

# Level 2

## Progress Manual



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Gus and Friends Illustrated by Julie Ferris

# 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 89.

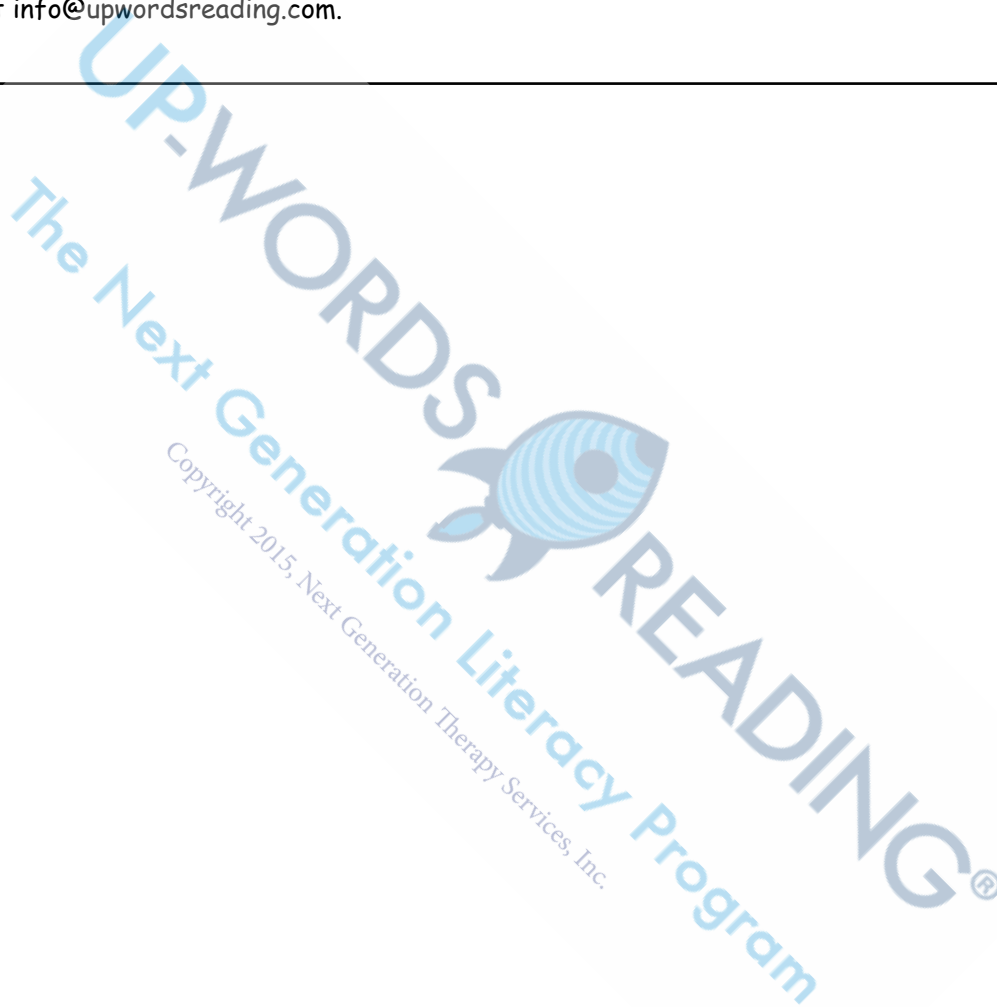
There are three Cumulative Progress Assessments spread throughout the year's Lesson Plans. On the Friday at the end of Lessons 10, 20 and 30, you will be directed to administer a Cumulative Progress Assessment with your student. The Cumulative Progress Assessments are designed to determine whether your 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 two columns for each assessment (indicated "1st Try" and "2nd 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. When the Cumulative Progress Assessment is given again, you will use the 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, using 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](mailto:info@upwordsreading.com).



# Lesson 7

6.  
Friday

## Part 1: Reading Check

Use workbook pages for Lesson 7, Friday, Activity 6



**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.

### From Jello to Banjo <sup>4</sup>

"Mom, can we have jello tomorrow?" Sam asked. <sup>12</sup>

"We can have jello today if you like," Mom said. She got out a box of jello mix, put it in some hot water, and gave it a stir. <sup>41</sup>

"Presto!" she said. "We have jello." <sup>47</sup>

She started looking for glasses to put the jello in, but none were clean. <sup>61</sup>

"I am going to need something else," she said. "Sam, we have some jars in the attic. Will you get them for me?" <sup>84</sup>

Sam ran to the attic. As he was looking for the jars, he saw a banjo in the corner. <sup>103</sup>

"I did not know we had a banjo!" he said. He picked up the banjo and ran back to Mom. <sup>123</sup>

"Mom, can I take banjo lessons?" he asked. <sup>131</sup>

"You just saw the banjo," Mom said. "Now you want to take lessons?" she asked. <sup>147</sup>

"Well no, not now," Sam said. "I could start Monday or Tuesday or Wednesday. Gus and I could form a combo, with me on banjo and him on drums. He can keep a good tempo!" <sup>182</sup>

Mom gave Sam a grin. "Tell you what," she said. "Try playing a note or two on that banjo first. Then if you still think you want to take lessons, we can talk about it." <sup>217</sup>

Sam sat down to his jello. "That is a good plan," he said, and gave his jello a slurp. <sup>236</sup>

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

1. **Question:** What does Sam want to have tomorrow?

**Correct response:** Jello.

Notes on student response: \_\_\_\_\_

\_\_\_\_\_

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

2. **Question:** When does Mom tell Sam he can have jello?

**Correct response:** She said, "We can have jello today if you like."

Notes on student response: \_\_\_\_\_

\_\_\_\_\_

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

3. **Question:** Why did Sam go to the attic?

**Correct response:** Sam went to the attic to get jars to put jello in.

Notes on student response: \_\_\_\_\_

\_\_\_\_\_

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

4. **Question:** What did Sam see in the attic?

**Correct response:** Sam saw a banjo.

Notes on student response: \_\_\_\_\_

\_\_\_\_\_

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

5. **Question:** What did Sam want to do with the banjo?

**Correct response:** Sam wanted to take lessons to learn to play the banjo.

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 88 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 87.

6.

Friday

# Part 2: Spelling Check

Use workbook pages for Lesson 7, Friday, Activity 6



## Spelling in Isolation

Give the student the next workbook page. Do not correct or give assistance today. You may give a general reminder to check the 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.

we \_\_\_ no \_\_\_ go \_\_\_ so \_\_\_ she \_\_\_ me \_\_\_ presto \_\_\_ tempo \_\_\_ hippo \_\_\_ banjo \_\_\_  
jello \_\_\_ gumbo \_\_\_ be \_\_\_ a \_\_\_ grotto \_\_\_

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

tomorrow \_\_\_ Monday \_\_\_ Tuesday \_\_\_ Wednesday \_\_\_ else \_\_\_  
clothes \_\_\_ shoe \_\_\_ guy \_\_\_ guess \_\_\_ guest \_\_\_

\_\_\_\_ / 25 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:** Mom started looking for glasses to put the jello in.

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:** Gus and I could form a combo with me on the banjo and him on the drums.

\_\_\_\_ / 27 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 87 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. Determine if there is a pattern. 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 some 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 listening comprehension strengthens, decoding accuracy and fluency increases, and reading comprehension often shows signs of strengthening as well.



# Lesson 30

No "Progress Check" for Lesson 30. Administer the third "Cumulative Progress Assessment" this week (see "Cumulative Progress Assessment" on page 89 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 second graders. Data was taken at the start of the school year in the fall, 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 2nd Grade  
Hasbrouck and Tindal (2006)

<u>Percentile</u>	<u>Fall WCPM</u>	<u>Winter WCPM</u>	<u>Spring WCPM</u>
90th	106	125	142
75th	79	100	117
50th	51	72	89
25th	25	42	61
10th	11	18	31

Reading this chart, we see that the average (50th percentile) second grade students are reading at a rate of 72 words correct per minute (WCPM) in the middle of the first grade year (winter), and at a rate of 89 words correct per minute at the end of the second 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 second graders. The fluency rates at the 25th percentile are from students who are reading at a rate higher than only 25 percent of other second 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 11							
Lesson 12							
Lesson 13							
Lesson 14							
Lesson 15							
Lesson 16							
Lesson 17							
Lesson 18							
Lesson 19							
Lesson 21							
Lesson 22							
Lesson 23							
Lesson 24							
Lesson 25							
Lesson 26							
Lesson 27							
Lesson 28							
Lesson 29							
Lesson 30							

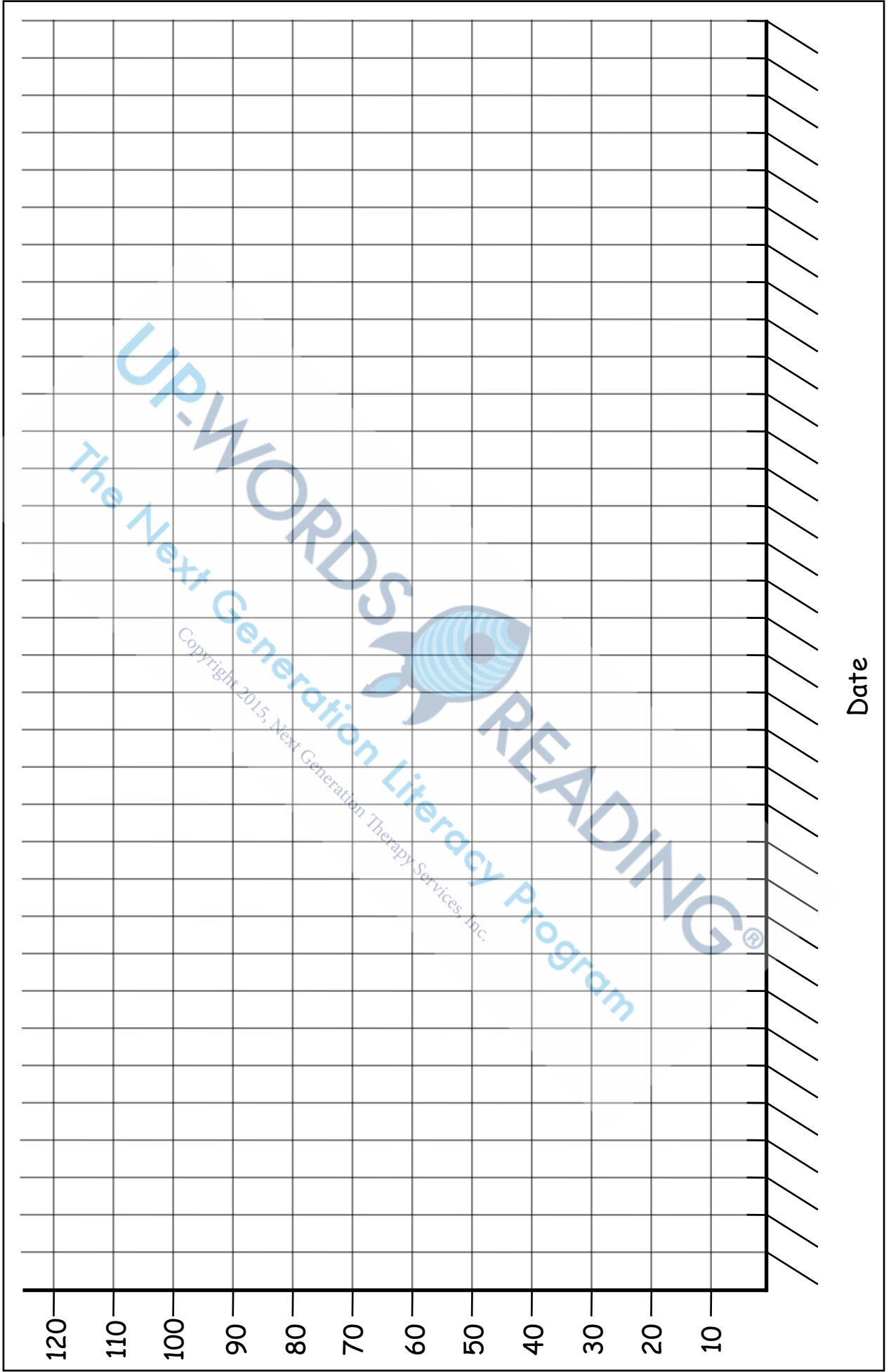




# Words per Minute Graph

Name: \_\_\_\_\_

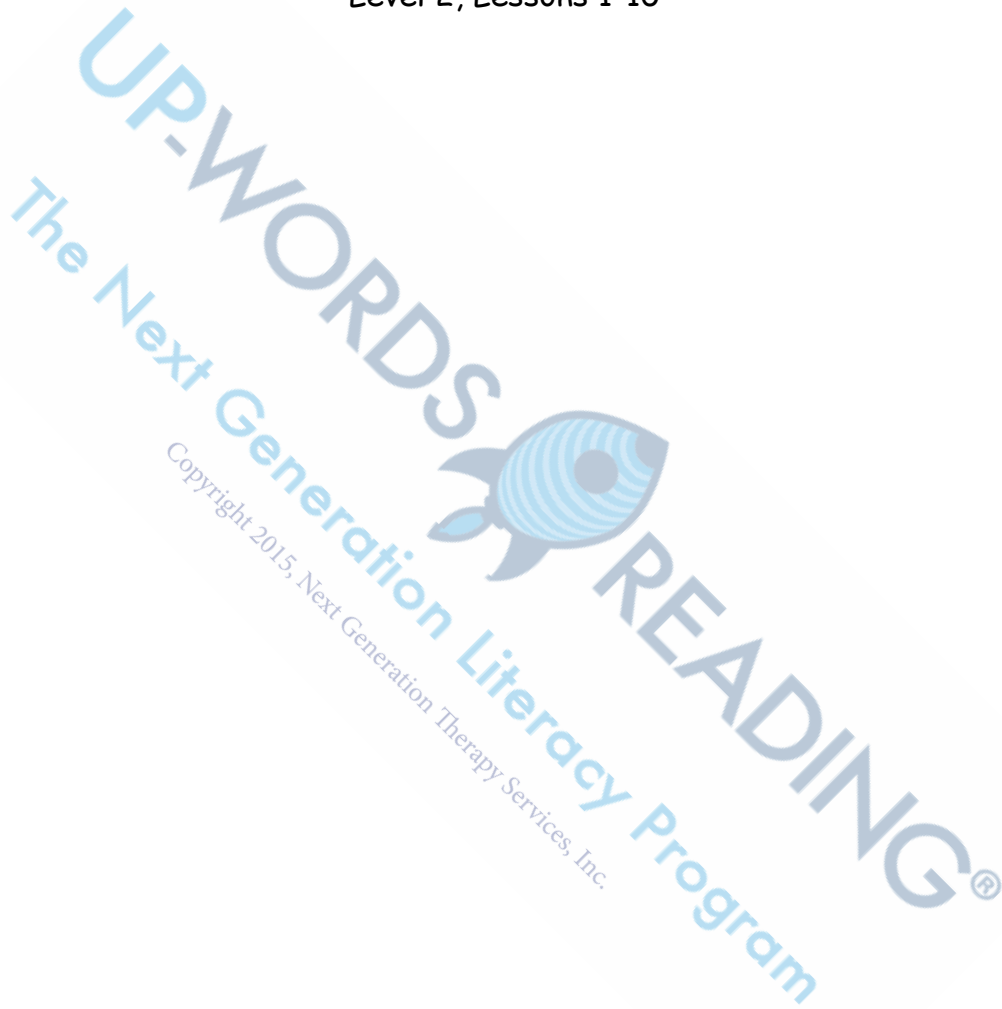
Grade: \_\_\_\_\_ D O B: \_\_\_\_\_



Part II:  
Cumulative Progress Assessment

Cumulative Progress Assessment 1

Level 2, Lessons 1-10



## Part A: Check Mastery of Vowel Sounds

**Supplies:** Phonics Cards for Lessons 1-10,  
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 in Level 2: **a, e, i, o, u, all/al, ing/ang/ong/ung, ink/ank/onk/unk, a-e, e-e, i-e, o-e, u-e, ai, ay, oa, oe, ow, ee, ea, ar, or, er, ir, ur, y, y-e, ild/ind/old/olt/oll/ost.** 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/ and /ā/"

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 or does not recall that 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 10, Friday, Activity 6  
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.

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

For example, when dictating the sound /i/, the student should write i, y. Then the teacher should mark a "+" in the Letter(s) column in each of the following rows: i - /i/, and y - /i/. Also, when dictating the sound /ā/, the student should write a, a-e, ai, ay. Then the teacher should mark a "+" in the Letter(s) column in each of the following rows: a - /ā/, a-e - /ā/, ai - /ā/, ay - /ā/.

**Correction Tip:**

During Cumulative Progress Assessments, do not correct student mistakes.

1. Say /ă/; student writes a
2. Say /ĕ/; student writes e
3. Say /ĭ/; student writes i, y
4. Say /ŏ/; student writes o
5. Say /ŭ/; student writes u
6. Say /ā/; student writes a, a-e,  
ai, ay
7. Say /ē/; student writes e, y, e-e,  
ee, ea
8. Say /ī/; student writes i, y, i-e,  
y-e
9. Say /ō/; student writes o, o-e, oa,  
oe, ow
10. Say /ū/; student writes u, u-e

11. Say /ōō/; student writes u, u-e
12. Say /ôl/; student writes all, al
13. Say /ing/; student writes ing
14. Say /ang/; student writes ang
15. Say /ong/; student writes ong
16. Say /ung/; student writes ung
17. Say /ink/; student writes ink
18. Say /ank/; student writes ank
19. Say /onk/; student writes onk
20. Say /unk/; student writes unk

21. Say /ar/; student writes ar
22. Say /or/; student writes or  
(optional: oar, ore)
23. Say /er/; student writes er, ir, ur
24. Say /ild/; student writes ild
25. Say /ind/; student writes ind
26. Say /öld/; student writes old
27. Say /ölt/; student writes olt
28. Say /öll/; student writes oll
29. Say /öst/; student writes ost

# 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, if needed, are provided at the back of the Lesson 10 Workbook.

		Date:					
		Part A	Part B			Part A	Part B
		Sound(s)	Letter(s)			Sound(s)	Letter(s)
Card	Sound			Card	Sound		
1) a	/ă/			19) u-e	/ū/		
	/ā/				/ōō/		
2) e	/ĕ/			20) ai	/ā/		
	/ē/			21) ay	/ā/		
3) i	/ĭ/			22) oa	/ō/		
	/ī/			23) oe	/ō/		
4) o	/ŏ/			24) ow	/ō/		
	/ō/			25) ee	/ē/		
5) u	/ŭ/			26) ea	/ē/		
	/ū/			27) ar	/ar/		
	/ōō/			28) or	/or/		
6) all, al	/əl/			29) er	/er/		
7) ing	/ɪŋ/			30) ir	/er/		
8) ang	/aŋ/			31) ur	/er/		
9) ong	/oŋ/			32) y	/y/		
10) ung	/uŋ/				/ĭ/		
11) ink	/ɪŋk/				/ī/		
12) ank	/aŋk/				/ē/		
13) onk	/oŋk/			33) y-e	/ī/		
14) unk	/uŋk/			34) ild	/īld/		
15) a-e	/ā/			35) ind	/īnd/		
16) e-e	/ē/			36) old	/ōld/		
17) i-e	/ī/			37) olt	/ōlt/		
18) o-e	/ō/			38) ost	/ōst/		
				39) oll	/ōl/		
				Percent Accuracy	___/49 correct	___/49 correct	
					x 100 =	x 100 =	
					___% accuracy	___% 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, if needed, are provided at the back of the Lesson 10 Workbook.

		Date:					
		Part A	Part B			Part A	Part B
		Sound(s)	Letter(s)			Sound(s)	Letter(s)
Card	Sound			Card	Sound		
1) a	/ă/			19) u-e	/ū/		
	/ā/				/ōō/		
2) e	/ĕ/			20) ai	/ā/		
	/ē/			21) ay	/ā/		
3) i	/ĭ/			22) oa	/ō/		
	/ī/			23) oe	/ō/		
4) o	/ŏ/			24) ow	/ō/		
	/ō/			25) ee	/ē/		
5) u	/ŭ/			26) ea	/ē/		
	/ū/			27) ar	/ar/		
	/ōō/			28) or	/or/		
6) all, al	/əl/			29) er	/er/		
7) ing	/ing/			30) ir	/er/		
8) ang	/ang/			31) ur	/er/		
9) ong	/ong/			32) y	/y/		
10) ung	/ung/				/ĭ/		
11) ink	/ink/				/ī/		
12) ank	/ank/				/ē/		
13) onk	/onk/			33) y-e	/ī/		
14) unk	/unk/			34) ild	/īld/		
15) a-e	/ā/			35) ind	/īnd/		
16) e-e	/ē/			36) old	/ōld/		
17) i-e	/ī/			37) olt	/ōlt/		
18) o-e	/ō/			38) ost	/ōst/		
				39) oll	/ōl/		
				Percent Accuracy		/49 correct × 100 = ____ % accuracy	/49 correct × 100 = ____ % accuracy

## Part C: Check Mastery of Reading Phonetic Words

**Supplies:** Workbook page for Lesson 10, Friday, Activity 6  
Mastery Chart for Phonetic Words (on next 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:

flocking: ___	staff: ___	stalled: ___	thanked: ___	salt: ___	tongs: ___
spunk: ___	Steve: ___	tribe: ___	tune: ___	state: ___	match: ___
toenail: ___	oatmeal: ___	wheelchair: ___	pitchfork: ___	verb: ___	birthstone: ___
donate: ___	waiting: ___	crazy: ___	army: ___	Kyle: ___	myth: ___
milder: ___	hosted: ___	troll: ___	blindfold: ___	purse: ___	frozen: ___

Total Correct: \_\_\_\_\_

### Nonsense words:

stetchneet: _____	brangsine: _____	chaybild: _____	yunked: _____
poltd: _____	bornete: _____	molain: _____	monged: _____
myke: _____	bym: _____	gly: _____	nurry: _____
glowname: _____	neaches: _____	merms: _____	dolding: _____
thrude: _____	tirmpote: _____	loatpole: _____	pindhost: _____

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 Real Words** and **Reading Nonsense Words** columns. Calculate the percent correct by dividing each total correct by each total number of words and multiplying by 100.

### Correction Tip:

During Cumulative Progress Assessments, do not correct student mistakes.

### Note:

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

## Part D: Check Mastery of Spelling Phonetic Words

**Supplies:** Workbook pages for Lesson 10, Friday, Activity 6  
Mastery Chart for Phonetic Words (on next page)

Give the student this workbook page. One at a time, say the following words and ask the student to 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) chalk: ___	2) coast: ___	3) stormed: ___	4) tiger: ___	5) wild: ___
6) sketch: ___	7) cream: ___	8) painted: ___	9) robot: ___	10) hobby: ___
11) spine: ___	12) march: ___	13) blinked: ___	14) try: ___	15) pony: ___
16) woke: ___	17) shirt: ___	18) jumbo: ___	19) type: ___	20) fold: ___
21) pillow: ___	22) colt: ___	23) snow: ___	24) shelter: ___	25) lobster: ___

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 25 and multiplying by 100.

### Correction Tip:

During Cumulative Progress Assessments, do not correct student mistakes.

### Note:

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

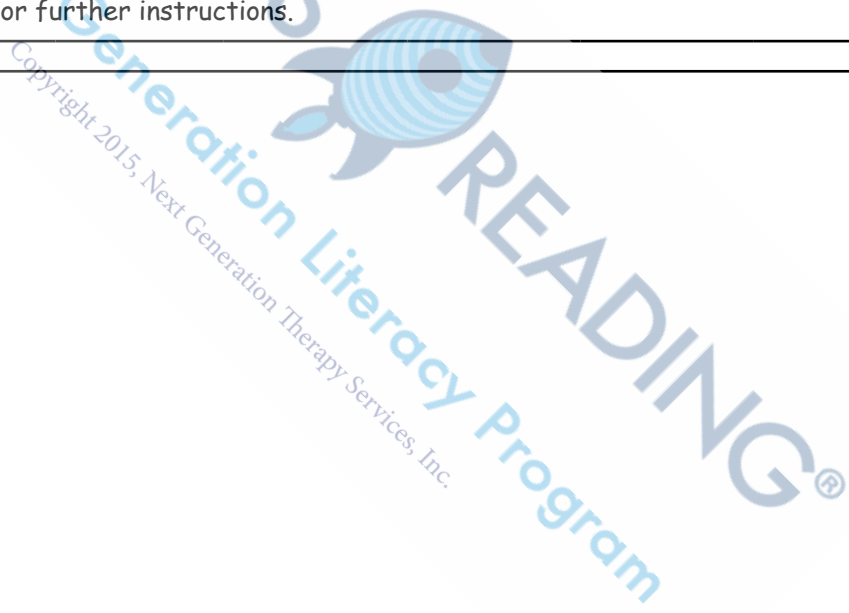


# Mastery Chart for Phonetic Words

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, if needed, are provided in the back of the Lesson 10 Workbook.

	Progress Assessment 1 1st Time given (Friday of Lesson 10)			Progress Assessment 1 2nd Time given (if needed)		
	Date:			Date:		
	<u>Part C:</u> <u>Reading</u> <u>Real</u> <u>Words</u>	<u>Part C:</u> <u>Reading</u> <u>Nonsense</u> <u>Words</u>	<u>Part D:</u> <u>Spelling</u>	<u>Part C:</u> <u>Reading</u> <u>Real</u> <u>Words</u>	<u>Part C:</u> <u>Reading</u> <u>Nonsense</u> <u>Words</u>	<u>Part D:</u> <u>Spelling</u>
Number Correct	_____ / 30	_____ / 20	_____ / 25	_____ / 30	_____ / 20	_____ / 25
Percent Correct	x 100 = _____ %	x 100 = _____ %	x 100 = _____ %	x 100 = _____ %	x 100 = _____ %	x 100 = _____ %
See "Analysis" section for further instructions.						



## Part E: Check Mastery of Sight Words

**Supplies:** Workbook pages for Lesson 10, Friday, Activity 6  
Mastery Chart for Sight Words (below and continuing on next page)

**Teacher Instructions:**

On the chart below (continuing on the next 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 50 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. Words marked with \* are homophones. You will need to use the word in a sentence and/ or give the definition of the word so that the student knows which to spell.

**Correction Tip:**

During Cumulative Progress Assessments, do not correct student mistakes.

### 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 above.

	Progress Assessment 1 1st Time given (Friday of Lesson 10)		Progress Assessment 1 2nd Time given (if needed)	
	Date:		Date:	
	<u>Reading</u>	<u>Spelling</u>	<u>Reading</u>	<u>Spelling</u>
1. to*				
2. too*				
3. two*				
4. there*				
5. their*				
6. by*				
7. buy*				
8. bye*				
9. whole*				
10. half				
11. width				
12. length				
13. height				
14. front				
15. sure				

	Progress Assessment 1 1st Time given (Friday of Lesson 10)		Progress Assessment 1 2nd Time given (if needed)	
	Date:		Date:	
	Reading	Spelling	Reading	Spelling
16. school				
17. together				
18. group				
19. ready				
20. because				
21. world				
22. work				
23. worm				
24. sign				
25. worst				
26. clothes				
27. shoe				
28. guy				
29. guest				
30. guess				
31. tomorrow				
32. Monday				
33. Tuesday				
34. Wednesday				
35. else				
36. Earth				
37. listen				
38. learn				
39. heard				
40. piano				
41. people				
42. neighbor				
43. woman				
44. women				
45. friend				
46. hour*				
47. our*				
48. minute				
49. journey				
50. route				
Number Correct	_____ /50	_____ /50	_____ /50	_____ /50
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.**

### Colt Watching 2

"How long now, Dad?" Sam asked from the back seat, behind Dad. 14

"About two hours and ten minutes," Dad said. 22

Sam felt like his bones were turning to egg yolk. "I think this is the longest journey of my life!" he moaned. "How long have we been in the car, two days?" 54

"It has only been two hours," Mom said. 62

Sam felt like his egg yolk bones were going to drip off the seat and onto the floor. After a minute, he asked again: "How long now?" 89

"About two hours and nine minutes," Dad said. 97

Sam groaned. "At this rate, I will be an old man by the time we get there!" 114

Mom turned and was about to scold Sam, when Dad spoke up. "Son, you need something to take your mind off of this car ride," he said. 141

"Like what?" asked Sam. 145

"Well, our route will take us past the Gold Post Colt Farm," Dad said. "Why not watch the colts run free on the grass as we drive by? By the time you are done, we should almost be there." 184

Sam said he would try it. He watched the colts out the car window. They ran and rolled in the grass, and kicked their hind legs up in the air. 214

"This is not helping, Dad!" Sam said. 221

"Why not?" asked Dad. 225

"Because," Sam said, "watching the colts run free is only reminding me that I am still stuck in this car!" 245

Next, ask the student the comprehension questions on the next 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.

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

**1. Question:** When Sam first asked how long he had been in the car, what did his mom say?

**Correct response:** 2 hours

Notes on student response: \_\_\_\_\_  
\_\_\_\_\_

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

**2. Question:** What did Sam feel like after riding in the car for two hours?

**Correct response:** Sam felt like his egg yolk bones were going to drip onto the floor.

Notes on student response: \_\_\_\_\_  
\_\_\_\_\_

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

**3. Question:** What did Dad tell Sam to do to take his mind off of the long car ride?

**Correct response:** Dad said, " Watch the colts run free as we drive by."

Notes on student response: \_\_\_\_\_  
\_\_\_\_\_

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

**4. Question:** What farm does their route take them by?

**Correct response:** Gold Post Colt Farm

Notes on student response: \_\_\_\_\_  
\_\_\_\_\_

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

**5. Question:** Why was it not helping Sam to watch the colts run free?

**Correct response:** Watching the colts run free was only reminding Sam that he was stuck in the car.

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 88 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 87.

# 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.

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 10)		Progress Assessment 1 2nd Time given (if needed)	
	Date:		Date:	
	Number Correct	Percent Correct	Number Correct	Percent Correct
Part A: Sounds				
Part B Letters				
Part C Reading Real Phonetic Words				
Reading Nonsense 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)				



# Achievement Chart



Put a sticker on a star each time the student improves WPM from 1st reading to 2nd reading!

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