

Level 1

Progress Manual



UP-WORDS  READING™

Developed by Lorie Delk, M. Ed., CCC-SLP and Laura Scheer, M. Ed.

Gus and Friends Illustrated by Julie Ferris

UP-WORDS READING™
THE NEXT GENERATION LITERACY PROGRAM
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UP-WORDS  READING™

The Next Generation Literacy Program
www.UpWordsReading.com

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Introduction

Up-Words Reading™ incorporates two types of ongoing assessments to ensure that your student is learning all of the necessary skills to build a strong foundation for reading and spelling. The first is an informal weekly assessment called the Progress Check, which takes place each Friday. The second is a more in-depth assessment called the Cumulative Progress Assessment, which takes place three times during the year. Instructions on how to administer each of these assessments can be found in this Progress Manual.

The Progress Manual serves two purposes. First, it is where you will find detailed instructions for administering both the weekly Progress Checks and the three Cumulative Progress Assessments. Second, it is the place for recording student performance on both types of assessments. As you work through the Up-Words Reading lessons and assessments, you may have questions regarding your student's progress and need to contact the Up-Words Reading staff. When you do so, it is helpful to have this Progress Manual on hand, as it will document your student's assessments to-date.

The sections in this Progress Manual are as follows:

I. Progress Checks

Begin on page 5.

This section includes detailed instructions for administering each weekly Progress Check. It also serves as a place for you to record your student's performance on each task. When you get to the Progress Check each Friday in the Teacher's Manual, you will want to pull out this Progress Manual, turn to the Progress Check section, find the Progress Check for the appropriate lesson, and follow the instructions. All student pages will be found in the Workbook at the end of each lesson.

II. Cumulative Progress Assessments

Begin on page 95.

There are three Cumulative Progress Assessments spread throughout the year's Lesson Plans. On the Friday at the end of Lessons 12, 21 and 32, you will be directed to administer a Cumulative Progress Assessment with your student. The Cumulative Progress Assessments are designed to determine whether your student has mastered the most important skills in three key areas: letter knowledge (parts A & B), phonetic words (parts C & D), and sight words (part E). Each part can be given separately throughout the day on that Friday, or the parts can be given one after the other in one session.

This section of the Progress Manual includes the instructions for administering the Cumulative Progress Assessment, as well as the three Mastery Charts you will use to document your student's performance on each.

On these charts, you will use one column each time you administer a Cumulative Progress Assessment. You will notice that there are three columns for each assessment (indicated "1st Try," "2nd Try" and "3rd Try." Not every student will reach mastery the first time a Cumulative Progress Assessment is given. After reinforcement in weak areas and consultation with the Up-Words Reading staff, if necessary, the assessments may be given again, until mastery is reached. Each time any Cumulative Progress Assessment is given, you will use a new column to document performance, noting the date of each assessment at the top of the columns.

You can use your student's performance on Cumulative Progress Assessments to determine whether your pacing is appropriate. If your student does not demonstrate mastery in any of the three areas, your student may benefit from additional drills and activities aimed and targeting specific areas of need. If handwriting is an area of weakness during the Assessments, you can continue to move forward with the Up-Words Reading™ program. Monitor handwriting, use a program such as Handwriting Without Tears or contact an Occupational Therapist, if necessary.

The Up-Words Reading™ staff is available to consult with you regarding your student's individual needs as he works towards mastery. If your student demonstrates mastery of all three areas, you can be confident that your pacing is appropriate and that the student is ready to continue moving forward. If your student is reaching mastery ahead of time, and you are concerned that pacing is too slow, the Up-Words Reading™ staff is also available to consult with you regarding increasing the pacing of the lessons. Please feel free to contact us at info@upwordsreading.com.

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READING™

Lesson 10

5.

Friday

Part 1: Reading Check

Use workbook pages for Lesson 10, Friday, Activity 7



Supplies: timer on a stopwatch or smartphone

On the workbook page, you will find a copy of the story printed below. Give the workbook page to the student and ask the student to read this story aloud (starting with the title) while you follow along. In your lap quietly start your 1-minute timer when the student begins reading. Tilt your paper so the student is unaware you are scoring. If a word is read incorrectly, write above the word what the student said. If the student self-corrects a word without prompting from you, mark an 'sc' above any marks already above that word. Draw a line after the last word that the student reads when 1 minute is up. Allow the student to finish reading the story after the minute is over. Sight words for this week are underlined. **Do not correct or give assistance today.**

The Strap ²

"Dad, can I go pitch and catch the ball with Kim and Sam?" Gus asks. ¹⁷

"First help me hitch a strap to the back of the truck," Dad says. "Then you can go pitch and catch." ³⁸

So Gus goes to help Dad with the strap. "Which strap do you want to hitch to the truck?" Gus asks. ⁵⁹

"This one," Dad says. "I have to pull a branch out of a ditch. It is such a big branch, I must use a thick strap." ⁸⁵

But we will have to stretch the strap to get it on the branch." ⁹⁹

So Gus and Dad stretch the strap as much as they can. At last, they get it on the branch. ¹¹⁹

Then Gus can go pitch and catch the ball with Kim and Sam. ¹³²

Next, ask the student the following questions about the story and mark the responses below.

1. Question: What does Gus want to do?

Correct response: pitch and catch the ball with Kim and Sam

Notes on student response: _____

Did the student answer correctly? Circle one: yes no partially

2. Question: What does Dad want Gus to help him with first?

Correct response: attaching a strap to the truck

Notes on student response: _____

Did the student answer correctly? Circle one: yes no partially

3. Question: Does Gus help Dad?

Correct response: yes

Notes on student response: _____

Did the student answer correctly? Circle one: yes no partially

4. Question: Why does Dad want the strap hitched to the truck?

Correct response: So he can pull a big branch out of a ditch

Notes on student response: _____

Did the student answer correctly? Circle one: yes no partially

5. Question: What will Gus do after he is finished helping Dad?

Correct response: He will go play ball with Kim and Sam.

Notes on student response: _____

Did the student answer correctly? Circle one: yes no partially

_____ / 5 Correct
* 100 =
_____ % Accuracy

To find the rate of words read correctly per minute, do the following calculations:

- 1) Using the word count totals to the right of each line in the story, count the total number of words read before the 1-minute mark : _____
- 2) Count the number of words with marks: : _____
- 3) Subtract (2) from (1) : _____

This number is your student's rate of correct words per minute (WPM). Turn to the WPM graph on page 94 of this manual and mark today's date in the first space on the bottom axis. Directly above today's date, mark a dot on your student's WPM number for today. Also record the WPM for this week's lesson in the Summary of Weekly Scores on page 93.

5.

Friday

Part 2: Spelling Check

Use workbook pages for Lesson 10, Friday, Activity 7



Spelling in Isolation

Give the student the next workbook page and tell him, "Today you get to spell some words all by yourself." The first words will be phonetic words that follow the rules and can be finger-tapped if needed. Then he will spell sight words that he has learned, which can be palm-tapped if needed. **Do not correct or give assistance today. You may give a general reminder to check his work, but do not point to specific words that need to be checked.**

Phonetic Words - Say the following words for students to write in the spaces provided. Mark student responses next to each word.

Mark + if the word was spelled correctly, mark - if the word was spelled incorrectly.

catch__ ditch__ match__ fetch__ pitch__ patch__ stretch__ hatch__

Sight Words - Say the following words for students to write in the spaces provided. Mark student responses next to each word.

there__ they__ goes__ gone__ rich__ which__ much__ such__

_____ / 16 Correct
* 100 =
_____ % Accuracy

Spelling in Sentences

Show the student the next workbook page and tell the student that now she will get to write two sentences that you will dictate. **Do not correct or give assistance today. You may give a general reminder to check her work, but do not point to specific words that need to be checked.**

First sentence: Can I go pitch the ball?

Did the student remember to begin with a capital letter? _____

Did the student include appropriate ending punctuation? _____

Write any words that were not spelled correctly (include the error): _____

Second sentence: They hitch the strap on the truck.

_____ / 13 Correct
* 100 =
_____ % Accuracy

Did the student remember to begin with a capital letter? _____

Did the student include appropriate ending punctuation? _____

Write any words that were not spelled correctly (include the error): _____

Analysis

Record the student's results in the box provided in each section. First record the number of correct responses (for spelling sentences record the number of words spelled correctly). Then follow the instructions to calculate the % correct. Turn to the Summary of Weekly Scores on page 93 of this manual and record the results of this lesson.

For phonetic words that were missed for reading or spelling: Take notes on what types of mistakes the student was making, such as confusing b and d, confusing certain vowel sounds, leaving out one letter of a consonant blend, adding blends where there should be a single consonant, etc. Try to work on practicing these specific skills throughout next week's lessons.

For sight words that were missed for reading or spelling: Highlight or take notes on the sight words that were either misspelled or misread, and include these words in all of next week's sight word activities.

If the student had difficulty with the reading comprehension questions: Focus plenty of time in the coming weeks on the Language and Literature Oral Language Discussion activities, strengthening the student's listening comprehension. As her listening comprehension strengthens, decoding accuracy and fluency increases, reading comprehension often shows signs of strengthening as well.

Lesson 12

No "Progress Check" for lesson 12. Administer the first "Cumulative Progress Assessment" this week (see page 92 of this manual).

Lesson 13

7.
Friday

Part 1: Reading Check

Use workbook pages for Lesson 13, Friday, Activity 7



Supplies: timer on a stopwatch or smartphone

On the workbook page, you will find a copy of the story printed below. Give the workbook page to the student and ask the student to read this story aloud (starting with the title) while you follow along. In your lap quietly start your 1-minute timer when the student begins reading. Tilt your paper so the student is unaware you are scoring. If a word is read incorrectly, write above the word what the student said. If the student self-corrects a word without prompting from you, mark an 'sc' above any marks already above that word. Draw a line after the last word that the student reads when 1 minute is up. Allow the student to finish reading the story after the minute is over. Sight words for this week are underlined. **Do not correct or give assistance today.**

The Dishpan 2

Sal gets a dishcloth. "The King of Songs has done so much for us. I want to give something back to him." 24

"The king will love it if we scrub his pots and pans," says Gus. "I will get a dishpan." 43

Gus gets a dishpan from a shelf. He gives the dishpan a smack with a drumstick as he walks back. 63

"Gus, the dishpan is not a drum," says Sal. 72

"No?" says Gus. Gus puts a hat in the dishpan. "Is it a hatbox?" 86

"No," says Sal. Gus fills it for a bath. "Is it a bathtub for a duck?" 102

"No," says Sal. So Gus sets the dishpan up as a sink. 114

"Well then," he says. "Hand me something to wash." 123

Lesson 32

No "Progress Check" for lesson 32. Administer the third "Cumulative Progress Assessment" this week (see page 112 of this manual).

Fluency Norms

As you chart your student's weekly oral reading fluency (words correct per minute), it is helpful to have a general idea of how your student's fluency rates compare with national averages. Research done by Hasbrouck and Tindal (2006) determined national averages for fluency rates for students by grade level. The following chart shows the findings for first graders. Data was taken midway through the school year in the winter, and again at the end of the school year in the spring. The following chart may be helpful for you to know where your student stands compared with peers in the same grade level.

National Fluency Norms for 1st Grade
Hasbrouck and Tindal (2006)

<u>Percentile</u>	<u>Winter WCPM</u>	<u>Spring WCPM</u>
90th	81	111
75th	47	82
50th	23	53
25th	12	28
10th	6	15

Reading this chart, we see that the average (50th percentile) first grade students are reading at a rate of 23 words correct per minute (WCPM) in the middle of the first grade year (winter), and at a rate of 53 words correct per minute at the end of the first grade year (spring). The fluency rates at the 75th percentile are from students who are reading at a higher rate than 75 percent of other first graders. The fluency rates at the 25 percentile are from students who are reading at a rate higher than only 25 percent of other first graders.

Hasbrouck, J., & Tindal, G. A. (2006). Oral Reading Fluency Norms: A Valuable Assessment Tool for Reading Teachers. *The Reading Teacher*, 59(7), 636-644.

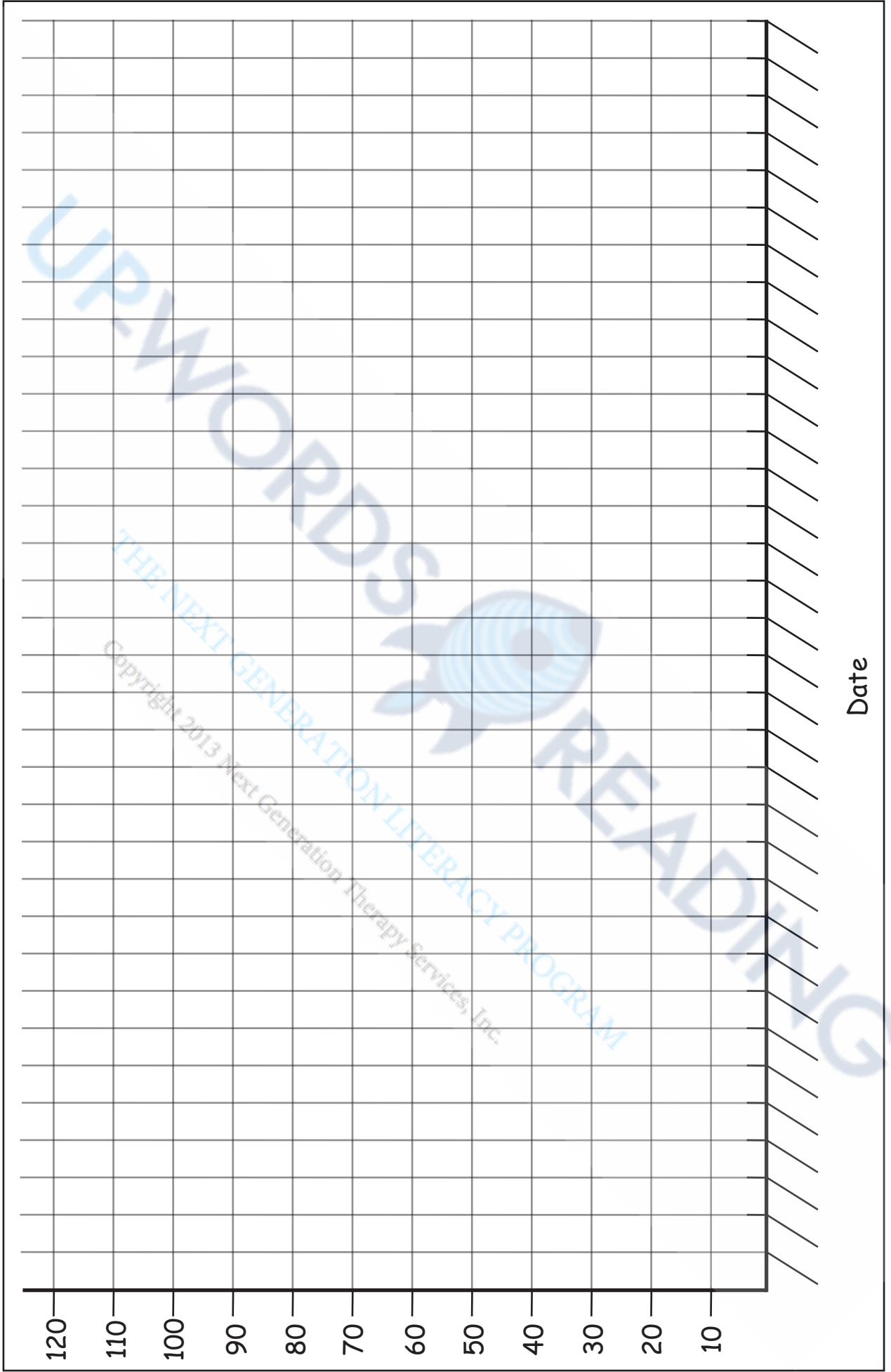
Summary of Weekly Scores

Progress Assessment

	Reading Fuency	Reading Comprehension		Spelling Words		Spelling Sentences	
	WPM	Number Correct	Percent Correct	Number Correct	Percent Correct	Number Correct	Percent Correct
Lesson 1							
Lesson 2							
Lesson 3							
Lesson 4							
Lesson 5							
Lesson 6							
Lesson 7							
Lesson 8							
Lesson 9							
Lesson 10							
Lesson 11							
Lesson 13							
Lesson 14							
Lesson 15							
Lesson 16							
Lesson 17							
Lesson 18							
Lesson 19							
Lesson 20							
Lesson 22							
Lesson 23							
Lesson 24							
Lesson 25							
Lesson 26							
Lesson 27							
Lesson 28							
Lesson 29							
Lesson 30							
Lesson 31							

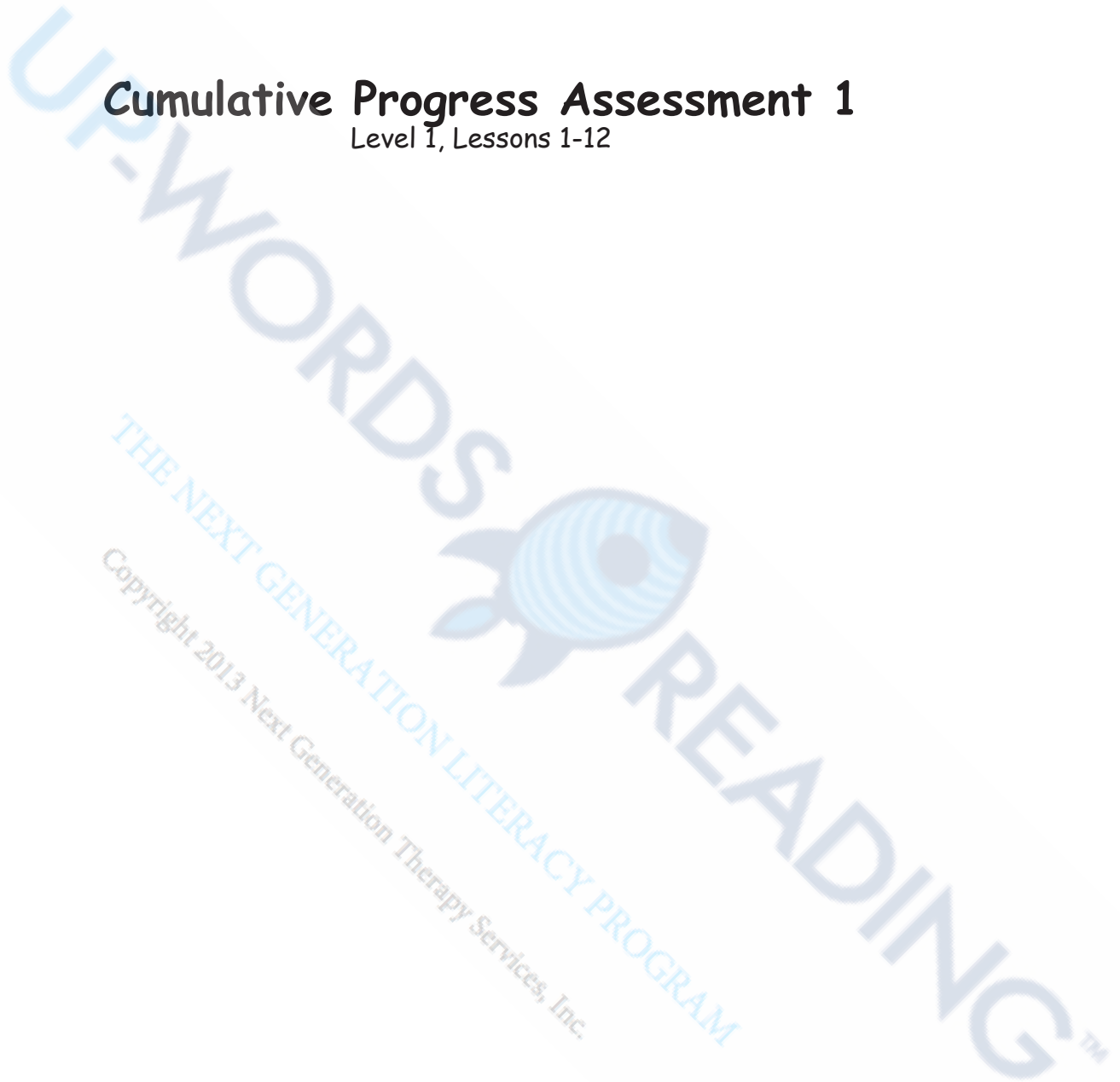
Words per Minute Graph

Name: _____ Grade: _____ D O B: _____



Part II:
Cumulative Progress Assessment

Cumulative Progress Assessment 1
Level 1, Lessons 1-12



Part A: Check Mastery of Sounds

Supplies: Phonics Cards for Lessons 1-12,
Mastery Chart for Sounds and Letters: Cumulative Progress Assessment 1 (on facing page)

Teacher Instructions:

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

Pull out the deck of yellow phonics cards, including all that have been covered so far. On the Mastery Charts for Sounds and Letters, on the facing page, mark the date at the top of the first column.

With the 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 sound for each card. For this assessment, the student does not need to say the letter name and keyword. Ex: for a, the student will respond, "/ă/"

For each letter or blend that you show, mark either "+" or "-" next to the letter(s) in **Sound(s)** columns. Mark "+" if the student gives the correct sound, or mark "-" if the student gives an incorrect 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 he is making mistakes.

Part B: Check Mastery of Letters

Supplies: Workbook page for Lesson 12, Friday, Activity 5
Mastery Chart for Sounds and Letters: Cumulative Progress Assessment 1

Teacher Instructions:

Give the student this page in the Workbook. With the Mastery Chart for Sounds and Letters: Progress Assessment 1 in front of you, say each sound listed below, and ask the student to write the letter(s) that make each sound. If needed, break this portion of the assessment up into multiple sittings for the student.

In the **Letter(s)** column on the chart, write a "+" next to each letter(s) if the student wrote the correct letter(s) when given it's sound. Mark a "-" next to a letter(s) if the student wrote incorrect letter(s) when given that sound.

Correction Tip:

During Cumulative Progress Assessments, do not correct student mistakes.

- | | | |
|---|--|--|
| <ol style="list-style-type: none"> 1. Say /ă/; student writes <u>a</u> 2. Say /ĕ/; student writes <u>e</u> 3. Say /ĭ/; student writes <u>i</u> 4. Say /ŏ/; student writes <u>o</u> 5. Say /ŭ/; student writes <u>u</u> 6. Say /th/; student writes <u>th</u> 7. Say /sh/; student writes <u>sh</u> 8. Say /ch/; student writes <u>ch</u> 9. Say /wh/; student writes <u>wh</u> 10. Say /kw/; student writes <u>qu</u> 11. Say /bl/; student writes <u>bl</u> 12. Say /kl/; student writes <u>cl</u> 13. Say /fl/; student writes <u>fl</u> 14. Say /gl/; student writes <u>gl</u> 15. Say /pl/; student writes <u>pl</u> 16. Say /br/; student writes <u>br</u> 17. Say /kr/; student writes <u>cr</u> 18. Say /dr/; student writes <u>dr</u> 19. Say /gr/; student writes <u>gr</u> 20. Say /fr/; student writes <u>fr</u> 21. Say /pr/; student writes <u>pr</u> 22. Say /tr/; student writes <u>tr</u> 23. Say /tw/; student writes <u>tw</u> | <ol style="list-style-type: none"> 24. Say /sk/; student writes <u>sc, sk</u> 25. Say /sl/; student writes <u>sl</u> 26. Say /sm/; student writes <u>sm</u> 27. Say /sn/; student writes <u>sn</u> 28. Say /sp/; student writes <u>sp</u> 29. Say /st/; student writes <u>st</u> 30. Say /sw/; student writes <u>sw</u> 31. Say /ft/; student writes <u>ft</u> 32. Say /nt/; student writes <u>nt</u> 33. Say /pt/; student writes <u>pt</u> 34. Say /st/; student writes <u>st</u> 35. Say /kt/; student writes <u>ct</u> 36. Say /lt/; student writes <u>lt</u> 37. Say /kst/; student writes <u>xt</u> 38. Say /ôl/; student writes <u>al, all</u> 39. Say /lk/; student writes <u>lk</u> 40. Say /lp/; student writes <u>lp</u> 41. Say /lf/; student writes <u>lf</u> 42. Say /ld/; student writes <u>ld</u> 43. Say /lm/; student writes <u>lm</u> 44. Say /mp/; student writes <u>mp</u> 45. Say /nch/; student writes <u>nch</u> 46. Say /nd/; student writes <u>nd</u> | <ol style="list-style-type: none"> 47. Say /sk/; student writes <u>sk</u> 48. Say /sp/; student writes <u>sp</u> 49. Say /spr/; student writes <u>spr</u> 50. Say /shr/; student writes <u>shr</u> 51. Say /spl/; student writes <u>spl</u> 52. Say /skr/; student writes <u>scr</u> 53. Say /str/; student writes <u>str</u> 54. Say /squ/; student writes <u>squ</u> 55. Say /thr/; student writes <u>thr</u> 56. Say /s/; student writes <u>s, ss</u> 57. Say /l/; student writes <u>l, ll</u> 58. Say /f/; student writes <u>f, ff</u> 59. Say /z/; student writes <u>z, zz</u> 60. Say /k/; student writes <u>c, k, ck</u> 61. Say /ch/; student writes <u>ch, tch</u> 62. Say /ing/; student writes <u>ing</u> 63. Say /ang/; student writes <u>ang</u> 64. Say /ong/; student writes <u>ong</u> 65. Say /ung/; student writes <u>ung</u> 66. Say /ink/; student writes <u>ink</u> 67. Say /ank/; student writes <u>ank</u> 68. Say /onk/; student writes <u>onk</u> 69. Say /unk/; student writes <u>unk</u> |
|---|--|--|

Mastery Chart for Sounds and Letters

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

Additional Workbook pages for the 2nd Try and 3rd Try, if needed, are provided at the back of the Lesson 12 Workbook.

Date:					
Part A	Part B		Part A	Part B	
Sound(s)	Letter(s)		Sound(s)	Letter(s)	
1. a		36. -lt			
2. e		37. -xt			
3. i		38. al			
4. o		all			
5. u		39. -lk			
6. th		40. -lp			
7. sh		41. -lf			
8. ch		42. -ld			
9. wh		43. -lm			
10. qu		44. -mp			
11. bl-		45. -nch			
12. cl-		46. -nd			
13. fl-		47. -sk			
14. gl-		48. -sp			
15. pl-		49. spr-			
16. br-		50. shr-			
17. cr-		51. spl-			
18. dr-		52. scr-			
19. gr-		53. str-			
20. fr-		54. squ-			
21. pr-		55. thr-			
22. tr-		56. -ss			
23. tw-		57. -ll			
24. sc-		58. -ff			
sk-		59. -zz			
25. sl-		60. -ck			
26. sm-		61. -tch			
27. sn-		62. -ing			
28. sp-		63. -ang			
29. st-		64. -ong			
30. sw-		65. -ung			
31. -ft		66. -ink			
32. -nt		67. -ank			
33. -pt		68. -onk			
34. -st		69. -unk			
35. -ct					
		Percent Accuracy	___/71 correct x 100 = ___% accuracy	___/71 correct x 100 = ___% accuracy	

Mastery Chart for Sounds and Letters (2nd Attempt)

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

Additional Workbook pages for the 2nd Try and 3rd Try, if needed, are provided at the back of the Lesson 12 Workbook.

	Date:				
	Part A	Part B		Part A	Part B
	Sound(s)	Letter(s)		Sound(s)	Letter(s)
1. a			36 -lt		
2. e			37. -xt		
3. i			38. al		
4. o			all		
5. u			39. -lk		
6. th			40. -lp		
7. sh			41. -lf		
8. ch			42. -ld		
9. wh			43. -lm		
10. qu			44. -mp		
11. bl-			45. -nch		
12. cl-			46. -nd		
13. fl-			47. -sk		
14. gl-			48. -sp		
15. pl-			49. spr-		
16. br-			50. shr-		
17. cr-			51. spl-		
18. dr-			52. scr-		
19. gr-			53. str-		
20. fr-			54. squ-		
21. pr-			55. thr-		
22. tr-			56. -ss		
23. tw-			57. -ll		
24. sc-			58. -ff		
sk-			59. -zz		
25. sl-			60. -ck		
26. sm-			61. -tch		
27. sn-			62. -ing		
28. sp-			63. -ang		
29. st-			64. -ong		
30. sw-			65. -ung		
31. -ft			66. -ink		
32. -nt			67. -ank		
33. -pt			68. -onk		
34. -st			69. -unk		
35. -ct					
			Percent Accuracy	___/71 correct × 100 = ___% accuracy	___/71 correct × 100 = ___% accuracy

Mastery Chart for Sounds and Letters (3rd Attempt)

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

Additional Workbook pages for the 2nd Try and 3rd Try, if needed, are provided at the back of the Lesson 12 Workbook.

	Date:				
	Part A	Part B		Part A	Part B
	Sound(s)	Letter(s)		Sound(s)	Letter(s)
1. a			36. -lt		
2. e			37. -xt		
3. i			38. al		
4. o			all		
5. u			39. -lk		
6. th			40. -lp		
7. sh			41. -lf		
8. ch			42. -ld		
9. wh			43. -lm		
10. qu			44. -mp		
11. bl-			45. -nch		
12. cl-			46. -nd		
13. fl-			47. -sk		
14. gl-			48. -sp		
15. pl-			49. spr-		
16. br-			50. shr-		
17. cr-			51. spl-		
18. dr-			52. scr-		
19. gr-			53. str-		
20. fr-			54. squ-		
21. pr-			55. thr-		
22. tr-			56. -ss		
23. tw-			57. -ll		
24. sc-			58. -ff		
sk-			59. -zz		
25. sl-			60. -ck		
26. sm-			61. -tch		
27. sn-			62. -ing		
28. sp-			63. -ang		
29. st-			64. -ong		
30. sw-			65. -ung		
31. -ft			66. -ink		
32. -nt			67. -ank		
33. -pt			68. -onk		
34. -st			69. -unk		
35. -ct					
			Percent Accuracy	___/71 correct x 100 = ___% accuracy	___/71 correct x 100 = ___% accuracy

Part C: Check Mastery of Reading Phonetic Words

Supplies: Workbook page for Lesson 12, Friday, Activity 5
Mastery Chart for Phonetic Words (on facing page)

Teacher Instructions:

Show the student the words for reading on this workbook page. You may want to use a piece of blank paper as a cover to show only one row at a time. Explain that the first group of words are real and the second group of words are nonsense.

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

Real words:

clam: _____	flip: _____	crash: _____	drop: _____	sled: _____
hunt: _____	quest: _____	next: _____	talk: _____	camp: _____
shrub: _____	splash: _____	strip: _____	twist: _____	crunch: _____
puff: _____	pill: _____	hiss: _____	back: _____	catch: _____
thank: _____	swim: _____	ask: _____	sprint: _____	bring: _____

Nonsense words:

preunch: _____	chunt: _____	twall: _____	mung: _____	banch: _____
steck: _____	swack: _____	zotch: _____	sitch: _____	triss: _____
clong: _____	ling: _____	shrob: _____	brunk: _____	scrat: _____

Total Correct: _____

On the Mastery Chart for Phonetic Words: Progress Assessment 1, write today's date at the top of the first column, and then write the total correct in the **Reading** column. Calculate the percent correct by dividing the total correct by 40 and multiplying by 100.

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 12 Workbook.

Part D: Check Mastery of Spelling Phonetic Words

Supplies: Workbook pages for Lesson 12, Friday, Activity 5
Mastery Chart for Phonetic Words (on facing page)

Give the student this workbook page. One at a time, say the following words and ask the student write the words on the lines provided.

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

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

Real words:

1) clap: _____	2) flag: _____	3) frog: _____	4) skip: _____	5) patch: _____
6) nest: _____	7) scab: _____	8) dent: _____	9) ranch: _____	10) king: _____
11) milk: _____	12) shred: _____	13) frost: _____	14) plant: _____	15) rink: _____
16) fell: _____	17) still: _____	18) rock: _____	19) black: _____	20) tank: _____

Total Correct: _____

On the Mastery Chart for Phonetic Words: Progress Assessment 1, write the total correct in the **Spelling** column. Calculate the percent correct by dividing the total correct by 20 and multiplying by 100.

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 12 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 in the back of the Lesson 12 Workbook.

	Progress Assessment 1 1st Time given (Friday of Lesson 12)		Progress Assessment 1 2nd Time given (if needed)		Progress Assessment 1 3rd Time given (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	_____ / 40	_____ / 20	_____ / 40	_____ / 20	_____ / 40	_____ / 20
Percent Correct	x 100 = _____ %	x 100 = _____ %	x 100 = _____ %	x 100 = _____ %	x 100 = _____ %	x 100 = _____ %

See "Analysis" section for further instructions.

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Part E: Check Mastery of Sight Words

Supplies: Workbook pages for Lesson 12, Friday, Activity 5
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:

1. Show the student the words for reading on the Reading Sight Words Workbook page. Note that this page is before the Part D - Spelling Phonetic Words page so that the Sight Words are not visible when spelling. You may want to use a piece of blank paper as a cover to show only one row at a time. If the student reads the word correctly, 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. Next, tell the student that he will now get to spell these words. Show the student the Spelling Sight Words Workbook page. It is located after the Part D - Spelling Phonetic Words Workbook page. With the chart in front of you, say each of the 25 words one at a time and ask the student to write the word on the blank provided. If the correct spelling is given, mark "+" next to that word on the chart under **Spelling**. If the student does not write the correct spelling, mark "-" next to the word.

Correction Tip:

During Cumulative Progress Assessments, do not correct student mistakes.


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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 Time given (Friday of Lesson 12)		Progress Assessment 1 2nd Time given (if needed)		Progress Assessment 1 3rd Time given (if needed)	
	Date:		Date:		Date:	
	<u>Reading</u>	<u>Spelling</u>	<u>Reading</u>	<u>Spelling</u>	<u>Reading</u>	<u>Spelling</u>
1. said						
2. say						
3. says						
4. what						
5. does						
6. first						
7. also						
8. look						
9. oh						
10. good						
11. great						
12. from						
13. both						
14. goes						
15. gone						
16. there						
17. they						
18. rich						
19. which						
20. such						
21. much						
22. how						
23. now						
24. our						
25. out						
Number Correct	____ /25	____ /25	____ /25	____ /25	____ /25	____ /25
Percent Correct	____%	____%	____%	____%	____%	____%

See "Analysis" section for further instructions.

Part F: Check Mastery of Reading Comprehension and Fluency

Supplies: timer on a stopwatch or smartphone

On the workbook page, you will find a copy of the story printed below. Give the workbook page to the student and ask the student to read this story aloud (starting with the title) while you follow along. In your lap quietly start your 1-minute timer when the student begins reading. Tilt your paper so the student is unaware you are scoring. If a word is read incorrectly, write above the word what the student said. If the student self-corrects a word without prompting from you, mark an 'sc' above any marks already above that word. Draw a line after the last word that the student reads when 1 minute is up. Allow the student to finish reading the story after the minute is over. Sight words for this week are underlined. **Do not correct or give assistance today.**

The Skunk Gets the Ham 5

Dad walks in from a trip to the shop. "Gus, can you and Sal help get our bags out of the trunk?" 27

"Yes," says Gus. He and Sal go get the bags out of the trunk. But as Gus walks back with the bags, a skunk walks up. 53

"A skunk!" Gus yells. He drops the bags and runs. "I do not want to stink!" 69

So the skunk digs in the bag and pulls out a hunk of ham. 83

"That was our ham!" Gus says. "What do we do now?" 94

"Well, you can go ask the skunk for our ham back if you want," Dad says. 110

Gus thinks on this. "No," he says. "I think if the skunk wants the ham, the skunk gets it."
129

Next, ask the student the comprehension questions on the facing page and mark the responses below each question. Space is provided to take notes on the student response.

After asking all questions, write the number of correct responses in the space provided at the bottom of this section. Calculate the percent accuracy by dividing the number of correct responses by 5 and multiplying by 100. Write this in the space provided.

Reading Comprehension Questions

1. Question: Dad has just gotten back from somewhere. Where has he been?

Correct response: The shop.

Notes on student response: _____

Did the student answer correctly? Circle one: yes no partially

2. Question: Where were the bags of food?

Correct response: In the trunk of the car.

Notes on student response: _____

Did the student answer correctly? Circle one: yes no partially

3. Question: Why did Gus drop the bags?

Correct response: He was trying to get away from the skunk so it wouldn't spray him.

Notes on student response: _____

Did the student answer correctly? Circle one: yes no partially

4. Question: What does the skunk take out of the bag?

Correct response: The ham.

Notes on student response: _____

Did the student answer correctly? Circle one: yes no partially

5. Question: Why does Gus say the skunk gets the ham?

Correct response: Because he does not want to try to get it from the skunk and risk getting sprayed.

Notes on student response: _____

Did the student answer correctly? Circle one: yes no partially

_____ / 5 Correct
* 100 =
_____ % Accuracy

To find the rate of words read correctly per minute, do the following calculations:

- 1) Using the word count totals to the right of each line in the story, count the total number of words read before the 1-minute mark :

--
- 2) Count the number of words with marks: -

--
- 3) Subtract (2) from (1) :

--

This number is your student's rate of correct words per minute (WPM). Turn to the WPM graph on page 94 of this manual and mark today's date in the first space on the bottom axis. Directly above today's date, mark a dot on your student's WPM number for today. Also record the WPM for this week's lesson in the Summary of Weekly Scores on page 93.

Analysis

Supplies: All Mastery Charts for Cumulative Progress Assessment 1

Teacher Instructions:

Take the number correct and percent accuracy for each Mastery Chart and record in the Summary of Scores below.

Analysis and Next Steps:

If the student has scored above 80% accuracy, 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 concepts that were not mastered in the Cumulative Progress Assessment 1 in the Cumulative Progress Assessment 2 to ensure that the student is moving towards mastery.

If a percentage was below 80% in any area, review is necessary before moving forward. After a period of intensive review of areas of weakness, re-administer the Cumulative Progress Assessment 1. If the student has still not mastered the concepts, feel free to contact the Up-Words reading staff for consultation on how to best help your student move towards mastery.

Summary of Scores

Cumulative Progress Assessment 1

	Progress Assessment 1 1st Time given (Friday of Lesson 12)		Progress Assessment 1 2nd Time given (if needed)		Progress Assessment 1 3rd Time given (if needed)	
	Date:		Date:		Date:	
	Number Correct	Percent Correct	Number Correct	Percent Correct	Number Correct	Percent Correct
Part A: Sounds						
Part B Letters						
Part C Reading Phonetic Words						
Part D Spelling Phonetic Words						
Part E Reading Sight Words						
Part E Spelling Sight Words						
Part F Reading Comprehension						
Part F Reading Fluency (record WPM as number correct)						

Analysis

Supplies: All Mastery Charts for Cumulative Progress Assessment 3

Teacher Instructions:

Take the number correct and percent accuracy for each Mastery Chart and record in the Summary of Scores below.

Analysis and Next Steps:

If the student has scored above 80% accuracy, you can move forward with the next lessons, being sure to include extra practice for the highlighted skills on the charts.

If a percentage was below 80% in any area, review is necessary before moving forward. After a period of intensive review, re-administer the Cumulative Progress Assessment 3. If the student has still not mastered the concepts, feel free to contact the Up-Words reading staff for consultation on how to best help your student move towards mastery.

Summary of Scores

Cumulative Progress Assessment 3

	Progress Assessment 3 1st Time given (Friday of Lesson 32)		Progress Assessment 3 2nd Time given (if needed)		Progress Assessment 3 3rd Time given (if needed)	
	Date:		Date:		Date:	
	Number Correct	Percent Correct	Number Correct	Percent Correct	Number Correct	Percent Correct
Part A: Sounds						
Part B Letters						
Part C Reading Phonetic Words						
Part D Spelling Phonetic Words						
Part E Reading Sight Words						
Part E Spelling Sight Words						
Part F Reading Comprehension						
Part F Reading Fluency (record WPM as number correct)						