

Lesson 10

No "Progress Check" for lesson 10. Administer the first "Cumulative Progress Assessment" this week (see page 34 of this manual).

Lesson 11

2.

Friday

Progress Check

Use workbook pages for Lesson 11, Friday, Activity 2



Supplies: Phonics Cards for o, a, u, b, d, and h

One at a time, show each Phonics Card and ask the student to tell you the letter name, keyword, and sound without giving any assistance.

Next, give the student the workbook page, covering the bottom of the page. On each line, ask them to write the letter that makes the sound that you will say. In any order, give the following sounds one at a time: /ō/, /ă/, /Û/, /b/, /d/ and /h/.

Finally, show the nonsense words at the bottom of the page and ask the student to blend the sounds to read the words.

Correction procedure:

This quick check is to see what the student can do on their own. **Do not correct or give assistance today.**

Answer Key:

<u>o</u>	octopus	/ō/
<u>a</u>	apple	/ă/
<u>u</u>	umbrella	/Û/
<u>b</u>	bat	/b/
<u>d</u>	dog	/d/
<u>h</u>	hat	/h/

Progress Monitoring:

Did the student **say** the correct letter name, keyword, and sound for each card shown?

Mark + if yes, mark - if no.

o: _____ a: _____ u: _____
b: _____ d: _____ h: _____

Did the student **write** the correct letter for each sound given?

Mark + if yes, mark - if no.

/ō/: _____ /ă/: _____ /Û/: _____
/b/: _____ /d/: _____ /h/: _____

Did the student use **correct size and formation** when writing each letter?

Mark + if yes, mark - if no.

o: _____ a: _____ u: _____
b: _____ d: _____ h: _____

Did the student **blend** the words correctly?

Mark + if yes, mark - if no.

hă__ hăb__ hÛ__ hÛd__
hōd__ hōb__ băb__ gÛb__

Part II:
Cumulative Progress
Assessments

UP-WORDS



THE NEXT GENERATION LITERACY PROGRAM

READING™

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Cumulative Progress Assessment 1

Level 0, Lessons 1-10

Part A:

Check Mastery of Letter Identification and Letter Sounds

Supplies: All current Phonics Cards,
Mastery Chart for Letters (on facing page)

Teacher Instructions:

Explain to the student that today you will get to see how much they have learned so far.

Pull out the deck of yellow phonics cards that have been covered so far. Also, on the chart on the adjacent page, mark the date at the top of the first column.

With this chart in front of you but angled away from the student, show each Phonics Card one at a time and ask the student to tell you the letter name and letter sound for each card.

For each letter that you show, mark either "+" or "-" next to the letter in both the **Name** and **Sound** columns. Under **Name**, mark "+" if the student gives the correct letter name, or mark "-" if the student gives an incorrect letter name. Under **Sound** mark "+" if the student gives the correct letter sound, or mark "-" if the student gives an incorrect letter sound.

Correction Tip:

During Cumulative Progress Assessments, do not correct student mistakes. Do not indicate to the student whether each response is correct or incorrect. Since you are recording each response, the student should not become concerned that s/he is making mistakes.

Part B:

Check Mastery of Sound Identification and Letter Formation

Supplies: "Write My Symbol" workbook page for Lesson 10, Friday, Activity 2
Mastery Chart for Letters (on facing page)

Teacher Instructions:

Give the student the workbook page. With the chart on the adjacent page in front of you, say each sound listed below, and ask the student to write the letter that makes this sound.

As they write, watch to see if they are forming each letter properly. In the **Write** column on the chart, write a "+" next to each letter if the student wrote that letter when given its sound and formed it correctly. Mark a "-" next to a letter if the student wrote either an incorrect letter when given that sound or used incorrect letter formation when forming that letter.

Dictate the following sounds:

- Say /k/; student should write c.
- Say /ɔ̃/; student should write o.
- Say /ă/; student should write a.
- Say /g/; student should write g.
- Say /d/; student should write d.
- Say /s/; student should write s.
- Say /ũ/; student should write u.
- Say /l/; student should write l.
- Say /t/; student should write t.
- Say /b/; student should write b.

Correction Tip:

During Cumulative Progress Assessments, do not correct student mistakes.

Note:

Additional Workbook pages for the 2nd Try and 3rd Try, if needed, are provided on the back of the Lesson 10 Workbook.

Mastery Chart for Letters

For use with Parts A and B of Cumulative Progress Assessment 1

For detailed instructions on how to administer each assessment and use these charts, see the previous page. Additional Workbook pages for the 2nd Try and 3rd Try, if needed, are provided at the back of the Lesson 10 Workbook.

		Progress Assessment 1, 1st Try (Friday of Lesson 10)			Progress Assessment 1 2nd Try (if needed)			Progress Assessment 1 3rd Try (if needed)		
		Date:			Date:			Date:		
		Part A		Part B	Part A		Part B	Part A		Part B
		Name	Sound	Write	Name	Sound	Write	Name	Sound	Write
1. c	/k/									
2. o	/ō/									
3. a	/ă/									
4. g	/g/									
5. d	/d/									
6. s	/s/									
7. u	/ū/									
8. l	/l/									
9. t	/t/									
10. b	/b/									
Number Correct		/ 10	/ 10	/ 10	/ 10	/ 10	/ 10	/ 10	/ 10	/ 10
Percent Accuracy		____%	____%	____%	____%	____%	____%	____%	____%	____%
Did the student have all "+" marks? Circle One		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
		No	No	No	No	No	No	No	No	No

If "no" was circled, highlight specific letters and sounds that need to be practiced in upcoming weeks. See "Analysis" section.

Part C: Check Mastery of Reading Phonetic Words

Supplies: "Words for Reading" workbook page for Lesson 10, Friday, Activity 2
Mastery Chart for Phonetic Words (on facing page)

Teacher Instructions:

Show the student the words for reading on the workbook page. You may want to use a piece of blank paper as a cover to show only one row at a time. Ask the student to read the words. It is fine for the student to say either the sounds first and then blend to read the word, or just read each word without saying the sounds first.

If the student reads the word correctly, mark a "+" next to the word below. If the student does not read the word correctly, mark "-" next to the word below.

dot: _____ dad: _____ doc: _____ cad: _____ tot: _____ cod: _____
 cat: _____ cot: _____ God: _____ got: _____ sag: _____ bus: _____
 tug: _____ sob: _____ sat: _____ tub: _____ bog: _____ sad: _____
 bug: _____ cab: _____

Determine the percent correct by multiplying the total number of "+" marks above by 5.

Percent Correct: _____ %

On the chart on the adjacent page, write today's date at the top of the first column, and then write this percent in the **Reading** column.

Correction Tip:

During Cumulative Progress Assessments, do not correct student mistakes.

Note:

Additional Workbook pages for the 2nd Try and 3rd Try, if needed, are provided in the back of the Lesson 10 Workbook.

Part D: Check Mastery of Spelling Phonetic Words

Supplies: "Tap Spelling" workbook pages for Lesson 10, Friday, Activity 2
Mastery Chart for Phonetic Words (on facing page)

Teacher Instructions:

Give the student the workbook pages. One at a time, say the following words and ask the student to tap and then write the word, just as you do in the Tap-Spelling portion of the Phonics Lessons.

If the student writes the words correctly, mark "+" next to the word below. If the student does not write the word correctly, mark "-" next to the word below.

Dictate the following words and mark "+" or "-":

lug: _____ cob: _____ tag: _____ gal: _____ bud: _____
 sod: _____ tab: _____ lot: _____ cub: _____ gas: _____

Determine the percent correct by multiplying the total number of "+" marks above by 10.

Percent Correct: _____ %

On the chart on the adjacent page, write the percent correct in the Spelling column.

Correction Tip:

During Cumulative Progress Assessments, do not correct student mistakes.

Note:

Additional Workbook pages for the 2nd Try and 3rd Try, if needed, are provided in the back of the Lesson 10 Workbook.

Mastery Chart for Phonetic Words

For use with Parts C and D of Cumulative Progress Assessment 1

For detailed instructions on how to administer each assessment and use these charts, see the previous page. Additional Workbook pages for the 2nd Try and 3rd Try, if needed, are provided at the back of the Lesson 10 Workbook.

	Progress Assessment 1, 1st Try (Friday of Lesson 10)		Progress Assessment 1 2nd Try (if needed)		Progress Assessment 1 3rd Try (if needed)	
	Date:		Date:		Date:	
	Part C: <u>Reading</u>	Part D: <u>Spelling</u>	Part C: <u>Reading</u>	Part D: <u>Spelling</u>	Part C: <u>Reading</u>	Part D: <u>Spelling</u>
Number Correct	/ 20	/ 10	/ 20	/ 10	/ 20	/ 10
Percent Correct	_____%	_____%	_____%	_____%	_____%	_____%
Did the student get at least 70% for reading and spelling?	Circle one: Yes No	Circle one: Yes No	Circle one: Yes No	Circle one: Yes No	Circle one: Yes No	Circle one: Yes No

See "Analysis" section for further instructions.

Part E: Check Mastery of Sight Words

Supplies: All current Sight Word Cards
(I, a, am, and, the, is, as, has, to, do, you, your, are),
Mastery Chart for Sight Words (on facing page)

Teacher Instructions:

On the chart on the adjacent page, mark today's date at the top of the first column.

With the chart in front of you, go through the following process for each of the 13 Sight Word Cards:

1. Show each card one at a time and ask the student to say the word on the card. If the correct word is said, mark "+" next to that word in the **Reading** column. If the student does not know the word on the first try, mark it with "-".
2. After going through the whole deck of cards, tell the student that they will now get to spell these words. With the chart in front of you, say each word one at a time and ask the student to say the spelling of the word while palm-tapping. If the correct spelling is given, mark "+" next to that word on the chart under **Spelling**. If the student does not say the correct spelling, mark "-" next to the word.

Correction Tip:

During Cumulative Progress Assessments, do not correct student mistakes.

Analysis

Supplies: All Mastery Charts for Cumulative Progress Assessment 1

Teacher Instructions:

Answer the question at the bottom of each Mastery Chart that you used today, marking "yes" or "no" under each column that you completed.

Analysis and Next Steps:

If each chart completed today had "yes" answers, your student is ready to move forward to the next lesson continuing the pacing that you have been keeping.

If there were some "no" answers, with percentages 70% and above on the Mastery Chart for Letters Part A or Mastery Chart for Phonetic Words Reading, then you will want to highlight the specific letters and sounds that need more practice. You can move forward with the next lessons, being sure to include extra practice for the highlighted skills on the charts. Also, be sure to include these letters and sounds in the weekly Progress Checks to ensure that the student is moving towards mastery.

If the student scores below 70% on the Mastery Chart for Letters Part A or Mastery Chart for Phonetic Words Reading, additional review of previous lessons is recommended prior to re-testing. The focus should be on phonics cards, letter tile activities and the Decodable Readers. After review and second assessment if the student continues to score below 70% accuracy on the Mastery Chart for Letters Part A or Mastery Chart for Phonetic Words Reading contact the Up-Words reading staff for consultation on how to best help your student move towards mastery.

If the student scores below 70% accuracy on the Mastery Chart for Sight Words continue to review the misread words on a daily basis until mastered. If the student scored above 70% accuracy on the Mastery Chart for Letters Part A and Mastery Chart for Phonetic Words Reading you can move forward with the next lessons being sure to review the misread sight words while introducing new materials.

Mastery Chart for Sight Words

For use with Part E of Cumulative Progress Assessment 1

For detailed instructions on how to administer each assessment and use these charts, see the previous page.

	Progress Assessment 1, 1st Try (Friday of Lesson 10)		Progress Assessment 1 2nd Try (if needed)		Progress Assessment 1 3rd Try (if needed)	
	Date:		Date:		Date:	
	<u>Reading</u>	<u>Spelling</u>	<u>Reading</u>	<u>Spelling</u>	<u>Reading</u>	<u>Spelling</u>
1. I						
2. a						
3. am						
4. and						
5. the						
6. is						
7. as						
8. has						
9. to						
10. do						
11. you						
12. your						
13. are						
Number Correct	/ 13	/ 13	/ 13	/ 13	/ 13	/ 13
Percent Correct	_____%	_____%	_____%	_____%	_____%	_____%
Did the student have all "+" marks?	Circle one: Yes No	Circle one: Yes No	Circle one: Yes No	Circle one: Yes No	Circle one: Yes No	Circle one: Yes No

If "no" was circled, highlight specific words that need to be practiced in upcoming weeks. See "Analysis" section.