## ASSESSMENT E

<table>
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<th>Area</th>
<th>Skill</th>
<th>Mastery</th>
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<td><strong>Phonemic Awareness</strong></td>
<td>Identify the final sound in a word.</td>
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<td></td>
<td>Blend one-syllable CVC words from an auditory prompt.</td>
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<td>Blend one-syllable words with a consonant blend from an auditory prompt.</td>
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<td>Segment one-syllable words into their individual sounds.</td>
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<tr>
<td><strong>Systematic Phonics</strong></td>
<td>Read ALL the sounds, in order of frequency, of the single-letter phonograms</td>
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<tr>
<td></td>
<td>a d g c o qu</td>
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<tr>
<td></td>
<td>s t i p u</td>
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<td>Read ALL the sounds, in order of frequency, of the single-letter phonograms</td>
<td>2</td>
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<td>j w r</td>
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<tr>
<td><strong>Handwriting</strong></td>
<td>Write lowercase t i p u j w r</td>
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<td><strong>Cursive</strong> - Write words with letters connected from the baseline.</td>
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<td>Write words with letters connected with the dip stroke.</td>
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<td><strong>Manuscript</strong> - Write words leaving appropriate space between the letters within the word.</td>
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<td><strong>Comprehension &amp; Fluency</strong></td>
<td>Demonstrate understanding of a word the student has independently decoded.</td>
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Phonemic Awareness

Identify the Final Sound
Blend One-Syllable Words

E.1 Identify the Phonogram at the End of a Word – page 79

Look at the pictures on the page. Circle the last sound you hear in each word. bat, glass, bread, net, frog, mop

I will segment a word. Put an X on it. Put an X on the /f-r-ŏ-g/.

Now circle the word I segment. Circle the /m-ŏ-p/.

Segment One-Syllable Words

Set up a basket. Mark a spot from which to shoot the ball. Explain that you will say a word. The student should segment the word and then shoot a basket. In a classroom, the next student then takes a turn.

dad        quit        pat
dog        sit         dip
rod        dig         up
sad        pig         cup
dot        tip         tug
tag        top         jug
cat        pot         rug
it          pit         wig

Handwriting

Handwriting

E.2 Handwriting – page 80

Choose the line size that you prefer. Write one of each phonogram.

Multi-Sensory Fun

If the student is not ready to write on paper, show the student the Basic Phonogram Flash Card and have him write the phonogram on a whiteboard or in a sensory box.
Systematic Phonics

Read the Phonograms
Ask the student to read each of the following Basic Phonogram Flash Cards: i, j, p, r, t, u, w

What’s That Phonogram?

E.3 What’s That Phonogram? – page 81
On your page are groups of four phonograms. I will say the sound(s). Color the phonogram with your highlighter.

1. /i-/ē-y/
2. /p/
3. /j/
4. /r/
5. /t/
6. /ū-ū-ō-ū/
7. /w/

Comprehension & Fluency

Match Words to Pictures

E.4 Reading Words – page 83
Read the word. Match it to the picture.

Teacher Tip
Encourage the student to try this activity independently. Then listen to the student read the words aloud. In a classroom, listen to each student read 2-3 words aloud.

Teacher Tip
If the student is able to match the phonogram to its sound(s), he is ready to move on to Lesson 26.

Teacher Tip
If the student demonstrates an understanding of reading each sound and blending them together, he is ready to move on to the next lessons, even if he is unable to blend the words independently. The next five lessons include extensive practice of blending CVC words.
Practice Ideas

Identify Final Sounds

“Identify the Final Sound” on page 105
“Identify the Final Sound” on page 113
“Identify the Final Sound” on page 120

Segment One-Syllable Words

Choose eight to ten objects. Place them on the table. Ask students to choose an object and segment the word. Guess the word that the student segmented.
“I am Thinking of...” on page 82

Handwriting

Use the Tactile Cards to reteach how to write any phonograms which students are finding difficult. Break down each step and have the student repeat the short, bold directions aloud.
“Rainbow Writing” on page 58
“Phonogram Obstacle Course” on page 92
“Texture Writing” on page 100
“Phonogram Race” on page 116
“Phonogram Journey” on page 126

Systematic Phonics

“Phonogram Treasure Hunt” on page 59
“Phonogram Slap” on page 64
“Phonogram Toss” on page 89
“Dragon” on page 100
“Moving Phonograms” on page 108
“Slap It!” on page 122
“Rotten Egg” on page 132

Comprehension & Fluency

“Act it Out” on page 112
“Act it Out” on page 119
“Spell One-Syllable Words” on page 124
“Salt Box Race” on page 128
“Read CVC Words” on page 128

Teacher Tip

Students who struggle with handwriting should practice writing using large motor movements. It is also beneficial for these students to recite the bold, rhythmic directions aloud when writing.

Teacher Tip

At this early stage, expect students to sound out each word, not read it fluently. If the students understand the concept that the letters represent sounds that are blended into words, they are ready to move on. The next lessons will include extensive practice. For students who are not grasping this foundational concept, play some of the Reading Words Games. Point to each phonogram and have the student read the sounds. Then model blending the word together.
E.1 Identify the Phonogram at the End of a Word

- c t j
- c t s
- w j d
- a r t
- a g w
- p a g
E.2 Handwriting

Name ____________________

SAMPLE OF CURSIVE WORKBOOK
E.2 Handwriting

Name _______________________

\[ \underline{t} \quad \underline{i} \quad \underline{p} \quad \underline{u} \quad \underline{j} \quad \underline{w} \quad \underline{r} \]
E.3 What’s That Phonogram?

Name ______________________________

1. d u i a

2. j p t w

3. p d j r

4. i r d s

5. t d i p
E.3 What’s That Phonogram? continued

6. a i o u

7. w u c g
E.4 Reading Words

rug

pot

dog

rat
E.4 Reading Words continued

cup

cat

sit

rod