1 and Grade 2.

The materials throughout the units are organized into sections by component area (i.e., Phonics, Fluency and Comprehension, and Writing) and aligned with the objectives from the CKLA Skills strand units. Within the sections you will find:

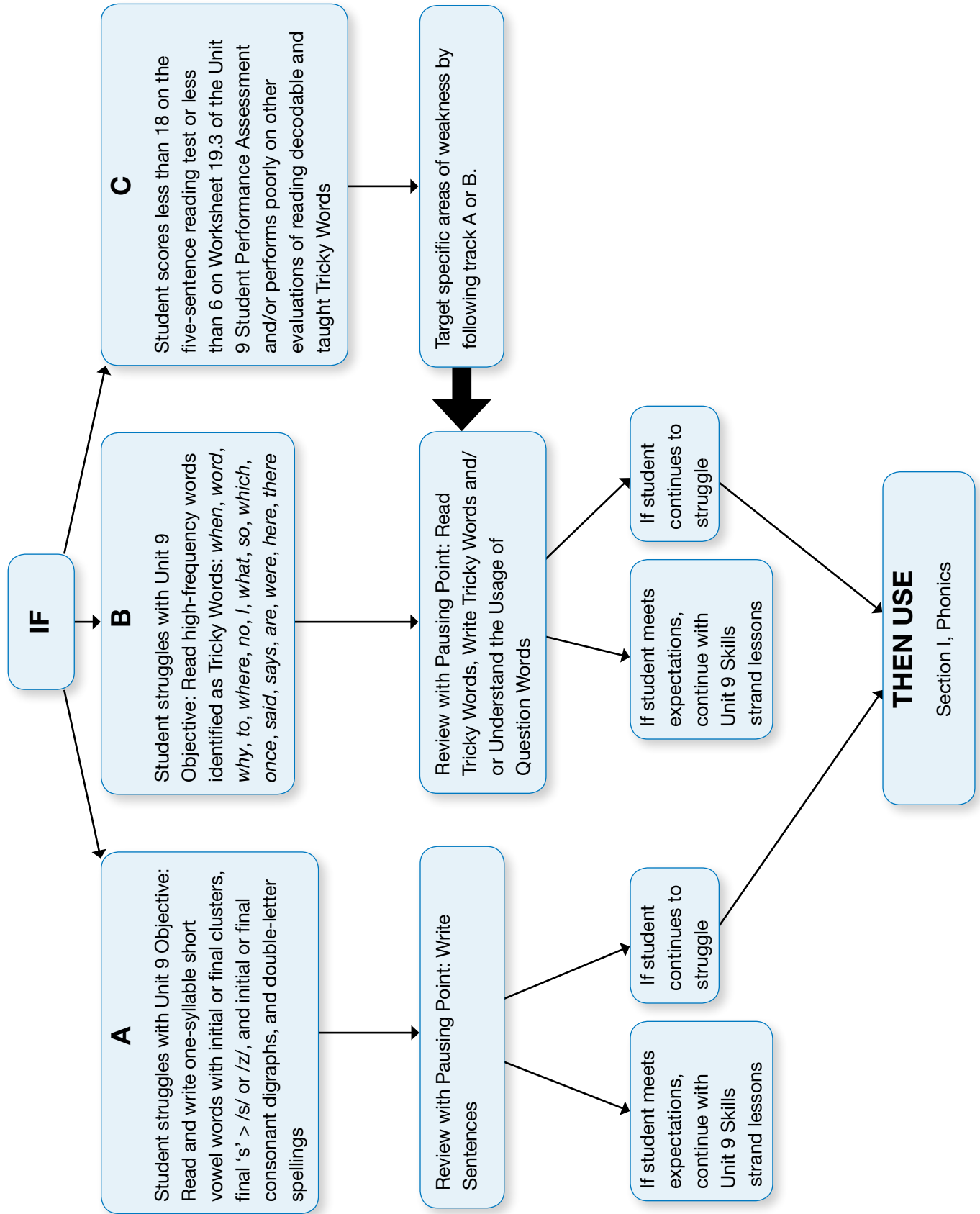
- **Determining Student Need Chart:** A chart is supplied for your reference to determine student need for instruction from any given unit and section of the *Assessment and Remediation Guide*.
- **Lesson Template and Sample:** The Lesson Templates within each section provide a detailed model of the sequence of instructional steps to be followed when reteaching the particular skill(s) targeted in that section. The Lesson Templates are followed by a Sample Remedial Lesson illustrating how specific skill work, activities, and progress monitoring can be applied to the template. These Lesson Templates and Sample Lessons align with the Explicit Reteaching Lesson Structure described under Instructional Planning at the beginning of each unit. Guidance for how to adapt the Lesson Templates and Sample Lessons from each section for the Guided Reinforcement or Comprehensive Reteaching Lesson Structure is also found under Instructional Planning at the beginning of each unit.
- **Lesson Reference Charts:** When applicable, reference charts are provided to help you adjust the difficulty of your lessons, ensuring students are appropriately scaffolded or challenged.
- **Dimensions of Difficulty:** This chart is provided for your use to accelerate or reduce the task difficulty for students.
- **Cross-Reference Charts:** The objectives for each section are cross-referenced to the lessons and Pausing Points from the CKLA Skills strand units. The alignment of objectives and activities can be seen at a glance, facilitating coordinated and targeted use of both the Skills strand units and the *Assessment and Remediation Guide*.

- **Word Lists:** Collections of words, phrases, or sentences needed for activities are provided. These lists are not intended to be exhaustive or restrictive. This resource is included to facilitate lesson preparation; however, teachers are welcome to use the lists as models for adding words, phrases, or sentences of their own.
- **Worksheets:** Worksheets may be utilized to facilitate modeling during Explicit Instruction, supervised practice and application of skills during Guided Practice, or reinforcement during Independent Practice.
- **Games/Activities:** Games and activities are provided inviting students to apply and strengthen the target skills.
- **Sentences and Stories for Oral Reading:** Decodable Text is provided allowing students to practice the discrete skills taught and creating a bridge for the generalization of those skills to other forms of connected text.
- **Poems/Songs/Nursery Rhymes:** Poems, songs, and nursery rhymes foster students' love of language. When applicable, related activities are included to provide engaging opportunities for students to play with sounds and words.
- **Progress Monitoring:** Resources for progress monitoring are included at the end of each section. These tools are intended to facilitate data collection in order to inform instruction, and build a record of students' progress.

Section I

Phonics

Determining Student Need for Section I, Phonics



Lesson Template

Phonics: Target Sound/Spellings (Tricky Words)

Focus: Phonics: Target Sound/ Spellings	Teaching	Materials
<p>Warm-Up</p>	<p><u>Objective:</u> Prompt student attention to the connection between written letters and spoken sounds for taught sound/spellings.</p> <p><u>Exercise:</u> Play Match Me. Using sets of the Letter Cards and Key Word Picture Cards, students “match you” according to the information you provide for taught sound/spellings.</p> <p>You may choose to do a select review of specific sound/spellings students demonstrated difficulty with or a mixed review of all taught sound/spellings (see Sound/Spellings Chart).</p> <ul style="list-style-type: none"> • Provide each student with a set of Letter Cards for the sound/spellings targeted in the Warm-Up. • Tell students you will either say the sound or show the spelling. <ul style="list-style-type: none"> • If a sound is provided, students should find the corresponding spelling (Letter Card). • If a spelling (Letter Card) is shown, students prepare to provide the corresponding sound when prompted. • If anyone provides an incorrect answer, correct the error, and have students repeat the item. <p>Keeping notes on a copy of the Sound/Spellings with Key Words Chart regarding mastered, progressing, or unfamiliar information will help you formulate future questions targeted to student need.</p>	<p>Sound/Spelling Chart</p> <p>Letter Cards</p>
<p>Explicit Instruction</p>	<p><u>Objective:</u> State the purpose for using sound/spelling knowledge and model the desired performance.</p> <p><u>Learning about Target Sound/Spellings:</u> Select a Review the Sound/Spelling page to reteach sound/spellings with which students are demonstrating difficulty.</p> <ul style="list-style-type: none"> • Remind students of the articulation needed to make the target sound(s). • Briefly review the strokes for letter formation. • Point out which Tricky Word sounds are spelled as we would expect and which are not. • Have students complete the bottom of the page to apply phonics knowledge. 	<p>Review the Sound/Spelling worksheet</p>

Focus: Phonics: Target Sound/ Spellings	Teaching	Materials
Guided Practice	<p><u>Objective:</u> Provide an engaging opportunity to develop target sound/spelling knowledge with decreasing support as students' skills strengthen.</p> <p><u>Working with Target Sound/Spellings:</u> When Tricky Words are the target for the lesson, students move straight to choices for Application of Skills. Students work with your support initially to ensure understanding and are gradually released to work more independently as they are able.</p> <p><u>Application of Skills:</u> Select worksheets and games allowing students to apply target sound/spelling knowledge.</p> <p><u>Progress Monitoring option:</u> Incorporate progress monitoring checks here as needed.</p>	<p>activity dependent: Worksheet and/or Game resources</p> <p>Progress Monitoring resources</p>
Independent Practice	<p><u>Objective:</u> Allow students to practice target sound/spelling knowledge near mastery with high levels of independence.</p> <p><u>Practicing and Extending Skills with Target Sound/Spellings:</u> Revisit previously taught activities allowing students to practice target sound/spelling knowledge with classmates.</p>	<p>continued from Guided Practice</p>

Sample Remedial Lesson

Phonics: Target Sound/Spellings (Tricky Words: where, there, and here)

Focus: Phonics: Target Sound/ Spellings (Tricky Words: <i>where, there,</i> <i>and here</i>)	Teaching	Materials										
<p>Warm-Up</p>	<p>Objective: Prompt student attention to the connection between written letters and spoken sounds for taught sound/spellings.</p> <p>Exercise: Play Match Me. Using sets of the Letter Cards, students “match you” according to the information you provide for target sound/spellings. Address lingering confusions with digraphs: ‘ch’ > /ch/, ‘sh’ > /sh/, ‘th’ > /th/ and /th/.</p> <ol style="list-style-type: none"> 1. Provide each student with a set of Letter Cards (‘ch’, ‘sh’, and ‘th’) and associated Key Word Picture Cards. 2. Tell students you will say the sound or provide the letter. For example: <table border="1" data-bbox="436 877 1112 1081"> <thead> <tr> <th>Teacher Prompt</th> <th>Student Response</th> </tr> </thead> <tbody> <tr> <td>/ch/</td> <td>‘ch’</td> </tr> <tr> <td>‘sh’</td> <td>/sh/</td> </tr> <tr> <td>‘th’</td> <td>/th/</td> </tr> <tr> <td>/th/</td> <td>‘th’</td> </tr> </tbody> </table> <p>If anyone provides an incorrect answer, correct the error, and have students repeat the item.</p> <p>Reminder: Keep notes on a copy of the Sound/Spellings Chart regarding mastered, progressing, or unfamiliar information.</p>	Teacher Prompt	Student Response	/ch/	‘ch’	‘sh’	/sh/	‘th’	/th/	/th/	‘th’	<p>Sound/Spelling Chart and Letter Cards (‘ch’, ‘sh’, and ‘th’)</p>
Teacher Prompt	Student Response											
/ch/	‘ch’											
‘sh’	/sh/											
‘th’	/th/											
/th/	‘th’											
<p>Explicit Instruction</p>	<p>Objective: State the purpose for using sound/spelling knowledge and model the desired performance.</p> <p>Learning about Target Sound/Spellings: Use the Review the Sound/Spelling pages 5 (<i>where</i> and <i>there</i>) and 7 (<i>what</i> and <i>here</i>) to reteach Tricky Words with which students are demonstrating difficulty.</p> <ol style="list-style-type: none"> 1. Tell students, “Some of our words are Tricky Words because the spellings don’t match the sounds we expect. We will talk about <i>where</i>, <i>there</i>, and <i>here</i>. These are all words to help figure out the spot something is in: location. One is a question word about location: <i>where</i>. One refers to things located farther away: <i>there</i>. And one refers to things located close: <i>here</i>.” 2. Briefly review the strokes for required letter formations. 3. Discuss the sound/spellings for each Tricky Word, pointing out when the sounds are spelled as we would expect and when they are not. Tell students all three words have ‘h’, but it sounds different in each one: /w/, /th/, or /h/ respectively. Also, all three words have ‘ere’, but in two words it sounds like /ae/ /r/ (<i>where</i> and <i>there</i>) and it sounds like /ee/ /r/ in <i>here</i>. 4. Have students complete the bottom of the page to apply phonics knowledge. 	<p>Review the Sound/Spelling worksheets 5 (<i>where</i> and <i>there</i>) and 7 (<i>what</i> and <i>here</i>)</p>										

Focus: Phonics: Target Sound/ Spellings (Tricky Words: <i>where, there,</i> and <i>here</i>)	Teaching	Materials
Guided Practice	<p><u>Objective:</u> Provide an engaging opportunity to develop target sound/spelling knowledge with decreasing support as students' skills strengthen.</p> <p><u>Working with Target Sound/Spellings:</u> When Tricky Words are the target for the lesson, students move straight to choices for Application of Skills. Students work with your support initially to ensure understanding and are gradually released to work more independently as they are able.</p> <p><u>Application of Skills:</u></p> <ul style="list-style-type: none"> • Provide students with a BINGO board and nine pennies. • Call out words from the word cards to play BINGO. • Keep note of how students perform reading the Tricky Words, particularly the question words to determine the word targets for the next lesson. <p><u>Progress Monitoring option:</u> Students need additional review of other question words before they will be ready for a comprehensive check of the Tricky Words from Unit 9.</p>	BINGO game set
Independent Practice	<p><u>Objective:</u> Allow students to practice target sound/spelling knowledge near mastery with high levels of independence.</p> <p><u>Practicing and Extending Skills with Target Sound/Spellings:</u> Provide a double set of the Tricky Word Cards for partners to play Memory.</p>	double set of the Tricky Word Cards

Dimensions of Difficulty

Lessons can be crafted to be more or less difficult by varying the amount of sound/spellings within a Tricky Word corresponding to the sounds we expect and the type of Tricky Word contrasts examined. The chart below illustrates how lessons can be designed to be more or less challenging across both dimensions.

Least Difficult	Contrasting Distinct Tricky Words (e.g., to/were)	Contrasting Similar Tricky Words (e.g., 'wh' words, one/once, here/there, etc.)
Skill		
Read and spell Tricky Words with more letters corresponding to the sounds we expect (e.g., from)		
Read and spell Tricky Words with fewer letters corresponding to the sounds we expect (e.g., once)		Most Difficult

Previously Taught Sound/Spellings Chart

Consonants		Short Vowels	Double-Letter Spellings
'm' > /m/ (mat)	'z' > /z/ (zigzag)	'a' > /a/ (mad)	'mm' > /m/ (drumming)
't' > /t/ (tag)	'p' > /p/ (pig)	'o' > /o/ (mom)	'nn' > /n/ (running)
'd' > /d/ (dad)	'b' > /b/ (bed)	'i' > /i/ (dig)	'pp' > /p/ (puppets)
'c' > /k/ (cat)	'l' > /l/ (log)	'e' > /e/ (pen)	'bb' > /b/ (rabbit)
'g' > /g/ (dog)	'r' > /r/ (rat)	'u' > /u/ (mug)	'tt' > /t/ (mitt)
'n' > /n/ (man)	'w' > /w/ (wig)	Consonant Digraphs	'dd' > /d/ (sledding)
'h' > /h/ (hat)	'j' > /j/ (jam)		'cc' > /k/ (hiccup)
's' > /s/ (sit)	'y' > /y/ (yes)		'ck' > /k/ (clock)
'f' > /f/ (fan)	'x' > /x/ (box)		'gg' > /g/ (egg)
'v' > /v/ (van)	'k' > /k/ (kid)		'ff' > /f/ (muffin)
			'ss' > /s/ (dress)
			'zz' > /z/ (jazz)
			'll' > /l/ (shell)
			'rr' > /r/ (ferret)
			'ch' > /ch/ (chips)
		'sh' > /sh/ (ship)	
		'th' > /th/ (moth)	
		'th' > / <u>th</u> / (this)	
		'qu' > /qu/ (quilt)	
		'ng' > /ng/ (ring)	

Directions: Copy and cut out these Letter Cards for use with the Unit 9 Section 1 activity Match Me.

m	t	<u>d</u>
g	c	a
o	i	

Directions: Copy and cut out these Letter Cards for use with the Unit 9 Section 1 activity Match Me.

n	h	f
s	z	p
v	e	

Directions: Copy and cut out these Letter Cards for use with the Unit 9 Section 1 activity Match Me.

b	l	r
w	j	y
x	k	u

Directions: Copy and cut out these Letter Cards for use with the Unit 9 Section 1 activity Match Me.

ch	sh
th	qu
ng	

Directions: Copy and cut out these Letter Cards for use with the Unit 9 Section 1 activity Match Me.

mm	nn	pp	bb
tt	dd	cc	gg
ff	ss	zz	ll
rr			

Phonics Skills Cross-Reference Chart

Phonics Skill/CKLA Goal	Unit 9 Lessons													Unit 9 Pausing Point									
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Read and Write One-Syllable Short Vowel Words with Initial or Final Blends/ Clusters, Final 's' > /s/ or /z/, Initial or Final Consonant Digraphs, and Double-Letter Spellings*	Oral Blending and Sound/ Spelling Review	Tricky Words: <i>when, word</i>	Tricky Words: <i>why, to, Tricky Word Practice</i>	Sound/ Spelling Review	Oral Blending and Sound/ Spelling Review, Circle and Copy, Small Group Work	Oral Blending and Sound/ Spelling Review	Large Card Chaining (Spelling)	Oral Blending and Sound/ Spelling Review, Complete the Sentence	Partner Tricky Word Review, Tricky Words: <i>which</i>	Trick Words: <i>once</i>	Tricky Words: <i>said, says, Tricky Word Practice</i>	Sound/ Spelling Review	Oral Blending and Sound/ Spelling Review, Mark the Sentence, Small Group	Tricky Word Review, <i>are, were</i>	Tricky Words: <i>here, there, Tricky Word Practice, Practice Pack</i>	Tricky Word Review, Dictation with Phrases, Complete the Sentence	Complete the Sentence	Oral Blending and Sound/ Spelling Review, Completing Questions, Circle and Copy	Oral Blending and Sound/ Spelling Review	Sound/ Spelling Review, Yes/No Questions	Oral Blending and Sound/ Spelling Review, Mark the Sentence	Sentence Strips, Making Questions, Exclamations, and Statements, Dictation with Sentences	What's My Word?, Colored Flashcards, Word Concentration, Tricky Word Beanbag Toss, Tricky Word Practice, Completing Questions, What's the Question?
Read & Spell High-frequency Words Identified as Tricky Words: the, a, of, all, one, from, was, when, word, why, to, where, no, I, what, so, which, once, said, says, are, were, here, there	Oral Blending and Sound/ Spelling Review	Tricky Words: <i>when, word</i>	Tricky Words: <i>why, to, Tricky Word Practice</i>	Sound/ Spelling Review	Oral Blending and Sound/ Spelling Review, Circle and Copy, Small Group Work	Oral Blending and Sound/ Spelling Review	Large Card Chaining (Spelling)	Oral Blending and Sound/ Spelling Review, Complete the Sentence	Partner Tricky Word Review, Tricky Words: <i>which</i>	Trick Words: <i>once</i>	Tricky Words: <i>said, says, Tricky Word Practice</i>	Sound/ Spelling Review	Oral Blending and Sound/ Spelling Review, Mark the Sentence, Small Group	Tricky Word Review, <i>are, were</i>	Tricky Words: <i>here, there, Tricky Word Practice, Practice Pack</i>	Tricky Word Review, Dictation with Phrases, Complete the Sentence	Complete the Sentence	Oral Blending and Sound/ Spelling Review, Completing Questions, Circle and Copy	Oral Blending and Sound/ Spelling Review	Sound/ Spelling Review, Yes/No Questions	Oral Blending and Sound/ Spelling Review, Mark the Sentence	Sentence Strips, Making Questions, Exclamations, and Statements, Dictation with Sentences	What's My Word?, Colored Flashcards, Word Concentration, Tricky Word Beanbag Toss, Tricky Word Practice, Completing Questions, What's the Question?

All activities promote CKLA Goal: Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds.

All Phonics Goals are restricted to all one-to-one letter-sound correspondences, initial or final clusters, the Tricky Spelling 's' > /z/, and initial or final consonant digraphs all taught in previous units, as well as double-letter spellings (i.e., 'mm', 'nn', 'pp', 'bb', 'tt', 'dd', 'cc', 'gg', 'ff', 'ss', 'zz', 'll', 'rr')

*Includes CKLA Goal: Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or basic code sound for every consonant 'b', 'bb' > /b/; 'd', 'dd' > /d/; 'f', 'ff' > /f/; 'g', 'g' > /g/; 'h' > /h/; 'j' > /j/; 'c', 'k', 'ck', 'cc' > /k/; 'l', 'll' > /l/; 'm', 'mm' > /m/; 'n', 'nn' > /n/; 'p', 'pp' > /p/; 'r', 'rr' > /r/; 's', 'ss' > /s/; 't', 'tt' > /t/; 'v' > /v/; 'w' > /w/; 'x' > /x/; 'y' > /y/; 'z', 'zz', 's' > /z/; 'ch' > /ch/; 'sh' > /sh/; 'th' > /th/(thin); 'th' > /th/(then); 'qu' > /qu/; 'ng', 'n' > /ng/

Review the Sound/Spelling

Review the Tricky Word sound/spellings from Unit 9 with these worksheets.

- Tricky Words: Words are provided in bubble letters, allowing students to color letters green if the sound is spelled as expected or red if not.
- Letter formation arrows are also provided, which can serve as a reference when writing and/or as tracing practice if used with a clear plastic sleeve and dry erase marker.
- A few items are revisited from the Workbook pages of Unit 9 to provide reading, spelling, and letter formation practice for the sound/spellings.

Previously Taught Tricky Words	New Tricky Words Review the Sound/Spelling Pages 1–9
<i>the</i>	<i>one*</i> and <i>once</i>
<i>a</i>	<i>when</i> and <i>I</i>
<i>of</i>	<i>word</i> and <i>were</i>
<i>all</i>	<i>to</i> and <i>why</i>
<i>one</i>	<i>where</i> and <i>there</i>
<i>from</i>	<i>no</i> and <i>says</i>
<i>was</i>	<i>what</i> and <i>here</i>
	<i>said</i> and <i>so</i>
	<i>are</i> and <i>which</i>

*The Tricky Word *one* is reused from the previous unit for comparison with the new Tricky Word *once*.

Name: _____

Review the Sound/Spelling 1 (*one* and *once*)

Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below. Remind students to capitalize the first word in a sentence.

one
once

one

once

1. The dog ran in mud _____.

2. Jen held _____ crab.

3. Jill _____ had

_____ cat as a pet.

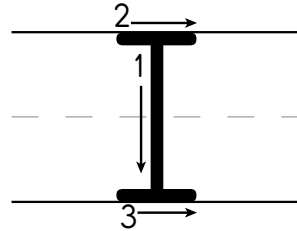
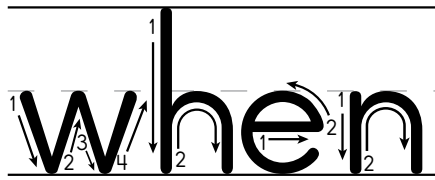
4. _____ Ted got

_____ fish in the pond.

Name: _____

Review the Sound/Spelling 2 (*when* and *I*)

when
I



1. _____ will get him a gift.
2. _____ did Dad call the man?
3. _____ can
_____ get the bag of chips?
4. _____ will get in bed
_____ Mom fills my glass.

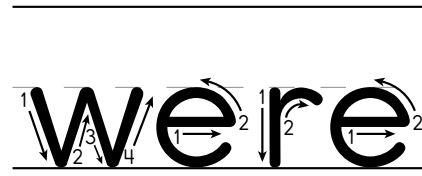
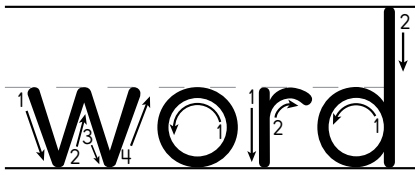
Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below. Remind students to capitalize the first word in a sentence.

Name: _____

Review the Sound/Spelling 3 (*word* and *were*)

word

were



1. Jill can spell the big _____.

2. The eggs _____ in the nest.

3. If Kit and Pat _____ stuck on a

_____, can the kids skip it?

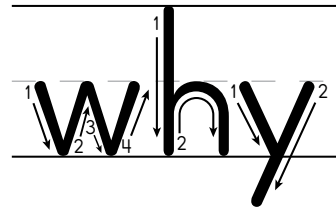
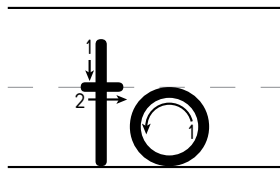
4. The kids _____ sad to not get the

Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below. Remind students to capitalize the first word in a sentence.

Name: _____

Review the Sound/Spelling 4 (*to* and *why*)

Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below. Remind students to capitalize the first word in a sentence.



1. The frogs hop _____ the mud.

2. _____ is Mom in the fish shop?

3. _____ can't the dog run

_____ Sam?
4. _____ did Seth run

_____ the van?

Name: _____

Review the Sound/Spelling 5 (*where* and *there*)

Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below. Remind students to capitalize the first word in a sentence.

where
there

where

there

- _____ is the big pond?

- Is Mom's bag up _____?

- _____ on the chest is
_____ Pam can sit.

- _____ is the cup? Up

Name: _____

Review the Sound/Spelling 6 (no and says)

Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below. Remind students to capitalize the first word in a sentence.

no

says

no

says

1. Dad _____ Jim can run to the pond.

2. His black pen has _____ ink.

3. “_____ cats can bark,”
_____ Pat.

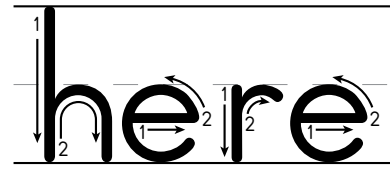
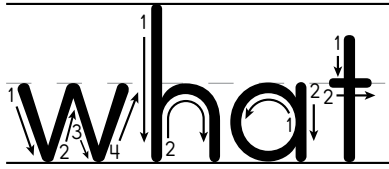
4. Ann _____ he has
_____ bags in the van.

Name: _____

Review the Sound/Spelling 7 (*what* and *here*)

Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below. Remind students to capitalize the first word in a sentence.

what
here



1. _____ is in the big box?

2. _____ is his red trash can.

3. _____ is this mess
_____?

4. _____ is
_____ Chad can pack.

Name: _____

Review the Sound/Spelling 8 (*said* and *so*)

said

so

said

so

Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below. Remind students to capitalize the first word in a sentence.

1. Mom and Dad _____, "yes."

2. Sam's bug is _____ small.

3. Kit _____, "the plums smell
_____ fresh."

4. "The mop is _____ wet,"
_____ Seth.

Name: _____

Review the Sound/Spelling 9 (*are* and *which*)

Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below. Remind students to capitalize the first word in a sentence.

are
which

are

which

1. _____ dog will run fast?

2. The stamps _____ on the desk.

3. _____ kids

_____ on the bed?

4. _____ pants

_____ Mom's?

Tricky Word Sorts

To reinforce knowledge of the tricky spellings in Tricky Words, use the word cards provided to sort for Tricky Word Features.

Tricky Word Features (Unit 8 and 9 Words)		
Words with Consonant Digraphs	Words with Vowels Pronounced as Letter Names	Words with the Tricky Spelling 's' > /z/
the there which	the (if /th//ee/) a why I where* there* no so here	was says

*'ere' > /ae/ /r/

Directions: Copy and cut out (card stock is recommended for reuse) the word cards for use with Tricky Word Sorts, Race to the Top, and Memory. For Memory the word cards need to be copied onto darker colored paper to prevent seeing through the paper when cards are turned over.

the	a	of
all	from	one
was		

Directions: Copy and cut out (card stock is recommended for reuse) the word cards for use with Tricky Word Sorts, Race to the Top, and Memory. For Memory the word cards need to be copied onto darker colored paper to prevent seeing through the paper when cards are turned over.

when	word	why
to	where	no
I	what	so
which	once	said
says	are	were
here	there	

BINGO

Students apply learned sound/spelling knowledge from Unit 9 to read words as they play the traditional game BINGO. Here the game is tailored appropriately for student’s developmental level with only three spaces across, down, or diagonal.

- The word cards are provided following the game boards. We recommend copying and cutting the boards and word cards from card stock to allow for reuse.
- Any collection of tokens can be used for students to cover spaces on their game boards (e.g., cubes, pennies, beans, tiles, etc.).

Note: Although small objects do not tend to be a choking hazard at this age, if you have any students for which this is a concern, please use larger manipulatives as warranted.

- As word cards are selected and read, students search for the word on their game board.
- Ask students to put their finger on the word if they find it and read it aloud to confirm they are correct before covering the space.
 - When students are incorrect, use the opportunity to address the confusion.
 - When students are correct, ask, “How did you know that was _____?” (This verbalization of knowledge or strategies used is powerful for reinforcing learning.)
- The game may be played until one or all students get three spaces covered in a row, or until one or all students get “black-out” (covering the entire board).

Directions: Copy and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game BINGO.

word	says	all
was	the	here
no	so	when

were	said	a
of	why	once
where	are	from

Directions: Copy and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game BINGO.

why	which	I
from	a	to
where	said	all

there	what	when
one	I	so
says	were	the

Directions: Copy and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game BINGO.

of	no	there
word	to	was
here	all	are

no	where	word
from	of	which
said	why	one

Directions: Copy and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game BINGO.

which	what	here
once	when	a
was	there	so

the	what	says
are	one	I
were	to	once

the	a	of	all
from	one	was	once
when	I	word	were
to	why	where	there
no	says	what	here
said	so	are	which

Directions: Copy and cut out the words cards for use with BINGO Boards.

Race to the Top

Each student gets their own ladder, game board, and game piece and shares a set of game cards. (We recommend copying and cutting the game cards from card stock to allow for reuse.)

- Students perform according to the cards used and game variation chosen. For correct answers students move up a rung; for incorrect answers students fall down a rung. First one who gets to the top wins.
- Tricky Word Cards may be drawn from a container or placed face-down in a pile.
 - Read It: As cards are drawn, the Tricky Word is shown to the opposing player to be read.
 - Spell It: As cards are drawn, the Tricky Word is read to the opposing player to be spelled.

Memory

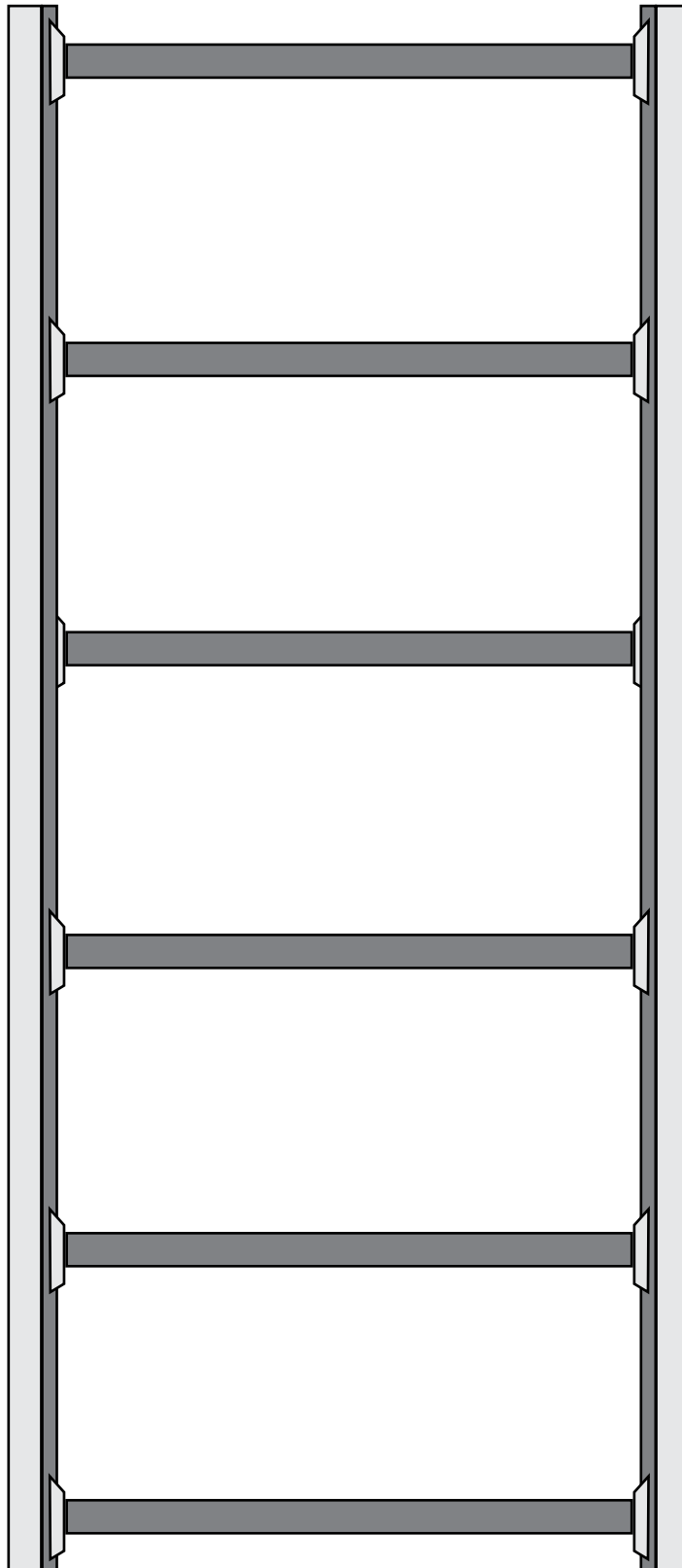
Provide students with a double set of Tricky Word Cards. We recommend copying and cutting the images from card stock to allow for reuse. For Memory the word cards will need to be copied onto darker colored paper, otherwise students can see the words through the paper when they are turned over.

- Model how to mix up the cards, lay them out, and take turns turning pairs over to look for matches.
- As students become comfortable with the game it may be played independently.

Name: _____

Race to the Top

Directions: Copy this page for the game Race to the Top.



Phonics—Progress Monitoring

As in previous units of the *Assessment and Remediation Guide*, progress monitoring continues to be a form of assessment integrated into instruction. The resources create a systematic record of student mastery of skills, facilitating documentation and evaluation of student Response to Intervention (RtI). To make effective use of the Progress Monitoring resources provided, we recommend the following:

- **Incorporate progress monitoring within the Guided Practice section of the lesson plans.** The resources are designed to parallel instructional tasks, allowing for brief, seamless integration. The intention is not to burden instructional time with additional assessments.
- **Assess only when students appear to be ready for a comprehensive check of the target skills.** Set schedules for Progress Monitoring assessments tend to result in their overuse. The resources are intended to serve as a confirmation and meaningful record of student progress, as opposed to a collection of numbers.
- **Utilize results to inform instruction.** If student mastery of the target skills is confirmed by a Progress Monitoring assessment, then teachers can be confident in the decision to move students forward. If students do not achieve the goal scores for a Progress Monitoring assessment, analysis of errors will indicate areas of continued instructional need.

Directions

Preparation: This assessment involves asking individual students to read a set of words. Copy the page of words with the corresponding record sheet and cut out the words. Only one Progress Monitoring Assessment is provided since the goal is automatic recognition of a particular set of Tricky Words. If the assessment is used more than once, simply shuffle the order the word cards are presented.

- Model with the sample item.
- Show the cards to the student one at a time.
- Use the record sheet to record each word as the student reads.
- Place a check next to each word read correctly.
- For misread words, write exactly what students say as the word is sounded out. If students misread a word, prompt them to try to read the word again, letting them know their first attempt was incorrect.
- Scoring: Scoring is based on one point assigned for every word read correctly. Interpret scores as follows:
 - 16 or 17 points—excellent
 - 13–15 points—good
 - 10–12 points—fair
 - Less than 10 points—poor

- Examine whether the student succeeded in reading words correctly on the second attempt. If so, the student may be rushing and may benefit from explicit instruction to slow down and look at each letter in a word sequentially, left to right.
- Goal: Achieve scores of Good or Excellent (13 points or higher).
- Scores of 12 or less indicate additional reteaching and reinforcement is required from the *Unit 9 Assessment and Remediation Guide* Section I, Phonics.

Name: _____

Tricky Word Reading Progress Monitoring

from	when	word
why	to	where
no	I	what
so	which	once
said	says	are
were	here	there

Name: _____

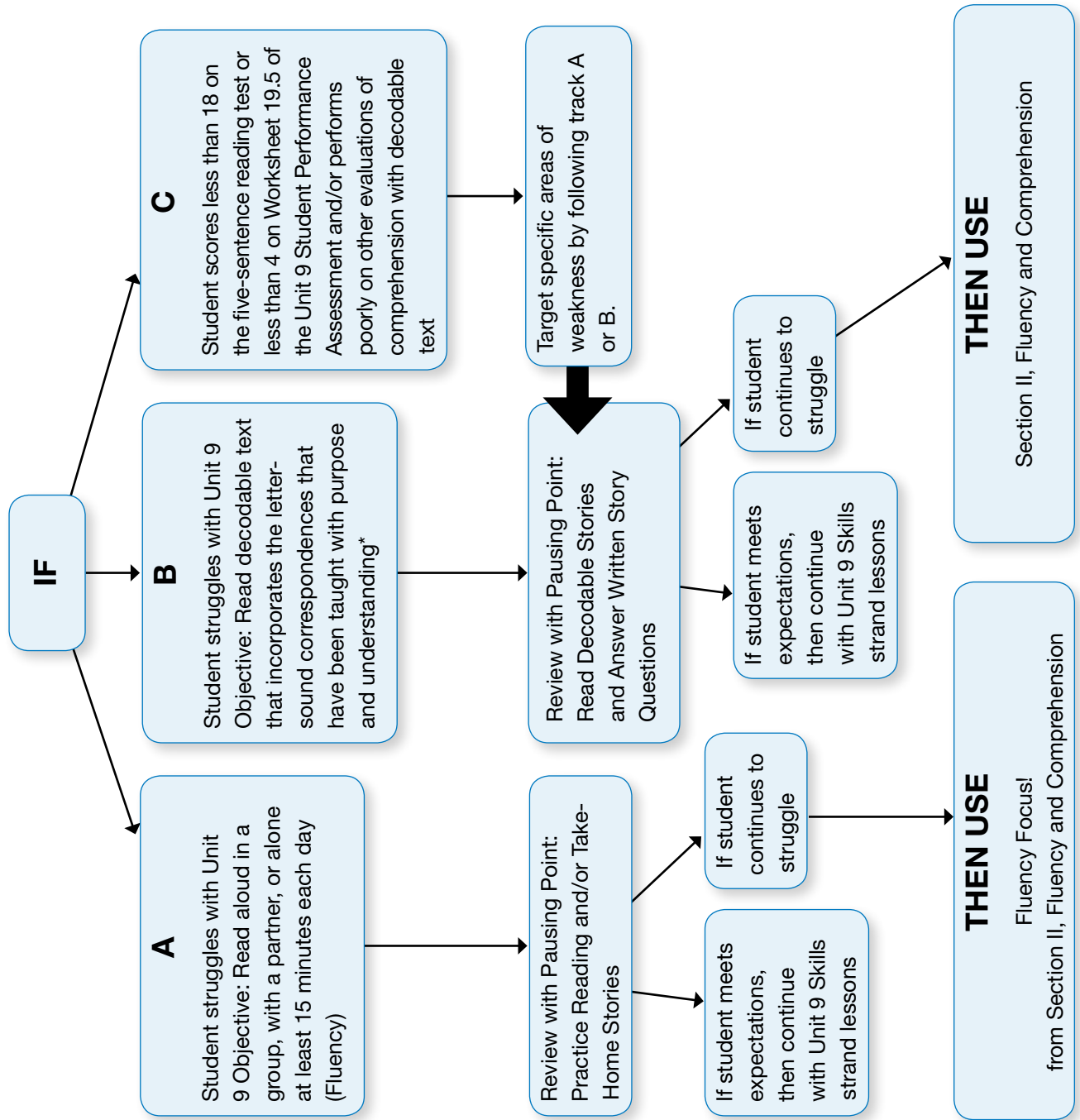
Record Sheet for Tricky Word Reading Progress Monitoring

Word	Student Pronunciation				
Sample: from					
1. when	/w/	/e/	/n/	-	____(1)
2. word	/w/	/er/	/d/	-	____(1)
3. why	/w/	/ie/	-	-	____(1)
4. to	/t/	/oo/	-	-	____(1)
5. where	/w/	/ae/	/r/	-	____(1)
6. no	/n/	/oe/	-	-	____(1)
7. I	/ie/	-	-	-	____(1)
8. what	/w/	/u/	/t/	-	____(1)
9. so	/s/	/oe/	-	-	____(1)
10. which	/w/	/i/	/ch/	-	____(1)
11. once	/w/	/u/	/n/	/s/	____(1)
12. said	/s/	/e/	/d/	-	____(1)
13. says	/s/	/e/	/z/	-	____(1)
14. are	/o/	/r/	-	-	____(1)
15. were	/w/	/er/	-	-	____(1)
16. here	/h/	/ee/	/r/	-	____(1)
17. there	/th/	/ae/	/r/	-	____(1)
Total Correct					____ /17

Section II

Fluency and Comprehension

Determining Student Need for Section II, Fluency and Comprehension



*Select CKLA goals function here as an umbrella for other CKLA goals. (See Cross-Reference Chart for details.)

Fluency Focus!

Rereading familiar text is a powerful way to develop fluency. At this stage, attention to fluency is *not* on reading rate, rather it is on building a bank of words recognized automatically and developing the ability to read with expression. Word-by-word reading is expected from emerging readers.

The repetition of rereading helps students develop automatic recognition of spelling patterns and build their bank of sight words (entire words recognized automatically). Automatic recognition of words frees up cognitive resources for comprehension, resulting in fluid and expressive oral reading.

Two engaging opportunities for rereading stories from the *Zack and Ann* Reader and Unit 9 Pausing Point are provided here. These activities may be done in isolation with students who need additional practice or may be incorporated into the Lesson Template for this section. A fluency activity may be used in addition to the activating prior knowledge tasks for the Warm-Up or during the Independent Practice section of the lesson.

“Dan the Cab Man,” “Help from Pals,” and “Ann’s Cut” are the stories from the Unit 9 Pausing Point. These stories along with a new story, “The Bad Smell,” are part of the progress monitoring assessments for this section. You may prefer to not use “Dan the Cab Man,” “Help from Pals,” or “Ann’s Cut” for Fluency Focus! activities until after they are used for progress monitoring. This allows you to measure student performance with instructional level text before it is made familiar (more independent) through instruction.

Silly Voices

Students reread stories from the *Zack and Ann* Reader or Unit 9 Pausing Point independently, with a partner, or to the teacher using silly voices.

Note: The task of applying a silly voice requires notable cognitive effort. Silly Voices should be used to motivate students to revisit text that is already very familiar from prior instruction and rereading. If students are not already reading the text with high accuracy, then rereading without silly voices to first establish ease with word recognition is appropriate.

Print and cut out the picture cards provided on the Silly Voices worksheet and drop them in a brown lunch bag (or something similar). Students reach inside the bag to pull out a picture card and reread the story using the voice matching the character on the card. Demonstrate for students how to use the following voices and gestures to read like the characters on the cards:

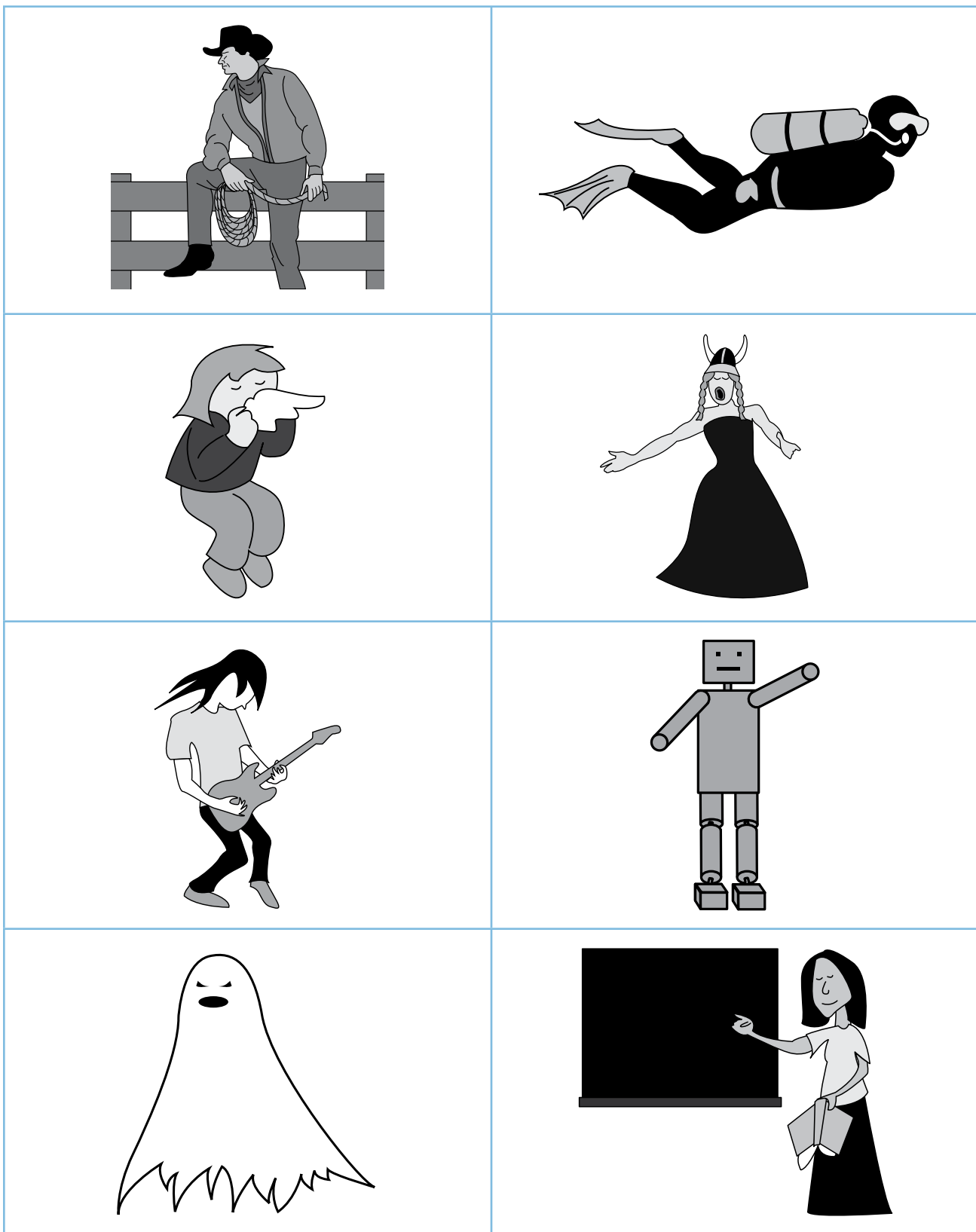
- Cowboy: Straddle your chair like you are riding a horse and use a country accent.
- Scuba Diver: Vibrate your pointer finger on your lips as you read.
- Sick Person: Hold your nose to sound all stuffed up.
- Opera Singer: Use big arm motions and a grand singing voice.
- Rock Star: Play your guitar while you read.
- Robot: Move your arms like a robot and use a monotone voice.
- Ghost: Use a spooky voice.
- Teacher: Point to the words and use a teacher voice.

Feel free to add others you or your students think of!

Partner reading options may be to

- take turns reading the entire story;
- have one student be the leader, reading a line at a time for the partner to echo;
or
- read chorally, keeping voices together to read the story.

Directions: Print and cut out the character cards to pull out of a bag when rereading stories with silly voices.



Two Voices

The stories from the *Zack and Ann* Reader and Unit 9 Pausing Point have been recreated here to be read for two voices. One student reads down column 1 while the other student reads down column 2, together completing the story. The lines read chorally (voices together) are in bold. Students may be encouraged to practice rereading for Two Voices to prepare to perform the story! Story copies for Two Voices may also be sent home to be read with family and friends.

Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines read chorally (voices together) are in bold.

The Bad Crab	
1	2
This is Zack Chang. Zack is six.	
	This is Ann Chang. Ann is ten.
Zack and Ann sit in the sun.	Zack and Ann sit in the sun.
Mom and Dad sit with them.	
	Zack spots a crab on the sand.
The crab runs up.	The crab runs up.
Then it snaps at Zack's leg.	
	Zack jumps up on the bench.
The bad crab snaps at Dad.	The bad crab snaps at Dad.
Dad lifts up his legs.	
The bad crab snaps at Mom.	The bad crab snaps at Mom.
	Mom kicks sand at the crab.
The bad crab runs off.	The bad crab runs off.

The Bad Crab	
1	2
Ann jumps up and yells	
	at the kids on the next bench,
“Bad crab on the sand! Pass the word!”	“Bad crab on the sand! Pass the word!”
The kids on the next bench	
	spot the crab and jump up.
The bad crab snaps at them.	The bad crab snaps at them.
Then it runs past them.	
	When it is past them, the kids yell,
“Bad crab on the sand! Pass the word!”	“Bad crab on the sand! Pass the word!”

Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines read chorally (voices together) are in bold.

Ann's Dress	
1	2
Ann went to Gwen's Dress Shop.	
	The shop had a red dress.
Ann got the dress.	Ann got the dress.
Ann got in a cab	
	with the dress.
The cab man sped off.	
	His cab went fast.
Then the cab	
	hit a big bump.
Thump!	Thump!
Ann's dress fell from the cab.	
	Ann had the cab man stop the cab.
Then Ann ran back	
	to get the dress.

Ann's Dress	
1	2
Ann had to run ten blocks.	Ann had to run ten blocks.
Ann's dress	
	was in a trash can.
A bus had hit it.	
	A dog bit it.
The dress had mud on it.	
	The dress had rips and missing bits.
Ann's dress was a mess!	Ann's dress was a mess!

Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines read chorally (voices together) are in bold.

Zack Gets a Pet	
1	2
“Can I get a cat?” Zack asks.	“Can I get a cat?” Zack asks.
	Dad tells Zack, “No cats!”
“Cats run up trees and can’t get back.”	
“Can I get a rat?” Zack asks.	“Can I get a rat?” Zack asks.
	Mom adds, “No, no! No rats!”
“Rats smell bad.”	
“Can I get a bug?” Zack asks.	“Can I get a bug?” Zack asks.
	Ann tells Zack, “No, no!”
“A bug is not a pet!”	
“Can I get a fish?” Zack asks.	“Can I get a fish?” Zack asks.
	“A fish?” his mom asks.
“A fish is not so bad.”	
	“Can a fish be a fun pet?”

Zack Gets a Pet	
1	2
Dad nods	
	and Ann shrugs.
“Can I get one, then?” Zack asks.	“Can I get one, then?” Zack asks.
Mom nods.	
“Yes!” yells Zack.	“Yes!” yells Zack.
	Zack runs to the pet shop.
“Can I get that fish?” Zack asks.	“Can I get that fish?” Zack asks.
“This one?” the pet shop man asks.	
	Zack nods.
“A fish is a fun pet.”	
	Zack hands the man the cash.
Then Zack runs to Mom and Dad	
with his pet fish.	with his pet fish.

Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines read chorally (voices together) are in bold.

On the Mat	
1	2
Zack and Ann had fun on a mat.	Zack and Ann had fun on a mat.
Zack got on the mat.	
	Then Ann got on next to Zack.
Then Quinn got on next to Ann.	
	Nell got up on top of Zack and Ann.
Rod got up on top of Ann and Quinn.	
	Then Ed got up on the tip top.
It was so much fun!	It was so much fun!
Then,	
	buzz, buzz!
What was that?	What was that?

On the Mat	
1	2
It was a bug.	
	The bug was on Zack's chin.
Zack went to smack the bug.	
Flop!	Flop!
	Zack fell flat on the mat.
Nell fell on top of Zack.	
	Then all the rest of the kids fell.
It was a big mess.	It was a big mess.

Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines read chorally (voices together) are in bold.

Fix that Ship	
1	2
Zack's dad,	Zack's dad,
Dan,	
has a ship.	has a ship.
	But Dan can't fish on the ship yet.
Dan must fix up his ship.	Dan must fix up his ship.
The ship has a big crack in its mast.	
	It has dents which Dan must fix.
It has rust which Dan must sand.	
Dan gets the ship up on the land.	Dan gets the ship up on the land.
	Then Dan gets a mask.
The mask will help block the dust.	
	Dan sands the deck.
Dan rubs and scrubs.	
	Dan drills and bangs.
At last, Dan's ship is all set.	At last, Dan's ship is all set.

Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines read chorally (voices together) are in bold.

The Tent	
1	2
Once Zack's dad got the kids a tent.	
	Zack and Ann set up the tent.
Then the kids sang a song:	
"This big tent, it is the best, is the best, is the best! This big tent, it is the best. Yes, it's the best!"	"This big tent, it is the best, is the best, is the best! This big tent, it is the best. Yes, it's the best!"
	The kids had fun in the tent.
But then a big wind hit the tent.	
Flop!	Flop!
	The tent fell on Zack and Ann.
Then Zack felt a drip.	

The Tent	
1	2
Drip, drop, drip, drop. Splish, splash, splish, splash.	Drip, drop, drip, drop. Splish, splash, splish, splash.
Zack and Ann got wet.	
The kids set the tent back up.	The kids set the tent back up.
	Red ants got in and bit Zack.
A slug got on Ann.	
	Once the ants and slug got in,
that was it. Zack and Ann ran from the tent.	that was it. Zack and Ann ran from the tent.

Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines read chorally (voices together) are in bold.

A Gift from Mom	
1	2
Once Mom got the kids a gift.	
	The gift was in a big black box.
Mom set the box on the rug.	Mom set the box on the rug.
“Is it a truck?” Zack said.	
	“No,” Mom said. “It’s not a truck.”
“I bet it’s a hat,” Ann said.	
	“No,” Mom said. “It’s not a hat.”
Then the box said,	
“Ruff, ruff!”	“Ruff, ruff!”
	Zack slid the lid off the box.
A dog sat up.	
	“It’s a dog!” said Ann.
“Yes!” said Zack.	
“Mom’s the best!”	“Mom’s the best!”

Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines read chorally (voices together) are in bold.

Bug and Frog	
1	2
Zack and Ann sit next to the pond.	Zack and Ann sit next to the pond.
Zack says,	Zack says,
“The pond is a lot of fun! I wish I were a bug.”	
	“Why?”
says Ann.	says Ann.
	“Bugs are no fun.”
“Bugs zip and hum,”	
says Zack.	says Zack.
	“Frogs hop and splash and munch on bugs,”
says Ann.	says Ann.
“I will not wish I was a bug,”	

Bug and Frog	
1	2
Zack quips.	Zack quips.
Zack and Ann had fun at the pond.	
	They will tell Mom and Dad.

Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines read chorally (voices together) are in bold.

Swing that Net	
1	2
Zack is at the pond.	
	There are lots of frogs in the pond.
Zack runs in to get one.	Zack runs in to get one.
But the frogs are so quick!	
	The frogs are so slick!
When Zack runs in,	
	the frogs hop off.
Zack gets a net and runs in.	
	The frogs all jump.
Zack swings his net and yells,	
“Get in here, frogs!”	“Get in here, frogs!”

Swing that Net	
1	2
	Swish!
Zack gets a frog in his net!	Zack gets a frog in his net!
Zack yells and swings the net.	
	Swish, swish, swish!
Swish, swish, swish!	
	Zack gets lots of frogs.
There are six big ones in his net!	There are six big ones in his net!

Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines read chorally (voices together) are in bold.

Spot's Bath	
1	2
Spot is in his bath tub.	Spot is in his bath tub.
Spot and his dog pals	
	went in a mud pit.
The kids must get the mud off.	
Spot is one sad dog.	Spot is one sad dog.
	His dog pals
are still in the mud pit.	
But Spot is stuck in the tub.	But Spot is stuck in the tub.
	Zack grips Spot with his hands.
Then his hands slip.	
Spot runs off.	Spot runs off.
	The kids run to the mud pit.
There's Spot,	

Spot's Bath	
1	2
back in the mud	back in the mud
	with the rest of his dog pals.
"Spot!" Zack yells.	
"Bad dog!"	"Bad dog!"
	"Spot!" Ann yells.
"Get back in that tub!"	"Get back in that tub!"

Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines read chorally (voices together) are in bold.

The Pots and Pans Band	
1	2
Zack and Ann are in a band.	
It's a pots and pans band.	It's a pots and pans band.
	Zack and Quinn bang on pots.
Ann and Nell bang on pans.	
Bang, bang! Ding, ding!	Bang, bang! Ding, ding!
	Mom wants to sing songs.
"Stop,"	"Stop,"
Mom says.	
	Mom asks the band to sing not bang.
Mom sets up snacks and says,	
"Snacks!"	"Snacks!"
The kids drop the pots and pans	

The Pots and Pans Band	
1	2
	and run to get the snacks.
Mom grabs the pots and pans	
	and sets them on a shelf.
And that is the end of the pots and pans band!	And that is the end of the pots and pans band!

Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines read chorally (voices together) are in bold.

When it's Hot	
1	2
When it's hot, it's fun to golf.	When it's hot, it's fun to golf.
Zack's dad swings his golf club.	
Thwack!	Thwack!
	Zack runs up the hill.
"Where did it land?" his dad asks.	
	"It's up here!" Zack yells back.
When it's hot, it's fun to fish.	When it's hot, it's fun to fish.
Zack sits on a rock and casts.	
	His dad sits next to him.
"Where are all the fish?" Zack asks.	
	"I can't tell," says his dad, "but it's fun just to sit in the sun."

When it's Hot	
1	2
When it's hot, it's fun to grill.	When it's hot, it's fun to grill.
Zack's dad gets the hot dogs.	
	Zack gets the buns.
Zack's dad flips the hot dogs.	
	Zack sets a hot dog on a bun.
Yum, yum!	Yum, yum!

Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines read chorally (voices together) are in bold.

Ann's Hat Box	
1	2
Ann sets a box of hats on the bed.	Ann sets a box of hats on the bed.
"Which hat is the best?"	
Ann asks.	Ann asks.
"Is this black top hat the best?"	
	"No!"
Zack says.	Zack says.
	"That one has a big dent!"
"Is this one the best?"	
asks Ann.	asks Ann.
	"No,"
says Zack.	says Zack.
	"That's a nap cap!"
"Is this one the best?"	
asks Ann.	asks Ann.

Ann's Hat Box	
1	2
	"No,"
says Zack.	says Zack.
"This one?"	
Ann asks.	Ann asks.
	"Yuck!"
says Zack.	says Zack.
Ann picks lots of hats.	Ann picks lots of hats.
Zack says no to all of them.	Zack says no to all of them.
Then Ann picks a red hat.	Then Ann picks a red hat.
"Is this one the best?"	
Ann asks.	Ann asks.
	"Yes!"
Zack says.	Zack says.
	"That red hat is the best!"

Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines read chorally (voices together) are in bold.

Dan the Cab Man	
1	2
Zack's dad, Dan, has a cab.	Zack's dad, Dan, has a cab.
A man jumps in the cab.	
	"Where to?" Dan asks.
"Tenth and Hill," says the man. "And step on it!" the man adds. "I'm in a big rush!"	
	Dan nods and steps on the gas. Dan zips past a van. Dan zips past a bus.
In a flash, the cab is there.	In a flash, the cab is there.
	"This is the spot!" says Dan.
The man grabs a bunch of cash	
	and hands it to Dan.

Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines read chorally (voices together) are in bold.

Help from Pals	
1	2
Ann has a lot of tasks.	Ann has a lot of tasks.
“Help cut the grass!” says Dad.	
	“Next can Ann scrub the pots?” asks Mom.
“Then Ann can trim the shrubs?” asks Dad.	
	“Last can Ann brush the dog?” asks Mom.
“Ug!” says Ann.	“Ug!” says Ann.
“What a lot of tasks!”	“What a lot of tasks!”
Ann asks Zack to help with the tasks.	
	Zack runs and gets Rod and Ed.
Ann cuts the grass.	
	Zack and Ed scrub the pots.
Ann trims the shrubs.	
	Rod scrubs the dog.
Then there are no tasks left!	Then there are no tasks left!

Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines read chorally (voices together) are in bold.

Ann's Cut	
1	2
Ann has a cut on one leg.	
	It's not just a cut.
It's a red gash.	It's a red gash.
"Mom!" Ann yells. "Dad!"	
	Mom and Dad run up.
Mom gets a pad	
	to scrub the cut.
"No!" yells Ann. "That will sting!"	
	"It will sting," says Dad, "but it will help."
Mom rubs the cut	
	with the pad.
"It stings! It stings!" yells Ann.	
	"There!" Mom says. "All set!"
Ann gets a kiss from Dad and a big hug from Mom.	Ann gets a kiss from Dad and a big hug from Mom.

Lesson Template

Fluency and Comprehension

Focus: Comprehension	Teaching	Materials
Warm-Up	<p><u>Objective:</u> Prepare students to read text using prereading activities addressing prior knowledge needed for understanding the text.</p> <p><u>Exercise:</u> Activate prior knowledge related to the text.</p> <ol style="list-style-type: none"> 1. Narrative genre text structure: Tell students the story for today’s lesson fits a narrative/story structure. Core elements are the characters, setting, and events/action. Preview the text to prompt discussion and thinking about each element. 2. Content: Tell students there are words and ideas important to the story. Prompt discussion and thinking regarding key vocabulary and/or concepts. 	book or text copy for each student
Explicit Instruction	<p><u>Objective:</u> Set a purpose and model using a Thinking with Reading technique to accomplish the purpose.</p> <p><u>Learning about Reading with Purpose and Understanding:</u></p> <ol style="list-style-type: none"> 1. Tell students the purpose for rereading the text. 2. Explain the Thinking with Reading technique they will use to help them read for the stated purpose. Identify the technique and provide the description (refer to the Thinking with Reading chart). 3. Model using the technique with an initial portion of the text. 4. Read aloud, pointing to track the text and thinking aloud to demonstrate use of the technique for the established purpose. 5. Include modeling an error while thinking aloud. If students do not notice the error, point it out. Correct the error to model “fixing-up” Thinking with Reading. For mistakes with word reading, refer to the Figuring Out Words chart for ideas to help correct errors. 	<p>book or text copy for each student</p> <p>Figuring Out Words chart</p>

Focus: Comprehension	Teaching	Materials
Guided Practice	<p><u>Objective</u>: Continue working with the text at an appropriate level of support for reading (see Dimensions of Difficulty chart) by using a Thinking with Reading technique to accomplish the purpose. Support should decrease as students' skills strengthen.</p> <p><u>Applying Knowledge to Read with Purpose and Understanding</u>: Continue rereading text sections with a Shared, Interactive, or Monitored level of support. Prompt students to express themselves out loud about what they are thinking and how it connects to the purpose (similar to the think-aloud modeled during Explicit Instruction). Oral expression keeps each student accountable for thinking with reading and fosters their ability to be purposeful with thinking. Thinking should be discussed <i>during</i> and <i>after</i> reading.</p> <p><u>Progress Monitoring option</u>: Incorporate progress monitoring checks here as needed.</p>	<p>book or text copy for each student</p> <p>Progress Monitoring resources</p>
Independent Practice	<p><u>Objective</u>: Allow students to practice a Thinking with Reading technique for a designated purpose with high levels of independence.</p> <p><u>Reading with Purpose and Understanding Independently</u>: Allow students to reread the text with a partner, practicing tracking (fun pointer wands promote engagement), decoding, and the taught Thinking with Reading technique used to accomplish the purpose. Student performance should mimic what was completed throughout the lesson and provide students with an opportunity to reinforce their ability to use oral language to “show” their thinking.</p>	<p>book or text copy for each student</p> <p>pointers for tracking text (optional)</p>

Sample Remedial Lesson

Fluency and Comprehension

(Use monitored reading with a text-only copy and target Evaluating.)

Focus: Comprehension (Use monitored reading with a text-only copy and target Evaluating.)	Teaching	Materials
Warm-Up	<p>Objective: Prepare students to read text using prereading activities addressing prior knowledge needed for understanding the text.</p> <p>Exercise: Activate prior knowledge related to the text.</p> <ul style="list-style-type: none"> • Narrative genre text structure: Tell students the story for today’s lesson fits a narrative/story structure. Core elements are the characters, setting, and events/action. Preview the text to prompt discussion and thinking about each element. • Content: Tell students there are words and ideas important to the story. Prompt discussion and thinking regarding: <ul style="list-style-type: none"> • Vocabulary—Review <i>shrug</i>, <i>can’t stand</i>, <i>buck</i>, and <i>cash</i>. • Concepts—Name some other animals people keep as pets. 	book copy of “Zack Gets a Pet” for each student
Explicit Instruction	<p>Objective: Set a purpose and model using a Thinking with Reading technique to accomplish the purpose.</p> <p>Learning about Reading with Purpose and Understanding:</p> <ul style="list-style-type: none"> • Tell students the purpose for rereading “Zack Gets a Pet” is to think about how Zack gets a pet. (Students are applying phonics knowledge for decoding well, making a monitored level of support appropriate. A text-only copy is used to challenge students to read and think without picture support.) • Tell students they will use Evaluating to help them think about how Zack gets a pet. To evaluate we reflect on previous observations (the focus for Thinking with Reading in Unit 7) and inferences (the focus for Thinking with Reading in Unit 8) to generate logical judgments about the text. • Read the first section, tracking the text. Stop and think aloud to model evaluating saying, “Zack asked for a cat. One observation I can make is I know lots of people have cats as pets. I can draw a conclusion about Dad: he doesn’t want a cat, because he says, ‘No, cats! Cats run up trees and can’t get back.’ The author didn’t say Dad doesn’t like cats, but I can make that inference based on what he said. My evaluation is, since cats are common pets, but Dad doesn’t like them, I don’t think Dad wants Zack to get a pet.” • Revisit the purpose, thinking aloud and saying, “I’m reading to find out how Zack gets a pet. He doesn’t have one yet, so let’s keep reading.” 	text-only copy of “Zack Gets a Pet” for each student Thinking with Reading chart Figuring Out Words chart

Focus: Comprehension (Use monitored reading with a text-only copy and target Evaluating.)	Teaching	Materials
<p>Guided Practice</p>	<p><u>Objective</u>: Continue working with the text at an appropriate level of support for reading (see Dimensions of Difficulty chart) by using a Thinking with Reading technique to accomplish the purpose. Support should decrease as students’ skills strengthen.</p> <p><u>Applying Knowledge to Read with Purpose and Understanding</u>: Continue rereading the next four text sections with monitored reading support.</p> <ul style="list-style-type: none"> • After students read each section of the story, prompt thinking with: <ul style="list-style-type: none"> • Evaluating: 1) Make an observation about what you learned from the author. 2) Draw a conclusion: share something the author didn’t tell you, but you can figure out because of your observation (what you already know). 3) Make a logical judgment relying on your observations and/or inferences. (Help students defend their evaluations.) • Revisit the Purpose: “We want to know how Zack gets a pet. Does he have a pet yet?” <p>After reading:</p> <ol style="list-style-type: none"> 1. Tell students when they use evaluating to help understand and remember what the author wrote, they will be able to think about interesting questions about the story. 2. Tell students, “We now know Zack got a fish for a pet, by going to the pet store to buy it after his parents said yes.” Have students make observations by responding to the question: “What do you need to take care of a fish?” 3. Present the inferential question: “Does Zack have what he needs for his fish?” 4. Present the evaluative question: “Do you think Zack will do a good job taking care of his pet fish?” 5. Discuss student responses and help them defend their answers. <p><u>Progress Monitoring option</u>: Students have demonstrated readiness for a running record and comprehension check of reading decodable text for Unit 9, therefore the Running Record and Understanding Progress Monitoring assessment 2 will be used during the independent practice activities for the lesson.</p>	<p>text-only copy of “Zack Gets a Pet” for each student</p> <p>Figuring Out Words chart</p> <p>copies of Running Record and Understanding Progress Monitoring 2</p>

Focus: Comprehension (Use monitored reading with a text-only copy and target Evaluating.)	Teaching	Materials
Independent Practice	<p><u>Objective:</u> Allow students to practice a Thinking with Reading technique for a designated purpose with high levels of independence.</p> <p><u>Reading with Purpose and Understanding Independently:</u> Students have demonstrated a need for fluency work, particularly to promote automatic recognition of the Tricky Words. Therefore, instead of practicing Thinking with Reading techniques, students will work with “The Bad Crab” again to develop fluency. Provide partners with a copy of “The Bad Crab” for Two Voices. While they practice you can pull students for progress monitoring.</p>	<p>copy of “The Bad Crab” for Two Voices for each student</p> <p>unsharpened pencils with fun eraser tops for pointers</p>

Thinking with Reading Chart

Revisit Text to Focus on Content

Using a book copy or text copy* of stories from the *Zack and Ann* Reader, focus on Thinking with Reading techniques to accomplish purpose and understanding with the decodable text. It can be helpful to mark the text at natural stopping points before the lesson. Sticky notes can be put on pages in the book copy and the text copy is provided with the text arranged in sections.

*Students should always be exposed to the illustrations for picture books for initial readings, because the illustrations are there for the purpose of enhancing the text. Once the book is familiar, using a text-only copy can help focus students on decoding and understanding the text by removing picture support. In early readers that offer high text-to-picture matching, students can learn to avoid reading the text by “reading” the pictures instead!

Before Reading			Specific Application to Stories from the <i>Zack and Ann</i> Reader
Thinking with Reading	Description		
Activating Prior Knowledge of Text Structure	Before reading, activate knowledge of basic print structures (e.g., text directionality), general genre structures (e.g., list format within a non-fiction text), or features specific to a text (e.g., table of contents) to establish a foundation that helps students predict and acquire information during reading.		Using a book copy, examine knowledge of narrative genre. Prompt student thinking about narrative features encountered in the <i>Zack and Ann</i> Reader: characters, setting (often requires inference and relies on illustrations), and events/actions.
Activating Prior Knowledge of Related Content	Before reading, activate knowledge of vocabulary and concepts related to the information in the text to support students' ability to make meaning during reading.		<p>Preassess and support knowledge of key vocabulary:</p> <ul style="list-style-type: none"> • “The Bad Crab”: Review <i>spot</i>, <i>snap</i>, and <i>pass the word</i>. • “Ann’s Dress”: Review <i>block</i> and <i>rips</i>. • “Zack Gets a Pet”: Review <i>shrug</i>, <i>can’t stand</i>, <i>buck</i>, and <i>cash</i>. • “On the Mat”: Discuss the multiple meanings of <i>tip</i>. • “Fix that Ship”: Review <i>mast</i>, <i>dent</i>, <i>rust</i>, <i>sand</i>, <i>deck</i>, and <i>drill</i>. • “The Tent”: Discuss what an onomatopoeia is (<i>drip</i>, <i>drop</i>, <i>spish</i>, <i>splash</i>). • “A Gift from Mom”: Discuss the contractions <i>it’s</i> and <i>Mom’s</i>. • “Bug and Frog”: Review <i>munch</i>. • “Swing that Net”: Review <i>slick</i>. • “Spot’s Bath”: Review <i>grip</i>. • “The Pots and Pans Band”: What is an <i>instrument</i>? • “When it’s Hot”: Review <i>golf</i> and <i>cast</i>. • “Ann’s Hat Box”: Review <i>top hat</i>. <p>Also address concepts with prompts such as:</p> <ul style="list-style-type: none"> • “The Bad Crab”: What other animals might you see living by the sea? • “Ann’s Dress”: What is a busy city street like? • “Zack Gets a Pet”: Name some other animals people keep as pets. • “On the Mat”: What are other ways to play on a mat? • “Fix that Ship”: Name the parts of a ship. • “The Tent”: Which one protects you more: a tent or a house? Why? • “A Gift from Mom”: How can you surprise someone? • “Bug and Frog”: What does it mean to change your mind? • “Swing that Net”: Name some tools you know and what each helps you do. • “Spot’s Bath”: How does a mud pit form? • “The Pots and Pans Band”: What are different types of instruments? • “When it’s Hot”: What are other fun things to do when it’s hot? • “Ann’s Hat Box”: Can different people have different favorites of something?

Thinking with Reading	Description	Specific Application to Stories from the <i>Zack and Ann</i> Reader
<p style="text-align: center;">Setting Purpose for Reading</p>	<p>Before reading, use previewed information about the structure and content to inform setting an appropriate purpose for reading the text. The purpose should spark student interest and attention to the reading. The purpose is established in the Explicit Instruction section of the lesson and revisited throughout.</p>	<p>Students may read to find out:</p> <ul style="list-style-type: none"> • “The Bad Crab”: Why is the crab bad? • “Ann’s Dress”: What did Ann do to get her dress back? • “Zack Gets a Pet”: How does Zack get his pet? • “On the Mat”: Why do the friends all fall? • “Fix that Ship”: Why can’t Zack and his dad go fishing? • “The Tent”: What made the kids leave the tent? • “A Gift from Mom”: How did Zack and Ann find out what was in the box? • “Bug and Frog”: What do Zack and Ann do at the pond? • “Swing that Net”: What does Zack catch in his net? • “Spot’s Bath”: Does Spot get clean? • “The Pots and Pans Band”: How does Mom get the band to be quiet? • “When it’s Hot”: What do Zack and his Dad do together? • “Ann’s Hat Box”: Which hat does Zack like best?

Thinking with Reading		Description	Specific Application to Stories from the <i>Zack and Ann</i> Reader
Monitoring		<p>During reading, stop and think after sections of text to evaluate whether you are understanding the text or not. Students often do not put effort into making meaning while reading without being explicitly taught and reminded to do so. This is especially true of readers who have to devote a great deal of cognitive energy to decoding, and who may be less intrinsically motivated to read. Encourage students to begin sharing their thinking with, "That makes sense because..." Presenting a related scenario that does not make sense may help students engage in this reflection. For example: If the dog went to the vet, first ask, "Does it make sense for a dog to go to the vet?" Then ask, "Would it make sense if the author told us the dog called the vet?" Monitoring helps student self-correct decoding errors. Consider if a student reads "bit ox ran on" instead of "but ox ran on." If the student is monitoring, he/she may think, "bit ox ran on" doesn't make sense, prompting review of the text for correction."</p>	<p>The stories are divided into sections. After each section, stop and see if students can recall the information from the section just read.</p>
Visualizing		<p>During reading, stop and develop images in your mind relating to the text provided by the author. Developing rich imagery helps readers remember and think deeper about the text. Prompt students to close their eyes when visualizing. Provide time for thinking before having students share their visualizations. Encourage students to begin with, "In my head I saw..." Challenge students to add details to their visualizations, without deviating from the text. For example, if a student says she sees three cats, ask: "Where are the cats?" "Do the cats all have collars on?" "What color are the cats?" If deviations from the text do occur, prompt self-reflection by asking, "Does your picture match what the author told us?"</p>	<p>Using a text copy, read selections and visualize related images. Describe or draw visualizations challenging students to add details.</p>

During Reading		
Thinking with Reading	Description	Specific Application to Stories from the <i>Zack and Ann</i> Reader
Observing	<p>During and after reading, relate information from the text to information you already know. Encourage students to begin with, "Something I already know about this is..."</p> <p>Stopping to reflect on reading and connect ideas and information to prior knowledge helps readers remember and learn from the text.</p>	<p>Prompt observations by starting discussions with questions such as:</p> <ul style="list-style-type: none"> • "The Bad Crab": Why would a crab snap at people? • "Ann's Dress": How far is ten blocks? • "Zack Gets a Pet": What do you need to take care of a fish? • "On the Mat": How does a mat help if you fall? • "Fix that Ship": What does a mast do on a ship? • "The Tent": How do you show you're happy when you get something you like? • "A Gift from Mom": How big might a toy truck or a hat be? • "Bug and Frog": Tell about a time you changed your mind. • "Swing that Net": Can you think of another character in a story who had trouble catching an animal? • "Spot's Bath": What makes giving a dog a bath hard? • "The Pots and Pans Band": What does it sound like to bang on pots and pans? • "When it's Hot": How does a grill work? • "Ann's Hat Box": What does it mean?
Drawing Inferences	<p>During and after reading, use prior knowledge and information from the text to draw conclusions.</p> <p>Note: Drawing Inferences takes Observing a step further. Instead of simply relating information from the text to prior knowledge, observations are used to draw logical conclusions related to the text. Conclusions may not always be clearly right or wrong but should be defensible. In this way, the thinking required for Drawing Inferences is a bridge to the thinking required for Evaluative questions.</p>	<p>Notice how the prompts below extend from the corresponding Observing prompts above: (Always help students use information from the text to support their answers.)</p> <ul style="list-style-type: none"> • "The Bad Crab": Did Zack and Ann disturb the crab? • "Ann's Dress": Was it hard for Ann to get her dress back? • "Zack Gets a Pet": Does Zack have what he needs to take care of his fish? • "On the Mat": Did the kids get hurt? • "Fix that Ship": Did Dan need to fix the mast? • "The Tent": Were Zack and Ann happy to get the tent? • "A Gift from Mom": What else could the kids have guessed was in the box? • "Bug and Frog": Did Ann think frogs were better than bugs? • "Swing that Net": Which was better for catching frogs: Zack's hands or the net? • "Spot's Bath": Does Spot want to get a bath? • "The Pots and Pans Band": Why did Mom want the band to sing instead? • "When it's Hot": Who is cooking on the grill? • "Ann's Hat Box": Does Zack have a hard time deciding if he likes each hat?

Thinking with Reading	Description	Specific Application to Stories from the <i>Zack and Ann</i> Reader
<p>During Reading</p> <p>Evaluating</p>	<p>During and after reading reflect on previous observations and inferences to generate logical judgments about the text. Answers are typically not clearly right or wrong but should be defensible. Scaffolding evaluative thinking may take an idea from the text and follow this progression:</p> <ol style="list-style-type: none"> 1. What did you learn from the author? (Literal level) 2. Make an observation about the information: connect to prior knowledge. 3. Draw a conclusion: share something the author didn't tell you, but you can figure out because of your observation (prior knowledge). (Inferential level) 4. Make a logical judgment relying on your observations and/or inferences. (Evaluative level) <p>Another type of evaluative thinking is to assess the quality of the text and your own enjoyment reading it. Promoting qualitative judgment about text fosters an important life-long learning skill. Prompt qualitative judgment of the text with questions such as: Did you like the story? If so, what did you like about it? Was the story funny? Did it feel good to read the words? Would you like to read another story like it? If not, what didn't you like about it? Was the story boring? Was it hard to read the words? What other kind of story would you like more?</p>	<p>Notice how the prompts below extend from the previous corresponding Observing and Drawing Inferences prompts: (Always help students explain/defend their answers.)</p> <ul style="list-style-type: none"> • "The Bad Crab": Should Zack and Ann play somewhere else? • "Ann's Dress": Was the dress important to Ann? • "Zack Gets a Pet": Do you think Zack will do a good job taking care of his pet fish? • "On the Mat": What might happen if they did the same thing without a mat? • "Fix that Ship": What could happen if Dan went fishing without fixing the mast? • "The Tent": How did Zack and Ann feel when they left the tent? • "A Gift from Mom": What kind of a dog could it be? • "Bug and Frog": Were Zack and Ann mad at each other? • "Swing that Net": Which would be better for catching fish: hands or a net? • "Spot's Bath": What would help Zack give Spot his bath? • "The Pots and Pans Band": What could the kids do so they could be a pots and pans band without bothering Mom? • "When it's Hot": Will Zack's Dad teach him how to use a grill?

	Thinking with Reading	Description	Specific Application to Stories from the <i>Zack and Ann</i> Reader
After Reading	Summarizing	After reading, reconstruct an abbreviated version of the text highlighting the big ideas. Students tend to offer specific recall of ideas, often in random order. Prompting students to think about the beginning, middle, and end of early narrative texts can help them structure ideas sequentially. Through discussion, encourage students to connect the details they remember to a big idea for each section, which promotes summarization skills and higher level thinking. For example: In the beginning, there was a cat and a dog and a pig and a hog: We met the four animals in the story.	Ask students to tell you about and/or draw a picture representing the big ideas from the beginning, middle, and end.

Thinking with Reading	Description	Specific Application to Stories from the <i>Zack and Ann</i> Reader
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">After Reading</p> <p>Questioning</p>	<p>During and after reading, answer and ask questions related to the text. Questions promoting meaningful comprehension include literal (remembering information as stated in the text), inferential (providing accurate responses based on connecting prior knowledge and information from the text), and evaluative (making appropriate determinations supported by the text). For literal questions, encourage students to go back to the text to show you where the author provides the information to answer the question: you may ask, "Please find and read the line in the story showing the answer." For inferential questions, encourage students to defend their response using combinations of information from the text and prior knowledge. For evaluative questions, encourage students to explain their logic. Often answers are not right or wrong, but explanations should stem from the text and be plausible.</p>	<p>Sample Questions</p> <p>Literal:</p> <ul style="list-style-type: none"> • "The Bad Crab": Who is older, Zack or Ann? • "Ann's Dress": Where was Ann's dress when she found it? • "Zack Gets a Pet": What is the problem with having a rat for a pet? • "On the Mat": Who had a bug on their chin? • "Fix that Ship": Where does Dan do sanding? • "The Tent": What color were the ants? • "A Gift from Mom": What sound does the box make? • "Bug and Frog": What do frogs eat? • "Swing that Net": What does Zack yell when he swings his net? • "Spot's Bath": Where does Spot go when he runs off? • "The Pots and Pans Band": What did the kids do when Mom yelled, "Snacks!" • "When it's Hot": Who swung the golf club? • "Ann's Hat Box": What color is Ann's top hat? <p>Inferential: (Accept reasonable answers.)</p> <ul style="list-style-type: none"> • "The Bad Crab": Was Mom scared of the crab? • "Ann's Dress": Why did someone put the dress in a trash can? • "Zack Gets a Pet": Is Zack excited? • "On the Mat": Do the friends know how to use teamwork? • "Fix that Ship": Did it take a long time to fix the ship? • "The Tent": What was a clue a storm was coming? • "A Gift from Mom": What kinds of things does Zack like? What kinds of things does Ann like? • "Bug and Frog": Why does Zack decide not to wish to be a bug? • "Swing that Net": Does Zack like catching frogs? • "Spot's Bath": Why does Spot run back to the mud pit? • "The Pots and Pans Band": Why did Mom lock up the pots and pans? • "When it's Hot": Did Zack and his dad catch any fish? • "Ann's Hat Box": Does Ann like hats? <p>Evaluative:</p> <ul style="list-style-type: none"> • "The Bad Crab": Do you think the crab is bad? • "Ann's Dress": How do you think Ann felt when she found the dress? • "Zack Gets a Pet": Do Mom and Dad want Zack to get a pet? • "On the Mat": Will the friends try again? • "Fix that Ship": Will Dan need to fix the ship again tomorrow? • "The Tent": Did Zack and Ann pick a good time to set up the tent? • "A Gift from Mom": Why did Mom get a dog for the kids? • "Bug and Frog": Would you rather be a bug or a frog? • "Swing that Net": Might Zack have fun catching other animals at the pond? • "Spot's Bath": Is Spot a good dog? • "The Pots and Pans Band": What will the kids do when they are done with their snack? • "When it's Hot": Do Zack and his dad make a good team? • "Ann's Hat Box": Should Ann keep the hat with the dent?

Figuring Out Words

Sound out the letters.

a b c

Look at ALL the letters.

hats

Read the words again.

Dad has his cat

Use words you know.

If I know man,
then I know **tan**

Dimensions of Difficulty

Lessons can be crafted to be more or less difficult by varying the level of instructional support for reading and the format of the text. The chart below illustrates how lessons can be designed to be more or less challenging across both dimensions.

Note: Keep in mind students should be engaged in actually reading with eyes on print as much as possible. For the Modeled level of support, the teacher is responsible for reading and students should be encouraged to follow along tracking text. For the Independent level of support, individual engagement is required as students read independently. For the Shared, Interactive, and Scaffolded levels of support, round robin reading, wherein students can “tune out” until it’s their turn, is not recommended. Instead, small groups of students may:

- read aloud with the teacher chorally (all voices together) or echo (all voices repeat).
- read aloud with a partner chorally (voices together) or take equal turns (e.g., page by page).
- read aloud as a group chorally (all voices together) or individually (voices jumbled as students read at different paces).

<i>Least Difficult</i>		Read from the Book Copy (Includes Illustrations)	Read from a Text Copy (Excludes Illustrations)
Level of Support for Reading	Description		
Modeled	Teacher reads aloud with fluency and uses “thinking aloud” to demonstrate application of skills or strategies.		
Shared	Teacher and students read together. Students follow along with text and choral (voices together) or echo (voices repeat) read familiar refrains.		
Interactive	Teacher and students read together, taking turns. Students read sections with the direct, immediate support of teacher feedback and modeling.		
Scaffolded	Teacher plans and delivers lessons related to text. The instruction supports student reading of instructional level text.		
Independent	Students read “easy” text that is either at their independent level or is a familiar reread, requiring little to no support from the teacher.		<i>Most Difficult</i>

Fluency and Comprehension Skills Cross-Reference Chart

Fluency and Comprehension Skill/CKLA Goal	Unit 9 Lessons													Unit 9 Pausing Point											
	1	2	3	4	5	6	7	8	9	10	11	12	13		14	15	16	17	18	19	20	21	22	23	
Read decodable text that incorporates the letter-sound correspondences that have been taught with purpose and understanding*		The Bad Crab-Story Questions Worksheet	Ami's Dress Questions Worksheet	Small Group (Group 1); Story Questions Worksheet	Zack Gets a Pet-Story Questions Worksheet	On the Mat Questions Worksheet		Story Questions Worksheet	Fix that Ship Questions Worksheet	Story Questions Worksheet	The Tent; Story Questions Worksheet	A Gift from Mom Questions Worksheet	Story Questions Worksheet	Big and Frog-Story Questions Worksheet	Swing that Net; Story Questions Worksheet	Spot's Bath Questions Worksheet	Story Questions Worksheet	The Pats and Pans Band Questions Worksheet	Story Questions Worksheet	When It's Hot-Story Questions Worksheet	Ami's Hat Box-Story Questions Worksheet			Practice Reading; Story Questions Worksheets	
Read aloud in a group, with a partner, or alone at least 15 minutes each day (Fluency)			Small Group (Option Group 1); Small Group (Option Group 2)	Small Group (Option Group 2); Take-Home Story	Small Group (Option Group 2)		Take-Home Story	Small Group	Take-Home Story	Small Group	Take-Home Story		Small Group; Take-Home Story	Take-Home Story	Take-Home Story	Take-Home Story	Small Group; Take-Home Story	Small Group; Take-Home Story	Small Group; Take-Home Story	Small Group; Take-Home Story	Small Group; Take-Home Story	Small Group; Take-Home Story	Small Group; Take-Home Story	Small Group; Take-Home Story	Small Group; Take-Home Story

All activities promote CKLA Goal: Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds.

*CKLA Goal: "Read decodable text that incorporates the letter-sound correspondences that have been taught with purpose and understanding" is supported by the following CKLA Goals:

- With prompting and support, ask and answer questions (e.g., who, what, where, when) requiring literal recall and understanding of the details and/or facts of a fiction text
- Ask and answer questions to clarify information in a fiction text read independently
- With prompting and support, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction text that has been read independently

The following CKLA Goals are reinforced within activities aligned to the goal noted above:

- Recognize and name the 26 letters of the alphabet in their upper- and lowercase forms
- Identify the parts of books and function of each part (front cover, back cover, title page, table of contents)
- Demonstrate correct book orientation by holding books correctly and turning pages
- Point to each word in a line of print while reading aloud

Comprehension—Stories

Name: _____

Text Copy

The Bad Crab

This is Zack Chang.

Zack is six.

This is Ann Chang.

Ann is ten.

Zack and Ann sit in the sun.

Mom and Dad sit with them.

Zack spots a crab on the sand.

The crab runs up.

Then it snaps at Zack's leg.

Zack jumps up on the bench.

The bad crab snaps at Dad.

Dad lifts up his legs.

The bad crab snaps at Mom.

Mom kicks sand at the crab.

The bad crab runs off.

Ann jumps up and yells

Directions: Print and copy this page to provide students with text-only copies of the story.

Name: _____

Text Copy ("The Bad Crab" continued)

at the kids on the next bench,
"Bad crab on the sand!
Pass the word!"

The kids on the next bench
spot the crab and jump up.
The bad crab snaps at them.
Then it runs past them.
When it is past them, the kids yell,
"Bad crab on the sand!
Pass the word!"

Name: _____

Text Copy

Ann's Dress

Ann went to Gwen's Dress Shop.

The shop had a red dress.

Ann got the dress.

Ann got in a cab with the dress.

The cab man sped off.

His cab went fast.

Then the cab hit a big bump.

Thump!

Ann's dress fell from the cab.

Ann had the cab man stop the cab.

Then Ann ran back to get the dress.

Ann had to run ten blocks.

Directions: Print and copy this page to provide students with text-only copies of the story.

Name: _____

Text Copy ("Ann's Dress" continued)

Ann's dress was in a trash can.

A bus had hit it.

A dog bit it.

The dress had mud on it.

The dress had rips and missing bits.

Ann's dress was a mess!

Name: _____

Text Copy

Zack Gets a Pet

“Can I get a cat?” Zack asks.

Dad tells Zack, “No cats!

Cats run up trees and can’t get back.”

“Can I get a rat?” Zack asks.

Mom adds, “No, no! No rats!

Rats smell bad.”

“Can I get a bug?” Zack asks.

Ann tells Zack, “No, no!

A bug is not a pet!”

Directions: Print and copy this page to provide students with text-only copies of the story.

Name: _____

Text Copy ("Zack Gets a Pet" continued)

"Can I get a fish?" Zack asks.

"A fish?" his mom asks.

"A fish is not so bad.

Can a fish be a fun pet?"

Dad nods and Ann shrugs.

"Can I get one, then?" Zack asks.

Mom nods.

"Yes!" yells Zack.

Zack runs to the pet shop.

"Can I get that fish?" Zack asks.

"This one?" the pet shop man asks.

Zack nods.

"A fish is a fun pet."

Zack hands the man the cash.

Then Zack runs to Mom and Dad
with his pet fish.

Directions: Print and copy this page to provide students with text-only copies of the story.

Name: _____

Text Copy

On the Mat

Zack and Ann had fun on a mat.

Zack got on the mat.

Then Ann got on next to Zack.

Then Quinn got on next to Ann.

Nell got up on top of Zack and Ann.

Rod got up on top of Ann and
Quinn.

Then Ed got up on the tip top.

It was so much fun!

Then, buzz, buzz!

What was that?

It was a bug.

The bug was on Zack's chin.

Zack went to smack the bug.

Directions: Print and copy this page to provide students with text-only copies of the story.

Name: _____

Text Copy ("On the Mat" continued)

Flop!

Zack fell flat on the mat.

Nell fell on top of Zack.

Then all the rest of the kids fell.

It was a big mess.

Name: _____

Text Copy

Fix that Ship

Zack's dad, Dan, has a ship.

It's fun to fish on the ship.

But Dan can't fish on the ship yet.

Dan must fix up his ship.

The ship has a big crack in its mast.

It has dents which Dan must fix.

It has rust which Dan must sand.

Dan gets the ship up on the land.

Then Dan gets a mask.

The mask will help block the dust.

Dan sands the deck.

Dan rubs and scrubs.

Dan drills and bangs.

At last, Dan's ship is all set.

Directions: Print and copy this page to provide students with text-only copies of the story.

Name: _____

Text Copy

The Tent

Once Zack's dad got the kids a tent.

Zack and Ann set up the tent.

Then the kids sang a song:

“This big tent, it is the best,

is the best, is the best!

This big tent, it is the best.

Yes, it's the best!”

The kids had fun in the tent.

But then a big wind hit the tent.

Flop!

The tent fell on Zack and Ann.

Directions: Print and copy this page to provide students with text-only copies of the story.

Name: _____

Text Copy ("The Tent" continued)

Then Zack felt a drip.
Drip, drop, drip, drop.
Splish, splash, splish, splash.
Zack and Ann got wet.
The kids set the tent back up.

Red ants got in and bit Zack.
A slug got on Ann.
Once the ants and slug got in,
that was it.
Zack and Ann ran from the tent.

A Gift from Mom

Once Mom got the kids a gift.
The gift was in a big black box.
Mom set the box on the rug.

“Is it a truck?” Zack said.

“No,” Mom said. “It’s not a truck.”

“I bet it’s a hat,” Ann said.

“No,” Mom said. “It’s not a hat.”

Then the box said, “Ruff, ruff!”

Zack slid the lid off the box.

A dog sat up.

“It’s a dog!” said Ann.

“Yes!” said Zack.

“Mom’s the best!”

Name: _____

Text Copy

Bug and Frog

Zack and Ann sit next to the pond.

Zack says, “The pond is a lot of fun!

I wish I were a bug.”

“Why?” says Ann. “Bugs are no fun.”

“Bugs zip and hum,” says Zack.

“Frogs hop and splash and munch on bugs,” says Ann.

“I will not wish I was a bug,” Zack quips.

Zack and Ann had fun at the pond.

They will tell Mom and Dad.

Directions: Print and copy this page to provide students with text-only copies of the story.

Name: _____

Text Copy

Swing that Net

Zack is at the pond.

There are lots of frogs in the pond.

Zack runs in to get one.

But the frogs are so quick!

The frogs are so slick!

When Zack runs in,

the frogs hop off.

Zack gets a net and runs in.

The frogs all jump.

Zack swings his net and yells,

“Get in here, frogs!”

Swish!

Zack gets a frog in his net!

Name: _____

Text Copy ("Swing that Net" continued)

Zack yells and swings the net.

Swish, swish, swish!

Swish, swish, swish!

Zack gets lots of frogs.

There are six big ones in his net!

Spot's Bath

Spot is in his bath tub.

Spot and his dog pals went
in a mud pit.

The kids must get the mud off.

Spot is one sad dog.

His dog pals are still in the mud pit.

But Spot is stuck in the tub.

Zack grips Spot with his hands.

Then his hands slip.

Spot runs off.

The kids run to the mud pit.

There's Spot, back in the mud
with the rest of his dog pals.

“Spot!” Zack yells. “Bad dog!”

“Spot!” Ann yells.

“Get back in that tub!”

Directions: Print and copy this page to provide students with text-only copies of the story.

Name: _____

Text Copy

The Pots and Pans Band

Zack and Ann are in a band.

It's a pots and pans band.

Zack and Quinn bang on pots.

Ann and Nell bang on pans.

Bang, bang! Ding, ding!

Mom wants to sing songs.

“Stop,” Mom says.

Mom asks the band to sing not bang.

Mom sets up snacks and says,

“Snacks!”

The kids drop the pots and pans
and run to get the snacks.

Mom grabs the pots and pans
and sets them on a shelf.

And that is the end of the
pots and pans band!

Directions: Print and copy this page to provide students with text-only copies of the story.

Name: _____

Text Copy

When it's Hot

When it's hot, it's fun to golf.

Zack's dad swings his golf club.

Thwack!

Zack runs up the hill.

Where did it land?" his dad asks.

It's up here!" Zack yells back.

When it's hot, it's fun to fish.

Zack sits on a rock and casts.

His dad sits next to him.

Where are all the fish?" Zack asks.

I can't tell," says his dad,

but it's fun just to sit in the sun."

Directions: Print and copy this page to provide students with text-only copies of the story.

Name: _____

Text Copy ("When it's Hot" continued)

When it's hot, it's fun to grill.
Zack's dad gets the hot dogs.
Zack gets the buns.
Zack's dad flips the hot dogs.
Zack sets a hot dog on a bun.
Yum, yum!

Name: _____

Text Copy

Ann's Hat Box

Ann sets a box of hats on the bed.

"Which hat is the best?" Ann asks.

"Is this black top hat the best?"

"No!" Zack says.

"That one has a big dent!"

"Is this one the best?" asks Ann.

"No," says Zack.

"That's a nap cap!"

"Is this one the best?" asks Ann.

"No," says Zack.

"This one?" Ann asks.

"Yuck!" says Zack.

Directions: Print and copy this page to provide students with text-only copies of the story.

Name: _____

Text Copy ("Ann's Hat Box" continued)

Ann picks lots of hats.

Zack says no to all of them.

Then Ann picks a red hat.

"Is this one the best?" Ann asks.

"Yes!" Zack says.

"That red hat is the best!"

Comprehension—Progress Monitoring

As in previous units of the *Assessment and Remediation Guide*, progress monitoring continues to be a form of assessment integrated into instruction. The resources create a systematic record of student mastery of skills, facilitating documentation and evaluation of student Response to Intervention (RtI). To make effective use of the progress monitoring resources provided, we recommend the following:

- **Incorporate progress monitoring within the Guided Practice section of the lesson plans.** The resources are designed to parallel instructional tasks, allowing for brief, seamless integration. The intention is not to burden instructional time with additional assessments.
- **Assess only when students appear to be ready for a comprehensive check of the target skills.** Set schedules for Progress Monitoring assessments tend to result in their overuse. The resources are intended to serve as a confirmation and meaningful record of student progress, as opposed to a collection of numbers.
- **Utilize results to inform instruction.** If student mastery of the target skills is confirmed by a Progress Monitoring assessment, then teachers can be confident in the decision to move students forward. If students do not achieve the goal scores for a Progress Monitoring assessment, analysis of errors will indicate areas of continued instructional need.

Running Record and Understanding

Directions

Preparation: Print and copy the Student Copy and Record Sheets for the selected progress monitoring assessment for each student being assessed. This assessment should be administered individually. If students are unfamiliar with searching for text support for answers (see the following steps for earning a second point), modeling should be provided prior to administering the assessment.

- After taking a running record of student oral reading, ask students the five questions for the selected Progress Monitoring assessment.
Note: Initially, DO NOT allow students to look back in the story to find answers if they don't know or are unsure. Students should provide their best answer from memory of the story first. Avoid frustration by assuring students they will have the chance to look back at the story after answering the questions the best they can.
- First, record one point for each question if it is answered correctly.
- A second point for questions 1–3 is earned by finding text support for the provided answers. Put the copy of the story back in front of the student and explain you want him/her to show you where the answers for questions 1–3 are in the story.

- Restate the first question and the answer provided.
- Say, “Please find and read the line in the story showing the answer.”
- Record one additional point for questions 1–3 if the correct text support is found and read.

Note: If incorrect answers are corrected at this point, students get the point for finding the text support and still keep no point for providing an initial incorrect answer. Therefore, a question with an initial incorrect answer that is corrected when searching for text support receives a total score of one point. A *pattern* of initial incorrect answers that are corrected when students look back at the text, may indicate a challenge with organizing and storing information from reading into memory.

- Repeat steps for earning the second point for questions 2 and 3.
- Scoring: Student performance should be recorded as either accurate or not, using any form of symbols (e.g., checks and Xs or 1s and 0s), then record the total score out of 8 at the bottom. A pattern of errors in the following categories may indicate a need for particular types of instruction for thinking with reading:
 - Questions 1–3: Literal thinking (honoring the direct information stated by the author and providing answers with direct text support)
 - Question 4: Inferential thinking (connecting information from the text to information you already know and explaining answers)
 - Question 5: Evaluative thinking (extending beyond the text and defending answers)
- Goal: 6–8 points.
- Scores of 5 or less indicate additional reteaching and reinforcement may be required from the *Unit 9 Assessment and Remediation Guide* Section II, Fluency and Comprehension.
- The Running Record and Understanding assessments follow the format of an informal reading inventory, which provides a comprehensive evaluation of reading skills. Student performance with word recognition is also scored. The goal is scores within 89–100%. Scores of 88% or less indicate additional reteaching and reinforcement may be required from the *Unit 9 Assessment and Remediation Guide* Section I, Phonics.

Name: _____

Dan the Cab Man

Zack's dad, Dan, has a cab.

A man jumps in the cab.

"Where to?" Dan asks.

"Tenth and Hill," says the man.

"And step on it!" the man adds.

"I'm in a big rush!"

Dan nods and steps on the gas.

Dan zips past a van.

Dan zips past a bus.

In a flash, the cab is there.

"This is the spot!" says Dan.

The man grabs a bunch of cash
and hands it to Dan.

Directions: Provide students with this page to read for Progress Monitoring 1.

Name: _____

Student Copy Progress Monitoring 2

Help from Pals

Ann has a lot of tasks.

“Help cut the grass!” says Dad.

“Next can Ann scrub the pots?” asks Mom.

“Then can Ann trim the shrubs?” asks Dad.

“Last can Ann brush the dog?” asks Mom.

“Ug!” says Ann.

“What a lot of tasks!”

Ann asks Zack to help with the tasks.

Zack runs and gets Rod and Ed.

Ann cuts the grass.

Zack and Ed scrub the pots.

Ann trims the shrubs.

Rod scrubs the dog.

Then there are no tasks left!

Directions: Provide students with this page to read for Progress Monitoring 2.

Name: _____

Ann's Cut

Ann has a cut on one leg.

It's not just a cut.

It's a red gash.

"Mom!" Ann yells. "Dad!"

Mom and Dad run up.

Mom gets a pad to scrub the cut.

"No!" yells Ann. "That will sting!"

"It will sting," says Dad,

"but it will help."

Mom rubs the cut with the pad.

"It stings! It stings!" yells Ann.

"There!" Mom says. "All set!"

Ann gets a kiss from Dad
and a big hug from Mom.

Directions: Provide students with this page to read for Progress Monitoring 3.

Name: _____

Student Copy Progress Monitoring 4

The Bad Smell

Once there was a bad smell.

“Yuck!” I said, “What’s that smell?”

“And where is it?” said Mom.

Mom and I set off on a big hunt.

“It’s not in here,” I said.

“It’s not in there,” Mom said.

At last Mom said, “Here it is!”

Dad had left his socks in the bath tub.

“Let’s pick them up,” Mom said.

“No!” I said.

“Why not?” said Mom.

“The smell is so bad,” I said. “I can’t stand it!”

“Well, then,” said Mom. “Run and get a trash bag.”

I went to get a bag.

Mom went to get a stick.

Mom stuck the socks with the stick and slid them in the bag.

Directions: Provide students with this page to read for Progress Monitoring 4.

Record Sheet for Unit 9 Section II, Comprehension

Student: _____

Date: _____

Place the Student Copy of “Dan the Cab Man” for progress monitoring in front of the student. Tell the student they will read a story called “Dan the Cab Man.” Tell the student the story is about a man who takes a person somewhere in his cab. Keep a running record on this sheet as the student reads the story.

Dan the Cab Man

Zack’s dad, Dan, has a cab.

Dan zips past a van.

A man jumps in the cab.

Dan zips past a bus.

“Where to?” Dan asks.

In a flash, the cab is there.

“Tenth and Hill,” says the man.

“This is the spot!” says Dan.

“And step on it!” the man adds.

The man grabs a bunch of cash

“I’m in a big rush!”

and hands it to Dan.

Dan nods and steps on the gas.

$$[76 \text{ (total words)} - \text{ ____ } (\# \text{ errors})] / 76 \text{ (total words)}$$

$$= \text{ ____ } \% \text{ accuracy}$$

Ask the student the questions below. The record sheet provides a space for recording scores for performance on individual questions as well as the overall total. The second point for questions 1–3 is earned by finding text support for the provided answers.

1. Who gets in the cab? (a man)	1. _____ and _____ /2
2. Where does the man want to go? (Tenth and Hill)	2. _____ and _____ /2
3. How does the man pay? (with a bunch of cash)	3. _____ and _____ /2
4. Might the man be running late for something? (Yes, because he says, “Step on it!” and “I’m in a big rush!”)	4. _____ /1
5. Is Dan a good cab driver? (Students may say <i>yes</i> because he got the man where he wanted to go fast or <i>no</i> because he should drive more carefully. Accept any plausible answer.)	5. _____ /1
	Total: _____ /8

Analysis for Unit 9 Section II, Comprehension

Uncorrected Errors

Notes

- Are there errors with contractions (Zack’s, I’m)?
- Are there errors with Tricky Words (*the, a, of, to, where, I, says, there*)?
- Are there errors related to consonant clusters (including double-letter spellings) at the beginning or end of words?
- Are errors consistently in the initial, medial, or final position of the word?
- Are specific letter-sound correspondences consistently missed and if so, which ones?
- Does the student need to sound out words, or are the words said in a blended fashion?
- Does the student lose his/her place?

Accuracy

Errors	%	Notes
0–3	96–100	Very good. Okay to move on.
4–8	89–95	“Instructional” Reading Level. Teacher judgment is required to determine if additional instruction from the <i>Unit 9 Assessment and Remediation Guide</i> is needed, or if the student is ready to move on.
9+	0–88	Weak. Discontinue test. Additional instruction from the <i>Unit 9 Assessment and Remediation Guide</i> is recommended.

Comprehension

Questions	Notes
7 or 8	Very good. Okay to move on.
6	Good. Okay to move on.
5	Fair. Consider discontinuing test and providing additional instruction from the <i>Unit 9 Assessment and Remediation Guide</i> , especially if accuracy numbers are also lagging. If student is not overly frustrated, you may wish to move on.
0–4	Weak. Discontinue test. Additional instruction from the <i>Unit 9 Assessment and Remediation Guide</i> is recommended.

Record Sheet for Unit 9 Section III, Comprehension

Student: _____

Date: _____

Place the Student Copy of “Help from Pals” for progress monitoring in front of the student. Tell the student they will read a story called “Help from Pals.” Tell the student the story is about a girl who has a lot of tasks to do. Keep a running record on this sheet as the student reads the story.

Help from Pals

Ann has a lot of tasks.

Ann asks Zack to help with the tasks.

“Help cut the grass!” says Dad.

Zack runs and gets Rod and Ed.

“Next can Ann scrub the pots?” asks Mom.

Ann cuts the grass.

“Then can Ann trim the shrubs?” asks Dad.

Zack and Ed scrub the pots.

“Last can Ann brush the dog?” asks Mom.

Ann trims the shrubs.

“Ug!” says Ann.

Rod scrubs the dog.

“What a lot of tasks!”

Then there are no tasks left!

$$[83 \text{ (total words)} - \text{ ____ } (\# \text{ errors})] / 83 \text{ (total words)}$$

$$= \text{ ____ } \% \text{ accuracy}$$

Ask the student the questions below. The record sheet provides a space for recording scores for performance on individual questions as well as the overall total. The second point for questions 1–3 is earned by finding text support for the provided answers.

1. What does Dad ask Ann to do? (cut the grass or trim the shrubs)	1. _____ and _____ /2
2. What does Mom ask Ann to do? (Scrub the pots or brush the dog)	2. _____ and _____ /2
3. Who does Ann ask for help? (Zack)	3. _____ and _____ /2
4. Does Ann like to do tasks inside or outside of the house? (Outside, because she “cuts the grass” and “trims the shrubs.”)	4. _____ /1
5. Why were Zack, Rod, and Ed willing to help Ann? (They are friends and like helping each other, they were bored, they wanted Ann to come play; accept any plausible answer.)	5. _____ /1
Total: _____ /8	

Analysis for Unit 9 Section II, Comprehension

Uncorrected Errors

Notes

- Are there errors with Tricky Words (*the, a, of, from, to, no, what, says, are, there*)?
- Are there errors related to consonant clusters (including double-letter spellings) at the beginning or end of words?
- Are errors consistently in the initial, medial, or final position of the word?
- Are specific letter-sound correspondences consistently missed and if so, which ones?
- Does the student need to sound out words, or are the words said in a blended fashion?
- Does the student lose his/her place?

Accuracy

Errors	%	Notes
0–3	96–100	Very good. Okay to move on.
4–9	89–95	Teacher judgment is required to determine if additional instruction from the <i>Unit 9 Assessment and Remediation Guide</i> is needed, or if the student is ready to move on.
10+	0–88	Weak. Discontinue test. Additional instruction from the <i>Unit 9 Assessment and Remediation Guide</i> is recommended

Comprehension

Questions	Notes
7 or 8	Very good. Okay to move on.
6	Good. Okay to move on.
5	Fair. Consider discontinuing test and providing additional instruction from the <i>Unit 9 Assessment and Remediation Guide</i> . If student is not overly frustrated, you may wish to move on.
0–4	Weak. Discontinue test. Additional instruction from the <i>Unit 9 Assessment and Remediation Guide</i> is recommended.

Record Sheet for Unit 9 Section II, Comprehension

Student: _____

Date: _____

Place the Student Copy of “Ann’s Cut” for progress monitoring in front of the student. Tell the student they will read a story called “Ann’s Cut.” Tell the student the story is about a girl who gets a cut. Keep a running record on this sheet as the student reads the story.

Ann’s Cut

Ann has a cut on one leg.

“It will sting,” says Dad,

It’s not just a cut.

“but it will help.”

It’s a red gash.

Mom rubs the cut with the pad.

“Mom!” Ann yells. “Dad!”

“It stings! It stings!” yells Ann.

Mom and Dad run up.

“There!” Mom says. “All set!”

Mom gets a pad to scrub the cut.

Ann gets a kiss from Dad

“No!” yells Ann. “That will sting!”

and a big hug from Mom.

[78 (total words) – ____ (# errors)]/78 (total words)

= ____ % accuracy

Ask the student the questions below. The record sheet provides a space for recording scores for performance on individual questions as well as the overall total. The second point for questions 1–3 is earned by finding text support for the provided answers.

1. Where did Ann get a cut? (her leg)	1. _____ and _____ /2
2. What did Mom use to clean the cut? (a pad)	2. _____ and _____ /2
3. What did Dad and Mom do when the cut was clean? (gave Ann a kiss and a big hug)	3. _____ and _____ /2
4. Did Ann want her Mom to clean the cut? (No, because she yelled, “No! That will sting!”)	4. _____ /1
5. Should Ann be more careful when she’s playing? (Students may say <i>yes</i> , because she got hurt, or may say <i>no</i> , because the cut may have just been an accident; accept any plausible answer.)	5. _____ /1
	Total: _____ /8

Analysis for Unit 9 Section II, Comprehension

Uncorrected Errors

Notes

- Are there errors with contractions (it's)?
- Are there errors with Tricky Words (*the, a, all, one, from, to, no, says, there*)?
- Are there errors related to consonant clusters (including double-letter spellings) at the beginning or end of words?
- Are errors consistently in the initial, medial, or final position of the word?
- Are specific letter-sound correspondences consistently missed and if so, which ones?
- Does the student need to sound out words, or are the words said in a blended fashion?
- Does the student lose his/her place?

Accuracy

Errors	%	Notes
0-3	96-100	Very good. Okay to move on.
4-8	89-95	Teacher judgment is required to determine if additional instruction from the <i>Unit 9 Assessment and Remediation Guide</i> is needed, or if the student is ready to move on.
9+	0-88	Weak. Discontinue test. Additional instruction from the <i>Unit 9 Assessment and Remediation Guide</i> is recommended.

Comprehension

Questions	Notes
7 or 8	Very good. Okay to move on.
6	Good. Okay to move on.
5	Fair. Consider discontinuing test and providing additional instruction from the <i>Unit 9 Assessment and Remediation Guide</i> . If student is not overly frustrated, you may wish to move on.
0-4	Weak. Discontinue test. Additional instruction from the <i>Unit 9 Assessment and Remediation Guide</i> is recommended.

Record Sheet for Unit 9 Section II, Comprehension

Student: _____

Date: _____

Place the Student Copy of “The Bad Smell” for progress monitoring in front of the student. Tell the student they will read a story called “The Bad Smell.” Tell the student the story is about a girl, her mom, and their hunt for something making a bad smell. Keep a running record on this sheet as the student reads the story.

The Bad Smell

Once there was a bad smell.

“No!” I said.

“Yuck!” I said, “What’s that smell?”

“Why not?” said Mom.

“And where is it?” said Mom.

“The smell is so bad,” I said. “I can’t stand it!”

Mom and I set off on a big hunt.

“Well, then,” said Mom. “Run and get a trash bag.”

“It’s not in here,” I said.

I went to get a bag.

“It’s not in there,” Mom said.

Mom went to get a stick.

At last Mom said, “Here it is!”

Mom stuck the socks with the stick and slid them in the bag.

Dad had left his socks in the bath tub.

“Let’s pick them up,” Mom said.

[114 (total words) – ____ (# errors)]/114 (total words)
= ____ % accuracy

Ask the student the questions below. The record sheet provides a space for recording scores for performance on individual questions as well as the overall total. The second point for questions 1–3 is earned by finding text support for the provided answers.

1. What was making the smell? (Dad’s socks)	1. _____ and _____ /2
2. Why didn’t the girl want to pick up the socks? (Because “the smell is so bad.”)	2. _____ and _____ /2
3. What did Mom do when she found the socks? (stuck them with a stick and/or slid them in a trash bag)	3. _____ and _____ /2
4. What does Mom plan to do with the socks? (Throw them away, because she put them in a “trash bag.”)	4. _____ /1
5. Is Dad a messy guy? (Students may say <i>yes</i> , because he left his stinky socks in the tub, or may say <i>no</i> , because maybe Dad was going to rinse them off and just forgot; accept any plausible answer.)	5. _____ /1
Total: _____ /8	

Analysis for Unit 9 Section II, Comprehension

Uncorrected Errors

Notes

- Are there errors with contractions (what's, it's, let's, can't)?
- Are there errors with Tricky Words (*once, there, a, I, said, what, where, here, the, no, why so, to, was*)?
- Are there errors related to consonant clusters (including double-letter spellings) at the beginning or end of words?
- Are errors consistently in the initial, medial, or final position of the word?
- Are specific letter-sound correspondences consistently missed and if so, which ones?
- Does the student need to sound out words, or are the words said in a blended fashion?
- Does the student lose his/her place?

Accuracy

Errors	%	Notes
0-5	96-100	Very good. Okay to move on.
6-13	89-95	Teacher judgment is required to determine if additional instruction from the <i>Unit 9 Assessment and Remediation Guide</i> is needed, or if the student is ready to move on.
14+	0-88	Weak. Discontinue test. Additional instruction from the <i>Unit 9 Assessment and Remediation Guide</i> is recommended

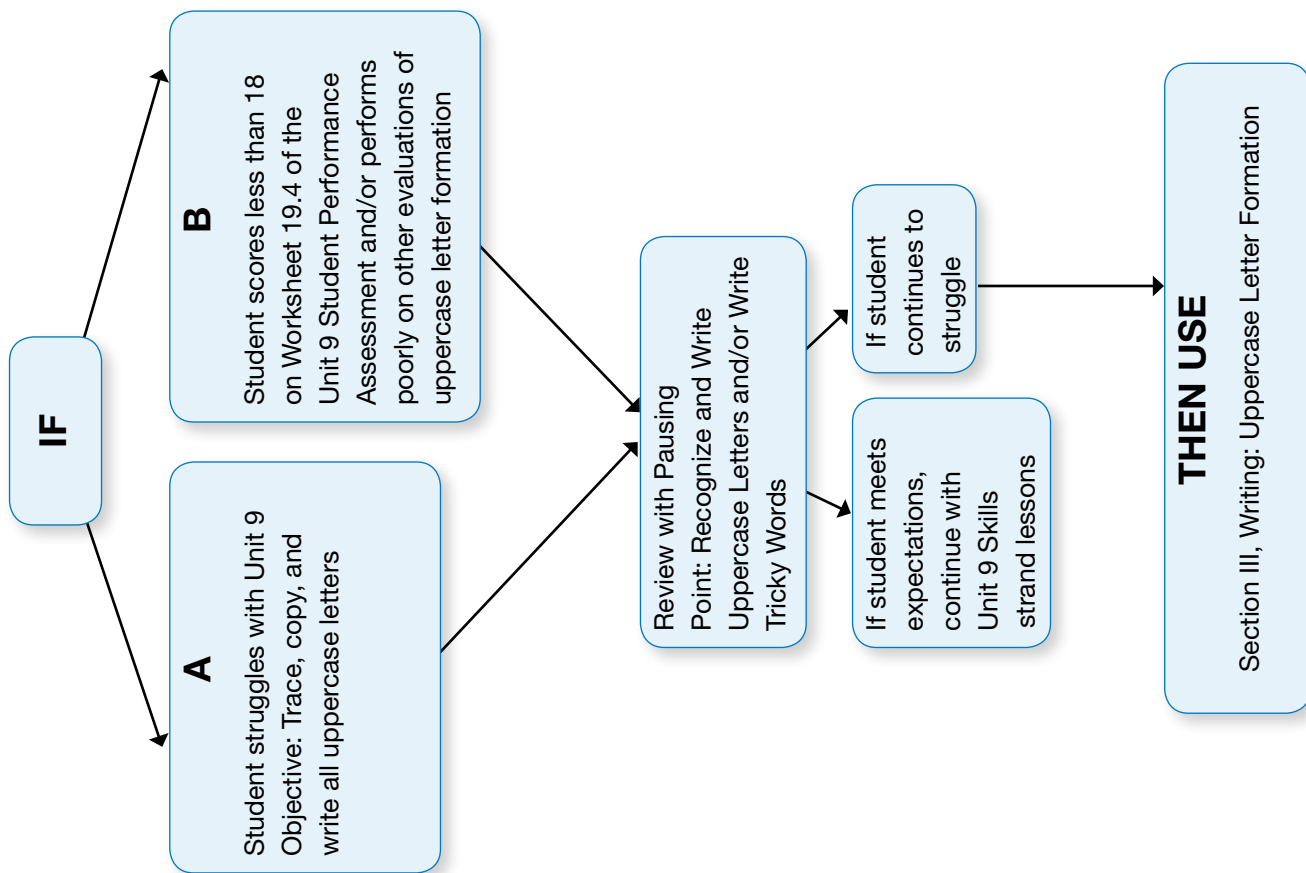
Comprehension

Questions	Notes
7 or 8	Very good. Okay to move on.
6	Good. Okay to move on.
5	Fair. Consider discontinuing test and providing additional instruction from the <i>Unit 9 Assessment and Remediation Guide</i> . If student is not overly frustrated, you may wish to move on.
0-4	Weak. Discontinue test. Additional instruction from the <i>Unit 9 Assessment and Remediation Guide</i> is recommended.

Section III

Writing: Uppercase Letter Formation

Determining Student Need for Section III, Writing: Uppercase Letter Formation



Lesson Template

Writing: Uppercase Letter Formation

Focus: Uppercase Letter Formation	Teaching	Materials
Warm-Up	<p><u>Objective:</u> Literally <i>warm up</i> the large and small muscles of the arms and hands used for writing.</p> <p><u>Exercise:</u> Choose two or three handwriting warm-up exercises. (See Handwriting Warm-Up Exercises for suggestions.)</p>	activity dependent
Explicit Instruction	<p><u>Objective:</u> Model the target letter formation.</p> <p><u>Learning about Uppercase Letter Formation:</u> Tell students which letters you will practice writing for today’s lesson.</p> <ul style="list-style-type: none"> • Demonstrate writing the target letters for the lesson on chart paper or the board and saying the letter formation chant while doing so. (See Letter Formation Chants.) If possible, seat students so they are looking <i>up</i> for the letter formation modeling and writing in the air (see next step), because looking up (chin down, eyes up) helps students access visual memory. • Repeat (tracing the first letter), inviting students to write in the air and say the chant with you. (Fun pointers often help engage students!) Students should move their whole arm from the shoulder when drawing in the air. • Repeat drawing in the air and saying the chant, this time with <u>eyes closed</u>. Prompt students to pay attention to how their arm and hand move and feel while their eyes are closed. • Write a new target letter asking students: <ul style="list-style-type: none"> • “Where do I start my line?” • “Which direction does the line go to write a (an) ‘_’?” • “What line do I write next?” • Write additional samples forming most letters correctly, but also form a couple incorrectly to provide a non-example and address common mistakes. 	<p>writing surface and implement (e.g., chalkboard and chalk)</p> <p>pointers for each student</p>

Focus: Uppercase Letter Formation	Teaching	Materials
Guided Practice	<p><u>Objective:</u> Provide an engaging opportunity to develop letter formation with decreasing support as students' skills strengthen.</p> <p><u>Working with Uppercase Letter Formation:</u> Using individual writing supplies ask students to:</p> <ul style="list-style-type: none"> • Write one large target uppercase letter on the board. • Next erase and write four target uppercase letters and show the best one. • Then erase and fill the board with the target uppercase letter in differing sizes. <p><u>Application of Skills:</u> Select worksheets or games allowing students to practice the letter formation(s) focused on in the lesson.</p> <p><u>Progress Monitoring option:</u> Incorporate progress monitoring checks here as needed.</p>	<p>writing surface and implement (e.g., chalkboard and chalk) per student</p> <p>activity dependent: worksheet and/or other drawing resources per student</p> <p>Progress Monitoring resources</p>
Independent Practice	<p><u>Objective:</u> Allow students to practice letter formations near mastery with high levels of independence. In addition, bolster writing readiness with fine motor activities if needed.</p> <p><u>Practicing and Extending Skills with Uppercase Letter Formation:</u></p> <ul style="list-style-type: none"> • <u>Practicing Uppercase Letter Formation:</u> Revisit previously taught activities allowing students to practice the letter formation(s) focused on in the lesson. • <u>Refining Fine Motor Skills:</u> Engage in an activity that promotes fine motor strength and skill. (See Fine Motor Activities for suggestions. These activities should be previously taught and practiced before students are expected to engage with them independently.) 	<p>continued from Guided Practice</p> <p>Fine Motor Activity resources</p>

Sample Remedial Lesson

Writing: Uppercase Letter Formation ('E' and 'F')

Focus: Uppercase Letter Formation ('E' and 'F')	Teaching	Materials
Warm-Up	<p><u>Objective:</u> Literally <i>warm up</i> the large and small muscles of the arms and hands used for writing.</p> <p><u>Exercise:</u></p> <ul style="list-style-type: none"> • Clap hands in a rhythm and have the students imitate. 	None
Explicit Instruction	<p><u>Objective:</u> Model the target uppercase letter formation.</p> <p><u>Learning about Uppercase Letter Formation:</u> Tell students that today they will practice writing the uppercase letters 'E' and 'F', because getting the lines across correct is important to telling the difference between them.</p> <ul style="list-style-type: none"> • Demonstrate writing 'E' on the dry erase board and saying the letter formation chant while doing so. (<i>'E': Long line down, add three lines across to me (1, 2, 3); then a big 'E' is what you will see.</i>) Seat students on the floor in front of the board so they are looking up (chin down, eyes up) to help access their visual memory. • Repeat (tracing the first letter), inviting students to write in the air using their pointers and saying the chant with you. Students should move their whole arm from the shoulder when writing in the air. • Repeat, writing in the air and saying the chant, this time with <u>eyes closed</u>. Prompt students to pay attention to how their arm and hand move and feel while their eyes are closed. • Write a new large 'E' asking students: <ul style="list-style-type: none"> • "Where do I start my line?" • "Which direction does the line go to write an 'E'?" • "What line do I write next?" • Write additional samples, saying the chant, and make the mistake of leaving off the bottom horizontal line. If students do not catch your error, point out without the bottom horizontal line the 'E' looks like an 'F'. Redo the 'E' correctly. • Repeat steps 1–5 for 'F'. (<i>'F': Long line down, add two lines across to me (1, 2); then a big 'F' is what you will see.</i>) 	dry erase board, dry erase marker, tissue pointers for each student

Focus: Uppercase Letter Formation ('E' and 'F')	Teaching	Materials
<p>Guided Practice</p>	<p><u>Objective:</u> Provide an engaging opportunity to develop uppercase letter formation with decreasing support as students' skills strengthen.</p> <p><u>Working with Uppercase Letter Formation:</u> Using individual writing supplies ask students to:</p> <ul style="list-style-type: none"> • Write one big uppercase letter 'E'* on the board to show you. • Next erase and write four uppercase letter 'E's*' and show the best one. • Then erase and fill the board with uppercase letter 'E's*' of differing sizes. • Repeat steps 2–4 for 'F'*. <p>*Students should repeat the chant every time they draw a sound.</p> <p><u>Application of Skills:</u> Provide students with a copy of the Tic-Tac-Toe page in a plastic sleeve. Have students play Tic-Tac-Toe with a partner using 'E' and 'F' instead of the traditional X and O. Remind them to say the chant each time they trace a picture of a sound.</p> <p><u>Progress Monitoring option:</u> Students are performing well with the uppercase letter formations matching lowercase letters and are ready for a check of the similar but not matching upper- and lowercase letters. Once students have played several rounds of Tic-Tac-Toe, have them complete Progress Monitoring 3.</p>	<p>dry erase board, dry erase marker, and tissue per student</p> <p>in a plastic sleeve for each student:</p> <p>Tic-Tac-Toe page</p> <p>copies of Uppercase Letter Formation 3</p>
<p>Independent Practice</p>	<p><u>Objective:</u> Allow students to practice letter formations near mastery with high levels of independence. In addition, bolster writing readiness with fine motor activities if needed.</p> <p><u>Practicing and Extending Skills with Uppercase Letter Formation:</u></p> <ul style="list-style-type: none"> • <u>Practicing Uppercase Letter Formation:</u> Provide students with a copy of Matching Letter Practice 10 (A–L) in a plastic sleeve for additional practice. • <u>Refining Fine Motor Skills:</u> Once students complete the Matching Letter Practice page, then move to the bead stringing station. (This station is set up to reinforce fine motor development and patterning skills, because students choose patterns to repeat by stringing the same color and order of beads on their string.) 	<p>in a plastic sleeve for each student:</p> <p>Matching Letter Practice 10 (A–L)</p> <p>bead stringing station with patterns</p>

Methods for Practicing Letter Formation

Gross motor abilities tend to develop before fine motor abilities. Therefore, the following chart provides options that allow you to meet students at their motor ability level and steps to encourage their fine motor development. If students struggle to improve their fine motor skills, consult with support staff (e.g., occupational therapist, school nurse, etc.) to evaluate for other potential physical obstacles.

Refining Steps (Gross to Fine Motor)	Surfaces	Methods
Step 1	Large vertical surfaces	<ul style="list-style-type: none"> • Classroom dry erase board or chalkboard • Easel • Chart paper taped to the wall <p>Implements such as a paintbrush with water on the chalkboard supports large strokes. Implements such as crayons on easel paper encourage more refined strokes.</p>
Step 2	Large horizontal surfaces	<ul style="list-style-type: none"> • Table or desk covered with paper • Cookie sheet with rice or shaving cream • Sand table/box • Poster board • Full newspaper sheet <p>Using the pointer finger in rice, shaving cream, or sand supports large strokes. Refined strokes are encouraged by using the tripod grip with implements: drawing with the point of a paintbrush in rice, shaving cream, or sand and using crayons and markers on paper.</p>
Step 3	Medium horizontal surfaces	<ul style="list-style-type: none"> • Large construction paper • Legal size paper • Brown grocery bag • Folded/cut newspaper sheet
Step 4	Small horizontal surfaces (large strokes)	<ul style="list-style-type: none"> • 8.5" x 11" paper plain or in a plastic sheet protector sleeve* • Individual dry erase boards or chalkboards • Small construction paper • Notepads • Paper plates
Step 5	Small horizontal surfaces (small strokes)	Same as Step 4. Instead of using the full surface for large strokes, students draw small strokes: tracing or free form, filling in shapes, on lines, etc.

*Dry erase markers and an eraser (tissue, sock, other cloth) can be used to write and erase on plastic sleeves, allowing students to reuse worksheets or other practice pages.

Handwriting Warm-Up Exercises:

- Chair sit-ups: while seated, have students place their hands on either side of their hips and raise their bottoms up off of their chairs.
- Press down hard on desktop with both hands.
- Briskly rub hands together.
- Place the fingertips together and do finger “push-ups.”
- Pass around a weighted ball.
- Wall push-ups: Place both hands on the wall with both feet about a foot from the wall and lean into the wall bending both elbows and then push back out.
- Stretch thick rubber bands between fingers and thumb.
- Push the palms together, then fold fingers around each other and try to pull them apart.
- Clap hands in a rhythm and have the students imitate.

SOURCE: <http://drzachryspedsottips.blogspot.com/search/label/Handwriting>

Letter Formation Chants

Remind students that all uppercase letters start on the top line, except for ‘C’, ‘G’, ‘O’, ‘Q’, and ‘S’. The chant will remind them of the different starting point for those uppercase letters.

‘A’: Diagonal left, diagonal right, add a line across to me; then a big ‘A’ is what you will see.

‘B’: Long line down, add two half circles to the right to me; then a big ‘B’ is what you will see.

‘C’: Start just below the top line, make most of a circle to the left for me; then a big ‘C’ is what you will see.

‘D’: Long line down, add a big half circle to the right to me; then a big ‘D’ is what you will see.

‘E’: Long line down, add three lines across to me (1, 2, 3); then a big ‘E’ is what you will see.

‘F’: Long line down, add two lines across to me (1, 2); then a big ‘F’ is what you will see.

‘G’: Start just below the top line, make most of a circle and add a line to me; then a big ‘G’ is what you will see.

‘H’: Long line down, again, and add a line across to me; then a big ‘H’ is what you will see.

‘I’: Long line down, add a line across at top and bottom to me; then a big ‘I’ is what you will see.

‘J’: Line down and add a fish hook to me; then a big ‘J’ is what you will see.

'K': Long line down, add a diagonal left and right to me; then a big 'K' is what you will see.

'L': Long line down, add a line across down low to me; then a big 'L' is what you will see.

'M': Long line down, add diagonal right, back up, and back down to me, then a big 'M' is what you will see

'N': Long line down, add diagonal right and back up to me; then a big 'N' is what you will see.

'O': Start just below the top line, circle left—that's all for me; then a big 'O' is what you will see.

'P': Long line down, add a half circle to the right to me; then a big 'P' is what you will see.

'Q': Start just below the top line, circle left and little diagonal right for me; then a big 'Q' is what you will see.

'R': Long line down, add a half circle and diagonal to the right to me; then a big 'R' is what you will see.

'S': Start just below the top line, make a half circle left and back right for me; then a big 'S' is what you will see.

'T': Long line down, add a line across up top to me; then a big 'T' is what you will see.

'U': Line down and cup back up, that's all for me; then a big 'U' is what you will see.

'V': Diagonal right, add a diagonal back up for me; then a big 'V' is what you will see.

'W': Diagonal right and up, add another one for me; then a big 'W' is what you will see.

'X': Diagonal right, add a diagonal left to cross for me; then a big 'X' is what you will see.

'Y': Little diagonal right and left, add a short line down to me; then a big 'Y' is what you will see.

'Z': Top line across, diagonal left and bottom line across for me; then a big 'Z' is what you will see.

Writing Skills Cross-Reference Chart

Writing Skill/CKLA Goal	Unit 9 Lessons													Unit 9 Pausing Point											
	1	2	3	4	5	6	7	8	9	10	11	12	13		14	15	16	17	18	19	20	21	22	23	
Trace, copy, and write all uppercase letters	Introduction to Uppercase Letters; Today's Letters: A, B, C, and D; Handwriting Uppercase Letters; Writing Practice		Uppercase Letter Review; Today's Letters: E, F, G, and H; Handwriting Worksheet; Writing; Tricky Words	Uppercase Letter Sprints		Today's Letters: I, J, K, and L; Handwriting Worksheet; Handwriting Practice	Who Can Show Me?; Today's Letters: M, O, P, Q, and R; Handwriting Worksheet; Tricky Words	Letter Dictation		Flashcard Review; Today's Letters: S, T, U, V, and W; Handwriting Worksheet	Tricky Words	Today's Letters: X, Y, and Z; Handwriting Worksheet		Caps Worksheet							Uppercase Letters Worksheet				Sound Dictation with Uppercase Letters; Rough around the Edges; Tray Tracing; Erase the Letter; Name Game; Letter Concentration; Word Scramble; Finding Letters; Rainbow Letters; Worksheet with Missing Uppercase Letters; Worksheet with Uppercase Letters; Alphabet Classbook; Handwriting Worksheets with Tricky Words,

Lesson 19: Punctuation Marks and Punctuation Practice

Letter Formation—Worksheets

Letter Formation Practice

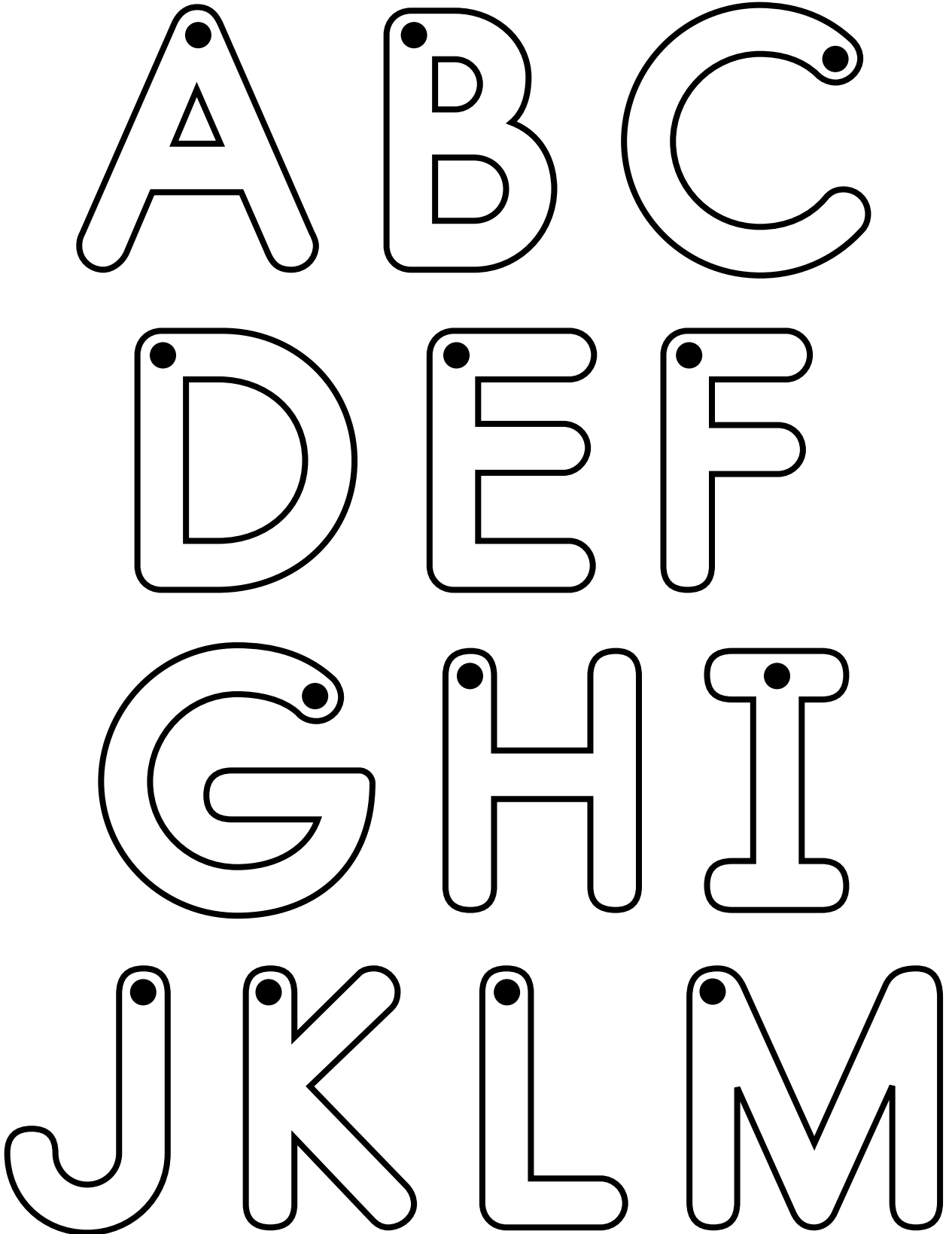
Familiar practice formats used in the Unit 9 Workbook are available here to provide medium (1–5) and small (1–6) letter formation practice for each of the uppercase letters as well as matching (1–11) lower- and uppercase letter practice.

Note: To promote the meaning link between letter formations as a representation of speech sounds, encourage students to say the uppercase letter formation chant or the letter sound each time they write an uppercase letter while completing the worksheets for practice.

Name: _____

Medium Letter Practice 1 (A-M)

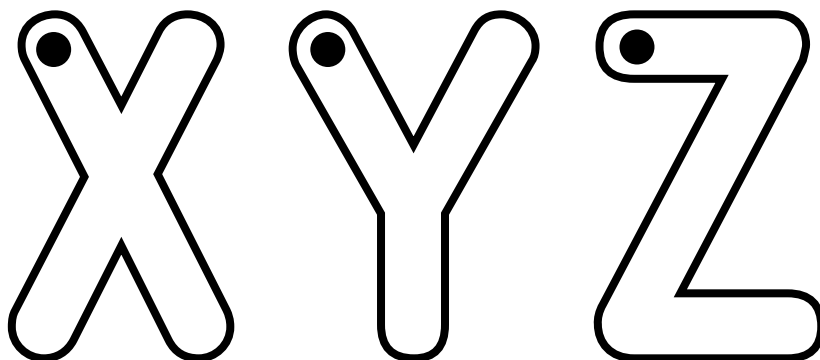
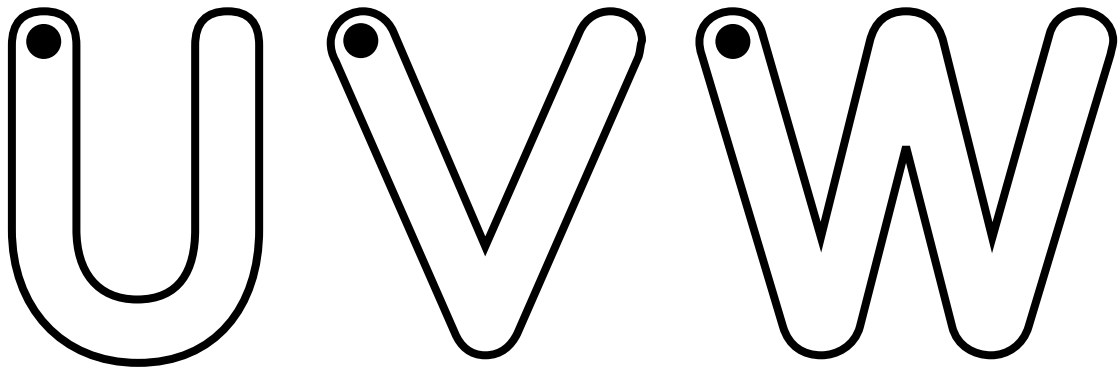
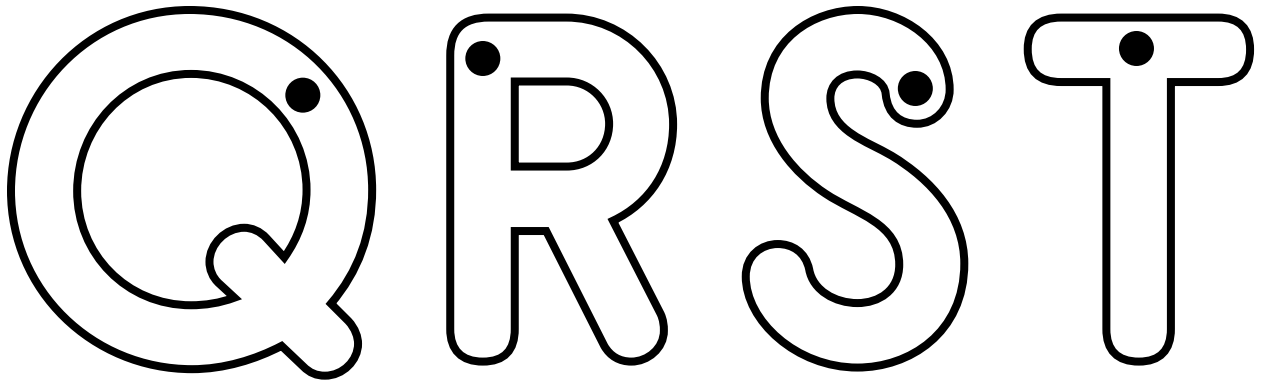
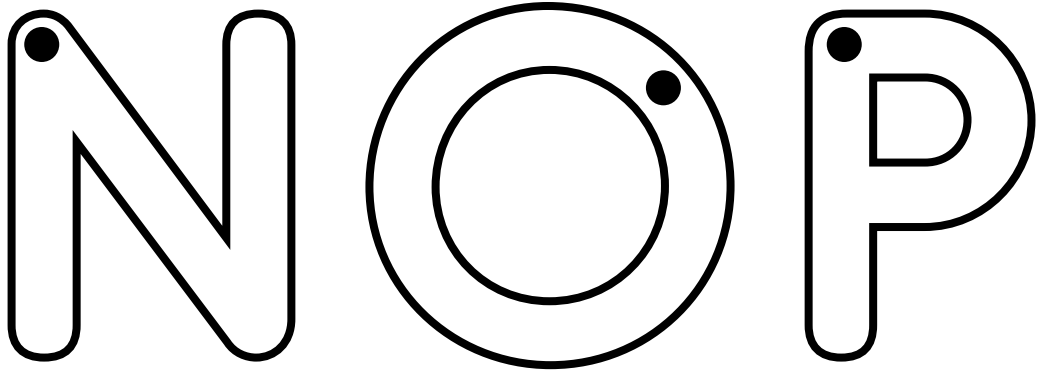
Directions: Have students trace each uppercase letter several times inside of the outline, using a different color crayon each time. Make sure students start to trace the letters at the starting dots.



Name: _____

Medium Letter Practice 2 (N-Z)

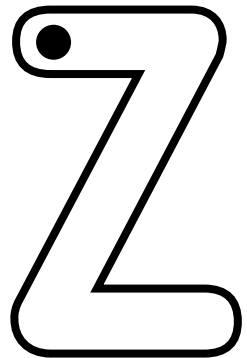
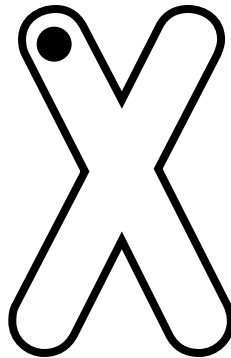
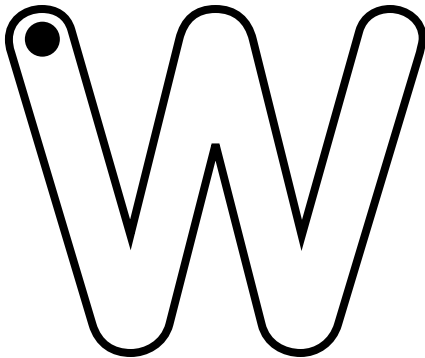
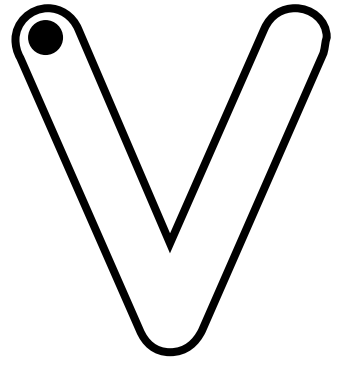
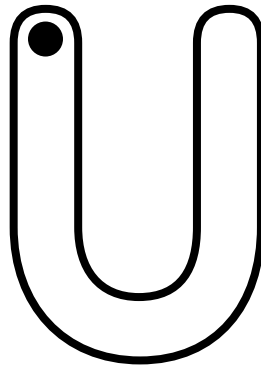
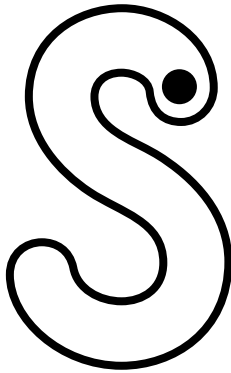
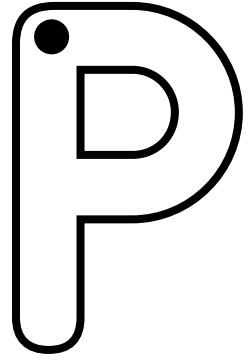
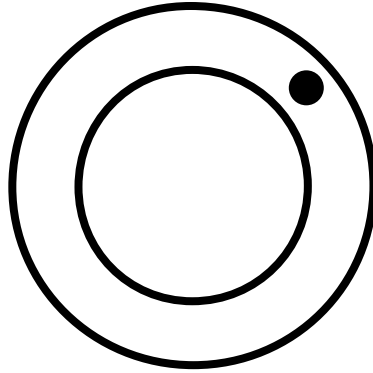
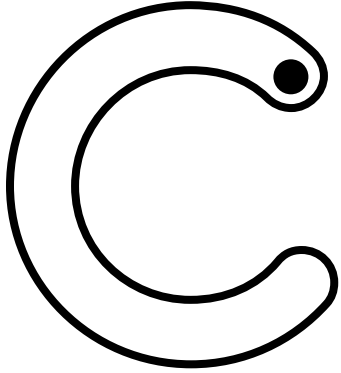
Directions: Have students trace each uppercase letter several times inside of the outline, using a different color crayon each time. Make sure students start to trace the letters at the starting dot.



Name: _____

Medium Letter Practice 3 (Matching Upper/Lowercase)

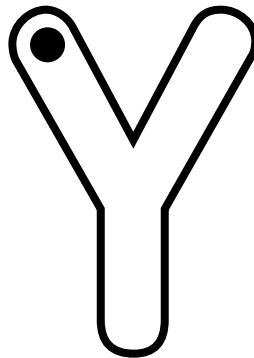
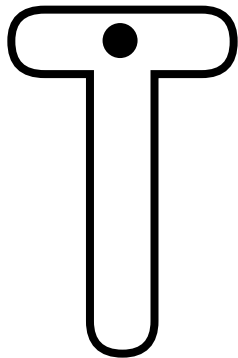
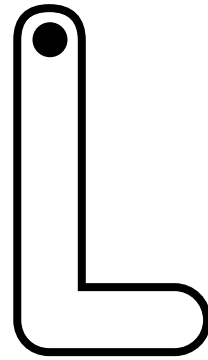
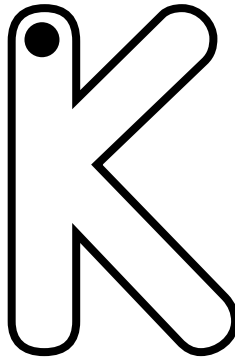
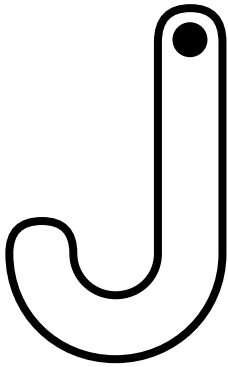
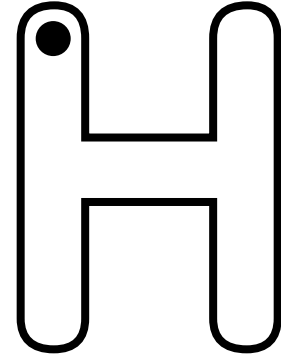
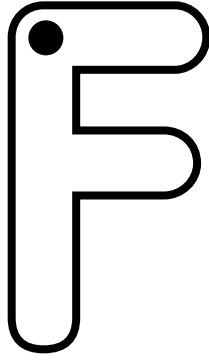
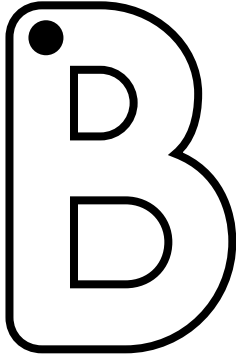
Directions: Have students trace each uppercase letter several times inside of the outline, using a different color crayon each time. Make sure students start to trace the letters at the starting dot.



Name: _____

Medium Letter Practice 4 (Similar Upper/Lowercase)

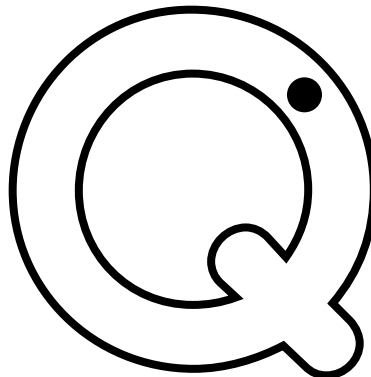
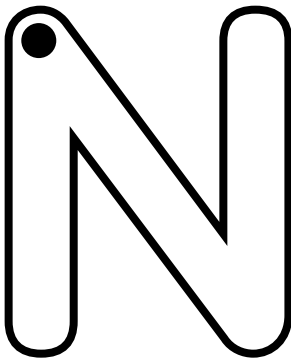
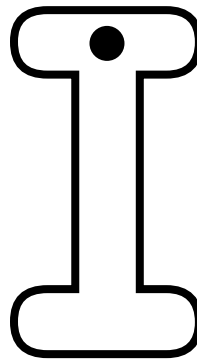
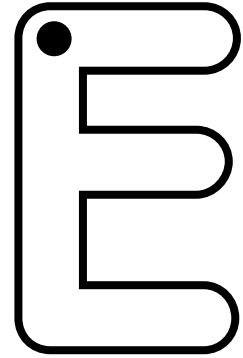
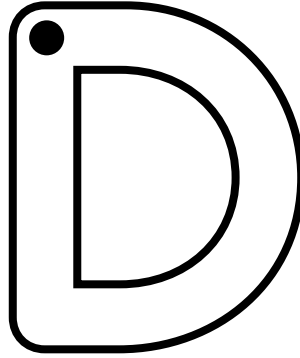
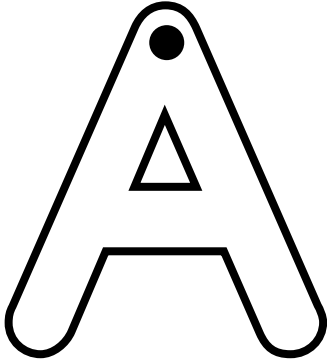
Directions: Have students trace each uppercase letter several times inside of the outline, using a different color crayon each time. Make sure students start to trace the letters at the starting dot.



Name: _____

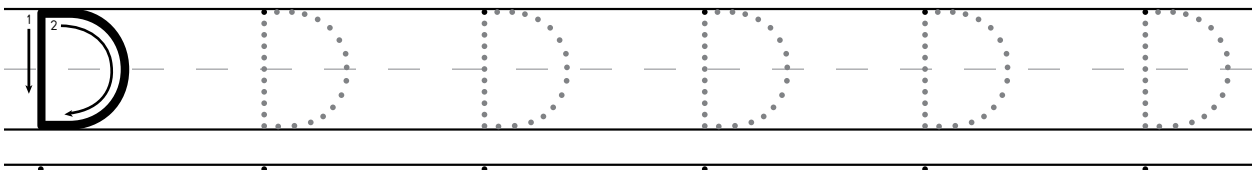
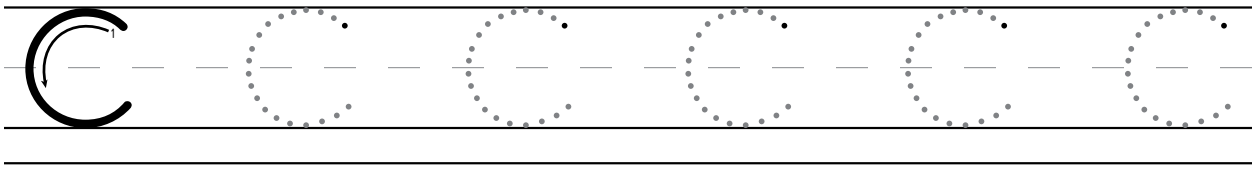
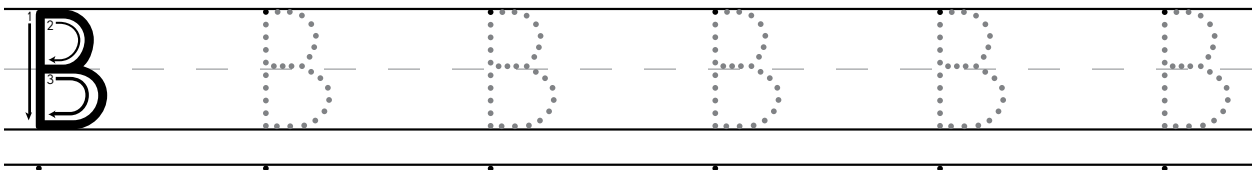
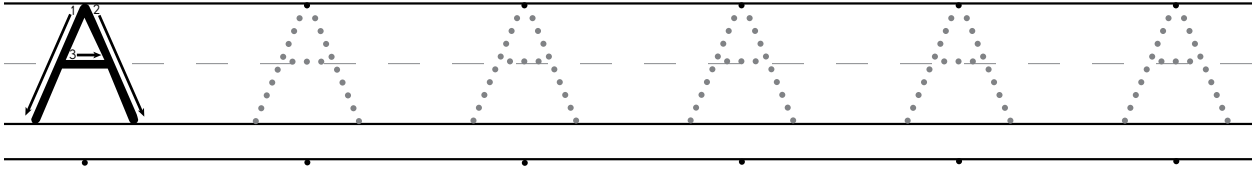
Medium Letter Practice 5 (Dissimilar Upper/Lowercase)

Directions: Have students trace each uppercase letter several times inside of the outline, using a different color crayon each time. Make sure students start to trace the letters at the starting dot.



Name: _____

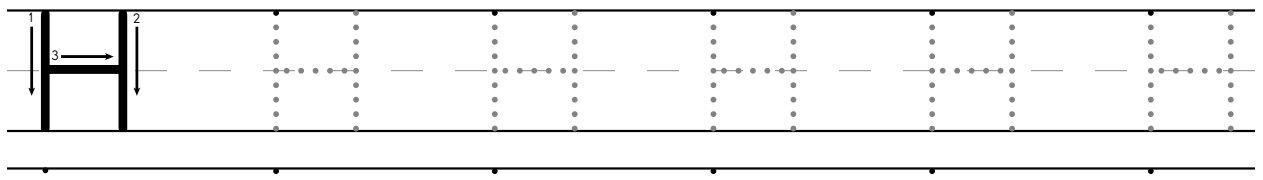
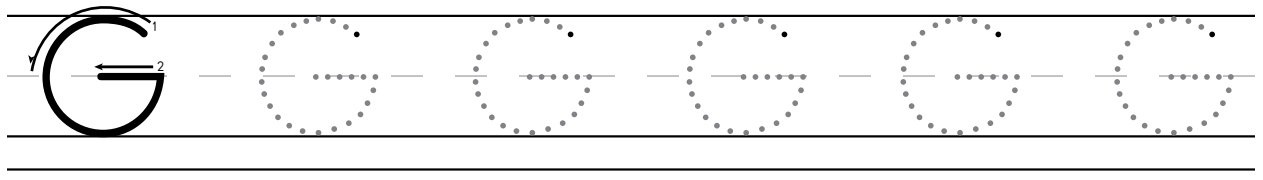
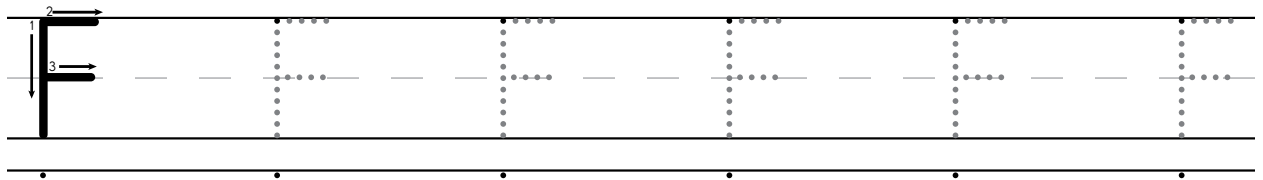
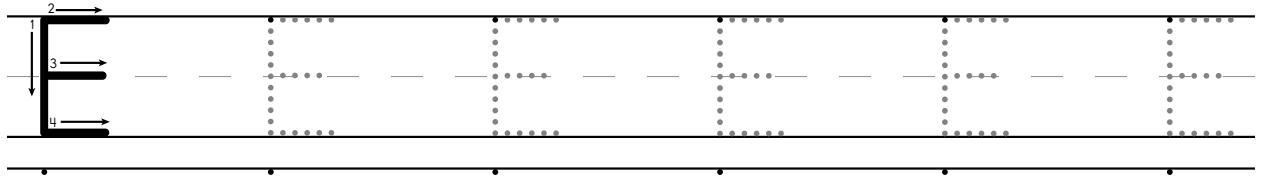
Small Letter Practice 1 (A–D)



Directions: Have students print the capital letters and words on the handwriting lines.

Name: _____

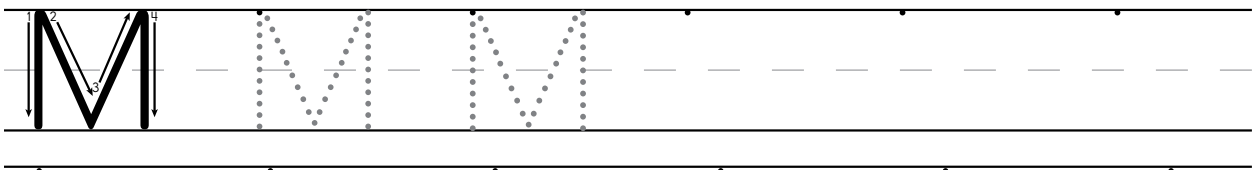
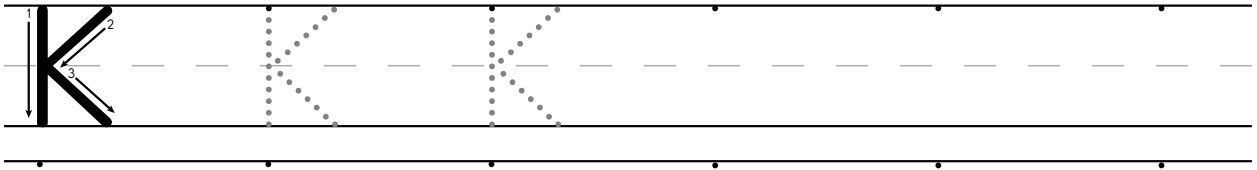
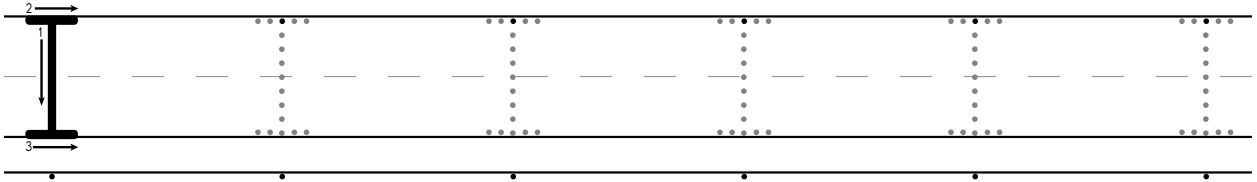
Small Letter Practice 1 (E-H)



Directions: Have students print the capital letters and words on the handwriting lines.

Name: _____

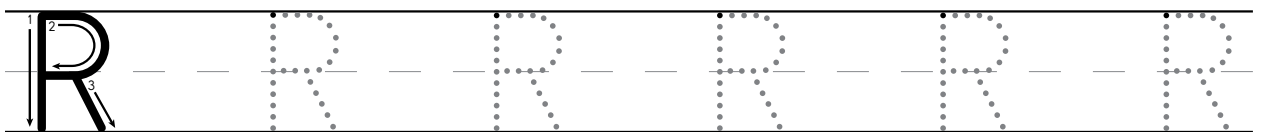
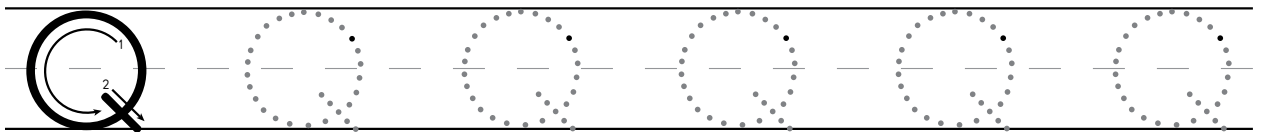
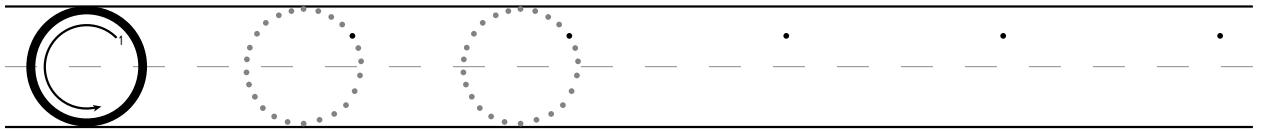
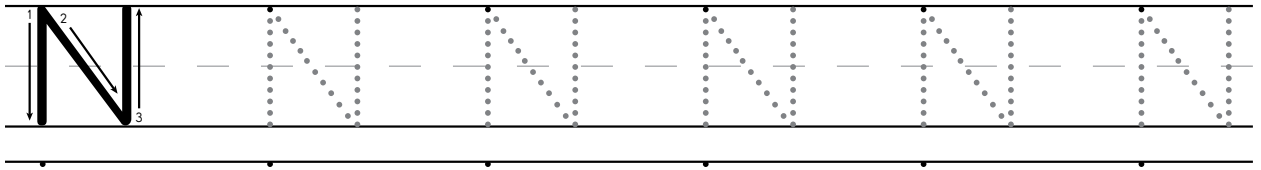
Small Letter Practice 1 (I-M)



Directions: Have students print the capital letters and words on the handwriting lines.

Name: _____

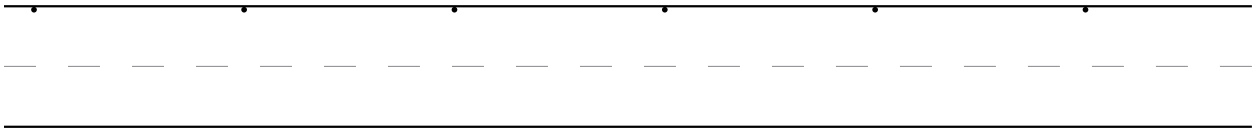
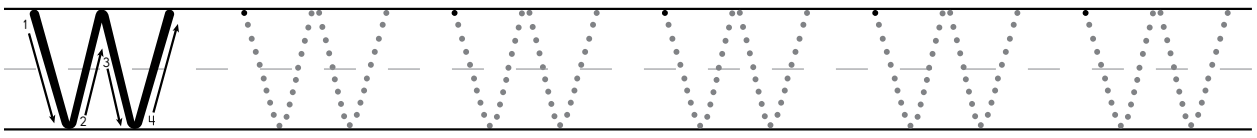
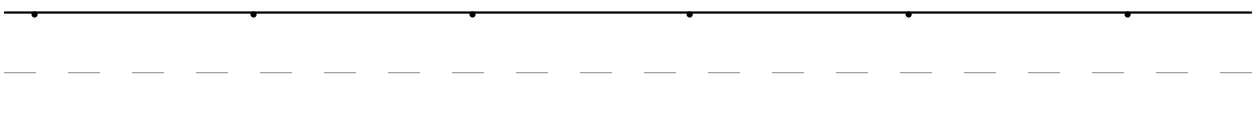
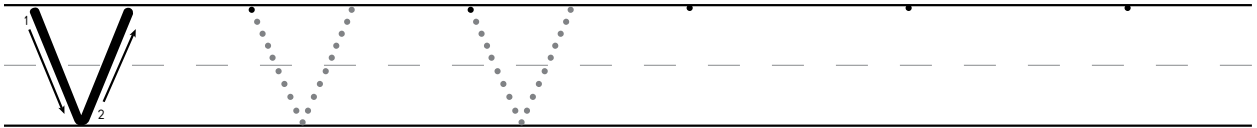
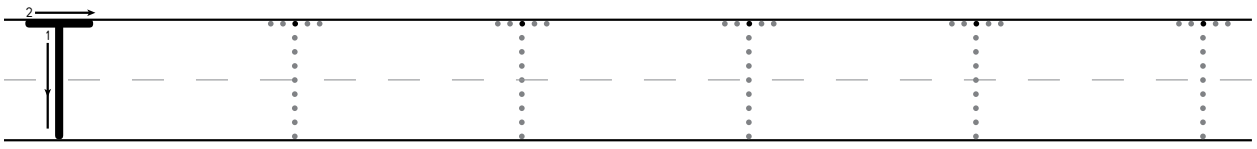
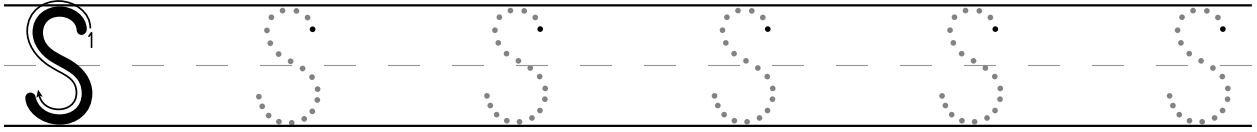
Small Letter Practice 1 (N-R)



Directions: Have students print the capital letters and words on the handwriting lines.

Name: _____

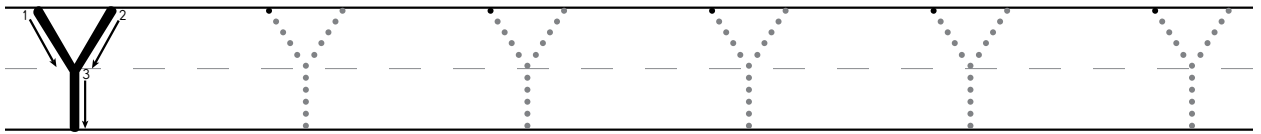
Small Letter Practice 1 (S-W)



Directions: Have students print the capital letters and words on the handwriting lines.

Name: _____

Small Letter Practice 1 (X-Z)



Directions: Have students print the capital letters and words on the handwriting lines.

Name: _____

Matching Letter Practice 1 (A–D)

A

b

B

d

C

a

D

c

Directions: Have students draw lines connecting the uppercase letters to the matching lowercase letters.

Name: _____

Matching Letter Practice 2 (A–H)

Directions: Have students draw lines connecting the uppercase letters to the matching lowercase letters.

A

B

C

D

E

F

G

H

e

h

g

d

b

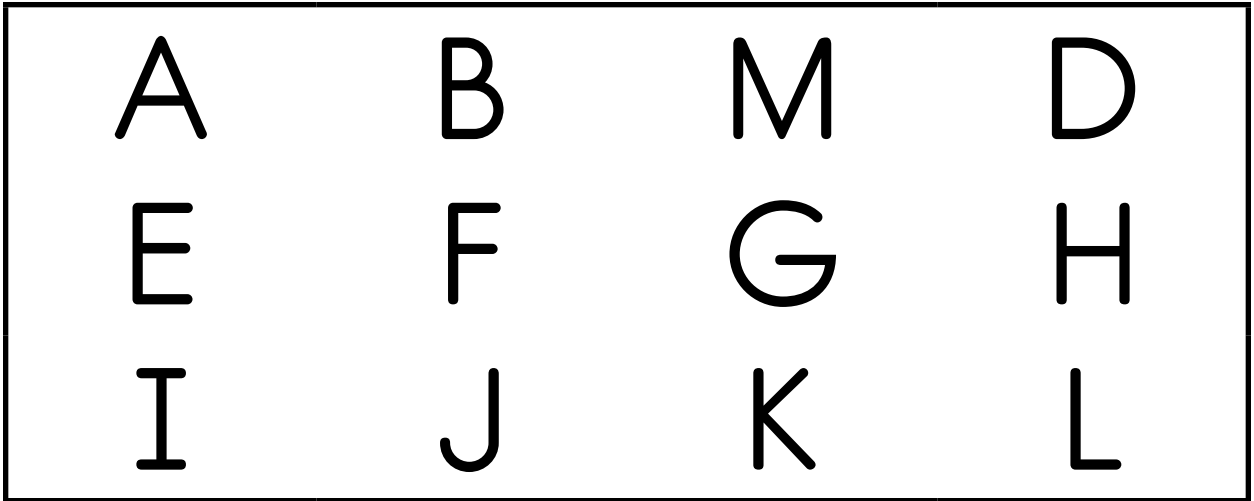
a

c

f

Name: _____

Matching Letter Practice 3 (A-L)



b _____ k _____ h _____

d _____ l _____ a _____

m _____ f _____ j _____

i _____ e _____ g _____

Directions: Have students copy the uppercase letters next to the matching lowercase letters.

Name: _____

Matching Letter Practice 4 (I-T)

Directions: Have students draw lines connecting the uppercase letters to the matching lowercase letters.

I

J

K

L

M

N

P

Q

R

T

q

t

r

n

j

i

m

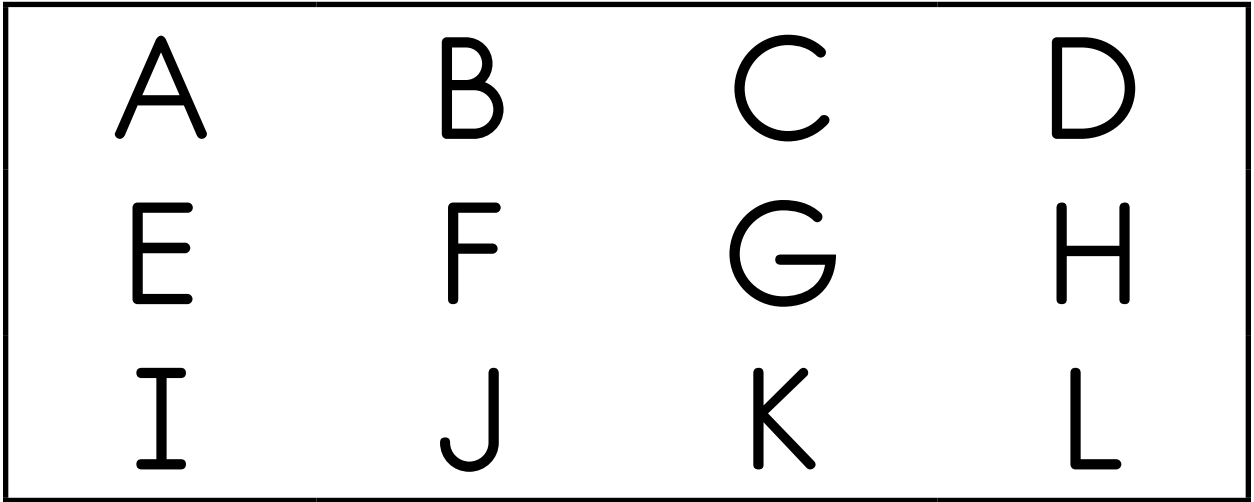
p

k

l

Name: _____

Matching Letter Practice 5 (A-L)



Directions: Have students copy the uppercase letters next to the matching lowercase letters.

b _____ k _____ h _____

d _____ l _____ a _____

c _____ f _____ j _____

i _____ e _____ g _____

Name: _____

Matching Letter Practice 6 (L-Z)

L	M	N	O	P
Q	R	S	T	U
V	W	X	Y	Z

Directions: Have students copy the uppercase letters next to the matching lowercase letters.

O	w	r
v	s	z
q	m	p
y	x	n
t	u	l

Name: _____

Matching Letter Practice 7 (A–M)

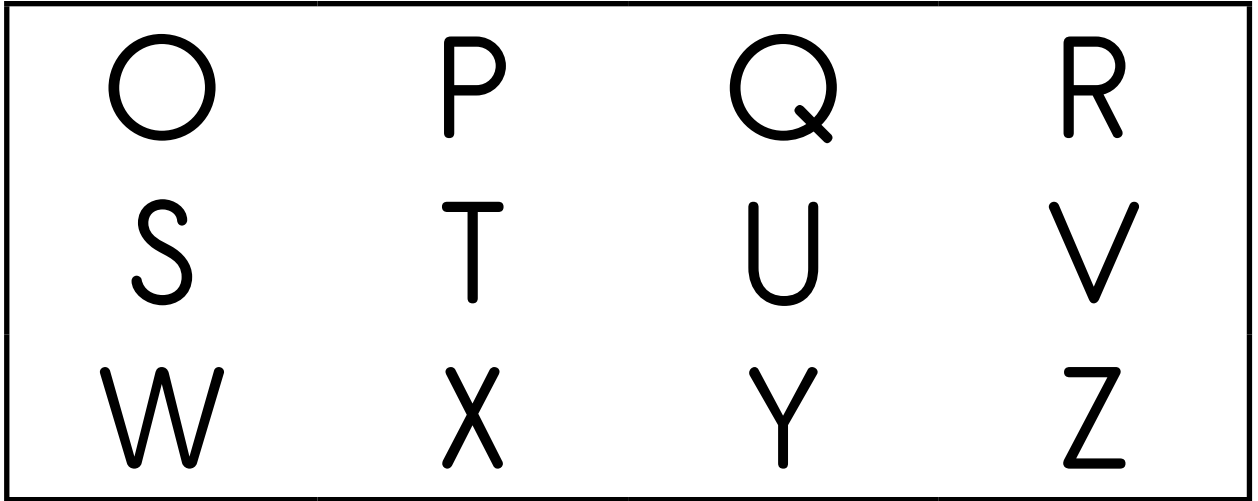
Directions: Have students draw lines connecting the lowercase letters to the matching uppercase letters.

b
d
e
f
g
h
i
j
k
l
m

H
K
E
J
M
B
F
L
D
G
I

Name: _____

Matching Letter Practice 8 (O-Z)



Directions: Have students copy the uppercase letters next to the matching lowercase letters.

O	s	r
t	p	w
u	q	v
y	x	z

Name: _____

Matching Letter Practice 9 (A-Z)

Fill in the gaps.

A _ C _ _

F G H _ J

_ L _ _ O

P _ R _ T U

_ W _ Y Z

Name: _____

Matching Letter Practice 10 (A-L)

A	B	C	D
E	F	G	H
I	J	K	L

Directions: Have students copy the uppercase letters next to the matching lowercase letters.

h _____ i _____ l _____

b _____ c _____ a _____

j _____ k _____ f _____

d _____ e _____ g _____

Name: _____

Matching Letter Practice 11 (M-Z)

Directions: Have students draw lines connecting the lowercase letters to the matching uppercase letters.

m
n
o
p
q
r
s
t
u
v
w
x
y
z

M
Q
U
Y
V
X
N
P
R
O
Z
T
W
S

Uppercase Letter Formation—Games

Tic-Tac-Toe

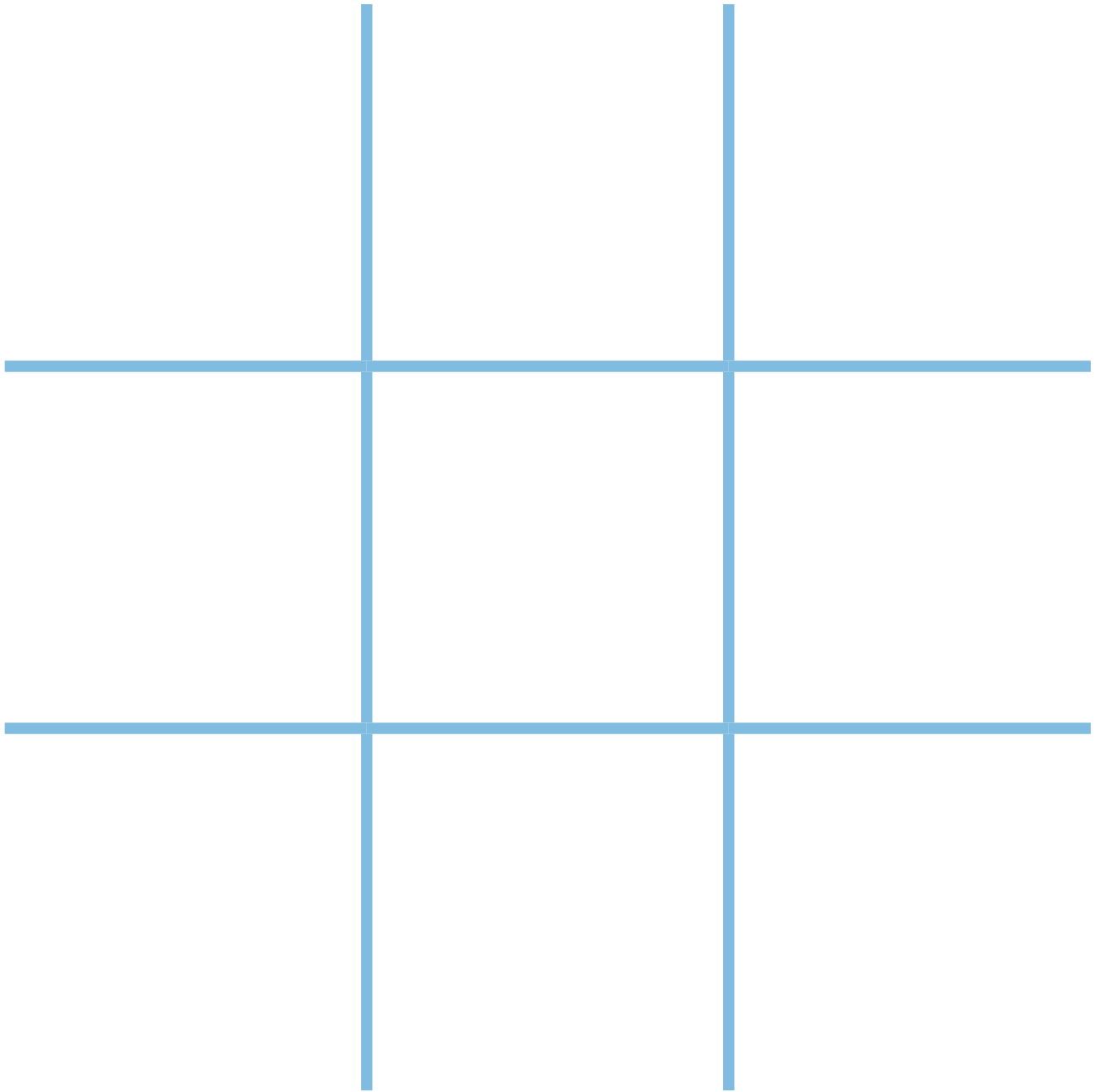
Use the template provided, or draw your own, for students to play Tic-Tac-Toe using target uppercase letters instead of the traditional X and O. Students may both use the same target uppercase letter and write it in different colors, or students may use two different target uppercase letters.

Note: To promote the meaning link between letter formations as a representation of speech sounds, encourage students to say the uppercase letter formation chant or the letter sound each time they write or find an uppercase letter formation while playing Tic-Tac-Toe.

Name: _____

Tic-Tac-Toe Board

Directions: Students play Tic-Tac-Toe using target uppercase letter formations instead of the traditional X and O.



Letter Hunt

Finding familiar pictures of target letter sounds reinforces letter formation knowledge. Use the following activities to have students hunt for taught letter formations.

- Alphabet Mural 1–3. There are two of each letter to find.
 - Mural 1 targets the letters wherein the upper- and lowercase formations only differ in size.
 - Mural 2 increases the difficulty targeting the letters wherein the upper- and lowercase formations have similarities but are not an exact match.
 - Mural 3 is the most challenging providing the letters where in the upper and lowercase formations are dissimilar.
- Read Around the Room: Invite students to find target letter formations in text around the room. Wearing funny glasses and/or using a fun pointer makes this activity even more engaging!

Name: _____

c o p s u v w x z

Directions: Have students find and circle the uppercase letters corresponding to the lowercase letters provided at the top.

K	S	I	R	C	U
Q	E	X	M	W	O
V	P	G	A	H	Z
F	T	L	Z	X	P
Y	B	O	N	V	D
J	C	W	S	U	

Name: _____

b f h j k l t y

Directions: Have students find and circle the uppercase letters corresponding to the lowercase letters provided at the top.

E	W	P	K	Y	H
R	N	G	F	B	U
H	C	S	T	L	Z
J	B	X	O	K	D
V	F	T	L	I	Q
M	J	A	Y		

Name: _____

a d e g i m n q r

Directions: Have students find and circle the uppercase letters corresponding to the lowercase letters provided at the top.

J	F	N	D	Q	I
C	R	H	U	M	A
T	E	Y	O	G	W
M	X	A	S	Z	K
G	V	P	L	R	E
Q	D	I	N	B	

Uppercase Letter Formation—Fine Motor Activities

Variations for Practicing Letter Formations

- Draw in trays of sand, rice, or shaving cream
- Draw shapes on vertical surfaces: paper taped to the wall or easel, dry erase board, or chalkboard (A *damp* sponge can be used for cleaner drawing practice on a chalkboard.)
- Put hair gel with food coloring or glitter in a sandwich bag. Force all the air out and seal tightly. Place the bag on a flat surface and practice letters. Squish the gel flat again to use repeatedly.
- Draw with doodle programs on touch screen technologies

Other Fine Motor Activity Suggestions

- Building with blocks
- Pouring water from a pitcher to a cup
- Cutting and pasting
- Hole punching
- Stringing beads
- Lacing hole-punched cards
- Making shapes with playdough
- Playing with squirt bottles
- Screwing and unscrewing lids
- Popping bubble wrap using the thumb and pointer finger
- Using a turkey baster or nasal aspirator to blow ping pong balls back and forth
- Using tongs or tweezers to pick up small objects (e.g., place colored buttons or stones on matching colored papers or in matching colored containers, count marshmallows or pom-poms into ice cube trays)
- Adding and removing clothespins to fill the edge of paper, a box, a ruler, etc. or hanging items on a line
- Putting beans in a container with an appropriately sized slot
- Threading pipe cleaners through the holes of a colander
- Turning over buttons spread on the floor or table
- Using eye droppers with water and food coloring to decorate coffee filters

Uppercase Letter Formation—Progress Monitoring

As in previous units of the *Assessment and Remediation Guide*, progress monitoring continues to be a form of assessment integrated into instruction. The resources create a systematic record of student mastery of skills, facilitating documentation and evaluation of student Response to Intervention (RtI). To make effective use of the progress monitoring resources provided, we recommend the following:

- **Incorporate progress monitoring within the Guided Practice section of the lesson plans.** The resources are designed to parallel instructional tasks, allowing for brief, seamless integration. The intention is not to burden instructional time with additional assessments.
- **Assess only when students appear to be ready for a comprehensive check of the target skills.** Set schedules for Progress Monitoring assessments tend to result in their overuse. The resources are intended to serve as a confirmation and meaningful record of student progress, as opposed to a collection of numbers.
- **Utilize results to inform instruction.** If student mastery of the target skills is confirmed by a Progress Monitoring assessment, then teachers can be confident in the decision to move students forward. If students do not achieve the goal scores for a Progress Monitoring assessment, analysis of errors will indicate areas of continued instructional need.

Directions

Preparation: Copy the uppercase letter formation assessment page corresponding to the Progress Monitoring Assessment (Uppercase Letter Formation 1–4) you selected. Four unique versions are provided. Assessment 1 is a complete alphabet assessment. If the complete alphabet is overwhelming and/or a more targeted assessment is desired, use Uppercase Letter Formation 2–4:

- #2 provides the letters wherein the upper- and lowercase formations only differ in size.
- #3 increases the difficulty providing the letters wherein the upper- and lowercase formations have similarities but are not an exact match.
- #4 is the most challenging providing the letters wherein the upper- and lowercase formations are dissimilar.
- Distribute Uppercase Letter Formation Progress Monitoring Worksheet (1–4).
- Model with the sample item (o = O).
- Tell students to write the corresponding uppercase letter next to each lowercase letter.

- Scoring: Designate how well matched student attempts are to a target letter formation using Not Yet Progressing (NYP), Progressing (P), and Ready (R).
 - NYP: The letter formation has some directionality and appropriate shape; however, the student attempt would not be recognizable without the reference letter.
 - P: The letter formation is recognizable and contains all essential features (e.g., number of lines, curves, points, intersections); however, some lines may not touch or close, extra strokes may be used in the attempt, and it may lack symmetry.
 - R: The letter formation reflects appropriate proportions, symmetry, closures, etc.; however, lines may still be shaky.
- Goal: Achieve Ready (R) on all uppercase letter formations.
- Scores of Not Yet Progressing (NYP) or Progressing (P) indicate that additional reteaching and reinforcement is required from *Assessment and Remediation Guide* Unit 9 Section III, Writing: Uppercase Letter Formation.

Record Sheet for Unit 9 Section III, Writing: Uppercase Letter Formation

A page for noting uppercase letter formation performance as it develops for up to six students is provided. This page may be used when scoring Uppercase Letter Formation Progress Monitoring Assessments or when making informal observations of student writing.

Key

- Not Yet Progressing letter formations have no markings (e.g., W).
- Progressing letter formations are circled (e.g., (N)).
- Ready letter formations are circled and crossed out (e.g., (X)).

Student: _____

Uppercase Letters:

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Student: _____

Uppercase Letters:

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Student: _____

Uppercase Letters:

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Student: _____

Uppercase Letters:

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Student: _____

Uppercase Letters:

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Student: _____

Uppercase Letters:

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Name: _____

Uppercase Letter Formation Progress Monitoring 1

Directions: Have students write the corresponding uppercase letter next to each lowercase letter.

o

h

w

a

q

x

u

e

i

c

l

s

m

y

f

p

t

j

r

v

z

d

g

b

n

k

o

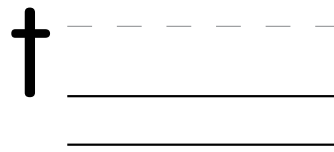
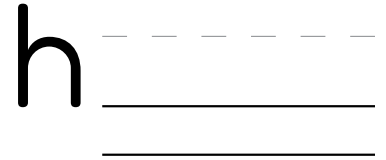
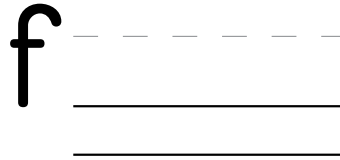
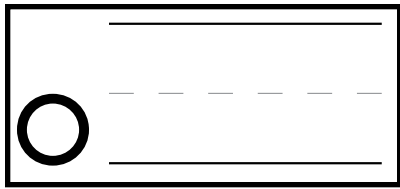
Name: _____

Uppercase Letter Formation Progress Monitoring 2

Directions: Have students write the corresponding uppercase letter next to each lowercase letter.

Name: _____

Uppercase Letter Formation Progress Monitoring 3



Directions: Have students write the corresponding uppercase letter next to each lowercase letter.

Name: _____

Uppercase Letter Formation Progress Monitoring 4

	r _____	d _____
a _____	m _____	g _____
e _____	q _____	n _____
i _____		

Directions: Have students write the corresponding uppercase letter next to each lowercase letter.

CORE KNOWLEDGE LANGUAGE ARTS

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ACKNOWLEDGMENTS

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

CONTRIBUTORS TO EARLIER VERSIONS OF THESE MATERIALS

Susan B. Albaugh, Kazuko Ashizawa, Nancy Braier, Kathryn M. Cummings, Michelle De Groot, Diana Espinal, Mary E. Forbes, Michael L. Ford, Ted Hirsch, Danielle Knecht, James K. Lee, Diane Henry Leipzig, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Laura Tortorelli, Rachael L. Shaw, Sivan B. Sherman, Miriam E. Vidaver, Catherine S. Whittington, Jeannette A. Williams

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright who were instrumental to the early development of this program.

SCHOOLS

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, New York City PS 26R (The Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (The Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the CKLA Pilot Coordinators Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms was critical.



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Unit 9

Assessment and Remediation Guide

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