

RTI

Phonological Awareness Interventions for the Regular Classroom Teacher

Second Edition

Letter Recognition

Letter Sounds

Rhyming & Word Families

Word Parts & Segmenting

Blending

Sight Word Recognition

Dr. Sherri Dobbs Santos

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RTI Intervention Focus: Letter Sounds

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INTRODUCTION

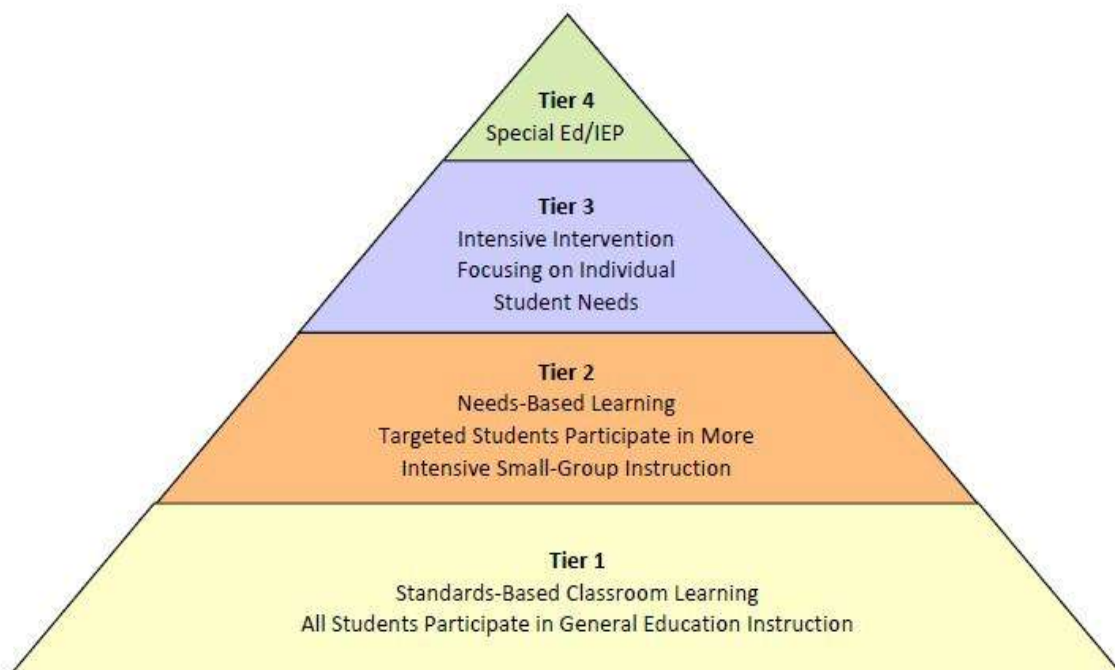
When the RTI model was introduced in my school district in 2007, I thought, here we go again; a new program, new ideas, and a whole new set of acronyms to remember. By the time RTI came around, I was no longer teaching in the regular classroom. I had been promoted to the position of Student Support Specialist (SSS) and was to coordinate the Student Support Team (SST) process at two elementary schools in Henry County, Georgia. Among my duties as the SSS, I was to assist teachers with students experiencing difficulties in the classroom, whether it was for academic reasons, behavior concerns, attention issues, speech difficulties, problems with fine motor coordination, etc. I was to coordinate meetings with parents, give students screening evaluations, and provide teachers with the support and materials needed to help their at-risk students. I was also the person who facilitated the process of referring students for special education testing. I was responsible for collecting the evidence necessary to make a referral for testing which, in many cases, led to placement into special education classes. I became quite proficient at establishing procedures, rules, and guidelines and my teachers were trying their best to provide individualized interventions for their students at the different tiers outlined in the RTI model. They were willing to try new techniques and were doing their best to document what they were doing. However, despite the time I spent researching best practices and reading up on the latest research to share with them they were struggling, and I felt their frustrations. I had created "intervention sheets" for my teachers which cited the research and gave a general idea of how to implement an RTI intervention with a student. Yet, despite my best efforts, my teachers were **still** struggling. When listening to their concerns about RTI, it became clear to me that they needed something more specific. They wanted something that was easy-to-implement, structured, and actually helped the student. They were begging for specific lessons and a guide to help them through the RTI process. They didn't want to have to spend extra hours searching for materials or researching how to implement interventions. They also didn't want to spend extra time creating assessments to evaluate students throughout the intervention process. My teachers were looking to me for answers and I was under pressure to give them the solutions they were desperately searching for. That's when I started thinking about creating an intervention format that was easy-to-follow, contained lessons that were both based on the latest research, and also provided the baseline and data point assessments necessary for progress monitoring. I began with the U.S. Department of Education Institute of Education Sciences: What Works Clearinghouse website. From the research studies that either met or met with reservations the "What Works Clearinghouse" (WWC) evidence standards in the area of phonological awareness training plus letter knowledge training I created a format of lessons which are user friendly, easy to implement and easy to document. What follows is the compilation of that research.

WHAT IS RTI?

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data. (National Center for Learning Disabilities, 2008)

RTI MODEL

Each state has adopted an RTI model through which students receive appropriate interventions based on their individual needs. The diagram below is an example of a four tier model (from the state of Georgia), however, many states have opted for a three tier model. For students suspected of having a Specific Learning Disability, an appropriate intervention **must** be implemented for a minimum of twelve academic weeks. Monitoring of the student's progress throughout the intervention **must** occur. A baseline assessment **must** be given before the intervention begins and at least four data points (assessments) **must** be taken throughout the twelve week period (approximately once every three weeks). The interventions in this manual are designed to be monitored more frequently (weekly or bi-weekly) and are implemented at the student's pace for a period of at least 12 weeks.



OVERVIEW

This manual consists of six sections, one each for the following phonological areas: Letter Recognition, Letter Sounds, Rhyming and Word Families, Word Parts and Segmenting, Blending, and Sight Word Recognition. Each section comes complete with a universal screening/baseline assessment, progress monitoring/data point assessments, mini-lesson assessments, intervention lessons, and any necessary supplemental materials such as letter cards, word cards, or charts. Although the six interventions in this manual can be used for RTI purposes, they are also models of good teaching practices as is evidenced by research (see next page). Each intervention is designed to provide the teacher/interventionist with the tools necessary to improve student achievement in the six target phonological areas. The timeline for each intervention is 12 weeks with at least three 30-minute intervention lessons taught per week. Intervention progress monitoring occurs weekly or every other week. However, the intervention session lessons in this manual are **not** timed and should be taught in succession. The student sets the pace according to his/her ability to understand and master the material. A student may be able to finish two or three lessons in a twenty or thirty minute time span whereas another student may be able to only complete and master one lesson over a period of three or four days or even weeks. RTI is an individualized process and is strictly geared to meet the individual needs of the student. This book is not intended to replace the regular classroom curriculum and is not comprehensive or exhaustive. The lessons in this manual should be considered supplemental to what is already being taught in the classroom and are geared to help fill the learning gaps of struggling students whose weak phonics skills interfere with their ability to read fluently which then negatively impacts their ability to comprehend written text. These interventions are intended to strengthen skills through intensive exposure to basic phonological concepts and each individual lesson should be taught to mastery. Using sorting, comparing and contrasting activities, repetition, and drill and practice, these interventions can bring success to those who otherwise would continue to fall through the cracks by helping build a strong foundation on which higher levels of learning can occur.

The step-by-step intervention lessons included for each intervention is intended to guide both teachers and students through the intervention and provide a format through which ideas are modeled, discussed, explained, and identified. This format also encourages a non-threatening, open-ended dialogue to occur between teachers and their students. The decision to adjust, revise, lengthen, or discontinue an intervention should be based on the data collected on a weekly or bi-weekly basis and should be made in the context of a committee that includes the teacher, the student's parents, administrators, counselors, and/or other highly qualified educational personnel. The student's RTI should be assessed by looking at how much progress was made overall *and* where the student is functioning in relation to the standards set forth by the state and/or district. Students who make significant progress but who are still functioning below grade level may simply need more time to catch up. Just because a student is below grade level does not mean he/she has a disability and is a candidate for special education. The RTI process is an individualized process and rash decisions concerning a student's placement into special education should be avoided at all costs.

EVIDENCE BASED

The interventions in this manual were developed and designed using the **strongest** of five recommendations cited in the following report:

Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). *Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide.* (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

This report is available on the IES website at <http://ies.ed.gov/ncee> and <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

The Institute of Education Sciences (IES) publishes practice guides in education to bring the best available evidence and expertise to bear on the types of systemic challenges that cannot currently be addressed by single interventions or programs. Authors of practice guides seldom conduct the types of systematic literature searches that are the backbone of a meta-analysis, although they take advantage of such work when it is already published. Instead, authors use their expertise to identify the most important research with respect to their recommendations, augmented by a search of recent publications to ensure that research citations are up-to-date. Unique to IES-sponsored practice guides is that they are subjected to rigorous external peer review through the same office that is responsible for independent review of other IES publications. A critical task for peer reviewers of a practice guide is to determine whether the evidence cited in support of particular recommendations is up-to-date and that studies of similar or better quality that point in a different direction have not been ignored. Because practice guides depend on the expertise of their authors and their group decision-making, the content of a practice guide is not and should not be viewed as a set of recommendations that in every case depends on and flows inevitably from scientific research. The goal of this practice guide is to formulate specific and coherent evidence-based recommendations for use by educators addressing the challenge of reducing the number of children who fail to learn how to read proficiently by using "response to intervention" as a means of both preventing reading difficulty and identifying students who need more help. This is called Response to Intervention (RtI). The guide provides practical, clear information on critical RtI topics and is based on the best available evidence as judged by the panel. Recommendations in this guide should not be construed to imply that no further research is warranted on the effectiveness of particular RtI strategies. <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

The expert panel that authored the IES practice guide used the criteria established by the What Works Clearinghouse to support each recommendation and to determine the level of evidence found to back them up. The level of strength of evidence found for each recommendation is explained on the following page: http://ies.ed.gov/ncee/wwc/pdf/practiceguides/rti_reading_pg_021809.pdf

Strong: refers to consistent and generalizable evidence that an intervention program causes better outcomes.

Moderate: refers to evidence from studies that allow strong causal conclusions but cannot be generalized with assurance to the population on which a recommendation is focused (perhaps because the findings have not been widely replicated) or to evidence from studies that are generalizable but have more causal ambiguity than offered by experimental designs (such as statistical models of correlational data or group comparison designs for which equivalence of the groups at pretest is uncertain).

Low: refers to expert opinion based on reasonable extrapolations from research and theory on other topics and evidence from studies that do not meet the standards for moderate or strong evidence.

The Table below shows the panel's recommendations and corresponding levels of evidence

Recommendation	Level of evidence
1. Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. Regularly monitor the progress of students at risk for developing reading disabilities.	Moderate
Tier 1 intervention/general education	
2. Provide time for differentiated reading instruction for all students based on assessments of students' current reading level.	Low
Tier 2 intervention	
3. Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. Typically, these groups meet between three and five times a week, for 20 to 40 minutes.	Strong
4. Monitor the progress of tier 2 students at least once a month. Use these data to determine whether students still require intervention. For those students still making insufficient progress, school wide teams should design a tier 3 intervention plan.	Low
Tier 3 intervention	
5. Provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (tier 3).	Low

http://ies.ed.gov/ncee/wwc/pdf/practiceguides/rti_reading_pg_021809.pdf

THE INTERVENTIONS IN THIS BOOK WERE CREATED PRIMARILY USING RECOMMENDATION #3(see table above)

RECOMMENDATION #3
 Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. Typically, these groups meet between three and five times a week, for 20 to 40 minutes.

The expert panel stated:

Tier 2 instruction should take place in small homogenous groups ranging from three to four students using curricula that address the major components of reading instruction (comprehension, fluency, phonemic awareness, phonics, and vocabulary). The areas of instruction are based on the results of students' scores on universal screening. Instruction should be

systematic—building skills gradually and introducing skills first in isolation and then integrating them with other skills. Explicit instruction involves more teacher-student interaction, including frequent opportunities for student practice and comprehensible and specific feedback. Intensive instruction should occur three to five times per week for 20 to 40 minutes.

Level of evidence: Strong

The panel judged the evidence supporting this recommendation as strong based on 11 studies that met WWC standards or that met WWC standards with reservations. These studies on supplemental instruction in reading support tier 2 intervention as a way to improve reading performance in decoding. Six studies showed positive effects on decoding, and four showed effects on both decoding and reading comprehension. Six studies involved one-on-one instruction, and the remainder used small groups ranging from two to five students. Given that effect sizes were not significantly higher for the one-on-one approach, small group work could be considered more practical for implementation.

The following are the research citations for the 11 studies noted on the previous page:

Ebaugh, J. C. (2000). The effects of fluency instruction on the literacy development of at-risk first graders. (Doctoral dissertation, Fordham University, 2000). *Dissertation Abstracts International*, 61(06A), 0072

Ehri, L. C., Dreyer, L. G., Flugman, B., & Gross, A. (2007). Reading rescue: An effective tutoring intervention model for language-minority students who are struggling readers in first grade. *American Educational Research Journal*, 44(2), 414-48.

Gibbs, S. E. L. (2001). Effects of a one-to-one phonological awareness intervention on first grade students identified as at risk for the acquisition of beginning reading. (Doctoral dissertation, University of South Carolina, 2001). *Dissertation Abstracts International*, 62(07A), 0202.

Gunn, B., Biglan, A., Smolkowski, K., & Ary, D. (2000). The efficacy of supplemental instruction in decoding skills for Hispanic and non-Hispanic students in early elementary school. *The Journal of Special Education*, 34(2), 90-103.

Jenkins, J. R., Peyton, J. A., Sanders, E. A., & Vadasy, P. F. (2004). Effects of reading decodable texts in supplemental first-grade tutoring. *Scientific Studies of Reading*, 8(1), 53-85.

Lennon, J. E., & Slesinski, C. (1999). Early intervention in reading: Results of a screening and intervention program for kindergarten students. *School Psychology Review*, 28(3), 353-364.

Mathes, P. G., Denton, C., Fletcher, J., Anthony, J., Francis, D., & Schatschneider, C. (2005). The effects of theoretically different instruction and student characteristics on the skills of struggling readers. *Reading Research Quarterly*, 40(2), 148-182.

McMaster, K. L., Fuchs, D., Fuchs, L. S., & Compton, D. L. (2005). Responding to nonresponders: An experimental field trial of identification and intervention methods. *Exceptional Children*, 71(4), 445-463.

Vadasy, P. F., Jenkins, J. R., Antil, L. R., Wayne, S. K., & O'Connor, R. E. (1997). The effectiveness of one-to-one tutoring by community tutors for at-risk beginning readers. *Learning Disability Quarterly*, 20(2), 126-139.

Vadasy, P. F., Sanders, E. A., & Peyton, J. A. (2005). Relative effectiveness of reading practice or word-level instruction in supplemental tutoring: How text matters. *Journal of Learning Disabilities*, 38(4), 364-380.

Vaughn, S., & Fuchs, L.S. (2006). A response to "Competing views: A dialogue on response to intervention." *Assessment for Effective Intervention*, 32(1), 58-61.

DELIVERY METHOD:

The intervention in this book is most conducive to one-on-one instruction in which the teacher/tutor works individually with the student. However, this intervention can also be implemented with a small group of two to four students. If a small group approach is used, be sure that every student in the group has his/her own set of necessary materials (letter cards, charts, student sheets, etc.).

HOW TO USE THIS MANUAL:

This manual is designed to give teachers the tools necessary to implement an evidence-based intervention for students struggling with phonological awareness skills. The lessons walk the teacher, tutor, or interventionist through the steps of implementation and provide him/her with an easy-to-administer short assessment which tells if the student is ready to move on to the next lesson or if re-teaching is necessary. **TEACHING TO MASTERY** is the goal. The student sets the pace and may spend differing amounts of times on different lessons. This manual also supplies the teacher, tutor, or interventionist with the documents needed for universal screening/baseline and data point assessments and for the graphing of the student's response to the intervention (RTI).

WHERE DO I BEGIN?

UNIVERSAL SCREENINGS/BASELINE ASSESSMENTS

Each of the interventions in this manual include a universal screening assessment (intended for all students or a select few) as it serves to pinpoint the area(s) of greatest weakness. If, however, your state or district mandates the use of other universal screening assessments to assess phonological awareness and/or sight word knowledge, then by all means use them. Be mindful that the universal screening is given before the intervention begins and is actually the tool used to determine the student's area(s) of weakness so that a plan of action can be decided upon and implemented. In addition, it is noteworthy to state that the student must complete any screening assessment without assistance so as to get an accurate picture of where he/she is functioning.

It is the universal screening that alerts the teacher/tutor to the need for further intervention in a specific area. Other factors may also indicate the need for more intensive intervention such as poor classroom performance, standardized tests, common formative assessments, etc. For the purpose of identifying which of the phonological awareness components a student needs help with, the universal screenings in this manual should be given in sequential order starting with the most basic element; letter recognition, and ending with the most complex element; blending or sight word recognition. **Although sight word recognition isn't a true phonological skill, it is included in this manual because many students need intensive focus on those basic high frequency words most seen in printed text. If a student meets the cut score or goal score on the five phonological awareness screenings yet falls below standards in sight word recognition, then the intervention may start with sight word recognition rather than phonological awareness.** However, if through the progression of the universal screenings it becomes clear that an intervention is needed for a specific element then **stop screening** and begin intervening at that point. Reference the chart on the next page for the order in which the screening assessments are to be administered.

PHONOLOGICAL AWARENESS SCREENING PROGRESSION CHART

ELEMENT	RESULTS OF UNIVERSAL SCREENING	NEXT STEP
Letter Recognition	Student does <i>not</i> recognize all 52 capital and lowercase letters as is evidenced by the Letter Recognition Universal Screening.	<u>STOP SCREENING</u> Begin the Letter Recognition intervention.
Letter Recognition	Student <i>does</i> recognize all 52 capital and lowercase letters as is evidenced by the Letter Recognition Universal Screening.	<u>CONTINUE SCREENING</u> Continue on to the next screening assessment (Letter Sounds).
Letter Sounds	Student does <i>not</i> know all 61 letter sounds and blends as is evidenced by the Letter Sounds Universal Screening.	<u>STOP SCREENING</u> Begin the Letter Sounds intervention.
Letter Sounds	Student <i>does</i> know all 61 letter sounds and blends as is evidenced by the Letter Sounds Universal Screening.	<u>CONTINUE SCREENING</u> Continue on to the next screening assessment (Rhyming and Word Families).
Rhyming & Word Families	Student scores <i>below</i> a predetermined criterion (established by the teacher, school, or district) on the Rhyming and Word Families Universal Screening.	<u>STOP SCREENING</u> Begin the Rhyming and Word Families intervention.
Rhyming & Word Families	Student scores <i>at or above</i> the cut score (predetermined) on the Rhyming and Word Families Universal Screening.	<u>CONTINUE SCREENING</u> Continue on to the next screening assessment (Word Parts and Segmenting).
Word Parts and Segmenting	Student scores <i>below</i> a predetermined criterion (established by the teacher, school, or district) on the Word Parts and Segmenting Universal Screening.	<u>STOP SCREENING</u> Begin the Word Parts and Segmenting intervention.
Word Parts and Segmenting	Student scores <i>at or above</i> the cut score (predetermined) on the Word Parts and Segmenting Universal Screening.	<u>CONTINUE SCREENING</u> Continue on to the next screening assessment (Blending).
Blending	Student scores <i>below</i> a predetermined criterion (established by the teacher, school, or district) on the Blending Universal Screening.	<u>STOP SCREENING</u> Begin the Blending intervention.
Blending	Student scores <i>at or above</i> the cut score (as predetermined) on the Blending Universal Screening.	<u>CONTINUE SCREENING</u> Continue on to the next screening assessment (Sight Word Recognition).
Sight Word Recognition	Student scores <i>below</i> a predetermined criterion (established by the teacher, school, or district) on the Sight Word Recognition Universal Screening.	<u>STOP SCREENING</u> Begin the Sight Word Recognition intervention.
Sight Word Recognition	Student scores <i>at or above</i> the cut score (as predetermined) on the Sight Word Recognition Universal Screening.	<u>NO INTERVENTIONS ARE NEEDED IN THE AREAS OF PHONOLOGICAL AWARENESS or SIGHT WORD RECOGNITION</u>

PROGRESS MONITORING

In order to ascertain whether or not the chosen intervention is effective, data should be gathered on a weekly or bi-weekly basis (specified in the intervention directions) through progress monitoring data point assessments. As with the universal screening, the student must complete the progress monitoring data point assessments without assistance. All data point assessments can be scored directly on the corresponding recording sheets provided to you in this manual. It is worthy to note that the universal screening/baseline assessments are identical to the weekly data point assessments. This gives the educator/assessor a simple way to collect data as well as creates a format that is easy to read and analyze. Because of the continuity among the assessments, the educator/assessor will essentially be comparing 'oranges to oranges' which allows for a more accurate picture of how the student is progressing throughout the intervention.

PROGRESS MONITORING DOCUMENTATION, GRAPHS, AND DATA ANALYSIS

For the purpose of data analysis for any of the interventions in this manual, a graph will be needed to record the data from the universal screening/baseline assessment and each data point assessment (provided in this manual). Graphs are an easy-to-read 'snap shot' of how the student performs each week and are an excellent tool to use when looking at overall progress and effectiveness of an intervention. The data should be analyzed weekly rather than at the end of the 12 weeks so that changes or adjustments to the intervention may be made DURING the 12 week period. Each section in this manual includes a sample RTI intervention graph for a particular element to illustrate what data may look like after several weeks of intervention. Careful examination of the data collected each week must occur (preferably in the context of a data analysis team) in order to adequately assess the effectiveness of the intervention and to pinpoint new or continued areas of weakness. This on-going weekly review of the data is crucial and should be the catalyst which drives future instruction for the struggling student.

LETTER RECOGNITION

LETTER RECOGNITION OVERVIEW

Once it is determined that a student needs this intervention (as evidenced on the **Universal Screening: Letter Recognition Assessment**), make a copy of the appropriate pages (listed on the "Letter Recognition Let's Get Started!" page) including the "Letter Recognition Lesson Checklist." Use the checklist to check off when each lesson was taught and when it was mastered. Do not move forward to a new lesson until the student has mastered the lesson he/she is currently on. Also, to assess the student's response to the intervention, be sure to monitor his/her progress weekly throughout the twelve-week implementation period using the Progress Monitoring Assessments (regardless of which lesson he/she is currently working on). If a student completes all of the Letter Recognition lessons within two to six weeks, he/she still needs to be assessed for at least 2 additional weeks past the point of mastery so as to rule out "lucky guesses" or a fluke with the assessment showing said mastery. If the student has truly MASTERED the Letter Recognition Intervention before the 12-week intervention period ends (as evidenced by the **Progress Monitoring: Letter Recognition Assessments**), it would be prudent to move on to an intervention which focuses on more complex concepts such as letter sounds, rhyming and word families, segmenting and word parts, or blending. Be sure to collect baseline data before beginning any new intervention.

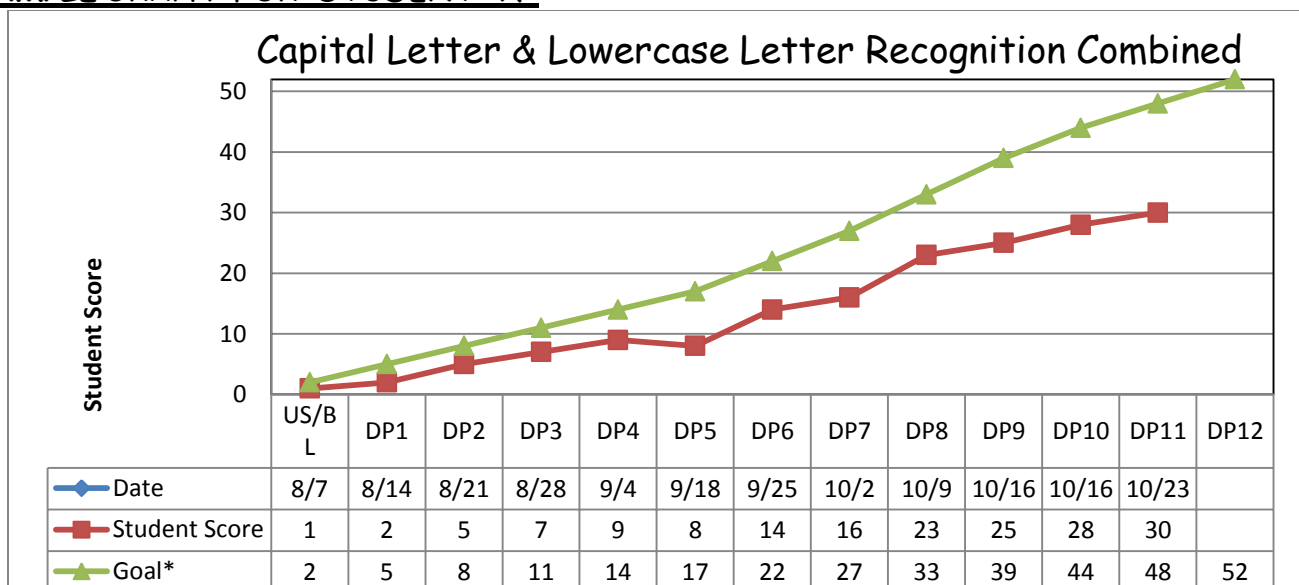
The mini- assessments that are a part of the individual lessons are NOT to be used as data point assessments or the universal screening/baseline. The purpose of those assessments is to assist the teacher, tutor, or interventionist in knowing whether or not the student has or has not mastered a particular lesson. The overall timeline for the intervention is 12 weeks with at least three 30-minute sessions occurring each week. However, the intervention session lessons in this manual are **not** timed and should be taught in succession. The student sets the pace according to his/her ability to understand and master the material. A student may be able to finish two or three lessons in a twenty or thirty minute time span whereas another student may be able to only complete and master one lesson over a period of three or four days or even weeks. RTI is an individualized process and is strictly geared to meet the individual needs of the student. This book is not intended to replace the regular classroom curriculum and is not comprehensive or exhaustive. The lessons in this manual should be considered supplemental to what is already being taught in the classroom and are geared to help fill the learning gaps of struggling students whose weak phonics skills interfere with their ability to read fluently which then negatively impacts their ability to comprehend written text. This intervention is intended to strengthen skills through intensive exposure to basic phonological concepts and each individual lesson should be taught to mastery. Using sorting, comparing and contrasting activities, repetition, and drill and practice, this intervention can bring success to those who otherwise would continue to fall through the cracks by helping build a strong foundation on which higher levels of learning can occur.

PROGRESS MONITORING

As stated before, in order to ascertain whether or not the Letter Recognition intervention in this manual is effective, data should be gathered on a weekly basis through the progress monitoring assessments. As with the universal screening, the student must complete the progress monitoring assessments without extra prompts or assistance. All progress monitoring assessments can be scored directly on the corresponding recording sheets provided to you in this manual. It is worthy to note that the universal screening/baseline assessments are identical to the weekly progress monitoring assessments in both format and structure. This gives the educator/assessor a simple way to collect data as well as creates a format that is easy to read and analyze. Because of the continuity among the assessments, the educator/assessor will essentially be comparing 'oranges to oranges' which allows for a more accurate picture of how the student is progressing throughout the intervention.

PROGRESS MONITORING DOCUMENTATION, GRAPH, AND DATA ANALYSIS For the purpose of data analysis for the Letter Recognition intervention, a graph will be needed to record the data from the universal screening/baseline assessment and each progress monitoring assessment. Graphs are an easy-to-read 'snap shot' of how the student performs each week and are an excellent tool to use when looking at overall progress and effectiveness of an intervention. The data should be analyzed weekly rather than at the end of the 12 weeks so that changes or adjustments to the intervention may be made DURING the 12 week period. The graph below is an example of what an RTI intervention graph may look like after the 11th week of a Letter Recognition intervention. Careful examination of the data collected each week must occur (preferably in the context of a data analysis team) in order to adequately assess the effectiveness of the intervention and to pinpoint areas of weakness. This on-going weekly review of the data is crucial and should be the catalyst which drives future instruction for the struggling student.

SAMPLE GRAPH FOR STUDENT 'X' :



What does the sample graph on the previous page tell us about Student 'X'? According to the universal screening/baseline assessment (given 8-7-11) the student was only able to identify 1 out of 52 lowercase and capital letters. The intervention focused on letter recognition and after 11 weeks of intervention, Student 'X' has made progress but has yet to master all 52 of the letters needed to move forward with higher level skills. One decline in the number of letters known was noted (on 9-18-11) but Student 'X's growth line overall steadily increased. At the end of the 11th week of intervention, Student 'X' can now recognize 30 of the 52 lowercase and capital letters. Student 'X' has responded well to the intervention. Additional time with the same intervention would be the logical recommendation for this student until mastery of all 52 letters has been obtained.

SPECIAL NOTE:

Progress Monitoring Assessments of *ONLY* capital letter recognition and *ONLY* lowercase letter recognition are included in this manual to give the teacher/interventionist the option of documenting each case separately. To assess and document all 52 letters, simply give the student both assessments each week and tabulate the totals from the two data recording sheets.

Let's Get Started!

To implement the Letter Recognition intervention in this manual, make a copy of the following pages for each student in the intervention group:

- *Universal Screening Letter Recognition Assessment Recording Sheet (p. 24)*
- *Universal Screening Letter Recognition Student Assessment Sheet (p. 25)*
- *Progress Monitoring Data Point Assessments:*
 - *Capital Letter Recognition Recording Sheet (p. 26)*
 - *Capital Letters Student Assessment Sheet (p. 27)*
 - *Lowercase Letter Recognition Recording Sheet (p. 28)*
 - *Lowercase Letters Student Assessment Sheet (p. 29)*

(Special Note: If progress monitoring of capital letter recognition is the only focus, then copy pages 26 & 27. If progress monitoring of lowercase letters is the only focus then copy pages 28 & 29. However, if the focus is to assess and document all 52 letters [capital and lowercase], simply give the student both assessments each week and tabulate the totals from the two data recording sheets [pages 26 & 28]).

- *RTI Graphs:*
 - *Capital Letter Recognition RTI Graph (top of p. 30)*
 - *Lowercase Letter Recognition RTI Graph (bottom of p. 30)*
 - *Capital AND Lowercase Letter Recognition RTI Graph (p. 31)*

(Special Note: As stated above concerning the data point assessments, if progress monitoring of capital letter recognition is the only focus, then copy page 30 and plot the data points on the top graph. If progress monitoring of lowercase letters is the only focus then copy page 30 and plot the data points on the bottom graph. However, if the focus is to assess and document all 52 letters [capital and lowercase], simply give the student both assessments each week and tabulate the totals from the two data recording sheets from pages 26 & 28 and plot the overall results on the graph on page 31).

- *Letter Recognition Lesson Checklist (p. 32)*
- *Letter Recognition Mini-Assessments Recording Sheet (pp. 33-35)*
- *Capital Letter Alphabet Chart (p. 36)*
- *Lowercase Letter Alphabet Chart (p. 37)*
- *Alphabet Chart Capital & Lowercase Combined (p. 38)*

If needed, the letter cards on pages 54-57 can be copied and cut out to use for intervention sessions.

Universal Screening

Letter Recognition Assessment Recording Sheet

CAPITAL & LOWERCASE LETTERS

Directions: have the student read from the "Letter Recognition: Student Sheet" as you mark correct responses on this screening sheet. Place a *J* under each letter the student can confidently and accurately identify. If a student spends more than five seconds on a particular letter, have him/her skip that letter and move on to the next one. DO NOT provide the student with the correct response. Allow the student a total of TWO MINUTES to read the letters.

Date: _____

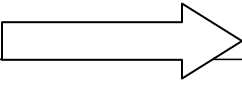
CAPITAL LETTERS					
D	I	B	J	H	N
Q	G	S	U	E	V
O	A	P	W	Y	F
K	Z	C	T	L	M
X	R	Total capital letters correct: _____(out of 26)			
LOWERCASE LETTERS					
e	j	m	l	b	g
a	n	k	r	t	q
h	s	v	d	y	w
u	x	f	o	i	z
p	c	Total lowercase letters correct: _____(out of 26)			

Grand Total correct out of 52 (both capital and lowercase): _____

Universal Screening Letter Recognition Student Assessment Sheet

To be used for the Universal Screening Assessment

Read Across



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

LOWERCASE LETTERS					
e	j	m	l	b	g
a	n	k	r	t	q
h	s	v	d	y	w
u	x	f	o	i	z
p	c				

Progress Monitoring

Capital Letter Recognition Recording Sheet

Student Name: _____ Grade: _____ Teacher: _____

Directions: Have the student read from the "Capital Letters Student Assessment Sheet" as you mark correct responses on this data sheet. Place a ✓ under each letter the student can confidently and accurately identify. If a student spends more than five seconds on a particular letter, have him/her skip that letter and move on to the next one. DO NOT provide the student with the correct response. Allow the student a total of TWO MINUTES to read the letters.

Baseline/Universal Screening (Capital Letters Only): (Date: _____) Total # Correct: _____ (out of 26)

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

Data Point #1: (Date: _____) Total # Correct: _____

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

Data Point #2: (Date: _____) Total # Correct: _____

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

Data Point #3: (Date: _____) Total # Correct: _____

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

Data Point #4: (Date: _____) Total # Correct: _____

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

Data Point #5: (Date: _____) Total # Correct: _____

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

Data Point #6: (Date: _____) Total # Correct: _____

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

Data Point #7: (Date: _____) Total # Correct: _____

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

Data Point #8: (Date: _____) Total # Correct: _____

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

Data Point #9: (Date: _____) Total # Correct: _____

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

Data Point #10: (Date: _____) Total # Correct: _____

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

Data Point #11: (Date: _____) Total # Correct: _____

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

Data Point #12: (Date: _____) Total # Correct: _____

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

Capital Letters Student Assessment Sheet

(TWO MINUTE ASSESSMENT)

Data Point 1:

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

Data Point 2:

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

Data Point 3:

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

Data Point 4:

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

Data Point 5:

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

Data Point 6:

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

Data Point 7:

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

Data Point 8:

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

Data Point 9:

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

Data Point 10:

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

Data Point 11:

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

Data Point 12:

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

Progress Monitoring

Lowercase Letter Recognition Recording Sheet

Student Name: _____ Grade: _____ Teacher: _____

Directions: Have the student read from the Lowercase Letters Student Assessment Sheet (going across each row) as you mark correct responses on this data sheet. Place a ✓ under each letter the student can confidently and accurately identify. If a student spends more than five seconds on a particular letter, have him/her skip that letter and move on to the next on the list. DO NOT provide the student with the correct response.

Baseline/Universal Screening (Lowercase Letters Only): (Date: _____) Total # Correct: _____ (out of 26)

e	j	m	l	b	g	a	n	k	r	t	q	h	s	v	d	y	w	u	x	f	o	i	z	p	c

Data Point #1: (Date: _____) Total # Correct: _____

g	m	b	s	w	p	t	h	a	o	c	f	y	l	z	i	x	e	v	k	q	u	r	n	d	j

Data Point #2: (Date: _____) Total # Correct: _____

a	f	j	q	v	m	r	l	y	u	k	z	c	g	d	h	w	s	n	p	o	t	x	i	e	b

Data Point #3: (Date: _____) Total # Correct: _____

m	q	c	n	r	h	a	w	y	e	s	f	g	p	z	v	j	b	o	t	k	x	d	u	l	i

Data Point #4: (Date: _____) Total # Correct: _____

l	j	p	e	n	b	r	m	q	a	w	s	v	z	t	g	d	c	x	u	y	f	o	i	h	k

Data Point #5: (Date: _____) Total # Correct: _____

m	n	l	o	k	p	j	q	i	r	h	s	g	t	f	u	e	v	d	w	c	x	b	y	a	z

Data Point #6: (Date: _____) Total # Correct: _____

o	s	m	u	a	n	d	c	t	k	w	b	l	r	v	h	i	f	p	e	j	z	g	y	x	q

Data Point #7: (Date: _____) Total # Correct: _____

n	p	w	s	o	r	x	q	a	z	k	t	l	u	e	j	d	b	c	y	f	i	v	g	h	m

Data Point #8: (Date: _____) Total # Correct: _____

g	q	x	c	n	h	v	b	o	r	d	p	l	i	e	s	z	f	m	a	y	j	u	w	t	k

Data Point #9: (Date: _____) Total # Correct: _____

h	r	e	o	c	s	a	p	b	v	d	q	f	u	g	t	i	y	j	n	w	m	z	k	x	l

Data Point #10: (Date: _____) Total # Correct: _____

s	v	x	o	g	n	m	h	c	l	k	t	b	p	r	i	a	q	d	e	f	j	w	z	y	u

Data Point #11: (Date: _____) Total # Correct: _____

t	u	w	i	b	z	a	q	v	h	r	g	y	p	j	n	x	s	k	c	d	m	e	l	f	o

Data Point #12: (Date: _____) Total # Correct: _____

c	i	n	a	r	u	q	z	b	k	d	o	j	y	s	g	w	p	l	x	f	t	v	h	m	e

Lowercase Letters Student Assessment Sheet

(TWO MINUTE ASSESSMENT)

Data Point 1:

g	m	b	s	w	p	t	h	a	o	c	f	y	l	z	i	x	e	v	k	q	u	r	n	d	j
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Data Point 2:

a	f	j	q	v	m	r	l	y	u	k	z	c	g	d	h	w	s	n	p	o	a	f	j	q	v
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Data Point 3:

m	q	c	n	r	h	a	w	y	e	s	f	g	p	z	v	j	b	o	t	k	x	d	u	m	q
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Data Point 4:

l	j	p	e	n	b	r	m	q	a	w	s	v	z	t	g	d	c	x	u	y	l	j	p	e	n
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Data Point 5:

m	n	l	o	k	p	j	q	i	r	h	s	g	t	f	u	e	v	d	w	c	m	n	l	o	k
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Data Point 6:

o	s	m	u	a	n	d	c	t	k	w	b	l	r	v	h	i	f	p	e	j	o	s	m	u	a
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Data Point 7:

n	p	w	s	o	r	x	q	a	z	k	t	l	u	e	j	d	b	c	y	f	n	p	w	s	o
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Data Point 8:

g	q	x	c	n	h	v	b	o	r	d	p	l	i	e	s	z	f	m	a	y	g	q	x	c	n
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Data Point 9:

h	r	e	o	c	s	a	p	b	v	d	q	f	u	g	t	i	y	j	n	w	h	r	e	o	c
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Data Point 10:

s	v	x	o	g	n	m	h	c	l	k	t	b	p	r	i	a	q	d	e	f	s	v	x	o	g
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Data Point 11:

t	u	w	i	b	z	a	q	v	h	r	g	y	p	j	n	x	s	k	c	d	t	u	w	i	b
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Data Point 12:

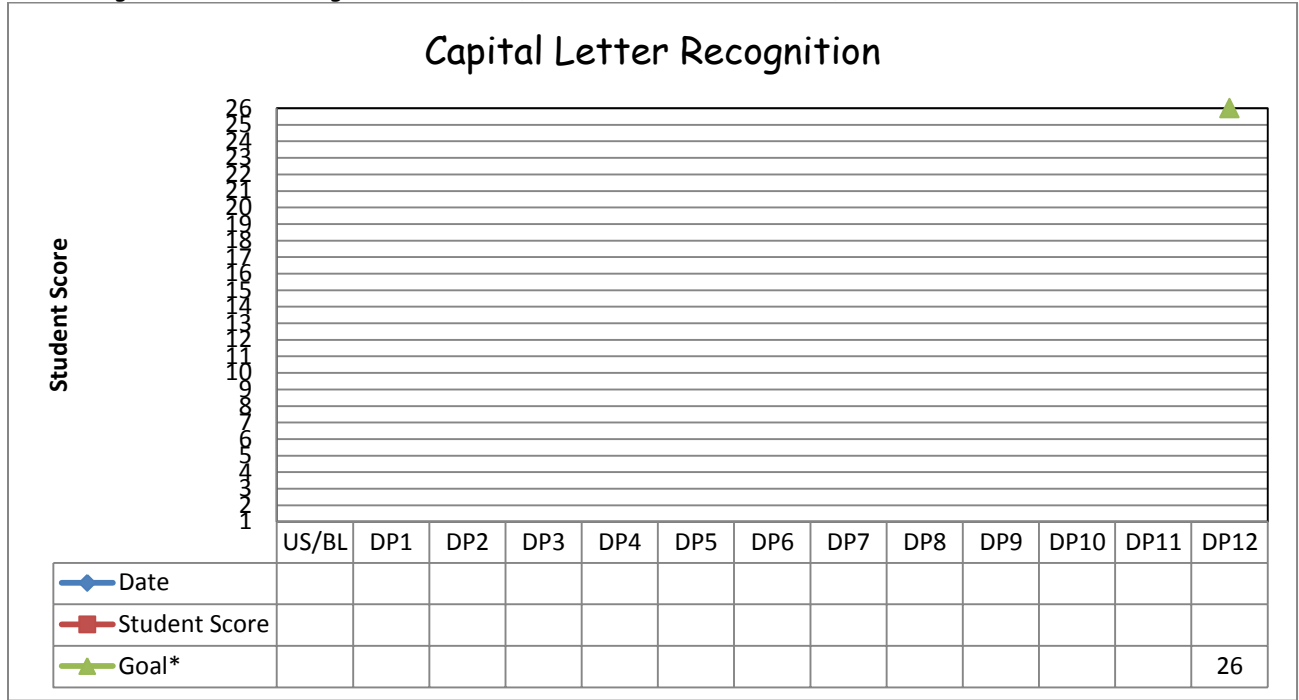
c	i	n	a	r	u	q	z	b	k	d	o	j	y	s	g	w	p	l	x	f	c	i	n	a	r
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

RTI GRAPHS

Capital Letter Recognition

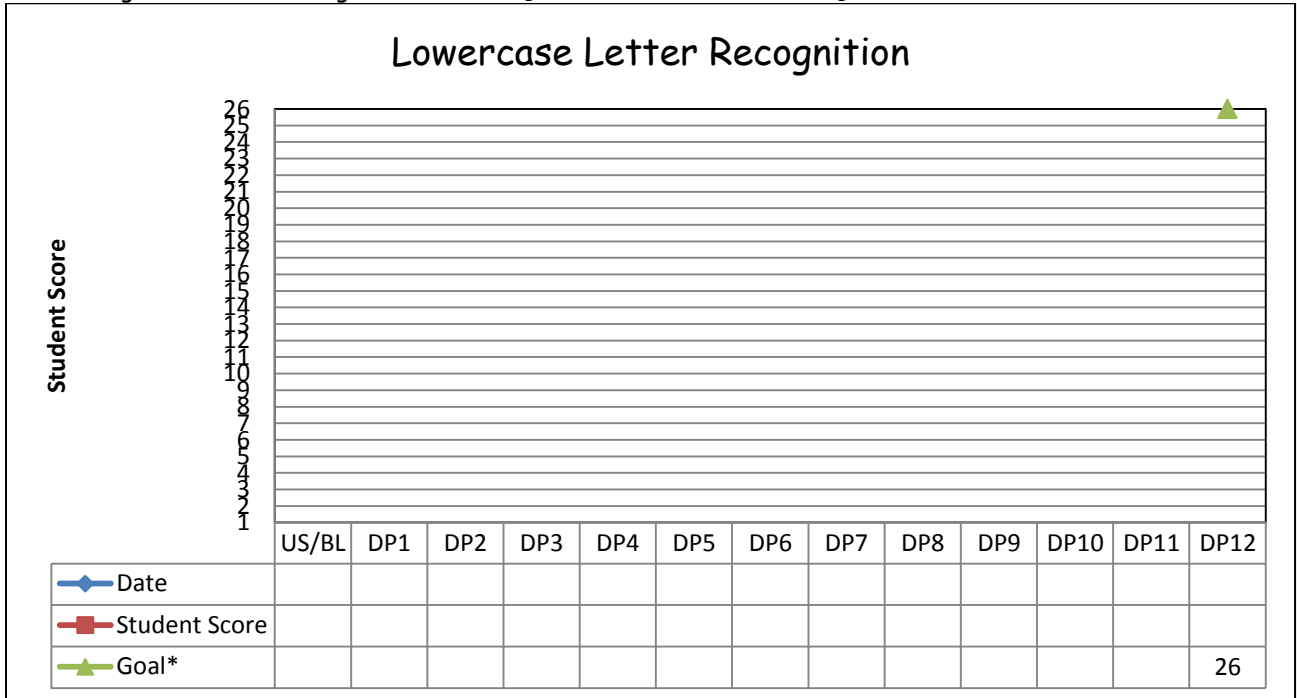
Student Name: _____ Grade: ____ Teacher: _____

On the graph below, plot the Universal Screening/Baseline (US/BL) and all data point (DP) scores for each **Capital** Letter Recognition assessment given. *Establish goal line before intervention begins.



Lowercase Letter Recognition

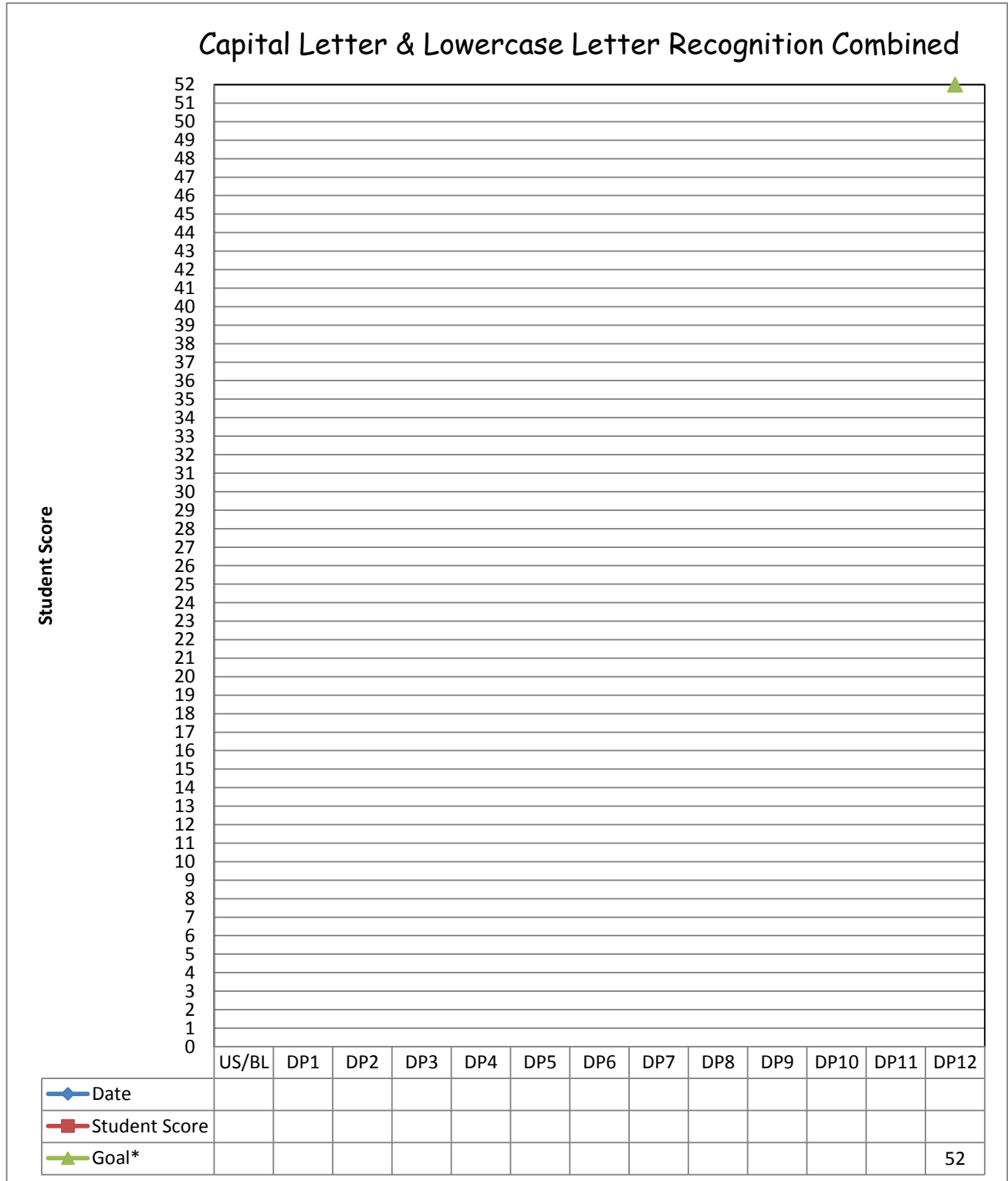
On the graph below, plot the Universal Screening/Baseline (US/BL) and all data point (DP) scores for each **Lowercase** Letter Recognition assessment given. *Establish goal line before intervention begins.



Capital Letter & Lowercase Letter Recognition Combined

Student Name: _____ Grade: ____ Teacher: _____

On the graph below, plot the Universal Screening/Baseline (US/BL) and all data point (DP) scores for both **Capital Letter and Lowercase Letter Recognition (combined)** assessments given. *Establish goal line before intervention begins.



Letter Recognition Lesson Checklist

Student Name: _____ Grade: _____ Teacher: _____

Name of	Date(s) lesson was taught	Date lesson was mastered
Lesson 1: Sorting Letters by Characteristics (long stick letters)		
Lesson 2: Sorting Letters by Characteristics (short		
Lesson 3: Sorting Letters by Characteristics (letters		
Lesson 4: Sorting Letters by Characteristics (letters		
Lesson 5: Name Puzzle		
Lesson 6: Sorting Capital Letters		
Lesson 7: Sorting Lowercase Letters		
Lesson 8: Sorting Capital and Lowercase Letters		
Lesson 9: Alphabetical Order (using capital letters only)		
Lesson 10: Alphabetical Order (using lowercase letters only)		
Lesson 11: Alphabetical Order (using both capital and lowercase letters)		
Lesson 12: Alphabet Olympics		
Lesson 13: Sorting by Consonants and Vowels		
Lesson 14: Alphabet Review		

Letter Recognition Mini-Assessments Recording Sheet

Student Name: _____ Grade: ____ Teacher: _____

Use these sheets to record the results of each intervention lesson in order to ascertain whether or not mastery of the content has been achieved.

Lesson 1: Sorting Letters by Characteristics (long stick letters)

Assessment: Place a '✓' under each letter that the student can consistently locate WITHOUT assistance. The student has mastered this lesson if he/she can locate ALL 10 long-stick letters without hesitation from a complete pile of all 26 lowercase letters.

Date mastered: _____

b	d	f	h	k	l	p	q	t	y

Lesson 2: Sorting Letters by Characteristics (short stick letters)

Assessment: Place a '✓' under each letter that the student can consistently locate WITHOUT assistance. The student has mastered this lesson if he/she can locate ALL 9 short stick letters without hesitation from a complete pile of all 26 lowercase letters.

Date mastered: _____

i	m	n	r	u	v	w	x	z

Lesson 3: Sorting Letters by Characteristics (letters with circles)

Assessment: Place a '✓' under each letter that the student can consistently locate WITHOUT assistance. The student has mastered this lesson if he/she can locate ALL 8 letters with circles without hesitation from a complete pile of all 26 lowercase letters.

Date mastered: _____

a	b	d	e	g	o	p	q

Lesson 4: Sorting Letters by Characteristics (letters with curves)

Assessment: Place a '✓' under each letter that the student can consistently locate WITHOUT assistance. The student has mastered this lesson if he/she can locate ALL letters with curves without hesitation from a complete pile of all 26 lowercase letters.

Date mastered: _____

c	e	f	h	j	m	n	r	s	u

Lesson 5: Name Puzzle

Assessment: Place a '✓' under either YES or NO after answering each question in the questionnaire. The student has mastered this lesson if he/she can place the pieces in order correctly, can state the name of each letter as it is put together, and can **consistently** do it at least ten times in a row WITHOUT assistance.

Assessment Questionnaire:

Date mastered: _____

	YES	NO
Can the student place the pieces of his/her name in order without assistance?		
Can the student correctly state the name of each letter as he/she places them in order?		
Can the student complete the puzzle and correctly state the name of each letter consistently at least ten times in a row without assistance?		

Lesson 6: Sorting Capital Letters

Assessment: Place a '✓' under each letter that the student can consistently locate and identify WITHOUT assistance. The student has mastered this lesson if he/she can locate and state the name of ALL 26 capital letters without hesitation from a complete pile of all 26 capital letters. **Special Note:** Assess student by calling letters out in random order. Do not go in alphabetical order.

Date mastered: _____

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

Lesson 7: Sorting Lowercase Letters

Assessment: Place a '✓' under each letter that the student can consistently locate and identify WITHOUT assistance. The student has mastered this lesson if he/she can locate and state the name of ALL 26 lowercase letters without hesitation from a complete pile of all 26 lowercase letters. **Special Note:** Assess student by calling letters out in random order. Do not go in alphabetical order.

Date mastered: _____

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

Lesson 8: Sorting Capital and Lowercase Letters

Assessment: Place a '✓' under each letter that the student can consistently locate and identify WITHOUT assistance. The student has mastered this lesson if he/she can locate and state the name of ALL 26 capital letters and all 26 lowercase letters without hesitation from a complete pile of all 52 letters (capital plus lowercase). **Special Note:** Assess student by calling letters out in random order. Do not go in alphabetical order.

Date mastered: _____

A	a	B	b	C	c	D	d	E	e	F	f	G	g	H	h	I	i	J	j	K	k	L	l	M	m
N	n	O	o	P	p	Q	q	R	r	S	s	T	t	U	u	V	v	W	w	X	x	Y	y	Z	z

Lesson 9: Alphabetical Order (using capital letters only)

Assessment: Place a '✓' under either YES or NO after answering each question in the questionnaire. The student has mastered this lesson if he/she can place ALL 26 capital letters in alphabetical order **consistently** without assistance.

Assessment Questionnaire:

Date mastered: _____

	YES	NO
Can the student place all 26 capital letters in alphabetical order without assistance?		
Can the student correctly state the name of each letter as he/she places them in order?		
Can the student answer random questions concerning the order in which letters come? (i.e., "What is the 5 th letter of the alphabet?", "What letter comes before 'S'?", "What letter comes after 'B'?", etc.)		

Lesson 10: Alphabetical Order (using lowercase letters only)

Assessment: Place a '✓' under either YES or NO after answering each question in the questionnaire. The student has mastered this lesson if he/she can place ALL 26 lowercase letters in alphabetical order **consistently** without assistance.

Assessment Questionnaire:

Date mastered: _____

	YES	NO
Can the student place all 26 lowercase letters in alphabetical order without assistance?		
Can the student correctly state the name of each letter as he/she places them in order?		
Can the student answer random questions concerning the order in which letters come? (i.e., "What is the 5 th letter of the alphabet?", "What letter comes before 'S'?", "What letter comes after 'B'?", etc.)		

Lesson 11: Alphabetical Order (using both capital and lowercase letters)

Assessment: Place a '√' under either YES or NO after answering each question in the questionnaire. The student has mastered this lesson if he/she can place ALL 52 capital and lowercase letters in alphabetical order **consistently** without assistance and can accurately state the name and case for each letter without hesitation.

Assessment Questionnaire:

Date mastered: _____

	YES	NO
Can the student place all 52 capital and lowercase letters in alphabetical order without assistance?		
Can the student correctly state the name and case of each letter as he/she places them in order?		
Can the student answer random questions concerning the order in which letters come? (i.e., "What is the 3 rd letter of the alphabet?", "What letter comes before 'V'?", "What letter comes after 'M'?", etc.)		

Lesson 12: Alphabet Olympics

Assessment: Place a '√' under either YES or NO after answering each question in the questionnaire. The student has mastered this lesson if he/she can automatically and consistently state the names of all letters in a variety of ways. **Special Note:** Allow the student to look at a simple alphabet chart to complete these tasks.

Assessment Questionnaire:

Date mastered: _____

	YES	NO
Can the student say the letters of the alphabet in alphabetical order without hesitation?		
Can the student say the letters of the alphabet in backwards order without hesitation?		
Can the student say every other letter of the alphabet without hesitation beginning with the letter 'A'?		
Can the student say every other letter of the alphabet without hesitation beginning with the letter 'B'?		
Can the student say every lowercase letter that has long sticks without hesitation?		
Can the student say every lowercase letter that has short sticks without hesitation?		
Can the student say every lowercase letter that has a circle without hesitation?		
Can the student say every lowercase letter that has a curve without hesitation?		

Lesson 13: Sorting by consonants and vowels

Assessment: Place a '√' under each letter the student can consistently and accurately identify as being either a consonant or a vowel. The student has mastered this lesson if he/she can automatically and accurately state whether a particular letter is a consonant or a vowel. **Special Note:** Assess student by pointing to letters in random order. Do not go in alphabetical order.

Date mastered: _____

A	a	B	b	C	c	D	d	E	e	F	f	G	g	H	h	I	i	J	j	K	k	L	l	M	m
N	n	O	o	P	p	Q	q	R	r	S	s	T	t	U	u	V	v	W	w	X	x	Y	y	Z	Z

Lesson 14: Alphabet Review

Assessment: Place a '√' under either YES or NO after answering each question in the questionnaire. The student has mastered this lesson if he/she can automatically and consistently state the names of all letters, state each letter's case (capital or lowercase), and state whether the letter is a consonant or a vowel.

Assessment Questionnaire:

Date mastered: _____

	YES	NO
Can the student say the letters of the alphabet without hesitation when presented in random order?		
Can the student identify the case of the letters of the alphabet without hesitation when presented in random order?		
Can the student identify and state whether a letter is a consonant or a vowel when presented in random order?		
Can the student 'spell' words from a written text without hesitation?		

Capital Letter Alphabet Chart

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				

Lowercase Letter Alphabet Chart

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				

Alphabet Chart (Capital & Lowercase Combined)

Aa	Bb	Cc	Dd	Ee
Ff	Gg	Hh	Ii	Jj
Kk	Ll	Mm	Nn	Oo
Pp	Qq	Rr	Ss	Tt
Uu	Vv	Ww	Xx	Yy
Zz				

Letter Recognition Intervention Lessons

Use the following 14 lessons to guide you through the letter recognition intervention. Remember, the intervention is individualized to the student's needs and must be implemented at the student's pace. Don't move to a new lesson until mastery of the current lesson is achieved. Teaching to MASTERY is the goal.

To determine whether or not mastery of each lesson has been achieved, use the 'Letter Recognition Mini-Assessments Recording Sheets' (pages 33-35) to measure the student's proficiency before beginning a new lesson.

Letter Recognition: Lesson 1

Lesson Name: Sorting Letters by Characteristics (long stick letters)

*****THIS ACTIVITY USES LOWERCASE LETTERS ONLY*****

Description of Lesson/Activity: The student distinguishes between letters with long sticks versus letters without long sticks by paying attention to details or shapes of the letters. The student practices sorting those letters using letter manipulatives (magnetic letters, foam letters, letter cards, letter tiles, etc.).

Procedures for Implementing the Activity:

STEP ONE: Explain to student that each letter has its own characteristics. Some letters are tall ('t'), some are short ('c'), some are wide ('m'), some are thin ('l'), some have curves ('s'), some have only straight lines ('k'), etc. Show the student the letter 'l' and explain that it is characterized by one long stick. Also show the student the letter 'p'. Have the student point to the long stick on the letter 'p'.

STEP TWO: Model how to find other letters with long sticks from among a pile of other letters (limit the number of different letters for inexperienced learners). Make sure that ONLY lowercase letters are in the pile of letters. As the student finds long-stick letters, state the name of the letter and have the student repeat.

STEP THREE: Continue until all long-stick letters have been found (b, d, f, h, k, l, p, q, t, y)

STEP FOUR: Have student sort the target letters from a pile and place them on a sheet or card with the words "long stick letters".

STEP FIVE: Continue activity until the student can find all long stick letters without hesitation.

STEP SIX: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Letter Recognition Mini-Assessment' sheet. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Letter Recognition: Lesson 2

Lesson Name: Sorting Letters by Characteristics (short stick letters)

*****THIS ACTIVITY USES LOWERCASE LETTERS ONLY*****

Description of Lesson/Activity: The student distinguishes between letters with short sticks versus letters without short sticks by paying attention to details or shapes of the letters. The student practices sorting those letters using letter manipulatives (magnetic letters, foam letters, letter cards, letter tiles, etc.).

Procedures for Implementing the Activity:

STEP ONE: Explain to student that each letter has its own characteristics. Some letters are tall ('t'), some are short ('c'), some are wide ('m'), some are thin ('l'), some have curves ('s'), some have only straight lines ('k'), etc. Show the student the letter 'n' and explain that it is characterized by one short stick and a curve. Also show the student the letter 'm'. Explain that it too has a short stick. Have the student point to the short stick on the letter 'm'.

STEP TWO: Model how to find other letters with short sticks from among a pile of other letters (limit the number of different letters for inexperienced learners). Make sure that **ONLY** lowercase letters are in the pile of letters. As the student finds short stick letters, state the name of the letter and have the student repeat.

STEP THREE: Continue until all short stick letters have been found (i, m, n, r, u, v, w, x, z)

STEP FOUR: Have student sort the target letters from a pile and place them on a sheet or card with the words "short stick letters".

STEP FIVE: Continue activity until the student can find all short stick letters without hesitation.

STEP SIX: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Letter Recognition Mini-Assessment' sheet. If the student has mastered this lesson, move on to the next lesson. If the student has **NOT** mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Letter Recognition: Lesson 3

Lesson Name: Sorting Letters by Characteristics (letters with circles)

*****THIS ACTIVITY USES LOWERCASE LETTERS ONLY*****

Description of Lesson/Activity: The student distinguishes between letters with circles versus letters without circles by paying attention to details or shapes of the letters. The student practices sorting those letters using letter manipulatives (magnetic letters, foam letters, letter cards, letter tiles, etc.).

Procedures for Implementing the Activity:

STEP ONE: Explain to student that each letter has its own characteristics. Some letters are tall ('t'), some are short ('c'), some are wide ('m'), some are thin ('l'), some have curves ('s'), some have only straight lines ('k'), etc. Show the student the letter 'o' and explain that it is characterized by one small circle. Also show the student the letter 'p'. Explain that it too has a circle. Have the student point to the circle on the letter 'p'.

STEP TWO: Model how to find other letters with circles from among a pile of other letters (limit the number of different letters for inexperienced learners). Make sure that **ONLY** lowercase letters are in the pile of letters. As the student finds letters with circle, state the name of the letter and have the student repeat.

STEP THREE: Continue until all letters with circles have been found (a, b, d, e, g, o, p, q)

STEP FOUR: Have student sort the target letters from a pile and place them on a sheet or card with the words "letters with circles".

STEP FIVE: Continue activity until the student can find all circle letters without hesitation.

STEP SIX: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Letter Recognition Mini-Assessment' sheet. If the student has mastered this lesson, move on to the next lesson. If the student has **NOT** mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Letter Recognition: Lesson 4

Lesson Name: Sorting Letters by Characteristics (letters with curves)

*****THIS ACTIVITY USES LOWERCASE LETTERS ONLY*****

Description of Lesson/Activity: The student distinguishes between letters with curves versus letters without curves by paying attention to details or shapes of the letters. The student practices sorting those letters using letter manipulatives (magnetic letters, foam letters, letter cards, letter tiles, etc.).

Procedures for Implementing the Activity:

STEP ONE: Explain to student that each letter has its own characteristics. Some letters are tall ('t'), some are short ('c'), some are wide ('m'), some are thin ('l'), some have curves ('s'), some have only straight lines ('k'), etc. Show the student the letter 'n' and explain that it is characterized by one small stick and one hump (which is a curved line). Also show the student the letter 'c'. Explain that it has a curve. Have the student point to the curve on the letter 'c'.

STEP TWO: Model how to find other letters with curves from among a pile of other letters (limit the number of different letters for inexperienced learners). Make sure that ONLY lowercase letters are in the pile of letters. As the student finds letters with curves, state the name of the letter and have the student repeat.

STEP THREE: Continue until all letters with curves have been found (c, e, f, h, j, m, n, r, s, u)

STEP FOUR: Have student sort the target letters from a pile and place them on a sheet or card with the words "letters with curves".

STEP FIVE: Continue activity until the student can find all curved letters without hesitation.

STEP SIX: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Letter Recognition Mini-Assessment' sheet. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Letter Recognition: Lesson 5

Lesson Name: Name Puzzle

Description of Lesson/Activity: The student recognizes, identifies, and names the letters in his/her first name.

Procedures for Implementing the Activity:

STEP ONE: Explain to student that he/she will learn the letters in his/her first name.

Write the student's name on an index card or sheet of paper in large letters. State the name of each letter as it is written and have the student repeat.

STEP TWO: Use scissors to cut the letters apart and place the pieces in front of the student. Have the student put his/her name together while stating each letter in order. Assist student as needed. If necessary, model how to put the student's name together.

STEP THREE: Show student how to mix the letters up and have student put the name puzzle together again. Repeat this step until the student can put the puzzle together and can say the names of each letter without assistance.

STEP FOUR: Ask questions about the student's name such as: "What is the first letter of your name?", "How many letters are in your name?", "Do you have a 'b' in your name?", etc.

STEP FIVE: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Letter Recognition Mini-Assessment' sheet. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Letter Recognition: Lesson 6

Lesson Name: Sorting Capital Letters

Description of Lesson/Activity: The student distinguishes between two or more capital letters by paying attention to details or shapes of the letters. The student practices sorting those letters using letter manipulatives (magnetic letters, foam letters, letter cards, letter tiles, etc.).

Procedures for Implementing the Activity:

STEP ONE: Choose one capital letter (or two or three letters for advanced students) on which to focus. Write the target letter on the board, a chart, whiteboard, piece of paper, or card, and state its name. Have student repeat.

STEP TWO: Model how to find the target letter among a pile of other letters (limit the number of different letters for inexperienced learners). Move the target letter away from the pile and instruct the student to find more of the target letter in the pile. Have the student say the name of the letter each time he/she finds one.

STEP THREE: Repeat step TWO with the second or third focus letter (if student is able to handle more than one target letter at a time).

STEP FOUR: Have student sort the target letters from a pile and place them on a sheet or card with that letter written on it. Have the student say the name of each target letter as he/she places it on the sheet or card.

STEP FIVE: Continue activity with other letters until all 26 letters have been focused on.

STEP SIX: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Letter Recognition Mini-Assessment' sheet. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Letter Recognition: Lesson 7

Lesson Name: Sorting Lowercase Letters

Description of Lesson/Activity: The student distinguishes between two or more lowercase letters by paying attention to details or shapes of the letters. The student practices sorting those letters using letter manipulatives (magnetic letters, foam letters, letter cards, letter tiles, etc.).

Procedures for Implementing the Activity:

STEP ONE: Choose one lowercase letter (or two or three letters for advanced students) on which to focus. Write the target letter on the board, a chart, whiteboard, piece of paper, or card, and state its name. Have student repeat.

STEP TWO: Model how to find the target letter among a pile of other letters (limit the number of different letters for inexperienced learners). Move the target letter away from the pile and instruct the student to find more of the target letter in the pile. Have the student say the name of the letter each time he/she finds one.

STEP THREE: Repeat step TWO with the second or third focus letter (if student is able to handle more than one target letter at a time).

STEP FOUR: Have student sort the target letters from a pile and place them on a sheet or card with that letter written on it. Have the student say the name of each letter as he/she places it on the sheet or card.

STEP FIVE: Continue activity with other letters until all 26 letters have been focused on.

STEP SIX: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Letter Recognition Mini-Assessment' sheet. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Letter Recognition: Lesson 8

Lesson Name: Sorting Capital and Lowercase Letters

Description of Lesson/Activity: The student distinguishes between capital and lowercase letters by paying attention to details or shapes of the letters. The student practices sorting those letters using letter manipulatives (magnetic letters, foam letters, letter cards, letter tiles, etc.).

Procedures for Implementing the Activity:

STEP ONE: Explain to student that this lesson is a follow-up lesson to the previous two lessons. Explain that he/she will find letters and will identify them as being either capital or lowercase.

STEP TWO: Say the name of a letter and have the student find the capital representation as well as the lowercase representation. Have student state which is which.

STEP THREE: Continue in the same manner until all letters have been found and identified.

STEP FOUR: Have student find specific letters such as 'capital F' or 'lowercase n' to ensure understanding of the two cases.

STEP FIVE: Continue activity until student can locate and identify all letters (both capital and lowercase) without hesitation.

STEP SIX: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Letter Recognition Mini-Assessment' sheet. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Letter Recognition: Lesson 9

Lesson Name: Alphabetical Order (using capital letters only)

Description of Lesson/Activity: The student learns that the letters of the alphabet come in a special order call 'alphabetical order'.

Procedures for Implementing the Activity:

STEP ONE: Explain to student that the letters of the alphabet come in a specific order called 'alphabetical order'. Show student how the letters of the alphabet go in a particular order by using letter manipulatives (magnetic letters, foam letters, letter cards, etc.). For this lesson use only capital letters. State the name for each letter as it is placed in order. Have student repeat or state the letter chorally.

STEP TWO: Mix the letters up and have the student help you put them back in order. Tell the student that the name of the order is "Alphabetical Order." Have student repeat the words "Alphabetical Order."

STEP THREE: Continue mixing up letters and assisting the student with placing the capital letters in alphabetical order. As the student becomes more confident, reduce the amount of assistance until the student can complete the task without any assistance at all.

STEP FOUR: Once the student is able to place all capital letters in alphabetical order independently ask him/her questions such as: "What letter comes after 'F'?", "Which two letters come after 'S'?" etc.

STEP FIVE: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Letter Recognition Mini-Assessment' sheet. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Letter Recognition: Lesson 10

Lesson Name: Alphabetical Order (using lowercase letters only)

Description of Lesson/Activity: The student learns that the letters of the alphabet come in a special order call 'alphabetical order'.

Procedures for Implementing the Activity:

STEP ONE: Explain to student that the letters of the alphabet come in a specific order called 'alphabetical order'. Show student how the letters of the alphabet go in a particular order by using letter manipulatives (magnetic letters, foam letters, letter cards, etc.). For this lesson use only lowercase letters. State the name for each letter as it is placed in order. Have student repeat or state the letter chorally.

STEP TWO: Mix the letters up and have the student help you put them back in order. Tell the student that the name of the order is "Alphabetical Order." Have student repeat the words "Alphabetical Order."

STEP THREE: Continue mixing up letters and assisting the student with placing the lowercase letters in alphabetical order. As the student becomes more confident, reduce the amount of assistance until the student can complete the task without any assistance at all.

STEP FOUR: Once the student is able to independently place all lowercase letters in alphabetical order ask him/her questions such as: "What letter comes after 't'?", "Which two letters come after 'd'?" etc.

STEP FIVE: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Letter Recognition Mini-Assessment' sheet. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Letter Recognition: Lesson 11

Lesson Name: Alphabetical Order (using both capital and lowercase letters)

Description of Lesson/Activity: The student learns that the letters of the alphabet come in a special order call 'alphabetical order'.

Procedures for Implementing the Activity:

STEP ONE: Explain to student that the letters of the alphabet come in a specific order called 'alphabetical order'. Show student how the letters of the alphabet go in a particular order by using letter manipulatives (magnetic letters, foam letters, letter cards, etc.). For this lesson use both capital and lowercase letters. State the name for each letter as it is placed in order. Place the letters with the capital appearing first followed by its lowercase counterpart. Have student repeat or state the letters chorally. Have student state whether the letter is capital or lowercase. (i.e., "Capital A, lowercase a, capital B, lowercase b, capital C, lowercase c, etc.)

STEP TWO: Mix the letters up and have the student help you put them back in order. Tell the student that the name of the order is "Alphabetical Order." Have student repeat the words "Alphabetical Order."

STEP THREE: Continue mixing up letters and assisting the student with placing ALL capital and lowercase letters in alphabetical order. As the student becomes more confident, reduce the amount of assistance until the student can complete the task without any assistance at all.

STEP FOUR: Once the student is able to independently place ALL capital and lowercase letters in alphabetical order ask him/her questions such as: "What letter comes after 'w'?", "Which two letters come after 'l'?" etc.

STEP FIVE: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Letter Recognition Mini-Assessment' sheet. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Letter Recognition: Lesson 12

Lesson Name: Alphabet Olympics

Description of Lesson/Activity: The student practices saying the names of the letters of the alphabet in a variety of ways using a simple alphabet chart.

Procedures for Implementing the Activity:

STEP ONE: Explain to student that he/she will practice saying the alphabet letters in many different ways. Show student an alphabet chart.

STEP TWO: Point to each letter in order and have the student say the name of each letter. Provide assistance when student falters but reduce help once the student becomes more confident. Tell student that he/she just stated all of the letters in alphabetical order.

STEP THREE: Explain to student that he/she will now say the letters of the alphabet backwards starting with the letter 'Z'. Point to each letter as the student reads them going backward.

STEP FOUR: Explain to student that he/she will now read every other letter of the alphabet. Point to every other letter as the student orally states them. If necessary, have the student clap his/her hands to represent the letters being skipped. Also have the student say every other letter beginning with the letter 'B'.

STEP FIVE: Have student say the names of letters using the following criteria:

- all letters with long sticks (lowercase only)
- all letters with short stick (lowercase only)
- all letters with circles (lowercase only)
- all letters with curves (lowercase only)

STEP SIX: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Letter Recognition Mini-Assessment' sheet. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Letter Recognition: Lesson 13

Lesson Name: Sorting by Consonants and Vowels

Description of Lesson/Activity: The student distinguishes between consonant and vowel letters and practices sorting those letters using letter manipulatives (magnetic letters, foam letters, letter cards, letter tiles, etc.).

Procedures for Implementing the Activity:

STEP ONE: Explain to student that there is another way to sort the letters of the alphabet. Show the student a simple alphabet chart and tell him/her that all of the letters fall into one of two categories. Each letter is either a consonant or a vowel. Have student say the words 'consonant' and 'vowel'.

STEP TWO: Point to the letters 'a', 'e', 'i', 'o', and 'u' and explain that those letters are called vowels. Tell student that all of the other letters are consonants. **Special note:** for the purpose of sorting, the letter 'y' will be considered a consonant for this lesson.

STEP THREE: Repeat step TWO until the student has memorized that the letters 'a, e, i, o, and u' are vowels.

STEP FOUR: Using a simple alphabet chart, point to random letters and have the student state whether that letter is a consonant or a vowel. Practice this step until the student can state which is which without hesitation. Use the alphabet chart when assessing the student.

STEP FIVE: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Letter Recognition Mini-Assessment' sheet. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Letter Recognition: Lesson 14

Lesson Name: Alphabet Review

Description of Lesson/Activity: The student practices locating, identifying, and saying the names of the letters of the alphabet using a variety of methods (alphabet chart, letter manipulatives or flashcards, and newspaper or book print).

Procedures for Implementing the Activity:

STEP ONE: Explain to student that he/she will practice saying the alphabet letters using an alphabet chart. Show student an alphabet chart and point to random letters. Have student say the name of each letter, the case of each letter (capital or lowercase), and whether the letter is a consonant or a vowel.

STEP TWO: Using letter manipulatives or flashcards, quiz the student on his/her letter knowledge. As each letter is shown have student say its name, its case (capital or lowercase), and whether it is a consonant or a vowel.

STEP THREE: Using a newspaper or a book, point to random letters and have the student say their names. Also have the student state the letter's case and whether it is a consonant or a vowel.

STEP FOUR: Using the same books or newspapers, have student 'show off' his/her letter expertise by having him/her spell out random words found in the text. Give the student a high five or a pat on the back for being able to easily say the letters found in words!

STEP FIVE: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Letter Recognition Mini-Assessment' sheet. If the student has mastered this lesson, then he/she has successfully completed the Letter Recognition Intervention and may move on to more complex skills such as letter sounds, rhyming, segmenting, or blending. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Capital Letter Cards

Copy these sheets and cut out each square to use as letter manipulatives if other manipulatives are not available (such as letter flashcards, magnetic letters, foam letters, etc.)

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

Lowercase Letter Cards

These sheets can be used as letter manipulatives if other manipulatives are not available (such as letter flashcards, magnetic letters, foam letters, etc.)

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	

LETTER SOUNDS

LETTER SOUNDS OVERVIEW

Once it is determined that a student needs this intervention (as evidenced on the **Universal Screening: Letter Sounds Assessment**), make a copy of the appropriate pages (listed on the "Letter Sounds Let's Get Started!" page) including the "Letter Sounds Lesson Checklist." Use the checklist to check off when each lesson was taught and when it was mastered. Do not move forward to a new lesson until the student has mastered the lesson he/she is currently on. Also, to assess the student's response to the intervention, be sure to monitor his/her progress weekly throughout the twelve-week implementation period using the **Progress Monitoring Assessments** (regardless of which lesson he/she is currently working on). If a student completes all of the Letter Sounds lessons within two to six weeks, he/she still needs to be assessed for at least 2 additional weeks past the point of mastery so as to rule out "lucky guesses" or a "fluke" with the assessment showing said mastery. If the student has truly **MASTERED** the Letter Sounds Intervention before the 12-week intervention period ends (as evidenced by the **Progress Monitoring: Letter Sounds Assessments**), it would be prudent to move on to an intervention which focuses on more complex concepts such as rhyming and word families, segmenting and word parts, or blending. Be sure to collect baseline data before beginning any new intervention.

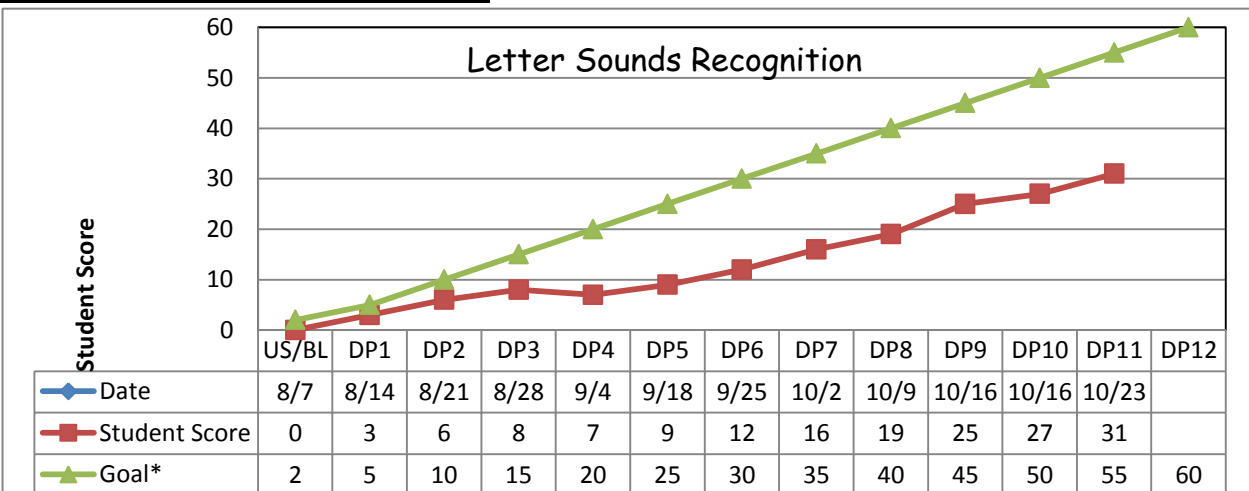
The mini- assessments that are a part of the individual lessons are NOT to be used as data point assessments or the universal screening/baseline. The purpose of those assessments is to assist the teacher, tutor, or interventionist in knowing whether or not the student has or has not mastered a particular lesson. The overall timeline for the intervention is 12 weeks with at least three 30-minute sessions occurring each week. However, the intervention session lessons in this manual are **not** timed and should be taught in succession. The student sets the pace according to his/her ability to understand and master the material. A student may be able to finish two or three lessons in a twenty or thirty minute time span whereas another student may be able to only complete and master one lesson over a period of three or four days or even weeks. RTI is an individualized process and is strictly geared to meet the individual needs of the student. This book is not intended to replace the regular classroom curriculum and is not comprehensive or exhaustive. The lessons in this manual should be considered supplemental to what is already being taught in the classroom and are geared to help fill the learning gaps of struggling students whose weak phonics skills interfere with their ability to read fluently which then negatively impacts their ability to comprehend written text. This intervention is intended to strengthen skills through intensive exposure to basic phonological concepts and each individual lesson should be taught to mastery. Using sorting, comparing and contrasting activities, repetition, and drill and practice, this intervention can bring success to those who otherwise would continue to fall through the cracks by helping build a strong foundation on which higher levels of learning can occur.

PROGRESS MONITORING

As stated before, in order to ascertain whether or not the Letter Sounds intervention in this manual is effective, data should be gathered on a weekly basis through the progress monitoring assessments. As with the universal screening, the student must complete the progress monitoring assessments without extra prompts or assistance. All progress monitoring assessments can be scored directly on the corresponding recording sheets provided to you in this manual. It is worthy to note that the universal screening/baseline assessments are identical to the weekly progress monitoring assessments in both format and structure. This gives the educator/assessor a simple way to collect data as well as creates a format that is easy to read and analyze. Because of the continuity among the assessments, the educator/assessor will essentially be comparing 'oranges to oranges' which allows for a more accurate picture of how the student is progressing throughout the intervention.

PROGRESS MONITORING DOCUMENTATION, GRAPH, AND DATA ANALYSIS For the purpose of data analysis for the Letter Sounds intervention, a graph will be needed to record the data from the universal screening/baseline assessment and each progress monitoring assessment. Graphs are an easy-to-read 'snap shot' of how the student performs each week and are an excellent tool to use when looking at overall progress and effectiveness of an intervention. The data should be analyzed weekly rather than at the end of the 12 weeks so that changes or adjustments to the intervention may be made DURING the 12 week period. The graph below is an example of what an RTI intervention graph may look like after the 11th week of the Letter Sounds intervention. Careful examination of the data collected each week must occur (preferably in the context of a data analysis team) in order to adequately assess the effectiveness of the intervention and to pinpoint areas of weakness. This on-going weekly review of the data is crucial and should be the catalyst which drives future instruction for the struggling student.

SAMPLE GRAPH FOR STUDENT 'X' :



What does the sample graph on the previous page tell us about Student 'X'? According to the universal screening/baseline assessment (given 8-7-11) the student was not able to identify any of the 60 letter sounds (consonants, blends, and vowels). The intervention focused on letter sounds and after 11 weeks of intervention, student "X" has made progress but has yet to master all 60 of the sounds needed to move forward with higher level skills. One decline in the number of sounds known was noted (on 9-4-11) but Student 'X's growth-line overall steadily increased. At the end of the 11th week of intervention, Student 'X' now knows 30 of the 60 letter/blends sounds. Student 'X' has responded reasonably well to the intervention. Additional time with the same intervention with more intensity may be the recommendation for this student until mastery of all 60 sounds has been obtained.

SPECIAL NOTE:

Progress Monitoring Assessments of beginning letter sounds, ending letter sounds, and middle vowel sounds are also included in this manual to give the teacher/interventionist the option of documenting more specific skills. To assess and document all 60 letter and blended sounds, simply give the student the letter sounds (all consonants, consonant blends, and vowels) assessments each week.

Let's Get Started!

To implement the Letter Sounds intervention in this manual, copy the following pages for each student in the intervention group:

- *Universal Screening Letter Sounds Assessment Recording Sheet (p. 64)*
- *Letter Sounds Student Assessment Sheet (p. 65)*
- *Progress Monitoring: Letter Sounds: Consonants, Consonant Blends, & Vowels Assessment (pp. 66 & 67)*
- *RTI Graph Letter Sounds (all consonants, consonant blends, and vowels) (p. 68)*
- *Letter Sounds Lesson Checklist (p. 75)*
- *Letter Sounds Mini-Assessments Recording Sheets (pp. 76-80)*
- *Alphabet Chart (if needed) (p. 81)*
- *Letter Sounds and Blends Chart (if needed) (p. 82)*
- *Vowels Chart (if needed) (p. 83)*

**SPECIAL NOTE: If more detailed letter sound data is needed or warranted, copy one or more of the following:*

- *Supplemental Progress Monitoring (Letter Sounds: beginning sounds only) (p. 69)*
- *Supplemental RTI Graph (Letter Sounds: beginning sounds only) (p. 70)*
- *Supplemental Progress Monitoring (Letter Sounds: ending sounds only) (p. 71)*
- *Supplemental RTI Graph (Letter Sounds: ending sounds only) (p. 72)*
- *Supplemental Progress Monitoring (Letter Sounds: middle vowel sounds only) (p. 73)*
- *Supplemental RTI Graph (Letter Sounds: middle vowel sounds only) (p. 74)*

If needed, the letter/blends cards on pages 116-119 can be copied and cut out to use for intervention sessions.

Universal Screening

Letter Sounds Assessment Recording Sheet

CONSONANTS, CONSONANT BLENDS, & VOWELS

Student Name: _____ Grade: _____ Teacher: _____

Have the student read from the Letter Sounds Student Sheet (going across each row) as you mark correct responses on **this** data sheet. Place a *✓* under each letter or letter combination the student can confidently and accurately pronounce. If a student spends more than five seconds on a particular letter or letter combination, have him/her skip that one and move on to the next one. DO NOT provide the student with the correct response.

Date: _____

f	j	m	w	z	p
l	b	s	k	r	g
t	x	v	c	n	d
h	y	bl	cl	fl	gl
pl	sl	br	cr	dr	fr
gr	pr	tr	sc	sk	sm
sn	sp	st	sw	scr	spl
spr	squ	str	qu	ch	sh
th (voiced)	th (unvoiced)	ph	ū	ī	ă
ē	ě	ö	ā	ō	ī

Total # Correct _____ (Total # Possible = 60)

Letter Sounds

Student Assessment Sheet

Read Across

To be used for the Universal Screening & all Data Point assessments

Directions: Say the SOUND each letter or groups of letters make

f	j	m	w	z	p
l	b	s	k	r	g
t	x	v	c	n	d
h	y	bl	cl	fl	gl
pl	sl	br	cr	dr	fr
gr	pr	tr	sc	sk	sm
sn	sp	st	sw	scr	spl
spr	squ	str	qu	ch	sh
th	th	ph	ū	ĩ	ă
ē	ě	ö	ā	ō	ī

Progress Monitoring

Letter Sounds: Consonants, Consonant Blends, & Vowels Assessment

Student Name: _____ Grade: _____ Teacher: _____

Directions: Have the student read from the Letter Sounds Student Assessment Sheet (going across each row) as you mark correct responses on this data sheet. Place a \checkmark under each letter sound the student can confidently and accurately identify. If a student spends more than five seconds on a particular sound, have him/her skip that sound and move on to the next on the list. DO NOT provide the student with the correct response.

Baseline/Universal Screening: (Date: _____) Total # Correct: _____ (out of 60)

f	j	m	w	z	p	l	b	s	k	r	g	t	x	v	c	n	d	h	y
bl	cl	fl	gl	pl	sl	br	cr	dr	fr	gr	pr	tr	sc	sk	sm	sn	sp	st	sw
scr	spl	spr	squ	str	qu	ch	sh	TH	th	ph	ū	ŷ	ǎ	ē	ě	ǒ	ā	ō	ī

Data Point #1: (Date: _____) Total # Correct: _____ (out of 60)

f	j	m	w	z	p	l	b	s	k	r	g	t	x	v	c	n	d	h	y
bl	cl	fl	gl	pl	sl	br	cr	dr	fr	gr	pr	tr	sc	sk	sm	sn	sp	st	sw
scr	spl	spr	squ	str	qu	ch	sh	TH	th	ph	ū	ŷ	ǎ	ē	ě	ǒ	ā	ō	ī

Data Point #2: (Date: _____) Total # Correct: _____ (out of 60)

f	j	m	w	z	p	l	b	s	k	r	g	t	x	v	c	n	d	h	y
bl	cl	fl	gl	pl	sl	br	cr	dr	fr	gr	pr	tr	sc	sk	sm	sn	sp	st	sw
scr	spl	spr	squ	str	qu	ch	sh	TH	th	ph	ū	ŷ	ǎ	ē	ě	ǒ	ā	ō	ī

Data Point #3: (Date: _____) Total # Correct: _____ (out of 60)

f	j	m	w	z	p	l	b	s	k	r	g	t	x	v	c	n	d	h	y
bl	cl	fl	gl	pl	sl	br	cr	dr	fr	gr	pr	tr	sc	sk	sm	sn	sp	st	sw
scr	spl	spr	squ	str	qu	ch	sh	TH	th	ph	ū	ŷ	ǎ	ē	ě	ǒ	ā	ō	ī

Data Point #4: (Date: _____) Total # Correct: _____ (out of 60)

f	j	m	w	z	p	l	b	s	k	r	g	t	x	v	c	n	d	h	y
bl	cl	fl	gl	pl	sl	br	cr	dr	fr	gr	pr	tr	sc	sk	sm	sn	sp	st	sw
scr	spl	spr	squ	str	qu	ch	sh	TH	th	ph	ū	ŷ	ǎ	ē	ě	ǒ	ā	ō	ī

Data Point #5: (Date: _____) Total # Correct: _____ (out of 60)

f	j	m	w	z	p	l	b	s	k	r	g	t	x	v	c	n	d	h	y
bl	cl	fl	gl	pl	sl	br	cr	dr	fr	gr	pr	tr	sc	sk	sm	sn	sp	st	sw
scr	spl	spr	squ	str	qu	ch	sh	TH	th	ph	ū	ŷ	ǎ	ē	ě	ǒ	ā	ō	ī

Data Point #6: (Date: _____) Total # Correct: _____ (out of 60)

f	j	m	w	z	p	l	b	s	k	r	g	t	x	v	c	n	d	h	y
bl	cl	fl	gl	pl	sl	br	cr	dr	fr	gr	pr	tr	sc	sk	sm	sn	sp	st	sw
scr	spl	spr	squ	str	qu	ch	sh	TH	th	ph	ū	ŷ	ǎ	ē	ě	ǒ	ā	ō	ī

Progress Monitoring: Letter Sounds (con't)

Student Name: _____ Grade: _____ Teacher: _____

Data Point #7: (Date: _____)

Total # Correct: _____ (out of 60)

f	j	m	w	z	p	l	b	s	k	r	g	t	x	v	c	n	d	h	y
bl	cl	fl	gl	pl	sl	br	cr	dr	fr	gr	pr	tr	sc	sk	sm	sn	sp	st	sw
scr	spl	spr	squ	str	qu	ch	sh	TH	th	ph	ū	ŷ	ǎ	ē	ě	ǒ	ā	ō	ī

Data Point #8: (Date: _____)

Total # Correct: _____ (out of 60)

f	j	m	w	z	p	l	b	s	k	r	g	t	x	v	c	n	d	h	y
bl	cl	fl	gl	pl	sl	br	cr	dr	fr	gr	pr	tr	sc	sk	sm	sn	sp	st	sw
scr	spl	spr	squ	str	qu	ch	sh	TH	th	ph	ū	ŷ	ǎ	ē	ě	ǒ	ā	ō	ī

Data Point #9: (Date: _____)

Total # Correct: _____ (out of 60)

f	j	m	w	z	p	l	b	s	k	r	g	t	x	v	c	n	d	h	y
bl	cl	fl	gl	pl	sl	br	cr	dr	fr	gr	pr	tr	sc	sk	sm	sn	sp	st	sw
scr	spl	spr	squ	str	qu	ch	sh	TH	th	ph	ū	ŷ	ǎ	ē	ě	ǒ	ā	ō	ī

Data Point #10: (Date: _____)

Total # Correct: _____ (out of 60)

f	j	m	w	z	p	l	b	s	k	r	g	t	x	v	c	n	d	h	y
bl	cl	fl	gl	pl	sl	br	cr	dr	fr	gr	pr	tr	sc	sk	sm	sn	sp	st	sw
scr	spl	spr	squ	str	qu	ch	sh	TH	th	ph	ū	ŷ	ǎ	ē	ě	ǒ	ā	ō	ī

Data Point #11: (Date: _____)

Total # Correct: _____ (out of 60)

f	j	m	w	z	p	l	b	s	k	r	g	t	x	v	c	n	d	h	y
bl	cl	fl	gl	pl	sl	br	cr	dr	fr	gr	pr	tr	sc	sk	sm	sn	sp	st	sw
scr	spl	spr	squ	str	qu	ch	sh	TH	th	ph	ū	ŷ	ǎ	ē	ě	ǒ	ā	ō	ī

Data Point #12: (Date: _____)

Total # Correct: _____ (out of 60)

f	j	m	w	z	p	l	b	s	k	r	g	t	x	v	c	n	d	h	y
bl	cl	fl	gl	pl	sl	br	cr	dr	fr	gr	pr	tr	sc	sk	sm	sn	sp	st	sw
scr	spl	spr	squ	str	qu	ch	sh	TH	th	ph	ū	ŷ	ǎ	ē	ě	ǒ	ā	ō	ī

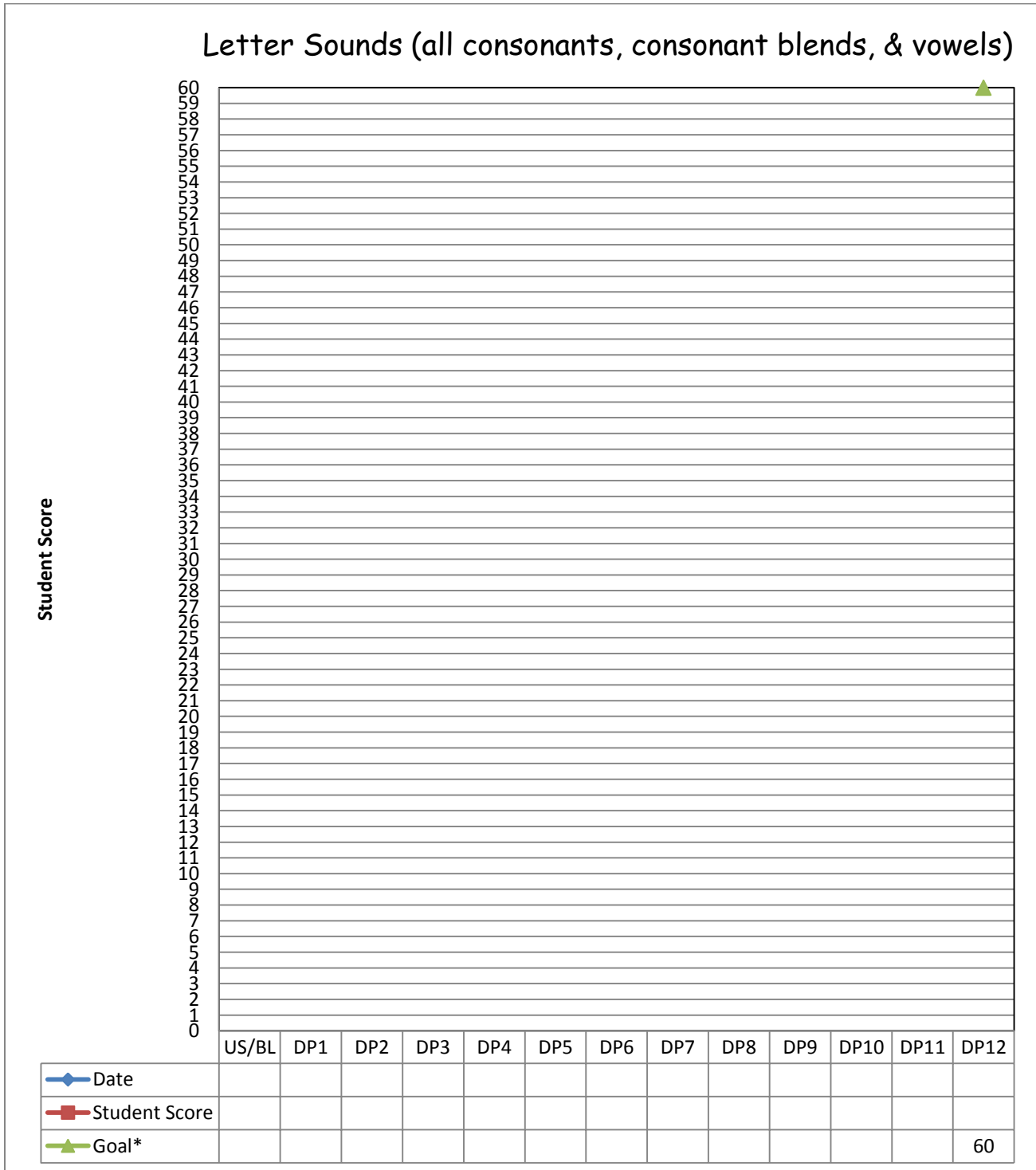
RTI GRAPH

Letter Sounds

(all consonants, consonant blends, and vowels)

Student Name: _____ Grade: _____ Teacher: _____

On the graph below, plot the Universal Screening/Baseline (US/BL) score and all data point (DP) scores for each Letter Sounds Assessment (all consonants, consonant blends, & vowels). *Establish goal line before intervention begins.



Supplemental Progress Monitoring

Letter Sounds (*beginning sounds only*)

(Only use if supplemental assessments are needed)

Student Name: _____ Grade: _____ Teacher: _____

Directions: Say each word below clearly and concisely. Have the student state the sound at the **beginning** of the word (Example: flag = /f/, sit = /s/). Place a check under each correct response.

Baseline/Universal Screening: (Date: _____)

o <u>p</u> en	c <u>a</u> ndle	r <u>i</u> de	g <u>r</u> ave	t <u>h</u> ick	r <u>i</u> ver	b <u>r</u> ake	g <u>u</u> ake	h <u>a</u> ndle	p <u>a</u> in

Total # Correct: _____

Data Point 1: (Date: _____)

p <u>l</u> ant	a <u>p</u> ple	b <u>u</u> nk	m <u>e</u> nd	j <u>u</u> mp	n <u>e</u> edle	c <u>r</u> ank	s <u>t</u> art	l <u>a</u> mp	y <u>e</u> sterday

Total # Correct: _____

Data Point 2: (Date: _____)

h <u>o</u> se	k <u>i</u> te	b <u>r</u> ight	w <u>o</u> rk	c <u>o</u> ld	p <u>u</u> mpkin	s <u>p</u> ider	b <u>r</u> ook	t <u>r</u> ophy	n <u>o</u> thing

Total # Correct: _____

Data Point 3: (Date: _____)

f <u>l</u> ag	w <u>e</u> st	s <u>u</u> bstitute	b <u>l</u> anket	s <u>o</u> fa	p <u>i</u> llow	c <u>a</u> rpet	j <u>e</u> lly	n <u>i</u> ght	d <u>o</u> g

Total # Correct: _____

Data Point 4: (Date: _____)

d <u>r</u> ag	v <u>o</u> lt	f <u>r</u> og	c <u>l</u> assic	l <u>a</u> ke	s <u>o</u> und	s <u>l</u> ide	e <u>l</u> ephant	g <u>e</u> ar	g <u>r</u> eat

Total # Correct: _____

Data Point 5: (Date: _____)

s <u>h</u> op	u <u>u</u> mbrella	i <u>c</u> y	t <u>r</u> ip	b <u>a</u> g	w <u>i</u> ndow	s <u>p</u> eak	h <u>a</u> m	r <u>a</u> ce	l <u>e</u> gs

Total # Correct: _____

Data Point 6: (Date: _____)

m <u>o</u> ney	v <u>e</u> al	b <u>o</u> ught	c <u>r</u> oss	k <u>i</u> ss	l <u>e</u> ast	c <u>e</u> ase	n <u>i</u> p	g <u>h</u> ost	t <u>i</u> ck

Total # Correct: _____

Data Point 7: (Date: _____)

i <u>g</u> loo	a <u>p</u> e	h <u>a</u> rry	l <u>i</u> on	e <u>g</u> g	p <u>l</u> op	e <u>x</u> treme	j <u>a</u> m	g <u>l</u> isten	b <u>l</u> ue

Total # Correct: _____

Data Point 8: (Date: _____)

z <u>e</u> al	c <u>o</u> t	i <u>n</u> n	o <u>p</u> eration	h <u>o</u> spital	s <u>t</u> ove	p <u>e</u> ncil	t <u>r</u> ay	t <u>i</u> le	c <u>h</u> ip

Total # Correct: _____

Data Point 9: (Date: _____)

s <u>u</u> nnny	p <u>o</u> pcorn	a <u>s</u> htray	a <u>l</u> ligator	c <u>r</u> ocodile	c <u>o</u> at	d <u>a</u> nce	b <u>l</u> ind	r <u>o</u> und	h <u>i</u> nd

Total # Correct: _____

Data Point 10: (Date: _____)

f <u>o</u> x	v <u>e</u> x	n <u>a</u> me	g <u>r</u> ade	c <u>a</u> rt	p <u>o</u> t	m <u>i</u> ddle	b <u>l</u> ank	e <u>v</u> ery	e <u>v</u> en

Total # Correct: _____

Data Point 11: (Date: _____)

p <u>a</u> rty	n <u>e</u> ighbor	u <u>s</u> ed	j <u>u</u> st	b <u>r</u> other	s <u>i</u> ster	z <u>o</u> o	b <u>e</u> ast	p <u>l</u> astic	m <u>a</u> gic

Total # Correct: _____

Data Point 12: (Date: _____)

f <u>r</u> eeze	i <u>v</u> y	a <u>n</u> gel	k <u>i</u> ck	p <u>o</u> ke	r <u>o</u> pe	a <u>n</u> teater	u <u>n</u> der	p <u>a</u> l	l <u>e</u> mon

Total # Correct: _____

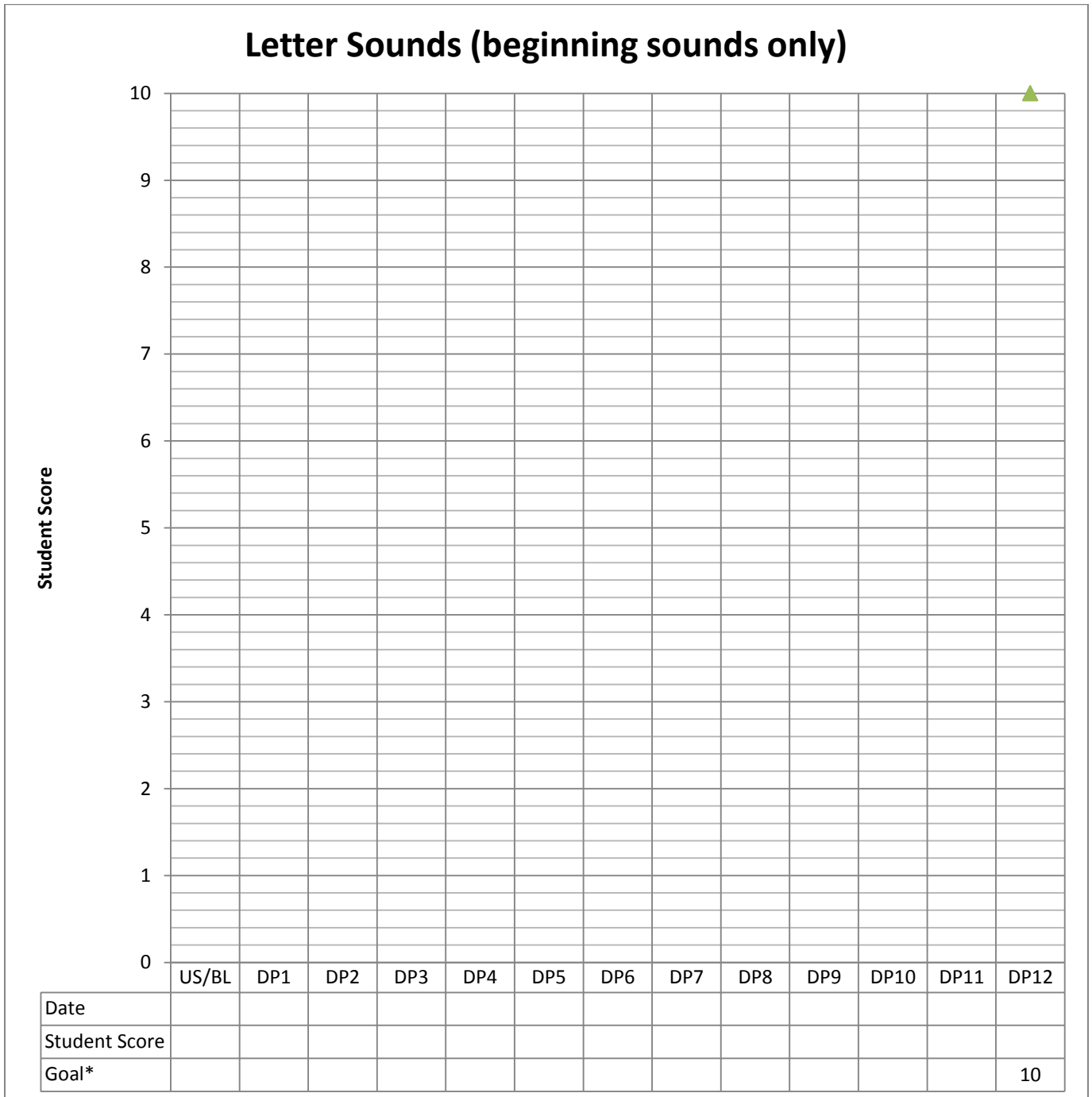
Supplemental RTI GRAPH

Letter Sounds (beginning sounds only)

(Only use if supplemental assessments are needed)

Student Name: _____ Grade: _____ Teacher: _____

On the graph below, plot the Universal Screening/Baseline (US/BL) and all data point (DP) scores for each Letter Sounds (beginning sounds only) assessment given. *Establish goal line before intervention begins.



Supplemental Progress Monitoring

Letter Sounds (*ending sounds only*)

(Only use if supplemental assessments are needed)

Student Name: _____ Grade: _____ Teacher: _____

Directions: Say each word below clearly and concisely. Have the student state the sound at the **end** of the word (Example: log = /g/, boat = /t/). Place a check under each correct response.

Baseline: (Date: _____)

cup	tan <u>k</u>	west	Mon <u>day</u>	bul <u>b</u>	fun	cam <u>e</u>	ba <u>g</u>	hav <u>e</u>	puff

Total # Correct: _____

Data Point 1: (Date: _____)

key	vin <u>e</u>	y <u>e</u> s	wag <u>on</u>	hair	nail	gr <u>ea</u> t	lob	fo <u>x</u>	litt <u>le</u>

Total # Correct: _____

Data Point 2: (Date: _____)

de <u>a</u> d	we <u>l</u> l	tra <u>ck</u>	qui <u>e</u> t	de <u>e</u> r	mag <u>i</u> c	zip	chur <u>ch</u>	pu <u>s</u> h	tow <u>n</u>

Total # Correct: _____

Data Point 3: (Date: _____)

do <u>z</u> e	flam <u>e</u>	lak <u>e</u>	rest	ope <u>n</u>	rat	nor <u>th</u>	plat <u>e</u>	for <u>k</u>	gl <u>as</u> s

Total # Correct: _____

Data Point 4: (Date: _____)

orange	w <u>e</u>	pencil	map	wham	heart	job	half	trip	no <u>w</u>

Total # Correct: _____

Data Point 5: (Date: _____)

wish	fir <u>s</u> t	p <u>e</u> w	tax	ba <u>y</u>	quit	rile	clip	j <u>i</u> ve	near

Total # Correct: _____

Data Point 6: (Date: _____)

board	build <u>ing</u>	teacher	leaf	not <u>e</u>	mous <u>e</u>	brav <u>e</u>	box <u>e</u> s	pass	fr <u>es</u> h

Total # Correct: _____

Data Point 7: (Date: _____)

egg	bir <u>d</u>	tr <u>e</u> e	nest	flow <u>er</u>	poll <u>e</u> n	smell	wind	rain	war <u>m</u>

Total # Correct: _____

Data Point 8: (Date: _____)

hospital	bo <u>o</u> k	pag <u>e</u>	medic <u>i</u> ne	tim <u>e</u>	doct <u>o</u> r	gr <u>as</u> s	wind <u>o</u> w	rul <u>e</u>	bear

Total # Correct: _____

Data Point 9: (Date: _____)

p <u>o</u> x	ble <u>w</u>	que <u>e</u> n	vic <u>e</u>	wick	munch	king	yell <u>o</u> w	cl <u>o</u> ud	cast <u>l</u> e

Total # Correct: _____

Data Point 10: (Date: _____)

heart	stop	wheel	ble <u>e</u> d	rig	be <u>ef</u>	crust	kill	fur	sh <u>o</u> re

Total # Correct: _____

Data Point 11: (Date: _____)

sled	br <u>a</u> g	hop <u>e</u>	tr <u>u</u> st	j <u>o</u> sh	pl <u>u</u> s	v <u>i</u> m	f <u>i</u> x	qu <u>i</u> ck	gr <u>o</u> up

Total # Correct: _____

Data Point 12: (Date: _____)

island	vin <u>e</u>	knife	mou <u>th</u>	giant	sh <u>o</u> es	back	g <u>u</u> m	high	j <u>u</u> mp

Total # Correct: _____

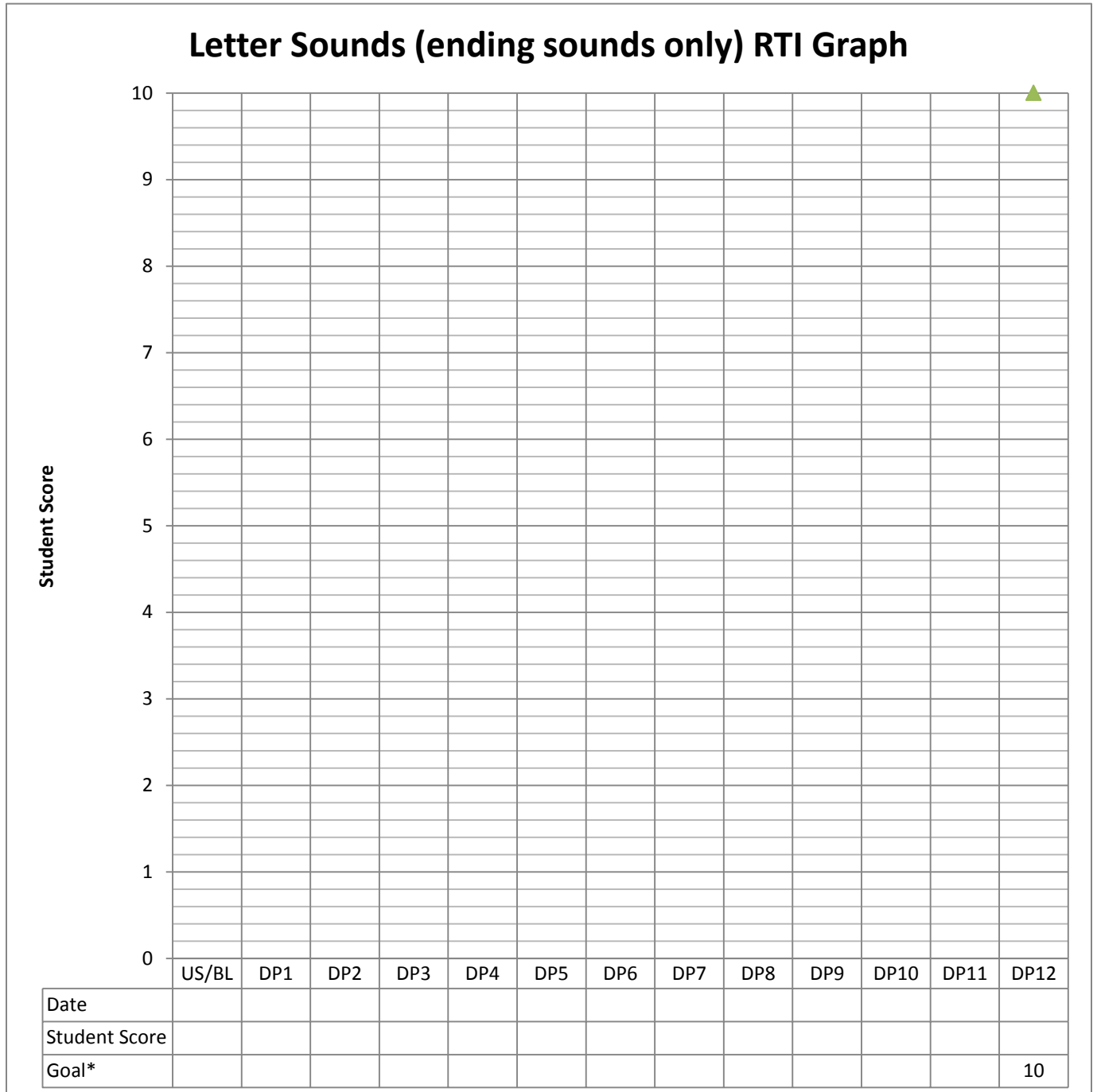
Supplemental RTI GRAPH

Letter Sounds (ending sounds only)

(Only use if supplemental assessments are needed)

Student Name: _____ Grade: _____ Teacher: _____

On the graph below, plot the Universal Screening/Baseline (US/BL) and all data point (DP) scores for each Letter Sounds (ending sounds only) assessment given. *Establish goal line before intervention begins.



Progress Monitoring

Letter Sounds (*middle vowel sounds only*)

Student Name: _____ Grade: _____ Teacher: _____

Directions: Say each word below clearly and concisely. Have the student state the vowel sound in the **middle** of the word. Also have the student state whether the vowel sound is a short sound or a long sound (Example: pit = /i/ short vowel). Place checks under each correct response (each word has two answers: 1) identifying the vowel sound and 2) stating whether it is a long or short vowel sound).

Universal Screening/Baseline: (Date: _____) Total # Correct _____

pine	rot	huge	rug	bone

Data Point #1: (Date: _____) Total # Correct _____

mind	gave	tack	rib	vent

Data Point #2: (Date: _____) Total # Correct _____

mule	mile	cat	web	fright

Data Point #3: (Date: _____) Total # Correct _____

send	nose	jump	pit	box

Data Point #4: (Date: _____) Total # Correct _____

truck	bank	hive	rose	pen

Data Point #5: (Date: _____) Total # Correct _____

band	mend	sign	plus	pole

Data Point #6: (Date: _____) Total # Correct _____

kick	bag	nudge	mode	safe

Data Point #7: (Date: _____) Total # Correct _____

vote	track	just	poke	bop

Data Point #8: (Date: _____) Total # Correct _____

men	rock	tax	frame	blind

Data Point #9: (Date: _____) Total # Correct _____

crime	pane	fast	nest	jot

Data Point #10: (Date: _____) Total # Correct _____

flute	bunch	grape	wind	vine

Data Point #11: (Date: _____) Total # Correct _____

cent	zone	quit	gripe	hush

Data Point #12: (Date: _____) Total # Correct _____

fox	clock	note	tan	pipe

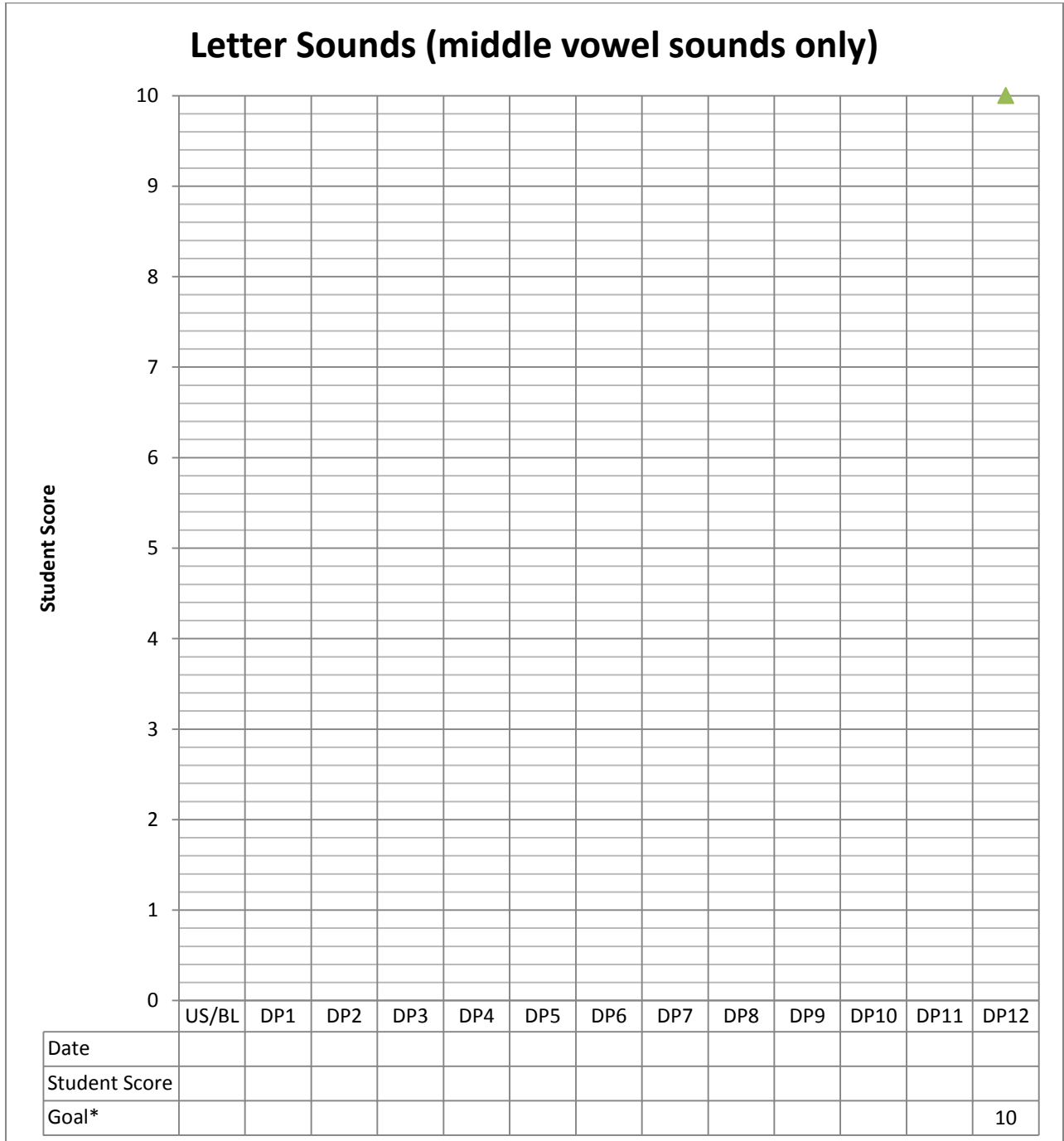
RTI GRAPH

Letter Sounds (middle vowel sounds only)

(Only use if supplemental assessments are needed)

Student Name: _____ Grade: _____ Teacher: _____

On the graph below, plot the Universal Screening/Baseline (US/BL) and all data point (DP) scores for each Letter Sounds (middle vowel sounds only) assessment given. *Establish goal line before intervention begins.



Letter Sounds Lesson Checklist

Student Name: _____

Name of Lesson	Date(s) lesson was taught	Date lesson was mastered
Lesson 1: Hearing Consonant Sounds /b/, /f/, /m/		
Lesson 2: Hearing Consonant Sounds /d/, /l/, /s/		
Lesson 3: Hearing Consonant Sounds /p/, /r/, /t/		
Lesson 4: Hearing Consonant Sounds /h/, /j/, /v/		
Lesson 5: Hearing Consonant Sounds /k/, /g/ (soft), /z/		
Lesson 6: Hearing Consonant Sounds /c/ (hard), /g/ (hard), /w/		
Lesson 7: Hearing Consonant Sounds /c/ (soft), /x/, /y/		
Lesson 8: Hearing Consonant Sounds Review		
Lesson 9: Hearing 'l' Blends <i>bl, cl, fl, gl, pl, sl</i>		
Lesson 10: Hearing 'r' Blends <i>br, cr, dr, fr, gr, pr, tr</i>		
Lesson 11: Hearing 's' Blends <i>sc, sk, sm, sn, sp, st, sw</i>		
Lesson 12: Hearing Three Letter Blends <i>scr, spl, spr, squ, str</i>		
Lesson 13: Hearing Special Sounds <i>ch, sh, th (voiced), th (unvoiced), ph, qu</i>		
Lesson 14: Hearing Blends and Special Sounds Review		
Lesson 15: Writing Consonant Letters		
Lesson 16: Writing Consonant Blends and Special Sounds		
Lesson 17: Saying Consonant Letter Sounds		
Lesson 18: Saying Sounds for Consonant Blends and Special Sounds		
Lesson 19: Hearing Short Vowel Sound <i>ă</i>		
Lesson 20: Hearing Short Vowel Sound <i>ĕ</i>		
Lesson 21: Hearing Short Vowel Sound <i>ĭ</i>		
Lesson 22: Hearing Short Vowel Sound <i>ŏ</i>		
Lesson 23: Hearing Short Vowel Sound <i>ŭ</i>		
Lesson 24: Distinguishing Short Vowel Sounds From Each Other		
Lesson 25: Writing Short Vowel Letters		
Lesson 26: Saying Short Vowel Sounds		
Lesson 27: Distinguishing Long Vowel Sounds From Each Other		
Lesson 28: Writing Long Vowel Letters		
Lesson 29: Saying Long Vowel Sounds		
Lesson 30: Distinguishing Between Short Vowels and Long Vowels		
Lesson 31: Letter Sounds Review		

Letter Sounds Mini-Assessments Recording Sheet (p. 1)

Student Name: _____ Grade: ____ Teacher: _____

Lesson 1: Hearing Consonant Sounds /b/, /f/, /m/

Use the following chart to assess this activity. Place a '✓' next to each letter that the student can consistently point to WITHOUT assistance after its **sound** is pronounced. The student has mastered this lesson if he/she can accurately point to the correct letter consistently without assistance.

/b/	/f/	/m/
Date mastered:		

Lesson 2: Hearing Consonant Sounds /d/, /l/, /s/

Use the following chart to assess this activity. Place a '✓' next to each letter that the student can consistently point to WITHOUT assistance after its **sound** is pronounced. The student has mastered this lesson if he/she can accurately point to the correct letter consistently without assistance.

/d/	/l/	/s/
Date mastered:		

Lesson 3: Hearing Consonant Sounds /p/, /r/, /t/

Use the following chart to assess this activity. Place a '✓' next to each letter that the student can consistently point to WITHOUT assistance after its **sound** is pronounced. The student has mastered this lesson if he/she can accurately point to the correct letter consistently without assistance.

/p/	/r/	/t/
Date mastered:		

Lesson 4: Hearing Consonant Sounds /h/, /j/, /v/

Use the following chart to assess this activity. Place a '✓' next to each letter that the student can consistently point to WITHOUT assistance after its **sound** is pronounced. The student has mastered this lesson if he/she can accurately point to the correct letter consistently without assistance.

/h/	/j/	/v/
Date mastered:		

Lesson 5: Hearing Consonant Sounds /k/, /g/ (soft), /z/

Use the following chart to assess this activity. Place a '✓' next to each letter that the student can consistently point to WITHOUT assistance after its **sound** is pronounced. The student has mastered this lesson if he/she can accurately point to the correct letter consistently without assistance.

/k/	/g/ (soft)	/z/
Date mastered:		

Lesson 6: Hearing Consonant Sounds /c/ (hard), /g/ (hard), /w/

Use the following chart to assess this activity. Place a '✓' next to each letter that the student can consistently point to WITHOUT assistance after its **sound** is pronounced. The student has mastered this lesson if he/she can accurately point to the correct letter consistently without assistance.

/c/ (hard)	/g/ (hard)	/w/
Date mastered:		

Lesson 7: Hearing Consonant Sounds /c/ (soft), /x/, /y/

Use the following chart to assess this activity. Place a '✓' next to each letter that the student can consistently point to WITHOUT assistance after its **sound** is pronounced. The student has mastered this lesson if he/she can accurately point to the correct letter consistently without assistance.

/c/ (soft)	/g/	/y/
Date mastered:		

Lesson 8: Hearing Consonant Sounds Review

Use the following chart to assess this activity. Place a '✓' under each letter that the student can consistently point to WITHOUT assistance after its **sound** is pronounced. The student has mastered this lesson if he/she can accurately point to the correct letter consistently without assistance.

/b/	/c/ (hard)	/c/ (soft)	/d/	/f/	/g/ (hard)	/g/ (soft)	/h/	/j/	/k/	/l/	/m/
/n/	/p/	/r/	/s/	/t/	/v/	/w/	/x/	/y/	Date mastered:		

Letter Sounds Mini-Assessments Recording Sheet (p. 2)

Student Name: _____ Grade: ____ Teacher: _____

Lesson 9: Hearing 'l' Blends *bl, cl, fl, gl, pl, sl*

Use the following chart to assess this activity. Place a '✓' next to each blend the student can consistently point to WITHOUT assistance after its **sound** is pronounced. The student has mastered this lesson if he/she can accurately point to the correct blend consistently without assistance.

bl		cl	
gl		pl	sl
Date mastered:			

Lesson 10: Hearing 'r' Blends *br, cr, dr, fr, gr, pr, tr*

Use the following chart to assess this activity. Place a '✓' next to each blend the student can consistently point to WITHOUT assistance after its **sound** is pronounced. The student has mastered this lesson if he/she can accurately point to the correct blend consistently without assistance.

br	cr	dr	fr
gr	pr	tr	
Date mastered:			

Lesson 11: Hearing 's' Blends *sc, sk, sm, sn, sp, st, sw*

Use the following chart to assess this activity. Place a '✓' next to each blend the student can consistently point to WITHOUT assistance after its **sound** is pronounced. The student has mastered this lesson if he/she can accurately point to the correct blend consistently without assistance.

sc	sk	sm	sn
sp	st	sw	
Date mastered:			

Lesson 12: Hearing Three Letter Blends *scr, spl, spr, squ, str*

Use the following chart to assess this activity. Place a '✓' next to each blend the student can consistently point to WITHOUT assistance after its **sound** is pronounced. The student has mastered this lesson if he/she can accurately point to the correct blend consistently without assistance.

scr	spl	spr	
squ	str		
Date mastered:			

Lesson 13: Hearing Special Sounds *ch, sh, th (voiced), th (unvoiced), ph, qu*

Use the following chart to assess this activity. Place a '✓' next to each special sound the student can consistently point to WITHOUT assistance after its **sound** is pronounced. The student has mastered this lesson if he/she can accurately point to the correct special sound consistently without assistance.

ch	sh	th (voiced)	
th (unvoiced)	ph	qu	
Date mastered:			

Lesson 14: Hearing Blends and Special Sounds Review

Use the following chart to assess this activity. Place a '✓' under each blend or special sound the student can consistently point to WITHOUT assistance after its **sound** is pronounced. The student has mastered this lesson if he/she can accurately point to the correct blend or special sound consistently without assistance.

bl	cl	fl	gl	pl	sl	br	cr	dr	fr	gr	pr	tr	sc	sk	sm
sn	sp	st	sw	scr	spl	spr	squ	qu	str	ch	sh	th (voiced)	th (unvoiced)	Ph	
Date mastered:															

Letter Sounds Mini-Assessments Recording Sheet (p. 3)

Student Name: _____ Grade: ____ Teacher: _____

Lesson 15: Writing Consonant Letters

Use the following chart to assess this lesson. Place a '✓' under each letter the student can consistently **write** after hearing its sound pronounced. The student has mastered this lesson if he/she can accurately write the correct letter consistently without assistance.

b	c (<i>hard</i>)	c (<i>soft</i>)	d	f	g (<i>hard</i>)	g (<i>soft</i>)	h	j	k	l	m	n
p	r	s	t	v	w	x	y	z	Date mastered:			

Lesson 16: Writing Consonant Blends and Special Sounds

Use the following chart to assess this lesson. Place a '✓' under each blend or special sound the student can consistently **write** after hearing its sound pronounced. The student has mastered this lesson if he/she can accurately write the correct blend or special sound letter combination without assistance. Special Note: Make sure the student understands that the blends 'sc' and 'sk' make the same sound and should be written as a pair for that sound.

bl	cl	fl	gl	pl	sl	br	cr	dr	fr	gr	pr	tr	sc	sk	sm
sn	sp	st	sw	scr	spl	spr	squ	qu	str	ch	sh	th (<i>voiced</i>)	th (<i>unvoiced</i>)	Ph	
Date mastered:															

Lesson 17: Saying Consonant Letter Sounds

Use the following chart to assess this lesson. Place a '✓' under each letter as the student consistently **says** its sound after seeing the letter in print (both capital and lowercase). The student has mastered this lesson if he/she can accurately say the correct letter sound without assistance.

A	a	B	b	C	c	D	d	E	e	F	f	G	g	H	h	I	i	J	j	K	k	L	l	M	m	N	n	O	o	
P	p	Q	q	R	r	S	s	T	t	U	u	V	v	W	w	X	x	Y	y	Z	z	Date mastered:								

Lesson 18: Saying Sounds for Consonant Blends and Special Sounds

Use the following chart to assess this lesson. Place a '✓' under each blend or special sound as the student consistently **says** its sound after seeing it in printed form. The student has mastered this lesson if he/she can accurately say the correct sound for each blend or special letter combination without assistance.

bl	cl	fl	gl	pl	sl	br	cr	dr	fr	gr	pr	tr	sc	sk	sm
sn	sp	st	sw	scr	spl	spr	squ	qu	str	ch	sh	th (<i>voiced</i>)	th (<i>unvoiced</i>)	Ph	
Date mastered:															

Lesson 19: Hearing Short Vowel Sound ä

Use the following chart to assess this activity. Place a '✓' next to the letter 'ä' each time he/she is able to distinguish it from a consonant letter sound. The student has mastered this lesson if he/she can accurately point to the letter ä consistently without assistance at least 10 times.

ä														
Date mastered:														

Letter Sounds Mini-Assessments Recording Sheet (p. 4)

Student Name: _____ Grade: ____ Teacher: _____

Lesson 20: Hearing Short Vowel Sound ě

Use the following chart to assess this activity. Place a '✓' next to the letter 'ě' each time he/she is able to distinguish it from a consonant letter sound. The student has mastered this lesson if he/she can accurately point to the letter ě consistently without assistance at least 10 times.

ě											
Date mastered:											

Lesson 21: Hearing Short Vowel Sound ě

Use the following chart to assess this activity. Place a '✓' next to the letter 'ě' each time he/she is able to distinguish it from a consonant letter sound. The student has mastered this lesson if he/she can accurately point to the letter ě consistently without assistance at least 10 times.

ě											
Date mastered:											

Lesson 22: Hearing Short Vowel Sound ě

Use the following chart to assess this activity. Place a '✓' next to the letter 'ě' each time he/she is able to distinguish it from a consonant letter sound. The student has mastered this lesson if he/she can accurately point to the letter ě consistently without assistance at least 10 times.

ě											
Date mastered:											

Lesson 23: Hearing Short Vowel Sound ě

Use the following chart to assess this activity. Place a '✓' next to the letter 'ě' each time he/she is able to distinguish it from a consonant letter sound. The student has mastered this lesson if he/she can accurately point to the letter ě consistently without assistance at least 10 times.

ě											
Date mastered:											

Lesson 24: Distinguishing Short Vowel Sounds from Each Other

Use the following chart to assess this activity. Place a '✓' next to each short vowel letter each time the student is able to distinguish it from the other short vowel sounds. The student has mastered this lesson if he/she can accurately point to the correct vowel consistently without assistance at least 10 times.

ă											
ě											
ĩ											

ő											
ű											
Date mastered:											

Lesson 25: Writing Short Vowel Letters

Use the following chart to assess this lesson. Place a '✓' next to each letter the student can consistently write after hearing its sound pronounced. The student has mastered this lesson if he/she can accurately write the correct letter consistently without assistance. **Special Note:** Make sure the student writes each letter with the breve symbol (the 'smiley' above each letter) to signify the short sound for that letter.

ă		ě		ĩ		ő		ű		Date mastered:
---	--	---	--	---	--	---	--	---	--	----------------

Lesson 26: Saying Short Vowel Sounds

Use the following chart to assess this lesson. Place a '✓' under each vowel as the student consistently says its sound after seeing it in printed form. The student has mastered this lesson if he/she can accurately say the correct sound for each vowel without assistance.

ă		ě		ĩ		ő		ű		Date mastered:
---	--	---	--	---	--	---	--	---	--	----------------

Lesson 27: Distinguishing Long Vowel Sounds from Each Other

Use the following chart to assess this activity. Place a '✓' next to each long vowel letter each time the student is able to distinguish it from the other long vowel sounds. The student has mastered this lesson if he/she can accurately point to the correct vowel consistently without assistance at least 10 times.

ă											
ě											
ĩ											

ő											
ű											
Date mastered:											

Letter Sounds Mini-Assessments Recording Sheet (p. 5)

Student Name: _____ Grade: ____ Teacher: _____

Lesson 28: Writing Long Vowel Letters

Use the following chart to assess this lesson. Place a '✓' next to each letter the student can consistently **write** after hearing its sound pronounced. The student has mastered this lesson if he/she can accurately write the correct letter consistently without assistance.

ā		ē		ī		ō		ū		Date mastered:
---	--	---	--	---	--	---	--	---	--	----------------

Lesson 29: Saying Long Vowel Sounds

Use the following chart to assess this lesson. Place a '✓' next to each vowel as the student consistently **says** its sound after seeing it in printed form. The student has mastered this lesson if he/she can accurately say the correct sound for each vowel without assistance.

ā		ē		ī		ō		ū		Date mastered:
---	--	---	--	---	--	---	--	---	--	----------------

Lesson 30: Distinguishing Between Short Vowels and Long Vowels

Use the following chart to assess this activity. Place a '✓' next to each vowel letter each time the student is able to distinguish it from the other long vowel sounds. The student has mastered this lesson if he/she can accurately point to, write, or say the correct vowel consistently without assistance at least 10 times.

ă									
ě									
ĩ									
ǒ									
ũ									
Date mastered:									

ā									
ē									
ī									
ō									
ū									

Lesson 31: Letter Sounds Review

ă	ě	ĩ	ǒ	ũ	ā	ē	ī	ō	ū
Bb	Cc (soft)	Cc (hard)	Dd	Ff	Gg (soft)	Gg (hard)	Hh	Jj	Kk
Ll	Mm	Nn	Pp	Rr	Ss	Tt	Vv	Ww	Xx
Yy	Zz	bl	cl	fl	gl	pl	sl	br	cr
dr	fr	gr	pr	tr	sc	sk	sm	sn	sp
st	sw	scr	spl	spr	squ	str	qu	ch	Sh
th (voiced)		th (unvoiced)		ph	Date mastered:				

Alphabet Chart

This chart may be used to help reinforce skills taught in this book

Aa	Bb	Cc	Dd	Ee
Ff	Gg	Hh	Ii	Jj
Kk	Ll	Mm	Nn	Oo
Pp	Qq	Rr	Ss	Tt
Uu	Vv	Ww	Xx	Yy
Zz				

Letter Sounds and Blends Chart

This chart may be used to help reinforce skills taught in this book

ă	ě	ĭ	ö	ÿ
ā	ē	ī	ō	ū
Bb	Cc (soft)	Cc (hard)	Dd	Ff
Gg (soft)	Gg (hard)	Hh	Jj	Kk
Ll	Mm	Nn	Pp	Rr
Ss	Tt	Vv	Ww	Xx
Yy	Zz	bl	cl	fl
gl	pl	sl	br	cr
dr	fr	gr	pr	tr
sc	sk	sm	sn	sp
st	sw	scr	spl	spr
squ	str	qu	ch	sh
th (voiced)	th (unvoiced)	ph		

Vowels Chart

This chart may be used to help reinforce skills taught in this book

ă	ĕ	ĭ	ō	ŭ
ā	ē	ī	ō	ū

Letter Sounds Intervention Lessons

Use the following 31 lessons to guide you through the letter sounds intervention.

Remember, the intervention is individualized to the student's needs and must be implemented at the student's pace. Don't move to a new lesson until mastery of the current lesson is achieved. Teaching to MASTERY is the goal.

To determine whether or not mastery of each lesson has been achieved, use the 'Letter Sounds Mini-Assessments Recording Sheet' (pages 76-80) to measure the student's proficiency before beginning a new lesson.

Letter Sounds: Lesson 1

Lesson Name: Hearing Consonant Sounds /b/, /f/, /m/

Description of Lesson/Activity: Using an alphabet chart, the student points to a letter after hearing its sound pronounced orally.

Procedures for Implementing the Activity:

STEP ONE: Review with student basic letter recognition skills. Have the student state the **name** of letters as you point to them using a letter chart. Have the student state whether the letter is capital, lowercase, a consonant, or a vowel. Begin each letter sound lesson with a review of letter names and a review of previously taught letter sounds. Explain to student that each letter has its own sound and that some letters have more than one sound. Explain that today he/she will learn the sound of three consonant letters.

STEP TWO: Show the student a letter 'b' (using magnetic letters, foam letters, letter cards, paper-pencil, etc.). Have student say the name for the letter. Tell the student that the letter 'b' makes the /b/ sound. **Special Note:** Be sure to say **ONLY** the sound of the letter and not an exaggerated sound. Many students learn letter sounds incorrectly because the model they are hearing is drawn out. For example, the /b/ sound may be stated "baaaah" which actually is more than one sound. Have the student repeat the /b/ sound. Say the /b/ sound ten times while having the student repeat each time.

STEP THREE: Repeat step two with the letters 'f' and 'm'

STEP FOUR: Write the letters 'b', 'f', and 'm' on a sheet of paper (or show the student the three letters using cards, tiles, etc.). Have the student point to a letter as you say its sound orally. Continue drilling the student until he/she can point to the correct letter without hesitation.

STEP FIVE: Using a letter chart, say the sound for each target letter and have the student find each letter by pointing to it (both capital and lowercase).

STEP SIX: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Letter Sounds Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Letter Sounds: Lesson 2

Lesson Name: Hearing Consonant Sounds /d/, /l/, /s/

Description of Lesson/Activity: Using an alphabet chart, the student points to a letter after hearing its sound pronounced orally.

Procedures for Implementing the Activity:

STEP ONE: Review with student basic letter recognition skills. Have the student state the **name** of letters as you point to them using a letter chart. Have the student state whether the letter is capital, lowercase, a consonant, or a vowel. Begin each letter sound lesson with a review of letter names and a review of previously taught letter sounds. Explain to student that each letter has its own sound and that some letters have more than one sound. Explain that today he/she will learn the sound of three consonant letters.

STEP TWO: Show the student a letter 'd' (using magnetic letters, foam letters, letter cards, paper-pencil, etc.). Have student say the name for the letter. Tell the student that the letter 'b' makes the /b/ sound. **Special Note:** Be sure to say **ONLY** the sound of the letter and not an exaggerated sound. Many students learn letter sounds incorrectly because the model they are hearing is drawn out. For example, the /b/ sound may be stated "baaaah" which actually is more than one sound. Have the student repeat the /b/ sound. Say the /b/ sound ten times while having the student repeat each time.

STEP THREE: Repeat step two with the letters 'l' and 's'

STEP FOUR: Write the letters 'd', 'l', and 's' on a sheet of paper (or show the student the three letters using cards, tiles, etc.). Have the student point to a letter as you say its sound orally. Continue drilling the student until he/she can point to the correct letter without hesitation.

STEP FIVE: Using a letter chart, say the sound for each target letter and have the student find each letter by pointing to it (both capital and lowercase).

STEP SIX: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Letter Sounds Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Letter Sounds: Lesson 3

Lesson Name: Hearing Consonant Sounds /p/, /r/, /t/

Description of Lesson/Activity: Using an alphabet chart, the student points to a letter after hearing its sound pronounced orally.

Procedures for Implementing the Activity:

STEP ONE: Review with student basic letter recognition skills. Have the student state the **name** of letters as you point to them using a letter chart. Have the student state whether the letter is capital, lowercase, a consonant, or a vowel. Begin each letter sound lesson with a review of letter names and a review of previously taught letter sounds. Explain to student that each letter has its own sound and that some letters have more than one sound. Explain that today he/she will learn the sound of three consonant letters.

STEP TWO: Show the student a letter 'p' (using magnetic letters, foam letters, letter cards, paper-pencil, etc.). Have student say the name for the letter. Tell the student that the letter 'b' makes the /b/ sound. **Special Note:** Be sure to say **ONLY** the sound of the letter and not an exaggerated sound. Many students learn letter sounds incorrectly because the model they are hearing is drawn out. For example, the /b/ sound may be stated "baaaah" which actually is more than one sound. Have the student repeat the /b/ sound. Say the /b/ sound ten times while having the student repeat each time.

STEP THREE: Repeat step two with the letters 'r' and 't'

STEP FOUR: Write the letters 'p', 'r', and 't' on a sheet of paper (or show the student the three letters using cards, tiles, etc.). Have the student point to a letter as you say its sound orally. Continue drilling the student until he/she can point to the correct letter without hesitation.

STEP FIVE: Using a letter chart, say the sound for each target letter and have the student find each letter by pointing to it (both capital and lowercase).

STEP SIX: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Letter Sounds Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Letter Sounds: Lesson 4

Lesson Name: Hearing Consonant Sounds /h/, /j/, /v/

Description of Lesson/Activity: Using an alphabet chart, the student points to a letter after hearing its sound pronounced orally.

Procedures for Implementing the Activity:

STEP ONE: Review with student basic letter recognition skills. Have the student state the **name** of letters as you point to them using a letter chart. Have the student state whether the letter is capital, lowercase, a consonant, or a vowel. Begin each letter sound lesson with a review of letter names and a review of previously taught letter sounds. Explain to student that each letter has its own sound and that some letters have more than one sound. Explain that today he/she will learn the sound of three consonant letters.

STEP TWO: Show the student a letter 'h' (using magnetic letters, foam letters, letter cards, paper-pencil, etc.). Have student say the name for the letter. Tell the student that the letter 'b' makes the /b/ sound. **Special Note:** Be sure to say **ONLY** the sound of the letter and not an exaggerated sound. Many students learn letter sounds incorrectly because the model they are hearing is drawn out. For example, the /b/ sound may be stated "baaaah" which actually is more than one sound. Have the student repeat the /b/ sound. Say the /b/ sound ten times while having the student repeat each time.

STEP THREE: Repeat step two with the letters 'j' and 'v'

STEP FOUR: Write the letters 'h', 'j', and 'v' on a sheet of paper (or show the student the three letters using cards, tiles, etc.). Have the student point to a letter as you say its sound orally. Continue drilling the student until he/she can point to the correct letter without hesitation.

STEP FIVE: Using a letter chart, say the sound for each target letter and have the student find each letter by pointing to it (both capital and lowercase).

STEP SIX: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Letter Sounds Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Letter Sounds: Lesson 5

Lesson Name: Hearing Consonant Sounds /k/, /g/ (soft), /z/

Description of Lesson/Activity: Using an alphabet chart, the student points to a letter after hearing its sound pronounced orally.

Procedures for Implementing the Activity:

STEP ONE: Review with student basic letter recognition skills. Have the student state the **name** of letters as you point to them using a letter chart. Have the student state whether the letter is capital, lowercase, a consonant, or a vowel. Begin each letter sound lesson with a review of letter names and a review of previously taught letter sounds. Explain to student that each letter has its own sound and that some letters have more than one sound. Explain that today he/she will learn the sound of three consonant letters.

STEP TWO: Show the student a letter 'k' (using magnetic letters, foam letters, letter cards, paper-pencil, etc.). Have student say the name for the letter. Tell the student that the letter 'b' makes the /b/ sound. **Special Note:** Be sure to say **ONLY** the sound of the letter and not an exaggerated sound. Many students learn letter sounds incorrectly because the model they are hearing is drawn out. For example, the /b/ sound may be stated "baaaah" which actually is more than one sound. Have the student repeat the /b/ sound. Say the /b/ sound ten times while having the student repeat each time.

STEP THREE: Repeat step two with the letters 'g' (soft) and 'z'

STEP FOUR: Write the letters 'k', 'g', and 'z' on a sheet of paper (or show the student the three letters using cards, tiles, etc.). Have the student point to a letter as you say its sound orally. Continue drilling the student until he/she can point to the correct letter without hesitation.

STEP FIVE: Using a letter chart, say the sound for each target letter and have the student find each letter by pointing to it (both capital and lowercase).

STEP SIX: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Letter Sounds Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Letter Sounds: Lesson 6

Lesson Name: Hearing Consonant Sounds /c/ (*hard*), /g/ (*hard*), /w/

Description of Lesson/Activity: Using an alphabet chart, the student points to a letter after hearing its sound pronounced orally.

Procedures for Implementing the Activity:

STEP ONE: Review with student basic letter recognition skills. Have the student state the **name** of letters as you point to them using a letter chart. Have the student state whether the letter is capital, lowercase, a consonant, or a vowel. Begin each letter sound lesson with a review of letter names and a review of previously taught letter sounds. Explain to student that each letter has its own sound and that some letters have more than one sound. Explain that today he/she will learn the sound of three consonant letters.

STEP TWO: Show the student a letter 'c' (using magnetic letters, foam letters, letter cards, paper-pencil, etc.). Have student say the name for the letter. Tell the student that the letter 'c' makes two sounds; a soft sound and a hard sound. Say the hard 'c' sound (/k/). **Special Note:** Be sure to say **ONLY** the sound of the letter and not an exaggerated sound. Many students learn letter sounds incorrectly because the model they are hearing is drawn out. For example, the /b/ sound may be stated "baaaah" which actually is more than one sound. Have the student repeat the /b/ sound. Say the /b/ sound ten times while having the student repeat each time.

STEP THREE: Repeat step two with the letters 'g' (*hard*) and 'w'

STEP FOUR: Write the letters 'c', 'g', and 'w' on a sheet of paper (or show the student the three letters using cards, tiles, etc.). Have the student point to a letter as you say its sound orally. Continue drilling the student until he/she can point to the correct letter without hesitation.

STEP FIVE: Using a letter chart, say the sound for each target letter and have the student find each letter by pointing to it (both capital and lowercase).

STEP SIX: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Letter Sounds Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Letter Sounds: Lesson 7

Lesson Name: Hearing Consonant Sounds /c/ (soft), /x/, /y/

Description of Lesson/Activity: Using an alphabet chart, the student points to a letter after hearing its sound pronounced orally.

Procedures for Implementing the Activity:

STEP ONE: Review with student basic letter recognition skills. Have the student state the **name** of letters as you point to them using a letter chart. Have the student state whether the letter is capital, lowercase, a consonant, or a vowel. Begin each letter sound lesson with a review of letter names and a review of previously taught letter sounds. Explain to student that each letter has its own sound and that some letters have more than one sound. Explain that today he/she will learn the sound of three consonant letters.

STEP TWO: Show the student a letter 'c' (using magnetic letters, foam letters, letter cards, paper-pencil, etc.). Have student say the name for the letter. Tell the student that the letter 'c' makes two sounds; a soft sound and a hard sound. Say the soft 'c' sound (/s/). **Special Note:** Be sure to say **ONLY** the sound of the letter and not an exaggerated sound. Many students learn letter sounds incorrectly because the model they are hearing is drawn out. For example, the /b/ sound may be stated "baaaah" which actually is more than one sound. Have the student repeat the /b/ sound. Say the /b/ sound ten times while having the student repeat each time.

STEP THREE: Repeat step two with the letters 'x' and 'y'

STEP FOUR: Write the letters 'c', 'x', and 'y' on a sheet of paper (or show the student the three letters using cards, tiles, etc.). Have the student point to a letter as you say its sound orally. Continue drilling the student until he/she can point to the correct letter without hesitation.

STEP FIVE: Using a letter chart, say the sound for each target letter and have the student find each letter by pointing to it (both capital and lowercase).

STEP SIX: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Letter Sounds Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Letter Sounds: Lesson 8

Lesson Name: Hearing Consonant Sounds Review

Description of Lesson/Activity: Using an alphabet chart, the student points to a letter after hearing its sound pronounced orally.

Procedures for Implementing the Activity:

STEP ONE: Review with student basic letter recognition skills. Have the student state the **name** of letters as you point to them using a letter chart. Have the student state whether the letter is capital, lowercase, a consonant, or a vowel. Explain to student that today he/she will review all letter sounds learned so far.

STEP TWO: Explain to student that he/she will hear all of the sounds learned so far and that he/she will point to the letters that go with those sounds on an alphabet chart.

STEP THREE: Distinctly and clearly say random letter sounds (from those learned so far) and have student point to the letter on a letter chart.

STEP FOUR: Continue STEP THREE until the student can consistently point to each letter without hesitation.

STEP FIVE: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Letter Sounds Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Letter Sounds: Lesson 9

Lesson Name: Hearing 'l' Blends *bl, cl, fl, gl, pl, sl*

Description of Lesson/Activity: Using a consonant blends chart, the student points to consonant blends after hearing them pronounced orally.

Procedures for Implementing the Activity:

STEP ONE: Review with student basic letter recognition skills. Have the student state the **name** of letters as you point to them using a letter chart. Have the student state whether the letter is capital, lowercase, a consonant, or a vowel. Begin each letter sound lesson with a review of letter names and a review of previously taught letter sounds. Explain to student that each letter has its own sound and that some letters have more than one sound. Explain that today he/she will learn sounds called blends. Explain that blends are two or more letter sounds said together.

STEP TWO: Show the student the letters 'b' and 'l' (together) (using magnetic letters, foam letters, letter cards, paper-pencil, etc.). Have student say the name for the letters. Tell the student that the letters 'bl' make the sound /bl/. Say the 'bl' sound. **Special Note:** Be sure to say the correct sound of the letter combinations 'bl'. Have the student repeat the /bl/ sound. Say the /bl/ sound ten times while having the student repeat each time.

STEP THREE: Repeat step two with the blends 'cl', 'fl', 'gl', 'pl', and 'sl'.

STEP FOUR: Write the blends 'bl', 'cl', 'fl', 'gl', 'pl', and 'sl' on a sheet of paper (or show the student the blends using cards, tiles, etc.). Have the student point to a blend as you say its sound orally. Continue drilling the student until he/she can point to the correct blend without hesitation.

STEP FIVE: Using a blends chart, say the sound for each target blend and have the student find each by pointing.

STEP SIX: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Letter Sounds Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Letter Sounds: Lesson 10

Lesson Name: Hearing 'r' Blends *br, cr, dr, fr, gr, pr, tr*

Description of Lesson/Activity: Using a consonant blends chart, the student points to consonant blends after hearing them pronounced orally.

Procedures for Implementing the Activity:

STEP ONE: Review with student basic letter recognition skills. Have the student state the **name** of letters as you point to them using a letter chart. Have the student state whether the letter is capital, lowercase, a consonant, or a vowel. Begin each letter sound lesson with a review of letter names and a review of previously taught letter sounds. Explain to student that each letter has its own sound and that some letters have more than one sound. Explain that today he/she will learn sounds called blends. Explain that blends are two or more letter sounds said together.

STEP TWO: Show the student the letters 'b' and 'r' (together) (using magnetic letters, foam letters, letter cards, paper-pencil, etc.). Have student say the name for the letters. Tell the student that the letters 'br' make the sound /br/. Say the 'br' sound. **Special Note:** Be sure to say the correct sound of the letter combinations 'br'. Have the student repeat the /br/ sound. Say the /br/ sound ten times while having the student repeat each time.

STEP THREE: Repeat step two with the blends 'cr', 'dr', 'fr', 'gr', 'pr', 'tr'.

STEP FOUR: Write the blends 'br', 'cr', 'dr', 'fr', 'gr', 'pr', 'tr' on a sheet of paper (or show the student the blends using cards, tiles, etc.). Have the student point to a blend as you say its sound orally. Continue drilling the student until he/she can point to the correct blend without hesitation.

STEP FIVE: Using a blends chart, say the sound for each target blend and have the student find by pointing.

STEP SIX: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Letter Sounds Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Letter Sounds: Lesson 11

Lesson Name: Hearing 's' Blends *sc, sk, sm, sn, sp, st, sw*

Description of Lesson/Activity: Using a consonant blends chart, the student points to consonant blends after hearing them pronounced orally.

Procedures for Implementing the Activity:

STEP ONE: Review with student basic letter recognition skills. Have the student state the **name** of letters as you point to them using a letter chart. Have the student state whether the letter is capital, lowercase, a consonant, or a vowel. Begin each letter sound lesson with a review of letter names and a review of previously taught letter sounds. Explain to student that each letter has its own sound and that some letters have more than one sound. Explain that today he/she will learn sounds called blends. Explain that blends are two or more letter sounds said together.

STEP TWO: Show the student the letters 's' and 'c' (together) (using magnetic letters, foam letters, letter cards, paper-pencil, etc.). Have student say the name for the letters. Tell the student that the letters 'sc' make the sound /sk/. Say the 'sc' sound. Also inform the student that the letters 'sk' make the same sound. **Special Note:** Be sure to say the correct sound of the letter combinations 'sc'. Have the student repeat the /sc/ sound. Say the /sc/ sound ten times while having the student repeat each time.

STEP THREE: Repeat step two with the blends 'sk', 'sm', 'sn', 'sp', 'st', 'sw'.

STEP FOUR: Write the blends 'sc', 'sk', 'sm', 'sn', 'sp', 'st', 'sw' on a sheet of paper (or show the student the blends using cards, tiles, etc.). Have the student point to a blend as you say its sound orally. Continue drilling the student until he/she can point to the correct blend without hesitation.

STEP FIVE: Using a blends chart, say the sound for each target blend and have the student find each by pointing.

STEP SIX: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Letter Sounds Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Letter Sounds: Lesson 12

Lesson Name: Hearing Three Letter Blends *scr, spl, spr, squ, str*

Description of Lesson/Activity: Using a consonant blends chart, the student points to consonant blends after hearing them pronounced orally.

Procedures for Implementing the Activity:

STEP ONE: Review with student basic letter recognition skills. Have the student state the **name** of letters as you point to them using a letter chart. Have the student state whether the letter is capital, lowercase, a consonant, or a vowel. Begin each letter sound lesson with a review of letter names and a review of previously taught letter sounds. Explain to student that each letter has its own sound and that some letters have more than one sound. Explain that today he/she will learn sounds called blends. Explain that blends are two or more letter sounds said together.

STEP TWO: Show the student the letters 's', 'c' and 'r' (together) (using magnetic letters, foam letters, letter cards, paper-pencil, etc.). Have student say the name for the letters. Tell the student that the letters 'scr' make the sound /scr/. Say the 'scr' sound.

Special Note: Be sure to say the correct sound of the letter combinations 'scr'. Have the student repeat the /scr/ sound. Say the /scr/ sound ten times while having the student repeat each time.

STEP THREE: Repeat step two with the blends 'spl', 'spr', 'squ', and 'str'.

STEP FOUR: Write the blends 'scr', 'spl', 'spr', 'squ', and 'str' on a sheet of paper (or show the student the blends using cards, tiles, etc.). Have the student point to a blend as you say its sound orally. Continue drilling the student until he/she can point to the correct blend without hesitation.

STEP FIVE: Using a blends chart, say the sound for each target blend and have the student find each by pointing.

STEP SIX: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Letter Sounds Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Letter Sounds: Lesson 13

Lesson Name: Hearing Special Sounds *ch, sh, th (voiced), th (unvoiced), ph, qu*

Description of Lesson/Activity: Using a special sounds chart, the student points to letter combinations that make special sounds after hearing them pronounced orally.

Procedures for Implementing the Activity:

STEP ONE: Review with student basic letter recognition skills. Have the student state the **name** of letters as you point to them using a letter chart. Have the student state whether the letter is capital, lowercase, a consonant, or a vowel. Begin each letter sound lesson with a review of letter names and a review of previously taught letter sounds. Explain to student that each letter has its own sound and that some letters have more than one sound. Explain that today he/she will learn some special sounds.

STEP TWO: Show the student the letters 'c' and 'h' (together) (using magnetic letters, foam letters, letter cards, paper-pencil, etc.). Have student say the name for the letters. Tell the student that the letters 'ch' make the sound /ch/. Say the 'ch' sound. **Special Note:** Be sure to say the correct sound of the letter combinations 'ch'. Have the student repeat the /ch/ sound. Say the /ch/ sound ten times while having the student repeat each time.

STEP THREE: Repeat step two with the sounds 'sh', 'th' (voiced as in the word these), 'th' (unvoiced as in the word both), 'ph' ('ph' is pronounced /f/), and 'qu'

STEP FOUR: Write the special sounds letter combinations 'ch', 'sh', 'th' (voiced), 'th' (unvoiced), 'ph', and 'qu' on a sheet of paper (or show the student using cards, tiles, etc.). Have the student point to a special sound as you say its sound orally. Continue drilling the student until he/she can point to the correct letter combination without hesitation.

STEP FIVE: Using a special sounds chart, say the sound for each target letter combination and have the student find each by pointing.

STEP SIX: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Letter Sounds Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Letter Sounds: Lesson 14

Lesson Name: Hearing Blends and Special Sounds Review

Description of Lesson/Activity: Using a Blends Chart, the student points to blends or special letter combinations after hearing them pronounced orally.

Procedures for Implementing the Activity:

STEP ONE: Review with student basic letter recognition skills. Have the student state the **name** of letters as you point to them using a letter chart. Also, review letter sound skills by saying the **sounds** of consonant letters and having the student point to each on the chart. Make sure the student points to both capital and lowercase letters. Explain to student that today he/she will review all of the blends and special sounds learned so far.

STEP TWO: Explain to student that he/she will hear all of the blends and special sounds learned so far and that he/she will point to the letter blends or letter combinations that go with those sounds on the Blends and Special Sounds Chart.

STEP THREE: Distinctly and clearly say random blends and special sounds (from those learned so far) and have student point to them on the chart.

STEP FOUR: Continue STEP THREE until the student can consistently point to each blend or special sound without hesitation.

STEP FIVE: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Letter Sounds Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Letter Sounds: Lesson 15

Lesson Name: Writing Consonant Letters

Description of Lesson/Activity: The student writes letters after hearing their sounds pronounced orally.

Procedures for Implementing the Activity:

STEP ONE: Review with student basic letter sounds (consonants). Have the student point to letters on a letter chart after their sounds are orally stated. Explain to student that today he/she will write all of the consonant letters after hearing their sounds pronounced. **Special Note:** If the student is not able to write the letters of the alphabet, provide him/her with a blank alphabet chart and have him/her circle the letters as their sounds are pronounced. If the student can only write one of the cases (capital or lowercase) then have him/her write only that case. Otherwise, have the student write both the capital and lowercase form of the letters.

STEP TWO: Explain to student that he/she will hear all of the consonant letter sounds learned so far and that he/she will write the letters that go with those sounds.

STEP THREE: Distinctly and clearly say random consonant letter sounds and have student write the letters that correspond with them. **Special Note:** To add variety to this lesson, allow the student to use a variety of writing surfaces and utensils (colored pencils, markers, chalk, whiteboard, chalkboard, etc.)

STEP FOUR: Continue STEP THREE until the student can consistently write each letter without hesitation.

STEP FIVE: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Letter Sounds Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Letter Sounds: Lesson 16

Lesson Name: Writing Consonant Blends and Special Sounds

Description of Lesson/Activity: The student writes blends and special sounds after hearing pronounced orally.

Procedures for Implementing the Activity:

STEP ONE: Review with student basic letter sounds (consonants). Have the student point to letters on a letter chart after their sounds are orally stated. Explain to student that today he/she will write all of the blends and special letter combinations he/she has learned so far after hearing their sounds pronounced. **Special Note:** If the student is not able to write the letters of the alphabet, provide him/her with a blank Blends and Special Sounds Chart and have him/her circle the blends as their sounds are pronounced.

STEP TWO: Explain to student that he/she will hear all of the blends and special sounds learned so far and that he/she will write the blends and special letter combinations that go with those sounds.

STEP THREE: Distinctly and clearly say random blends and special sounds and have the student write the blends or letter combinations that correspond to those sounds. **Special Note:** To add variety to this lesson, allow the student to use a variety of writing surfaces and utensils (colored pencils, markers, chalk, whiteboard, chalkboard, etc.)

STEP FOUR: Continue STEP THREE until the student can consistently write each blend or special sound without hesitation.

STEP FIVE: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Letter Sounds Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Letter Sounds: Lesson 17

Lesson Name: Saying Consonant Letter Sounds

Description of Lesson/Activity: The student says letter sounds after seeing the printed form of the letter.

Procedures for Implementing the Activity:

STEP ONE: Review with student basic letter sounds (consonants). Have the student point to letters on a letter chart after their sounds are orally stated. Have student repeat each time. Explain to student that today he/she will practice saying consonant letter sounds without hearing them stated first.

STEP TWO: Using a letter chart or flashcards, show the student a consonant letter. Have the student say that letter's sound without first providing a model. Provide a model if the student doesn't know the sound or says the incorrect sound for the letter.

STEP THREE: Repeat STEP TWO until the student knows each letter sound automatically without assistance. Drill and practice, drill and practice, drill and practice!

STEP FOUR: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Letter Sounds Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Letter Sounds: Lesson 18

Lesson Name: Saying Sounds for Consonant Blends and Special Sounds

Description of Lesson/Activity: The student says the sounds for consonant blends and special sounds after seeing them in printed form.

Procedures for Implementing the Activity:

STEP ONE: Review with student basic letter sounds (consonants). Have the student point to letters on a letter chart after their sounds are orally stated. Have student repeat each time. Explain to student that today he/she will practice saying the sounds for the consonant blends he/she has learned in previous lessons.

STEP TWO: Using the Blends and Special Sounds Chart or flashcards, show the student a blend or special sound letter combination. Have the student say the sound without first providing a model. Provide a model if the student doesn't know the sound or says the incorrect sound.

STEP THREE: Repeat STEP TWO until the student knows the sound of each blend or special sound automatically without assistance. Drill and practice, drill and practice, drill and practice!

STEP FOUR: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Letter Sounds Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Letter Sounds: Lesson 19

Lesson Name: Hearing Short Vowel Sound ă

Description of Lesson/Activity: The student distinguishes between the short vowel sound ă and consonant sounds.

Procedures for Implementing the Activity:

STEP ONE: Review letter sound skills with the student. Have him/her say the sounds of letters, blends, or special sounds as you point to them using a letter chart or the Blends and Special Sounds Chart. **Special Note:** If the student forgets the sounds of some letters, blends, or special sounds **GO BACK AND RETEACH THOSE PARTICULAR LESSONS!!!!** Remember, teaching to **MASTERY** is the goal. Explain to student that today he/she will learn the short sound for the vowel letter 'a'. Explain that each vowel has two sounds; a short sound and a long sound.

STEP TWO: Show the student a letter 'a' (using magnetic letters, foam letters, letter cards, paper-pencil, etc.). Have student say the **name** for the letter. Tell the student that the letter 'a' makes the short sound /ă/. Say the short sound for 'ă' and have the student repeat. Have the student repeat the /ă/ sound at least ten times.

STEP THREE: Using an alphabet chart, say (in random order) consonant sounds and the short /ă/ sound (stated intermittently). Have the student point to the letters on the chart as he/she hears them stated orally.

STEP FOUR: Repeat STEP THREE until the student can distinguish the short 'a' sound from the sounds of the consonant letters. Continue drilling the student until he/she can point to the correct letter without hesitation.

STEP FIVE: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Letter Sounds Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Letter Sounds: Lesson 20

Lesson Name: Hearing Short Vowel Sound ě

Description of Lesson/Activity: The student distinguishes between the short vowel sound ě and consonant sounds.

Procedures for Implementing the Activity:

STEP ONE: Review letter sound skills with the student. Have him/her say the sounds of letters, blends, or special sounds as you point to them using a letter chart or the Blends and Special Sounds Chart. **Special Note:** If the student forgets the sounds of some letters, blends, or special sounds **GO BACK AND RETEACH THOSE PARTICULAR LESSONS!!!!** Remember, teaching to **MASTERY** is the goal. Explain to student that today he/she will learn the short sound for the vowel letter 'e'. Explain that each vowel has two sounds; a short sound and a long sound.

STEP TWO: Show the student a letter 'e' (using magnetic letters, foam letters, letter cards, paper-pencil, etc.). Have student say the **name** for the letter. Tell the student that the letter 'e' makes the short sound /ě/. Say the short sound for 'e' and have the student repeat. Have the student repeat the /ě/ sound at least ten times.

STEP THREE: Using an alphabet chart, say (in random order) consonant sounds and the short /ě/ sound (stated intermittently). Have the student point to the letters on the chart as he/she hears them stated orally.

STEP FOUR: Repeat STEP THREE until the student can distinguish the short 'e' sound from the sounds of the consonant letters. Continue drilling the student until he/she can point to the correct letter without hesitation.

STEP FIVE: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Letter Sounds Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Letter Sounds: Lesson 21

Lesson Name: Hearing Short Vowel Sound ĭ

Description of Lesson/Activity: The student distinguishes between the short vowel sound ĭ and consonant sounds.

Procedures for Implementing the Activity:

STEP ONE: Review letter sound skills with the student. Have him/her say the sounds of letters, blends, or special sounds as you point to them using a letter chart or the Blends and Special Sounds Chart. **Special Note:** If the student forgets the sounds of some letters, blends, or special sounds **GO BACK AND RETEACH THOSE PARTICULAR LESSONS!!!!** Remember, teaching to **MASTERY** is the goal. Explain to student that today he/she will learn the short sound for the vowel letter 'i'. Explain that each vowel has two sounds; a short sound and a long sound.

STEP TWO: Show the student a letter 'i' (using magnetic letters, foam letters, letter cards, paper-pencil, etc.). Have student say the **name** for the letter. Tell the student that the letter 'i' makes the short sound /ĭ/. Say the short sound for 'i' and have the student repeat. Have the student repeat the /ĭ/ sound at least ten times.

STEP THREE: Using an alphabet chart, say (in random order) consonant sounds and the short /ĭ/ sound (stated intermittently). Have the student point to the letters on the chart as he/she hears them stated orally.

STEP FOUR: Repeat STEP THREE until the student can distinguish the short 'i' sound from the sounds of the consonant letters. Continue drilling the student until he/she can point to the correct letter without hesitation.

STEP FIVE: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Letter Sounds Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Letter Sounds: Lesson 22

Lesson Name: Hearing Short Vowel Sound ɔ

Description of Lesson/Activity: The student distinguishes between the short vowel sound ɔ and consonant sounds.

Procedures for Implementing the Activity:

STEP ONE: Review letter sound skills with the student. Have him/her say the sounds of letters, blends, or special sounds as you point to them using a letter chart or the Blends and Special Sounds Chart. **Special Note:** If the student forgets the sounds of some letters, blends, or special sounds **GO BACK AND RETEACH THOSE PARTICULAR LESSONS!!!!** Remember, teaching to **MASTERY** is the goal. Explain to student that today he/she will learn the short sound for the vowel letter 'o'. Explain that each vowel has two sounds; a short sound and a long sound.

STEP TWO: Show the student a letter 'o' (using magnetic letters, foam letters, letter cards, paper-pencil, etc.). Have student say the **name** for the letter. Tell the student that the letter 'o' makes the short sound /ɔ/. Say the short sound for 'o' and have the student repeat. Have the student repeat the /ɔ/ sound at least ten times.

STEP THREE: Using an alphabet chart, say (in random order) consonant sounds and the short /ɔ/ sound (stated intermittently). Have the student point to the letters on the chart as he/she hears them stated orally.

STEP FOUR: Repeat STEP THREE until the student can distinguish the short 'o' sound from the sounds of the consonant letters. Continue drilling the student until he/she can point to the correct letter without hesitation.

STEP FIVE: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Letter Sounds Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Letter Sounds: Lesson 23

Lesson Name: Hearing Short Vowel Sound ŭ

Description of Lesson/Activity: The student distinguishes between the short vowel sound ŭ and consonant sounds.

Procedures for Implementing the Activity:

STEP ONE: Review letter sound skills with the student. Have him/her say the sounds of letters, blends, or special sounds as you point to them using a letter chart or the Blends and Special Sounds Chart. **Special Note:** If the student forgets the sounds of some letters, blends, or special sounds **GO BACK AND RETEACH THOSE PARTICULAR LESSONS!!!!** Remember, teaching to **MASTERY** is the goal. Explain to student that today he/she will learn the short sound for the vowel letter 'u'. Explain that each vowel has two sounds; a short sound and a long sound.

STEP TWO: Show the student a letter 'u' (using magnetic letters, foam letters, letter cards, paper-pencil, etc.). Have student say the **name** for the letter. Tell the student that the letter 'u' makes the short sound /ŭ/. Say the short sound for 'u' and have the student repeat. Have the student repeat the /ŭ/ sound at least ten times.

STEP THREE: Using an alphabet chart, say (in random order) consonant sounds and the short /ŭ/ sound (stated intermittently). Have the student point to the letters on the chart as he/she hears them stated orally.

STEP FOUR: Repeat STEP THREE until the student can distinguish the short 'u' sound from the sounds of the consonant letters. Continue drilling the student until he/she can point to the correct letter without hesitation.

STEP FIVE: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Letter Sounds Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Letter Sounds: Lesson 24

Lesson Name: Distinguishing Short Vowel Sounds from Each Other

Description of Lesson/Activity: The student distinguishes between the short vowels ä, ě, ĭ, ō, and ů.

Procedures for Implementing the Activity:

STEP ONE: Review letter sound skills with the student. Have him/her say the sounds of letters, blends, or special sounds as you point to them using a letter chart or the Blends and Special Sounds Chart. **Special Note:** If the student forgets the sounds of some letters, blends, or special sounds **GO BACK AND RETEACH THOSE PARTICULAR LESSONS!!!!** Remember, teaching to **MASTERY** is the goal. Explain to student that today he/she will review the short sounds of all of the vowels and practice listening to the differences in those sounds.

STEP TWO: Using an alphabet chart, say (in random order) the short sounds for all five vowels. Have the student point to the letters on the chart as he/she hears them stated orally.

STEP THREE: Repeat STEP TWO until the student can distinguish between all of the short vowel sounds. Continue drilling the student until he/she can point to the correct letter without hesitation.

STEP FOUR: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Letter Sounds Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Letter Sounds: Lesson 25

Lesson Name: Writing Short Vowel Letters

Description of Lesson/Activity: The student writes short vowel letters (ă, ě, ĭ, ō, and ů) after hearing their sounds pronounced orally.

Procedures for Implementing the Activity:

STEP ONE: Review letter sound skills with the student. Have him/her say the sounds of letters, blends, or special sounds as you point to them using a letter chart or the Blends and Special Sounds Chart. **Special Note:** If the student forgets the sounds of some letters, blends, or special sounds **GO BACK AND RETEACH THOSE PARTICULAR LESSONS!!!!** Remember, teaching to **MASTERY** is the goal!

STEP TWO: Explain to student that he/she will hear all of the short vowel sounds learned in previous lessons and will practice writing the letters that go with those sounds.

STEP THREE: Distinctly and clearly say (in random order) the five short vowel sounds and have the student write the letters that correspond with them. **Special Note:** To add variety to this lesson, allow the student to use a variety of writing surfaces and utensils (colored pencils, markers, chalk, whiteboard, chalkboard, etc.)

STEP FOUR: Continue STEP THREE until the student can consistently write each letter without hesitation.

STEP FIVE: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Letter Sounds Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Letter Sounds: Lesson 26

Lesson Name: Saying Short Vowel Sounds

Description of Lesson/Activity: The student says the sounds for each vowel (short sounds) after seeing the printed form of the letters.

Procedures for Implementing the Activity:

STEP ONE: Review with student short vowel sounds. Have the student point to the vowels on a letter chart after their sounds are orally stated. Have student repeat each time. Explain to student that today he/she will practice saying the short sounds for the vowels he/she has learned in previous lessons.

STEP TWO: Using an alphabet chart or flashcards, show the student a vowel. Have the student say the short sound of the vowel without first providing a model. Provide a model if the student doesn't know the sound or says the incorrect sound.

STEP THREE: Repeat STEP TWO until the student knows the short sound of each vowel automatically without assistance. Drill and practice, drill and practice, drill and practice!

STEP FOUR: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Letter Sounds Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Letter Sounds: Lesson 27

Lesson Name: Distinguishing Long Vowel Sounds from Each Other

Description of Lesson/Activity: The student distinguishes between the long vowels ā, ē, ī, ō, and ū.

Procedures for Implementing the Activity:

STEP ONE: Review letter sound skills with the student. Have him/her say the sounds of consonant letters, blends, special sounds, and short vowels as you point to them using a letter chart or blends chart. **Special Note:** If the student forgets the sounds of some letters or blends **GO BACK AND RETEACH THOSE PARTICULAR LESSONS!!!!** Remember, teaching to **MASTERY** is the goal. Explain to student that today he/she will learn the long sounds of all of the vowels and practice listening to the differences in those sounds.

STEP TWO: Explain that learning the long vowel sounds is very easy because the long sound is the same as the letter **name**. Review the names of letters by having the student say the name of each letter as you point to random letters on an alphabet chart. Pay special attention to the names of all of the vowels.

STEP THREE: Have the student say the sound of each vowel (long sounds) as you point to them on an alphabet letter chart.

STEP FOUR: Repeat STEP THREE until the student can distinguish between all of the long vowel sounds. Continue drilling the student until he/she can point to the correct letter without hesitation.

STEP FIVE: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Letter Sounds Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Letter Sounds: Lesson 28

Lesson Name: Writing Long Vowel Letters

Description of Lesson/Activity: The student writes long vowel letters (ā, ē, ī, ō, and ū) after hearing their sounds pronounced orally.

Procedures for Implementing the Activity:

STEP ONE: Review letter sound skills with the student. Have him/her say the sounds of consonant letters, blends, special sounds, and short vowels as you point to them using a letter chart or blends chart. **Special Note:** If the student forgets the sounds of some letters or blends **GO BACK AND RETEACH THOSE PARTICULAR LESSONS!!!!** Remember, teaching to **MASTERY** is the goal!

STEP TWO: Explain to student that he/she will hear all of the long vowel sounds and will practice writing the letters that go with those sounds.

STEP THREE: Distinctly and clearly say (in random order) the five long vowel sounds and have the student write the letters that correspond with them. **Special Note:** To add variety to this lesson, allow the student to use a variety of writing surfaces and utensils (colored pencils, markers, chalk, whiteboard, chalkboard, etc.)

STEP FOUR: Continue STEP THREE until the student can consistently write each letter without hesitation.

STEP FIVE: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Letter Sounds Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Letter Sounds: Lesson 29

Lesson Name: Saying Long Vowel Sounds

Description of Lesson/Activity: The student says the sounds for each vowel (long sounds) after seeing the printed form of the letters.

Procedures for Implementing the Activity:

STEP ONE: Review with student long vowel sounds. Have the student point to the vowels on a letter chart after their sounds are orally stated. Have student repeat each time. Explain to student that today he/she will practice saying the long sound for each vowel.

STEP TWO: Using an alphabet chart or flashcards, show the student a vowel. Have the student say the long sound of the vowel without first providing a model. Provide a model if the student doesn't know the sound or says the incorrect sound.

STEP THREE: Repeat STEP TWO until the student knows the long sound of each vowel automatically without assistance. Drill and practice, drill and practice, drill and practice!

STEP FOUR: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Letter Sounds Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Letter Sounds: Lesson 30

Lesson Name: Distinguishing Between Short Vowels and Long Vowels

Description of Lesson/Activity: The student distinguishes between both short and long vowel sounds.

Procedures for Implementing the Activity:

STEP ONE: Review both the short and long sounds of each vowel. Using a Long/Short Vowel Chart, have student point to a vowel after saying it orally.

STEP TWO: Give student a piece of paper and a pencil and have him/her practice writing the vowel letters after saying them orally. Make sure the student distinguishes between the short sound and the long sound by using the breve and macron symbols.

STEP THREE: Have the student say the sound of each vowel (both long and short sounds) as you point to them on an alphabet letter chart.

STEP FOUR: Repeat STEPS ONE THROUGH THREE until the student can distinguish between all of the long and short vowel sounds. Continue drilling the student until he/she can point to, write, and say the correct vowel sound without hesitation.

STEP FIVE: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Letter Sounds Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Letter Sounds: Lesson 31

Lesson Name: Letter Sounds Review

Description of Lesson/Activity: The student reviews all consonant letter sounds, blends, special sounds, short vowels, and long vowels through a variety of means.

Procedures for Implementing the Activity:

STEP ONE: Explain to student that he/she will review ALL sounds learned in this chapter.

STEP TWO: Using charts, flashcards, letter manipulatives, etc. practice saying the sounds learned in this chapter and then have the student locate them. **Drill and practice!!!**

STEP THREE: Provide the student with a writing utensil and a writing surface (paper, chalkboard, whiteboard, etc.) and practice saying the sounds learned in this chapter and then have the student write them. **Drill and practice!!!**

STEP FOUR: Using charts or flashcards, show the student the written form of all of the sounds learned in this chapter and have him/her say their sounds. **Drill and practice!!!**

STEP FIVE: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Letter Sounds Mini-Assessments Recording Sheet'. If the student has mastered this lesson then he/she has completed the Letter Sounds intervention with success. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Letter/Blends Cards

bl	cl	fl
gl	pl	sl
br	cr	dr
fr	gr	pr

tr	sc	sk
sm	sn	sp
st	sw	scr
spl	spr	squ

str	qu	ch
sh	th _{voiced}	th _{unvoiced}
ph	ă	ě
ĩ	õ	ũ

ā	ē	ī
ō	ū	

RHYMING
AND
WORD
FAMILIES

RHYMING AND WORD FAMILIES OVERVIEW

Once it is determined that a student needs this intervention (as evidenced on the **Universal Screening: Rhyming and Word Families Assessment**), make a copy of the appropriate pages (listed on the "Rhyming and Word Families Let's Get Started!" page) including the "Rhyming and Word Families Lesson Checklist." Use the checklist to check off when each lesson was taught and when it was mastered. Do not move forward to a new lesson until the student has mastered the lesson he/she is currently on. Also, to assess the student's response to the intervention, be sure to monitor his/her progress weekly throughout the twelve-week implementation period using the Progress Monitoring Assessments (regardless of which lesson he/she is currently working on). If a student completes all of the Rhyming and Word Families lessons within two to six weeks, he/she still needs to be assessed for at least 2 additional weeks past the point of mastery so as to rule out "lucky guesses" or a "fluke" with the assessment showing said mastery. If the student has truly MASTERED the Rhyming and Word Families Intervention before the 12-week intervention period ends (as evidenced by the **Progress Monitoring: Rhyming and Word Families Assessments**), it would be prudent to move on to an intervention which focuses on more complex concepts such as segmenting and word parts or blending. Be sure to collect baseline data before beginning any new intervention.

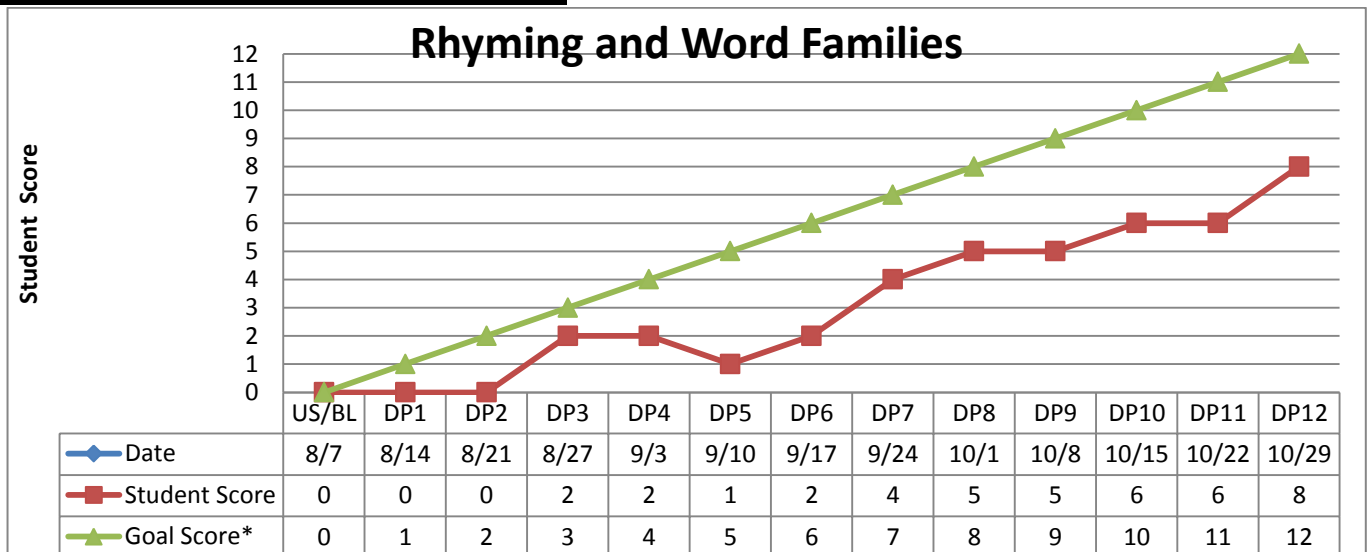
The mini- assessments that are a part of the individual lessons are NOT to be used as data point assessments or the universal screening/baseline. The purpose of those assessments is to assist the teacher, tutor, or interventionist in knowing whether or not the student has or has not mastered a particular lesson. The overall timeline for the intervention is 12 weeks with at least three 30-minute sessions occurring each week. However, the intervention session lessons in this manual are **not** timed and should be taught in succession. The student sets the pace according to his/her ability to understand and master the material. A student may be able to finish two or three lessons in a twenty or thirty minute time span whereas another student may be able to only complete and master one lesson over a period of three or four days or even weeks. RTI is an individualized process and is strictly geared to meet the individual needs of the student. This book is not intended to replace the regular classroom curriculum and is not comprehensive or exhaustive. The lessons in this manual should be considered supplemental to what is already being taught in the classroom and are geared to help fill the learning gaps of struggling students whose weak phonics skills interfere with their ability to read fluently which then negatively impacts their ability to comprehend written text. This intervention is intended to strengthen skills through intensive exposure to basic phonological concepts and each individual lesson should be taught to mastery. Using sorting, comparing and contrasting activities, repetition, and drill and practice, this intervention can bring success to those who otherwise would continue to fall through the cracks by helping build a strong foundation on which higher levels of learning can occur.

PROGRESS MONITORING

As stated before, in order to ascertain whether or not the Rhyming and Word Families intervention in this manual is effective, data should be gathered on a weekly basis through the progress monitoring assessments. As with the universal screening, the student must complete the progress monitoring assessments without extra prompts or assistance. All progress monitoring assessments can be scored directly on the corresponding recording sheets provided to you in this manual. It is worthy to note that the universal screening/baseline assessments are identical to the weekly progress monitoring assessments in both format and structure. This gives the educator/assessor a simple way to collect data as well as creates a format that is easy to read and analyze. Because of the continuity among the assessments, the educator/assessor will essentially be comparing 'oranges to oranges' which allows for a more accurate picture of how the student is progressing throughout the intervention.

PROGRESS MONITORING DOCUMENTATION, GRAPH, AND DATA ANALYSIS For the purpose of data analysis for the Rhyming and Word Families intervention, a graph will be needed to record the data from the universal screening/baseline assessment and each progress monitoring assessment. Graphs are an easy-to-read 'snap shot' of how the student performs each week and are an excellent tool to use when looking at overall progress and effectiveness of an intervention. The data should be analyzed weekly rather than at the end of the 12 weeks so that changes or adjustments to the intervention may be made DURING the 12 week period. The graph below is an example of what an RTI intervention graph may look like after the 11th week of the Rhyming and Word Families intervention. Careful examination of the data collected each week must occur (preferably in the context of a data analysis team) in order to adequately assess the effectiveness of the intervention and to pinpoint areas of weakness. This on-going weekly review of the data is crucial and should be the catalyst which drives future instruction for the struggling student.

SAMPLE GRAPH FOR STUDENT 'X' :



What does the sample graph on the previous page tell us about Student 'X'? According to the universal screening/baseline assessment (given 8-7-11) the student scored a 0 out of a possible 12 signifying he/she lacks the ability to hear rhymes, say rhymes, or identify word families. After 12 weeks of the rhyming and word families intervention, Student 'X' has made progress but has yet to reach his/her goal score. Twice the scores remained the same and a regression in scores was noted between DP4 and DP5. However, Student 'X's growth line overall steadily increased. At the end of the 12th week of intervention, Student 'X' has consistently fallen short of the weekly goals but is showing gains overall. Additional time with the same intervention would be the logical recommendation for this student until mastery has been achieved.

Let's Get Started!

To implement the Rhyming and Word Families intervention in this manual, copy the following pages for each student in the intervention group:

- *Universal Screening Teacher Recording Sheet (p. 126)*
- *Progress Monitoring Teacher Recording Sheets (pp. 127-129)*
- *Universal Screening & Progress Monitoring RTI Graph (p. 130)*
- *Rhyming and Word Families Lessons Checklist (pp. 131-132)*
- *Rhyming and Word Families Mini-Assessments Recording Sheets (pp. 133-138)*
- *Word Family Cards (pp. 173-191)*

Universal Screening Teacher Recording Sheet

Rhyming and Word Families

Student Name: _____ Grade: _____ Teacher: _____ Date: _____

Section A. Hearing Rhymes: Have the student sit facing you and explain that you will say two words. Tell him/her to say "YES" if the two words rhyme and "NO" if they do not. Have student practice this skill using the words 'book/look' and 'dirt/cup'. Explain that the words 'book/look' rhyme because their ending sounds are the same whereas 'dirt/cup' do not because their ending sounds are different.

Word Pair	YES	NO	Word Pair	YES	NO	Word Pair	YES	NO	Word Pair	YES	NO
pig/wig			hot/spot			dog/dark			red/bread		

Section B. Saying Rhymes: Have the student sit facing you and explain that you will say one word and that he/she will say a second word that rhymes with your word. Have the student practice this skill by stating the following: "Say a word that rhymes with 'mouse'." If the student gives a correct response then proceed with this evaluation. If the student does not give a correct response, then briefly explain that rhyming words have the same ending sounds. Explain that 'house' rhymes with 'mouse' because their ending sounds are the same. Once the student understands, proceed with this evaluation.

Word	Response	Word	Response	Word	Response	Word	Response
bid		tad		fun		sat	

Section C. Identifying Word Families: Explain to the student that he/she will hear two words from a particular word family and that he/she will say which family they are from. For example, the words 'bend' and 'lend' are from the -end family.

Word Pair	Response	Word Pair	Response	Word Pair	Response	Word Pair	Response
mop/top	<i>(-op)</i>	fan/tan	<i>(-an)</i>	bump/stump	<i>(-ump)</i>	gong/long	<i>(-ong)</i>

Total # Correct _____ (Total # Possible = 12)

Progress Monitoring Teacher Recording Sheet

Rhyming and Word Families

Student Name: _____ Grade: _____ Teacher: _____

Refer to the directions from the Universal Screening assessment to complete each data point assessment.

Data Point 1

Date: _____

Hearing Rhymes:

Total Correct (out of a total of 12): _____

Word Pair	YES	NO	Word Pair	YES	NO	Word Pair	YES	NO	Word Pair	YES	NO
wag/lag			sunk/sold			lift/gift			net/wet		

Saying Rhymes:

Word	Response	Word	Response	Word	Response	Word	Response
nod		tank		moon		belt	

Identifying Word Families:

Word Pair	Response	Word Pair	Response	Word Pair	Response	Word Pair	Response
torch/scorch	<i>(-orch)</i>	spice/dice	<i>(-ice)</i>	bump/stump	<i>(-ump)</i>	gong/long	<i>(-ong)</i>

Data Point 2

Date: _____

Hearing Rhymes:

Total Correct (out of a total of 12): _____

Word Pair	YES	NO	Word Pair	YES	NO	Word Pair	YES	NO	Word Pair	YES	NO
more/mud			hung/lung			help/hope			rub/tub		

Saying Rhymes:

Word	Response	Word	Response	Word	Response	Word	Response
bid		tad		fun		sat	

Identifying Word Families:

Word Pair	Response	Word Pair	Response	Word Pair	Response	Word Pair	Response
sort/snort	<i>(-ort)</i>	cart/smart	<i>(-art)</i>	reach/beach	<i>(-each)</i>	cake/bake	<i>(-ake)</i>

Data Point 3

Date: _____

Hearing Rhymes:

Total Correct (out of a total of 12): _____

Word Pair	YES	NO	Word Pair	YES	NO	Word Pair	YES	NO	Word Pair	YES	NO
chair/fair			ground/mound			felt/fast			palm/bug		

Saying Rhymes:

Word	Response	Word	Response	Word	Response	Word	Response
hand		corn		rub		trip	

Identifying Word Families:

Word Pair	Response	Word Pair	Response	Word Pair	Response	Word Pair	Response
sun/run	<i>(-un)</i>	shook/book	<i>(-ook)</i>	bike/like	<i>(-ike)</i>	vet/pet	<i>(-et)</i>

Data Point 4

Date: _____

Hearing Rhymes:

Total Correct (out of a total of 12): _____

Word Pair	YES	NO	Word Pair	YES	NO	Word Pair	YES	NO	Word Pair	YES	NO
rot/rat			light/fight			pint/beg			tuck/duck		

Saying Rhymes:

Word	Response	Word	Response	Word	Response	Word	Response
mad		hen		pink		grade	

Identifying Word Families:

Word Pair	Response	Word Pair	Response	Word Pair	Response	Word Pair	Response
quack/black	<i>(-ack)</i>	fit/hit	<i>(-it)</i>	stamp/ramp	<i>(-amp)</i>	seal/deal	<i>(-eal)</i>

Progress Monitoring: Rhyming and Word Families (con't)

Student Name: _____ Grade: _____ Teacher: _____

Refer to the directions from the Universal Screening assessment to complete each data point assessment

Data Point 5

Date: _____

Hearing Rhymes:

Total Correct (out of a total of 12): _____

Word Pair	YES	NO	Word Pair	YES	NO	Word Pair	YES	NO	Word Pair	YES	NO
med/fed			hug/bug			yes/yet			got/boat		

Saying Rhymes:

Word	Response	Word	Response	Word	Response	Word	Response
like		ring		pump		look	

Identifying Word Families:

Word Pair	Response	Word Pair	Response	Word Pair	Response	Word Pair	Response
mole/pole	(-ole)	mold/cold	(-old)	stir/fir	(-ir)	shut/hut	(-ut)

Data Point 6

Date: _____

Hearing Rhymes:

Total Correct (out of a total of 12): _____

Word Pair	YES	NO	Word Pair	YES	NO	Word Pair	YES	NO	Word Pair	YES	NO
van/can			rile/mile			tax/fax			good/look		

Saying Rhymes:

Word	Response	Word	Response	Word	Response	Word	Response
bay		hold		fat		brick	

Identifying Word Families:

Word Pair	Response	Word Pair	Response	Word Pair	Response	Word Pair	Response
step/pep	(-ep)	play/day	(-ay)	cloud/loud	(-oud)	rough/tough	(-ough)

Data Point 7

Date: _____

Hearing Rhymes:

Total Correct (out of a total of 12): _____

Word Pair	YES	NO	Word Pair	YES	NO	Word Pair	YES	NO	Word Pair	YES	NO
jet/pet			bond/gold			sad/wed			cart/mart		

Saying Rhymes:

Word	Response	Word	Response	Word	Response	Word	Response
hair		vine		lock		jeep	

Identifying Word Families:

Word Pair	Response	Word Pair	Response	Word Pair	Response	Word Pair	Response
dill/bill	(-ill)	star/bar	(-ar)	like/kick	(-ick)	line/mine	(-ine)

Data Point 8

Date: _____

Hearing Rhymes:

Total Correct (out of a total of 12): _____

Word Pair	YES	NO	Word Pair	YES	NO	Word Pair	YES	NO	Word Pair	YES	NO
rent/fence			had/fad			nope/hop			lip/lap		

Saying Rhymes:

Word	Response	Word	Response	Word	Response	Word	Response
mat		wish		goat		hog	

Identifying Word Families:

Word Pair	Response	Word Pair	Response	Word Pair	Response	Word Pair	Response
limp/chimp	(-imp)	fringe/hinge	(-inge)	wall/ball	(-all)	frame/name	(-ame)

Student Name: _____ Grade: _____ Teacher: _____

Data Point 9

Date: _____

Hearing Rhymes:

Total Correct (out of a total of 12): _____

Word Pair	YES	NO	Word Pair	YES	NO	Word Pair	YES	NO	Word Pair	YES	NO
jump/bump			why/shy			clock/crank			plus/vet		

Saying Rhymes:

Word	Response	Word	Response	Word	Response	Word	Response
mind		time		leaf		tank	

Identifying Word Families:

Word Pair	Response	Word Pair	Response	Word Pair	Response	Word Pair	Response
paw/saw	(-aw)	tick/hick	(-ick)	shade/made	(-ade)	slip/tip	(-ip)

Data Point 10

Date: _____

Hearing Rhymes:

Total Correct (out of a total of 12): _____

Word Pair	YES	NO	Word Pair	YES	NO	Word Pair	YES	NO	Word Pair	YES	NO
bid/hid			mud/lot			quit/quick			back/pack		

Saying Rhymes:

Word	Response	Word	Response	Word	Response	Word	Response
truck		sell		pill		sock	

Identifying Word Families:

Word Pair	Response	Word Pair	Response	Word Pair	Response	Word Pair	Response
hen/men	(-en)	vest/best	(-est)	save/shave	(-ave)	glare/bare	(-are)

Data Point 11

Date: _____

Hearing Rhymes:

Total Correct (out of a total of 12): _____

Word Pair	YES	NO	Word Pair	YES	NO	Word Pair	YES	NO	Word Pair	YES	NO
hex/vex			till/tame			black/track			kick/fox		

Saying Rhymes:

Word	Response	Word	Response	Word	Response	Word	Response
fuzz		bath		ware		pound	

Identifying Word Families:

Word Pair	Response	Word Pair	Response	Word Pair	Response	Word Pair	Response
stack/hack	(-ack)	heal/meal	(-eal)	mile/vile	(-ile)	page/gage	(-age)

Data Point 12

Date: _____

Hearing Rhymes:

Total Correct (out of a total of 12): _____

Word Pair	YES	NO	Word Pair	YES	NO	Word Pair	YES	NO	Word Pair	YES	NO
grape/grade			blue/hue			lot/cot			zoo/zip		

Saying Rhymes:

Word	Response	Word	Response	Word	Response	Word	Response
get		bile		deer		vet	

Identifying Word Families:

Word Pair	Response	Word Pair	Response	Word Pair	Response	Word Pair	Response
maze/haze	(-aze)	duck/luck	(-uck)	face/lace	(-ace)	moon/noon	(-oon)

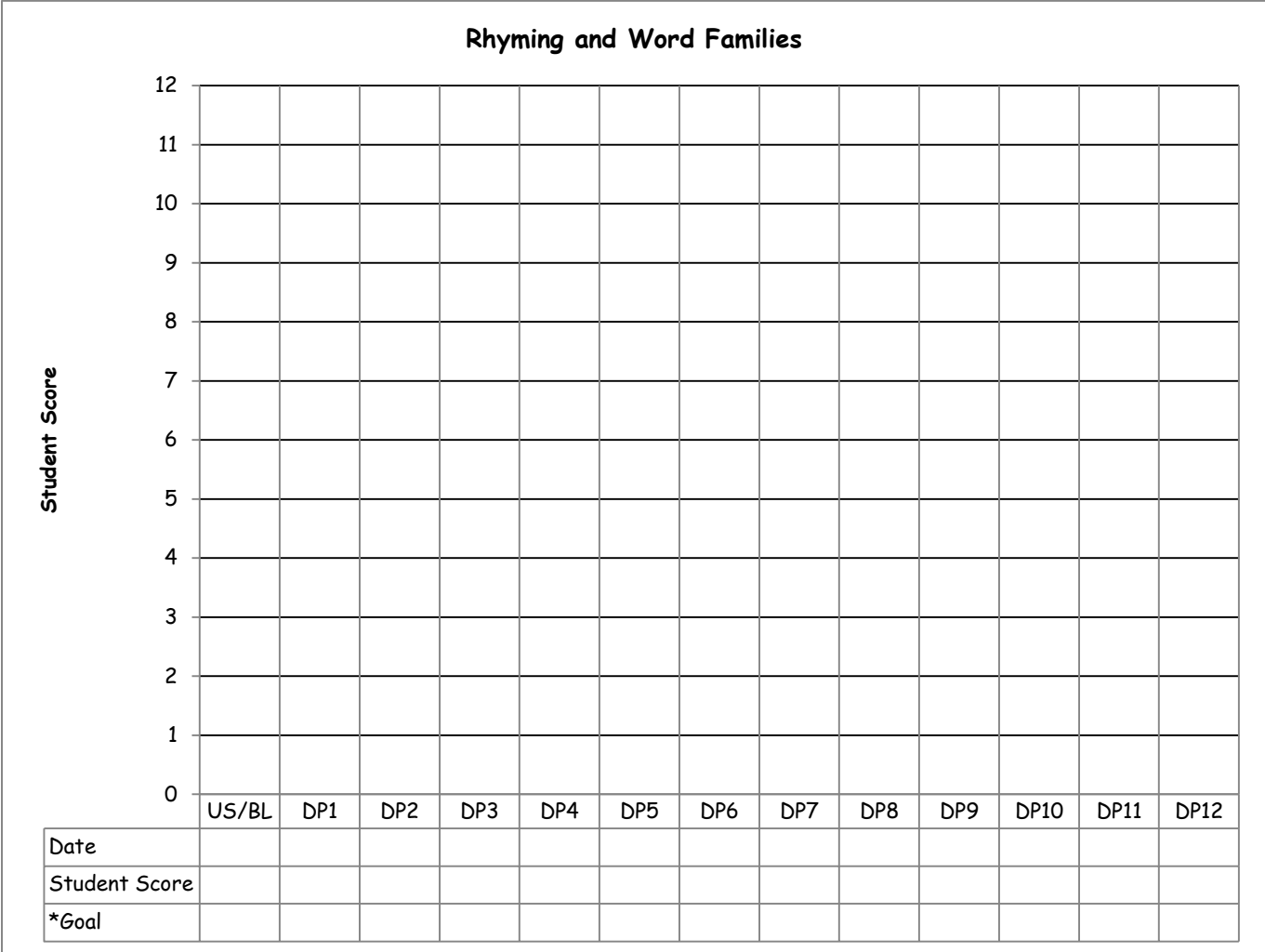
RTI GRAPH

UNIVERSAL SCREENING & PROGRESS MONITORING

Rhyming and Word Families

Student Name: _____ Grade: _____ Teacher: _____

On the graph below, plot the Universal Screening/Baseline (US/BL) and all data point (DP) scores for each comprehensive rhyming and word families assessment given.



* Establish goal line before intervention begins

Rhyming and Word Families Lesson Checklist

Name of Lesson	Date(s) lesson was taught	Date lesson was mastered
Lesson 1: Hearing Three Letter Words that Rhyme <i>-at, -ad, -ag</i>		
Lesson 2: Hearing Three Letter Words that Rhyme <i>-ed, -en, -et</i>		
Lesson 3: Hearing Three Letter Words that Rhyme <i>-ig, -id, -ib</i>		
Lesson 4: Hearing Three Letter Words that Rhyme <i>-og, -ot, -od</i>		
Lesson 5: Hearing Three Letter Words that Rhyme <i>-ub, -ug, -um</i>		
Lesson 6: Saying Words that Rhyme <i>-at, -ad, -ag, -ed, -en, -et, -ig, -id, -ib, -og, -ot, -od, -ub, -ug, -um</i>		
Lesson 7: Hearing More Words that Rhyme <i>-all, -alm, -ill, -old, -oll, -ell, -elp, -ull</i>		
Lesson 8: Hearing More Words that Rhyme <i>-and, -ang, -ank, -ing, -ink, -int</i>		
Lesson 9: Hearing More Words that Rhyme <i>-ond, -ong, -end, -ung, -unk, -ant</i>		
Lesson 10: Hearing More Words that Rhyme <i>-art, -ast, -ift, -irt, -ist, -ort</i>		
Lesson 11: Hearing More Words that Rhyme <i>-ost, -eft, -elt, -est, -ust, -ass</i>		
Lesson 12: Hearing More Words that Rhyme <i>-amp, -iss, -oss, -omp, -ess, -ump</i>		
Lesson 13: Saying More Words that Rhyme <i>-all, -alm, -ill, -old, -oll, -ell, -elp, -ull, -and, -ang, -ank, -ing, -ink, -int, -ond, -ong, -end, -ung, -unk, -ant, -art, -ast, -ift, -irt, -ist, -ort, -ost, -eft, -elt, -est, -ust, -ass, -amp, -iss, -oss, -omp, -ess, -ump</i>		
Lesson 14: Hearing Even More Words that Rhyme <i>-ash, -ath, -atch, -arch, -ish, -ith</i>		
Lesson 15: Even More Words that Rhyme <i>-itch, -irth, -osh, -otch, -oth, -orch</i>		
Lesson 16: Hearing Long Vowel Rhyming Words <i>-ace, -ade, -age, -ake, -ale, -ame, -ape</i>		
Lesson 17: Hearing Long Vowel Rhyming Words <i>-ate, -ice, -ide, -ife, -ile, -ine, -ite</i>		

Lesson 18: Hearing Long Vowel Rhyming Words <i>-ive, -ode, -oke, -ole, -one, -ope, -ote</i>		
Lesson 19: Hearing <u>Special</u> Long Vowel Rhyming Words <i>-aid, -ail, -ain, -ait, -ay, -eat, -each</i>		
Lesson 20: Hearing <u>Special</u> Long Vowel Rhyming Words <i>-ead, -eak, -eam, -ean, -eet, -eed, -eek</i>		
Lesson 21: Hearing <u>Special</u> Long Vowel Rhyming Words <i>-eel, -eem, -eep, -oach, -oad, -oam, -oan, oat</i>		
Lesson 22: Saying Even More Words that Rhyme <i>-ash, -ath, -atch, -arch, -ish, -ith, -itch, -irth, -osh, -otch, -oth, -orch, -ace, -ade, -age, -ake, -ale, -ame, -ape, -ate, -ice, -ide, -ife, -ile, -ine, -ite, -ive, -ode, -oke, -ole, -one, -ope, -ote, -aid, -ail, -ain, -ait, -ay, -eat, -each, -ead, -eak, -eam, -ean, -eet, -eed, -eek, -eel, -eem, -eep, -oach, -oad, -oam, -oan, -oat</i>		
Lesson 23: Hearing Special Rhyming Words <i>-oil, -oin, -oint, -oist, -oot, -ook, -oom</i>		
Lesson 24: Hearing Special Rhyming Words <i>-ound, -our, -ouse, -out, -oon, -oop</i>		
Lesson 25: Hearing Special r-Controlled Rhyming Words <i>-ar, -ard, -arm, -arn, -art, -er, -ern</i>		
Lesson 26: Hearing Special r-Controlled Rhyming Words <i>-ird, -irt, -or, -ord, -ork, -orn, -ir, -ur</i>		
Lesson 27: Hearing Special l-Controlled Rhyming Words <i>-ald, -alk, -eld, -elt, -ild, -old</i>		
Lesson 28: Hearing Special w-Controlled Rhyming Words <i>-aw, -awn, -ew, -ow, -own</i>		
Lesson 29: Saying Even More Words that Rhyme <i>-oil, -oin, -oint, -oist, -oot, -ook, -oom, -ound, -our, -ouse, -out, -oon, -oop, -ar, -ard, -arm, -arn, -art, -er, -ern, -ird, -irt, -or, -ord, -ork, -orn, -ir, -ur, -ald, -alk, -eld, -elt, -ild, -old, -aw, -awn, -ew, -ow, -own</i>		
Lesson 30: Which Word Does Not Rhyme?		
Lesson 31: Rhyming and Word Families Picture Match		
Lesson 32: Rhyming and Word Families Final Review		

Rhyming and Word Families Mini-Assessments Recording Sheets (p. 1)

Student Name: _____ Grade: ____ Teacher: _____

Use these sheets to document the student's progression through the intervention.

Lesson 1: Hearing Three Letter Words that Rhyme -at, -ad, -ag

Assessment: Use the following chart to assess this activity. Place a '✓' next to each word-ending every time the student is able to identify two words from that family that rhyme. The student has mastered this lesson if he/she can accurately identify pairs of rhyming words consistently without assistance at least 5 consecutive times.

-at					
-----	--	--	--	--	--

-ad					
-----	--	--	--	--	--

-ag					
-----	--	--	--	--	--

Date Mastered: _____

Lesson 2: Hearing Three Letter Words that Rhyme -ed, -en, -et

Assessment: Use the following chart to assess this activity. Place a '✓' next to each word-ending every time the student is able to identify two words from that family that rhyme. The student has mastered this lesson if he/she can accurately identify pairs of rhyming words consistently without assistance at least 5 consecutive times.

-ed					
-----	--	--	--	--	--

-en					
-----	--	--	--	--	--

-et					
-----	--	--	--	--	--

Date Mastered: _____

Lesson 3: Hearing Three Letter Words that Rhyme -ig, -id, -ib

Assessment: Use the following chart to assess this activity. Place a '✓' next to each word-ending every time the student is able to identify two words from that family that rhyme. The student has mastered this lesson if he/she can accurately identify pairs of rhyming words consistently without assistance at least 5 consecutive times.

-ig					
-----	--	--	--	--	--

-id					
-----	--	--	--	--	--

-ib					
-----	--	--	--	--	--

Date Mastered: _____

Lesson 4: Hearing Three Letter Words that Rhyme -og, -ot, -od

Assessment: Use the following chart to assess this activity. Place a '✓' next to each word-ending every time the student is able to identify two words from that family that rhyme. The student has mastered this lesson if he/she can accurately identify pairs of rhyming words consistently without assistance at least 5 consecutive times.

-og					
-----	--	--	--	--	--

-ot					
-----	--	--	--	--	--

-od					
-----	--	--	--	--	--

Date Mastered: _____

Lesson 5: Hearing Three Letter Words that Rhyme -ub, -ug, -um

Assessment: Use the following chart to assess this activity. Place a '✓' next to each word-ending every time the student is able to identify two words from that family that rhyme. The student has mastered this lesson if he/she can accurately identify pairs of rhyming words consistently without assistance at least 5 consecutive times.

-ub					
-----	--	--	--	--	--

-ug					
-----	--	--	--	--	--

-um					
-----	--	--	--	--	--

Date Mastered: _____

Lesson 6: Saying Words that Rhyme -at, -ad, -ag, -ed, -en, -et, -ig, -id, -ib, -og, -ot, -od, -ub, -ug, -um

Assessment: Use the following chart to assess this activity. Place a '✓' next to each word-end each time the student is able to say two words from that family that rhyme. The student has mastered this lesson if he/she can accurately say pairs of rhyming words consistently without assistance at least 3 consecutive times. **THIS LESSON IS EXTREMELY IMPORTANT. BE SURE THE STUDENT CAN AUTOMATICALLY HEAR AND SAY PAIRS OF RHYMING WORDS BEFORE MOVING ON TO THE NEXT LESSON.**

-at			
-ad			
-ag			
-ed			
-en			

-et			
-ig			
-id			
-ib			
-og			

-ot			
-od			
-ub			
-ug			
-um			

Date Mastered: _____

Lesson 7: Hearing More Words that Rhyme -all, -alm, -ill, -old, -oll, -ell, -elp, -ull

Assessment: Use the following chart to assess this activity. Place a '✓' next to each word-ending every time the student is able to identify two words from that family that rhyme. The student has mastered this lesson if he/she can accurately identify pairs of rhyming words consistently without assistance at least 5 consecutive times.

-all				
-old				
-elp				

-alm				
-oll				
-ull				

-ill				
-ell				

Date Mastered: _____

Rhyming and Word Families Mini-Assessments Recording Sheets (p. 2)

Student Name: _____

Lesson 8: Hearing More Words that Rhyme -and, -ang, -ank, -ing, -ink, -int

Assessment: Use the following chart to assess this activity. Place a 'J' next to each word-ending every time the student is able to identify two words from that family that rhyme. The student has mastered this lesson if he/she can accurately identify pairs of rhyming words consistently without assistance at least 5 consecutive times.

-and					
-ing					

-ang					
-ink					

-ank					
-int					

Date Mastered: _____

Lesson 9: Hearing More Words that Rhyme -ond, -ong, -end, -ung, -unk, -ant

Assessment: Use the following chart to assess this activity. Place a 'J' next to each word-ending every time the student is able to identify two words from that family that rhyme. The student has mastered this lesson if he/she can accurately identify pairs of rhyming words consistently without assistance at least 5 consecutive times.

-ond					
-ong					

-end					
-ung					

-unk					
-ant					

Date Mastered: _____

Lesson 10: Hearing More Words that Rhyme -art, -ast, -ift, -irt, -ist, -ort

Assessment: Use the following chart to assess this activity. Place a 'J' next to each word-ending every time the student is able to identify two words from that family that rhyme. The student has mastered this lesson if he/she can accurately identify pairs of rhyming words consistently without assistance at least 5 consecutive times.

-art					
-ast					

-ift					
-irt					

-ist					
-ort					

Date Mastered: _____

Lesson 11: Hearing More Words that Rhyme -ost, -eft, -elt, -est, -ust, -ass

Assessment: Use the following chart to assess this activity. Place a 'J' next to each word-ending every time the student is able to identify two words from that family that rhyme. The student has mastered this lesson if he/she can accurately identify pairs of rhyming words consistently without assistance at least 5 consecutive times.

-ost					
-eft					

-elt					
-est					

-ust					
-ass					

Date Mastered: _____

Lesson 12: Hearing More Words that Rhyme -amp, -iss, -oss, -omp, -ess, -ump

Assessment: Use the following chart to assess this activity. Place a 'J' next to each word-ending every time the student is able to identify two words from that family that rhyme. The student has mastered this lesson if he/she can accurately identify pairs of rhyming words consistently without assistance at least 5 consecutive times.

-amp					
-iss					

-oss					
-omp					

-ess					
-ump					

Date Mastered: _____

Lesson 13: Saying More Words that Rhyme -all, -alm, -ill, -old, -oll, -ell, -elp, -ull, -and, -ang, -ank, -ing, -ink, -int, -ond, -ong, -end, -ung, -unk, -ant, -art, -ast, -ift, -irt, -ist, -ort, -ost, -eft, -elt, -est, -ust, -ass, -amp, -iss, -oss, -omp, -ess, -ump,

Assessment: Use the following chart to assess this activity. Place a 'J' next to each word-ending every time the student is able to say two words from that family that rhyme. The student has mastered this lesson if he/she can accurately say pairs of rhyming words consistently without assistance at least 2 consecutive times. **THIS LESSON IS EXTREMELY IMPORTANT. BE SURE THE STUDENT CAN AUTOMATICALLY HEAR AND SAY PAIRS OF RHYMING WORDS BEFORE MOVING ON TO THE NEXT LESSON.**

-all		
-alm		
-ill		
-old		
-oll		
-ell		
-elp		
-ull		

-and		
-ang		
-ank		
-ing		
-ink		
-int		
-ond		
-ong		

-end		
-ung		
-unk		
-ant		
-art		
-ast		
-ift		
-irt		

-ist		
-ort		
-ost		
-eft		
-elt		
-est		
-ust		
-ass		

-end		
-ung		
-unk		
-ant		
-art		
-ast		
-ift		
-irt		

-amp		
-iss		
-oss		
-omp		
-ess		
-ump		

Date Mastered: _____

Rhyming and Word Families Mini-Assessments Recording Sheets (p. 3)

Student Name: _____

Lesson 14: Hearing Even More Words that Rhyme *-ash, -ath, -atch, -arch, -ish, -ith*

Assessment: Use the following chart to assess this activity. Place a '✓' next to each word-ending every time the student is able to identify two words from that family that rhyme. The student has mastered this lesson if he/she can accurately identify pairs of rhyming words consistently with assistance at least 5 consecutive times.

-ash					
-ath					
-atch					

-arch					
-ish					
-ith					

Date Mastered: _____

Lesson 15: Hearing Even More Words that Rhyme *-itch, -irth, -osh, -otch, -oth, -orch*

Assessment: Use the following chart to assess this activity. Place a '✓' next to each word-ending every time the student is able to identify two words from that family that rhyme. The student has mastered this lesson if he/she can accurately identify pairs of rhyming words consistently without assistance at least 5 consecutive times.

-itch					
-irth					
-osh					

-otch					
-oth					
-orch					

Date Mastered: _____

Lesson 16: Hearing Long Vowel Rhyming Words *-ace, -ade, -age, -ake, -ale, -ame, -ape*

Assessment: Use the following chart to assess this activity. Place a '✓' next to each word-ending every time the student is able to identify two words from that family that rhyme. The student has mastered this lesson if he/she can accurately identify pairs of rhyming words consistently without assistance at least 5 consecutive times.

-ace					
-ade					
-age					
-ake					

-ale					
-ame					
-ape					

Date Mastered: _____

Lesson 17: Hearing Long Vowel Rhyming Words *-ate, -ice, -ide, -ife, -ile, -ine, -ite*

Assessment: Use the following chart to assess this activity. Place a '✓' next to each word-ending every time the student is able to identify two words from that family that rhyme. The student has mastered this lesson if he/she can accurately identify pairs of rhyming words consistently without assistance at least 5 consecutive times.

-ate					
-ice					
-ide					
-ife					

-ile					
-ine					
-ite					

Date Mastered: _____

Lesson 18: Hearing Long Vowel Rhyming Words *-ive, -ode, -oke, -ole, -one, -ope, -ote*

Assessment: Use the following chart to assess this activity. Place a '✓' next to each word-ending every time the student is able to identify two words from that family that rhyme. The student has mastered this lesson if he/she can accurately identify pairs of rhyming words consistently without assistance at least 5 consecutive times.

-ive					
-ode					
-oke					
-ole					

-one					
-ope					
-ote					

Date Mastered: _____

Lesson 19: Hearing Special Long Vowel Rhyming Words *-aid, -ail, -ain, -ait, -ay, -eat, -each*

Assessment: Use the following chart to assess this activity. Place a '✓' next to each word-ending every time the student is able to identify two words from that family that rhyme. The student has mastered this lesson if he/she can accurately identify pairs of rhyming words consistently without assistance at least 5 consecutive times.

-aid					
-ail					
-ain					
-ait					

-ay					
-eat					
-each					

Date Mastered: _____

Rhyming and Word Families Mini-Assessments Recording Sheets (p. 4)

Student Name: _____

Lesson 20: Hearing Special Long Vowel Rhyming Words *-ead, -eak, -eam, -ean, -eet, -eed, -eek*

Assessment: Use the following chart to assess this activity. Place a '✓' next to each word-ending every time the student is able to identify two words from that family that rhyme. The student has mastered this lesson if he/she can accurately identify pairs of rhyming words consistently without assistance at least 5 consecutive times.

-ead					
-eak					
-eam					
-ean					

-eet					
-eed					
-eek					

Date Mastered: _____

Lesson 21: Hearing Special Long Vowel Rhyming Words *-eel, -eem, -eep, -oach, -oad, -oam, -oan, oat*

Assessment: Use the following chart to assess this activity. Place a '✓' next to each word-ending every time the student is able to identify two words from that family that rhyme. The student has mastered this lesson if he/she can accurately identify pairs of rhyming words consistently without assistance at least 5 consecutive times.

-eel					
-eem					
-eep					
-oach					

-oad					
-oam					
-oan					
-oat					

Date Mastered: _____

Lesson 22: Saying Even More Words that Rhyme *-ash, -ath, -atch, -arch, -ish, -ith, -itch, -irth, -osh, -otch, -oth, -orch, -ace, -ade, -age, -ake, -ale, -ame, -ape, -ate, -ice, -ide, -ife, -ile, -ine, -ite, -ive, -ode, -oke, -ole, -one, -ope, -ote, -aid, -ail, -ain, -ait, -ay, -eat, -each, -ead, -eak, -eam, -ean, -eet, -eed, -eek, -eel, -eem, -eep, -oach, -oad, -oam, -oan, -oat*

Assessment: Use the following chart to assess this activity. Place a '✓' next to each word-ending every time the student is able to say two words from that family that rhyme. The student has mastered this lesson if he/she can accurately say pairs of rhyming words consistently without assistance at least 2 consecutive times. **THIS LESSON IS EXTREMELY IMPORTANT. BE SURE THE STUDENT CAN AUTOMATICALLY HEAR AND SAY PAIRS OF RHYMING WORDS BEFORE MOVING ON TO THE NEXT LESSON.**

-ash		
-ath		
-atch		
-arch		
-ish		
-ith		
-itch		
-irth		
-osh		

-oth		
-orch		
-ace		
-ade		
-age		
-ake		
-ale		
-ame		
-ape		

-ate		
-ice		
-ide		
-ife		
-ile		
-ine		
-ite		
-ive		
-ode		

-oke		
-ole		
-one		
-ope		
-ote		
-aid		
-ail		
-ain		
-ait		

-ay		
-eat		
-each		
-ead		
-eak		
-eam		
-ean		
-eet		
-eed		

-eek		
-eel		
-eem		
-eep		
-oach		
-oad		
-oam		
-oan		
-oat		

Date Mastered: _____

Lesson 23: Hearing Special Rhyming Words *-oil, -oin, -oint, -oist, -oot, -ook, -oom*

Assessment: Use the following chart to assess this activity. Place a '✓' next to each word-ending every time the student is able to identify two words from that family that rhyme. The student has mastered this lesson if he/she can accurately identify pairs of rhyming words consistently without assistance at least 5 consecutive times.

-oil					
-oin					
-oint					
-oist					

-oot					
-ook					
-oom					

Date Mastered: _____

Lesson 24: Hearing Special Rhyming Words *-ound, -our, -ouse, -out, -oon, -oop*

Assessment: Use the following chart to assess this activity. Place a '✓' next to each word-ending every time the student is able to identify two words from that family that rhyme. The student has mastered this lesson if he/she can accurately identify pairs of rhyming words consistently without assistance at least 5 consecutive times.

-ound					
-our					

-ouse					
-out					

-oon					
-oop					

Date Mastered: _____

Rhyming and Word Families Mini-Assessments Recording Sheets (p. 5)

Student Name: _____

Lesson 25: Hearing Special r-Controlled Rhyming Words *-ar, -ard, -arm, -arn, -art, -er, -ern*

Assessment: Use the following chart to assess this activity. Place a '✓' next to each word-ending every time the student is able to identify two words from that family that rhyme. The student has mastered this lesson if he/she can accurately identify pairs of rhyming words consistently without assistance at least 5 consecutive times.

<i>-ar</i>					
<i>-ard</i>					
<i>-arm</i>					
<i>-arn</i>					

<i>-art</i>					
<i>-er</i>					
<i>-ern</i>					

Date Mastered: _____

Lesson 26: Hearing Special r-Controlled Rhyming Words *-ird, -irt, -or, -ord, -ork, -orn, -ir, -ur*

Assessment: Use the following chart to assess this activity. Place a '✓' next to each word-ending every time the student is able to identify two words from that family that rhyme. The student has mastered this lesson if he/she can accurately identify pairs of rhyming words consistently without assistance at least 5 consecutive times.

<i>-ird</i>					
<i>-irt</i>					
<i>-or</i>					
<i>-ord</i>					

<i>-ork</i>					
<i>-orn</i>					
<i>-ir</i>					
<i>-ur</i>					

Date Mastered: _____

Lesson 27: Hearing Special l-Controlled Rhyming Words *-ald, -alk, -eld, -elt, -ild, -old*

Assessment: Use the following chart to assess this activity. Place a '✓' next to each word-ending every time the student is able to identify two words from that family that rhyme. The student has mastered this lesson if he/she can accurately identify pairs of rhyming words consistently without assistance at least 5 consecutive times.

<i>-ald</i>					
<i>-alk</i>					
<i>-eld</i>					

<i>-elt</i>					
<i>-ild</i>					
<i>-old</i>					

Date Mastered: _____

Lesson 28: Hearing Special w-Controlled Rhyming Words *-aw, -awn, -ew, -ow, -own*

Assessment: Use the following chart to assess this activity. Place a '✓' next to each word-ending every time the student is able to identify two words from that family that rhyme. The student has mastered this lesson if he/she can accurately identify pairs of rhyming words consistently without assistance at least 5 consecutive times.

<i>-aw</i>					
<i>-awn</i>					
<i>-ew</i>					

<i>-ow</i>					
<i>-own</i>					

Date Mastered: _____

Lesson 29: Saying Even More Words that Rhyme *-oil, -oin, -oint, -oist, -oot, -ook, -oom, -ound, -our, -ouse, -out, -oon, -oop, -ar, -ard, -arm, -arn, -art, -er, -ern, -ird, -irt, -or, -ord, -ork, -orn, -ir, -ur, -ald, -alk, -eld, -elt, -ild, -old, -aw, -awn, -ew, -ow, -own*

Assessment: Use the following chart to assess this activity. Place a '✓' next to each word-ending every time the student is able to say two words from that family that rhyme. The student has mastered this lesson if he/she can accurately say pairs of rhyming words consistently without assistance at least 2 consecutive times. **THIS LESSON IS EXTREMELY IMPORTANT. BE SURE THE STUDENT CAN AUTOMATICALLY HEAR AND SAY PAIRS OF RHYMING WORDS BEFORE MOVING ON TO THE NEXT LESSON.**

<i>-oil</i>		
<i>-oin</i>		
<i>-oint</i>		
<i>-oist</i>		
<i>-oot</i>		
<i>-ook</i>		
<i>-oom</i>		

<i>-ound</i>		
<i>-our</i>		
<i>-ouse</i>		
<i>-out</i>		
<i>-oon</i>		
<i>-oop</i>		
<i>-ar</i>		

<i>-ard</i>		
<i>-arm</i>		
<i>-arn</i>		
<i>-art</i>		
<i>-er</i>		
<i>-ern</i>		
<i>-ird</i>		

<i>-irt</i>		
<i>-or</i>		
<i>-ord</i>		
<i>-ork</i>		
<i>-orn</i>		
<i>-ir</i>		
<i>-ur</i>		

<i>-ald</i>		
<i>-alk</i>		
<i>-eld</i>		
<i>-elt</i>		
<i>-ild</i>		
<i>-old</i>		
<i>-aw</i>		

<i>-awn</i>		
<i>-ew</i>		
<i>-ow</i>		
<i>-own</i>		

Date Mastered: _____

Rhyming and Word Families Mini-Assessments Recording Sheets (p. 6)

Student Name: _____

Lesson 30: Which Word Does Not Rhyme?

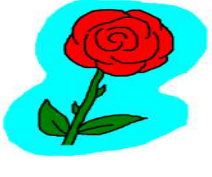
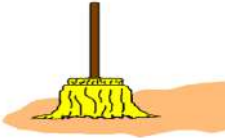







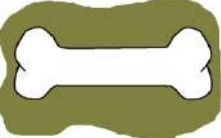
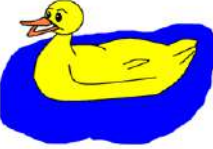




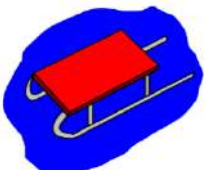
Assessment: Use the following chart to assess this activity. Say each group of words and circle the word that does not rhyme with the other two when the student accurately identifies it. The student has mastered this lesson if he/she can accurately identify the non-rhyming word in a set of three words.

mouse/house/home	toy/van/boy	wet/hat/pat	pig/hog/log	hug/goat/boat
vase/hate/trace	round/tall/ball	bid/feed/lid	eat/seek/beak	bond/pond/frog
horse/dirt/hurt	play/day/sun	limb/leaf/grief	found/word/bound	book/hook/jerk
grin/fly/sly	truck/ice/slice	mold/cold/ice	meat/glide/slide	led/good/fed

Date Mastered: _____

Lesson 31: Rhyming and Word Families Picture Match

Assessment: Use the chart below to assess this activity. Have the student use the rhyming picture sheet on page 60. Begin by having him/her say the name of each picture in the first row. Have him/her identify the pictures that rhyme with the first picture in the row (there may be more than one that rhymes). Place a '✓' under the pictures the student gets correct (on the chart below). Continue in like manner for rows 2, 3, and 4. The student has mastered this lesson if he/she can accurately identify and say the pictures/words that rhyme with the first picture of each row.

			
<i>rose</i>	<i>broom</i>	<i>nose</i>	<i>price</i>
			
<i>cat</i>	<i>rice</i>	<i>bat</i>	<i>hat</i>
			
<i>phone</i>	<i>bone</i>	<i>duck</i>	<i>pants</i>
			
<i>bed</i>	<i>sleep</i>	<i>globe</i>	<i>sled</i>

Date Mastered: _____

Lesson 32: Rhyming and Word Families Final Review

This lesson is assessed through the use of picture cards, picture books, or magazine/newspaper pictures. The student has mastered this lesson if he/she can easily and accurately identify words that rhyme using pictures **and** if he/she can orally say them. **HAVE FUN FINDING PAIRS OF RHYMING WORDS!**

Date Mastered: _____

Rhyming and Word Families Intervention Lessons

Use the following 32 lessons to guide you through the rhyming and word families intervention.

Remember, the intervention is individualized to the student's needs and must be implemented at the student's pace. Don't move to a new lesson until mastery of the current lesson is achieved.

Teaching to MASTERY is the goal.

To determine whether or not mastery of each lesson has been achieved, use the 'Rhyming and Word Families Mini-Assessments Recording Sheets' (pages 173-191) to measure the student's proficiency before beginning a new lesson.

Rhyming and Word Families: Lesson 1

Lesson Name: Hearing Three Letter Words that Rhyme *-at, -ad, -ag*

Description of Lesson/Activity: Through repeated exposure to rhyming words, the student identifies words that are from the same word family.

Procedures for Implementing the Activity:

STEP ONE: Briefly review with student basic letter recognition and letter sounds skills. Have the student state the **name and sounds** of letters or blends as you point to them using a letter or blends chart. Explain to student that letters go together to form words and that many words belong to families. Explain that words who come from the same family all sound alike because their ending sounds match. Explain that today he/she will learn words from three different word families.

STEP TWO: Show the student the letters 'at' (using magnetic letters, foam letters, letter cards, paper-pencil, etc.). Have student say the sounds for both letters using a short *ă* sound. Say the two letters blended together and have the student repeat. Tell the student that there are many words that end with the 'at' sound. Say several 'at' family words and point to the letters on display in front of the student as each word is pronounced.

STEP THREE: On a piece of paper write the word **YES** on the left side and **NO** on the right. Say several three-letter words. Have the student point to the word **YES** if the word is part of the targeted word family and **NO** if it is not. Have student repeat each word that is part of the word family. Continue saying one-syllable words until the student can confidently identify the words that are part of the targeted word family without hesitation.

STEP FOUR: Explain to student that words that are part of the same word family are called **rhyming** words. Say two words (one of which is a member of the targeted word family) and have the student say whether or not they rhyme. Continue saying pairs of words and have the student say YES if they rhyme and NO if they don't rhyme.

STEP FIVE: Repeat steps two, three, and four with the word families *-ad* and *-ag*

STEP SIX: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Rhyming and Word Families Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Rhyming and Word Families: Lesson 2

Lesson Name: Hearing Three Letter Words that Rhyme *-ed, -en, -et*

Description of Lesson/Activity: Through repeated exposure to rhyming words, the student identifies words that are from the same word family.

Procedures for Implementing the Activity:

STEP ONE: Briefly review with student basic letter recognition and letter sounds skills. Have the student state the **name and sounds** of letters or blends as you point to them using a letter or blends chart. Explain to student that letters go together to form words and that many words belong to families. Explain that words who come from the same family all sound alike because their ending sounds match. Explain that today he/she will learn words from three different word families.

STEP TWO: Show the student the letters 'ed' (using magnetic letters, foam letters, letter cards, paper-pencil, etc.). Have student say the sounds for both letters using a short ě sound. Say the two letters blended together and have the student repeat. Tell the student that there are many words that end with the 'ed' sound. Say several 'ed' family words and point to the letters on display in front of the student as each word is pronounced.

STEP THREE: On a piece of paper write the word **YES** on the left side and **NO** on the right. Say several three-letter words. Have the student point to the word **YES** if the word is part of the targeted word family and **NO** if it is not. Have student repeat each word that is part of the word family. Continue saying one-syllable words until the student can confidently identify the words that are part of the targeted word family without hesitation.

STEP FOUR: Explain to student that words that are part of the same word family are called **rhyming** words. Say two words (one of which is a member of the targeted word family) and have the student say whether or not they rhyme. Continue saying pairs of words and have the student say YES if they rhyme and NO if they don't rhyme.

STEP FIVE: Repeat steps two, three, and four with the word families *-en* and *-et*

STEP SIX: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Rhyming and Word Families Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Rhyming and Word Families: Lesson 3

Lesson Name: Hearing Three Letter Words that Rhyme *-ig, -id, -ib*

Description of Lesson/Activity: Through repeated exposure to rhyming words, the student identifies words that are from the same word family.

Procedures for Implementing the Activity:

STEP ONE: Briefly review with student basic letter recognition and letter sounds skills. Have the student state the **name and sounds** of letters or blends as you point to them using a letter or blends chart. Explain to student that letters go together to form words and that many words belong to families. Explain that words who come from the same family all sound alike because their ending sounds match. Explain that today he/she will learn words from three different word families.

STEP TWO: Show the student the letters 'ig' (using magnetic letters, foam letters, letter cards, paper-pencil, etc.). Have student say the sounds for both letters using a short ĩ sound. Say the two letters blended together and have the student repeat. Tell the student that there are many words that end with the 'ig' sound. Say several 'ig' family words and point to the letters on display in front of the student as each word is pronounced.

STEP THREE: On a piece of paper write the word **YES** on the left side and **NO** on the right. Say several three-letter words. Have the student point to the word **YES** if the word is part of the targeted word family and **NO** if it is not. Have student repeat each word that is part of the word family. Continue saying one-syllable words until the student can confidently identify the words that are part of the targeted word family without hesitation.

STEP FOUR: Explain to student that words that are part of the same word family are called **rhyming** words. Say two words (one of which is a member of the targeted word family) and have the student say whether or not they rhyme. Continue saying pairs of words and have the student say YES if they rhyme and NO if they don't rhyme.

STEP FIVE: Repeat steps two, three, and four with the word families *-id* and *-ib*

STEP SIX: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Rhyming and Word Families Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Rhyming and Word Families: Lesson 4

Lesson Name: Hearing Three Letter Words that Rhyme *-og, -ot, -od*

Description of Lesson/Activity: Through repeated exposure to rhyming words, the student identifies words that are from the same word family.

Procedures for Implementing the Activity:

STEP ONE: Briefly review with student basic letter recognition and letter sounds skills. Have the student state the **name and sounds** of letters or blends as you point to them using a letter or blends chart. Explain to student that letters go together to form words and that many words belong to families. Explain that words who come from the same family all sound alike because their ending sounds match. Explain that today he/she will learn words from three different word families.

STEP TWO: Show the student the letters 'og' (using magnetic letters, foam letters, letter cards, paper-pencil, etc.). Have student say the sounds for both letters using a short ō sound. Say the two letters blended together and have the student repeat. Tell the student that there are many words that end with the 'og' sound. Say several 'og' family words and point to the letters on display in front of the student as each word is pronounced.

STEP THREE: On a piece of paper write the word **YES** on the left side and **NO** on the right. Say several three-letter words. Have the student point to the word **YES** if the word is part of the targeted word family and **NO** if it is not. Have student repeat each word that is part of the word family. Continue saying one-syllable words until the student can confidently identify the words that are part of the targeted word family without hesitation.

STEP FOUR: Explain to student that words that are part of the same word family are called **rhyming** words. Say two words (one of which is a member of the targeted word family) and have the student say whether or not they rhyme. Continue saying pairs of words and have the student say YES if they rhyme and NO if they don't rhyme.

STEP FIVE: Repeat steps two, three, and four with the word families *-ot* and *-od*

STEP SIX: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Rhyming and Word Families Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Rhyming and Word Families: Lesson 5

Lesson Name: Hearing Three Letter Words that Rhyme *-ub, -ug, -um*

Description of Lesson/Activity: Through repeated exposure to rhyming words, the student identifies words that are from the same word family.

Procedures for Implementing the Activity:

STEP ONE: Briefly review with student basic letter recognition and letter sounds skills. Have the student state the **name and sounds** of letters or blends as you point to them using a letter or blends chart. Explain to student that letters go together to form words and that many words belong to families. Explain that words who come from the same family all sound alike because their ending sounds match. Explain that today he/she will learn words from three different word families.

STEP TWO: Show the student the letters 'ub' (using magnetic letters, foam letters, letter cards, paper-pencil, etc.). Have student say the sounds for both letters using a short ũ sound. Say the two letters blended together and have the student repeat. Tell the student that there are many words that end with the 'ub' sound. Say several 'ub' family words and point to the letters on display in front of the student as each word is pronounced.

STEP THREE: On a piece of paper write the word **YES** on the left side and **NO** on the right. Say several three-letter words. Have the student point to the word **YES** if the word is part of the targeted word family and **NO** if it is not. Have student repeat each word that is part of the word family. Continue saying one-syllable words until the student can confidently identify the words that are part of the targeted word family without hesitation.

STEP FOUR: Explain to student that words that are part of the same word family are called **rhyming** words. Say two words (one of which is a member of the targeted word family) and have the student say whether or not they rhyme. Continue saying pairs of words and have the student say YES if they rhyme and NO if they don't rhyme.

STEP FIVE: Repeat steps two, three, and four with the word families *-ug* and *-um*

STEP SIX: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Rhyming and Word Families Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Rhyming and Word Families: Lesson 6

Lesson Name: **Saying** Words that Rhyme -at, -ad, -ag, -ed, -en, -et, -ig, -id, -ib, -og, -ot, -od, -ub, -ug, -um

Description of Lesson/Activity: Through repeated exposure to word family words, the student orally states pairs of words that rhyme.

Procedures for Implementing the Activity:

STEP ONE: Explain to student that today he/she will practice saying rhyming words. Tell the student that he/she will say words from the word families learned in lessons 1-5.

STEP TWO: On a piece of paper (or using letter cards, tiles, etc.) write one of the word endings focused on in lessons 1-5. Pronounce the word family and have the student repeat.

STEP THREE: Model for the student how you can say two words from that word family that rhyme. First, say the word ending. Next say one word from that family. Then say another word from that family. Finally restate the word ending. (Example: "at" ... "cat" ... "bat" ... "at")

STEP FOUR: Explain to student that he/she will do the same with other word families. Assist the student when he/she has trouble thinking of words that rhyme. Spend **AMPLE** time on this step to ensure the student has a firm grasp on the concept of rhyming. **DRILL AND PRACTICE!! DRILL AND PRACTICE!! DRILL AND PRACTICE!!**

STEP FIVE: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Rhyming and Word Families Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has **NOT** mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Rhyming and Word Families: Lesson 7

Lesson Name: Hearing More Words that Rhyme *-all, -alm, -ill, -old, -oll, -ell, -elp, -ull*

Description of Lesson/Activity: Through repeated exposure to rhyming words, the student identifies words that are from the same word family.

Procedures for Implementing the Activity:

STEP ONE: Briefly review with student basic letter recognition and letter sounds skills. Have the student state the **name and sounds** of letters or blends as you point to them using a letter or blends chart. Explain to student that letters go together to form words and that many words belong to families. Explain that words who come from the same family all sound alike because their ending sounds match. Explain that today he/she will learn words from eight different word families.

STEP TWO: Show the student the letters 'all' (using magnetic letters, foam letters, letter cards, paper-pencil, etc.). Have student say the sounds for all of the letters. Say the letters blended together and have the student repeat. Tell the student that there are many words that end with the 'all' sound. Say several 'all' family words by putting both single consonants and consonant blends in front of the sound. Point to the letters on display in front of the student as each word is pronounced.

STEP THREE: On a piece of paper write the word **YES** on the left side and **NO** on the right. Say several one syllable words. Have the student point to the word **YES** if the word is part of the targeted word family and **NO** if it is not. Have student repeat each word that is part of the word family. Continue saying one-syllable words until the student can confidently identify the words that are part of the targeted word family without hesitation.

STEP FOUR: Explain to student that words that are part of the same word family are called **rhyming** words. Say two words (one of which is a member of the targeted word family) and have the student say whether or not they rhyme. Continue saying pairs of words and have the student say YES if they rhyme and NO if they don't rhyme.

STEP FIVE: Repeat steps two, three, and four with the word families *-alm, -ill, -old, -oll, -ell, -elp, and -ull*

STEP SIX: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Rhyming and Word Families Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Rhyming and Word Families: Lesson 8

Lesson Name: Hearing More Words that Rhyme *-and, -ang, -ank, -ing, -ink, -int*

Description of Lesson/Activity: Through repeated exposure to rhyming words, the student identifies words that are from the same word family.

Procedures for Implementing the Activity:

STEP ONE: Briefly review with student basic letter recognition and letter sounds skills. Have the student state the **name and sounds** of letters or blends as you point to them using a letter or blends chart. Explain to student that letters go together to form words and that many words belong to families. Explain that words who come from the same family all sound alike because their ending sounds match. Explain that today he/she will learn words from six different word families.

STEP TWO: Show the student the letters 'and' (using magnetic letters, foam letters, letter cards, paper-pencil, etc.). Have student say the sounds for all of the letters. Say the letters blended together and have the student repeat. Tell the student that there are many words that end with the 'and' sound. Say several 'and' family words by putting both single consonants and consonant blends in front of the sound. Point to the letters on display in front of the student as each word is pronounced.

STEP THREE: On a piece of paper write the word **YES** on the left side and **NO** on the right. Say several one syllable words. Have the student point to the word **YES** if the word is part of the targeted word family and **NO** if it is not. Have student repeat each word that is part of the word family. Continue saying one-syllable words until the student can confidently identify the words that are part of the targeted word family without hesitation.

STEP FOUR: Explain to student that words that are part of the same word family are called **rhyming** words. Say two words (one of which is a member of the targeted word family) and have the student say whether or not they rhyme. Continue saying pairs of words and have the student say YES if they rhyme and NO if they don't rhyme.

STEP FIVE: Repeat steps two, three, and four with the word families *-and, -ang, -ank, -ing, -ink,* and *-int*.

STEP SIX: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Rhyming and Word Families Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Rhyming and Word Families: Lesson 9

Lesson Name: Hearing More Words that Rhyme *-ond, -ong, -end, -ung, -unk, -ant*

Description of Lesson/Activity: Through repeated exposure to rhyming words, the student identifies words that are from the same word family.

Procedures for Implementing the Activity:

STEP ONE: Briefly review with student basic letter recognition and letter sounds skills. Have the student state the **name and sounds** of letters or blends as you point to them using a letter or blends chart. Explain to student that letters go together to form words and that many words belong to families. Explain that words who come from the same family all sound alike because their ending sounds match. Explain that today he/she will learn words from six different word families.

STEP TWO: Show the student the letters 'ond' (using magnetic letters, foam letters, letter cards, paper-pencil, etc.). Have student say the sounds for all of the letters. Say the letters blended together and have the student repeat. Tell the student that there are many words that end with the 'ond' sound. Say several 'ond' family words by putting both single consonants and consonant blends in front of the sound. Point to the letters on display in front of the student as each word is pronounced.

STEP THREE: On a piece of paper write the word **YES** on the left side and **NO** on the right. Say several one syllable words. Have the student point to the word **YES** if the word is part of the targeted word family and **NO** if it is not. Have student repeat each word that is part of the word family. Continue saying one-syllable words until the student can confidently identify the words that are part of the targeted word family without hesitation.

STEP FOUR: Explain to student that words that are part of the same word family are called **rhyming** words. Say two words (one of which is a member of the targeted word family) and have the student say whether or not they rhyme. Continue saying pairs of words and have the student say YES if they rhyme and NO if they don't rhyme.

STEP FIVE: Repeat steps two, three, and four with the word families *-ong, -end, -ung, -unk, and -ant*.

STEP SIX: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Rhyming and Word Families Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Rhyming and Word Families: Lesson 10

Lesson Name: Hearing More Words that Rhyme *-art, -ast, -ift, -irt, -ist, -ort*

Description of Lesson/Activity: Through repeated exposure to rhyming words, the student identifies words that are from the same word family.

Procedures for Implementing the Activity:

STEP ONE: Briefly review with student basic letter recognition and letter sounds skills. Have the student state the **name and sounds** of letters or blends as you point to them using a letter or blends chart. Explain to student that letters go together to form words and that many words belong to families. Explain that words who come from the same family all sound alike because their ending sounds match. Explain that today he/she will learn words from six different word families.

STEP TWO: Show the student the letters 'art' (using magnetic letters, foam letters, letter cards, paper-pencil, etc.). Have student say the sounds for all of the letters. Say the letters blended together and have the student repeat. Tell the student that there are many words that end with the 'art' sound. Say several 'art' family words by putting both single consonants and consonant blends in front of the sound. Point to the letters on display in front of the student as each word is pronounced.

STEP THREE: On a piece of paper write the word **YES** on the left side and **NO** on the right. Say several one syllable words. Have the student point to the word **YES** if the word is part of the targeted word family and **NO** if it is not. Have student repeat each word that is part of the word family. Continue saying one-syllable words until the student can confidently identify the words that are part of the targeted word family without hesitation.

STEP FOUR: Explain to student that words that are part of the same word family are called **rhyming** words. Say two words (one of which is a member of the targeted word family) and have the student say whether or not they rhyme. Continue saying pairs of words and have the student say YES if they rhyme and NO if they don't rhyme.

STEP FIVE: Repeat steps two, three, and four with the word families *, -ast, -ift, -irt, -ist, and -ort.*

STEP SIX: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Rhyming and Word Families Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Rhyming and Word Families: Lesson 11

Lesson Name: Hearing More Words that Rhyme *-ost, -eft, -elt, -est, -ust, -ass*

Description of Lesson/Activity: Through repeated exposure to rhyming words, the student identifies words that are from the same word family.

Procedures for Implementing the Activity:

STEP ONE: Briefly review with student basic letter recognition and letter sounds skills. Have the student state the **name and sounds** of letters or blends as you point to them using a letter or blends chart. Explain to student that letters go together to form words and that many words belong to families. Explain that words who come from the same family all sound alike because their ending sounds match. Explain that today he/she will learn words from six different word families.

STEP TWO: Show the student the letters 'ost' (using magnetic letters, foam letters, letter cards, paper-pencil, etc.). Have student say the sounds for all of the letters. Say the letters blended together and have the student repeat. Tell the student that there are many words that end with the 'ost' sound. Say several 'ost' family words by putting both single consonants and consonant blends in front of the sound. Point to the letters on display in front of the student as each word is pronounced.

STEP THREE: On a piece of paper write the word **YES** on the left side and **NO** on the right. Say several one syllable words. Have the student point to the word **YES** if the word is part of the targeted word family and **NO** if it is not. Have student repeat each word that is part of the word family. Continue saying one-syllable words until the student can confidently identify the words that are part of the targeted word family without hesitation.

STEP FOUR: Explain to student that words that are part of the same word family are called **rhyming** words. Say two words (one of which is a member of the targeted word family) and have the student say whether or not they rhyme. Continue saying pairs of words and have the student say YES if they rhyme and NO if they don't rhyme.

STEP FIVE: Repeat steps two, three, and four with the word families *-eft, -elt, -est, -ust, and -ass*.

STEP SIX: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Rhyming and Word Families Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Rhyming and Word Families: Lesson 12

Lesson Name: Hearing More Words that Rhyme *-amp, -iss, -oss, -omp, -ess, -ump*

Description of Lesson/Activity: Through repeated exposure to rhyming words, the student identifies words that are from the same word family.

Procedures for Implementing the Activity:

STEP ONE: Briefly review with student basic letter recognition and letter sounds skills. Have the student state the **name and sounds** of letters or blends as you point to them using a letter or blends chart. Explain to student that letters go together to form words and that many words belong to families. Explain that words who come from the same family all sound alike because their ending sounds match. Explain that today he/she will learn words from six different word families.

STEP TWO: Show the student the letters 'amp' (using magnetic letters, foam letters, letter cards, paper-pencil, etc.). Have student say the sounds for all of the letters. Say the letters blended together and have the student repeat. Tell the student that there are many words that end with the 'amp' sound. Say several 'amp' family words by putting both single consonants and consonant blends in front of the sound. Point to the letters on display in front of the student as each word is pronounced.

STEP THREE: On a piece of paper write the word **YES** on the left side and **NO** on the right. Say several one syllable words. Have the student point to the word **YES** if the word is part of the targeted word family and **NO** if it is not. Have student repeat each word that is part of the word family. Continue saying one-syllable words until the student can confidently identify the words that are part of the targeted word family without hesitation.

STEP FOUR: Explain to student that words that are part of the same word family are called **rhyming** words. Say two words (one of which is a member of the targeted word family) and have the student say whether or not they rhyme. Continue saying pairs of words and have the student say YES if they rhyme and NO if they don't rhyme.

STEP FIVE: Repeat steps two, three, and four with the word families *, -iss, -oss, -omp, -ess, and -ump*

STEP SIX: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Rhyming and Word Families Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Rhyming and Word Families: Lesson 13

Lesson Name: Saying More Words that Rhyme *-all, -alm, -ill, -old, -oll, -ell, -elp, -ull, -and, -ang, -ank, -ing, -ink, -int, -ond, -ong, -end, -ung, -unk, -ant, -art, -ast, -ift, -irt, -ist, -ort, -ost, -eft, -elt, -est, -ust, -ass, -amp, -iss, -oss, -omp, -ess, -ump*

Description of Lesson/Activity: Through repeated exposure to word family words, the student orally states pairs of words that rhyme.

Procedures for Implementing the Activity:

STEP ONE: Explain to student that today he/she will practice saying rhyming words. Tell the student that he/she will say words from the word families learned in lessons 6-12.

STEP TWO: On a piece of paper (or using letter cards, tiles, etc.) write one of the word endings focused on in lessons 6-12. Pronounce the word family and have the student repeat.

STEP THREE: Model for the student how you can say two words from that word family that rhyme. First, say the word ending. Next say one word from that family. Then say another word from that family. Finally restate the word ending. (Example: "all" ... "fall" ... "tall" ... "all")

STEP FOUR: Explain to student that he/she will do the same with other word families. Assist the student when he/she has trouble thinking of words that rhyme. Spend AMPLE time on this step to ensure the student has a firm grasp on the concept of rhyming.

STEP FIVE: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Rhyming and Word Families Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Rhyming and Word Families: Lesson 14

Lesson Name: Hearing Even More Words that Rhyme *-ash, -ath, -atch, -arch, -ish, -ith*

Description of Lesson/Activity: Through repeated exposure to rhyming words, the student identifies words that are from the same word family.

Procedures for Implementing the Activity:

STEP ONE: Briefly review with student basic letter recognition and letter sounds skills. Have the student state the **name and sounds** of letters or blends as you point to them using a letter or blends chart. Explain to student that letters go together to form words and that many words belong to families. Explain that words who come from the same family all sound alike because their ending sounds match. Explain that today he/she will learn words from six different word families.

STEP TWO: Show the student the letters 'ash' (using magnetic letters, foam letters, letter cards, paper-pencil, etc.). Have student say the sounds for all of the letters. Say the letters blended together and have the student repeat. Tell the student that there are many words that end with the 'ash' sound. Say several 'ash' family words by putting both single consonants and consonant blends in front of the sound. Point to the letters on display in front of the student as each word is pronounced.

STEP THREE: On a piece of paper write the word **YES** on the left side and **NO** on the right. Say several one syllable words. Have the student point to the word **YES** if the word is part of the targeted word family and **NO** if it is not. Have student repeat each word that is part of the word family. Continue saying one-syllable words until the student can confidently identify the words that are part of the targeted word family without hesitation.

STEP FOUR: Explain to student that words that are part of the same word family are called **rhyming** words. Say two words (one of which is a member of the targeted word family) and have the student say whether or not they rhyme. Continue saying pairs of words and have the student say **YES** if they rhyme and **NO** if they don't rhyme.

STEP FIVE: Repeat steps two, three, and four with the word families *-ath, -atch, -arch, -ish, and -ith*.

STEP SIX: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Rhyming and Word Families Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Rhyming and Word Families: Lesson 15

Lesson Name: Hearing Even More Words that Rhyme *-itch, -irth, -osh, -otch, -oth, -orch*

Description of Lesson/Activity: Through repeated exposure to rhyming words, the student identifies words that are from the same word family.

Procedures for Implementing the Activity:

STEP ONE: Briefly review with student basic letter recognition and letter sounds skills. Have the student state the **name and sounds** of letters or blends as you point to them using a letter or blends chart. Explain to student that letters go together to form words and that many words belong to families. Explain that words who come from the same family all sound alike because their ending sounds match. Explain that today he/she will learn words from six different word families.

STEP TWO: Show the student the letters 'itch' (using magnetic letters, foam letters, letter cards, paper-pencil, etc.). Have student say the sounds for all of the letters. Say the letters blended together and have the student repeat. Tell the student that there are many words that end with the 'itch' sound. Say several 'itch' family words by putting both single consonants and consonant blends in front of the sound. Point to the letters on display in front of the student as each word is pronounced.

STEP THREE: On a piece of paper write the word **YES** on the left side and **NO** on the right. Say several one syllable words. Have the student point to the word **YES** if the word is part of the targeted word family and **NO** if it is not. Have student repeat each word that is part of the word family. Continue saying one-syllable words until the student can confidently identify the words that are part of the targeted word family without hesitation.

STEP FOUR: Explain to student that words that are part of the same word family are called **rhyming** words. Say two words (one of which is a member of the targeted word family) and have the student say whether or not they rhyme. Continue saying pairs of words and have the student say YES if they rhyme and NO if they don't rhyme.

STEP FIVE: Repeat steps two, three, and four with the word families *-irth, -osh, -otch, -oth, and -orch*.

STEP SIX: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Rhyming and Word Families Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Rhyming and Word Families: Lesson 16

Lesson Name: Hearing Long Vowel Rhyming Words *-ace, -ade, -age, -ake, -ale, -ame, -ape*

Description of Lesson/Activity: Through repeated exposure to rhyming words, the student identifies words that are from the same word family.

Procedures for Implementing the Activity:

STEP ONE: Briefly review with student basic letter recognition and letter sounds skills. Have the student state the **name and sounds** of letters or blends as you point to them using a letter or blends chart. Explain to student that letters go together to form words and that many words belong to families. Explain that words who come from the same family all sound alike because their ending sounds match. Explain that today he/she will learn words from seven different word families.

STEP TWO: Show the student the letters 'ace' (using magnetic letters, foam letters, letter cards, paper-pencil, etc.). Have student say the sounds for all of the letters using a long vowel sound. Say the letters blended together and have the student repeat. Tell the student that there are many words that end with the 'ace' sound. Say several 'ace' family words by putting both single consonants and consonant blends in front of the sound. Point to the letters on display in front of the student as each word is pronounced.

STEP THREE: On a piece of paper write the word **YES** on the left side and **NO** on the right. Say several one syllable words. Have the student point to the word **YES** if the word is part of the targeted word family and **NO** if it is not. Have student repeat each word that is part of the word family. Continue saying one-syllable words until the student can confidently identify the words that are part of the targeted word family without hesitation.

STEP FOUR: Explain to student that words that are part of the same word family are called **rhyming** words. Say two words (one of which is a member of the targeted word family) and have the student say whether or not they rhyme. Continue saying pairs of words and have the student say YES if they rhyme and NO if they don't rhyme.

STEP FIVE: Repeat steps two, three, and four with the word families *-ade, -age, -ake, -ale, -ame, and -ape*.

STEP SIX: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Rhyming and Word Families Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Rhyming and Word Families: Lesson 17

Lesson Name: Hearing Long Vowel Rhyming Words *-ate, -ice, -ide, -ife, -ile, -ine, -ite*

Description of Lesson/Activity: Through repeated exposure to rhyming words, the student identifies words that are from the same word family.

Procedures for Implementing the Activity:

STEP ONE: Briefly review with student basic letter recognition and letter sounds skills. Have the student state the **name and sounds** of letters or blends as you point to them using a letter or blends chart. Explain to student that letters go together to form words and that many words belong to families. Explain that words who come from the same family all sound alike because their ending sounds match. Explain that today he/she will learn words from seven different word families.

STEP TWO: Show the student the letters 'ate' (using magnetic letters, foam letters, letter cards, paper-pencil, etc.). Have student say the sounds for all of the letters using a long vowel sound. Say the letters blended together and have the student repeat. Tell the student that there are many words that end with the 'ate' sound. Say several 'ate' family words by putting both single consonants and consonant blends in front of the sound. Point to the letters on display in front of the student as each word is pronounced.

STEP THREE: On a piece of paper write the word **YES** on the left side and **NO** on the right. Say several one syllable words. Have the student point to the word **YES** if the word is part of the targeted word family and **NO** if it is not. Have student repeat each word that is part of the word family. Continue saying one-syllable words until the student can confidently identify the words that are part of the targeted word family without hesitation.

STEP FOUR: Explain to student that words that are part of the same word family are called **rhyming** words. Say two words (one of which is a member of the targeted word family) and have the student say whether or not they rhyme. Continue saying pairs of words and have the student say YES if they rhyme and NO if they don't rhyme.

STEP FIVE: Repeat steps two, three, and four with the word families *-ice, -ide, -ife, -ile, -ine, and -ite*.

STEP SIX: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Rhyming and Word Families Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Rhyming and Word Families: Lesson 18

Lesson Name: Hearing Long Vowel Rhyming Words *-ive, -ode, -oke, -ole, -one, -ope, -ote*

Description of Lesson/Activity: Through repeated exposure to rhyming words, the student identifies words that are from the same word family.

Procedures for Implementing the Activity:

STEP ONE: Briefly review with student basic letter recognition and letter sounds skills. Have the student state the **name and sounds** of letters or blends as you point to them using a letter or blends chart. Explain to student that letters go together to form words and that many words belong to families. Explain that words who come from the same family all sound alike because their ending sounds match. Explain that today he/she will learn words from seven different word families.

STEP TWO: Show the student the letters 'ive' (using magnetic letters, foam letters, letter cards, paper-pencil, etc.). Have student say the sounds for all of the letters using a long vowel sound. Say the letters blended together and have the student repeat. Tell the student that there are many words that end with the 'ive' sound. Say several 'ive' family words by putting both single consonants and consonant blends in front of the sound. Point to the letters on display in front of the student as each word is pronounced.

STEP THREE: On a piece of paper write the word **YES** on the left side and **NO** on the right. Say several one syllable words. Have the student point to the word **YES** if the word is part of the targeted word family and **NO** if it is not. Have student repeat each word that is part of the word family. Continue saying one-syllable words until the student can confidently identify the words that are part of the targeted word family without hesitation.

STEP FOUR: Explain to student that words that are part of the same word family are called **rhyming** words. Say two words (one of which is a member of the targeted word family) and have the student say whether or not they rhyme. Continue saying pairs of words and have the student say YES if they rhyme and NO if they don't rhyme.

STEP FIVE: Repeat steps two, three, and four with the word families *-ode, -oke, -ole, -one, -ope, and -ote*.

STEP SIX: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Rhyming and Word Families Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Rhyming and Word Families: Lesson 19

Lesson Name: Hearing Special Long Vowel Rhyming Words *-aid, -ail, -ain, -ait, -ay, -eat, -each*

Description of Lesson/Activity: Through repeated exposure to rhyming words, the student identifies words that are from the same word family.

Procedures for Implementing the Activity:

STEP ONE: Briefly review with student basic letter recognition and letter sounds skills. Have the student state the **name and sounds** of letters or blends as you point to them using a letter or blends chart. Explain to student that letters go together to form words and that many words belong to families. Explain that words who come from the same family all sound alike because their ending sounds match. Explain that today he/she will learn words from seven different word families.

STEP TWO: Show the student the letters 'aid' (using magnetic letters, foam letters, letter cards, paper-pencil, etc.). Explain that this word family is special because it has two vowels next to each other. Also explain that in these words, only the first vowel makes a sound while the other vowel is remains silent. Pronounce the word ending 'aid' paying close attention to the first vowel saying its name. Tell the student that there are many words that end with the 'aid' sound. Say several 'aid' family words by putting both single consonants and consonant blends in front of the sound. Point to the letters on display in front of the student as each word is pronounced.

STEP THREE: On a piece of paper write the word **YES** on the left side and **NO** on the right. Say several one syllable words. Have the student point to the word **YES** if the word is part of the targeted word family and **NO** if it is not. Have student repeat each word that is part of the word family. Continue saying one-syllable words until the student can confidently identify the words that are part of the targeted word family without hesitation.

STEP FOUR: Explain to student that words that are part of the same word family are called **rhyming** words. Say two words (one of which is a member of the targeted word family) and have the student say whether or not they rhyme. Continue saying pairs of words and have the student say YES if they rhyme and NO if they don't rhyme.

STEP FIVE: Repeat steps two, three, and four with the word families *-ail, -ain, -ait, -ay, -eat, and -each*.

STEP SIX: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Rhyming and Word Families Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Rhyming and Word Families: Lesson 20

Lesson Name: Hearing Special Long Vowel Rhyming Words *-ead, -eak, -eam, -ean, -eet, -eed, -eek*

Description of Lesson/Activity: Through repeated exposure to rhyming words, the student identifies words that are from the same word family.

Procedures for Implementing the Activity:

STEP ONE: Briefly review with student basic letter recognition and letter sounds skills. Have the student state the **name and sounds** of letters or blends as you point to them using a letter or blends chart. Explain to student that letters go together to form words and that many words belong to families. Explain that words who come from the same family all sound alike because their ending sounds match. Explain that today he/she will learn words from seven different word families.

STEP TWO: Show the student the letters 'ead' (using magnetic letters, foam letters, letter cards, paper-pencil, etc.). Explain that this word family is special because it has two vowels next to each other. Also explain that in these words, only the first vowel makes a sound while the other vowel is remains silent. Pronounce the word ending 'ead' paying close attention to the first vowel saying its name. Tell the student that there are many words that end with the 'ead' sound. Say several 'ead' family words by putting both single consonants and consonant blends in front of the sound. Point to the letters on display in front of the student as each word is pronounced.

STEP THREE: On a piece of paper write the word **YES** on the left side and **NO** on the right. Say several one syllable words. Have the student point to the word **YES** if the word is part of the targeted word family and **NO** if it is not. Have student repeat each word that is part of the word family. Continue saying one-syllable words until the student can confidently identify the words that are part of the targeted word family without hesitation.

STEP FOUR: Explain to student that words that are part of the same word family are called **rhyming** words. Say two words (one of which is a member of the targeted word family) and have the student say whether or not they rhyme. Continue saying pairs of words and have the student say YES if they rhyme and NO if they don't rhyme.

STEP FIVE: Repeat steps two, three, and four with the word families *-eak, -eam, -ean, -eet, -eed, and -eek*.

STEP SIX: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Rhyming and Word Families Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Rhyming and Word Families: Lesson 21

Lesson Name: Hearing Special Long Vowel Rhyming Words *-eel, -eem, -eep, -oach, -oad, -oam, -oan, oat*

Description of Lesson/Activity: Through repeated exposure to rhyming words, the student identifies words that are from the same word family.

Procedures for Implementing the Activity:

STEP ONE: Briefly review with student basic letter recognition and letter sounds skills. Have the student state the **name and sounds** of letters or blends as you point to them using a letter or blends chart. Explain to student that letters go together to form words and that many words belong to families. Explain that words who come from the same family all sound alike because their ending sounds match. Explain that today he/she will learn words from seven different word families.

STEP TWO: Show the student the letters 'eel' (using magnetic letters, foam letters, letter cards, paper-pencil, etc.). Explain that this word family is special because it has two vowels next to each other. Also explain that in these words, only the first vowel makes a sound while the other vowel is remains silent. Pronounce the word ending 'eel' paying close attention to the first vowel saying its name. Tell the student that there are many words that end with the 'eel' sound. Say several 'eel' family words by putting both single consonants and consonant blends in front of the sound. Point to the letters on display in front of the student as each word is pronounced.

STEP THREE: On a piece of paper write the word **YES** on the left side and **NO** on the right. Say several one syllable words. Have the student point to the word **YES** if the word is part of the targeted word family and **NO** if it is not. Have student repeat each word that is part of the word family. Continue saying one-syllable words until the student can confidently identify the words that are part of the targeted word family without hesitation.

STEP FOUR: Explain to student that words that are part of the same word family are called **rhyming** words. Say two words (one of which is a member of the targeted word family) and have the student say whether or not they rhyme. Continue saying pairs of words and have the student say YES if they rhyme and NO if they don't rhyme.

STEP FIVE: Repeat steps two, three, and four with the word families *-eem, -eep, -oach, -oad, -oam, -oan, and -oat*.

STEP SIX: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Rhyming and Word Families Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Rhyming and Word Families: Lesson 22

Lesson Name: Saying Even More Words that Rhyme -ash, -ath, -atch, -arch, -ish, -ith, -itch, -irth, -osh, -otch, -oth, -orch, -ace, -ade, -age, -ake, -ale, -ame, -ape, -ate, -ice, -ide, -ife, -ile, -ine, -ite, -ive, -ode, -oke, -ole, -one, -ope, -ote, -aid, -ail, -ain, -ait, -ay, -eat, -each, -ead, -eak, -eam, -ean, -eet, -eed, -eek, -eel, -eem, -eep, -oach, -oad, -oam, -oan, -oat

Description of Lesson/Activity: Through repeated exposure to word family words, the student orally states pairs of words that rhyme.

Procedures for Implementing the Activity:

STEP ONE: Explain to student that today he/she will practice saying rhyming words. Tell the student that he/she will say words from the word families learned in lessons 14-21.

STEP TWO: On a piece of paper (or using letter cards, tiles, etc.) write one of the word endings focused on in lessons 14-21. Pronounce the word family and have the student repeat.

STEP THREE: Model for the student how you can say two words from that word family that rhyme. First, say the word ending. Next say one word from that family. Then say another word from that family. Finally restate the word ending. (Example: "ash" ... "bash" ... "trash" ... ash")

STEP FOUR: Explain to student that he/she will do the same with other word families. Assist the student when he/she has trouble thinking of words that rhyme. Spend AMPLE time on this step to ensure the student has a firm grasp on the concept of rhyming.

STEP FIVE: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Rhyming and Word Families Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Rhyming and Word Families: Lesson 23

Lesson Name: Hearing Special Rhyming Words *-oil, -oin, -oint, -oist, -oot, -ook, -oom*

Description of Lesson/Activity: Through repeated exposure to rhyming words, the student identifies words that are from the same word family.

Procedures for Implementing the Activity:

STEP ONE: Briefly review with student basic letter recognition and letter sounds skills. Have the student state the **name and sounds** of letters or blends as you point to them using a letter or blends chart. Explain to student that letters go together to form words and that many words belong to families. Explain that words who come from the same family all sound alike because their ending sounds match. Explain that today he/she will learn words from seven different word families.

STEP TWO: Show the student the letters 'oil' (using magnetic letters, foam letters, letter cards, paper-pencil, etc.). Explain that this word family is special because the vowels make a special sound. Explain that in these words, the vowel combination of /oi/ makes the /oi/ sound (as the 'oy' sound in 'boy'). Pronounce the word ending 'oil' paying close attention to the /oi/ sound. Tell the student that there are many words that end with the 'oil' sound. Say several 'oil' family words by putting both single consonants and consonant blends in front of the sound. Point to the letters on display in front of the student as each word is pronounced.

STEP THREE: On a piece of paper write the word **YES** on the left side and **NO** on the right. Say several one syllable words. Have the student point to the word **YES** if the word is part of the targeted word family and **NO** if it is not. Have student repeat each word that is part of the word family. Continue saying one-syllable words until the student can confidently identify the words that are part of the targeted word family without hesitation.

STEP FOUR: Explain to student that words that are part of the same word family are called **rhyming** words. Say two words (one of which is a member of the targeted word family) and have the student say whether or not they rhyme. Continue saying pairs of words and have the student say YES if they rhyme and NO if they don't rhyme.

STEP FIVE: Repeat steps two, three, and four with the word families *-oin, -oint, -oist, -oot, -ook, and -oom*. **Special Note:** When working with the -oot, -ook, and -oom sounds be sure to focus on those special sounds. The rhyming lessons in this chapter are designed to train the student's ears and not teach specific phonics rules. However, it is advisable to inform the student that several word family words do not follow the same rules that many of the other words do.

STEP SIX: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Rhyming and Word Families Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Rhyming and Word Families: Lesson 24

Lesson Name: Hearing Special Rhyming Words *-ound, -our, -ouse, -out, -oon, -oop*

Description of Lesson/Activity: Through repeated exposure to rhyming words, the student identifies words that are from the same word family.

Procedures for Implementing the Activity:

STEP ONE: Briefly review with student basic letter recognition and letter sounds skills. Have the student state the **name and sounds** of letters or blends as you point to them using a letter or blends chart. Explain to student that letters go together to form words and that many words belong to families. Explain that words who come from the same family all sound alike because their ending sounds match. Explain that today he/she will learn words from seven different word families.

STEP TWO: Show the student the letters 'ound' (using magnetic letters, foam letters, letter cards, paper-pencil, etc.). Explain that this word family is special because the vowels make a special sound. Explain that in these words, the vowel combination of 'ou' makes the /ou/ sound (the same sound we say when we are in pain). Pronounce the word ending 'ound' paying close attention to the /ou/ sound. Tell the student that there are many words that end with the 'ound' sound. Say several 'ound' family words by putting both single consonants and consonant blends in front of the sound. Point to the letters on display in front of the student as each word is pronounced.

STEP THREE: On a piece of paper write the word **YES** on the left side and **NO** on the right. Say several one syllable words. Have the student point to the word **YES** if the word is part of the targeted word family and **NO** if it is not. Have student repeat each word that is part of the word family. Continue saying one-syllable words until the student can confidently identify the words that are part of the targeted word family without hesitation.

STEP FOUR: Explain to student that words that are part of the same word family are called **rhyming** words. Say two words (one of which is a member of the targeted word family) and have the student say whether or not they rhyme. Continue saying pairs of words and have the student say YES if they rhyme and NO if they don't rhyme.

STEP FIVE: Repeat steps two, three, and four with the word families *-our, -ouse, -out, -oon, and -oop*. **Special Note:** When working with the *-oon* and *-oop* words, be sure to focus on those special sounds. The rhyming lessons in this chapter are designed to train the student's ears and not teach specific phonics rules. However, it is advisable to inform the student that several word family words do not follow the same rules that many of the other words do.

STEP SIX: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Rhyming and Word Families Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Rhyming and Word Families: Lesson 25

Lesson Name: Hearing Special r-Controlled Rhyming Words *-ar, -ard, -arm, -arn, -art, -er, -ern*

Description of Lesson/Activity: Through repeated exposure to rhyming words, the student identifies words that are from the same word family.

Procedures for Implementing the Activity:

STEP ONE: Briefly review with student basic letter recognition and letter sounds skills. Have the student state the **name and sounds** of letters or blends as you point to them using a letter or blends chart. Explain to student that letters go together to form words and that many words belong to families. Explain that words who come from the same family all sound alike because their ending sounds match. Explain that today he/she will learn words from seven different word families.

STEP TWO: Show the student the letters 'ar' (using magnetic letters, foam letters, letter cards, paper-pencil, etc.). Explain that this word family is special because the letter 'r' controls what the vowel says. Explain that in these words, the 'ar' sound says the /ar/ sound (as in the sound that pirates make). Pronounce the word ending 'ar' paying close attention to the /ar/ sound. Tell the student that there are many words that end with the 'ar' sound. Say several 'ar' family words by putting both single consonants and consonant blends in front of the sound. Point to the letters on display in front of the student as each word is pronounced.

STEP THREE: On a piece of paper write the word **YES** on the left side and **NO** on the right. Say several one syllable words. Have the student point to the word **YES** if the word is part of the targeted word family and **NO** if it is not. Have student repeat each word that is part of the word family. Continue saying one-syllable words until the student can confidently identify the words that are part of the targeted word family without hesitation.

STEP FOUR: Explain to student that words that are part of the same word family are called **rhyming** words. Say two words (one of which is a member of the targeted word family) and have the student say whether or not they rhyme. Continue saying pairs of words and have the student say YES if they rhyme and NO if they don't rhyme.

STEP FIVE: Repeat steps two, three, and four with the word families *-ard, -arm, -arn, -art, -er, and -ern*

STEP SIX: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Rhyming and Word Families Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Rhyming and Word Families: Lesson 26

Lesson Name: Hearing Special r-Controlled Rhyming Words *-ird, -irt, -or, -ord, -ork, -orn, -ir, -ur*

Description of Lesson/Activity: Through repeated exposure to rhyming words, the student identifies words that are from the same word family.

Procedures for Implementing the Activity:

STEP ONE: Briefly review with student basic letter recognition and letter sounds skills. Have the student state the **name and sounds** of letters or blends as you point to them using a letter or blends chart. Explain to student that letters go together to form words and that many words belong to families. Explain that words who come from the same family all sound alike because their ending sounds match. Explain that today he/she will learn words from seven different word families.

STEP TWO: Show the student the letters 'ird' (using magnetic letters, foam letters, letter cards, paper-pencil, etc.). Explain that this word family is special because the letter 'r' controls what the vowel says. Explain that in these words, the 'ird' sound says the /ird/ sound (as in the word 'bird'). Pronounce the word ending 'ird' paying close attention to the /ird/ sound. Tell the student that there are many words that end with the 'ird' sound. Say several 'ird' family words by putting both single consonants and consonant blends in front of the sound. Point to the letters on display in front of the student as each word is pronounced.

STEP THREE: On a piece of paper write the word **YES** on the left side and **NO** on the right. Say several one syllable words. Have the student point to the word **YES** if the word is part of the targeted word family and **NO** if it is not. Have student repeat each word that is part of the word family. Continue saying one-syllable words until the student can confidently identify the words that are part of the targeted word family without hesitation.

STEP FOUR: Explain to student that words that are part of the same word family are called **rhyming** words. Say two words (one of which is a member of the targeted word family) and have the student say whether or not they rhyme. Continue saying pairs of words and have the student say YES if they rhyme and NO if they don't rhyme.

STEP FIVE: Repeat steps two, three, and four with the word families *-irt, -or, -ord, -ork, -orn, -ir, and -ur*.

STEP SIX: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Rhyming and Word Families Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Rhyming and Word Families: Lesson 27

Lesson Name: Hearing Special I-Controlled Rhyming Words *-ald, -alk, -eld, -elt, -ild, -old*

Description of Lesson/Activity: Through repeated exposure to rhyming words, the student identifies words that are from the same word family.

Procedures for Implementing the Activity:

STEP ONE: Briefly review with student basic letter recognition and letter sounds skills. Have the student state the **name and sounds** of letters or blends as you point to them using a letter or blends chart. Explain to student that letters go together to form words and that many words belong to families. Explain that words who come from the same family all sound alike because their ending sounds match. Explain that today he/she will learn words from seven different word families.

STEP TWO: Show the student the letters 'ald' (using magnetic letters, foam letters, letter cards, paper-pencil, etc.). Explain that this word family is special because the letter 'l' controls what the vowel says. Pronounce the word ending 'ald' paying close attention to the /ald/ sound. Tell the student that there are many words that end with the 'ald' sound. Say several 'ald' family words by putting both single consonants and consonant blends in front of the sound. Point to the letters on display in front of the student as each word is pronounced.

STEP THREE: On a piece of paper write the word **YES** on the left side and **NO** on the right. Say several one syllable words. Have the student point to the word **YES** if the word is part of the targeted word family and **NO** if it is not. Have student repeat each word that is part of the word family. Continue saying one-syllable words until the student can confidently identify the words that are part of the targeted word family without hesitation.

STEP FOUR: Explain to student that words that are part of the same word family are called **rhyming** words. Say two words (one of which is a member of the targeted word family) and have the student say whether or not they rhyme. Continue saying pairs of words and have the student say YES if they rhyme and NO if they don't rhyme.

STEP FIVE: Repeat steps two, three, and four with the word families *-alk, -eld, -elt, -ild, and -old*

STEP SIX: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Rhyming and Word Families Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Rhyming and Word Families: Lesson 28

Lesson Name: Hearing Special w-Controlled Rhyming Words *-aw, -awn, -ew, -ow, -own*

Description of Lesson/Activity: Through repeated exposure to rhyming words, the student identifies words that are from the same word family.

Procedures for Implementing the Activity:

STEP ONE: Briefly review with student basic letter recognition and letter sounds skills. Have the student state the **name and sounds** of letters or blends as you point to them using a letter or blends chart. Explain to student that letters go together to form words and that many words belong to families. Explain that words who come from the same family all sound alike because their ending sounds match. Explain that today he/she will learn words from seven different word families.

STEP TWO: Show the student the letters 'aw' (using magnetic letters, foam letters, letter cards, paper-pencil, etc.). Explain that this word family is special because the letter 'w' controls what the vowel says. Pronounce the word ending 'aw' paying close attention to the /aw/ sound. Tell the student that there are many words that end with the 'aw' sound. Say several 'aw' family words by putting both single consonants and consonant blends in front of the sound. Point to the letters on display in front of the student as each word is pronounced.

STEP THREE: On a piece of paper write the word **YES** on the left side and **NO** on the right. Say several one syllable words. Have the student point to the word **YES** if the word is part of the targeted word family and **NO** if it is not. Have student repeat each word that is part of the word family. Continue saying one-syllable words until the student can confidently identify the words that are part of the targeted word family without hesitation.

STEP FOUR: Explain to student that words that are part of the same word family are called **rhyming** words. Say two words (one of which is a member of the targeted word family) and have the student say whether or not they rhyme. Continue saying pairs of words and have the student say YES if they rhyme and NO if they don't rhyme.

STEP FIVE: Repeat steps two, three, and four with the word families *-awn, -ew, -ow, and -own*

STEP SIX: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Rhyming and Word Families Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Rhyming and Word Families: Lesson 29

Lesson Name: Saying Even More Words that Rhyme *-oil, -oin, -oint, -oist, -oot, -ook, -oom, -ound, -our, -ouse, -out, -oon, -oop, -ar, -ard, -arm, -arn, -art, -er, -ern, -ird, -irt, -or, -ord, -ork, -orn, -ir, -ur, -ald, -alk, -eld, -elt, -ild, -old, -aw, -awn, -ew, -ow, -own*

Description of Lesson/Activity: Through repeated exposure to word family words, the student orally states pairs of words that rhyme.

Procedures for Implementing the Activity:

STEP ONE: Explain to student that today he/she will practice saying rhyming words. Tell the student that he/she will say words from the word families learned in lessons 23-28.

STEP TWO: On a piece of paper (or using letter cards, tiles, etc.) write one of the word endings focused on in lessons 23-28. Pronounce the word family and have the student repeat.

STEP THREE: Model for the student how you can say two words from that word family that rhyme. First, say the word ending. Next say one word from that family. Then say another word from that family. Finally restate the word ending. (Example: "oil" ... "soil" ... "broil" ... "oil")

STEP FOUR: Explain to student that he/she will do the same with other word families. Assist the student when he/she has trouble thinking of words that rhyme. Spend AMPLE time on this step to ensure the student has a firm grasp on the concept of rhyming.

STEP FIVE: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Rhyming and Word Families Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Rhyming and Word Families: Lesson 30

Lesson Name: Which Word Does Not Rhyme?

Description of Lesson/Activity: The student listens to three words and identifies the word that does not rhyme.

Procedures for Implementing the Activity:

STEP ONE: Review with student rhyming and word family skills. Say a word ending and have the student say at least two words that are part of that family. Continue reviewing until the student can easily say words that rhyme.

STEP TWO: Explain to student that today he/she will listen to three words and will identify the word that does *not* rhyme with the other two.

STEP THREE: Practice this skill by clearly and concisely saying three one-syllable words (two that rhyme and one that doesn't rhyme) and have the student orally state the word that doesn't rhyme.

STEP FOUR: Continue step three until the student can easily and accurately identify the word that does *not* rhyme with the other two.

STEP FIVE: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Rhyming and Word Families Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Rhyming and Word Families: Lesson 31

Lesson Name: Rhyming and Word Families Picture Match

Description of Lesson/Activity: The student uses pictures to identify words that rhyme.

Procedures for Implementing the Activity:

STEP ONE: Review with student rhyming and word family skills. Say a word ending and have the student say at least two words that are part of that family. Continue reviewing until the student can easily say words that rhyme.

STEP TWO: Explain to student that today he/she will identify rhyming words using picture cards.


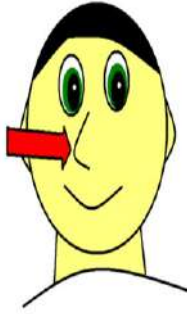





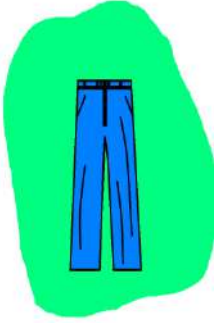


STEP THREE: Using picture cards (there are pictures included at the back of this book that may be used for this activity if you don't already have picture cards available) have the student state which of three cards rhymes with a fourth focus picture. Present the student with a row of four pictures and have him/her say the name of each. Have the student point to and say the words that rhyme with the first picture in the row.

STEP FOUR: Continue step three until the student can easily and accurately identify pictures/words that rhyme with a particular focus picture/word.

STEP FIVE: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Rhyming and Word Families Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Which Pictures Rhyme with the First Picture on the Row?

Rhyming and Word Families: Lesson 32

Lesson Name: Rhyming and Word Families Final Review

Description of Lesson/Activity: The student uses pictures to identify words that rhyme.

Procedures for Implementing the Activity:

STEP ONE: Review with student rhyming and word family skills. Say a word ending and have the student say at least two words that are part of that family. Continue reviewing until the student can easily say words that rhyme.

STEP TWO: Explain to student that today he/she will identify rhyming words using picture cards.

STEP THREE: Using picture cards have the student sort cards based on their word endings. Be sure to have the student say the names of each word to ensure understanding of rhyming and word families.

STEP FOUR: Create fun ways of using the picture cards to promote mastery. For example use the cards to play "Concentration" or "Go Fish".

STEP FIVE: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Rhyming and Word Families Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Word Family Cards

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WORD PARTS AND SEGMENTING

WORD PARTS AND SEGMENTING OVERVIEW

Once it is determined that a student needs this intervention (as evidenced on the **Universal Screening: Word Parts and Segmenting Assessment**), make a copy of the appropriate pages (listed on the "Word Parts and Segmenting Let's Get Started!" page) including the "Word Parts and Segmenting Lesson Checklist." Use the checklist to check off when each lesson was taught and when it was mastered. Do not move forward to a new lesson until the student has mastered the lesson he/she is currently on. Also, to assess the student's response to the intervention, be sure to monitor his/her progress weekly throughout the twelve-week implementation period using the Progress Monitoring Assessments (regardless of which lesson he/she is currently working on). If a student completes all of the Word Parts and Segmenting lessons within two to six weeks, he/she still needs to be assessed for at least 2 additional weeks past the point of mastery so as to rule out "lucky guesses" or a "fluke" with the assessment showing said mastery. If the student has truly MASTERED the Word Parts and Segmenting Intervention before the 12-week intervention period ends (as evidenced by the **Progress Monitoring: Word Parts and Segmenting Assessments**), it would be prudent to move on to an intervention which focuses on more complex concepts such as blending. Be sure to collect baseline data before beginning any new intervention.

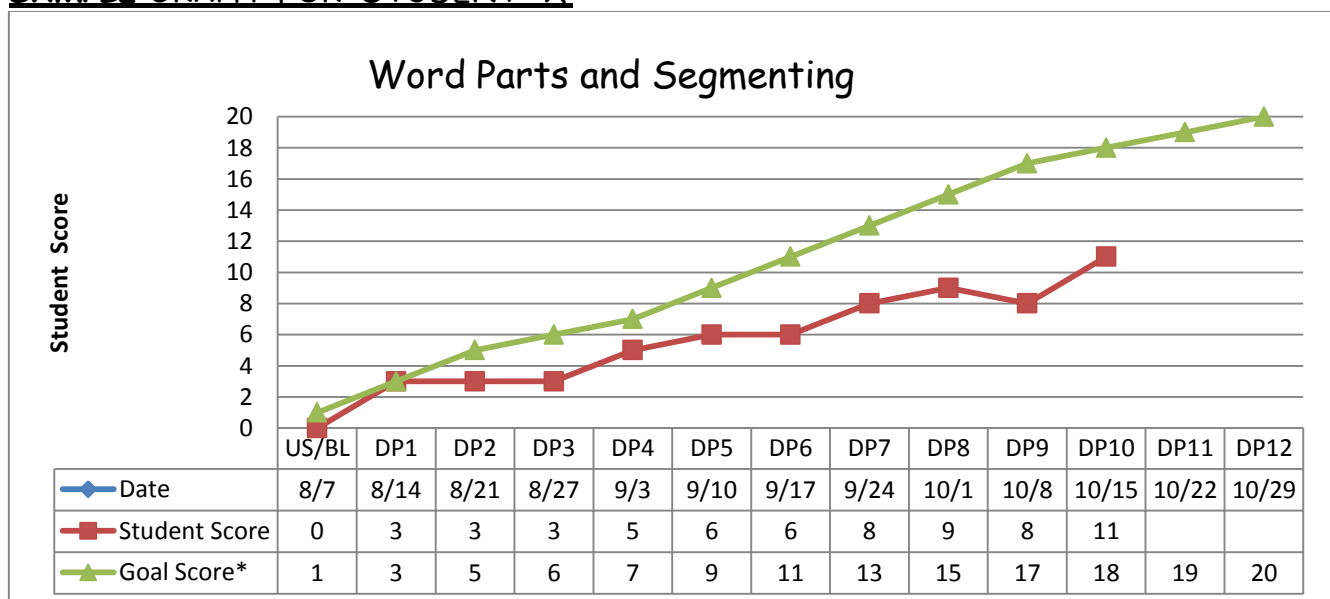
The mini- assessments that are a part of the individual lessons are NOT to be used as data point assessments or the universal screening/baseline. The purpose of those assessments is to assist the teacher, tutor, or interventionist in knowing whether or not the student has or has not mastered a particular lesson. The overall timeline for the intervention is 12 weeks with at least three 30-minute sessions occurring each week. However, the intervention session lessons in this manual are **not** timed and should be taught in succession. The student sets the pace according to his/her ability to understand and master the material. A student may be able to finish two or three lessons in a twenty or thirty minute time span whereas another student may be able to only complete and master one lesson over a period of three or four days or even weeks. RTI is an individualized process and is strictly geared to meet the individual needs of the student. This book is not intended to replace the regular classroom curriculum and is not comprehensive or exhaustive. The lessons in this manual should be considered supplemental to what is already being taught in the classroom and are geared to help fill the learning gaps of struggling students whose weak phonics skills interfere with their ability to read fluently which then negatively impacts their ability to comprehend written text. This intervention is intended to strengthen skills through intensive exposure to basic phonological concepts and each individual lesson should be taught to mastery. Using sorting, comparing and contrasting activities, repetition, and drill and practice, this intervention can bring success to those who otherwise would continue to fall through the cracks by helping build a strong foundation on which higher levels of learning can occur.

PROGRESS MONITORING

As stated before, in order to ascertain whether or not the Word Parts and Segmenting intervention in this manual is effective, data should be gathered on a weekly basis through the progress monitoring assessments. As with the universal screening, the student must complete the progress monitoring assessments without extra prompts or assistance. All progress monitoring assessments can be scored directly on the corresponding recording sheets provided to you in this manual. It is worthy to note that the universal screening/baseline assessments are identical to the weekly progress monitoring assessments in both format and structure. This gives the educator/assessor a simple way to collect data as well as creates a format that is easy to read and analyze. Because of the continuity among the assessments, the educator/assessor will essentially be comparing 'oranges to oranges' which allows for a more accurate picture of how the student is progressing throughout the intervention.

PROGRESS MONITORING DOCUMENTATION, GRAPH, AND DATA ANALYSIS For the purpose of data analysis for the Word Parts and Segmenting intervention, a graph will be needed to record the data from the universal screening/baseline assessment and each progress monitoring assessment. Graphs are an easy-to-read 'snap shot' of how the student performs each week and are an excellent tool to use when looking at overall progress and effectiveness of an intervention. The data should be analyzed weekly rather than at the end of the 12 weeks so that changes or adjustments to the intervention may be made DURING the 12 week period. The graph below is an example of what an RTI intervention graph may look like after the 11th week of the Word Parts and Segmenting intervention. Careful examination of the data collected each week must occur (preferably in the context of a data analysis team) in order to adequately assess the effectiveness of the intervention and to pinpoint areas of weakness. This on-going weekly review of the data is crucial and should be the catalyst which drives future instruction for the struggling student.

SAMPLE GRAPH FOR STUDENT 'X':



What does the sample graph on the previous page tell us about Student 'X'? According to the universal screening/baseline assessment (given 8-7-11) the student scored a 0 out of a possible 20 signifying he/she lacks the ability to count syllables, segment words using syllables or phonemes, or to say words omitting a specific phoneme. After 10 weeks of the word parts and segmenting intervention, Student 'X' has made progress but has yet to reach his/her goal score. Twice the scores remained the same and even one regression in scores was noted. However, Student 'X's growth line overall steadily increased. At the end of the 10th week of intervention, Student 'X' has consistently fallen short of the weekly goals but is showing gains overall. Additional time with the same intervention may be the recommendation for this student until mastery has been achieved.

SPECIAL NOTE:

Supplemental Progress Monitoring Assessments of the following sub-segmenting skills are included in this manual to give the teacher/interventionist the option of documenting each skill separately:

- Counting Syllables
- Word Segmentation: Syllables
- Segmenting Onset-Rimes
- Phoneme Deletion
- Word Segmentation: Phonemes

Individual student assessment sheets and RTI graphs are also included for each skill.

Let's Get Started!

To implement the Word Parts and Segmenting intervention in this manual, copy the following pages for each student in the intervention group:

- *Universal Screening Teacher Recording Sheet (p. 198)*
- *Progress Monitoring Teacher Recording Sheets (pp. 199-204)*
- *Universal Screening & Progress Monitoring RTI Graph (p. 205)*
- *Word Parts and Segmenting Lessons Checklist (p. 216)*
- *Word Parts and Segmenting Mini-Assessments Recording Sheets (pp. 217-222)*

If more specific segmenting data is needed or warranted, copy one or more of the following:

- *Counting Syllables (p. 206)*
- *Counting Syllables Graph (p. 207)*
- *Word Segmentation: Syllables (p. 208)*
- *Word Segmentation: Syllables Graph (p. 209)*
- *Segmenting Onset-Rimes (p. 210)*
- *Segmenting Onset-Rimes Graph (p. 211)*
- *Phoneme Deletion (p. 212)*
- *Phoneme Deletion Graph (p. 213)*
- *Word Segmentation: Phonemes (p. 214)*
- *Word Segmentation: Phones Graph (p. 215)*

Universal Screening

Word Parts and Segmenting

Student Name: _____ Grade: _____ Teacher: _____ Date: _____

Section A. Counting Syllables: Say each word below clearly and concisely. Have the student state how many word parts (syllables) he/she hears in each word. Place a check next to each correct response.

Word	Response	Word	Response	Word	Response	Word	Response
book	(1)	sister	(2)	sad	(1)	computer	(3)

Section B. Word Segmentation (Syllables): Say each multi-syllable word below clearly and concisely. Have the student segment the word into syllables and orally say each part separately. (Example: trophy = tro...phy). Place a check under each correct response.

dishwasher (dish...wa...sher)	tickle (tic...kle)	bookmark (book...mark)	assistant (a...sis...tant)
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Section C. Segmenting Onset-Rime: Say each word below clearly and concisely. Have the student separate the word by saying the onset-rime and then the remaining part of the word (Example: "top" = "/t/-op"). Place a check under each correct response.

pig (/p/-ig)	spool (/sp/-ool)	hold (/h/-old)	moon (/m/-oon)
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Section D. Phoneme Deletion: Say each word below clearly and concisely. Have the student say the word after omitting either the beginning sound or the ending sound (indicated underneath each word). (Example: "Say 'sad' without its beginning sound" = 'ăd', "Say 'bone' without its ending sound" = 'bŏ'). Place a check under each correct response.

his <i>omit beginning sound</i>	kite <i>omit ending sound</i>	slack <i>omit beginning sound</i>	map <i>omit ending sound</i>
ĩz	kĩ	ăck	mă

Section E. Word Segmentation (Phonemes): Say each word below clearly and concisely. Have the student say all of the sounds (phonemes) he/she hears in each word (Example: "flag" = /f/ /l/ /ă/ /g/). Place a check under each correct response.

pot (/p//ŏ//t/)	late (/l//ă//t/)	deer (/d//ē//r/)	sup (/s//ŭ//p/)
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Total # Correct _____ (Total # Possible = 20)

Progress Monitoring Teacher Recording Sheet

Word Parts and Segmenting

Student Name: _____ Grade: _____ Teacher: _____

Refer to the directions from the Universal Screening assessment to complete each data point assessment.

Data Point 1

Date: _____

Section A. Counting Syllables:

Word	Response	Word	Response	Word	Response	Word	Response
bag	(1)	puppy	(2)	universe	(3)	taco	(2)

Section B. Word Segmentation (Syllables):

envelope <small>(en...ve...lope)</small>	story <small>(stor...y)</small>	sandwich <small>(sand...wich)</small>	potato <small>(po...ta...to)</small>
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Section C. Segmenting Onset-Rime:

gold <small>(/g/-old)</small>	thump <small>(/th/-ump)</small>	weep <small>(/w/-eep)</small>	slurp <small>(/sl/-urp)</small>
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Section D. Phoneme Deletion:

mad <small>omit beginning sound</small>	nut <small>omit ending sound</small>	cape <small>omit beginning sound</small>	pen <small>omit ending sound</small>
<i>ăd</i>	<i>nŭ</i>	<i>ăpe</i>	<i>pě</i>

Section E. Word Segmentation (Phonemes):

pack <small>(/p//ă//k/)</small>	tip <small>(/t//i//p/)</small>	head <small>(/h//ě//d/)</small>	rug <small>(/r//ŭ//g/)</small>
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Total Correct (out of 20): _____

Data Point 2

Date: _____

Section A. Counting Syllables:

Word	Response	Word	Response	Word	Response	Word	Response
messy	(2)	running	(2)	notebook	(2)	house	(1)

Section B. Word Segmentation (Syllables):

fishtail <small>(fish...tail)</small>	animal <small>(an...i...mal)</small>	mountain <small>(moun...tain)</small>	flooring <small>(floor...ing)</small>
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Section C. Segmenting Onset-Rime:

lend <small>(/l/-end)</small>	tight <small>(/t/-ight)</small>	long <small>(/l/-ong)</small>	deal <small>(/d/-eal)</small>
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Section D. Phoneme Deletion:

save <small>omit beginning sound</small>	desk <small>omit ending sound</small>	cup <small>omit beginning sound</small>	craze <small>omit ending sound</small>
<i>ăve</i>	<i>děs</i>	<i>ŭp</i>	<i>cră</i>

Section E. Word Segmentation (Phonemes):

tide <small>(/t//i//d/)</small>	same <small>(/s//ă//m/)</small>	reed <small>(/r//ě//d/)</small>	cud <small>(/c//ŭ//d/)</small>
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Total Correct (out of 20): _____

Student Name: _____ Grade: _____ Teacher: _____

Refer to the directions from the Universal Screening assessment to complete each data point assessment

Data Point 3

Date: _____

Section A. Counting Syllables:

Word	Response	Word	Response	Word	Response	Word	Response
situation	(4)	open	(2)	basement	(2)	cafeteria	(5)

Section B. Word Segmentation (Syllables):

mechanic (me...cha...nic)	hamburger (ham...bur...ger)	ocean (ocean)	planted (plan...ted)
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Section C. Segmenting Onset-Rime:

drink (/dr/-ink)	grab (/gr/-ab)	cop (/c/-op)	ship (/sh/-ip)
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Section D. Phoneme Deletion:

spoon <i>omit ending sound</i>	gong <i>omit beginning sound</i>	walk <i>omit ending sound</i>	take <i>omit ending sound</i>
spoo	ōng	wal	tā

Section E. Word Segmentation (Phonemes):

bike (/b//i//k/)	gave (/g//ā//v/)	wham (/w//ā//m/)	fog (/f//ō//g/)
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Total Correct (out of 20): _____

Data Point 4

Date: _____

Section A. Counting Syllables:

Word	Response	Word	Response	Word	Response	Word	Response
burn	(1)	serious	(3)	laugh	(1)	driveway	(2)

Section B. Word Segmentation (Syllables):

stereo (ster...e...o)	clockwise (clock...wise)	pencil (pen...cil)	computer (com...pu...ter)
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Section C. Segmenting Onset-Rime:

tape (/t/-ape)	group (/gr/-oup)	sting (/st/-ing)	jest (/j/-est)
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Section D. Phoneme Deletion:

home <i>omit beginning sound</i>	work <i>omit ending sound</i>	paw <i>omit beginning sound</i>	plant <i>omit ending sound</i>
ōme	wor	aw	plān

Section E. Word Segmentation (Phonemes):

creep (/cr//ē//p/)	mop (/m//ō//p/)	dame (/d//ā//m/)	jet (/j//ē//t/)
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Total Correct (out of 20): _____

Student Name: _____ Grade: _____ Teacher: _____

Refer to the directions from the Universal Screening assessment to complete each data point assessment

Data Point 5

Date: _____

Section A. Counting Syllables:

Word	Response	Word	Response	Word	Response	Word	Response
hotdog	(2)	animal	(3)	book	(1)	road	(1)

Section B. Word Segmentation (Syllables):

paperclip (pa...per...clip)	recliner (re...cli...ner)	television (tel...e...vi...sion)	carwash (car...wash)
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Section C. Segmenting Onset-Rime:

climb (/cl/-imb)	place (/pl/-ace)	jeer (/j/-eer)	cross (/cr/-oss)
---------------------	---------------------	-------------------	---------------------

Section D. Phoneme Deletion:

food <i>omit beginning sound</i>	sprite <i>omit ending sound</i>	slump <i>omit beginning sound</i>	milk <i>omit ending sound</i>
ood	sprī	lūmp	mīl

Section E. Word Segmentation (Phonemes):

rap (/r//ă//p/)	fuss (/f//ű//s/)	sum (/s//ű//m/)	joke (/j//ô//k/)
--------------------	---------------------	--------------------	---------------------

Total Correct (out of 20): _____

Data Point 6

Date: _____

Section A. Counting Syllables:

Word	Response	Word	Response	Word	Response	Word	Response
picture	(2)	amazing	(3)	bottle	(2)	car	(1)

Section B. Word Segmentation (Syllables):

purple (pur...ple)	homerun (home...run)	piggy (pig...gy)	keyboard (key...board)
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Section C. Segmenting Onset-Rime:

mum (/m/-um)	flask (/fl/-ask)	next (/n/-ext)	mark (/m/-ark)
-----------------	---------------------	-------------------	-------------------

Section D. Phoneme Deletion:

smell <i>omit ending sound</i>	floor <i>omit beginning sound</i>	jump <i>omit ending sound</i>	snake <i>omit ending sound</i>
smě	or	jūm	snā

Section E. Word Segmentation (Phonemes):

kiss (/k//i//s/)	made (/m//ă//d/)	heed (/h//ē//d/)	gold (/g//ô//l//d/)
---------------------	---------------------	---------------------	------------------------

Total Correct (out of 20): _____

Student Name: _____ Grade: _____ Teacher: _____

Refer to the directions from the Universal Screening assessment to complete each data point assessment

Data Point 7

Date: _____

Section A. Counting Syllables:

Word	Response	Word	Response	Word	Response	Word	Response
shark	(1)	tortilla	(3)	subway	(2)	telephone	(3)

Section B. Word Segmentation (Syllables):

pocket (poc...ket)	humming (hum...ming)	snowman (snow...man)	eating (eat...ing)
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Section C. Segmenting Onset-Rime:

dread (/dr/-ead)	buck (/b/-uck)	sun (/s/-un)	slope (/sl/-ope)
---------------------	-------------------	-----------------	---------------------

Section D. Phoneme Deletion:

bed <i>omit beginning sound</i>	cut <i>omit ending sound</i>	lace <i>omit beginning sound</i>	math <i>omit ending sound</i>
ɛd	cū	āce	mă

Section E. Word Segmentation (Phonemes):

yet (/y//ɛ//t/)	pug (/p//ŭ//g/)	hot (/h//ɔ//t/)	bath (/b//ă//th/)
--------------------	--------------------	--------------------	----------------------

Total Correct (out of 20): _____

Data Point 8

Date: _____

Section A. Counting Syllables:

Word	Response	Word	Response	Word	Response	Word	Response
caterpillar	(4)	hug	(1)	pig	(1)	mountain	(2)

Section B. Word Segmentation (Syllables):

muscle (mus...cle)	sidewalk (side...walk)	cereal (ce...re...al)	elephant (el...e...phant)
-----------------------	---------------------------	--------------------------	------------------------------

Section C. Segmenting Onset-Rime:

clap (/kl/-ap)	lock (/l/-ock)	rump (/r/-ump)	grace (/gr/-ace)
-------------------	-------------------	-------------------	---------------------

Section D. Phoneme Deletion:

wind <i>omit beginning sound</i>	cheeze <i>omit ending sound</i>	horse <i>omit beginning sound</i>	tack <i>omit ending sound</i>
ɪnd	chē	orse	tă

Section E. Word Segmentation (Phonemes):

grit (/gr//ɪ//t/)	side (/s//a//d/)	jam (/j//ă//m/)	hole (/h//ɔ//l/)
----------------------	---------------------	--------------------	---------------------

Total Correct (out of 20): _____

Student Name: _____ Grade: _____ Teacher: _____

Refer to the directions from the Universal Screening assessment to complete each data point assessment

Data Point 9

Date: _____

Section A. Counting Syllables:

Word	Response	Word	Response	Word	Response	Word	Response
responsible	(4)	true	(1)	silly	(2)	kitten	(2)

Section B. Word Segmentation (Syllables):

coffee (cof...fee)	daily (dai...ly)	software (soft...ware)	funny (fun...ny)

Section C. Segmenting Onset-Rime:

job (/j/-ob)	free (/fr/-ee)	snip (/sn/-ip)	heat (/h/-eat)

Section D. Phoneme Deletion:

cake <i>omit beginning sound</i>	ripe <i>omit ending sound</i>	key <i>omit beginning sound</i>	start <i>omit ending sound</i>
āke	īpe	ē	star

Section E. Word Segmentation (Phonemes):

quake (/qu/ā//k/)	lend (/l//ē//nd/)	bump (/b//ū//mp/)	box (/b//ē//x/)

Total Correct (out of 20): _____

Data Point 10

Date: _____

Section A. Counting Syllables:

Word	Response	Word	Response	Word	Response	Word	Response
cabinet	(3)	yellow	(2)	automobile	(4)	wind	(1)

Section B. Word Segmentation (Syllables):

lightning (light...ning)	copper (cop...per)	roadside (road...side)	underneath (un...der...neath)

Section C. Segmenting Onset-Rime:

thump (/th/-ump)	shave (/sh/-ave)	pint (/p/-int)	fish (/f/-ish)

Section D. Phoneme Deletion:

broke <i>omit ending sound</i>	chip <i>omit beginning sound</i>	vase <i>omit ending sound</i>	neck <i>omit ending sound</i>
brō	īp	vā	nē

Section E. Word Segmentation (Phonemes):

get (/g//ē//t/)	skull (/sk//ū//l/)	fright (/fr//ī//t/)	fan (/f//ā//n/)

Total Correct (out of 20): _____

Student Name: _____ Grade: _____ Teacher: _____

Refer to the directions from the Universal Screening assessment to complete each data point assessment

Data Point 11

Date: _____

Section A. Counting Syllables:

Word	Response	Word	Response	Word	Response	Word	Response
learning	(2)	watch	(1)	necklace	(2)	happiness	(3)

Section B. Word Segmentation (Syllables):

postman (post...man)	lovely (love...ly)	cranking (crank...ing)	popcorn (pop...corn)
-------------------------	-----------------------	---------------------------	-------------------------

Section C. Segmenting Onset-Rime:

wash (/w/-ash)	like (/l/-ike)	grow (/gr/-ow)	zeal (/z/-eal)
-------------------	-------------------	-------------------	-------------------

Section D. Phoneme Deletion:

sheet <i>omit ending sound</i>	punch <i>omit beginning sound</i>	snore <i>omit ending sound</i>	red <i>omit ending sound</i>
shē	ŭnch	snō	rě

Section E. Word Segmentation (Phonemes):

feet (/f//ē//t/)	rot (/r//ō//t/)	cope (/c//ō//p/)	tale (/t//ā//l/)
---------------------	--------------------	---------------------	---------------------

Total Correct (out of 20): _____

Data Point 12

Date: _____

Section A. Counting Syllables:

Word	Response	Word	Response	Word	Response	Word	Response
photograph	(3)	empty	(2)	something	(2)	suit	(1)

Section B. Word Segmentation (Syllables):

waffle (waf...fle)	machine (ma...chine)	copy (co...py)	submarine (sub...ma...rine)
-----------------------	-------------------------	-------------------	--------------------------------

Section C. Segmenting Onset-Rime:

shed (/sh/-ed)	cast (/k/-ast)	brag (/br/-ag)	vane (/v/-ane)
-------------------	-------------------	-------------------	-------------------

Section D. Phoneme Deletion:

buzz <i>omit beginning sound</i>	bee <i>omit ending sound</i>	stripe <i>omit beginning sound</i>	slap <i>omit ending sound</i>
ŭzz	/b/	īpe	slā

Section E. Word Segmentation (Phonemes):

hill (/h//ī//l/)	tote (/t//ō//t/)	wag (/w//ā//g/)	pet (/p//ē//t/)
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Total Correct (out of 20): _____

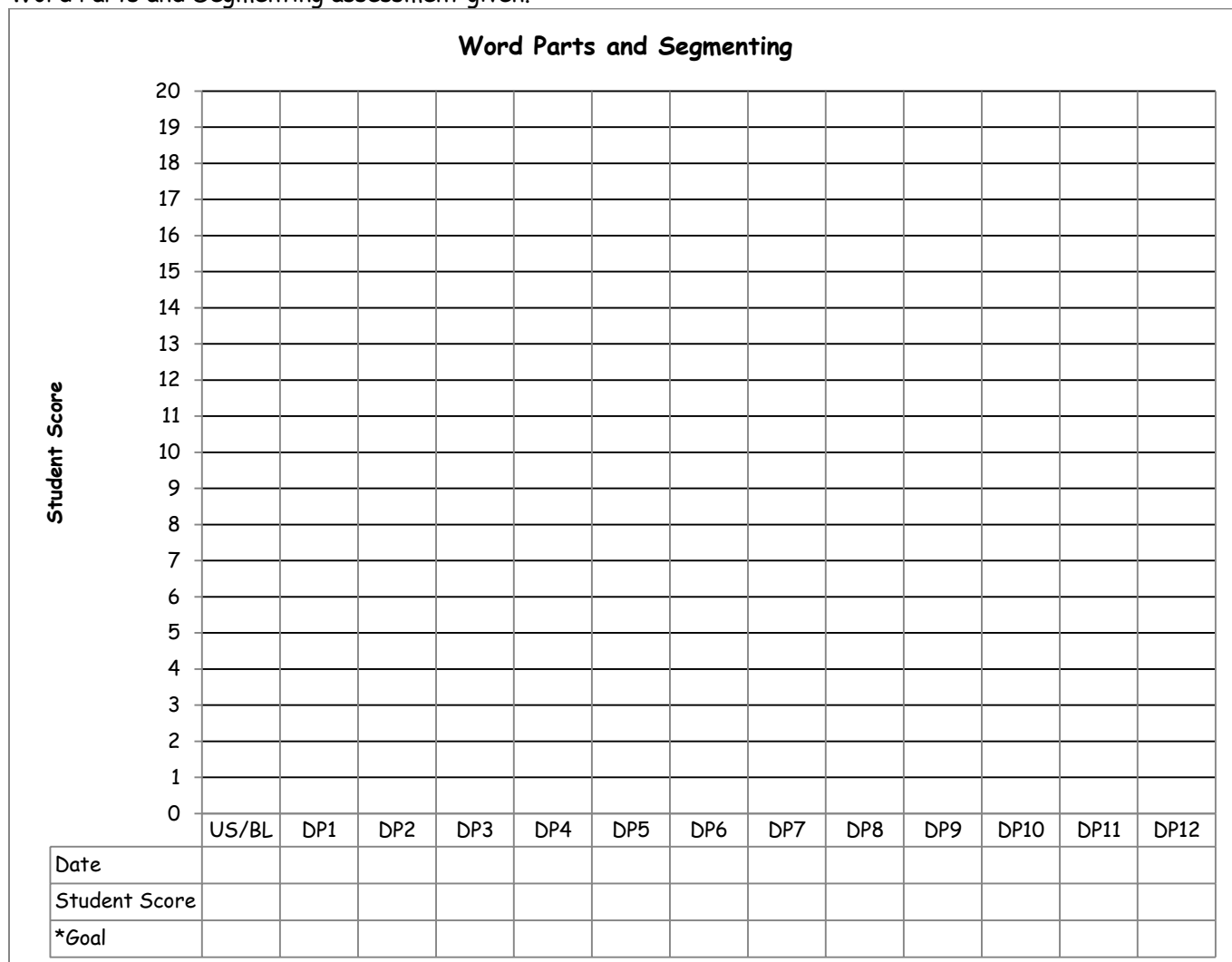
RTI GRAPH

UNIVERSAL SCREENING & PROGRESS MONITORING

Word Parts and Segmenting

Student Name: _____ Grade: _____ Teacher: _____

On the graph below, plot the Universal Screening/Baseline (US/BL) and all data point (DP) scores for each Word Parts and Segmenting assessment given.



** Establish goal line before intervention begins*

Supplemental Progress Monitoring

Word Parts and Segmenting (*counting syllables*)

Student Name: _____ Grade: _____ Teacher: _____

Directions: Say each word below clearly and concisely. Have the student state how many word parts (syllables) he/she hears in each word. Place a check under each correct response.

Baseline: (Date: _____)

bag	puppy	universe	taco	computer	messy	running	notebook	paper	house

Total # Correct: _____

Data Point 1: (Date: _____)

situation	open	basement	classroom	teacher	cafeteria	burn	pig	serious	laugh

Total # Correct: _____

Data Point 2: (Date: _____)

hotdog	animal	book	road	car	driveway	picture	running	glasses	amazing

Total # Correct: _____

Data Point 3: (Date: _____)

telephone	bottle	subway	tortilla	mountain	dress	caterpillar	shark	sidewalk	easy

Total # Correct: _____

Data Point 4: (Date: _____)

yellow	money	hug	responsible	little	cabinet	silly	true	kitten	good

Total # Correct: _____

Data Point 5: (Date: _____)

automobile	sandwich	watch	hair	necklace	wind	singing	learning	ran	happiness

Total # Correct: _____

Data Point 6: (Date: _____)

coffee	photograph	empty	elephant	funny	video	suit	sandals	towel	candy

Total # Correct: _____

Data Point 7: (Date: _____)

head	ready	lively	machine	milkshake	percussion	stomach	princesses	giant	something

Total # Correct: _____

Data Point 8: (Date: _____)

yesterday	queen	wonderland	talking	hat	purple	delicious	paperclip	right	planted

Total # Correct: _____

Data Point 9: (Date: _____)

sunshine	popcorn	ashtray	tiger	selection	testing	audition	bathroom	chip	bowl

Total # Correct: _____

Data Point 10: (Date: _____)

afternoon	water	pool	trees	writing	painful	crunchy	chicken	watermelon	sleepy

Total # Correct: _____

Data Point 11: (Date: _____)

present	highway	bottom	velvet	comb	bubblegum	amusement	grocery	clasp	it

Total # Correct: _____

Data Point 12: (Date: _____)

radio	lost	baseball	cookies	underneath	maze	blizzard	sunny	dependable	smile

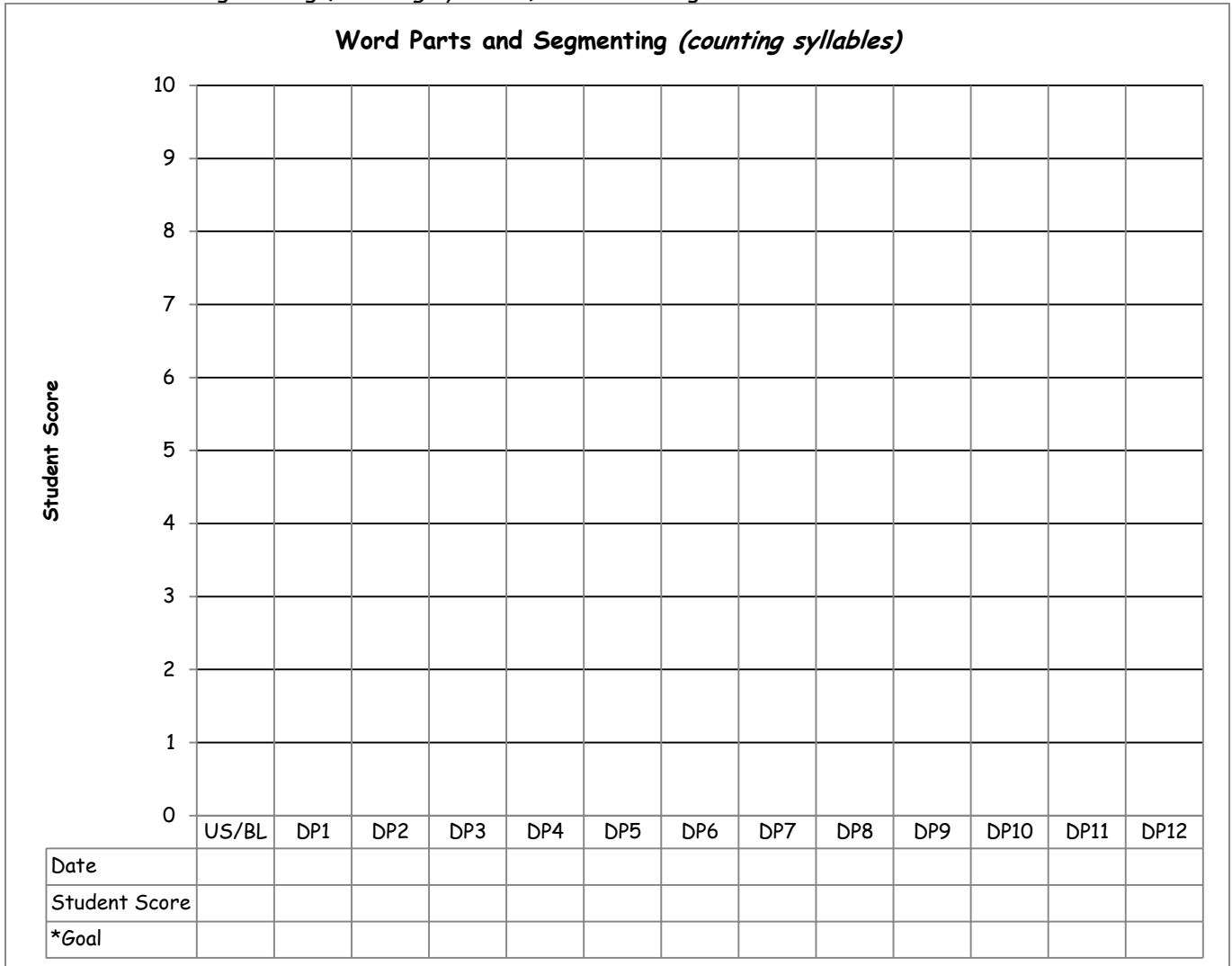
Total # Correct: _____

Supplemental RTI GRAPH

Word Parts and Segmenting (*counting syllables*)

Student Name: _____ Grade: _____ Teacher: _____

On the graph below, plot the Universal Screening/Baseline (US/BL) and all data point (DP) scores for each Word Parts and Segmenting (*counting syllables*) assessment given.



** Establish goal line before intervention begins*

Supplemental Progress Monitoring

Word Parts and Segmenting (*word segmentation: syllables*)

Student Name: _____ Grade: _____ Teacher: _____

Directions: Say each multi-syllable word below clearly and concisely. Have the student segment the word into syllables and orally say each part separately. (Example: trophy = tro...phy). Place a check under each correct response.

Baseline: (Date: _____) Total # Correct: _____

paper (pa...per)	kitten (kit...ten)	printer (Prin...ter)	envelope (en...ve...lope)	story (stor...y)	sandwich (sand...wich)	potato (po...ta...to)	buggie (bug...gie)	waterfall (wa...ter...fall)	season (sea...son)

Data Point 1: (Date: _____) Total # Correct: _____

caterpillar (ca...ter...pil...ler)	messy (mes...sy)	tortilla (tor...til...la)	monkey (mon...key)	notebook (note...book)	telephone (tel...e...phone)	bottle (bot...tle)	glasses (glass...es)	subway (sub...way)	sipping (sip...ping)

Data Point 2: (Date: _____) Total # Correct: _____

fishtail (fish...tail)	animal (an...i...mal)	mountain (moun...tain)	flooring (floor...ing)	cabinet (cab...i...net)	driveway (drive...way)	picture (pic...ture)	running (run...ning)	hotdog (hot...dog)	bookcase (book...case)

Data Point 3: (Date: _____) Total # Correct: _____

mechanic (me...cha...nic)	hamburger (ham...bur...ger)	ocean (ocean)	planted (plan...ted)	stereo (ster...e...o)	clockwise (clock...wise)	pencil (pen...cil)	computer (com...pu...ter)	doctor (doc...tor)	simple (sim...ple)

Data Point 4: (Date: _____) Total # Correct: _____

universe (u...ni...verse)	stairway (stair...way)	paperclip (pa...per...clip)	recliner (re...cli...ner)	television (tel...e...vi...sion)	carwash (car...wash)	purple (pur...ple)	homerun (home...run)	piggy (pig...gy)	keyboard (key...board)

Data Point 5: (Date: _____) Total # Correct: _____

grapefruit (grape...fruit)	turkey (tur...key)	automobile (au...to...mo...bile)	teacher (tea...cher)	pocket (poc...ket)	humming (hum...ming)	snowman (snow...man)	eating (eat...ing)	example (ex...am...ple)	trashcan (trash...can)

Data Point 6: (Date: _____) Total # Correct: _____

muscle (mus...cle)	sidewalk (side...walk)	cereal (ce...re...al)	elephant (el...e...phant)	photograph (phot...o...graph)	empty (emp...ty)	coffee (cof...fee)	daily (dai...ly)	software (soft...ware)	funny (fun...ny)

Data Point 7: (Date: _____) Total # Correct: _____

lightning (light...ning)	copper (cop...per)	roadside (road...side)	underneath (un...der...neath)	happiness (hap...pi...ness)	sofa (so...fa)	video (vid...e...o)	freshness (fresh...ness)	peanut (pea...nut)	telephone (te...le...phone)

Data Point 8: (Date: _____) Total # Correct: _____

waffle (waf...fle)	machine (ma...chine)	copy (co...py)	submarine (sub...ma...rine)	adventure (ad...ven...ture)	yesterday (yes...ter...day)	wonderland (won...der...land)	mustard (mus...tard)	engine (en...gine)	carpet (car...pet)

Data Point 9: (Date: _____) Total # Correct: _____

postman (post...man)	lovely (love...ly)	cranking (crank...ing)	popcorn (pop...corn)	swallow (swal...low)	barnyard (barn...yard)	inside (in...side)	situation (sit...u...a...tion)	ashtray (ash...tray)	sunshine (sun...shine)

Data Point 10: (Date: _____) Total # Correct: _____

watermelon (wa...ter...mel...lon)	doorframe (door...frame)	money (mon...ey)	swimming (swim...ming)	emotional (e...mo...tion...al)	headache (head...ache)	crispy (cris...py)	tiger (ti...ger)	extreme (ex...treme)	lazy (la...zy)

Data Point 11: (Date: _____) Total # Correct: _____

baby (ba...by)	nothing (noth...ing)	soupy (sou...py)	Alabama (Al...a...ba...ma)	rocking (roc...k...ing)	railroad (rail...road)	curtain (cur...tain)	excited (ex...ci...ted)	platter (plat...ter)	horses (hor...ses)

Data Point 12: (Date: _____) Total # Correct: _____

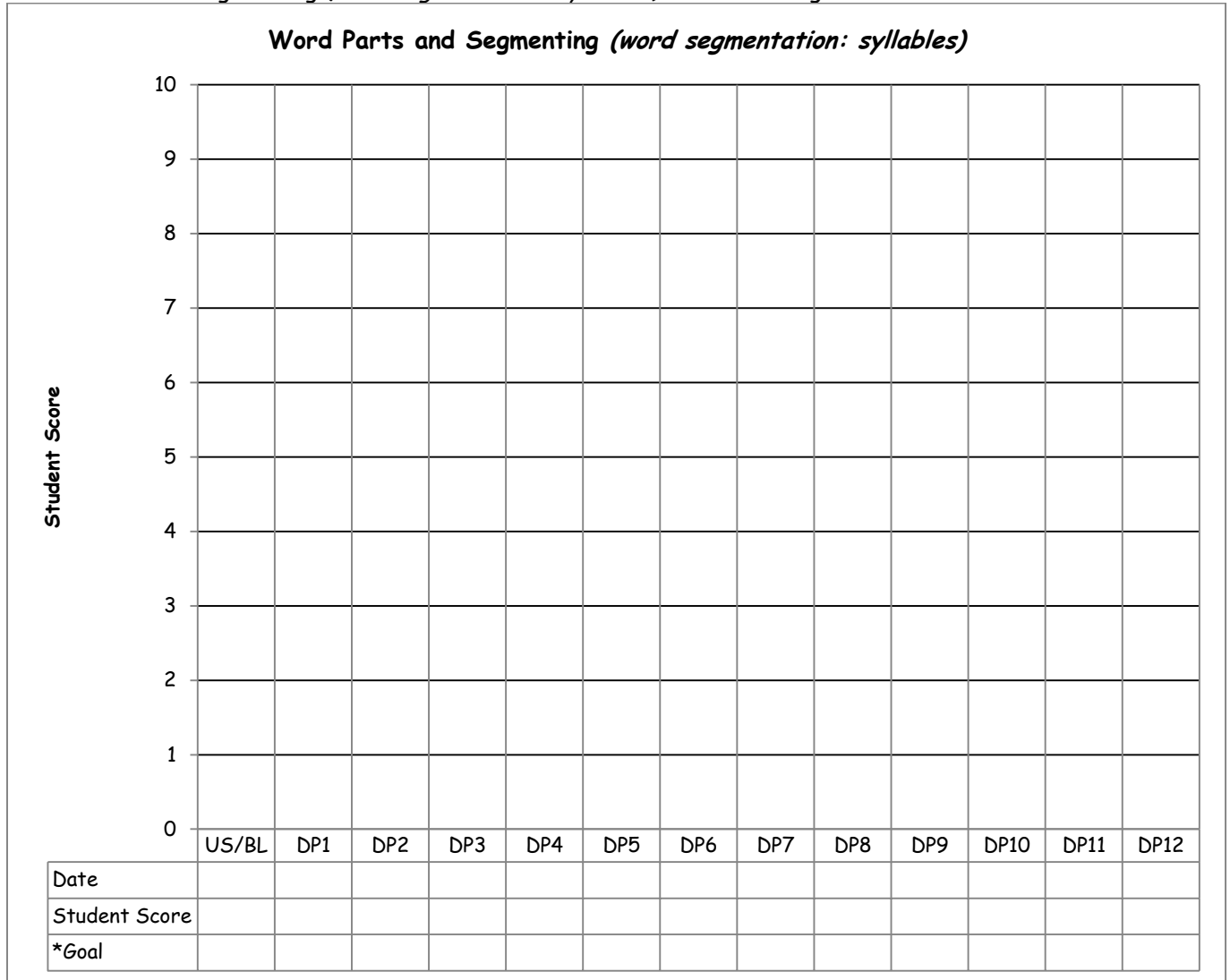
habitat (ha...bi...tat)	crocodile (croc...o...dile)	electric (e...lec...tric)	clothesline (clothes...line)	radio (ra...di...o)	eyeball (eye...ball)	lemon (lem...on)	sitting (sit...ting)	windy (win...dy)	exhausted (ex...haus...ted)

Supplemental RTI GRAPH

Word Parts and Segmenting (*word segmentation: syllables*)

Student Name: _____ Grade: _____ Teacher: _____

On the graph below, plot the Universal Screening/Baseline (US/BL) and all data point (DP) scores for each Word Parts and Segmenting (*word segmentation: syllables*) assessment given.



* Establish goal line before intervention begins

Supplemental Progress Monitoring

Word Parts and Segmenting (*segmenting onset-rimes*)

Student Name: _____ Grade: _____ Teacher: _____

Directions: Say each word below clearly and concisely. Have the student separate the word by saying the onset-rime and then the remaining part of the word (Example: "top" = "/t/-op"). Place a check under each correct response.

Baseline: (Date: _____)

Total # Correct: _____

gold (/g/-old)	thump (/th/-ump)	weep (/w/-eep)	slurp (/sl/-urp)	lend (/l/-end)	tight (/t/-ight)	long (/l/-ong)	deal (/d/-eal)	tied (/t/-ied)	smile (/sm/-ile)

Data Point 1: (Date: _____)

Total # Correct: _____

drink (/dr/-ink)	grab (/gr/-ab)	cop (/c/-op)	ship (/sh/-ip)	flow (/fl/-ow)	skin (/sk/-in)	fox (/f/-ox)	band (/b/-and)	sheet (/sh/-eet)	self (/s/-elf)

Data Point 2: (Date: _____)

Total # Correct: _____

fade (/f/-ade)	voice (/v/-oice)	bounce (/b/-ounce)	meat (/m/-eat)	climb (/cl/-imb)	place (/pl/-ace)	jeer (/j/-eer)	cross (/cr/-oss)	brace (/br/-ace)	shame (/sh/-ame)

Data Point 3: (Date: _____)

Total # Correct: _____

but (/b/-ut)	wing (/w/-ing)	sound (/s/-ound)	nod (/n/-od)	cat (/k/-at)	wash (/w/-ash)	like (/l/-ike)	grow (/gr/.....:opo1`rf2zz/-ow)	zeal (/z/-eal)	trod (/tr/-od)

Data Point 4: (Date: _____)

Total # Correct: _____

tape (/t/-ape)	group (/gr/-oup)	sting (/st/-ing)	jest (/j/-est)	rose (/r/-ose)	plunk (/pl/-unk)	tomb (/t/-omb)	peer (/p/-eer)	girl (/g/-irl)	huff (/h/-uff)

Data Point 5: (Date: _____)

Total # Correct: _____

this (/th/-is)	dunk (/d/-unk)	west (/w/-est)	cove (/k/-ove)	shark (/sh/-ark)	mum (/m/-um)	flask (/fl/-ask)	next (/n/-ext)	mark (/m/-ark)	ball (/b/-all)

Data Point 6: (Date: _____)

Total # Correct: _____

bunch (/b/-unch)	jazz (/j/-azz)	kind (/k/-ind)	crane (/cr/-ane)	dread (/dr/-ead)	buck (/b/-uck)	sun (/s/-un)	slope (/sl/-ope)	wax (/w/-ax)	blink (/bl/-ink)

Data Point 7: (Date: _____)

Total # Correct: _____

clap (/kl/-ap)	lock (/l/-ock)	rump (/r/-ump)	grace (/gr/-ace)	thick (/th/-ick)	shed (/sh/-ed)	cast (/k/-ast)	brag (/br/-ag)	vane (/v/-ane)	six (/s/-ix)

Data Point 8: (Date: _____)

Total # Correct: _____

beast (/b/-east)	right (/r/-ight)	plus (/pl/-us)	shave (/sh/-ave)	teen (/t/-een)	mouse (/m/-ouse)	froze (/fr/-oze)	well (/w/-ell)	mix (/m/-ix)	dock (/d/-ock)

Data Point 9: (Date: _____)

Total # Correct: _____

duck (/d/-uck)	nape (/n/-ape)	bring (/br/-ing)	grill (/gr/-ill)	pound (/p/-ound)	job (/j/-ob)	free (/fr/-ee)	snip (/sn/-ip)	heat (/h/-eat)	sire (/s/-ire)

Data Point 10: (Date: _____)

Total # Correct: _____

queen (/qu/-een)	bird (/b/-ird)	sack (/s/-ack)	skill (/sk/-ill)	dart (/d/-art)	grass (/gr/-ass)	gab (/g/-ab)	thought (/th/-ought)	sum (/s/-um)	mack (/m/-ack)

Data Point 11: (Date: _____)

Total # Correct: _____

bawl (/b/-awl)	shut (/sh/-ut)	zoom (/z/-oom)	flight (/fl/-ight)	pig (/p/-ig)	spool (/sp/-ool)	hold (/h/-old)	moon (/m/-oon)	rex (/r/-ex)	wire (/w/-ire)

Data Point 12: (Date: _____)

Total # Correct: _____

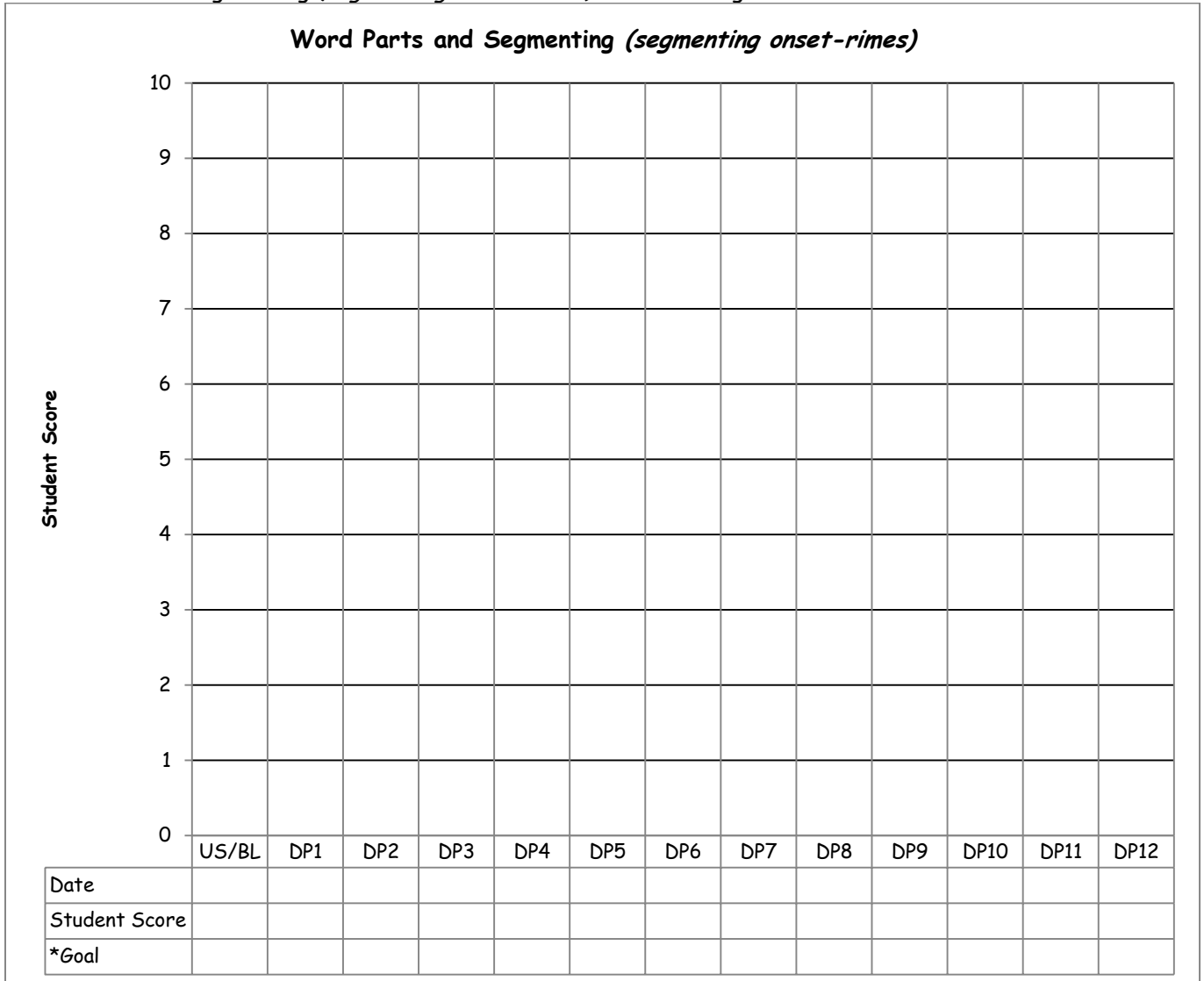
thump (/th/-ump)	shave (/sh/-ave)	pint (/p/-int)	fish (/f/-ish)	creek (/kr/-eek)	grab (/gr/-ab)	tell (/t/-ell)	fin (/f/-in)	road (/r/-oad)	mole (/m/-ole)

Supplemental RTI GRAPH

Word Parts and Segmenting (*segmenting onset-rimes*)

Student Name: _____ Grade: _____ Teacher: _____

On the graph below, plot the Universal Screening/Baseline (US/BL) and all data point (DP) scores for each Word Parts and Segmenting (*segmenting onset-rimes*) assessment given.



* Establish goal line before intervention begins

Supplemental Progress Monitoring

Word Parts and Segmenting (*phoneme deletion*)

Student Name: _____ Grade: _____ Teacher: _____

Directions: Say each word below clearly and concisely. Have the student say the word after omitting either the beginning sound or the ending sound (indicated underneath each word). (Example: "Say 'sad' without its beginning sound" = 'ād', "Say 'bone' without its ending sound" = 'bō')

Universal Screening/Baseline: (Date: _____)

US/BL Total # Correct: _____

his <i>omit beginning sound</i>	kite <i>omit ending sound</i>	slack <i>omit beginning sound</i>	map <i>omit ending sound</i>	truck <i>omit ending sound</i>
īz	kī	āck	mă	trŭ

Data Point 1: (Date: _____)

DP1 Total # Correct: _____

mad <i>omit beginning sound</i>	nut <i>omit ending sound</i>	cape <i>omit beginning sound</i>	pen <i>omit ending sound</i>	hush <i>omit ending sound</i>
ād	nŭ	āpe	pĕ	hŭ

Data Point 2: (Date: _____)

DP2 Total # Correct: _____

late <i>omit beginning sound</i>	sheet <i>omit ending sound</i>	punch <i>omit beginning sound</i>	snore <i>omit ending sound</i>	red <i>omit ending sound</i>
āte	shĕ	ŭnch	snō	rĕ

Data Point 3: (Date: _____)

DP3 Total # Correct: _____

buzz <i>omit beginning sound</i>	bee <i>omit ending sound</i>	stripe <i>omit beginning sound</i>	slap <i>omit ending sound</i>	clink <i>omit ending sound</i>
ŭzz	/b/	īpe	slă	clī

Data Point 4: (Date: _____)

DP4 Total # Correct: _____

sore <i>omit beginning sound</i>	broke <i>omit ending sound</i>	chip <i>omit beginning sound</i>	vase <i>omit ending sound</i>	neck <i>omit ending sound</i>
ōre	brō	īp	vă	nĕ

Data Point 5: (Date: _____)

DP5 Total # Correct: _____

cake <i>omit beginning sound</i>	ripe <i>omit ending sound</i>	key <i>omit beginning sound</i>	start <i>omit ending sound</i>	duck <i>omit ending sound</i>
āke	īpe	ĕ	star	ŭck

Data Point 6: (Date: _____)

DP6 Total # Correct: _____

wind <i>omit beginning sound</i>	cheeze <i>omit ending sound</i>	horse <i>omit beginning sound</i>	tack <i>omit ending sound</i>	mule <i>omit ending sound</i>
īnd	chĕ	orse	tă	mŭ

Data Point 7: (Date: _____)

DP7 Total # Correct: _____

bed <i>omit beginning sound</i>	cut <i>omit ending sound</i>	lace <i>omit beginning sound</i>	math <i>omit ending sound</i>	thick <i>omit ending sound</i>
ĕd	cŭ	āce	mă	thī

Data Point 8: (Date: _____)

DP8 Total # Correct: _____

hair <i>omit beginning sound</i>	smell <i>omit ending sound</i>	floor <i>omit beginning sound</i>	jump <i>omit ending sound</i>	snake <i>omit ending sound</i>
air	smĕ	or	jŭm	snă

Data Point 9: (Date: _____)

DP9 Total # Correct: _____

food <i>omit beginning sound</i>	sprite <i>omit ending sound</i>	slump <i>omit beginning sound</i>	milk <i>omit ending sound</i>	wheeze <i>omit ending sound</i>
ood	sprī	lŭmp	mīl	wĕ

Data Point 10: (Date: _____)

DP10 Total # Correct: _____

home <i>omit beginning sound</i>	work <i>omit ending sound</i>	paw <i>omit beginning sound</i>	plant <i>omit ending sound</i>	man <i>omit ending sound</i>
ōme	wor	aw	plăn	mă

Data Point 11: (Date: _____)

DP11 Total # Correct: _____

couch <i>omit beginning sound</i>	spoon <i>omit ending sound</i>	gong <i>omit beginning sound</i>	walk <i>omit ending sound</i>	take <i>omit ending sound</i>
ouch	spoo	ōng	wal	tă

Data Point 12: (Date: _____)

DP12 Total # Correct: _____

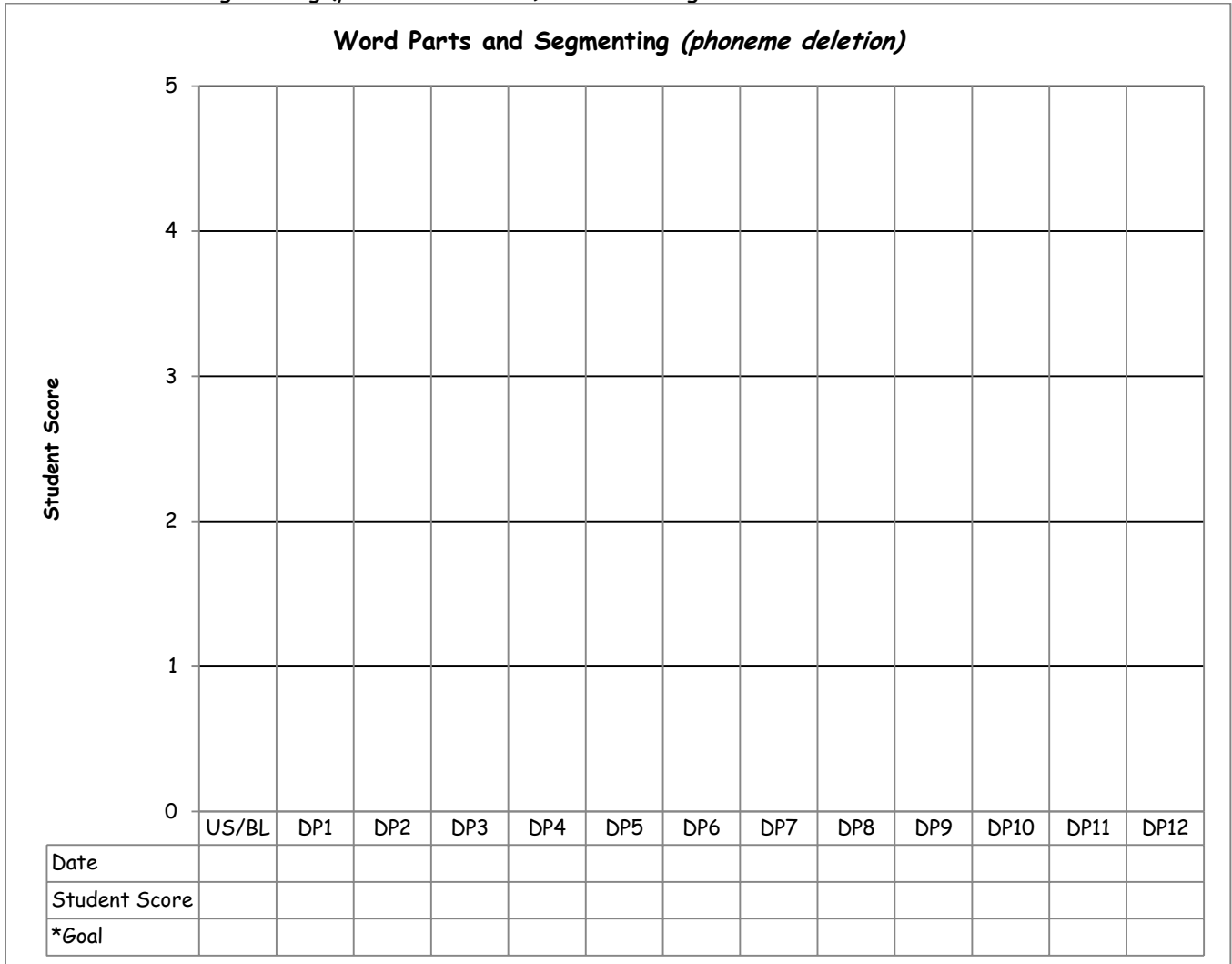
save <i>omit beginning sound</i>	desk <i>omit ending sound</i>	cup <i>omit beginning sound</i>	craze <i>omit ending sound</i>	stop <i>omit ending sound</i>
āve	dĕs	ŭp	cră	stō

Supplemental RTI GRAPH

Word Parts and Segmenting (*phoneme deletion*)

Student Name: _____ Grade: _____ Teacher: _____

On the graph below, plot the Universal Screening/Baseline (US/BL) and all data point (DP) scores for each Word Parts and Segmenting (*phoneme deletion*) assessment given.



* Establish goal line before intervention begins

Supplemental Progress Monitoring

Word Parts and Segmenting (*word segmentation: phonemes*)

Student Name: _____ Grade: _____ Teacher: _____

Directions: Say each word below. Have the student segment the word into separate phonemes. (Examples: dot = /d//ɔ//t/, vote = /v//o//t/). Place a check under each correct response.

Baseline: (Date: _____)

Total # Correct: _____

pot (/p//ɔ//t/)	late (/l//ā//t/)	deer (/d//ē//r/)	sup (/s//ū//p/)	hill (/h//ī//l/)	tote (/t//ō//t/)	wag (/w//ā//g/)	pet (/p//ē//t/)	tug (/t//ū//g/)	mile (/m//ī//l/)
--------------------	---------------------	---------------------	--------------------	---------------------	---------------------	--------------------	--------------------	--------------------	---------------------

Data Point 1: (Date: _____)

Total # Correct: _____

feet (/f//ē//t/)	rot (/r//ō//t/)	cope (/c//ō//p/)	tale (/t//ā//l/)	get (/g//ē//t/)	skull (/s//k//ū//l/)	fright (/f//r//ī//t/)	fan (/f//ā//n/)	rink (/r//ī//n//k/)	nut (/n//ū//t/)
---------------------	--------------------	---------------------	---------------------	--------------------	-------------------------	--------------------------	--------------------	------------------------	--------------------

Data Point 2: (Date: _____)

Total # Correct: _____

quake (/qu//ā//k/)	lend (/l//ē//nd/)	bump (/b//ū//mp/)	box (/b//ɔ//x/)	grit (/gr//ī//t/)	side (/s//ī//d/)	jam (/j//ā//m/)	hole (/h//ō//l/)	numb (/n//ū//m/)	feel (/f//ē//l/)
-----------------------	----------------------	----------------------	--------------------	----------------------	---------------------	--------------------	---------------------	---------------------	---------------------

Data Point 3: (Date: _____)

Total # Correct: _____

cut (/c//ū//t/)	file (/f//ī//l/)	yet (/y//ē//t/)	pug (/p//ū//g/)	hot (/h//ō//t/)	bath (/b//ā//th/)	kiss (/k//ī//s/)	made (/m//ā//d/)	heed (/h//ē//d/)	gold (/g//ō//l//d/)
--------------------	---------------------	--------------------	--------------------	--------------------	----------------------	---------------------	---------------------	---------------------	------------------------

Data Point 4: (Date: _____)

Total # Correct: _____

rap (/r//ā//p/)	fuss (/f//ū//s/)	sum (/s//ū//m/)	joke (/j//ō//k/)	creep (/cr//ē//p/)	mop (/m//ō//p/)	dame (/d//ā//m/)	jet (/j//ē//t/)	pile (/p//ī//l/)	vim (/v//ī//m/)
--------------------	---------------------	--------------------	---------------------	-----------------------	--------------------	---------------------	--------------------	---------------------	--------------------

Data Point 5: (Date: _____)

Total # Correct: _____

his (/h//ī//s/)	poke (/p//ō//k/)	beet (/b//ē//t/)	bike (/b//ī//k/)	gave (/g//ā//v/)	wham (/w//ā//m/)	fog (/f//ō//g/)	bus (/b//ū//s/)	hug (/h//ū//g/)	rex (/r//ē//x/)
--------------------	---------------------	---------------------	---------------------	---------------------	---------------------	--------------------	--------------------	--------------------	--------------------

Data Point 6: (Date: _____)

Total # Correct: _____

goat (/g//ō//t/)	quick (/qu//ī//ck/)	tide (/t//ī//d/)	same (/s//ā//m/)	reed (/r//ē//d/)	cud (/c//ū//d/)	wet (/w//ē//t/)	lop (/l//ō//p/)	lap (/l//ā//p/)	buzz (/b//ū//z/)
---------------------	------------------------	---------------------	---------------------	---------------------	--------------------	--------------------	--------------------	--------------------	---------------------

Data Point 7: (Date: _____)

Total # Correct: _____

wheel (/w//ē//l/)	nail (/n//ā//l/)	pup (/p//ū//p/)	pack (/p//ā//k/)	tip (/t//ī//p/)	head (/h//ē//d/)	rug (/r//ū//g/)	globe (/gl//ō//b/)	lock (/l//ō//k/)	ripe (/r//ī//p/)
----------------------	---------------------	--------------------	---------------------	--------------------	---------------------	--------------------	-----------------------	---------------------	---------------------

Data Point 8: (Date: _____)

Total # Correct: _____

best (/b//ē//st/)	just (/j//ū//st/)	lack (/l//ā//k/)	pave (/p//ā//v/)	keep (/k//ē//p/)	phone (/f//ō//n/)	chick (/ch//ī//ck/)	dull (/d//ū//l/)	kite (/k//ī//t/)	rock (/r//ō//k/)
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Data Point 9: (Date: _____)

Total # Correct: _____

gull (/g//ū//l/)	map (/m//ā//p/)	chose (/ch//ō//s/)	frog (/fr//ō//g/)	tough (/t//ū//f/)	less (/l//ē//s/)	weed (/w//ē//d/)	nip (/n//ī//p/)	drive (/dr//ī//v/)	base (/b//ā//s/)
---------------------	--------------------	-----------------------	----------------------	----------------------	---------------------	---------------------	--------------------	-----------------------	---------------------

Data Point 10: (Date: _____)

Total # Correct: _____

cup (/c//ū//p/)	tribe (/tr//ī//b/)	ram (/r//ā//m/)	kill (/k//ī//l/)	bot (/b//ō//t/)	sage (/s//ā//j/)	leap (/l//ē//p/)	red (/r//ē//d/)	soul (/s//ō//l/)	cup (/c//ū//p/)
--------------------	-----------------------	--------------------	---------------------	--------------------	---------------------	---------------------	--------------------	---------------------	--------------------

Data Point 11: (Date: _____)

Total # Correct: _____

bait (/b//ā//t/)	hut (/h//ū//t/)	zeal (/z//ē//l/)	might (/m//ī//t/)	rough (/r//ū//f/)	gob (/g//ō//b/)	cold (/c//o//l//d/)	glad (/gl//ā//d/)	hex (/h//ē//x/)	pit (/p//ī//t/)
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Data Point 12: (Date: _____)

Total # Correct: _____

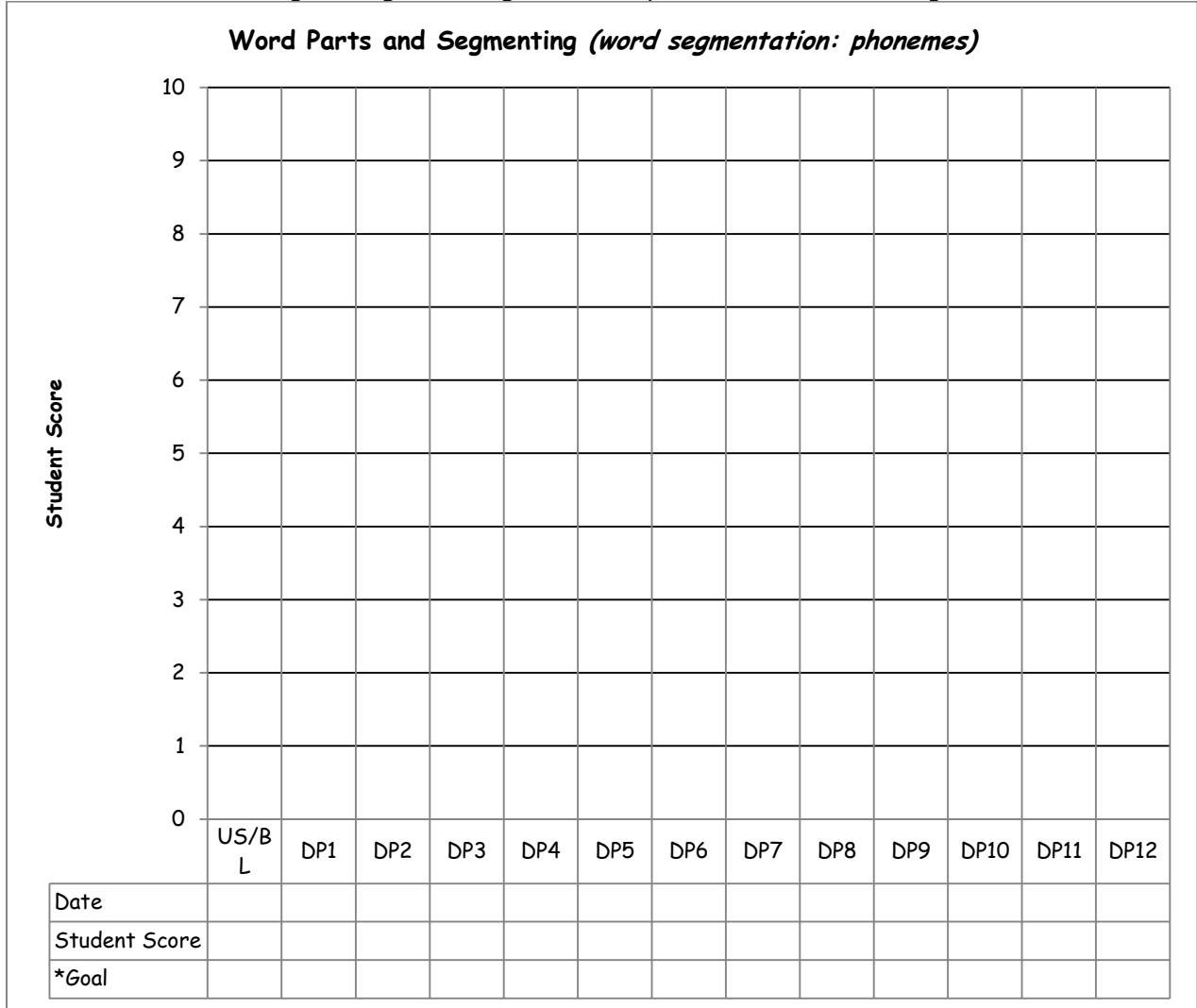
dump (/d//ū//m//p/)	vase (/v//ā//s/)	pine (/p//ī//n/)	mash (/m//ā//sh/)	fell (/f//ē//l/)	blob (/bl//ō//b/)	full (/f//ū//l/)	zip (/z//ī//p/)	beam (/b//ē//m/)	pole (/p//ō//l/)
------------------------	---------------------	---------------------	----------------------	---------------------	----------------------	---------------------	--------------------	---------------------	---------------------

Supplemental RTI GRAPH

Word Parts and Segmenting (*word segmentation: phonemes*)

Student Name: _____ Grade: _____ Teacher: _____

On the graph below, plot the Universal Screening/Baseline (US/BL) and all data point (DP) scores for each Word Parts and Segmenting (*word segmentation: phonemes*) assessment given.



* Establish goal line before intervention begins

Word Parts and Segmenting Lesson Checklist

Name of Lesson	Date(s) lesson was taught	Date lesson was mastered
Lesson 1: Counting Words in Sentences		
Lesson 2: Counting Parts in Words (Syllables)		
Lesson 3: Hearing Beginning Consonant Sounds		
Lesson 4: Beginning Sounds Picture Match (single consonants)		
Lesson 5: Hearing Beginning Consonant Blends and Special Sounds		
Lesson 6: Beginning Sounds Picture Match (consonant blends and special sounds)		
Lesson 7: Beginning Sounds Picture Match Review		
Lesson 8: Hearing Ending Consonant Sounds (single consonants)		
Lesson 9: Ending Sounds Picture Match (single consonants)		
Lesson 10: Hearing Ending Consonant Sounds (consonant blends and special sounds)		
Lesson 11: Ending Sounds Picture Match (consonant blends and special sounds)		
Lesson 12: Hearing Sounds in the Middle of Words (short vowel sounds)		
Lesson 13: Saying Short Vowels in the Middle of Words		
Lesson 14: Hearing Sounds in the Middle of Words (long vowel sounds)		
Lesson 15: Saying Long Vowels in the Middle of Words		
Lesson 16: Hearing Medial Sounds in Two Syllable Words		
Lesson 17: Saying Medial Sounds in Two Syllable Words		
Lesson 18: Hearing and Saying Onset-Rimes in One Syllable Words		
Lesson 19: Saying all of the Sounds in a Word		
Lesson 20: Writing Words		

Word Parts and Segmenting Lesson Mini-Assessments Recording Sheets (p. 1)

Student Name: _____ Use these sheets to document the student's progression through the intervention.

Lesson 1: Counting Words in Sentences

Assessment: Use the following chart to assess this activity. Say each sentence below orally. Have the student count the number of words in each sentence, record his/her response, and place a '✓' in the last column if correct. The student has mastered this lesson if he/she can consistently and accurately count the number of words in sentences stated orally.

Sentence	Response	✓
My dad works at the bank.	(6)	
The apple fell from the tree and hit my head.	(10)	
I have a white notebook.	(5)	
I have the best teacher in the world.	(8)	
Saturday is my favorite day of the week.	(8)	
When can we go outside to play?	(7)	
The alligator ate the deer.	(5)	

Sentence	Response	✓
Earth is the third planet from the sun.	(8)	
His grandmother lives next door to my grandmother.	(8)	
My mom said we can go to the movies tomorrow night!	(11)	
My sister went shopping last weekend.	(6)	
My class went on a field trip to the zoo.	(10)	
I received eight gifts for my birthday.	(7)	
I couldn't eat my cereal because the milk was sour.	(10)	

Date Mastered _____

Lesson 2: Counting Parts in Words (Syllables)

Assessment: Use the following chart to assess this activity. Write in the number of word parts (syllables) the student says next to each word below. The student has mastered this lesson if he/she can consistently and accurately say the correct number for each word spoken.

Word	Response
apron	2
pencil	2
calf	1
computer	3
race	1

Word	Response
airplane	2
stop	1
grass	1
window	2
love	1

Word	Response
lemon	2
hurt	1
watermelon	4
mountain	2
book	1

Word	Response
yesterday	3
maybe	2
telephone	3
children	2
happiness	3

Lesson 3: Hearing Beginning Consonant Sounds

Date Mastered _____

Assessment: Use the following chart to assess this activity. Place a '✓' next to each word below if the student can correctly identify the beginning sound and another '✓' if he/she can identify the letter that says that sound. The student has mastered this lesson if he/she can consistently and accurately say both the correct beginning sound and the letter that says that sound.

Word	Sound	Letter
letter	/l/	l
desk	/d/	d
paint	/p/	p
fall	/f/	f
donut	/d/	d
tall	/t/	t






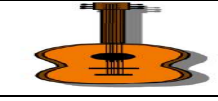

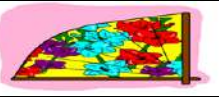
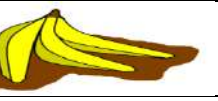
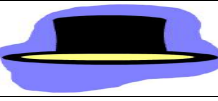

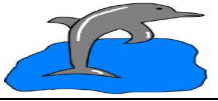

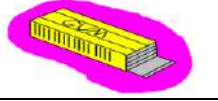
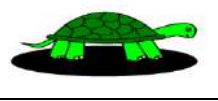





Word	Sound	Letter
winter	/w/	w
zebra	/z/	z
ketchup	/k/	c, k
mouse	/m/	m
right	/r/	r
yellow	/y/	y

Word	Sound	Letter
gulp	/g/	g
vase	/v/	v
balloon	/b/	b
city	/s/	c, s
giraffe	/j/	g, j
hello	/h/	h

Lesson 4: Beginning Sounds Picture Match (single consonants)

Date Mastered _____

Assessment: Use the following chart to assess this activity. Circle the two words under each picture as the student says the two as a pair. Have the student look at the student chart (p. 47) as you assess so that he/she can't see the printed words. The student has mastered this lesson if he/she can accurately name pairs of words that begin with the same sound.

				
rainbow/rake	tiger/turtle	fish/fan	vase/vine	kangaroo/key
				
guitar/gum	key/kangaroo	fan/fish	bananas/butterfly	hat/hotdog
				
butterfly/bananas	dolphin/duck	duck/dolphin	gum/guitar	turtle/tiger
				
vine/vase	muffin/mushroom	rake/rainbow	mushroom/muffin	hotdog/hat

Date Mastered _____

Word Parts and Segmenting Lesson Mini-Assessments Recording Sheets (p. 2)

Student Name: _____

Lesson 5: Hearing Beginning Consonant Blends and Special Sounds

Assessment: Use the following chart to assess this activity. Place a '✓' next to each word below if the student can correctly identify the beginning sound and another '✓' if he/she can identify the letters/blend that says that sound. The student has mastered this lesson if he/she can consistently and accurately say both the correct beginning sound and the letter that says that sound.

Word	Sound	Letters
fruit	/fr/	fr
grapes	/gr/	gr
prize	/pr/	pr
bring	/br/	br
short	/sh/	sh
store	/st/	st
blind	/bl/	bl

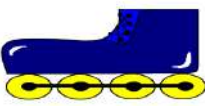




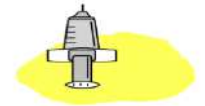
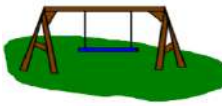
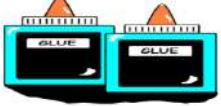
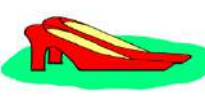











Word	Sound	Letters
plant	/pl/	pl
tree	/tr/	tr
choke	/ch/	ch
drive	/dr/	dr
flute	/fl/	fl
glad	/gl/	gl
slide	/sl/	sl

Word	Sound	Letters
quick	/qu/	qu
skunk	/sk/	sc, sk
snow	/sn/	sn
clunk	/cl/	cl, kl
giraffe	/j/	g, j
hello	/h/	h
crazy	/cr/	cr, kr

Date Mastered _____

Lesson 6: Beginning Sounds Picture Match (consonant blends and special sounds)





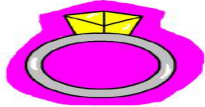



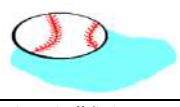
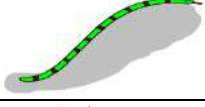
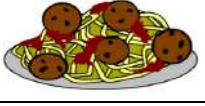

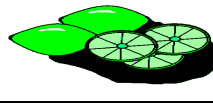
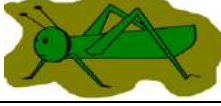
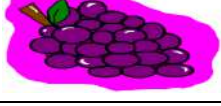



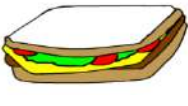

Assessment: Use the following chart to assess this activity. Circle the two words under each picture as the student says the two as a pair. Have the student look at the student chart (p. 50) as you assess so that he/she can't see the printed words. The student has mastered this lesson if he/she can accurately name pairs of words that begin with the same blend.

				
skate/skunk	gloves/glue	star/stool	chair/cheese	thirteen/thimble
				
shot/shoes	swing/sweater	glue/gloves	shoes/shot	blueberries/blood
				
crab/crutches	thimble/thirteen	crutches/crab	clown/clock	skunk/skate
				
clock/clown	sweater/swing	stool/star	blood/blueberries	cheese/chair

Lesson 7: Beginning Sounds Picture Match Review

Date Mastered _____

Assessment: Use the following chart to assess this activity. Circle the two words under each picture as the student says the two as a pair. Have the student look at the student chart (p. 52) as you assess so that he/she can't see the printed words. The student has mastered this lesson if he/she can accurately name pairs of words that begin with the same sound.

				
lion/lime	fly/flag	snowman/snake	flag/fly	ring/rabbit
				
rabbit/ring	sun/sandwich	globe/glasses	baseball/bike	snake/snowman
				
spaghetti/sponge	broccoli/bricks	lime/lion	grasshopper/grapes	grapes/grasshopper
				
bike/baseball	glasses/globe	sponge/spaghetti	sandwich/sun	bricks/broccoli

Date Mastered _____

Word Parts and Segmenting Lesson Mini-Assessments Recording Sheets (p. 3)

Student Name: _____

Lesson 8: Hearing Ending Consonant Sounds (single consonants)

Assessment: Use the following chart to assess this activity. Place a '✓' next to each word below if the student can correctly identify the beginning sound and another '✓' if he/she can identify the letter that says that sound. The student has mastered this lesson if he/she can consistently and accurately say both the correct beginning sound and the letter that says that sound.

Word	Sound	Letter
ten	/n/	n
chip	/p/	p
carrot	/t/	t
cab	/b/	b
nice	/s/	s, c
robber	/r/	r, er
orange	/j/	j, g











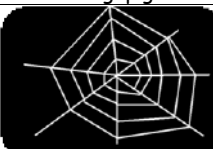


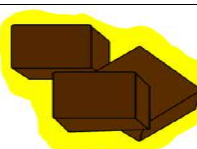


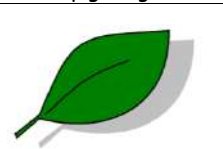

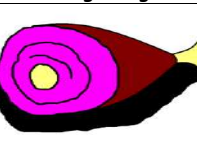
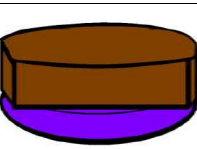
Word	Sound	Letter
team	/m/	m
milk	/k/	k, c
red	/d/	d
hawk	/k/	k, c
hill	/l/	l
deed	/d/	d
wow	/w/	w

Word	Sound	Letter
off	/f/	f
his	/z/	s, z
save	/v/	v
buzz	/z/	z
safe	/f/	f
flag	/g/	g

Date Mastered _____

Lesson 9: Ending Sounds Picture Match (single consonants)

Assessment: Use the following chart to assess this activity. Circle the two words under each picture as the student says the two as a pair. Have the student look at the student chart (p. 55) as you assess so that he/she can't see the printed words. The student has mastered this lesson if he/she can accurately name pairs of words that end with the same sound.

				
gold/bread	cage/fudge	broom/ham	moth/tooth	coat/eight
				
slug/pig	ball/bell	chef/leaf	clown/corn	corn/clown
				
web/tub	pig/slug	bell/ball	fudge/cage	tub/web
				
tooth/moth	leaf/chef	eight/coat	ham/broom	bread/gold

Date Mastered _____

Lesson 10: Hearing Ending Consonant Sounds (consonant blends and special sounds)

Assessment: Use the following chart to assess this activity. Place a '✓' next to each word below if the student can correctly identify the ending sound and another '✓' if he/she can identify the letters that spell that sound. The student has mastered this lesson if he/she can consistently and accurately say both the correct ending sound and the letters that spell that sound.

Word	Sound	Letters
brush	/sh/	sh
hatch	/ch/	ch
earth	/th/	th
jump	/mp/	mp
stitch	/tch/	tch
graph	/f/	ph, f
palm	/lm/	lm

Word	Sound	Letters
gold	/ld/	ld
best	/st/	st
patch	/tch/	tch
hung	/ng/	ng
fist	/st/	st
held	/ld/	ld
rash	/sh/	sh

Word	Sound	Letters
nymph	/ph/	ph
stretch	/tch/	tch
with	/th/	th
rath	/th/	th
ostrich	/ch/	ch
chimp	/mp/	mp








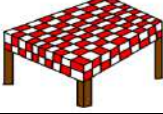




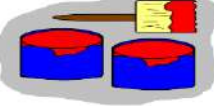
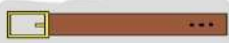
Date Mastered _____

Word Parts and Segmenting Lesson Mini-Assessments Recording Sheets (p. 4)

Student Name: _____

Lesson 11: Ending Sounds Picture Match (consonant blends and special sounds)

Assessment: Use the following chart to assess this activity. Circle the two words under each picture as the student says the two as a pair. Have the student look at the student chart (p. 58) as you assess so that he/she can't see the printed words. The student has mastered this lesson if he/she can accurately name pairs of words that end with the same consonant blend or special sound.

				
teeth/tablecloth	coach/bench	hush/cash	shrimp/chimp	milk/chalk
				
cash/hush	chalk/milk	tablecloth/teeth	bench/coach	saint/paint
				Date Mastered _____
salt/belt	chimp/shrimp	paint/saint	belt/salt	

Lesson 12: Hearing Sounds in the Middle of Words (short vowel sounds)

Assessment: Use the following chart to assess this activity. Place a '✓' next to each word below if the student can correctly identify its vowel sound, a second '✓' if he/she can identify the letter that says that sound, and a third '✓' if he/she can identify whether it is a short sound or a long sound.

Word	Sound	Letter	Long or Short?
hen	/ĕ/	e	
skip	/ĭ/	i	
pan	/ă/	a	
nut	/ŭ/	u	
sad	/ă/	a	
mop	/ŏ/	o	
tap	/ă/	a	







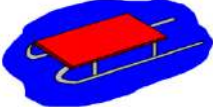
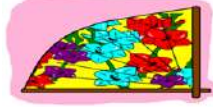
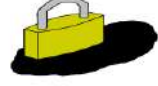





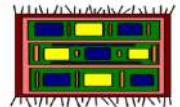


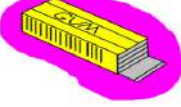


Word	Sound	Letter	Long or Short?
rot	/ŏ/	o	
duck	/ŭ/	u	
lock	/ŏ/	o	
sit	/ĭ/	i	
fog	/ŏ/	o	
red	/ĕ/	e	
bet	/ĕ/	e	

Word	Sound	Letter	Long or Short?
can	/ă/	a	
but	/ŭ/	u	
must	/ŭ/	u	
frost	/ŏ/	o	
men	/ĕ/	e	
kid	/ĭ/	i	

Date Mastered _____

Lesson 13: Saying Short Vowels in the Middle of Words

Assessment: Use the following chart to assess this activity. Have the student say the name of each picture, the sound of the vowel in the word, and the letter that spells that sound. Place a '✓' under the pictures the student gets correct. Have the student look at the student chart (p. 61) as you assess so that he/she can't see the printed words. The student has mastered this lesson if he/she can accurately identify, say, and spell the middle sound in vcv words.

				
răm	brüşh	brĭcks	drŭm	frŏg
				
crăb	slĕd	făn	lŏck	hăt
				
smĕll	drĭll	dŭck	flŏss	rŭg
				
flăg	gĭft	gŭm	bĕll	fŏx

Date Mastered _____

Word Parts and Segmenting Lesson Mini-Assessments Recording Sheets (p. 5)

Student Name: _____

Lesson 14: Hearing Sounds in the Middle of Words (long vowel sounds)

Assessment: Use the following chart to assess this activity. Place a '✓' next to each word below if the student can correctly identify its vowel sound, a second '✓' if he/she can identify the letter that says that sound, and a third '✓' if he/she can identify whether it is a short sound or a long sound.

Word	Sound	Letter	Long or Short?
mule	/ū/	u	
bead	/ē/	e	
game	/ā/	a	
cute	/ū/	u	
mile	/ī/	i	
note	/ō/	o	
queen	/ē/	e	


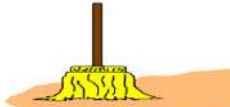



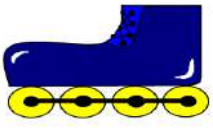

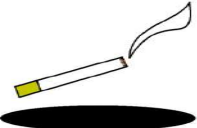


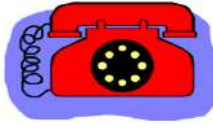




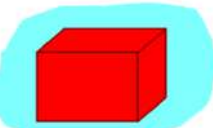


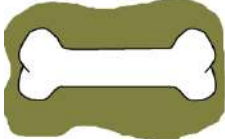
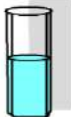
Word	Sound	Letter	Long or Short?
joke	/ō/	o	
late	/ā/	a	
shake	/ā/	a	
mice	/ī/	i	
jeep	/ē/	e	
tape	/ā/	a	
made	/ā/	a	

Word	Sound	Letter	Long or Short?
huge	/ū/	u	
hose	/ō/	o	
toast	/ō/	o	
side	/ī/	i	
peel	/ē/	e	
fuse	/ū/	u	

Date Mastered _____

Lesson 15: Saying Long Vowels in the Middle of Words

Assessment: Use the following chart to assess this activity. Have the student say the name of each picture, the sound of the vowel in the word, and the letter that spells that sound. Place a '✓' under the pictures the student gets correct. Have the student look at the student chart (p. 64) as you assess so that he/she can't see the printed words. The student has mastered this lesson if he/she can accurately identify, say, and spell the middle sound in long vowel words.

				
rose	sweep	grapes	price	face
				
skate	rice	smoke	flute	dice
				
phone	vase	nose	jeans	cheese
				
cube	sleep	globe	bone	tube

Date Mastered _____

Lesson 16: Hearing Medial Sounds in Two Syllable Words

Assessment: Use the following chart to assess this activity. Place a '✓' next to each word below if the student can correctly identify its medial sound and a second '✓' if he/she can identify the letter(s) that spells that sound. The student has mastered this lesson if he/she can consistently and accurately identify the middle sound and the letter(s) that spells that sound.

Word	Sound	Letter
after	/t/	t
holder	/d/	d
paper	/p/	p
table	/b/	b
turnip	/n/	n
popcorn	/k/	c, k
movie	/v/	v

Word	Sound	Letter
flower	/w/	w
teacher	/ch/	ch
pencil	/s/	s, c
carpet	/p/	p
angel	/j/	g, j
luggage	/g/	g
hammer	/m/	m

Word	Sound	Letter
college	/l/	l
healthy	/th/	th
monster	/st/	st
hopping	/p/	p
penny	/n/	n
yellow	/l/	l

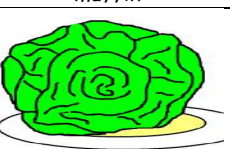



Date Mastered _____

Word Parts and Segmenting Lesson Mini-Assessments Recording Sheets (p. 6)

Student Name: _____

Lesson 17: Saying Medial Sounds in Two Syllable Words

Assessment: Use the following chart to assess this activity. Have the student say the name of each picture, the sound of the vowel in the word, and the letter that spells that sound. Place a '✓' under the pictures the student gets correct. Have the student look at the student chart (p. 67) as you assess so that he/she can't see the printed words. The student has mastered this lesson if he/she can accurately identify, say, and spell the middle sound in long vowel words.

				
<i>yogurt</i>	<i>button</i>	<i>rabbit</i>	<i>cannon</i>	<i>muffin</i>
				
<i>mittens</i>	<i>beehive</i>	<i>monkey</i>	<i>marbles</i>	<i>cabbage</i>
				
<i>badger</i>	<i>mermaid</i>	<i>lady</i>	<i>dolphin</i>	<i>taco</i>
				
<i>towel</i>	<i>pickles</i>	<i>peaches</i>	<i>seven</i>	<i>feathers</i>

Date Mastered _____

Lesson 18: Hearing and Saying Onset-Rimes in One Syllable Words

Assessment: Use the following chart to assess this activity. Place a '✓' next to each word below if the student can correctly say its onset-rime. The student has mastered this lesson if he/she can consistently and accurately say the onset-rime of words that begin with consonants, vowels, blends, and special sounds.

Word	Onset-rime	Word	Onset-rime	Word	Onset-rime	Word	Onset-rime
bowl	/b/-owl	tire	/t/-ire	cent	/c/-ent	glass	/gl/-ass
cook	/k/-ook	plant	/pl/-ant	zoo	/z/-oo	desk	/d/-esk
doll	/d/-oll	shade	/sh/-ade	hall	/h/-all	film	/f/-ilm
fib	/f/-ib	rut	/r/-ut	kit	/k/-it	dog	/d/-og
star	/st/-ar	chair	/ch/-air	fleck	/fl/-eck	frog	/fr/-og

Date Mastered _____

Lesson 19: Saying all of the Sounds in a Word

Assessment: Use the following chart to assess this activity. Place a '✓' next to each word below if the student can correctly say all of its sounds. The student has mastered this lesson if he/she can consistently and accurately segment words.

Word	Segmented Word	Word	Segmented Word	Word	Segmented Word	Word	Segmented Word
pop	/p//ɒ//p/	rage	/r//ā//j/	next	/n//ĕ//x//t/	frame	/fr//ā//m/
chick	/ch//ĭ//k/	tree	/tr//ē/	weep	/w//ē//p/	yum	/y//ū//m/
yes	/y//ĕ//s/	gut	/g//ū//t/	scrap	/scr//ā//p/	hot	/h//ɒ//t/
time	/t//ĭ//m/	duel	/d//ū//l/	card	/k//ar//d/	play	/pl//ā/
let	/l//ĕ//t/	pole	/p//ō//l/	sip	/s//ĭ//p/	drop	/dr//ɒ//p/

Lesson 20: Writing Words

Date Mastered _____

Assessment: Use the following chart to assess this activity. Say each word below clearly and concisely. Place a '✓' next to each word the student is able to correctly write on paper. Give the student credit for misspelled words if he/she can phonetically spell the stated word. The student has mastered this lesson if he/she can consistently and accurately write words after hearing them verbally stated.

Word	✓	Word	✓	Word	✓	Word	✓	Word	✓	Word	✓	Word	✓	Word	✓				
cat		plum		robe		mud		tub		suds		ate		ball		new		quill	
cloth		jar		hair		chop		greed		van		bit		bite		step		old	

Date Mastered _____

Word Parts and Segmenting Intervention Lessons

Use the following 20 lessons to guide you through the word parts and segmenting intervention.

Remember, the intervention is individualized to the student's needs and must be implemented at the student's pace. Don't move to a new lesson until mastery of the current lesson is achieved.

Teaching to MASTERY is the goal.

To determine whether or not mastery of each lesson has been achieved, use the 'Word Parts and Segmenting Mini-Assessments Recording Sheets' (pages 217-222) to measure the student's proficiency before beginning a new lesson.

Word Parts and Segmenting: Lesson 1

Lesson Name: Counting Words in Sentences

Description of Lesson/Activity: The student counts the number of words in an orally stated sentence.

Procedures for Implementing the Activity:

STEP ONE: Explain to student that when we speak, read, or write we use words. Words make up sentences which relay meaning to others.

STEP TWO: Explain that some sentences are long, some are short, and some are in between but they all have something in common: they are all made up of words.

STEP THREE: Explain that today he/she will listen to a sentence and will count how many words are in it. Say the sentence: "Today is a great day for learning." Repeat the sentence slowly and show the student how to count the number of words using fingers, tally marks, or manipulatives. Have the student state how many words are in the sentence. Review and reteach if student needs clarification. **Special Note:** Explain that 'a' and 'I' are words and not just letters when said in a sentence. Also explain that compound words (although made up of two separate words) are counted as only one word.

STEP FOUR: Continue saying random sentences and have the student count the number of words in each.

STEP FIVE: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Word Parts and Segmenting Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Word Parts and Segmenting: Lesson 2

Lesson Name: Counting Parts in Words (Syllables)

Description of Lesson/Activity: The student says words slowly to determine the number of syllables they have.

Procedures for Implementing the Activity:

STEP ONE: Explain to student that we can learn a lot about words by saying them slowly. We can hear beginning, middle, and ending sounds and also be able to count the parts (syllables) in words. Tell student that today he/she will practice saying words slowly and counting their parts. Inform student that word parts are also called syllables.

STEP TWO: Explain that many words have just one word part but that other words have two, three, four, five, or even more parts. Tell student that every word part (or syllable) has to have a vowel or vowel sound (sometimes said by the letter 'y'). There are no word parts or syllables found in the English language without a vowel or vowel sound.

STEP THREE: Model for the student how to say a word slowly and how to clap out the number of parts (syllables) it has. Practice saying one, two, three, and four syllable words. Have the student say how many syllables each word has by orally stating the number, showing the number using fingers, pointing to a number on a card, or by writing the number down on a piece of paper.

STEP FOUR: Continue step three until the student can easily identify the number of word parts found in common words.

STEP FIVE: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Word Parts and Segmenting Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Word Parts and Segmenting: Lesson 3

Lesson Name: Hearing Beginning Consonant Sounds

Description of Lesson/Activity: After hearing a word stated orally, the student identifies the beginning sound and the letter(s) used to spell that sound.

Procedures for Implementing the Activity:

STEP ONE: Briefly review word parts with student. Say a few one, two, three, and four syllable words and have the student state how many word parts are in each.

STEP TWO: Explain that in today's lesson, the student will practice listening to the sound heard at the beginning of words and will identify the letter that says that sound.

STEP THREE: Practice this skill with the student by saying a variety of words that begin with single consonant letters (no blends). Have the student say the beginning sound and then say the letter(s) that makes that sound. (Example: caterpillar = /k/, c or k)

STEP FOUR: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Word Parts and Segmenting Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Word Parts and Segmenting: Lesson 4

Lesson Name: Beginning Sounds Picture Match (single consonants)

Description of Lesson/Activity: The student finds pairs of pictures that begin with the same sound (single consonants only).

Procedures for Implementing the Activity:

STEP ONE: Review beginning sounds skills with student by saying random words and having him/her say the beginning sound and the letter that makes that sound. For today's lesson only focus on words that start with a single consonant (followed by a vowel) rather than words that start with a consonant blend or a special sound.

STEP TWO: Place several picture cards in front of the student and have him/her find pairs that match. Be sure to only use pictures that start with a single consonant and not with blends.

STEP THREE: Continue practicing this skill with the student until he/she can easily find matches.

STEP FOUR: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Word Parts and Segmenting Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Lesson 4: Beginning Sounds Match (single consonants)



Word Parts and Segmenting: Lesson 5

Lesson Name: Hearing Beginning Consonant Blends and Special Sounds

Description of Lesson/Activity: After hearing a word stated orally, the student identifies the beginning sound and the letters used to spell that sound.

Procedures for Implementing the Activity:

STEP ONE: Briefly review word parts with student. Say a few one, two, three, and four syllable words and have the student state how many word parts are in each.

STEP TWO: Explain that in today's lesson, the student will practice listening to the sound heard at the beginning of words and will identify the letters that say that sound. Tell student that all of the words today begin with a consonant blend or a special sound. Review blends and special sounds if the student needs clarification.

STEP THREE: Practice this skill with the student by saying a variety of words that begin with consonant blends and special sounds. Have the student say the beginning sound and then say the letters that make that sound. (Example: train = /tr/, tr)

STEP FOUR: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Word Parts and Segmenting Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Word Parts and Segmenting: Lesson 6

Lesson Name: Beginning Sounds Picture Match (consonant blends and special sounds)

Description of Lesson/Activity: The student finds pairs of pictures that begin with the same sound (consonant blends and special sounds only).

Procedures for Implementing the Activity:

STEP ONE: Review beginning sounds skills with student by saying random words and having him/her say the beginning sound and the letter that makes that sound. For today's lesson only focus on words that start with blends rather than words that start with a single consonant.

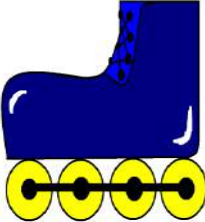


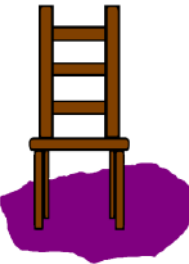

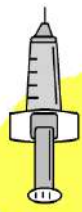

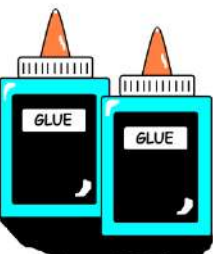











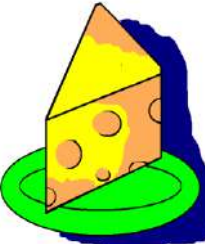
STEP TWO: Place several picture cards in front of the student and have him/her find pairs that match. Be sure to only use pictures that start with blends or special sounds and not with single consonants.

STEP THREE: Continue practicing this skill with the student until he/she can easily find matches.

STEP FOUR: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Word Parts and Segmenting Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Lesson 6: Beginning Sounds Match (consonant blends and special sounds)

Word Parts and Segmenting: Lesson 7

Lesson Name: Beginning Sounds Picture Match Review

Description of Lesson/Activity: The student finds pairs of pictures that begin with the same sound (single consonants, blends, and special sounds).

Procedures for Implementing the Activity:

STEP ONE: Review beginning sounds skills with student by saying random words and having him/her say the beginning sound and the letter(s) that makes that sound.

STEP TWO: Explain that in today's lesson, the student will locate two picture cards that begin with the same beginning sound (both single consonants and blends and special sounds). Be sure to explain that blends have to be paired with blends and single consonants with single consonants. (Example: pig would match with pizza but would not match with plant).

STEP THREE: Practice this skill with the student by placing several picture cards in front of him/her and having him/her find matches.

STEP FOUR: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Word Parts and Segmenting Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Lesson 7: Beginning Sounds Match (single consonants, blends, and special sounds)



Word Parts and Segmenting: Lesson 8

Lesson Name: Hearing Ending Consonant Sounds (single consonants)

Description of Lesson/Activity: After hearing a word stated orally, the student identifies the ending sound and the letter(s) used to spell that sound.

Procedures for Implementing the Activity:

STEP ONE: Briefly review word parts with student. Say several one, two, three, and four syllable words and have the student state how many word parts are in each. Also review beginning sounds by saying words and having the student say the beginning sound and the letter that spells that sound.

STEP TWO: Explain that in today's lesson, he/she will practice listening to the sound heard at the end of words and will identify the letters that says that sound.

STEP THREE: Practice this skill with the student by saying a variety of words that end with single consonant letters (no blends). Have the student say the ending sound and then say the letter(s) that makes that sound. (Example: pink = /k/, k, c, ck)

STEP FOUR: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Word Parts and Segmenting Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Word Parts and Segmenting: Lesson 9

Lesson Name: Ending Sounds Picture Match (single consonants)

Description of Lesson/Activity: The student finds pairs of pictures that end with the same sound (single consonants only).

Procedures for Implementing the Activity:

STEP ONE: Review ending sounds skills with student by saying random words and having him/her say the ending sound and the letter that makes that sound. For today's lesson only focus on words that end with a single consonant rather than words that end with a consonant blend.

STEP TWO: Place several picture cards in front of the student and have him/her find pairs that match. Be sure to only use pictures that end with a single consonant and not with blends.

STEP THREE: Continue practicing this skill until the student can easily find matches.

STEP FOUR: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Word Parts and Segmenting Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Lesson 9: Ending Sounds Match (single consonants)



Word Parts and Segmenting: Lesson 10

Lesson Name: Hearing Ending Consonant Sounds (consonant blends and special sounds)

Description of Lesson/Activity: After hearing a word stated orally, the student identifies the ending sound and the letters used to spell that sound.

Procedures for Implementing the Activity:

STEP ONE: Briefly review word parts with student. Say several one, two, three, and four syllable words and have the student state how many word parts are in each. Also review beginning sounds by saying words and having the student say the beginning sound and the letter that spells that sound.

STEP TWO: Explain that in today's lesson, he/she will practice listening to the sound heard at the end of words and will identify the letters that says that sound. Explain that all of the words in this lesson end with consonant blends or special sounds.

STEP THREE: Practice this skill with the student by saying a variety of words that end with consonant blends or special sounds. Have the student say the ending sound and then say the letters that makes that sound. (Example: trash = /sh/, sh)

STEP FOUR: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Word Parts and Segmenting Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Word Parts and Segmenting: Lesson 11

Lesson Name: Ending Sounds Picture Match (consonant blends and special sounds)

Description of Lesson/Activity: The student finds pairs of pictures that end with the same sound (consonant blends and special sounds).

Procedures for Implementing the Activity:

STEP ONE: Review ending sounds with student by saying random words and having him/her say the ending sound and the letter that makes that sound (single consonants only).

STEP TWO: Explain that in today's lesson he/she will match picture cards that end with the same consonant blend or special sound.

STEP TWO: Place several picture cards in front of the student and have him/her find cards that end with the same blend or special sound.

STEP THREE: Continue practicing this skill until the student can easily find matches.

STEP FOUR: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Word Parts and Segmenting Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Lesson 11: Ending Sounds Match (consonant blends and special sounds)

Word Parts and Segmenting: Lesson 12

Lesson Name: Hearing Sounds in the Middle of Words (short vowel sounds)

Description of Lesson/Activity: After hearing a word stated orally, the student identifies the sound in the middle of the word and the letter used to spell that sound.

Procedures for Implementing the Activity:

STEP ONE: Briefly review word parts with student. Say several one, two, three, and four syllable words and have the student state how many word parts are in each. Also briefly review beginning and ending sounds by saying random one-syllable words and having student say both the beginning and ending sounds.

STEP TWO: Explain that in today's lesson, he/she will practice listening to the sound heard in the middle of words and will identify the letter that says that sound.

STEP THREE: Practice this skill by saying a variety of one-syllable short vowel words and having the student say the middle sound, the letter that spells that sound, and whether it is a short or a long sound. (Example: pot = /o/, o, short)

STEP FOUR: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Word Parts and Segmenting Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Word Parts and Segmenting: Lesson 13

Lesson Name: Saying Short Vowels in the Middle of Words

Description of Lesson/Activity: Using picture cards, the student pronounces short vowel words and identifies both the vowel sound and the letter that spells that sound.

Procedures for Implementing the Activity:

STEP ONE: Review beginning and ending sounds by saying random one-syllable words. Have the student say both the beginning and the ending sounds and the letters that make those sounds. Explain that in today's lesson he/she will identify words that have short vowel sounds in the middle of them.

STEP TWO: Place several picture cards in front of the student and have him/her find pictures that contain short vowel sounds. Have the student identify the sound and the letter that makes that sound.

STEP THREE: Continue practicing this skill until the student can easily find pictures with short vowel sounds.

STEP FOUR: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Word Parts and Segmenting Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Lesson 13: Middle Vowel Sounds (short vowels)



Word Parts and Segmenting: Lesson 14

Lesson Name: Hearing Sounds in the Middle of Words (long vowel sounds)

Description of Lesson/Activity: After hearing a word stated orally, the student identifies its medial sound and the letter used to spell it.

Procedures for Implementing the Activity:

STEP ONE: Briefly review word parts with student. Say several one, two, three, and four syllable words and have the student state how many word parts are in each. Also briefly review beginning and ending sounds by saying random one-syllable words and having student say both the beginning and ending sounds.

STEP TWO: Explain that in today's lesson, he/she will practice listening to the sound heard in the middle of words and will identify the letter that says that sound.

STEP THREE: Practice this skill by saying a variety of one-syllable long vowel words and having the student say the middle sound, the letter that spells that sound, and whether it is a short or a long sound. (Example: gate = /ā/, a, long)

STEP FOUR: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Word Parts and Segmenting Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Word Parts and Segmenting: Lesson 15

Lesson Name: Saying Long Vowels in the Middle of Words

Description of Lesson/Activity: Using picture cards, the student pronounces long vowel words and identifies both the vowel sound and the letter that spells that sound.

Procedures for Implementing the Activity:

STEP ONE: Review beginning and ending sounds by saying random one-syllable words. Have the student say both the beginning and the ending sounds and the letters that make those sounds. Explain that in today's lesson he/she will identify words that have long vowel sounds in the middle of them.

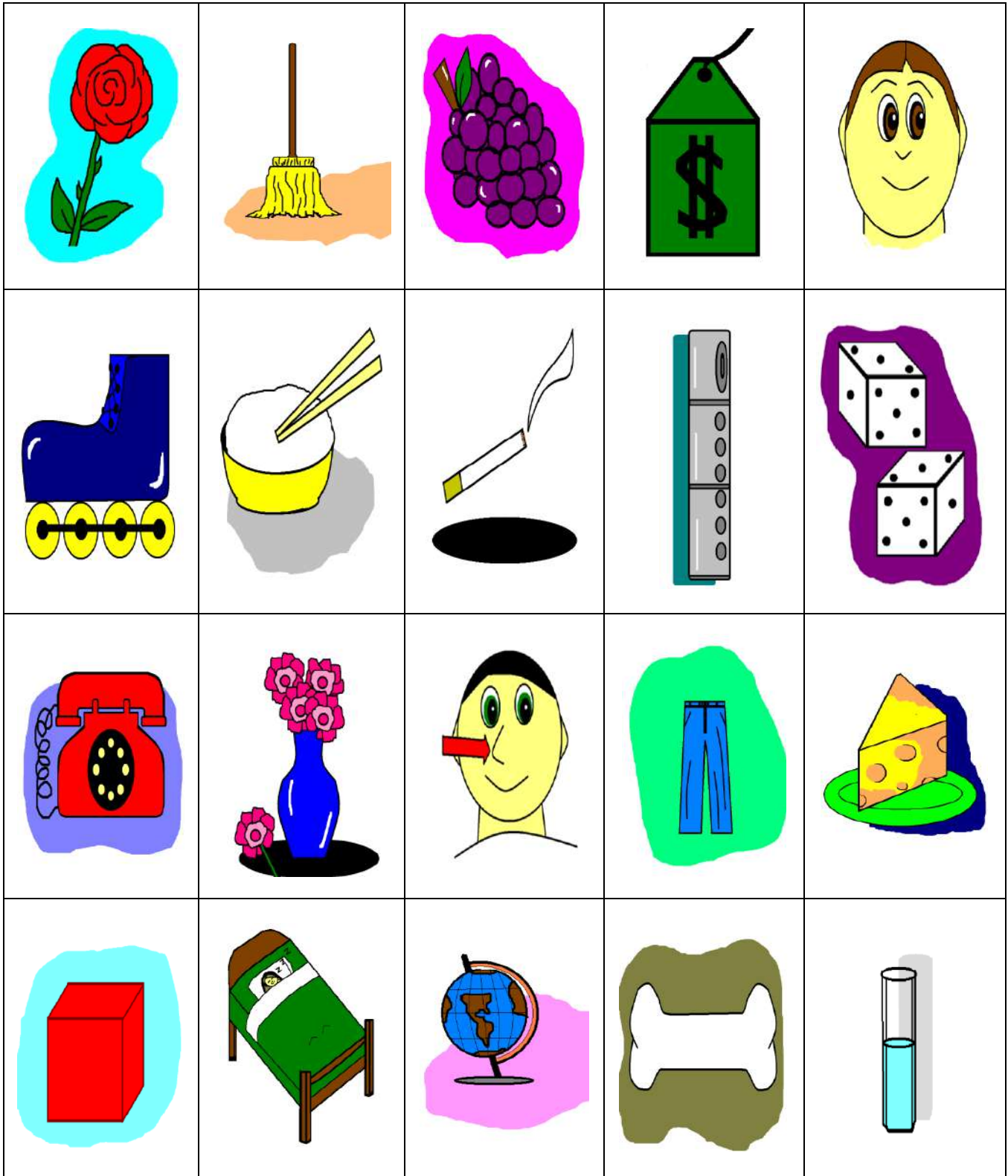
STEP TWO: Place several picture cards in front of the student and have him/her find pictures that contain long vowel sounds. Have the student identify the sound and the letter that makes that sound.

STEP THREE: Continue practicing this skill until the student can easily find pictures with long vowel sounds.

STEP FOUR: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Word Parts and Segmenting Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Lesson 15: Middle Vowel Sounds (long vowels)



Word Parts and Segmenting: Lesson 16

Lesson Name: Hearing Medial Sounds in Two Syllable Words

Description of Lesson/Activity: After hearing a two-syllable word, the student identifies its medial sound and the letter(s) used to spell it.

Procedures for Implementing the Activity:

STEP ONE: Briefly review word parts with student. Say several one, two, three, and four syllable words and have the student state how many word parts are in each. Also briefly review beginning, middle, and ending sounds of one-syllable words and have the student say sounds heard.

STEP TWO: Explain that in today's lesson, he/she will practice listening to the sound heard in the middle of two-syllable words and will identify the letter(s) that spell that sound. **Special Note:** Explain to the student that he/she will listen for the consonant sound that starts the second part of the word. (Example: the /d/ sound in the word 'building')

STEP THREE: Practice this skill by saying a variety of two-syllable words and having the student say the middle sound and the letter(s) that spells that sound. (Example: ladder = /d/, d)

STEP FOUR: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Word Parts and Segmenting Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Word Parts and Segmenting: Lesson 17

Lesson Name: Saying Medial Sounds in Two Syllable Words

Description of Lesson/Activity: Using picture cards, the student pronounces the medial sound heard in two syllable words and identifies the letter(s) that spells that sound.

Procedures for Implementing the Activity:

STEP ONE: Review beginning and ending sounds by saying random one-syllable words. Have the student say both the beginning and the ending sounds and the letters that make those sounds. Explain that in today's lesson he/she will hear two syllable words and will say the sound heard in the middle of the word.

STEP TWO: Place several picture cards in front of the student and have him/her find pictures that have two syllables. Have the student identify the sound in the middle of the word and the letter(s) that spells that sound. **Special Note:** Explain to the student that he/she should listen for the consonant sound that starts the second part of the word.

STEP THREE: Continue practicing this skill until the student can easily identify the medial sound of two syllable words and state the letter(s) that spells that sound.

STEP FOUR: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Word Parts and Segmenting Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Lesson 17: Two Syllable Words (medial consonant sounds)

Word Parts and Segmenting: Lesson 18

Lesson Name: Hearing and Saying Onset-Rimes in One Syllable Words

Description of Lesson/Activity: The student practices saying onset-rimes of one syllable words after hearing several examples of how to do so.

Procedures for Implementing the Activity:

STEP ONE: Briefly review word parts with student. Say several one, two, three, and four syllable words and have the student state how many word parts are in each. Also briefly review beginning, middle, and ending sounds of one-syllable words and have the student say sounds heard.

STEP TWO: Explain that in today's lesson, he/she will practice breaking a word apart by saying the first sound and then the rest of the word. Tell student that when we break words apart we can hear their sounds which helps us become better readers and writers.

STEP THREE: Practice this skill by saying many one syllable words and then saying their onset-rimes (saying the first sound followed by the rest of the word). (Examples: stop = /st/-op, pig = /p/-ig, red = /r/-ed)

STEP FOUR: Use picture cards to help teach this skill. Have the student say the name of the picture and then have him/her break the word down by saying its onset-rime. Also ask the student questions about the word such as; "What letter does this word begin with ... or end with?", "How many word parts or syllables does this word have?", "Is the vowel sound a long sound or a short sound?", "Can you think of word that rhymes with this word?", etc.

STEP FIVE: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Word Parts and Segmenting Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Word Parts and Segmenting: Lesson 19

Lesson Name: Saying all of the Sounds in a Word

Description of Lesson/Activity: The student practices saying all of the sounds (phonemes) in a word.

Procedures for Implementing the Activity:

STEP ONE: Briefly review beginning, middle, and ending sounds with the student. Also review onset-rime by having him/her say the first sound of a one syllable word followed by the rest of the word.

STEP TWO: Explain that in today's lesson, he/she will practice breaking a word into small parts by saying all of its sounds. Tell student that breaking words into small parts helps us read and write them better.

STEP THREE: Practice this skill by saying many one syllable words and then saying all of their sounds (phonemes). (Examples: lamp = /l//ă//m//p/, wĭn = /w//ĭ//n/, team = /t//ē//m/)

STEP FOUR: Allow student ample time to practice saying the sounds heard in words.

Drill and Practice, Drill and Practice, Drill and Practice!

STEP FIVE: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Word Parts and Segmenting Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

THIS LESSON IS EXTREMELY IMPORTANT. BE SURE THE STUDENT CAN SAY ALL OF THE SOUNDS (PHONEMES) IN A WORD BEFORE MOVING ON TO THE NEXT LESSON.

TEACHING TO MASTERY IS THE GOAL

Word Parts and Segmenting: Lesson 20

Lesson Name: Writing Words

Description of Lesson/Activity: The student practices writing words after hearing them sounded out (segmented).

Procedures for Implementing the Activity:

STEP ONE: Briefly review beginning, middle, and ending sounds with the student. Also review saying all of the sounds in a word by having the student break down one syllable words into phonemes.

STEP TWO: Explain that in today's lesson, he/she will practice writing words after saying all of the sounds in those words.

STEP THREE: Practice this skill by saying many one syllable words and then having the student write the words on a sheet of paper. Provide lots of examples and allow ample time for the student to practice hearing words, saying words, hearing phonemes, saying phonemes, and writing words. **Special Note:** Don't be overly concerned with spelling words correctly. What is important is that the student can hear sounds and accurately write the letters that represent those sounds.

STEP FOUR: Allow student ample time to practice writing words.

Drill and Practice, Drill and Practice, Drill and Practice!

STEP FIVE: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Word Parts and Segmenting Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

BLENDING

BLENDING OVERVIEW

Once it is determined that a student needs this intervention (as evidenced on the **Universal Screening: Blending Assessment**), make a copy of the appropriate pages (listed on the "Blending Let's Get Started!" page) including the "Blending Lesson Checklist." Use the checklist to check off when each lesson was taught and when it was mastered. Do not move forward to a new lesson until the student has mastered the lesson he/she is currently on. Also, to assess the student's response to the intervention, be sure to monitor his/her progress weekly throughout the twelve-week implementation period using the Progress Monitoring Assessments (regardless of which lesson he/she is currently working on). If a student completes all of the Blending lessons within two to six weeks, he/she still needs to be assessed for at least 2 additional weeks past the point of mastery so as to rule out "lucky guesses" or a "fluke" with the assessment showing said mastery. If the student has truly **MASTERED** the Blending Intervention before the 12-week intervention period ends (as evidenced by the **Progress Monitoring: Blending Assessments**), it would be prudent to move on to an intervention which focuses on more complex concepts such as blending. Be sure to collect baseline data before beginning any new intervention.

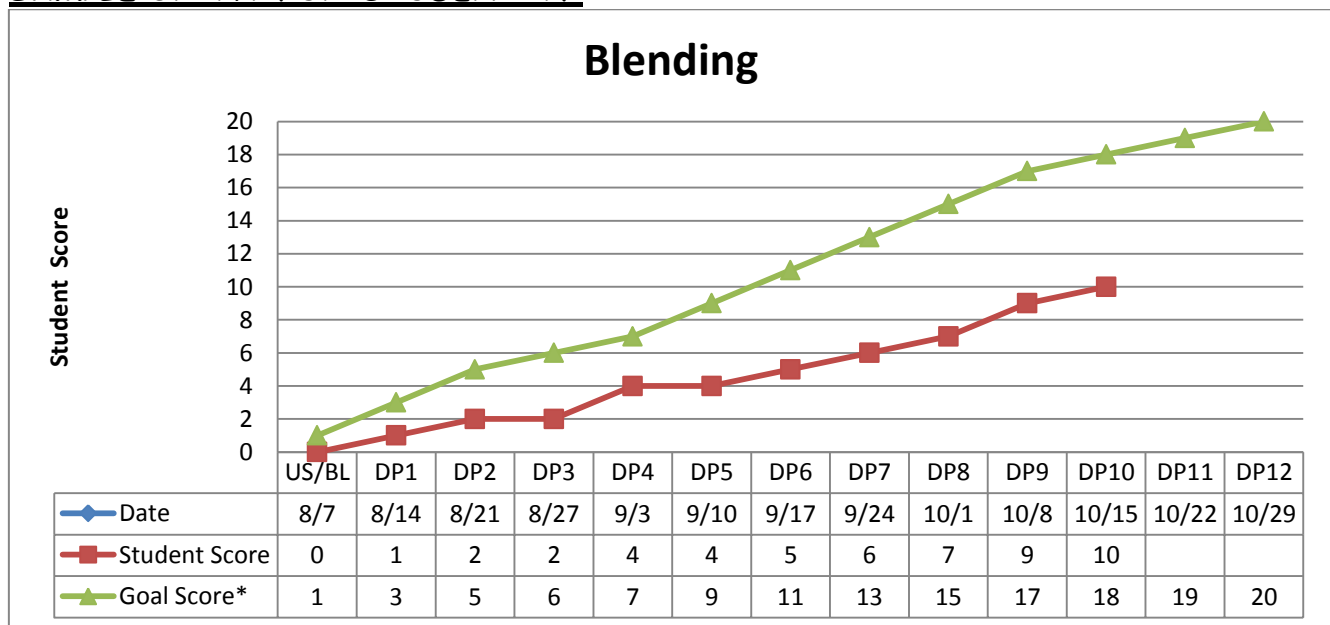
The mini- assessments that are a part of the individual lessons are **NOT** to be used as data point assessments or the universal screening/baseline. The purpose of those assessments is to assist the teacher, tutor, or interventionist in knowing whether or not the student has or has not mastered a particular lesson. The overall timeline for the intervention is 12 weeks with at least three 30-minute sessions occurring each week. However, the intervention session lessons in this manual are **not** timed and should be taught in succession. The student sets the pace according to his/her ability to understand and master the material. A student may be able to finish two or three lessons in a twenty or thirty minute time span whereas another student may be able to only complete and master one lesson over a period of three or four days or even weeks. RTI is an individualized process and is strictly geared to meet the individual needs of the student. This book is not intended to replace the regular classroom curriculum and is not comprehensive or exhaustive. The lessons in this manual should be considered supplemental to what is already being taught in the classroom and are geared to help fill the learning gaps of struggling students whose weak phonics skills interfere with their ability to read fluently which then negatively impacts their ability to comprehend written text. This intervention is intended to strengthen skills through intensive exposure to basic phonological concepts and each individual lesson should be taught to mastery. Using sorting, comparing and contrasting activities, repetition, and drill and practice, this intervention can bring success to those who otherwise would continue to fall through the cracks by helping build a strong foundation on which higher levels of learning can occur.

PROGRESS MONITORING

As stated before, in order to ascertain whether or not the Blending intervention in this manual is effective, data should be gathered on a weekly basis through the progress monitoring assessments. As with the universal screening, the student must complete the progress monitoring assessments without extra prompts or assistance. All progress monitoring assessments can be scored directly on the corresponding recording sheets provided to you in this manual. It is worthy to note that the universal screening/baseline assessments are identical to the weekly progress monitoring assessments in both format and structure. This gives the educator/assessor a simple way to collect data as well as creates a format that is easy to read and analyze. Because of the continuity among the assessments, the educator/assessor will essentially be comparing 'oranges to oranges' which allows for a more accurate picture of how the student is progressing throughout the intervention.

PROGRESS MONITORING DOCUMENTATION, GRAPH, AND DATA ANALYSIS For the purpose of data analysis for the Blending intervention, a graph will be needed to record the data from the universal screening/baseline assessment and each progress monitoring assessment. Graphs are an easy-to-read 'snap shot' of how the student performs each week and are an excellent tool to use when looking at overall progress and effectiveness of an intervention. The data should be analyzed weekly rather than at the end of the 12 weeks so that changes or adjustments to the intervention may be made DURING the 12 week period. The graph below is an example of what an RTI intervention graph may look like after the 10th week of the Blending intervention. Careful examination of the data collected each week must occur (preferably in the context of a data analysis team) in order to adequately assess the effectiveness of the intervention and to pinpoint areas of weakness. This on-going weekly review of the data is crucial and should be the catalyst which drives future instruction for the struggling student.

SAMPLE GRAPH FOR STUDENT 'X':



What does the sample graph on the previous page tell us about Student 'X'? According to the universal screening/baseline assessment (given 8-7-11) the student scored a 0 out of a possible 20 signifying he/she lacks the ability to blend multi-syllabic words and phonemes to read or say words. After 10 weeks of the blending intervention, Student 'X' has made progress but has yet to reach his/her goal score. Twice the scores remained the same but no regression was noted. Student 'X's growth line overall steadily increased. At the end of the 10th week of intervention, Student 'X' has consistently fallen short of the weekly goals but is showing gains overall. Additional time with the same intervention would be the logical recommendation for this student until mastery has been achieved.

SPECIAL NOTE:

Supplemental Progress Monitoring Assessments of the following sub-blending skills are included in this manual to give the teacher/interventionist the option of documenting each skill separately:

- blending word parts
- blending phonemes
- changing and blending new words
- reading CVC nonsense words *without* consonant blends
- reading CVC nonsense words *with and without* consonant blends
- reading CVCe nonsense words *without* consonant blends
- reading CVCe nonsense words *with and without* consonant blends
- reading nonsense words: vowel diagraphs & other vowels
- reading nonsense words: all types combined

Individual student assessment sheets and RTI graphs are also included for each skill.

Let's Get Started!

To implement the Blending intervention in this manual, copy the following pages for each student in the intervention group:

- *Universal Screening Teacher Recording Sheet (p. 258)*
- *Progress Monitoring Teacher Recording Sheets (Comprehensive) (pp. 259-264)*
- *Universal Screening & Progress Monitoring Student Assessment Sheet (p. 265)*
- *Universal Screening & Progress Monitoring RTI Graph (p. 266)*
- *Blending Lessons Checklist (p. 291)*
- *Blending Mini-Assessments (pp. 292-294)*
- *Letter Cards (if needed) (p. 54-57)*
- *Word Family Cards (if needed) (pp. 173-191)*

If more specific blending data is needed or warranted, copy one or more of the following:

- *Blending Word Parts (p. 267)*
- *Blending Word Parts Graph (p. 268)*
- *Blending Phonemes (p. 269)*
- *Blending Phonemes Graph (p. 270)*
- *Changing and Blending New Words (p. 271)*
- *Changing and Blending New Words Graph (p. 272)*
- *Reading CVC Nonsense Words (without consonant blends) Teacher Recording Sheet (p. 273)*
- *Reading CVC Nonsense Words (without consonant blends) Student Assessment Sheet (p. 274)*
- *Reading CVC Nonsense Words (without consonant blends) Graph (p. 275)*
- *Reading CVC Nonsense Words (with & without consonant blends) Teacher Recording Sheet (p. 276)*
- *Reading CVC Nonsense Words (with & without consonant blends) Student Assessment Sheet (p. 277)*
- *Reading CVC Nonsense Words (with & without consonant blends) Graph (p. 278)*
- *Reading CVCe Nonsense Words (without consonant blends) Teacher Recording Sheet (p. 279)*
- *Reading CVCe Nonsense Words (without consonant blends) Student Assessment (p. 280)*
- *Reading CVCe Nonsense Words (without consonant blends) Graph (p. 281)*
- *Reading CVCe Nonsense Words (with & without consonant blends) Teacher Recording Sheet (p. 282)*
- *Reading CVCe Nonsense Words (with & without consonant blends) Student Assessment Sheet (p. 283)*
- *Reading CVCe Nonsense Words (with & without consonant blends) Graph (p. 284)*
- *Reading Nonsense Words (vowel digraphs & other vowels) Teacher Recording Sheet (p. 285)*
- *Reading Nonsense Words (vowel digraphs & other vowels) Student Assessment Sheet (p. 286)*
- *Reading Nonsense Words (vowel digraphs & other vowels) Graph (p. 287)*
- *Reading Nonsense Words (all types combined) Teacher Recording Sheet (p. 288)*
- *Reading Nonsense Words (all types combined) Student Assessment Sheet (p. 289)*
- *Reading Nonsense Words (all types combined) Graph (p. 290)*

Universal Screening Teacher Recording Sheet

Blending

Student Name: _____ Grade: _____ Teacher: _____ Date: _____

Section A: Blending Word Parts: Say each word-part below clearly and concisely. Have the student blend the parts together and orally say the word as a complete unit. (Example: tro...phy = trophy)

pa...per	kit...ten	print...er	en...ve...lope

Section B: Blending Phonemes: Say each series of phonemes below. Have the student blend the sounds to create a word. (Examples: /d//ɔ//t/ = dot, /v//ō//t/ = vote)

/h//ɪ//t/	/b//ā//t/	/t//ū//k/	/d//ō//l/
<i>hit</i>	<i>bait</i>	<i>tuck</i>	<i>doll</i>

Section C: Changing Sounds: Read each question below. Have the student change the sound indicated and say the new word.

Change the b in born to w. What is the new word?	<i>worn</i>
Change the r in ripe to p. What is the new word?	<i>pipe</i>

Change the sh in flash to g. What is the new word?	<i>flag</i>
Change the a in tag to u. What is the new word?	<i>tug</i>

Section D: Reading Nonsense Words: Have the student read each nonsense word below. Allow him/her to read off of the 'Student Assessment Sheet' (*comprehensive assessment*) as you mark correct or incorrect responses below. Allow the student 30 seconds to read the following 4 words:

mip	kib	vum	trat

Section E: Reading Real Words: Have the student read each word below. Allow him/her to read off of the 'Student Assessment Sheet' (*comprehensive assessment*) as you mark correct or incorrect responses below. Allow the student 30 seconds to read the following 4 words:

den	tip	bent	win

Total # Correct _____ (Total # Possible = 20)

Progress Monitoring Teacher Recording Sheet

Blending

Student Name: _____ Grade: _____ Teacher: _____

Refer to the directions from the Universal Screening assessment to complete each data point assessment.

Data Point 1

Date: _____

Section A: Blending Word Parts:

ham...bur...ger	key...board	plan...ted	ster...e...o

Section B: Blending Phonemes:

/m//or/	/g//ă//s/	/sh//Û//t/	/b//t//k/
<i>more</i>	<i>gas</i>	<i>shut</i>	<i>bike</i>

Section C: Changing Sounds:

Take away the e in plane. What is the new word?	<i>plan</i>
Take away the e in slope. What is the new word?	<i>slop</i>

Change the g in bag to sh. What is the new word?	<i>bash</i>
Change the i in mind to e. What is the new word?	<i>mend</i>

Section D: Reading Nonsense Words:

blom	shub	pluz	wof

Section E: Reading Real Words:

five	rope	grade	mule

Total Correct (out of 20): _____

.....

Data Point 2

Date: _____

Section A: Blending Word Parts:

sto...ry	sand...wich	po...ta...to	bug...gie

Section B: Blending Phonemes:

/ch//ō//k/	/f//ě//d/	/g//ě//t/	/sk//Û//l/
<i>choke</i>	<i>fed</i>	<i>(get)</i>	<i>(skull)</i>

Section C: Changing Sounds:

Change the o in rock to a. What is the new word?	<i>rack</i>
Change the p in flap to t. What is the new word?	<i>flat</i>

Change the o in boss to a. What is the new word?	<i>bass</i>
Change the n in name to c. What is the new word?	<i>came</i>

Section D: Reading Nonsense Words:

wom	jex	dibe	chiv

Section E: Reading Real Words:

plan	hut	tent	chip

Total Correct (out of 20): _____

Student Name: _____ Grade: _____ Teacher: _____

Refer to the directions from the Universal Screening assessment to complete each data point assessment

Data Point 3

Date: _____

Section A: Blending Word Parts:

floor...ing	cab...i...net	drive...way	pic...ture

Section B: Blending Phonemes:

/b//ü//mp/	/b//ö//x/	/gr//i//t/	/s//i//d/
(bump)	(box)	(grit)	(side)

Section C: Changing Sounds:

Change the b in bike to m. What is the new word?	mike
Change the v in cave to g. What is the new word?	cage

Change the a in black to o. What is the new word?	block
Change the m in mop to p. What is the new word?	pop

Section D: Reading Nonsense Words:

hiv	gox	plick	sim

Section E: Reading Real Words:

loon	life	house	rich

Total Correct (out of 20): _____

.....

Data Point 4

Date: _____

Section A: Blending Word Parts:

pur...ple	home...run	pig...gy	o...cean

Section B: Blending Phonemes:

/k//i//s/	/m//ā//d/	/h//ē//d/	/g//ō//l//d/
(kiss)	(made)	(heed)	(gold)

Section C: Changing Sounds:

Change the n in green to d. What is the new word?	greed
Change the sh in shelf to s. What is the new word?	self

Change the sh in flash to g. What is the new word?	flag
Change the a in tag to u. What is the new word?	tug

Section D: Reading Nonsense Words:

kol	grat	rul	gov

Section E: Reading Real Words:

blog	pass	town	sprig

Total Correct (out of 20): _____

Student Name: _____ Grade: _____ Teacher: _____
 Refer to the directions from the Universal Screening assessment to complete each data point assessment

Data Point 5

Date: _____

Section A: Blending Word Parts:

grape...fruit	tur...key	au...to...mo...bile	teach...er

Section B: Blending Phonemes:

/r//ă//p/	/f//ŭ//s/	/s//ŭ//m/	/j//ō//k/
(rap)	(fuss)	(sum)	(joke)

Section C: Changing Sounds:

Change the g in frog to m. What is the new word?	from
Change the e in vet to a. What is the new word?	vat

Take away the e in slime. What is the new word?	slim
Take away the e in cone. What is the new word?	con

Section D: Reading Nonsense Words:

shik	rop	rax	tris

Section E: Reading Real Words:

coat	hope	trick	goat

Total Correct (out of 20): _____

.....

Data Point 6

Date: _____

Section A: Blending Word Parts:

pock...et	hum...ming	snow...man	eat...ing

Section B: Blending Phonemes:

/h//ŭ//s/	/p//ō//k/	/b//ē//t/	/b//ŭ//k/
(his)	(poke)	(beet)	(bike)

Section C: Changing Sounds:

Take away the e in mope. What is the new word?	mop
Change the r in rest to t. What is the new word?	test

Change the l in pail to n. What is the new word?	pain
Change the a in tack to o. What is the new word?	tack

Section D: Reading Nonsense Words:

pog	nid	tob	hib

Section E: Reading Real Words:

blip	not	mire	blow

Total Correct (out of 20): _____

Student Name: _____ Grade: _____ Teacher: _____
 Refer to the directions from the Universal Screening assessment to complete each data point assessment

Data Point 7

Date: _____

Section A: Blending Word Parts:

road...side	un...der...neath	hap...pi...ness	so...fa

Section B: Blending Phonemes:

/f//ð//g/	/b//ü//s/	/h//ü//g/	/r//ë//x/
(fog)	(bus)	(hug)	(rex)

Section C: Changing Sounds:

Change the s in seed to bl. What is the new word?	bleed
Change the c in face to m. What is the new word?	fame

Change the i in bid to u. What is the new word?	bud
Change the d in duck to tr. What is the new word?	truck

Section D: Reading Nonsense Words:

flove	wode	fove	clede

Section E: Reading Real Words:

vent	gut	hone	zest

Total Correct (out of 20): _____

.....

Data Point 8

Date: _____

Section A: Blending Word Parts:

ad...ven...ture	yes...ter...day	won...der...land	mus...tard

Section B: Blending Phonemes:

/w//ē//l/	/n//ā//l/	/p//ü//p/	/p//ä//k/
(wheel)	(nail)	(pup)	(pack)

Section C: Changing Sounds:

Take away the e in grime. What is the new word?	grim
Change the t in teen to qu. What is the new word?	queen

Change the m in loom to k. What is the new word?	look
Change the e in held to o. What is the new word?	hold

Section D: Reading Nonsense Words:

jeke	bife	nebe	kize

Section E: Reading Real Words:

grown	from	push	crest

Total Correct (out of 20): _____

Student Name: _____ Grade: _____ Teacher: _____
 Refer to the directions from the Universal Screening assessment to complete each data point assessment

Data Point 9

Date: _____

Section A: Blending Word Parts:

lamp...shade	love...ly	crank...ing	pop...corn

Section B: Blending Phonemes:

/r//ŭ//g/	/gl//ō//b/	/l//ō//k/	/r//ī//p/
(rug)	(globe)	(lock)	(ripe)

Section C: Changing Sounds:

Change the ck in chick to p. What is the new word?	chip
Take away the e in quite. What is the new word?	quit

Change the m in moon to n. What is the new word?	noon
Take away the e in made. What is the new word?	mad

Section D: Reading Nonsense Words:

blawn	vurt	theep	doop

Section E: Reading Real Words:

jeer	much	dish	mind

Total Correct (out of 20): _____

.....

Data Point 10

Date: _____

Section A: Blending Word Parts:

swal...low	barn...yard	in...side	sit...u...a...tion

Section B: Blending Phonemes:

/b//ĕ//st/	/j//ŭ//st/	/l//ă//k/	/p//ā//v/
(best)	(just)	(lack)	(pave)

Section C: Changing Sounds:

Change the n in name to c. What is the new word?	came
Take away the e in slope. What is the new word?	slop

Change the st in stink to p. What is the new word?	pink
Take away the e in fate. What is the new word?	fat

Section D: Reading Nonsense Words:

kawk	beesh	zurt	vawn

Section E: Reading Real Words:

bound	fig	voice	greet

Total Correct (out of 20): _____

Student Name: _____ Grade: _____ Teacher: _____
 Refer to the directions from the Universal Screening assessment to complete each data point assessment

Data Point 11

Date: _____

Section A: Blending Word Parts:

swim...ming	e...mo...tion...al	head...ache	cris...py

Section B: Blending Phonemes:

/l//ě//s/	/w//ē//d/	/n//ī//p/	/dr//ī//v/
(less)	(weed)	(nip)	(drive)

Section C: Changing Sounds:

Take away the e in plane. What is the new word?	plan
Change the sl in slip to dr. What is the new word?	drip

Change the l in lace to f. What is the new word?	face
Change the e in red to a. What is the new word?	rad

Section D: Reading Nonsense Words:

fown	mive	berm	lod

Section E: Reading Real Words:

near	clean	thick	born

Total Correct (out of 20): _____

.....

Data Point 12

Date: _____

Section A: Blending Word Parts:

eye...ball	le...mon	sit...ting	win...dy

Section B: Blending Phonemes:

/f//ō//n/	/ch//ī//ck/	/d//ū//ll/	/k//ī//t/
(phone)	(chick)	(dull)	(kite)

Section C: Changing Sounds:

Change the p in pure to c. What is the new word?	cure
Change the mp in jump to g. What is the new word?	jug

Change the s in sip to z. What is the new word?	zip
Change the g in frog to m. What is the new word?	from

Section D: Reading Nonsense Words:

stom	quind	plave	fak

Section E: Reading Real Words:

glide	quick	toad	goof

Total Correct (out of 20): _____

Universal Screening and Progress Monitoring Student Assessment Sheet

(COMPREHENSIVE ASSESSMENTS)

Use this student assessment sheet to complete sections D and E on the Universal Screening and the weekly Progress Monitoring assessments. Allow him/her to read from this sheet as you mark correct or incorrect responses on the Teacher Recording Sheets. Allow the student 30 seconds to read the nonsense words in section D and 30 seconds to read the real words in section E.

Universal Screening/Baseline:

<u>Section D</u>	mip	kib	vum	trat	<u>Section E</u>	den	tip	bent	win
------------------	-----	-----	-----	------	------------------	-----	-----	------	-----

Data Point 1:

<u>Section D</u>	blom	shub	pluz	wof	<u>Section E</u>	five	rope	grade	mule
------------------	------	------	------	-----	------------------	------	------	-------	------

Data Point 2:

<u>Section D</u>	wom	jex	dibe	chiv	<u>Section E</u>	plan	hut	tent	chip
------------------	-----	-----	------	------	------------------	------	-----	------	------

Data Point 3:

<u>Section D</u>	hiv	gox	plick	sim	<u>Section E</u>	loon	life	house	rich
------------------	-----	-----	-------	-----	------------------	------	------	-------	------

Data Point 4:

<u>Section D</u>	kol	grat	rul	gov	<u>Section E</u>	blog	pass	town	sprig
------------------	-----	------	-----	-----	------------------	------	------	------	-------

Data Point 5:

<u>Section D</u>	shik	rop	rax	tris	<u>Section E</u>	coat	hope	trick	goat
------------------	------	-----	-----	------	------------------	------	------	-------	------

Data Point 6:

<u>Section D</u>	pog	nid	tob	hib	<u>Section E</u>	blip	not	mire	blow
------------------	-----	-----	-----	-----	------------------	------	-----	------	------

Data Point 7:

<u>Section D</u>	flove	wode	fove	clede	<u>Section E</u>	vent	gut	hone	zest
------------------	-------	------	------	-------	------------------	------	-----	------	------

Data Point 8:

<u>Section D</u>	jeke	bife	nebe	kize	<u>Section E</u>	grown	from	push	crest
------------------	------	------	------	------	------------------	-------	------	------	-------

Data Point 9:

<u>Section D</u>	blawn	vurt	theep	doop	<u>Section E</u>	jeer	much	dish	mind
------------------	-------	------	-------	------	------------------	------	------	------	------

Data Point 10:

<u>Section D</u>	kawk	beesh	zurt	vawn	<u>Section E</u>	bound	fig	voice	greet
------------------	------	-------	------	------	------------------	-------	-----	-------	-------

Data Point 11:

<u>Section D</u>	jown	mive	berm	lod	<u>Section E</u>	near	clean	thick	born
------------------	------	------	------	-----	------------------	------	-------	-------	------

Data Point 12:

<u>Section D</u>	stom	quind	plave	fak	<u>Section E</u>	glide	quick	toad	goof
------------------	------	-------	-------	-----	------------------	-------	-------	------	------

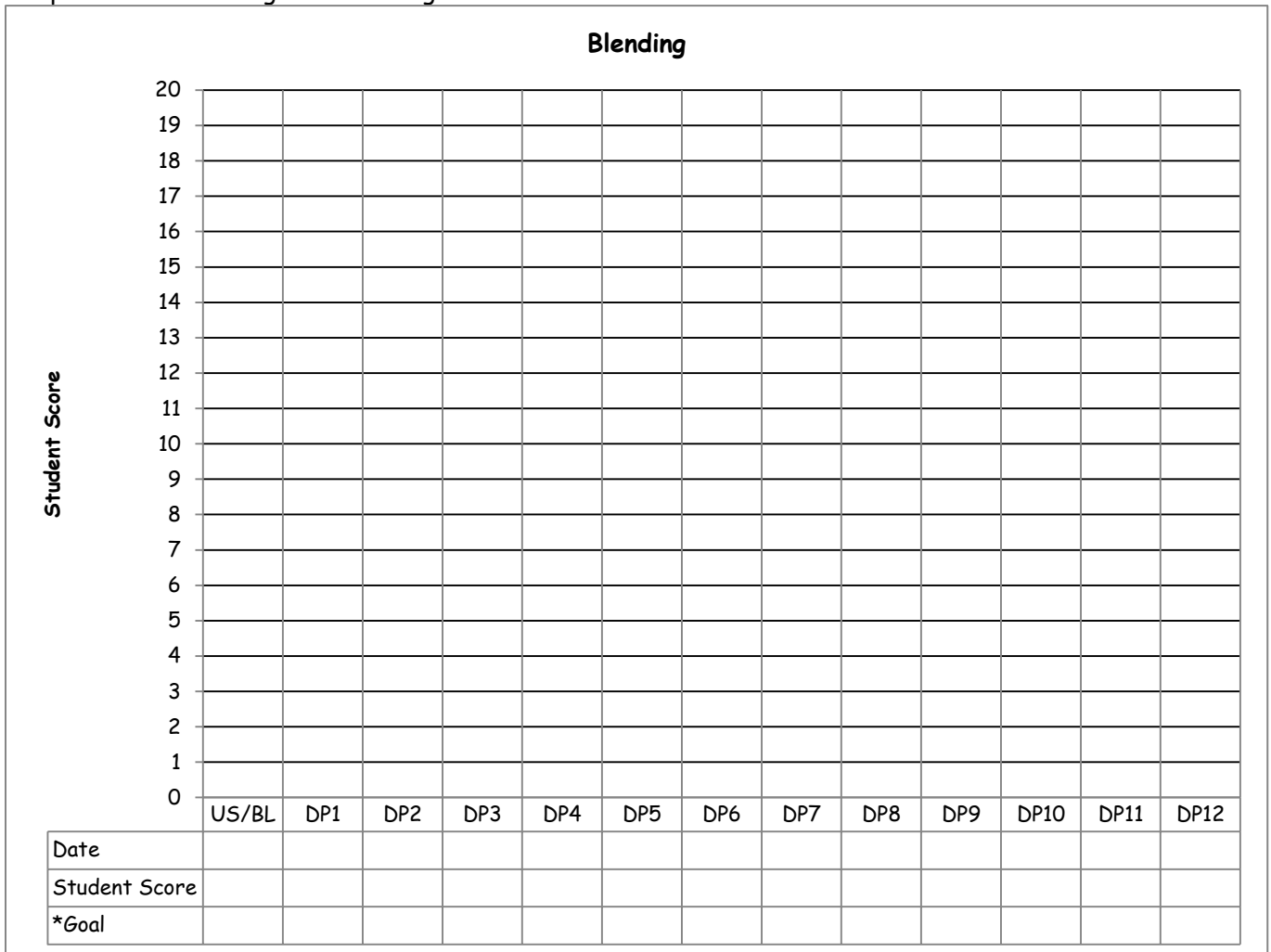
RTI GRAPH

UNIVERSAL SCREENING & PROGRESS MONITORING

Blending (*comprehensive assessments*)

Student Name: _____ Grade: _____ Teacher: _____

On the graph below, plot the Universal Screening/Baseline (US/BL) and all data point (DP) scores for each comprehensive blending assessment given.



* Establish goal line before intervention begins

Supplemental Progress Monitoring

Blending (*blending word parts*)

Student Name: _____ Grade: _____ Teacher: _____

Directions: Say each word-part below clearly and concisely. Have the student blend the parts together and orally say the word as a complete unit. (Example: tro...phy = trophy). Place a check under each correct response.

Baseline: (Date: _____)

pa...per	kit...ten	print...er	en...ve...lope	sto...ry	sand...wich	po...ta...to	bug...gie	wa...ter...fall	sea...son

Total # Correct: _____

Data Point 1: (Date: _____)

ca...ter...pill...er	mes...sy	tor...till...a	mon...key	note...book	tel...e...phone	bot...tle	glass...es	sub...way	sip...ping

Total # Correct: _____

Data Point 2: (Date: _____)

fish...tail	an...i...mal	moun...tain	floor...ing	cab...i...net	drive...way	pic...ture	run...ning	hot...dog	book...case

Total # Correct: _____

Data Point 3: (Date: _____)

me...cha...nic	ham...bur...ger	key...board	plan...ted	ster...e...o	clock...wise	pen...cil	com...pu...ter	doc...tor	sim...ple

Total # Correct: _____

Data Point 4: (Date: _____)

u...ni...verse	stair...way	pa...per...clip	re...cli...ner	tel...e...vis...ion	car...wash	pur...ple	home...run	pig...gy	o...cean

Total # Correct: _____

Data Point 5: (Date: _____)

grape...fruit	tur...key	au...to...mo...bile	teach...er	pock...et	hum...ming	snow...man	eat...ing	ex...am...ple	trash...can

Total # Correct: _____

Data Point 6: (Date: _____)

mus...cle	side...walk	ce...re...al	el...e...phant	phot...o...graph	emp...ty	cof...fee	dai...ly	soft...ware	fun...ny

Total # Correct: _____

Data Point 7: (Date: _____)

light...ning	cop...per	road...side	un...der...neath	hap...pi...ness	so...fa	vi...de...o	fresh...ness	pea...net	te...le...phone

Total # Correct: _____

Data Point 8: (Date: _____)

waf...fle	ma...chine	co...py	sub...ma...rine	ad...ven...ture	yes...ter...day	won...der...land	mus...tard	en...gine	car...pet

Total # Correct: _____

Data Point 9: (Date: _____)

lamp...shade	love...ly	crank...ing	pop...corn	swal...low	barn...yard	in...side	sit...u...a...tion	ash...tray	sun...shine

Total # Correct: _____

Data Point 10: (Date: _____)

wa...ter...mel...lon	door...frame	mon...ey	swim...ming	e...mo...tion...al	head...ache	cris...py	ti...ger	ex...treme	la...zy

Total # Correct: _____

Data Point 11: (Date: _____)

ba...by	noth...ing	sou...py	al...a...ba...ma	rock...ing	rail...road	cur...tain	ex...ci...ted	plat...ter	hors...es

Total # Correct: _____

Data Point 12: (Date: _____)

ha...bi...tat	croc...o...dile	e...lec...tric	clothes...line	ra...di...o	eye...ball	le...mon	sit...ting	win...dy	ex...haus...ted

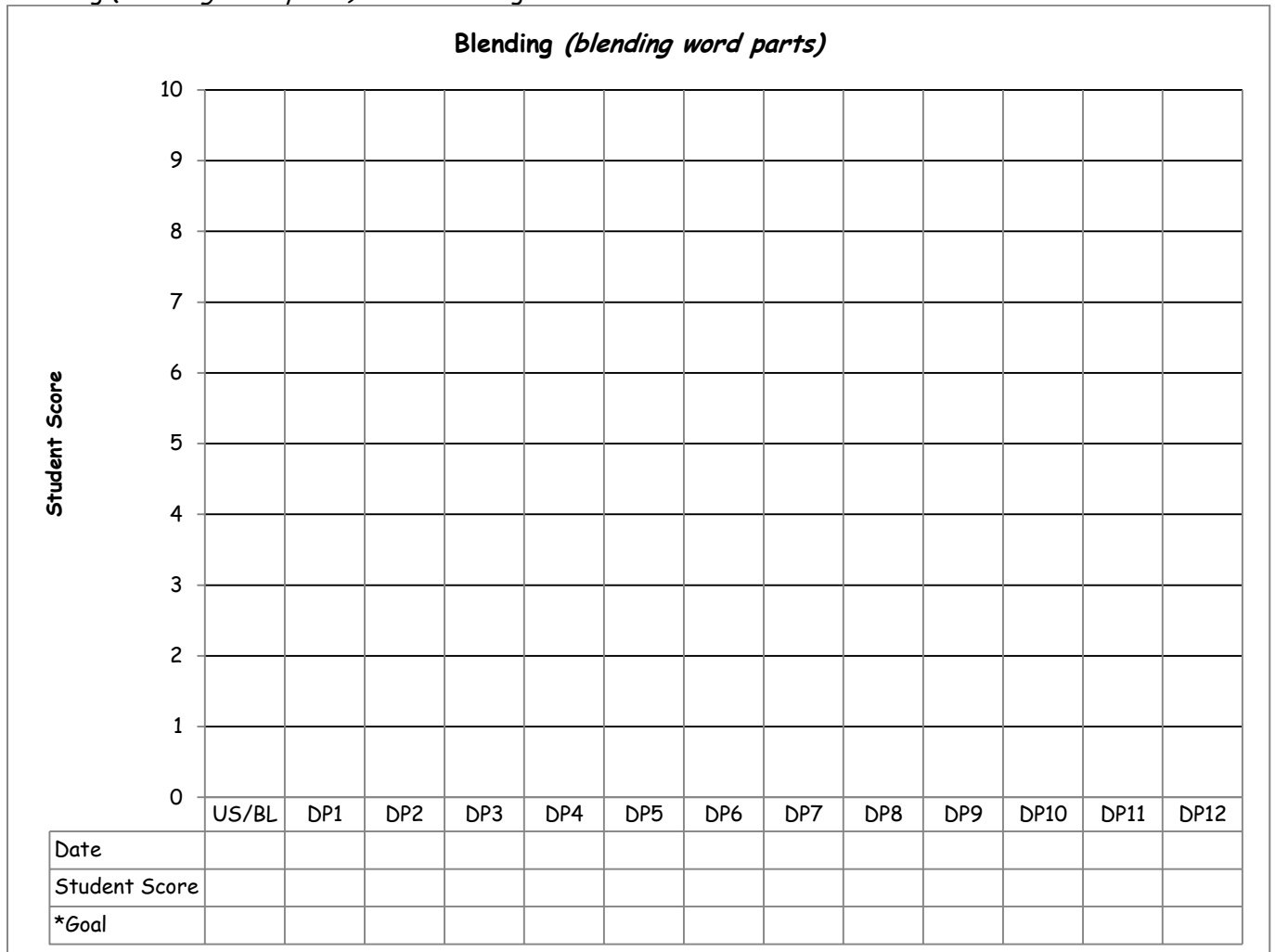
Total # Correct: _____

Supplemental RTI GRAPH

Blending (*blending word parts*)

Student Name: _____ Grade: _____ Teacher: _____

On the graph below, plot the Universal Screening/Baseline (US/BL) and all data point (DP) scores for each Blending (*blending word parts*) assessment given.



* Establish goal line before intervention begins

Supplemental Progress Monitoring

Blending (blending phonemes)

Student Name: _____ Grade: _____ Teacher: _____

Directions: Say each series of phonemes below. Have the student blend the sounds to create a word. (Examples: /d//ō//t/ = dot, /v//ō//t/ = vote). Place a check under each correct response.

Baseline: (Date: _____)

/p//ō//t/	/l//ā//t/	/d//ē//r/	/s//ū//p/	/h//ī//l/	/t//ō//t/	/w//ā//g/	/p//ē//t/	/t//ū//g/	/m//ī//l/
<i>(pot)</i>	<i>(late)</i>	<i>(deer)</i>	<i>(sup)</i>	<i>(hill)</i>	<i>(tote)</i>	<i>(wag)</i>	<i>(pet)</i>	<i>(tug)</i>	<i>(mile)</i>

Total # Correct: _____

Data Point 1: (Date: _____)

/f//ē//t/	/r//ō//t/	/c//ō//p/	/t//ā//l/	/g//ē//t/	/sk//ū//l/	/fr//ī//t/	/f//ā//n/	/r//ī//nk/	/n//ū//t/
<i>(feet)</i>	<i>(rot)</i>	<i>(cope)</i>	<i>(tale)</i>	<i>(get)</i>	<i>(skull)</i>	<i>(fright)</i>	<i>(fan)</i>	<i>(rink)</i>	<i>(nut)</i>

Total # Correct: _____

Data Point 2: (Date: _____)

/qu//ā//k/	/l//ē//nd/	/b//ū//mp/	/b//ō//x/	/gr//ī//t/	/s//ī//d/	/j//ā//m/	/h//ō//l/	/n//ū//m/	/f//ē//l/
<i>(quake)</i>	<i>(lend)</i>	<i>(bump)</i>	<i>(box)</i>	<i>(grit)</i>	<i>(side)</i>	<i>(jam)</i>	<i>(hole)</i>	<i>(numb)</i>	<i>(feel)</i>

Total # Correct: _____

Data Point 3: (Date: _____)

/c//ū//t/	/f//ī//l/	/y//ē//t/	/p//ū//g/	/h//ō//t/	/b//ā//th/	/k//ī//s/	/m//ā//d/	/h//ē//d/	/g//ō//l//d/
<i>(cut)</i>	<i>(file)</i>	<i>(yet)</i>	<i>(pug)</i>	<i>(hot)</i>	<i>(bath)</i>	<i>(kiss)</i>	<i>(made)</i>	<i>(heed)</i>	<i>(gold)</i>

Total # Correct: _____

Data Point 4: (Date: _____)

/r//ā//p/	/f//ū//s/	/s//ū//m/	/j//ō//k/	/cr//ē//p/	/m//ō//p/	/d//ā//m/	/j//ē//t/	/p//ī//l/	/v//ī//m/
<i>(rap)</i>	<i>(fuss)</i>	<i>(sum)</i>	<i>(joke)</i>	<i>(creep)</i>	<i>(mop)</i>	<i>(dame)</i>	<i>(jet)</i>	<i>(pile)</i>	<i>(vim)</i>

Total # Correct: _____

Data Point 5: (Date: _____)

/h//ī//s/	/p//ō//k/	/b//ē//t/	/b//ī//k/	/g//ā//v/	/w//ā//m/	/f//ō//g/	/b//ū//s/	/h//ū//g/	/r//ē//x/
<i>(his)</i>	<i>(poke)</i>	<i>(beet)</i>	<i>(bike)</i>	<i>(gave)</i>	<i>(wham)</i>	<i>(fog)</i>	<i>(bus)</i>	<i>(hug)</i>	<i>(rex)</i>

Total # Correct: _____

Data Point 6: (Date: _____)

/g//ō//t/	/qu//ī//ck/	/t//ī//d/	/s//ā//m/	/r//ē//d/	/c//ū//d/	/w//ē//t/	/l//ō//p/	/l//ā//p/	/b//ū//z/
<i>(goat)</i>	<i>(quick)</i>	<i>(tide)</i>	<i>(same)</i>	<i>(reed)</i>	<i>(cud)</i>	<i>(wet)</i>	<i>(lop)</i>	<i>(lap)</i>	<i>(buzz)</i>

Total # Correct: _____

Data Point 7: (Date: _____)

/w//ē//l/	/n//ā//l/	/p//ū//p/	/p//ā//k/	/t//ī//p/	/h//ē//d/	/r//ū//g/	/g//ō//b/	/l//ō//k/	/r//ī//p/
<i>(wheel)</i>	<i>(nail)</i>	<i>(pup)</i>	<i>(pack)</i>	<i>(tip)</i>	<i>(head)</i>	<i>(rug)</i>	<i>(globe)</i>	<i>(lock)</i>	<i>(ripe)</i>

Total # Correct: _____

Data Point 8: (Date: _____)

/b//ē//st/	/j//ū//st/	/l//ā//k/	/p//ā//v/	/k//ē//p/	/f//ō//n/	/ch//ī//ck/	/d//ū//l/	/k//ī//t/	/r//ō//k/
<i>(best)</i>	<i>(just)</i>	<i>(lack)</i>	<i>(pave)</i>	<i>(keep)</i>	<i>(phone)</i>	<i>(chick)</i>	<i>(dull)</i>	<i>(kite)</i>	<i>(rock)</i>

Total # Correct: _____

Data Point 9: (Date: _____)

/g//ū//l/	/m//ā//p/	/ch//ō//s/	/fr//ō//g/	/t//ū//f/	/l//ē//s/	/w//ē//d/	/n//ī//p/	/dr//ī//v/	/b//ā//s/
<i>(gull)</i>	<i>(map)</i>	<i>(chose)</i>	<i>(frog)</i>	<i>(tough)</i>	<i>(less)</i>	<i>(weed)</i>	<i>(nip)</i>	<i>(drive)</i>	<i>(base)</i>

Total # Correct: _____

Data Point 10: (Date: _____)

/c//ū//p/	/tr//ī//b/	/r//ā//m/	/k//ī//l/	/b//ō//t/	/s//ā//j/	/l//ē//p/	/r//ē//d/	/s//ō//l/	/c//ū//p/
<i>(cup)</i>	<i>(tribe)</i>	<i>(ram)</i>	<i>(kill)</i>	<i>(bat)</i>	<i>(sage)</i>	<i>(leap)</i>	<i>(red)</i>	<i>(soul)</i>	<i>(cup)</i>

Total # Correct: _____

Data Point 11: (Date: _____)

/b//ā//t/	/h//ū//t/	/z//ē//l/	/m//ī//t/	/r//ū//f/	/g//ō//b/	/c//ō//l//d/	/g//l//ā//d/	/h//ē//x/	/p//ī//t/
<i>(bait)</i>	<i>(hut)</i>	<i>(zeal)</i>	<i>(might)</i>	<i>(rough)</i>	<i>(gob)</i>	<i>(cold)</i>	<i>(glad)</i>	<i>(hex)</i>	<i>(pit)</i>

Total # Correct: _____

Data Point 12: (Date: _____)

/d//ū//m//p/	/v//ā//s/	/p//ī//n/	/m//ā//sh/	/f//ē//l/	/b//l//ō//b/	/f//ū//l/	/z//ī//p/	/b//ē//m/	/p//ō//l/
<i>(dump)</i>	<i>(vase)</i>	<i>(pine)</i>	<i>(mash)</i>	<i>(fell)</i>	<i>(blob)</i>	<i>(full)</i>	<i>(zip)</i>	<i>(beam)</i>	<i>(pole)</i>

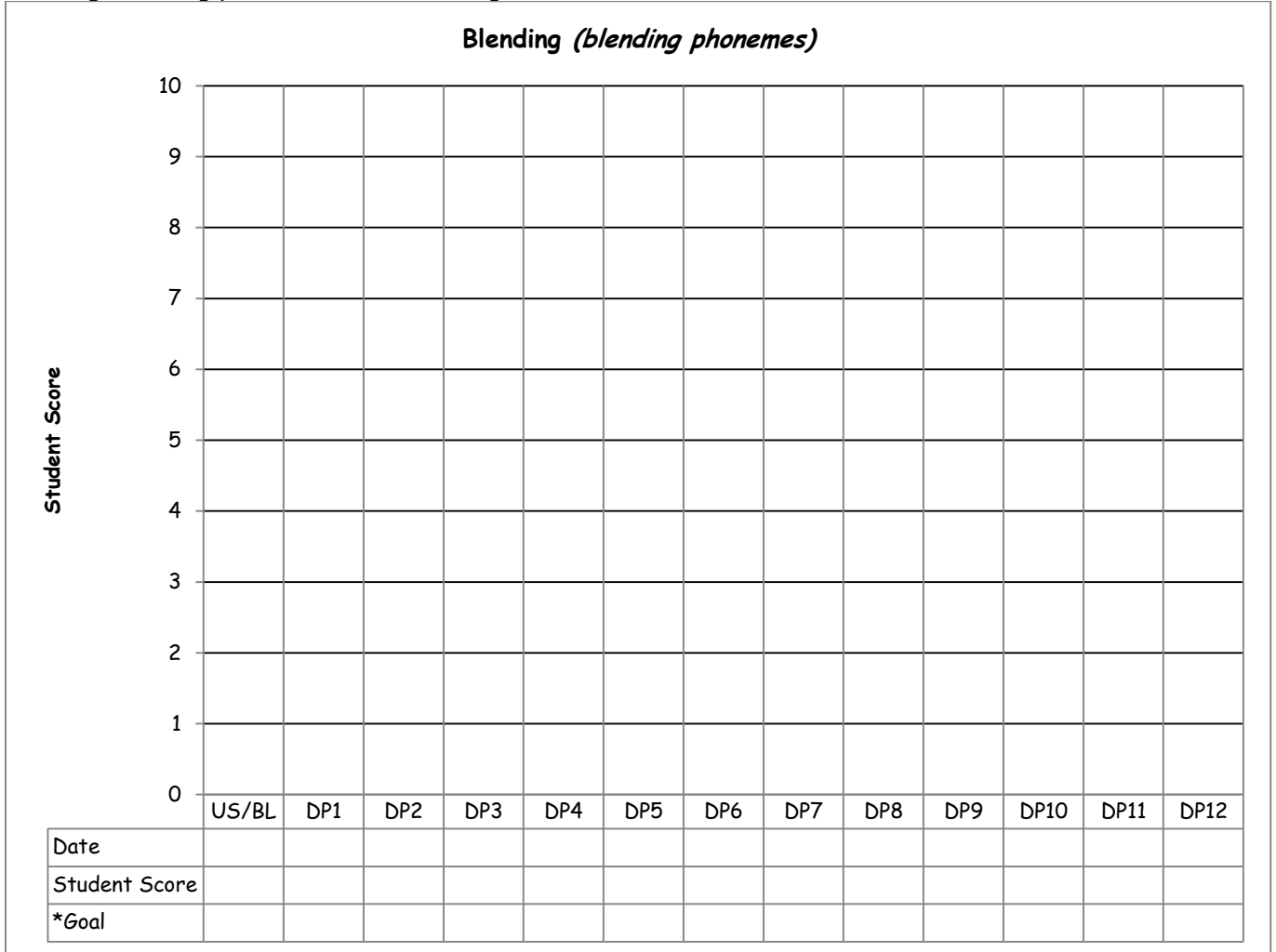
Total # Correct: _____

Supplemental RTI GRAPH

Blending (*blending phonemes*)

Student Name: _____ Grade: _____ Teacher: _____

On the graph below, plot the Universal Screening/Baseline (US/BL) and all data point (DP) scores for each Blending (*blending phonemes*) assessment given.



* Establish goal line before intervention begins

Supplemental Progress Monitoring

Blending (*changing and blending new words*)

Student Name: _____ Grade: _____ Teacher: _____

Directions: Read each question below. Have the student change the sound indicated and say the new word. Place a check in the 'Response' column for each correct answer.

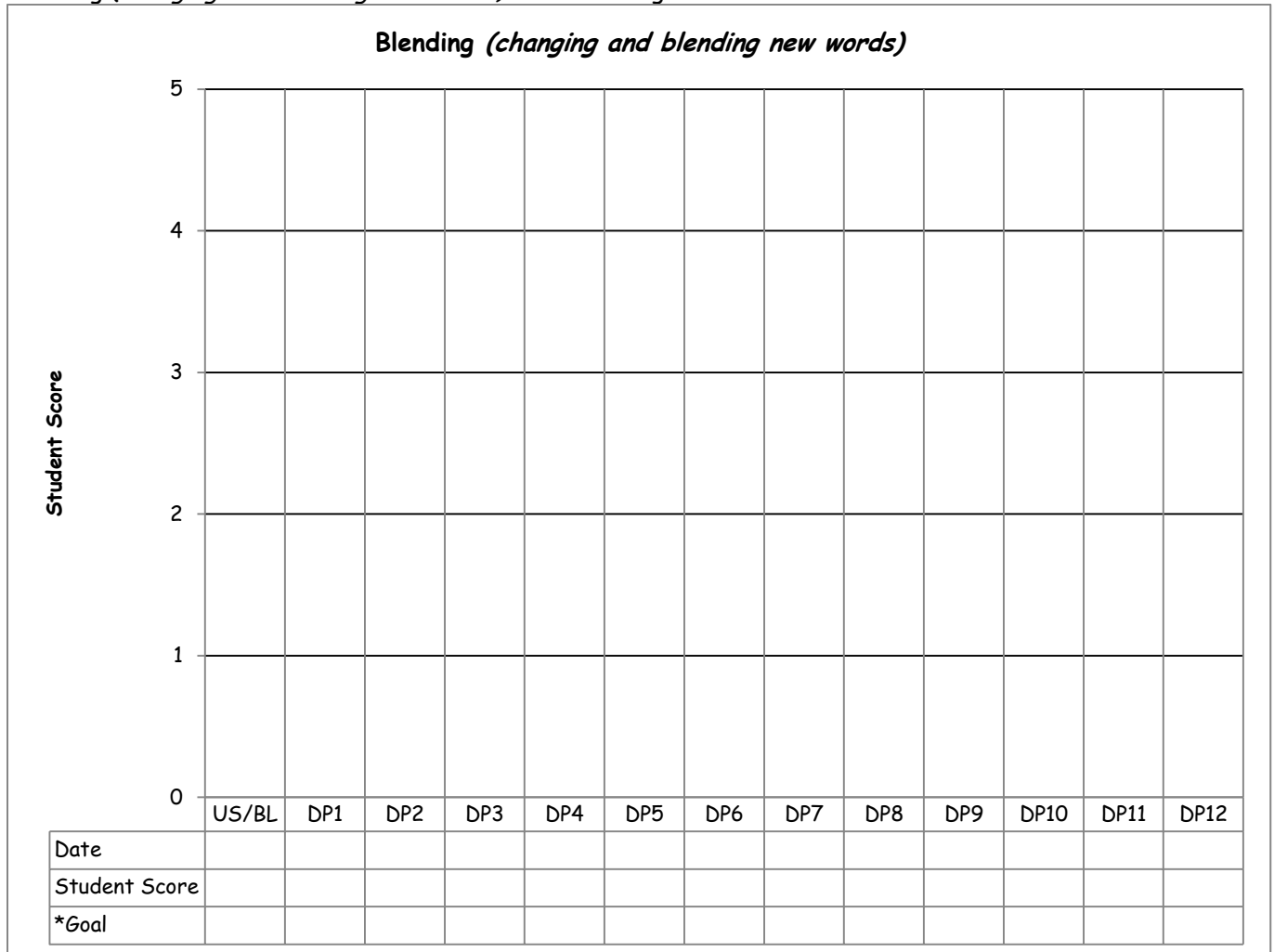
Baseline: (Date: _____) Total # Correct: _____		Data Point 7: (Date: _____) Total # Correct: _____	
Question	Response	Question	Response
Change the r in ripe to p. What is the new word?	<i>pipe</i>	Change the h in house to m. What is the new word?	<i>mouse</i>
Change the sh in flash to g. What is the new word?	<i>flag</i>	Change the g in bag to sh. What is the new word?	<i>bash</i>
Change the a in tag to u. What is the new word?	<i>tug</i>	Change the i in mind to e. What is the new word?	<i>mend</i>
Change the b in born to w. What is the new word?	<i>worn</i>	Change the sm in smart to t. What is the new word?	<i>tart</i>
Take away the e in plane. What is the new word?	<i>plan</i>	Take away the e in cone. What is the new word?	<i>con</i>
Data Point 1: (Date: _____) Total # Correct: _____		Data Point 8: (Date: _____) Total # Correct: _____	
Question	Response	Question	Response
Change the sl in slip to dr. What is the new word?	<i>drip</i>	Change the t in tax to w. What is the new word?	<i>wax</i>
Change the l in lace to f. What is the new word?	<i>face</i>	Change the ck in back to m. What is the new word?	<i>bam</i>
Change the e in red to a. What is the new word?	<i>rad</i>	Change the a in lack to u. What is the new word?	<i>luck</i>
Change the m in moon to n. What is the new word?	<i>noon</i>	Change the p in clap to n. What is the new word?	<i>clan</i>
Take away the e in made. What is the new word?	<i>mad</i>	Take away the e in state. What is the new word?	<i>stat</i>
Data Point 2: (Date: _____) Total # Correct: _____		Data Point 9: (Date: _____) Total # Correct: _____	
Question	Response	Question	Response
Change the dr in drive to h. What is the new word?	<i>hive</i>	Change the p in pure to c. What is the new word?	<i>cure</i>
Change the p in flap to t. What is the new word?	<i>flat</i>	Change the mp in jump to g. What is the new word?	<i>jug</i>
Change the o in boss to a. What is the new word?	<i>bass</i>	Change the i in sink to a. What is the new word?	<i>sank</i>
Change the n in name to c. What is the new word?	<i>came</i>	Change the r in rain to p. What is the new word?	<i>pain</i>
Take away the e in slope. What is the new word?	<i>slop</i>	Take away the e in tote. What is the new word?	<i>tot</i>
Data Point 3: (Date: _____) Total # Correct: _____		Data Point 10: (Date: _____) Total # Correct: _____	
Question	Response	Question	Response
Change the y in yell to sm. What is the new word?	<i>smell</i>	Change the s in sip to z. What is the new word?	<i>zip</i>
Change the st in first to m. What is the new word?	<i>firm</i>	Change the g in frog to m. What is the new word?	<i>from</i>
Change the u in mule to a. What is the new word?	<i>male</i>	Change the e in vet to a. What is the new word?	<i>vat</i>
Change the st in stink to p. What is the new word?	<i>pink</i>	Change the tr in trunk to d. What is the new word?	<i>dunk</i>
Take away the e in fate. What is the new word?	<i>fat</i>	Take away the e in slime. What is the new word?	<i>slim</i>
Data Point 4: (Date: _____) Total # Correct: _____		Data Point 11: (Date: _____) Total # Correct: _____	
Question	Response	Question	Response
Change the b in bike to m. What is the new word?	<i>mike</i>	Change the n in green to d. What is the new word?	<i>greed</i>
Change the v in cave to g. What is the new word?	<i>cage</i>	Change the sh in shelf to s. What is the new word?	<i>self</i>
Change the a in black to o. What is the new word?	<i>block</i>	Change the o in rock to a. What is the new word?	<i>rack</i>
Change the m in mop to p. What is the new word?	<i>pop</i>	Change the br in brick to w. What is the new word?	<i>wick</i>
Take away the e in huge. What is the new word?	<i>hug</i>	Take away the e in mope. What is the new word?	<i>mop</i>
Data Point 5: (Date: _____) Total # Correct: _____		Data Point 12: (Date: _____) Total # Correct: _____	
Question	Response	Question	Response
Change the s in seed to bl. What is the new word?	<i>bleed</i>	Change the r in rest to t. What is the new word?	<i>test</i>
Change the c in face to m. What is the new word?	<i>fame</i>	Change the l in pail to n. What is the new word?	<i>pain</i>
Change the i in bid to u. What is the new word?	<i>bud</i>	Change the a in tack to o. What is the new word?	<i>tock</i>
Change the d in duck to tr. What is the new word?	<i>truck</i>	Change the qu in quit to p. What is the new word?	<i>pit</i>
Take away the e in grime. What is the new word?	<i>grim</i>	Take away the e in rate. What is the new word?	<i>rat</i>
Data Point 6: (Date: _____) Total # Correct: _____			
Question	Response		
Change the t in teen to qu. What is the new word?	<i>queen</i>		
Change the m in loom to k. What is the new word?	<i>look</i>		
Change the e in held to o. What is the new word?	<i>hold</i>		
Change the ck in chick to p. What is the new word?	<i>chip</i>		
Take away the e in quite. What is the new word?	<i>quit</i>		

Supplemental RTI GRAPH

Blending (*changing and blending new words*)

Student Name: _____ Grade: _____ Teacher: _____

On the graph below, plot the Universal Screening/Baseline (US/BL) and all data point (DP) scores for each Blending (*changing and blending new words*) assessment given.



* Establish goal line before intervention begins

Supplemental Progress Monitoring

Blending (reading CVC nonsense words *without* consonant blends)

Student Name: _____ Grade: _____ Teacher: _____

Directions: Using a timer, have the student read for **ONE MINUTE** the nonsense words from the 'Reading Nonsense Words *without* Consonant Blends (CVC) Student Assessment Sheet'. Mark correct or incorrect responses below.

Baseline: (Date: _____)

Total # Correct: _____ Time: _____

mip	kib	vum	nat	pom	lub	suz	wof	jel	biv

Data Point 1: (Date: _____)

Total # Correct: _____ Time: _____

miv	rog	pib	koj	teg	hib	koz	pev	fod	jos

Data Point 2: (Date: _____)

Total # Correct: _____ Time: _____

lav	jek	zof	bov	vid	nov	sed	tib	wod	pob

Data Point 3: (Date: _____)

Total # Correct: _____ Time: _____

hiv	gom	wic	sim	kol	gat	ruz	gov	rop	bef

Data Point 4: (Date: _____)

Total # Correct: _____ Time: _____

cas	rin	dup	heg	mip	fod	waz	zov	jom	fip

Data Point 5: (Date: _____)

Total # Correct: _____ Time: _____

bov	wab	dap	ris	mez	mak	nol	peb	lod	raf

Data Point 6: (Date: _____)

Total # Correct: _____ Time: _____

tas	wox	gib	kig	loc	mup	fev	bon	hof	sen

Data Point 7: (Date: _____)

Total # Correct: _____ Time: _____

tid	yun	lej	tob	lup	vis	zof	geb	tam	raf

Data Point 8: (Date: _____)

Total # Correct: _____ Time: _____

heg	ved	def	jep	bif	ned	kib	fak	pok	zim

Data Point 9: (Date: _____)

Total # Correct: _____ Time: _____

bot	bim	nom	kus	rol	het	vop	gom	huf	sib

Data Point 10: (Date: _____)

Total # Correct: _____ Time: _____

piz	rak	hab	gat	nov	mik	rop	vam	lis	yig

Data Point 11: (Date: _____)

Total # Correct: _____ Time: _____

pab	feb	rit	sug	vap	yev	gac	lup	vib	raf

Data Point 12: (Date: _____)

Total # Correct: _____ Time: _____

pog	nid	tob	hib	maz	riv	puz	dob	nas	sok

Reading Nonsense Words *without* Consonant Blends (CVC)
Student Assessment Sheet (ONE MINUTE ASSESSMENT)

Baseline:

mip	kib	vum	nat	pom	lub	suz	wof	jel	biv
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

Data Point 1:

miv	rog	pib	koj	teg	hib	koz	pev	fod	jos
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

Data Point 2:

lav	jek	zof	bov	vid	nov	sed	tib	wod	pob
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

Data Point 3:

hiv	gom	wic	sim	kol	gat	ruz	gov	rop	bef
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

Data Point 4:

cas	rin	dup	heg	mip	fod	waz	zov	jom	fip
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

Data Point 5:

bov	wab	dap	ris	mez	mak	nol	peb	lod	raf
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

Data Point 6:

tas	wox	gib	kig	loc	mup	fev	bon	hof	sen
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

Data Point 7:

tid	yun	lej	tob	lup	vis	zof	geb	tam	raf
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

Data Point 8:

heg	ved	def	jep	bif	ned	kib	fak	pok	zim
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

Data Point 9:

bot	bim	nom	kus	rol	het	vop	gom	huf	sib
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

Data Point 10:

piz	rak	hab	gat	nov	mik	rop	vam	lis	yig
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

Data Point 11:

pab	feb	rit	sug	vap	yev	gac	lup	vib	raf
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

Data Point 12:

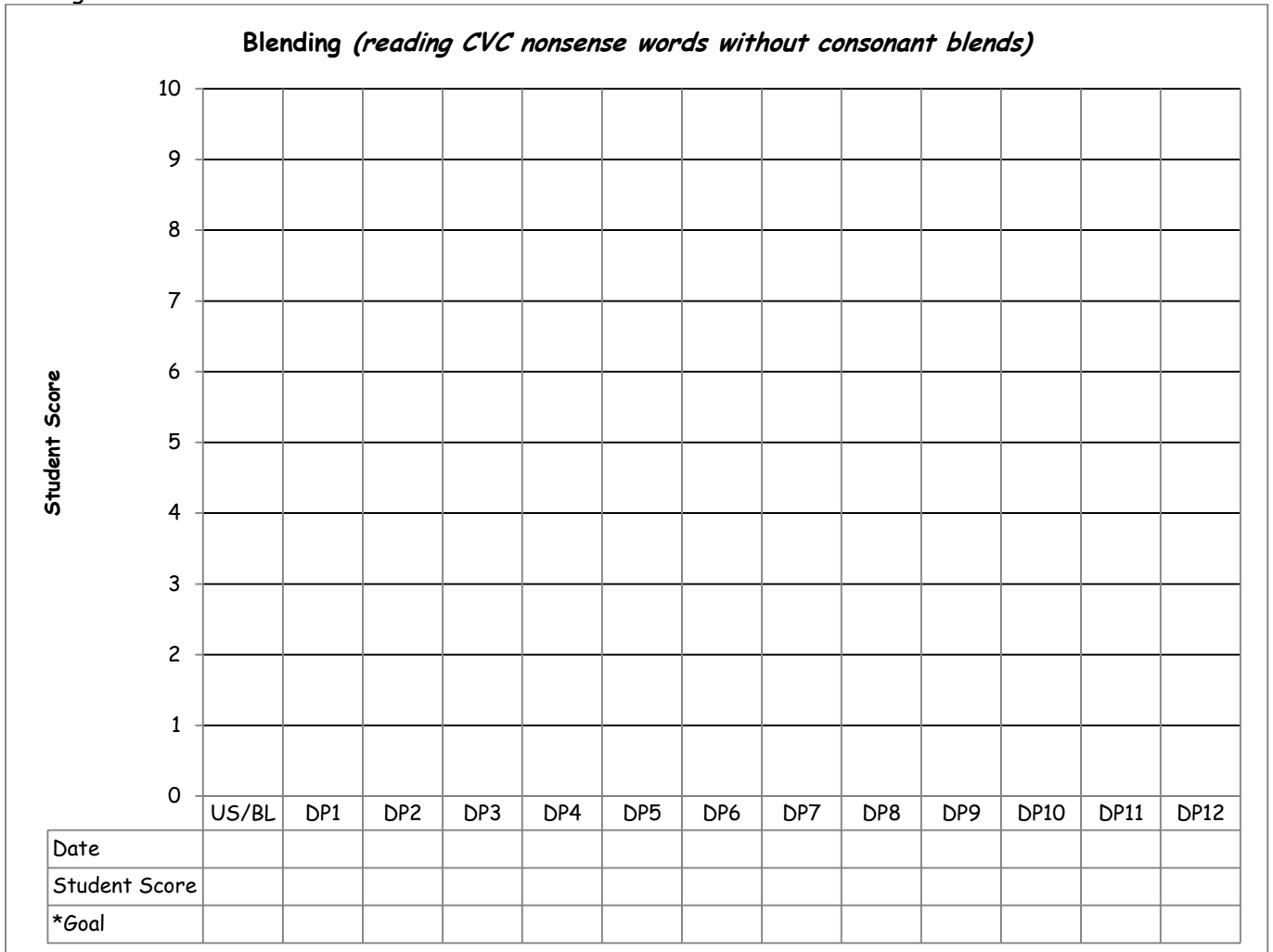
pog	nid	tob	hib	maz	riv	puz	dob	nas	sok
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

Supplemental RTI GRAPH

Blending (*reading CVC nonsense words without consonant blends*)

Student Name: _____ Grade: _____ Teacher: _____

On the graph below, plot the Universal Screening/Baseline (US/BL) and all data point (DP) scores for each Blending (*reading CVC nonsense words without consonant blends*) assessment given.



** Establish goal line before intervention begins*

Supplemental Progress Monitoring

Blending (reading CVC nonsense words *with and without* consonant blends)

Student Name: _____ Grade: _____ Teacher: _____

Directions: Using a timer, have the student read for **ONE MINUTE** the nonsense words from the 'Reading Nonsense Words *with and without* Consonant Blends (CVC) Student Assessment Sheet'. Mark correct or incorrect responses below.

Baseline: (Date: _____)

Total # Correct: _____ Time: _____

mip	kib	vum	trat	blom	shub	pluz	wof	jex	chiv

Data Point 1: (Date: _____)

Total # Correct: _____ Time: _____

miv	rog	pib	koj	teb	prib	yof	pev	blod	tros

Data Point 2: (Date: _____)

Total # Correct: _____ Time: _____

plav	jek	plof	flov	wid	fov	cled	chib	wod	pob

Data Point 3: (Date: _____)

Total # Correct: _____ Time: _____

hiv	gox	plick	sim	kol	grat	rul	gov	brop	bex

Data Point 4: (Date: _____)

Total # Correct: _____ Time: _____

cas	drin	dup	deg	trin	frod	waz	zov	jom	fip

Data Point 5: (Date: _____)

Total # Correct: _____ Time: _____

bov	wab	dap	ris	mez	mak	nol	peb	lod	graf

Data Point 6: (Date: _____)

Total # Correct: _____ Time: _____

tas	wox	quib	kig	sloc	mup	fev	blox	hof	stom

Data Point 7: (Date: _____)

Total # Correct: _____ Time: _____

stid	yun	lej	trub	glup	vis	zof	geb	trog	braf

Data Point 8: (Date: _____)

Total # Correct: _____ Time: _____

heg	ved	def	jep	bif	neb	kib	fak	plok	chim

Data Point 9: (Date: _____)

Total # Correct: _____ Time: _____

brov	bim	nom	kus	rol	het	vop	grom	huf	sib

Data Point 10: (Date: _____)

Total # Correct: _____ Time: _____

piz	ral	quab	gat	nov	shik	rop	rax	tris	prig

Data Point 11: (Date: _____)

Total # Correct: _____ Time: _____

pab	bleb	blit	sug	vap	yev	gac	lup	vib	raf

Data Point 12: (Date: _____)

Total # Correct: _____ Time: _____

pog	nid	tob	hib	maz	pliv	pruz	dob	nas	sok

Reading Nonsense Words *with and without* Consonant Blends (CVC)

Student Assessment Sheet (ONE MINUTE ASSESSMENT)

Baseline:

mip	kib	vum	trat	blom	shub	pluz	wof	jex	chiv
-----	-----	-----	------	------	------	------	-----	-----	------

Data Point 1:

miv	rog	pib	koj	teb	prib	yof	pev	blod	tros
-----	-----	-----	-----	-----	------	-----	-----	------	------

Data Point 2:

plav	jek	plof	flov	wid	fov	cled	chib	wod	pob
------	-----	------	------	-----	-----	------	------	-----	-----

Data Point 3:

hiv	gox	plick	sim	kol	grat	rul	gov	brop	bex
-----	-----	-------	-----	-----	------	-----	-----	------	-----

Data Point 4:

cas	drin	dup	deg	trin	frod	waz	zov	jom	fip
-----	------	-----	-----	------	------	-----	-----	-----	-----

Data Point 5:

bov	wab	dap	ris	mez	mak	nol	peb	lod	graf
-----	-----	-----	-----	-----	-----	-----	-----	-----	------

Data Point 6:

tas	wox	quib	kig	sloc	mup	fev	blox	hof	stom
-----	-----	------	-----	------	-----	-----	------	-----	------

Data Point 7:

stid	yun	lej	trub	glup	vis	zof	geb	trog	braf
------	-----	-----	------	------	-----	-----	-----	------	------

Data Point 8:

heg	ved	def	jep	bif	neb	kib	fak	plok	chim
-----	-----	-----	-----	-----	-----	-----	-----	------	------

Data Point 9:

brov	bim	nom	kus	rol	het	vop	grom	huf	sib
------	-----	-----	-----	-----	-----	-----	------	-----	-----

Data Point 10:

piz	ral	quab	gat	nov	shik	rop	rax	tris	prig
-----	-----	------	-----	-----	------	-----	-----	------	------

Data Point 11:

pab	bleb	blit	sug	vap	yev	gac	lup	vib	raf
-----	------	------	-----	-----	-----	-----	-----	-----	-----

Data Point 12:

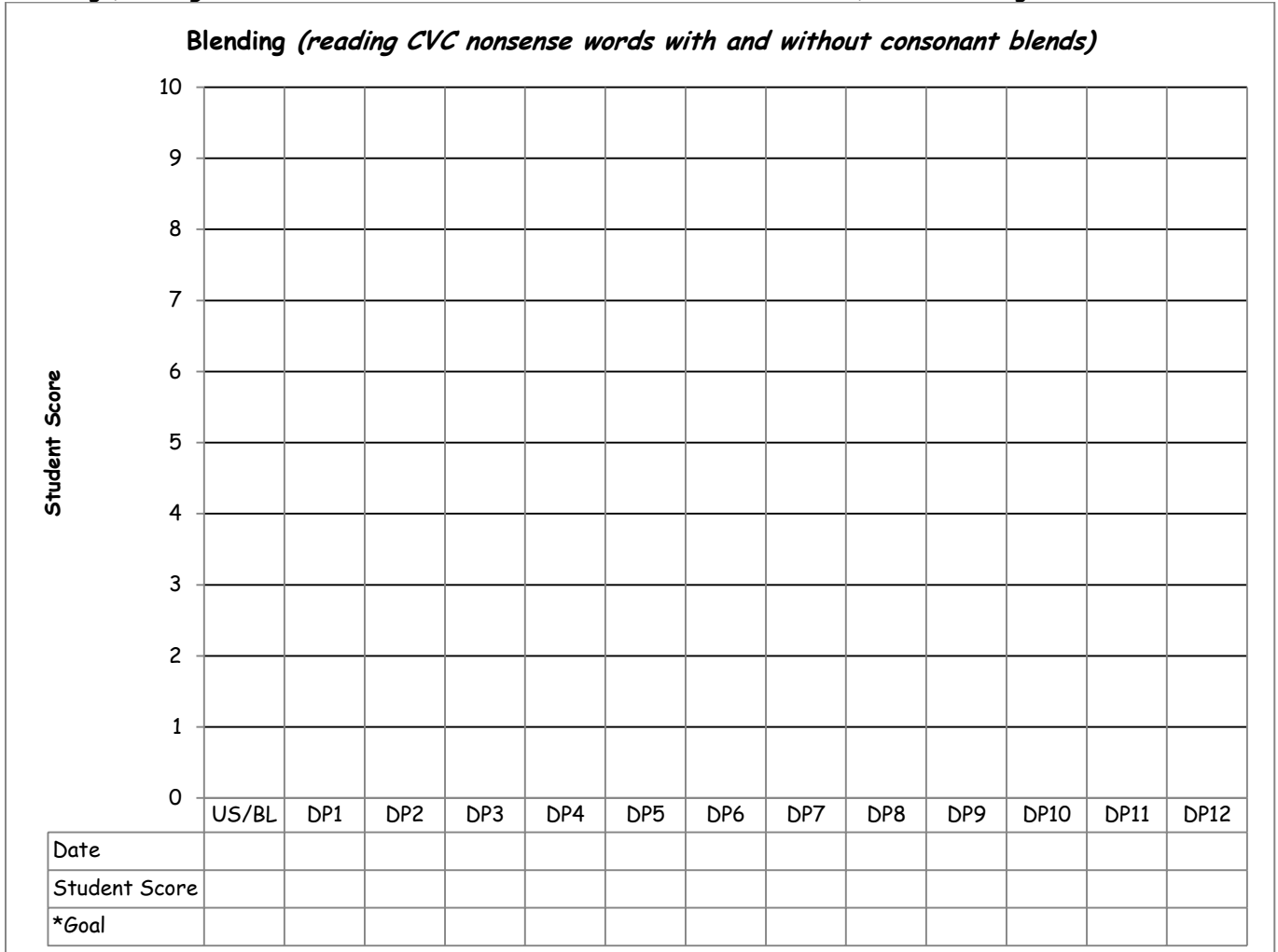
pog	nid	tob	hib	maz	pliv	pruz	dob	nas	sok
-----	-----	-----	-----	-----	------	------	-----	-----	-----

Supplemental RTI GRAPH

Blending (*reading CVC nonsense words with and without consonant blends*)

Student Name: _____ Grade: _____ Teacher: _____

On the graph below, plot the Universal Screening/Baseline (US/BL) and all data point (DP) scores for each Blending (*reading CVC nonsense words with and without consonant blends*) assessment given.



* Establish goal line before intervention begins

Supplemental Progress Monitoring

Blending (reading CVCe nonsense words *without* consonant blends)

Student Name: _____ Grade: _____ Teacher: _____

Directions: Using a timer, have the student read for **ONE MINUTE** the nonsense words from the 'Reading Nonsense Words *without* Consonant Blends (CVCe) Student Assessment Sheet'. Mark correct or incorrect responses below.

Baseline: (Date: _____) Total # Correct: _____ Time: _____

mipe	kibe	vume	tabe	bome	hube	puge	wofe	jeve	huve

Data Point 1: (Date: _____) Total # Correct: _____ Time: _____

mive	roge	pibe	kove	tebe	pibe	yome	pene	lode	toze

Data Point 2: (Date: _____) Total # Correct: _____ Time: _____

lave	jeke	pofe	fove	wode	fove	lede	hibe	wope	pobe

Data Point 3: (Date: _____) Total # Correct: _____ Time: _____

hibe	goce	kike	sime	kole	rabe	ruke	gove	bope	beve

Data Point 4: (Date: _____) Total # Correct: _____ Time: _____

cabe	rine	dufe	dege	tine	fode	waze	zove	jome	fipe

Data Point 5: (Date: _____) Total # Correct: _____ Time: _____

bove	wabe	dipe	ribe	meze	mage	nole	pebe	zole	gafe

Data Point 6: (Date: _____) Total # Correct: _____ Time: _____

tase	wote	libe	kibe	soce	mupe	feve	boze	hofe	tome

Data Point 7: (Date: _____) Total # Correct: _____ Time: _____

jide	yune	lebe	rube	lupe	mipe	zofe	gebe	toge	bafe

Data Point 8: (Date: _____) Total # Correct: _____ Time: _____

hege	vede	defe	jeke	bife	nebe	kize	fafe	voke	hipe

Data Point 9: (Date: _____) Total # Correct: _____ Time: _____

bove	bime	nome	kuse	roge	hete	vope	gome	hufe	sibe

Data Point 10: (Date: _____) Total # Correct: _____ Time: _____

pize	rabe	wabe	gafe	nove	vike	wope	rame	tise	rige

Data Point 11: (Date: _____) Total # Correct: _____ Time: _____

pabe	lebe	libe	sute	vape	yeve	gace	lupe	pibe	rafe

Data Point 12: (Date: _____) Total # Correct: _____ Time: _____

poge	nide	tobe	hibe	mage	pive	ruze	dohe	nase	soke

Reading Nonsense Words *without* Consonant Blends (CVCe)

Student Assessment Sheet (ONE MINUTE ASSESSMENT)

Baseline:

mipe	kibe	vume	tabe	bome	hube	puge	wofe	jeve	huve
------	------	------	------	------	------	------	------	------	------

Data Point 1:

mive	roge	pibe	kove	tebe	pibe	yome	pene	lode	toze
------	------	------	------	------	------	------	------	------	------

Data Point 2:

lave	jeke	pofe	fove	wode	fove	lede	hibe	wope	pobe
------	------	------	------	------	------	------	------	------	------

Data Point 3:

hibe	goce	kike	sime	kole	rabe	ruke	gove	bope	beve
------	------	------	------	------	------	------	------	------	------

Data Point 4:

cabe	rine	dufe	dege	tine	fode	waze	zove	jome	fipe
------	------	------	------	------	------	------	------	------	------

Data Point 5:

bove	wabe	dipe	ribe	meze	mage	nole	pebe	zole	gafe
------	------	------	------	------	------	------	------	------	------

Data Point 6:

tase	wote	libe	kibe	soce	mupe	feve	boze	hofe	tome
------	------	------	------	------	------	------	------	------	------

Data Point 7:

jide	yune	lebe	rube	lupe	mipe	zofe	gebe	toge	bafe
------	------	------	------	------	------	------	------	------	------

Data Point 8:

hege	vede	defe	jeke	bife	nebe	kize	fafe	voke	hipe
------	------	------	------	------	------	------	------	------	------

Data Point 9:

bove	bime	nome	kuse	roge	hete	vope	gome	hufe	sibe
------	------	------	------	------	------	------	------	------	------

Data Point 10:

pize	rabe	wabe	gafe	nove	vike	wope	rame	tise	rige
------	------	------	------	------	------	------	------	------	------

Data Point 11:

pabe	lebe	libe	sute	vape	yeve	gace	lupe	pibe	rafe
------	------	------	------	------	------	------	------	------	------

Data Point 12:

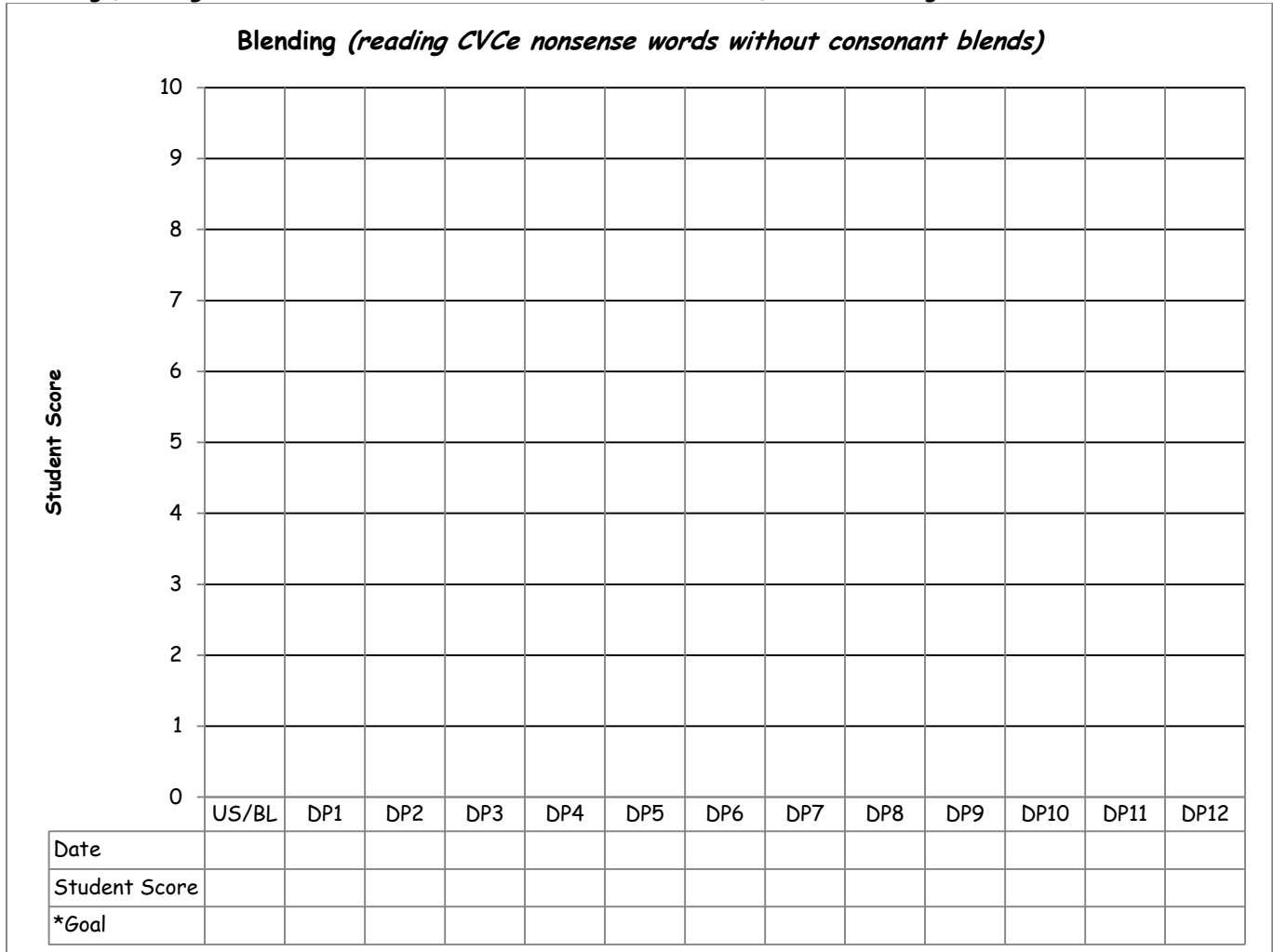
poge	nide	tobe	hibe	mage	pive	ruze	dobe	nase	soke
------	------	------	------	------	------	------	------	------	------

Supplemental RTI GRAPH

Blending (*reading CVCe nonsense words without Consonant Blends*)

Student Name: _____ Grade: _____ Teacher: _____

On the graph below, plot the Universal Screening/Baseline (US/BL) and all data point (DP) scores for each Blending (*reading CVCe nonsense words without consonant blends*) assessment given.



* Establish goal line before intervention begins

Supplemental Progress Monitoring

Blending (reading CVCe nonsense words *with and without* consonant blends)

Student Name: _____ Grade: _____ Teacher: _____

Directions: Using a timer, have the student read for **ONE MINUTE** the nonsense words from the 'Reading Nonsense Words *with and without* Consonant Blends (CVCe) Student Assessment Sheet'. Mark correct or incorrect responses below.

Baseline: (Date: _____)

Total # Correct: _____ Time: _____

mipe	kibe	vume	trabe	blome	shube	pluge	wofe	jeve	chuve

Data Point 1: (Date: _____)

Total # Correct: _____ Time: _____

mive	roge	pibe	kove	tebe	pribe	yome	pene	blode	troze

Data Point 2: (Date: _____)

Total # Correct: _____ Time: _____

plave	jeke	plofe	flove	wode	fove	clode	chibe	wode	pobe

Data Point 3: (Date: _____)

Total # Correct: _____ Time: _____

hibe	goce	plicke	sime	kole	grabe	ruke	gove	brope	beve

Data Point 4: (Date: _____)

Total # Correct: _____ Time: _____

cabe	drine	dufe	dege	trine	frode	waze	zove	jome	fipe

Data Point 5: (Date: _____)

Total # Correct: _____ Time: _____

bove	wabe	dipe	ribe	meze	mage	nole	pebe	zole	grafe

Data Point 6: (Date: _____)

Total # Correct: _____ Time: _____

tase	wote	quibe	kibe	sloce	mupe	feve	bloze	hofe	stome

Data Point 7: (Date: _____)

Total # Correct: _____ Time: _____

stide	yune	lebe	trube	glupe	mipe	zofe	gebe	troge	brafe

Data Point 8: (Date: _____)

Total # Correct: _____ Time: _____

hege	vede	defe	jeke	bife	nebe	kize	fafe	ploke	chipe

Data Point 9: (Date: _____)

Total # Correct: _____ Time: _____

brove	bime	nome	kuse	roge	hete	vope	grome	hufe	sibe

Data Point 10: (Date: _____)

Total # Correct: _____ Time: _____

pize	rabe	quabe	gafe	nove	shike	wope	rame	trise	prige

Data Point 11: (Date: _____)

Total # Correct: _____ Time: _____

pabe	blebe	blibe	sute	vape	yeve	gace	lupe	pibe	rafe

Data Point 12: (Date: _____)

Total # Correct: _____ Time: _____

poge	nide	tobe	hibe	mage	plive	pruze	dobe	nase	soke

Reading Nonsense Words *with and without* Consonant Blends (CVCe)

Student Assessment Sheet (ONE MINUTE ASSESSMENT)

Baseline:

mipe	kibe	vume	trabe	blome	shube	pluge	wofe	jeve	chuve
------	------	------	-------	-------	-------	-------	------	------	-------

Data Point 1:

mive	roge	pibe	kove	tebe	pribe	yome	pene	blode	troze
------	------	------	------	------	-------	------	------	-------	-------

Data Point 2:

plave	jeke	plofe	flove	wode	fove	clede	chibe	wode	pobe
-------	------	-------	-------	------	------	-------	-------	------	------

Data Point 3:

hibe	goce	plicke	sime	kole	grabe	ruke	gove	brope	beve
------	------	--------	------	------	-------	------	------	-------	------

Data Point 4:

cabe	drine	dufe	dege	trine	frode	waze	zove	jome	fipe
------	-------	------	------	-------	-------	------	------	------	------

Data Point 5:

bove	wabe	dipe	ribe	meze	mage	nole	pebe	zole	grafe
------	------	------	------	------	------	------	------	------	-------

Data Point 6:

tase	wote	quibe	kibe	sloce	mupe	feve	bloze	hofe	stome
------	------	-------	------	-------	------	------	-------	------	-------

Data Point 7:

stide	yune	lebe	trube	glupe	mipe	zofe	gebe	troge	brafe
-------	------	------	-------	-------	------	------	------	-------	-------

Data Point 8:

hege	vede	defe	jeke	bife	nebe	kize	fafe	ploke	chipe
------	------	------	------	------	------	------	------	-------	-------

Data Point 9:

brove	bime	nome	kuse	roge	hete	vope	grome	hufe	sibe
-------	------	------	------	------	------	------	-------	------	------

Data Point 10:

brove	bime	nome	kuse	roge	hete	vope	grome	hufe	sibe
-------	------	------	------	------	------	------	-------	------	------

Data Point 11:

pabe	blebe	blibe	sute	vape	yeve	gace	lupe	pibe	rafe
------	-------	-------	------	------	------	------	------	------	------

Data Point 12:

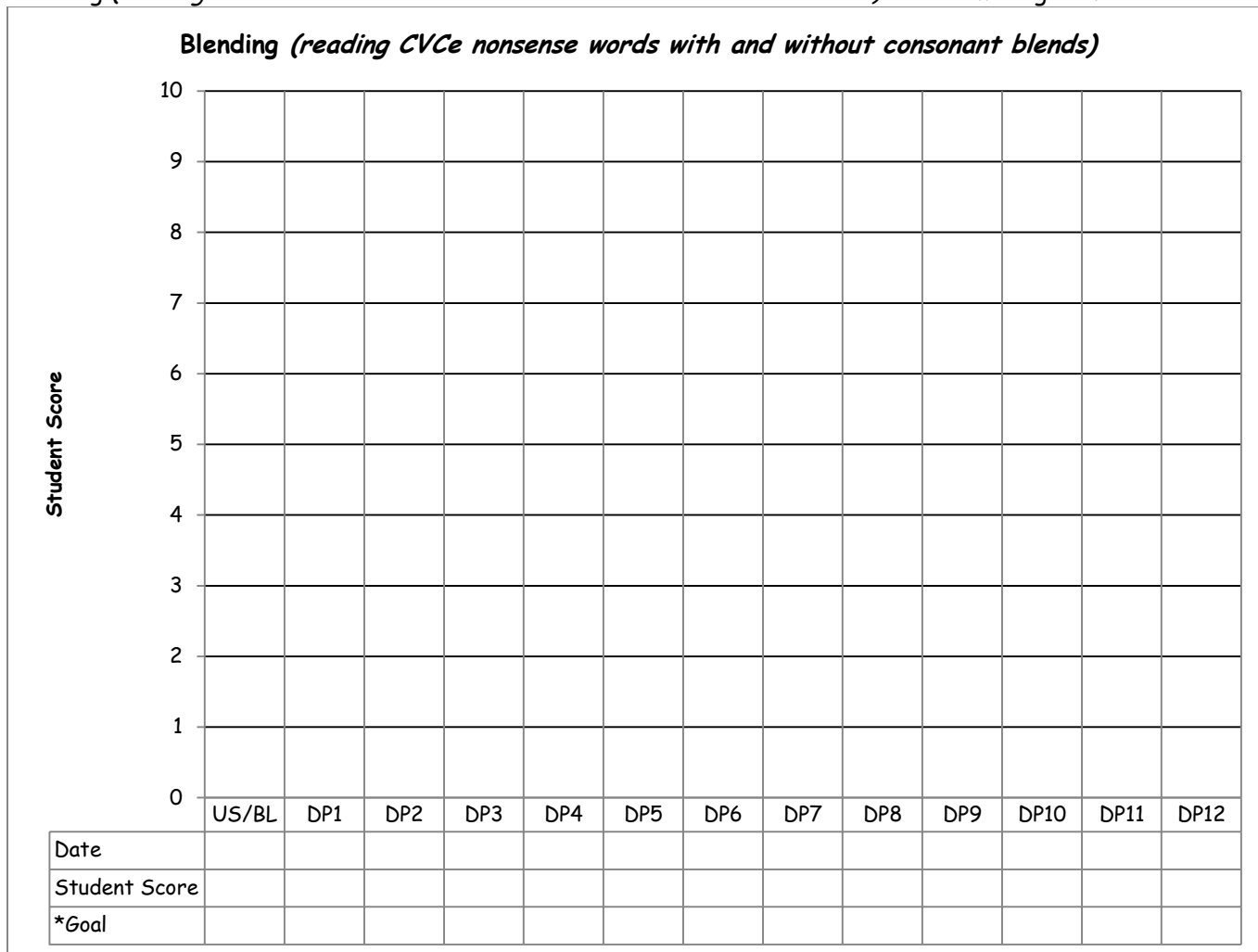
poge	nide	tobe	hibe	mage	plive	pruze	dobe	nase	soke
------	------	------	------	------	-------	-------	------	------	------

Supplemental RTI GRAPH

Blending (*reading CVCe nonsense words with and without Consonant Blends*)

Student Name: _____ Grade: _____ Teacher: _____

On the graph below, plot the Universal Screening/Baseline (US/BL) and all data point (DP) scores for each Blending (*reading CVCe nonsense words with and without consonant blends*) assessment given.



* Establish goal line before intervention begins

Supplemental Progress Monitoring

Blending (reading nonsense words: vowel digraphs & other vowels)

Student Name: _____ Grade: _____ Teacher: _____

Directions: Using a timer, have the student read for **ONE MINUTE** the nonsense words from the 'Reading Nonsense Words (Vowel Digraphs & Other Vowels) Student Assessment Sheet'. Mark correct or incorrect responses below.

Baseline: (Date: _____) Total # Correct: _____ Time: _____

pight	keigh	dreak	feeb	frain	migh	droam	woap	souch	chirt

Data Point 1: (Date: _____) Total # Correct: _____ Time: _____

feesh	poil	gark	cheight	joap	hoat	shaig	quoon	goot	tralk

Data Point 2: (Date: _____) Total # Correct: _____ Time: _____

dright	glay	weeth	blawn	vurt	theep	doop	breep	blaught	clirm

Data Point 3: (Date: _____) Total # Correct: _____ Time: _____

poy	bloab	cloam	proeb	plook	chown	shoath	trigh	zeam	grair

Data Point 4: (Date: _____) Total # Correct: _____ Time: _____

rawk	graught	feesh	noy	gark	prail	whirp	proil	joach	blerm

Data Point 5: (Date: _____) Total # Correct: _____ Time: _____

mirt	stroop	yirg	ligh	fleak	phound	clark	berm	lod	vown

Data Point 6: (Date: _____) Total # Correct: _____ Time: _____

dray	zair	steeth	flain	blark	plar	roon	flook	splark	murt

Data Point 7: (Date: _____) Total # Correct: _____ Time: _____

gleight	quind	prail	weech	thail	clart	mought	prall	blay	mursh

Data Point 8: (Date: _____) Total # Correct: _____ Time: _____

fouth	groy	flerm	phawk	beesh	zurt	vawn	froop	whirt	churm

Data Point 9: (Date: _____) Total # Correct: _____ Time: _____

slair	kload	teesh	fround	jall	plind	veigh	durst	pawk	tweal

Data Point 10: (Date: _____) Total # Correct: _____ Time: _____

snoy	kligh	veech	soat	broe	dreight	prigh	slare	pursh	pheam

Data Point 11: (Date: _____) Total # Correct: _____ Time: _____

dirp	jart	burth	quirl	browt	shoop	yook	zoy	plawn	trar

Data Point 12: (Date: _____) Total # Correct: _____ Time: _____

shail	prain	grawk	blook	shaip	roop	mird	plart	fooch	floit

Reading Nonsense Words (Vowel Diagraphs & Other Vowels)

Student Assessment Sheet *(ONE MINUTE ASSESSMENT)*

Baseline:

pight	keigh	dreak	feeb	frain	migh	droom	woap	souch	chirt
-------	-------	-------	------	-------	------	-------	------	-------	-------

Data Point 1:

feesh	poil	gark	cheight	joap	hoat	shaig	quoon	goot	tralk
-------	------	------	---------	------	------	-------	-------	------	-------

Data Point 2:

dright	glay	weeth	blawn	vurt	theep	doop	breep	blaught	clirm
--------	------	-------	-------	------	-------	------	-------	---------	-------

Data Point 3:

poy	bloab	cloam	proeb	plook	chown	shoath	trigh	zeam	grair
-----	-------	-------	-------	-------	-------	--------	-------	------	-------

Data Point 4:

rawk	graught	feesh	noy	gark	prail	whirp	proil	joach	blerm
------	---------	-------	-----	------	-------	-------	-------	-------	-------

Data Point 5:

mirt	stroop	ying	ligh	fleak	phound	clalk	berm	lod	vown
------	--------	------	------	-------	--------	-------	------	-----	------

Data Point 6:

dray	zair	steeth	flain	blark	plar	roon	flook	splark	murt
------	------	--------	-------	-------	------	------	-------	--------	------

Data Point 7:

gleight	quind	prail	weech	thail	clart	mought	prall	blay	mursh
---------	-------	-------	-------	-------	-------	--------	-------	------	-------

Data Point 8:

fouth	groy	flerm	phawk	beesh	zurt	vawn	froop	whirt	churm
-------	------	-------	-------	-------	------	------	-------	-------	-------

Data Point 9:

slair	kload	teesh	fround	jall	plind	veigh	durst	pawk	tweal
-------	-------	-------	--------	------	-------	-------	-------	------	-------

Data Point 10:

snoy	kligh	veech	soat	broe	dreight	prigh	slare	pursh	pheam
------	-------	-------	------	------	---------	-------	-------	-------	-------

Data Point 11:

dirp	jart	burth	quirf	browt	shoop	yook	zoy	plawn	trar
------	------	-------	-------	-------	-------	------	-----	-------	------

Data Point 12:

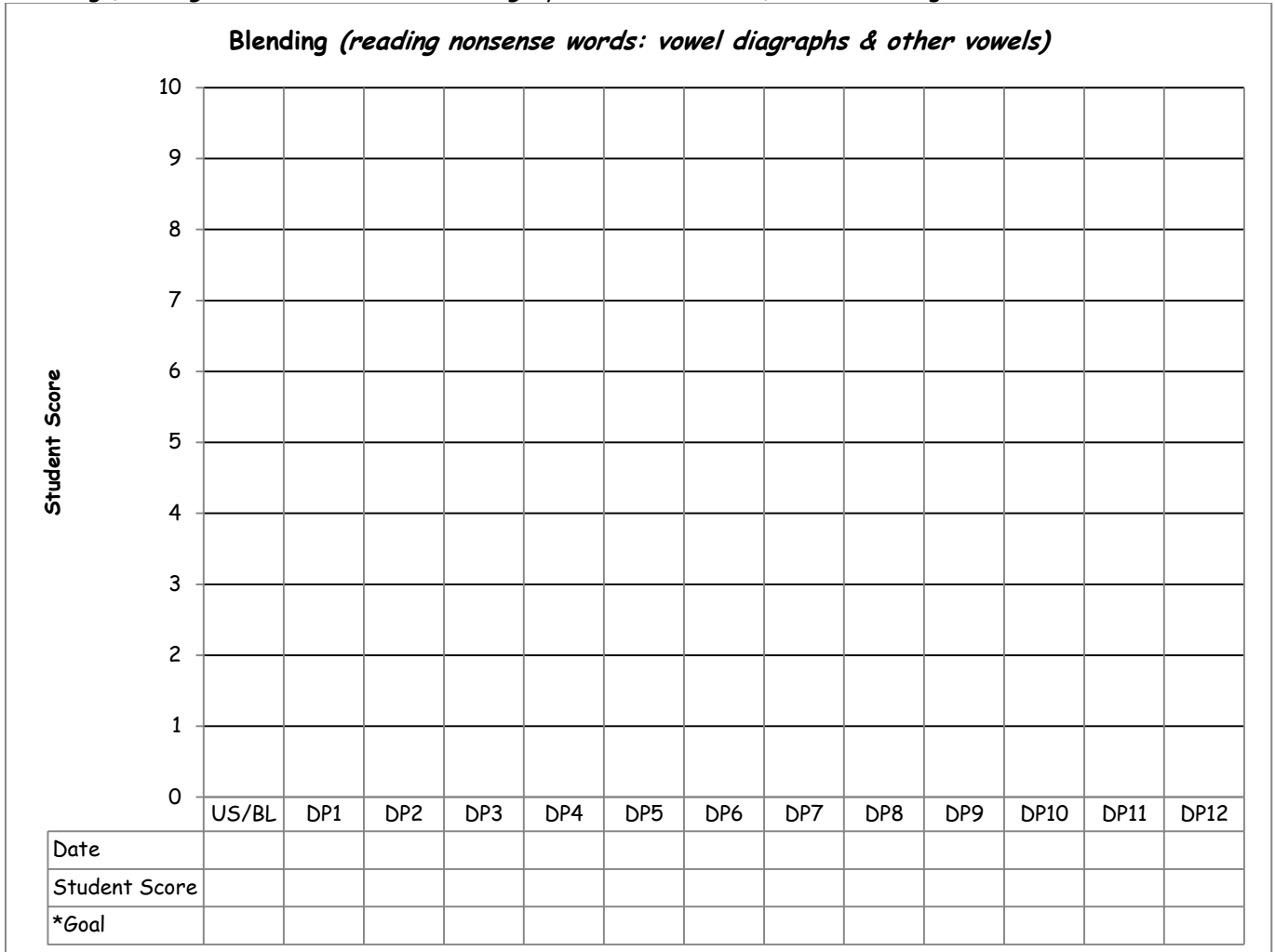
shail	prain	grawk	blook	shaip	roop	mird	plart	fooch	floit
-------	-------	-------	-------	-------	------	------	-------	-------	-------

Supplemental RTI GRAPH

Blending (*reading nonsense words: vowel diagraphs & other vowels*)

Student Name: _____ Grade: _____ Teacher: _____

On the graph below, plot the Universal Screening/Baseline (US/BL) and all data point (DP) scores for each Blending (*reading nonsense words: vowel diagraphs & other vowels*) assessment given.



* Establish goal line before intervention begins

Supplemental Progress Monitoring

Blending (reading nonsense words: all types combined)

Student Name: _____ Grade: _____ Teacher: _____

Directions: Using a timer, have the student read for **ONE MINUTE** the nonsense words from the 'Reading Nonsense Words (Vowel Digraphs & Other Vowels) Student Assessment Sheet'. Mark correct or incorrect responses below.

Baseline: (Date: _____) Total # Correct: _____ Time: _____

nome	bex	dreak	feeb	frain	chiv	bime	woap	zov	chirt

Data Point 1: (Date: _____) Total # Correct: _____ Time: _____

feesh	vape	gark	cheight	grat	lupe	shaig	pabe	goot	tralk

Data Point 2: (Date: _____) Total # Correct: _____ Time: _____

dright	trin	kize	blawn	fafe	theep	fip	breep	brove	jom

Data Point 3: (Date: _____) Total # Correct: _____ Time: _____

poy	vis	cloam	tebe	plook	braf	neb	trigh	zeam	sute

Data Point 4: (Date: _____) Total # Correct: _____ Time: _____

stom	quind	plave	fak	thail	clede	mup	prall	blay	mursh

Data Point 5: (Date: _____) Total # Correct: _____ Time: _____

mirt	stroop	yirg	ligh	fleak	phound	mive	berm	lod	tris

Data Point 6: (Date: _____) Total # Correct: _____ Time: _____

dray	zair	steeth	flain	yome	kibe	roon	flook	splark	murt

Data Point 7: (Date: _____) Total # Correct: _____ Time: _____

slair	kload	teesh	fround	jall	plind	troze	pode	pawk	tweal

Data Point 8: (Date: _____) Total # Correct: _____ Time: _____

fouth	groy	flerm	phawk	beesh	zurt	vawn	froop	whirt	churm

Data Point 9: (Date: _____) Total # Correct: _____ Time: _____

blit	jart	burth	prig	browt	rax	yook	zoy	plawn	trar

Data Point 10: (Date: _____) Total # Correct: _____ Time: _____

snoy	kligh	zole	soat	trine	koj	prigh	slare	dup	dipe

Data Point 11: (Date: _____) Total # Correct: _____ Time: _____

ruke	prib	dreight	clede	shub	ribe	plick	sim	kol	flove

Data Point 12: (Date: _____) Total # Correct: _____ Time: _____

def	prain	grawk	blook	vum	sloce	mage	trat	gove	grafe

Reading Nonsense Words (All Types Combined)

Student Assessment Sheet (ONE MINUTE ASSESSMENT)

Baseline:

nome	bex	dreak	feeb	frain	chiv	bime	woap	zov	chirt
------	-----	-------	------	-------	------	------	------	-----	-------

Data Point 1:

feesh	vape	gark	cheight	grat	lupe	shaig	pabe	goot	tralk
-------	------	------	---------	------	------	-------	------	------	-------

Data Point 2:

dright	trin	kize	blawn	fafe	theep	fip	breep	brove	jom
--------	------	------	-------	------	-------	-----	-------	-------	-----

Data Point 3:

poy	vis	cloam	tebe	plook	braf	neb	trigh	zeam	sute
-----	-----	-------	------	-------	------	-----	-------	------	------

Data Point 4:

stom	quind	plave	fak	thail	clede	mup	prall	blay	mursh
------	-------	-------	-----	-------	-------	-----	-------	------	-------

Data Point 5:

feb	stroop	biv	ligh	fleak	sipe	mive	berm	lod	tris
-----	--------	-----	------	-------	------	------	------	-----	------

Data Point 6:

dray	piz	steeth	vap	yome	kibe	gat	flook	splark	stid
------	-----	--------	-----	------	------	-----	-------	--------	------

Data Point 7:

slair	kload	bik	fround	jall	plin	troz	pode	pawk	tweal
-------	-------	-----	--------	------	------	------	------	------	-------

Data Point 8:

yop	groy	fleme	bis	mev	zurt	vawn	bax	whirt	chume
-----	------	-------	-----	-----	------	------	-----	-------	-------

Data Point 9:

blit	jart	burth	pribe	browt	rax	yook	zoy	plawn	thafe
------	------	-------	-------	-------	-----	------	-----	-------	-------

Data Point 10:

snoy	kligh	zole	soat	trine	koj	prigh	slare	dup	dipe
------	-------	------	------	-------	-----	-------	-------	-----	------

Data Point 11:

ruke	prib	dreight	clede	shub	ribe	plick	sim	kol	flove
------	------	---------	-------	------	------	-------	-----	-----	-------

Data Point 12:

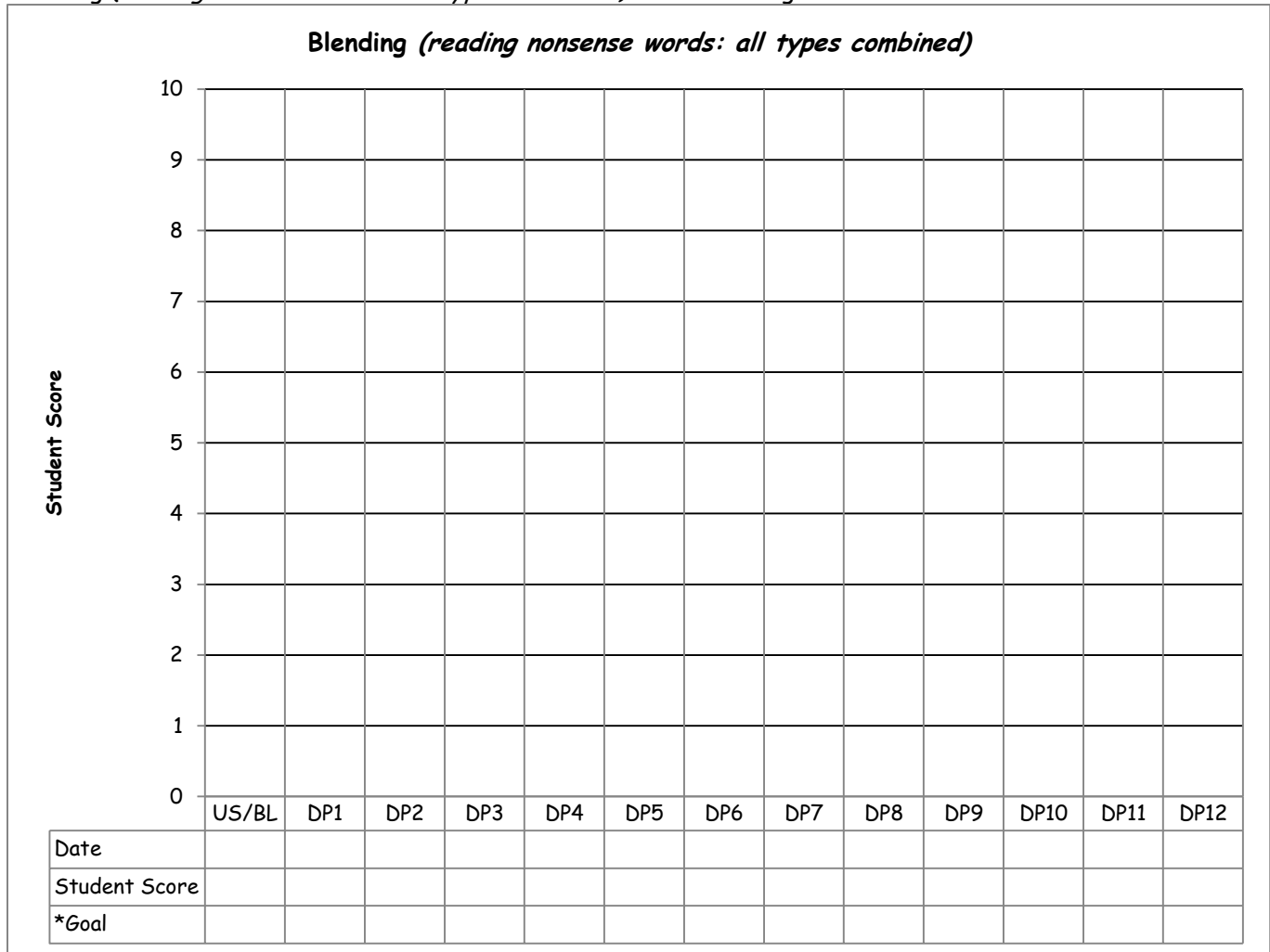
def	prain	grawk	blook	vum	sloce	mage	trat	gove	grafe
-----	-------	-------	-------	-----	-------	------	------	------	-------

Supplemental RTI GRAPH

Blending (reading nonsense words: all types combined)

Student Name: _____ Grade: _____ Teacher: _____

On the graph below, plot the Universal Screening/Baseline (US/BL) and all data point (DP) scores for each Blending (reading nonsense words: all types combined) assessment given.



* Establish goal line before intervention begins

Blending Lesson Checklist

Name of Lesson	Date(s) lesson was taught	Date lesson was mastered
Lesson 1: Putting Word Parts Together		
Lesson 2: Putting Word Sounds Together		
Lesson 3: Stretching Out Words		
Lesson 4: Having Fun with Onset-Rimes		
Lesson 5: Phoneme Deletion		
Lesson 6: Changing Beginning Sounds		
Lesson 7: Changing Ending Sounds		
Lesson 8: Changing Vowel Sounds		
Lesson 9: Changing Sounds Review		
Lesson 10: Changing Long Vowels to Short Vowels		
Lesson 11: That's Nonsense		
Lesson 12: Reading Real Words		

Blending Lesson Mini-Assessments Recording Sheets (p. 1)

Student Name: _____ Grade: ____ Teacher: _____

Use these sheets to document the student's progression through the intervention.

Lesson 1: Putting Word Parts Together

Assessment: Use the following chart to assess this activity. Place a '✓' next to each word below if the student can correctly say it in its completed form. The student has mastered this lesson if he/she can consistently and accurately say the complete word after hearing it broken into word parts.

Word	Response
break...fast	
o...cean	
piz...za	
cu...cum...ber	
ce...re...al	
trans...por...ta...tion	
as...par...a...gus	
pan...cake	

Word	Response
re...mem...ber...ing	
pa...per	
hos...pi...tal	
wa...ter	
fan...cy	
res...cue	
ham...bur...ger	
out...side	

Word	Response
grass...hop...per	
sun...shine	
run...ning	
hel...ping	
un...der...stand	
sca...ry	
par...ty	
po...lice...wo...man	

Date Mastered _____

Lesson 2: Putting Word Sounds Together

Assessment: Use the following chart to assess this activity. Place a '✓' next to each word below if the student can correctly say it in its completed form. The student has mastered this lesson if he/she can consistently and accurately say the complete word after hearing it broken into phonemes.

Word	Response
/p//l//ā//t/ (plate)	
/ĭ//ch/ (itch)	
/h//ō//s//t/ (host)	
/d//ar//k/ (dark)	
/s//ā//n//d/ (sand)	
/w//er//d/ (word)	
/j//ō//g/ (jog)	
/s//ĭ//x/ (six)	

Word	Response
/t//ā//k/ (take)	
/k//ŭ//p/ (cup)	
/h//ĕ//d/ (head)	
/m//ŭ//t/ (mute)	
/w//ĭ//sh/ (wish)	
/b//ŭ//t/ (but)	
/p//ā//k/ (pack)	
/s//t//ō//n/ (stone)	

Word	Response
/ā//b//l/ (able)	
/ch//ā//n//j/ (change)	
/f//ĭ//g/ (fig)	
/n//ē//d/ (need)	
/ch//ō//p/ (chop)	
/b//l//ē//d/ (bleed)	
/k//ō//p/ (cope)	
/f//ĭ//sh/ (fish)	

Date Mastered _____

Lesson 3: Stretching Out Words

Assessment: Use the following chart to assess this activity. Place a '✓' under each word below if the student can accurately stretch out the phonemes in the word. Allow the student to read from the "Student Assessment Sheet" (p. 55) as you mark correct or incorrect responses below. The student has mastered this lesson if he/she can consistently and accurately stretch out the sounds in one syllable words.

ran	fun	bad	lag	leg	name	dim	pox	slack	talk
send	call	zip	five	egg	pop	mush	bath	wave	black

Date Mastered _____

Lesson 4: Having Fun with Onset-Rimes

Assessment: Use the following chart to assess this activity. Place a '✓' under each word-ending if the student can accurately use it to say different words using the consonants or consonant blends listed beneath it. Allow the student to read from the "Student Assessment Sheet" (p. 57) as you mark correct or incorrect responses below. The student has mastered this lesson if he/she can consistently and accurately create and read words with different onsets (beginning sounds). **Special Note:** Be sure the student breaks the word apart by saying the onset and then the rime.

-ish w, f, d, squ	-ark b, d, h	-eet sw, tw, m, b, f, fl	-ay d, b, n, m, k, fr, pl	-ake c, m, b, t, fl, sh	-ost c, l, fr	-irth b, m, g
-end b, m, l, tr, t	-elt b, f, w, p, m	-ig b, p, m, v, f, tr, w	-um g, b, r, pl, s, sl, y	-alm b, p, c, qu	-ope c, d, p, n, m, r, sl	-oin c, gr, j, l

Date Mastered _____

Blending Lesson Mini-Assessments Recording Sheets (p. 2)

Student Name: _____

Lesson 5: Phoneme Deletion

Assessment: Use the following chart to assess this activity. Place a '✓' under each word the student can accurately say after omitting one of its sounds. Allow the student to read from the "Student Assessment Sheet" (p. 59) as you mark correct or incorrect responses below. The student has mastered this lesson if he/she can consistently and accurately say words with one sound (phoneme) omitted.

kiss <i>omit initial</i>	pike <i>omit final</i>	hark <i>omit initial</i>	ball <i>omit final</i>	yes <i>omit final</i>	mule <i>omit initial</i>	mole <i>omit initial</i>	farm <i>omit final</i>	chick <i>omit initial</i>	heart <i>omit final</i>
lawn <i>omit final</i>	truck <i>omit initial</i>	pen <i>omit final</i>	start <i>omit initial</i>	bone <i>omit final</i>	true <i>omit initial</i>	book <i>omit final</i>	glass <i>omit initial</i>	leaf <i>omit final</i>	chair <i>omit initial</i>

Date Mastered _____

Lesson 6: Changing Beginning Sounds

Assessment: Use the following chart to assess this activity. Place a '✓' under each word-ending if the student can accurately use it to say different words using the consonants or consonant blends listed beneath it. Allow the student to read from the "Student Assessment Sheet" (p. 61) as you mark correct or incorrect responses below. The student has mastered this lesson if he/she can consistently and accurately read words with different beginning sounds.

-ib b, f, r, d, cr, l	-ouse h, m, l, sp, bl	-ound b, g, m, p, f	-ern f, t, st	-alk b, ch, t, st, h, w
-aw c, dr, h, p, r, s	-ild ch, w, m, r	-oop c, tr, p, g, st, sc	-ub b, c, d, scr, s, t, p, fl	-ill b, sk, n, m, p, ch, d
-and b, br, bl, gr, h, l, s, st	-ond b, p, f	-ong k, l, g, p, wr, d, h, s	-ung l, s, st, d, h	-oss b, t, l, m, fl

Date Mastered _____

Lesson 7: Changing Ending Sounds

Assessment: Use the following chart to assess this activity. Place a '✓' beside each question the student can answer correctly. You may assess this lesson by orally saying each question (hardest to do), by allowing the student to see each word written before a substitution is made, or by allowing the student to write the words on a piece of paper. The student has mastered this lesson if he/she can consistently and accurately read words by changing their ending sounds.

Question	✓
Change the t in boot to m. What is the new word?	
Change the k in lake to t. What is the new word?	
Change the t in vat to n. What is the new word?	
Change the n in can to p. What is the new word?	
Change the m in dime to v. What is the new word?	

Question	✓
Change the d in kid to t. What is the new word?	
Change the p in rope to d. What is the new word?	
Change the g in flag to p. What is the new word?	
Change the p in step to m. What is the new word?	
Change the v in stove to n. What is the new word?	

Date Mastered _____

Lesson 8: Changing Vowel Sounds

Assessment: Use the following chart to assess this activity. Place a '✓' beside each question the student can answer correctly. You may assess this lesson by orally saying each question (hardest to do), by allowing the student to see each word written before a change is made, or by allowing the student to write the words on a piece of paper. The student has mastered this lesson if he/she can consistently and accurately read words by changing their vowel sounds.

Question	✓
Change the a in lane to o. What is the new word?	
Change the o in post to a. What is the new word?	
Change the u but to a. What is the new word?	
Change the i in pit to e. What is the new word?	
Change the i in ripe to o. What is the new word?	

Question	✓
Change the e in pen to a. What is the new word?	
Change the o in joke to a. What is the new word?	
Change the a in cat to o. What is the new word?	
Change the o in fox to a. What is the new word?	
Change the u in cute to a. What is the new word?	

Date Mastered _____

Blending Lesson Mini-Assessments Recording Sheets (p. 3)

Student Name: _____

Lesson 9: Changing Sounds Review

Assessment: Use the following chart to assess this activity. Place a '✓' beside each question the student can answer correctly. You may assess this lesson by orally saying each question (hardest to do), by allowing the student to see each word written before a change is made, or by allowing the student to write the words on a piece of paper. The student has mastered this lesson if he/she can consistently and accurately create and read a word by changing one of its sounds.

Question	✓
Change the sl in slip to sh. What is the new word?	
Change the ee in sheep to o. What is the new word?	
Change the ll in pill to t. What is the new word?	
Change the r in rest to b. What is the new word?	
Change the b in bad to m. What is the new word?	
Change the t in tote to n. What is the new word?	

Question	✓
Change the r in car to t. What is the new word?	
Change the s in sock to r. What is the new word?	
Change the e in red to o. What is the new word?	
Change the o in got to u. What is the new word?	
Change the t in take to l. What is the new word?	
Change the r in run to b. What is the new word?	

Date Mastered _____

Lesson 10: Changing Long Vowels to Short Vowels

Assessment: Use the following chart to assess this activity. Place a '✓' beside each question the student can answer correctly. You may assess this lesson by orally saying each question (hardest to do), by allowing the student to see each word written before a change is made, or by allowing the student to write the words on a piece of paper. The student has mastered this lesson if he/she can consistently and accurately create and read a word by changing one of its sounds.

Question	✓
Take away the e in cope. What is the new word?	
Take away the e in rade. What is the new word?	
Take away the e in node. What is the new word?	
Take away the e in bide. What is the new word?	
Take away the e in huge. What is the new word?	
Take away the e in gage. What is the new word?	

Question	✓
Take away the e in cate. What is the new word?	
Take away the e in slide. What is the new word?	
Take away the e in prime. What is the new word?	
Take away the e in vane. What is the new word?	
Take away the e in sine. What is the new word?	
Take away the e in dote. What is the new word?	

Date Mastered _____

Lesson 11: That's Nonsense

Assessment: Use the following chart to assess this activity. Place a '✓' under each nonsense word the student is able to sound out correctly. Allow the student to read from the "Student Assessment Sheet" (p. 67) as you mark correct or incorrect responses below. The student has mastered this lesson if he/she can consistently and accurately read nonsense words.

ziv	jud	gip	tec	yox	taf	lut	raz	juk	nef
paf	mek	nus	vog	fap	wam	mude	pote	hute	vade
bot	seg	gup	hod	fex	mafe	sloge	bose	hof	vip

Date Mastered _____

Lesson 12: Reading Real Words

Assessment: Use the following chart to assess this activity. Place a '✓' under each word the student is able to easily sound out correctly. Allow the student to read from the "Student Assessment Sheet" (p. 69) as you mark correct or incorrect responses below. The student has mastered this lesson if he/she can consistently and accurately read the following words.

rat	rot	rad	mad	hot	hate	page	fame	map	fed
hope	hop	vote	top	pat	nope	pond	plat	flat	flap
bland	sing	will	limp	plum	vine	pump	feet	geek	pile
shame	sham	pace	side	slam	take	tack	yum	gum	grade

Date Mastered _____

Blending

Intervention Lessons

Use the following 12 lessons to guide you through the blending intervention. Remember, the intervention is individualized to the student's needs and must be implemented at the student's pace. Don't move to a new lesson until mastery of the current lesson is achieved. Teaching to MASTERY is the goal.

To determine whether or not mastery of each lesson has been achieved, use the 'Blending Mini-Assessments Recording Sheets' (pages 292-294) to measure the student's proficiency before beginning a new lesson.

Blending: Lesson 1

Lesson Name: Putting Word Parts Together

Description of Lesson/Activity: The student says two or more syllable words after hearing them broken down into parts.

Procedures for Implementing the Activity:

STEP ONE: Review with student how saying words slowly can help us hear sounds and word parts. Say several one, two, three, and four syllable words and have the student state how many word parts are in each.

STEP TWO: Explain that in today's lesson, the student will be blending word parts. Tell student that you will say the parts of words (in order) and that he/she will put them together to say one complete word. (Example: "com ... pu ... ter" = computer)

STEP THREE: Practice this skill with the student by saying a variety of two or more syllable words. Continue until the student can easily say complete words after hearing them broken up into parts.

STEP FOUR: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Blending Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Blending: Lesson 2

Lesson Name: Putting Word Sounds Together

Description of Lesson/Activity: The student says one syllable words after hearing them broken down into parts (phonemes).

Procedures for Implementing the Activity:

STEP ONE: Review with student how saying words slowly can help us hear sounds and word parts. Review blending two or more syllable words by saying several words broken into parts and having the student say the entire word blended together.

STEP TWO: Explain that in today's lesson, the student will be blending the sounds heard in one syllable words. Tell student that you will say the sounds (phonemes) of a word (in order) and that he/she will put them together to say one complete word. (Example: /m//ɒ//p/ = mop)

STEP THREE: Practice this skill with the student by saying a variety of one syllable words. Continue until the student can easily say complete words after hearing them broken up into sounds.

*****THIS LESSON IS EXTREMELY IMPORTANT! BE SURE THE STUDENT CAN SAY ONE SYLLABLE WORDS AFTER HEARING ONLY THE PHONEMES BEFORE MOVING ON TO THE NEXT LESSON*****

STEP FOUR: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Blending Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Blending: Lesson 3

Lesson Name: Stretching Out Words

Description of Lesson/Activity: The student sounds out one syllable words by stretching out the phonemes in each word.

Procedures for Implementing the Activity:

STEP ONE: Review with student how saying words slowly can help us hear sounds and word parts. Review blending the sounds in one syllable words by saying each phoneme and having the student blend it into one word.

STEP TWO: Explain that in today's lesson, the student will practice reading simple one syllable words by stretching out the sounds (phoneme) in each word.

STEP THREE: Practice this skill with the student by showing him/her simple words (written on a piece of paper, cards, sticky notes, chalkboard, etc.) and having him sound them out by stretching each phoneme. (Examples: red = rrrrrrēēēēēdd, sat = sssāāāātt, slip = sssllllllīīīīīpp). Have the student say the word normally after he/she practices stretching it out.

THIS LESSON IS EXTREMELY IMPORTANT!! BE SURE THE STUDENT CAN STRETCH OUT WRITTEN ONE SYLLABLE WORDS BEFORE MOVING ON TO THE NEXT LESSON

STEP FOUR: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Blending Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Student Assessment Sheet

Blending Lesson 3

Sound out each word by stretching out each sound (phoneme)

ran	fun	bad	lag	leg
name	dim	pox	slack	talk
send	call	zip	five	egg
pop	mush	bath	wave	black

Blending: Lesson 4

Lesson Name: Having Fun with Onset-Rimes

Description of Lesson/Activity: The student practices saying words by substituting the beginning sound of the word with other beginning sounds.

Procedures for Implementing the Activity:

STEP ONE: Review with student what onset-rimes are (breaking a word down by saying its first sound followed by the rest of the word). Give the student several examples of how words can be broken down into onset-rimes (goat = /g/-oat, vat = /v/-at, rate = /r/-ate). Have the student practice saying words using the onset-rimes principal.

STEP TWO: Explain that in today's lesson, the student will practice changing the onset (beginning sound) of many words to create new words.

STEP THREE: Practice this skill with the student by showing him/her word-endings (word families) and then placing various consonants or consonant blends in front of the word-ending to create new words. Explain that in **most** cases, words that have the same letters at the end rhyme and are part of the same family. You may use the letter cards, blends cards, and word family cards found at the end of this book to help teach this lesson or you may simply write word-endings on a piece of paper and have the student write alternative initial letters to create new words.

***THIS LESSON IS EXTREMELY IMPORTANT!! BE SURE THE STUDENT CAN
CREATE AND READ WORDS USING DIFFERENT ONSETS (BEGINNING SOUNDS)
BEFORE MOVING ON TO THE NEXT LESSON***

STEP FOUR: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Blending Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Student Assessment Sheet

Blending Lesson 4

Say each onset-rime with the letters listed below each word-ending

-ish w, f, d, squ	-ark b, d, h	-eet sw, tw, m, b, f, fl	-ay d, b, n, m, k, fr, pl	-ake c, m, b, t, fl, sh
-end b, m, l, tr, t	-elt b, f, w, p, m	-ig b, p, m, v, f, tr, w	-um g, b, r, pl, s, sl, y	-alm b, p, c, qu
-ost c, l, fr	-ope c, d, p, n, m, r, sl	-irth b, m, g	-oin c, gr, j, l	-ook b, c, h, r, t, sh

Blending: Lesson 5

Lesson Name: Phoneme Deletion

Description of Lesson/Activity: The student says a word and then restates it by omitting one of its phonemes.

Procedures for Implementing the Activity:

STEP ONE: Review with student how to look at a word and sound it out by pronouncing all of the sounds (phonemes) in it. Show student several one syllable words (on word cards or if you prefer, just write random words on a piece of paper, index card, or sticky note) and have the student practice sounding them out by saying all of their phonemes.

STEP TWO: Explain that in today's lesson, the student will say a word and then resay it without one of its sounds.

STEP THREE: Practice this skill with the student by showing him/her written words and having him/her sound them out and then state them normally. Once the student says the correct word have him restate it by having him/her omit one of the sounds (beginning or ending sounds only). (Examples: "Say 'hog' without the 'h'.", "Say 'plat' without the 't'.", "Say 'sun' without the 's'.")

THIS LESSON IS EXTREMELY IMPORTANT!! BE SURE THE STUDENT CAN SAY WORDS WITH OMITTED SOUNDS BEFORE MOVING ON TO THE NEXT LESSON

STEP FOUR: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Blending Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Student Assessment Sheet

Blending Lesson 5

Say each word below then restate the word omitting the sound listed below it

kiss <i>omit initial</i>	pike <i>omit final</i>	hark <i>omit initial</i>	ball <i>omit final</i>	yes <i>omit final</i>
lawn <i>omit final</i>	truck <i>omit initial</i>	pen <i>omit final</i>	start <i>omit initial</i>	bone <i>omit final</i>
mule <i>omit initial</i>	mole <i>omit initial</i>	farm <i>omit final</i>	chick <i>omit initial</i>	heart <i>omit final</i>
true <i>omit initial</i>	book <i>omit final</i>	glass <i>omit initial</i>	leaf <i>omit final</i>	chair <i>omit initial</i>

Blending: Lesson 6

Lesson Name: Changing Beginning Sounds

Description of Lesson/Activity: The student says a word and then restates it by substituting the beginning consonant sound with a different consonant sound.

Procedures for Implementing the Activity:

STEP ONE: Review with student onset-rime and how words can be broken down into smaller parts by separating the onset from its rime. Practice the onset-rime principal with several words.

STEP TWO: Explain that in today's lesson, the student will read words with different beginning sounds. Explain that the words read today will be read normally and not broken down into parts (as in the onset-rime principal).

STEP THREE: Practice this skill with the student by showing him/her written words and having him/her read them with a variety of beginning sound. Even have the student say nonsense words to practice blending sounds together. (Example: remove the 'h' in 'hot' and put in a 'p' = 'pot')

*****THIS LESSON IS EXTREMELY IMPORTANT!! BE SURE THE STUDENT CAN READ WORDS WITH NUMEROUS BEGINNING SOUNDS BEFORE MOVING ON TO THE NEXT LESSON*****

STEP FOUR: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Blending Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Student Assessment Sheet

Blending Lesson 6

Say each word-ending with the beginning sounds below

-ib b, f, r, d, cr, l	-ouse h, m, l, sp, bl	-ound b, g, m, p, f	-ern f, t, st	-alk b, ch, t, st, h, w
-aw c, dr, h, p, r, s	-ild ch, w, m, r	-oop c, tr, p, g, st, sc	-ub b, c, d, scr, s, t, p, fl	-ill b, sk, n, m, p, ch, d
-and b, br, bl, gr, h, l, s, st	-ond b, p, f	-ong k, l, g, p, wr, d, h, s	-ung l, s, st, d, h	-oss b, t, l, m, fl

Blending: Lesson 7

Lesson Name: Changing Ending Sounds

Description of Lesson/Activity: The student says a word and then restates it by substituting the ending consonant sound with a different consonant sound.

Procedures for Implementing the Activity:

STEP ONE: Review with student how we can break words into parts to hear all of their sounds. Practice sounding out several words.

STEP TWO: Explain that in today's lesson, the student will create and read words with different ending sounds. Explain that the words read today will be read normally and not broken down into parts (as in the onset-rime principal).

STEP THREE: Practice this skill with the student by showing him/her written words and having him/her read them with a variety of ending sounds. Even have the student say nonsense words to practice blending sounds together. (Example: change the 'a' in 'tab' and put in a 'u' = 'tub')

*****THIS LESSON IS EXTREMELY IMPORTANT!! BE SURE THE STUDENT CAN READ WORDS WITH NUMEROUS ENDING SOUNDS BEFORE MOVING ON TO THE NEXT LESSON*****

STEP FOUR: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Blending Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Blending: Lesson 8

Lesson Name: Changing Vowel Sounds

Description of Lesson/Activity: The student says a word and then restates it by substituting the vowel sound in the middle with a different vowel sound.

Procedures for Implementing the Activity:

STEP ONE: Review with student how we can break words into parts to hear all of their sounds. Practice sounding out several words.

STEP TWO: Explain that in today's lesson, the student will read words and will then change its vowel sound to say a new word. Explain that the words read today will be read normally and not broken down into parts (as in the onset-rime principal).

STEP THREE: Practice this skill with the student by showing him/her written words and having him/her read them with a variety of vowel sounds. Even have the student say nonsense words to practice blending sounds together. (Example: change the 'p' in 'mop' and put in a 'b' = 'mob')

*****THIS LESSON IS EXTREMELY IMPORTANT!! BE SURE THE STUDENT CAN READ WORDS WITH DIFFERENT VOWEL SOUNDS BEFORE MOVING ON TO THE NEXT LESSON*****

STEP FOUR: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Blending Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Blending: Lesson 9

Lesson Name: Changing Sounds Review

Description of Lesson/Activity: The student says a word and then restates it by substituting the beginning, middle, or ending sound with a different sound.

Procedures for Implementing the Activity:

STEP ONE: Review with student how we can make new words by changing one of its sounds. Review lessons 6-8 by asking the student to change one sound in a word to make a new word. Practice this concept with several words.

STEP TWO: Explain that in today's lesson, the student will continue changing words to new words by changing one sound in the word. Tell the student that the sound may be the beginning sound, the middle sound (the vowel), or the ending sound.

STEP THREE: Practice this skill with the student by showing him/her written words and having him/her read them by changing either the beginning, middle, or ending sound.

*****THIS LESSON IS EXTREMELY IMPORTANT!! BE SURE THE STUDENT CAN READ WORDS WITH DIFFERENT BEGINNING, MIDDLE, OR ENDING SOUNDS BEFORE MOVING ON TO THE NEXT LESSON*****

STEP FOUR: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Blending Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Blending: Lesson 10

Lesson Name: Changing Long Vowels to Short Vowels

Description of Lesson/Activity: The student changes a long vowel word into a short vowel word by omitting the silent 'e' at the end.

Procedures for Implementing the Activity:

STEP ONE: Review with student how we can make new words by changing one of its sounds. Practice this concept with several words.

STEP TWO: Explain that in today's lesson, the student will change the long vowel sound in a word to a short vowel sound. Explain that in many cases, a one syllable word that ends with the letter 'e' (silent 'e') makes the vowel sound in the word a long sound. When the 'e' is taken away the vowel sound becomes a short sound.

STEP THREE: Have the student practice changing one syllable long vowel words that end with a silent 'e' to short vowel words by taking off the 'e' at the end.

****THIS LESSON IS EXTREMELY IMPORTANT! BE SURE THE STUDENT CAN EASILY SAY WORDS WITH BOTH LONG VOWEL SOUNDS AND SHORT VOWEL SOUNDS BEFORE MOVING ON TO THE NEXT LESSON****

STEP FOUR: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Blending Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Blending: Lesson 11

Lesson Name: That's Nonsense

Description of Lesson/Activity: The student uses blending skills to read nonsense words.

Procedures for Implementing the Activity:

STEP ONE: Review with student how we can read a word by saying all of its sounds. Have the student sound out a variety of words to practice this skill.

STEP TWO: Explain that in today's lesson, the student will use his/her knowledge of how to sound out words to read words that don't make sense, or nonsense words.

STEP THREE: Have the student practice this lesson by writing nonsense words on a piece of paper, chalkboard, whiteboard, sticky note, etc. and having him/her sound them out.

****THIS LESSON IS EXTREMELY IMPORTANT!! BE SURE THE STUDENT CAN EASILY SOUND OUT AND BLEND NONSENSE WORDS BEFORE MOVING ON TO THE NEXT LESSON****

STEP FOUR: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Blending Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Student Assessment Sheet

Blending Lesson 11

Read each nonsense word below

ziv	jud	gip	tec	yox
paf	mek	nus	vog	fap
bot	seg	gup	hod	fex
taf	lut	raz	juk	nef
wam	mude	pote	hute	vade
mafe	sloge	bose	hof	vip

Blending: Lesson 12

Lesson Name: Reading Real Words

Description of Lesson/Activity: The student uses blending skills to read words.

Procedures for Implementing the Activity:

STEP ONE: Review with student how we can read a word by saying all of its sounds. Have the student sound out a variety of words to practice this skill.

STEP TWO: Explain that in today's lesson, the student will use his/her knowledge of how to sound out words to read real words (as opposed to nonsense words).

STEP THREE: Have the student practice this lesson by reading words in text, on signs, on flashcards, etc. This is the time for the student to shine! He/she is a reader!

STEP FOUR: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Blending Mini-Assessments Recording Sheet'. If the student has mastered this lesson then he/she has successfully completed the Blending intervention. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Student Assessment Sheet

Blending Lesson 12

Read each word below

rat	rot	rad	mad	hot
hate	page	fame	map	fed
hope	hop	vote	top	pat
nope	pond	plat	flat	flap
bland	sing	will	limp	plum
vine	pump	feet	geek	pile
shame	sham	pace	side	slam
take	tack	yum	gum	grade

SIGHT

WORD

RECOGNITION

SIGHT WORD RECOGNITION OVERVIEW

Once it is determined that a student needs this intervention (as evidenced on the **Universal Screening: Sight Word Recognition Assessment**), make a copy of the appropriate pages (listed on the "Sight Word Recognition Let's Get Started!" page) including the "Sight Word Recognition Lesson Checklist." Use the checklist to check off when each lesson was taught and when it was mastered. Do not move forward to a new lesson until the student has mastered the lesson he/she is currently on. Also, to assess the student's response to the intervention, be sure to monitor his/her progress weekly throughout the twelve-week implementation period using the Progress Monitoring Assessments (regardless of which lesson he/she is currently working on). If a student completes all of the Sight Word Recognition lessons within two to six weeks, he/she still needs to be assessed for at least 2 additional weeks past the point of mastery so as to rule out "lucky guesses" or a "fluke" with the assessment showing said mastery. If the student has truly MASTERED the Sight Word Recognition Intervention before the 12-week intervention period ends (as evidenced by the **Progress Monitoring: Sight Word Recognition Assessments**), it would be prudent to move on to an intervention which focuses on more complex concepts such as reading fluency or reading comprehension. Be sure to collect baseline data before beginning any new intervention.

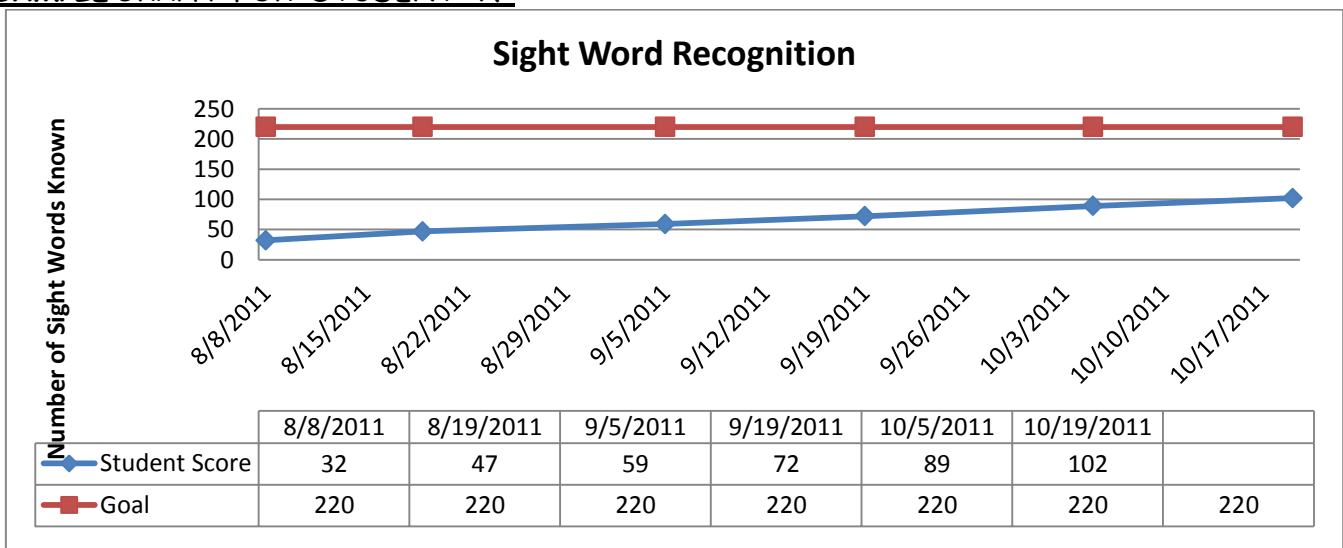
The mini- assessments that are a part of the individual lessons are NOT to be used as data point assessments or the universal screening/baseline. The purpose of those assessments is to assist the teacher, tutor, or interventionist in knowing whether or not the student has or has not mastered a particular lesson. The overall timeline for the intervention is 12 weeks with at least three 30-minute sessions occurring each week. However, the intervention session lessons in this manual are **not** timed and should be taught in succession. The student sets the pace according to his/her ability to understand and master the material. A student may be able to finish two or three lessons in a twenty or thirty minute time span whereas another student may be able to only complete and master one lesson over a period of three or four days or even weeks. RTI is an individualized process and is strictly geared to meet the individual needs of the student. This book is not intended to replace the regular classroom curriculum and is not comprehensive or exhaustive. The lessons in this manual should be considered supplemental to what is already being taught in the classroom and are geared to help fill the learning gaps of struggling students whose weak phonics skills interfere with their ability to read fluently which then negatively impacts their ability to comprehend written text. This intervention is intended to strengthen skills through intensive exposure to basic phonological concepts and each individual lesson should be taught to mastery. Using sorting, comparing and contrasting activities, repetition, and drill and practice, this intervention can bring success to those who otherwise would continue to fall through the cracks by helping build a strong foundation on which higher levels of learning can occur.

PROGRESS MONITORING

As stated before, in order to ascertain whether or not the Sight Word Recognition intervention in this manual is effective, data should be gathered on a bi-weekly basis (every other week) through the progress monitoring assessments. As with the universal screening, the student must complete the progress monitoring assessments without extra prompts or assistance. All progress monitoring assessments can be scored directly on the corresponding recording sheets provided to you in this manual. It is worthy to note that the universal screening/baseline assessments are identical to the weekly progress monitoring assessments in both format and structure. This gives the educator/assessor a simple way to collect data as well as creates a format that is easy to read and analyze. Because of the continuity among the assessments, the educator/assessor will essentially be comparing 'oranges to oranges' which allows for a more accurate picture of how the student is progressing throughout the intervention.

PROGRESS MONITORING DOCUMENTATION, GRAPH, AND DATA ANALYSIS For the purpose of data analysis for the Sight Word Recognition intervention, a graph will be needed to record the data from the universal screening/baseline assessment and each progress monitoring assessment. Graphs are an easy-to-read 'snap shot' of how the student performs each week and are an excellent tool to use when looking at overall progress and effectiveness of an intervention. The data should be analyzed weekly rather than at the end of the 12 weeks so that changes or adjustments to the intervention may be made DURING the 12 week period. The graph below is an example of what an RTI intervention graph may look like after the 11th week of the Sight Word Recognition intervention. Careful examination of the data collected each week must occur (preferably in the context of a data analysis team) in order to adequately assess the effectiveness of the intervention and to pinpoint areas of weakness. This on-going weekly review of the data is crucial and should be the catalyst which drives future instruction for the struggling student.

SAMPLE GRAPH FOR STUDENT 'X' :



What does the sample graph on the previous page tell us about Student 'X'? According to the universal screening/baseline assessment (given 8-8-11) the student recognized 32 out of the 220 sight words. This signifies that he/she lacks the ability to automatically recognize basic sight words which most likely impacts his/her ability to read fluently or comprehend written text. After 10 weeks of the sight word intervention, Student 'X' has made steady progress but has yet to recognize all 220 sight words. Additional time with the same intervention would be the logical recommendation for this student until mastery of all words has been achieved.

SPECIAL NOTE:

Depending on the student's needs, the goal score for each data point will need to be adjusted. For example, a third grade student should have already mastered all 220 sight words by the end of first grade. His/her data point goal score may be 220 each time a data point assessment is given (as is illustrated in the graph on the previous page) whereas a first grader's goal scores may start small and incrementally increase with each data point. The goal line on the RTI graph is intentionally left blank so that appropriate goals can be set to match the student's needs.

Let's Get Started!

To implement the Sight Word Recognition intervention in this manual, copy the following pages for each student in the intervention group:

- *Universal Screening Sight Word Recognition Assessment Recording Sheet (p. 320)*
- *Sight Word Recognition Student Assessment Sheet (p. 321)*
- *Progress Monitoring Data Point Sight Word Recognition Assessments (p. 322)*
- *RTI Graph Sight Word Recognition (p. 323)*
- *Sight Word Recognition Lesson Checklist (p. 324)*
- *Sight Word Recognition Mini-Assessments (pp. 325-326)*
- *Sight Word Cards (p. 353-374)*

Universal Screening

Sight Word Recognition Assessment Teacher Recording Sheet

Student Name: _____ Grade: _____ Teacher: _____

Have the student read from the Sight Word Student Assessment Sheet (going across each row) as you mark correct responses on **this** data sheet. Place a *J* under each word the student can confidently and accurately recognize. If a student spends more than five seconds on a particular word, have him/her skip that one and move on to the next one. **DO NOT** provide the student with the correct response. Stop the assessment after the student misses five words in a row.

Date: _____

the	to	and	a	I	you	it	in	said	for
up	look	is	go	we	little	down	can	see	not
one	my	me	big	come	blue	red	where	jump	away
here	help	make	yellow	two	play	run	find	three	funny
he	was	that	she	on	they	but	at	with	all
there	out	be	have	am	do	did	what	so	get
like	this	will	yes	went	are	now	no	came	ride
into	good	want	too	pretty	four	saw	well	ran	brown
eat	who	new	must	black	white	soon	our	ate	say
under	please	of	his	had	him	her	some	as	then
could	when	were	them	ask	an	over	just	from	any
how	know	put	take	every	old	by	after	think	let
going	walk	again	may	stop	fly	round	give	once	open
has	live	thank	would	very	your	its	around	don't	right
green	their	call	sleep	five	wash	or	before	been	off
cold	tell	work	first	does	goes	write	always	made	gave
us	buy	those	use	fast	pull	both	sit	which	read
why	found	because	best	upon	these	sing	wish	many	if
long	about	got	six	never	seven	eight	today	myself	much
keep	try	start	ten	bring	drink	only	better	hold	warm
full	done	light	pick	hurt	cut	kind	fall	carry	small
own	show	hot	far	draw	clean	grow	together	shall	laugh

Total # Correct: _____ (Total Possible = 220)



Sight Word Recognition Student Assessment Sheet

Read Across

To be used for the Universal Screening & all Progress Monitoring assessments

the	to	and	a	I	you	it	in	said	for
up	look	is	go	we	little	down	can	see	not
one	my	me	big	come	blue	red	where	jump	away
here	help	make	yellow	two	play	run	find	three	funny
he	was	that	she	on	they	but	at	with	all
there	out	be	have	am	do	did	what	so	get
like	this	will	yes	went	are	now	no	came	ride
into	good	want	too	pretty	four	saw	well	ran	brown
eat	who	new	must	black	white	soon	our	ate	say
under	please	of	his	had	him	her	some	as	then
could	when	were	them	ask	an	over	just	from	any
how	know	put	take	every	old	by	after	think	let
going	walk	again	may	stop	fly	round	give	once	open
has	live	thank	would	very	your	its	around	don't	right
green	their	call	sleep	five	wash	or	before	been	off
cold	tell	work	first	does	goes	write	always	made	gave
us	buy	those	use	fast	pull	both	sit	which	read
why	found	because	best	upon	these	sing	wish	many	if
long	about	got	six	never	seven	eight	today	myself	much
keep	try	start	ten	bring	drink	only	better	hold	warm
full	done	light	pick	hurt	cut	kind	fall	carry	small
own	show	hot	far	draw	clean	grow	together	shall	laugh

Progress Monitoring

Sight Word Recognition Assessment Teacher Recording Sheet

Student Name: _____ Grade: _____ Teacher: _____

Have the student read from the Sight Word Student Assessment Sheet (going across each row) as you mark correct responses on **this** data sheet. Place a *✓* under each word the student can confidently and accurately recognize. If a student spends more than five seconds on a particular word, have him/her skip that one and move on to the next one. **DO NOT** provide the student with the correct response. Stop the assessment after the student misses five words in a row.

Date: _____

the	to	and	a	I	you	it	in	said	for
up	look	is	go	we	little	down	can	see	not
one	my	me	big	come	blue	red	where	jump	away
here	help	make	yellow	two	play	run	find	three	funny
he	was	that	she	on	they	but	at	with	all
there	out	be	have	am	do	did	what	so	get
like	this	will	yes	went	are	now	no	came	ride
into	good	want	too	pretty	four	saw	well	ran	brown
eat	who	new	must	black	white	soon	our	ate	say
under	please	of	his	had	him	her	some	as	then
could	when	were	them	ask	an	over	just	from	any
how	know	put	take	every	old	by	after	think	let
going	walk	again	may	stop	fly	round	give	once	open
has	live	thank	would	very	your	its	around	don't	right
green	their	call	sleep	five	wash	or	before	been	off
cold	tell	work	first	does	goes	write	always	made	gave
us	buy	those	use	fast	pull	both	sit	which	read
why	found	because	best	upon	these	sing	wish	many	if
long	about	got	six	never	seven	eight	today	myself	much
keep	try	start	ten	bring	drink	only	better	hold	warm
full	done	light	pick	hurt	cut	kind	fall	carry	small
own	show	hot	far	draw	clean	grow	together	shall	laugh

Total # Correct: _____ (Total Possible = 220)

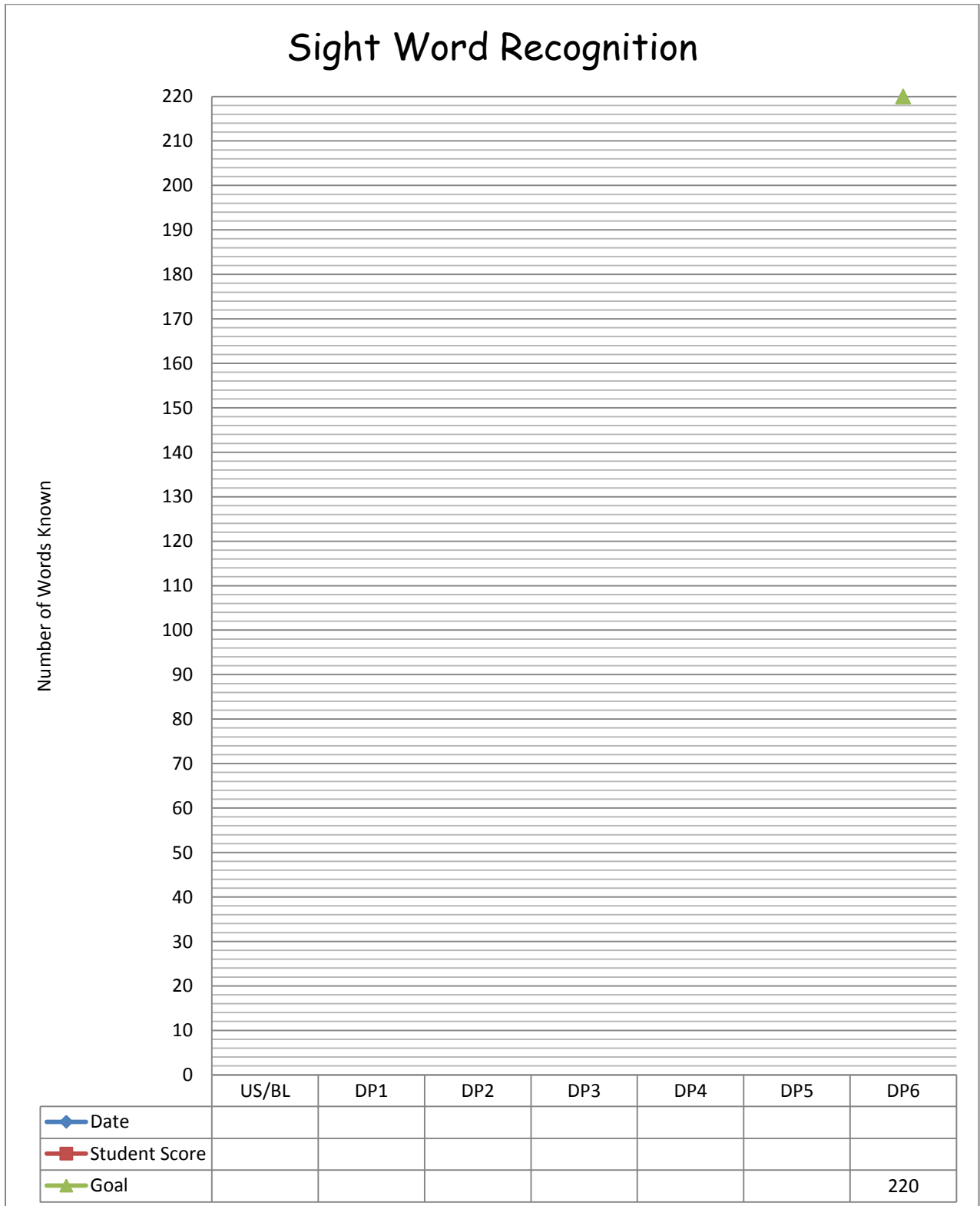
Make a total of 6 copies of this sheet (one for each Progress Monitoring Data Point Assessment)

RTI GRAPH

Sight Word Recognition

Student Name: _____ Grade: _____ Teacher: _____

On the graph below, plot the Universal Screening/Baseline (US/BL) score and all data point (DP) scores for each Sight Word Recognition Assessment.



Sight Word Recognition Lesson Checklist

Student Name: _____

Name of Lesson	Date(s) lesson was taught	Date lesson was mastered
Lesson 1: Learning the sight words <i>the, to, and, a, I, you, it, in, said, for</i>		
Lesson 2: Learning the sight words <i>up, look, is, go, we, little, down, can, see, not</i>		
Lesson 3: Learning the sight words <i>one, my, me, big, come, blue, red, where, jump, away</i>		
Lesson 4: Learning the sight words <i>here, help, make, yellow, two, play, run, find, three, funny</i>		
Lesson 5: Learning the sight words <i>he, was, that, she, on, they, but, at, with, all</i>		
Lesson 6: Learning the sight words <i>there, out, be, have, am, do, did, what, so, get</i>		
Lesson 7: Learning the sight words <i>like, this, will, yes, went, are, now, no, came, ride</i>		
Lesson 8: Learning the sight words <i>into, good, want, too, pretty, four, saw, well, ran, brown</i>		
Lesson 9: Learning the sight words <i>eat, who, new, must, black, white, soon, our, ate, say, under, please</i>		
Lesson 10: Learning the sight words <i>of, his, had, him, her, some, as, then, could, when</i>		
Lesson 11: Learning the sight words <i>were, them, ask, an, over, just, from, any, how, know</i>		
Lesson 12: Learning the sight words <i>put, take, every, old, by, after, think, let, going, walk</i>		
Lesson 13: Learning the sight words <i>again, may, stop, fly, round, give, once, open, has, live, thank</i>		
Lesson 14: Learning the sight words <i>would, very, your, its, around, don't, right, green, their, call</i>		
Lesson 15: Learning the sight words <i>sleep, five, wash, or, before, been, off, cold, tell, work</i>		
Lesson 16: Learning the sight words <i>first, does, goes, write, always, made, gave, us, buy, those</i>		
Lesson 17: Learning the sight words <i>use, fast, pull, both, sit, which, read, why, found, because</i>		
Lesson 18: Learning the sight words <i>best, upon, these, sing, wish, many</i>		
Lesson 19: Learning the sight words <i>if, long, about, got, six, never, seven, eight, today, myself</i>		
Lesson 20: Learning the sight words <i>much, keep, try, start, ten, bring, drink, only, better, hold</i>		
Lesson 21: Learning the sight words <i>warm, full, done, light, pick, hurt, cut, kind, fall, carry</i>		
Lesson 22: Learning the sight words <i>small, own, show, hot, far, draw, clean, grow, shall, laugh, together</i>		

Sight Word Recognition Mini-Assessments Recording Sheet (p. 1)

Student Name: _____ Grade: ____ Teacher: _____

Lesson 1: Learning the sight words *the, to, and, a, I, you, it, in, said, for*

the	to	and	a	I	you	it	in	said	for

Date Mastered _____

Lesson 2: Learning the sight words *up, look, is, go, we, little, down, can, see, not*

up	look	is	go	we	little	down	can	see	not

Date Mastered _____

Lesson 3: Learning the sight words *one, my, me, big, come, blue, red, where, jump, away*

one	my	me	big	come	blue	red	where	jump	away

Date Mastered _____

Lesson 4: Learning the sight words *here, help, make, yellow, two, play, run, find, three, funny*

here	help	make	yellow	two	play	run	find	three	funny

Date Mastered _____

Lesson 5: Learning the sight words *he, was, that, she, on, they, but, at, with, all*

he	was	that	she	on	they	but	at	with	all

Date Mastered _____

Lesson 6: Learning the sight words *there, out, be, have, am, do, did, what, so, get*

there	out	be	have	am	do	did	what	so	get

Date Mastered _____

Lesson 7: Learning the sight words *like, this, will, yes, went, are, now, no, came, ride*

like	this	will	yes	went	are	now	no	came	ride

Date Mastered _____

Lesson 8: Learning the sight words *into, good, want, too, pretty, four, saw, well, ran, brown*

into	good	want	too	pretty	four	saw	well	ran	brown

Date Mastered _____

Lesson 9: Learning the sight words *eat, who, new, must, black, white, soon, our, ate, say, under, please*

eat	who	new	must	black	white	soon	our	ate	say	under	please

Date Mastered _____

Lesson 10: Learning the sight words *of, his, had, him, her, some, as, then, could, when*

of	his	had	him	her	some	as	the	could	when

Date Mastered _____

Lesson 11: Learning the sight words *were, them, ask, an, over, just, from, any, how, know*

were	them	ask	an	over	just	from	any	how	know

Date Mastered _____

Sight Word Recognition Mini-Assessments Recording Sheet (p. 2)

Student Name: _____ Grade: ____ Teacher: _____

Lesson 12: Learning the sight words *put, take, every, old, by, after, think, let, going, walk*

put	take	every	old	by	after	think	let	going	walk

Date Mastered _____

Lesson 13: Learning the sight words *again, may, stop, fly, round, give, once, open, has, live, thank*

again	may	stop	fly	round	give	once	open	has	live	thank

Date Mastered _____

Lesson 14: *would, very, your, its, around, don't, right, green, their, call*

would	very	your	its	around	don't	right	green	their	call

Date Mastered _____

Lesson 15: Learning the sight words *sleep, five, wash, or, before, been, off, cold, tell, work*

sleep	five	wash	or	before	been	off	cold	tell	work

Date Mastered _____

Lesson 16: Learning the sight words *first, does, goes, write, always, made, gave, us, buy, those*

first	does	goes	write	always	made	gave	us	buy	those

Date Mastered _____

Lesson 17: Learning the sight words *use, fast, pull, both, sit, which, read, why, found, because*

use	fast	pull	both	sit	which	read	why	found	because

Date Mastered _____

Lesson 18: *best, upon, these, sing, wish, many*

best	upon	these	sing	wish	many

Date Mastered _____

Lesson 19: Learning the sight words *if, long, about, got, six, never, seven, eight, today, myself*

if	long	about	got	six	never	seven	eight	today	myself

Date Mastered _____

Lesson 20: Learning the sight words *much, keep, try, start, ten, bring, drink, only, better, hold*

much	keep	try	start	ten	bring	drink	only	better	hold

Date Mastered _____

Lesson 21: Learning the sight words *warm, full, done, light, pick, hurt, cut, kind, fall, carry*

warm	full	done	light	pick	hurt	cut	kind	fall	carry

Date Mastered _____

Lesson 22: Learning the sight words *small, own, show, hot, far, draw, clean, grow, shall, laugh, together*

small	own	show	hot	far	draw	clean	grow	shall	laugh	together

Date Mastered _____

Sight Word Recognition Intervention Lessons

*Use the following 22 lessons to guide you through the sight word recognition intervention. Remember, the intervention is individualized to the student's needs and must be implemented at the student's pace. Don't move to a new lesson until mastery of the current lesson is achieved. Teaching to **MASTERY** is the goal.*

To determine whether or not mastery of each lesson has been achieved, use the 'Sight Word Recognition Mini-Assessments Recording Sheets' (pages 325-326) to measure the student's proficiency before beginning a new lesson.

Sight Word Recognition: Lesson 1

Lesson Name: Learning the sight words *the, to, and, a, I, you, it, in, said, for*

Description of Lesson/Activity: The student learns ten sight words using the game 'Concentration'.

Procedures for Implementing the Activity:

STEP ONE: Introduce the ten new sight words by showing each flashcard and stating the word. Have student repeat each word. Repeat this step until student becomes familiar with the words.

STEP TWO: Follow the directions below for the game 'Sight Word Concentration':

***Sight Word Concentration:** You will need two sets of cards for this game. Take the ten sight words for this lesson out of both decks. Mix them up and place them on the floor or table face down in front of the student. Have the student(s) take turns flipping two cards over to see if they match. The student **MUST** read the two cards he/she turns over aloud. If the two cards match, the student must use the word in a sentence to keep the cards. Continue until all cards have been matched.*

STEP THREE: Conclude lesson by drilling the student using flashcards. Continue drilling until the student can automatically say each word over several repetitions.

STEP FOUR: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Sight Word Recognition Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

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Sight Word Recognition: Lesson 2

Lesson Name: Learning the sight words *up, look, is, go, we, little, down, can, see, not*

Description of Lesson/Activity: The student learns ten *more* sight words using the activity 'Sight Word Bean Bag Toss'.

Procedures for Implementing the Activity:

Before introducing new sight words to the student, review previously learned sight words with a quick flashcard assessment. If the student misses any words, go back and reteach.

STEP ONE: Introduce the ten new sight words by showing each flashcard and stating the word. Have student repeat each word. Repeat this step until student becomes familiar with the words.

STEP TWO: Follow the directions below for the game 'Sight Word Bean Bag Toss':

***Sight Word Bean Bag Toss:** Place all of the focus sight word cards on the floor in front of the student face up. Space them out so that there is about a foot between each card. Give the student a bean bag to toss onto a word. The student reads the word the bean bag lands on (or near). Add previously learned sight words to those already on the floor to increase the difficulty of the lesson.*

STEP THREE: Conclude lesson by drilling the student using flashcards. Continue drilling until the student can automatically say each word over several repetitions.

STEP FOUR: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Sight Word Recognition Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

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Sight Word Recognition: Lesson 3

Lesson Name: Learning the sight words *one, my, me, big, come, blue, red, where, jump, away*

Description of Lesson/Activity: The student learns ten *more* sight words using the activity 'Sight Word Swat'.

Procedures for Implementing the Activity:

Before introducing new sight words to the student, review previously learned sight words with a quick flashcard assessment. If the student misses any words, go back and reteach.

STEP ONE: Introduce the ten new sight words by showing each flashcard and stating the word. Have student repeat each word. Repeat this step until student becomes familiar with the words.

STEP TWO: Follow the directions below for the game 'Sight Word Swat':

***Sight Word Swat:** Tape all of the focus sight word cards on the board (or wall) and give the student a fly swatter. The student swats the card called out by the teacher. The student must also repeat and read the word as he/she swats it. Add previously learned sight words to those already on the board (or wall) to increase the difficulty of the lesson.*

STEP THREE: Conclude lesson by drilling the student using flashcards. Continue drilling until the student can automatically say each word over several repetitions.

STEP FOUR: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Sight Word Recognition Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

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Sight Word Recognition: Lesson 4

Lesson Name: Learning the sight words *here, help, make, yellow, two, play, run, find, three, funny*

Description of Lesson/Activity: The student learns ten *more* sight words using the activity 'Sight Word Bingo'.

Procedures for Implementing the Activity:

Before introducing new sight words to the student, review previously learned sight words with a quick flashcard assessment. If the student misses any words, go back and reteach.

STEP ONE: Introduce the ten new sight words by showing each flashcard and stating the word. Have student repeat each word. Repeat this step until student becomes familiar with the words.

STEP TWO: Follow the directions below for the game 'Sight Word Bingo':

***Sight Word Bingo:** Using one of the templates on the next page, have the student choose eight or sixteen sight words from this lesson AND from previous lessons to write on the bingo card (the template). Play the game by calling out a sight word and having the student place a marker over the word called. This is a good game to play when students are FIRST introduced to the words to help them recognize them after hearing them read orally. The student says "BINGO" when he/she fills up the ENTIRE card. When checking after BINGO is called, make the student say each word on his card and have him/her find the flashcard that matches it.*

STEP THREE: Conclude lesson by drilling the student using flashcards. Continue drilling until the student can automatically say each word over several repetitions.

STEP FOUR: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Sight Word Recognition Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

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Sight Word Bingo Templates

8 word card

16 word card

Sight Word Recognition: Lesson 5

Lesson Name: Learning the sight words *he, was, that, she, on, they, but, at, with, all*

Description of Lesson/Activity: The student learns ten *more* sight words using the activity 'Sight Word Direction Game'.

Procedures for Implementing the Activity:

Before introducing new sight words to the student, review previously learned sight words with a quick flashcard assessment. If the student misses any words, go back and reteach.

STEP ONE: Introduce the ten new sight words by showing each flashcard and stating the word. Have student repeat each word. Repeat this step until student becomes familiar with the words.

STEP TWO: Follow the directions below for the game 'Sight Word Direction Game':

***Sight Word Direction Game:** Place all of the focus sight word cards on the floor. Give the student(s) oral directions focusing on the sight words. Examples: "Go stand next to the word _____.", "Hop over the word _____.", "Pick up the words _____ and _____.", "Point to the word that is a color word.", "Point to the word that is the opposite of big.", "Find a word that starts with the same letter that begins the word fish.", etc. Make sure the student reads the word each time. Add previously learned sight words to those already on the floor to increase the difficulty of the lesson.*

STEP THREE: Conclude lesson by drilling the student using flashcards. Continue drilling until the student can automatically say each word over several repetitions.

STEP FOUR: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Sight Word Recognition Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

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Sight Word Recognition: Lesson 6

Lesson Name: Learning the sight words *there, out, be, have, am, do, did, what, so, get*

Description of Lesson/Activity: The student learns ten *more* sight words using the game 'Sight Word 'Mother May I?'

Procedures for Implementing the Activity:

Before introducing new sight words to the student, review previously learned sight words with a quick flashcard assessment. If the student misses any words, go back and reteach.

STEP ONE: Introduce the ten new sight words by showing each flashcard and stating the word. Have student repeat each word. Repeat this step until student becomes familiar with the words.

STEP TWO: Follow the directions below for the game 'Sight Word 'Mother May I?':

***Sight Word 'Mother May I?':** Place all of the focus sight word cards in various places on the floor. Play the traditional game "Mother May I?" using sight words. Give directions such as "Read three sight words and then take three steps forward" or "Walk to the number word". The student must say "Mother May I?" before he/she takes action. If he/she forgets to say "Mother May I" he/she must go back to the starting position. Make sure the student also reads the words throughout the game. You can add previously learned sight words to those already on the floor to increase the difficulty of the lesson.*

STEP THREE: Conclude lesson by drilling the student using flashcards. Continue drilling until the student can automatically say each word over several repetitions.

STEP FOUR: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Sight Word Recognition Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

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Sight Word Recognition: Lesson 7

Lesson Name: Learning the sight words *like, this, will, yes, went, are, now, no, came, ride*

Description of Lesson/Activity: The student learns ten *more* sight words using the game 'Sight Word 'Can You Read My Mind?'

Procedures for Implementing the Activity:

Before introducing new sight words to the student, review previously learned sight words with a quick flashcard assessment. If the student misses any words, go back and reteach.

STEP ONE: Introduce the ten new sight words by showing each flashcard and stating the word. Have student repeat each word. Repeat this step until student becomes familiar with the words.

STEP TWO: Follow the directions below for the game 'Sight Word 'Can You Read My Mind?':

***Sight Word 'Can You Read My Mind?':** Display all of the focus sight word cards on the board, table, floor, etc. and give the students clues as to which word you are thinking of. When the student guesses the correct word he/she gets to keep the card. Examples: "I'm thinking of a word with three letters that is the opposite of the word 'little'." "I'm thinking of a word that has two syllables.", "I'm thinking of a word with a short 'e' sound." Incrementally add previously learned sight words to increase the difficulty of the lesson.*

STEP THREE: Conclude lesson by drilling the student using flashcards. Continue drilling until the student can automatically say each word over several repetitions.

STEP FOUR: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Sight Word Recognition Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

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Sight Word Recognition: Lesson 8

Lesson Name: Learning the sight words *into, good, want, too, pretty, four, saw, well, ran, brown*

Description of Lesson/Activity: The student learns ten *more* sight words using the game 'Sight Word Tic Tac Toe'.

Procedures for Implementing the Activity:

Before introducing new sight words to the student, review previously learned sight words with a quick flashcard assessment. If the student misses any words, go back and reteach.

STEP ONE: Introduce the ten new sight words by showing each flashcard and stating the word. Have student repeat each word. Repeat this step until student becomes familiar with the words.

STEP TWO: Follow the directions below for the game 'Sight Word Tic Tac Toe':

***Sight Word 'Tic Tac Toe':** This game can be played between two students or a student and a teacher. For a game between two students, use the lesson's target words (flashcards) as a pile for the students to draw from. Begin by drawing a tic tac toe board on a sheet of paper (or white board or chalkboard). Assign one student an 'X' and the other student an 'O'. Have students take turns drawing cards from the draw pile (cards are face down). If the student can read the sight word then he/she can place a mark on the tic tac toe board, if not he/she loses a turn. Continue in like manner until one of the two students achieves 3 marks in a row or a tie is declared. For a game between a student and a teacher, have the student draw from the pile for each turn. If he/she knows the word then he/she can place a mark on the tic tac toe board. If he/she does not know the word then the teacher places a mark on the board. Continue until one of the two achieves 3 marks in a row or a tie is declared. Play multiple games to improve mastery of the target words. Add previously learned words to the pile to increase the difficulty of the lesson.*

STEP THREE: Conclude lesson by drilling the student using flashcards. Continue drilling until the student can automatically say each word over several repetitions.

STEP FOUR: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Sight Word Recognition Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

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Sight Word Recognition: Lesson 9

Lesson Name: Learning the sight words *eat, who, new, must, black, white, soon, our, ate, say, under, please*

Description of Lesson/Activity: The student learns twelve *more* sight words using the game 'Sight Word Go Fish'.

Procedures for Implementing the Activity:

Before introducing new sight words to the student, review previously learned sight words with a quick flashcard assessment. If the student misses any words, go back and reteach.

STEP ONE: Introduce the twelve new sight words by showing each flashcard and stating the word. Have student repeat each word. Repeat this step until student becomes familiar with the words.

STEP TWO: Follow the directions below for the game 'Sight Word Go Fish':

***Sight Word Go Fish:** Using two sets of target sight word cards, mix them up and pass five cards to each player. Each player holds the cards before him/her making sure no one else can see the cards. Place the remaining cards face down between the players. The game begins when one student asks another if he/she has a certain sight word card. For example: "Do you have the sight word 'must'?" or "Do you have the sight word 'soon'?" If the other student has the card he/she must hand it over to the student who asked for it. The asking student continues asking for cards until he/she is told "Go Fish" which signifies that the other student doesn't have a particular card. Whenever a student has two of the same card he/she lays them face up in front of him/her and states the word. Continue playing until all cards have been played. The player with the most matches wins the game. Add previously learned sight word cards to the pile to increase the difficulty of the lesson.*

STEP THREE: Conclude lesson by drilling the student using flashcards. Continue drilling until the student can automatically say each word over several repetitions.

STEP FOUR: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Sight Word Recognition Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

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Sight Word Recognition: Lesson 10

Lesson Name: Learning the sight words *of, his, had, him, her, some, as, then, could, when*

Description of Lesson/Activity: The student learns ten *more* sight words using the game 'Sight Word BOOM'.

Procedures for Implementing the Activity:

Before introducing new sight words to the student, review previously learned sight words with a quick flashcard assessment. If the student misses any words, go back and reteach.

STEP ONE: Introduce the ten new sight words by showing each flashcard and stating the word. Have student repeat each word. Repeat this step until student becomes familiar with the words.

STEP TWO: Follow the directions below for the game 'Sight Word BOOM':

***Sight Word BOOM:** This game requires at least one set of target sight word cards and three 'BOOM' cards (provided on the next page). Mix all of the cards and place them face down in one stack in front of the players. Each player takes turns selecting the top card from the stack and saying the name of the word. If the student can identify the word he/she can keep the card. If the student does not know the word he places it face down on the bottom of the stack. If a student selects one of the three 'BOOM' cards, he/she loses all of his/her cards and must start over with collecting new cards. The student must mix up his/her cards (including the 'BOOM' card) and places them face down on the bottom of the stack. The person with the most cards at the end of the game wins. Add previously learned sight word cards to the stack to increase the difficulty of the lesson.*

STEP THREE: Conclude lesson by drilling the student using flashcards. Continue drilling until the student can automatically say each word over several repetitions.

STEP FOUR: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Sight Word Recognition Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

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BOOM

BOOM

BOOM

Sight Word Recognition: Lesson 11

Lesson Name: Learning the sight words *were, them, ask, an, over, just, from, any, how, know*

Description of Lesson/Activity: The student learns ten *more* sight words using the game 'Sight Word Hangman'.

Procedures for Implementing the Activity:

Before introducing new sight words to the student, review previously learned sight words with a quick flashcard assessment. If the student misses any words, go back and reteach.

STEP ONE: Introduce the ten new sight words by showing each flashcard and stating the word. Have student repeat each word. Repeat this step until student becomes familiar with the words.

STEP TWO: Follow the directions below for the game 'Sight Word Hangman':

***Sight Word Hangman:** Using a piece of paper, white board, or chalkboard, draw lines to represent the letters in a particular target sight word. Also draw a simple hangman box to keep up with the number of guesses the student makes. Allow the student six chances (head, body, 2 arms and 2 legs) to guess the sight word. You can decide whether or not the target words are displayed depending on the level of the student. If the student guesses correctly, have him/her find the card with the word on it and use the word in a sentence. If he/she does not guess the correct word, fill in the blank spaces until he/she recognizes it. Play multiple games and add previously learned words to increase the difficulty of the lesson.*

STEP THREE: Conclude lesson by drilling the student using flashcards. Continue drilling until the student can automatically say each word over several repetitions.

STEP FOUR: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Sight Word Recognition Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

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Sight Word Recognition: Lesson 12

Lesson Name: Learning the sight words *put, take, every, old, by, after, think, let, going, walk*

Description of Lesson/Activity: The student learns ten *more* sight words using the game 'Sight Word Old Maid'.

Procedures for Implementing the Activity:

Before introducing new sight words to the student, review previously learned sight words with a quick flashcard assessment. If the student misses any words, go back and reteach.

STEP ONE: Introduce the ten new sight words by showing each flashcard and stating the word. Have student repeat each word. Repeat this step until student becomes familiar with the words.

STEP TWO: Follow the directions below for the game 'Sight Word Old Maid':

***Sight Word Old Maid:** You will need two sets of target sight word cards as well as one 'Old Maid' Card (provided below) for this game. Shuffle all of the cards and pass them out until none remain. Begin by having all players lay down pairs of word cards from their hand and have them state the words as well as use them in sentences. Then have each player take turns pulling a card from the player to his/her left (or right, or across). If he/she pulls a card that is a match to one of his/her cards then he/she will lay the pair down, state the word, and use it in a sentence. If he/she pulls the Old Maid card he/she must keep it and hope that someone else will choose it in a subsequent turn. The winner of the game is the first person to 'go out' meaning that he/she has no cards and only pairs in front of him/her. The loser is the player left with the Old Maid card. Add previously learned words to increase the difficulty of the lesson.*

STEP THREE: Conclude lesson by drilling the student using flashcards. Continue drilling until the student can automatically say each word over several repetitions.

STEP FOUR: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Sight Word Recognition Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

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Sight Word Recognition: Lesson 13

Lesson Name: Learning the sight words *again, may, stop, fly, round, give, once, open, has, live, thank*

Description of Lesson/Activity: The student learns eleven *more* sight words using the game 'Sight Word Connect Four'.

Procedures for Implementing the Activity:

Before introducing new sight words to the student, review previously learned sight words with a quick flashcard assessment. If the student misses any words, go back and reteach.

STEP ONE: Introduce the eleven new sight words by showing each flashcard and stating the word. Have student repeat each word. Repeat this step until student becomes familiar with the words.

STEP TWO: Follow the directions below for the game 'Sight Word Connect Four':

Sight Word Connect Four: *This game is very similar to tic tac toe and can be played between two students or a student and a teacher. For a game between two students, use the lesson's target words (flashcards) as a pile for the students to draw from. Begin by drawing a 4 x 4 Connect Four board on a sheet of paper, white board, or chalkboard (see the following page for an example). Assign one student an 'X' and the other student an 'O'. Have students take turns drawing cards from the draw pile (cards are face down). If the student can read the sight word then he/she can place a mark on the Connect Four board, if not he/she loses a turn. Continue in like manner until one of the two students achieves 4 marks in a row or a tie is declared. For a game between a student and a teacher, have the student draw from the pile for each turn. If he/she knows the word then he/she can place a mark on the Connect Four board. If he/she does not know the word then the teacher places a mark on the board. Continue until one of the two achieves 4 marks in a row or a tie is declared. Play multiple games to improve mastery of the target words. Add previously learned words to the pile to increase the difficulty of the lesson.*

STEP THREE: Conclude lesson by drilling the student using flashcards. Continue drilling until the student can automatically say each word over several repetitions.

STEP FOUR: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Sight Word Recognition Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

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Connect Four

Sight Word Recognition: Lesson 14

Lesson Name: Learning the sight words *would, very, your, its, around, don't, right, green, their, call*

Description of Lesson/Activity: The student learns ten *more* sight words using the game 'Sight Word Fill-in-the-Blank'.

Procedures for Implementing the Activity:

Before introducing new sight words to the student, review previously learned sight words with a quick flashcard assessment. If the student misses any words, go back and reteach.

STEP ONE: Introduce the ten new sight words by showing each flashcard and stating the word. Have student repeat each word. Repeat this step until student becomes familiar with the words.

STEP TWO: Follow the directions below for the game 'Sight Word Fill in the Blank':

Sight Word Fill-in-the-Blank: *Display all ten of the target flashcards on a table in front of the student. State an appropriate sentence for one of the sight words but instead of saying the actual word say "blank". The student must find the sight word card that would fit in the blank. If the student chooses correctly he/she can keep the card. If not, have him/her continue guessing until the correct word is found but he/she cannot keep the card. Once the student has chosen the correct card, have him/her state the word and use it in a different sentence than the one just presented. Continue in like manner until all cards are gone. Display previously learned words to increase the difficulty of the lesson.*

STEP THREE: Conclude lesson by drilling the student using flashcards. Continue drilling until the student can automatically say each word over several repetitions.

STEP FOUR: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Sight Word Recognition Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Sight Word Recognition: Lesson 15

Lesson Name: Learning the sight words *sleep, five, wash, or, before, been, off, cold, tell, work*

Description of Lesson/Activity: The student learns ten *more* sight words using the game 'Sight Word I Spy'.

Procedures for Implementing the Activity:

Before introducing new sight words to the student, review previously learned sight words with a quick flashcard assessment. If the student misses any words, go back and reteach.

STEP ONE: Introduce the ten new sight words by showing each flashcard and stating the word. Have student repeat each word. Repeat this step until student becomes familiar with the words.

STEP TWO: Follow the directions below for the game 'Sight Word I Spy':

***Sight Word I Spy:** Display all ten of the target flashcards on a table in front of the student. Choose a sight word and say; "I spy with my little eye, a word that _____" and give a clue for the word. For example; "I spy with my little eye, a word that is a number word" [five] or "I spy with my little eye, a word that has one syllable, begins with a vowel, and has two identical consonants" [off]. Continue in like manner until the student is able to 'spy' all of the words. For a more advanced student, have him/her provide **you** with an 'I Spy' sentence and you guess a word. Also add previously learned words to increase the difficulty of the lesson.*

STEP THREE: Conclude lesson by drilling the student using flashcards. Continue drilling until the student can automatically say each word over several repetitions.

STEP FOUR: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Sight Word Recognition Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Sight Word Recognition: Lesson 16

Lesson Name: Learning the sight words *first, does, goes, write, always, made, gave, us, buy, those*

Description of Lesson/Activity: The student learns ten *more* sight words using the game 'Sight Word Simon Says'.

Procedures for Implementing the Activity:

Before introducing new sight words to the student, review previously learned sight words with a quick flashcard assessment. If the student misses any words, go back and reteach.

STEP ONE: Introduce the ten new sight words by showing each flashcard and stating the word. Have student repeat each word. Repeat this step until student becomes familiar with the words.

STEP TWO: Follow the directions below for the game 'Sight Word Simon Says':

***Sight Word Simon Says:** Display all ten of the target flashcards on a table, a chart, the floor, or a chalkboard in front of the student. Explain to the student(s) that in order to follow a direction that he/she must first hear "Simon Says ..." before acting. Begin the game by giving random directions (jump, stand, sit, clap, etc.) with **and** without the "Simon Says" before the directive. Begin to include directions relating to the displayed sight words. For example: "Simon Says to pick up the sight word card 'gave' and turn it face down," or "Touch the word 'write' with your left thumb." If the student acts incorrectly or without the directive "Simon Says" then he/she is to sit down and is out of the game. If he/she is the only student playing then he/she earns points for each correct response. For each incorrect response, the teacher receives a point. The winner is the person who is first to reach 10 points. Add previously learned words to the display of word cards to increase the difficulty of the lesson.*

STEP THREE: Conclude lesson by drilling the student using flashcards. Continue drilling until the student can automatically say each word over several repetitions.

STEP FOUR: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Sight Word Recognition Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Sight Word Recognition: Lesson 17

Lesson Name: Learning the sight words *use, fast, pull, both, sit, which, read, why, found, because*

Description of Lesson/Activity: The student learns ten *more* sight words using the game 'Alphabetical Sight Words'.

Procedures for Implementing the Activity:

Before introducing new sight words to the student, review previously learned sight words with a quick flashcard assessment. If the student misses any words, go back and reteach.

STEP ONE: Introduce the ten new sight words by showing each flashcard and stating the word. Have student repeat each word. Repeat this step until student becomes familiar with the words.

STEP TWO: Follow the directions below for the game 'Alphabetical Sight Words':

***Alphabetical Sight Words:** Display all ten of the target flashcards on a table in front of the student. Explain that he/she will put the words in alphabetical order and that he/she will have one minute to do so. Review what alphabetical order (ABC order) means. Also explain that when two words begin with the same first letter that you look at the second letter (or third or fourth depending on the words) to determine where it should be placed in the order. Use a timer to time the student for one minute. If the student is not able to complete the task in one minute then take away the timer and just focus on placing the words in the correct order. Once the words are in order, have the student read them going down the list and up the list. Play additional rounds with ten random sight word cards from those previously learned or increase the amount of words to put in alphabetical order.*

STEP THREE: Conclude lesson by drilling the student using flashcards. Continue drilling until the student can automatically say each word over several repetitions.

STEP FOUR: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Sight Word Recognition Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

Sight Word Recognition: Lesson 18

Lesson Name: Learning the sight words *best, upon, these, sing, wish, many*

Description of Lesson/Activity: The student learns six *more* sight words using the game 'Sight Word Flash 36'.

Procedures for Implementing the Activity:

Before introducing new sight words to the student, review previously learned sight words with a quick flashcard assessment. If the student misses any words, go back and reteach.

STEP ONE: Introduce the six new sight words by showing each flashcard and stating the word. Have student repeat each word. Repeat this step until student becomes familiar with the words.

STEP TWO: Follow the directions below for the game 'Sight Word Flash 36':

***Sight Word Flash:** Place the six sight word cards in a stack and flip them over for the student to read. Have the student say the words as fast as he/she can. Add increments of 10 previously learned word cards to the stack until a total of 36 cards are in the stack. Use a stop watch or a timer to time how fast the student can read all 36 words. Mix the cards up and have the student reread them to see if he can beat his/her original time. In subsequent rounds, interchange previously learned sight word cards to increase the difficulty of the lesson.*

STEP THREE: Conclude lesson by drilling the student using flashcards. Continue drilling until the student can automatically say each word over several repetitions.

STEP FOUR: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Sight Word Recognition Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

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Sight Word Recognition: Lesson 19

Lesson Name: Learning the sight words *if, long, about, got, six, never, seven, eight, today, myself*

Description of Lesson/Activity: The student learns ten *more* sight words using the game 'Sight Word Bingo 36'.

Procedures for Implementing the Activity:

Before introducing new sight words to the student, review previously learned sight words with a quick flashcard assessment. If the student misses any words, go back and reteach.

STEP ONE: Introduce the ten new sight words by showing each flashcard and stating the word. Have student repeat each word. Repeat this step until student becomes familiar with the words.

STEP TWO: Follow the directions below for the game 'Sight Word Bingo 36':

***Sight Word Bingo 36:** Using the template on the next page, have the student choose a total of 36 sight words including the 10 target words for this lesson and 26 previously learned words. Have him/her write the 36 words in random order on the template. Play the game by calling out a random sight word from the entire stack of word cards and having the student place a marker over the word called (if the word is one of those on his card). The student says "BINGO" when he/she fills up the ENTIRE card of 36 boxes. When checking after BINGO is called, make the student say each word on his card and have him/her find the flashcard that matches it.*

STEP THREE: Conclude lesson by drilling the student using flashcards. Continue drilling until the student can automatically say each word over several repetitions.

STEP FOUR: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Sight Word Recognition Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

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Sight Word Bingo 36 Template

Sight Word Recognition: Lesson 20

Lesson Name: Learning the sight words *much, keep, try, start, ten, bring, drink, only, better, hold*

Description of Lesson/Activity: The student learns ten *more* sight words using the game 'Sight Word Concentration 20'.

Procedures for Implementing the Activity:

Before introducing new sight words to the student, review previously learned sight words with a quick flashcard assessment. If the student misses any words, go back and reteach.

STEP ONE: Introduce the ten new sight words by showing each flashcard and stating the word. Have student repeat each word. Repeat this step until student becomes familiar with the words.

STEP TWO: Follow the directions below for the game 'Sight Word Concentration 20':

***Sight Word Concentration 20:** You will need two sets of cards for this game. Take the ten sight words for this lesson out of both decks as well as ten previously learned words. Mix them up and place them on the floor or table face down in front of the student in four rows of ten cards (there will be a total of 40 cards representing 20 pairs). Have the student(s) take turns flipping two cards over to see if they match. The student **MUST** read the two cards he/she turns over aloud. If the two cards match, the student must use the word in a sentence to keep the cards. Continue until all 20 pairs have been found.*

STEP THREE: Conclude lesson by drilling the student using flashcards. Continue drilling until the student can automatically say each word over several repetitions.

STEP FOUR: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Sight Word Recognition Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

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Sight Word Recognition: Lesson 21

Lesson Name: Learning the sight words *warm, full, done, light, pick, hurt, cut, kind, fall, carry*

Description of Lesson/Activity: The student learns ten *more* sight words using the activity 'Sight Word Sentences'.

Procedures for Implementing the Activity:

Before introducing new sight words to the student, review previously learned sight words with a quick flashcard assessment. If the student misses any words, go back and reteach.

STEP ONE: Introduce the ten new sight words by showing each flashcard and stating the word. Have student repeat each word. Repeat this step until student becomes familiar with the words.

STEP TWO: Follow the directions below for the activity 'Sight Word Sentences':

***Sight Word Sentences:** You will need the ten target words from this lesson as well as ten to twenty previously learned 'essential' word cards that will enable the student to create logical sentences. The 'essential' words would include words such as pronouns (he, she, it, they, etc.), verbs (walk, run, ran, jump), adjectives (red, blue, eight, pretty, kind), and connecting words (will, and, to, the, together, etc.). You can create extra cards with common nouns (objects, animals, etc.) to make the sentences more interesting to the student. Have the student use the cards to create sentences and have him/her read them aloud. Continue in like fashion until the student has created at least ten separate sentences. The cards that he/she uses can be reused in new sentences.*

STEP THREE: Conclude lesson by drilling the student using flashcards. Continue drilling until the student can automatically say each word over several repetitions.

STEP FOUR: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Sight Word Recognition Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

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Sight Word Recognition: Lesson 22

Lesson Name: *small, own, show, hot, far, draw, clean, grow, shall, laugh, together*

Description of Lesson/Activity: The student learns the last eleven of the 220 Dolch sight words using the game 'Sight Word War'.

Procedures for Implementing the Activity:

Before introducing new sight words to the student, review previously learned sight words with a quick flashcard assessment. If the student misses any words, go back and reteach.

STEP ONE: Introduce the eleven new sight words by showing each flashcard and stating the word. Have student repeat each word. Repeat this step until student becomes familiar with the words.

STEP TWO: Follow the directions below for the game 'Sight Word War':

Sight Word War: *Each player will need a complete set of 220 sight word cards for this game. Each player will shuffle his/her cards and place them face down on the table or floor. Simultaneously, each player will flip over the top card in his/her stack to reveal the sight word. The person who has the word with the most syllables wins and takes the other person's card(s). If both cards have the same number of syllables then WAR is declared. Both you and the student count out 3 cards (W-A-R) and then flip over a 4th card. The card with the most syllables wins. If a tie occurs yet again, continue going to WAR until a winning card is revealed. Make sure the student says the name all sight word cards that are revealed. You may also use other criteria to specify a winning card. For example, cards that begin with consonants win over cards that begin with a vowel or a word that begins with a letter found last in alphabetical order wins over the other ('should' wins over 'her') or vice versa.*

STEP THREE: Conclude lesson by drilling the student using flashcards. Continue drilling until the student can automatically say each word over several repetitions.

STEP FOUR: Assess the student to ascertain whether or not mastery of this lesson has been achieved. Follow the assessment directions and record the results on the 'Sight Word Recognition Mini-Assessments Recording Sheet'. If the student has mastered this lesson, move on to the next lesson. If the student has NOT mastered this lesson, repeat lesson until mastery has been obtained.

TEACHING TO MASTERY IS THE GOAL

THIS CONCLUDES THE SIGHT WORD RECOGNITION INTERVENTION

Sight Word Cards

the

to

and

a

I

you

it

in

said

for

up

look

is

go

we

little

down

can

see

not

one

my

me

big

come

blue

red

where

jump

away

here

help

make

yellow

two

play

run

find

three

funny

he

was

that

she

on

they

but

at

with

all

there

out

be

have

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do

did

what

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get

like

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will

yes

went

are

now

no

came

ride

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good

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too

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four

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well

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brown

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gave

us

buy

those

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many

if

long

about

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six

never

seven

eight

today

myself

much

keep

try

start

ten

bring

drink

only

better

hold

warm

full

done

light

pick

hurt

cut

kind

fall

carry

small

own

show

hot

far

draw

clean

grow

together

shall

laugh

