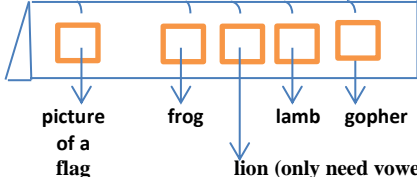


Subtest	Skills	CC Standard	OCR	Classroom Activities to Support Skills		
Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.	Consonant Digraphs	Know the spelling-sound correspondences for common consonant digraphs.	Unit 3 /sh/, /th/, /ch/, /wh/ Lessons 8-14 Decodables 37, 38, 41, 42, 45, 46 Unit 4 /ch/, /wh/ lesson 1, decodable 50 Unit 6 /ph/ lesson 14, decodable 108 Unit 8 /ph/ lesson 4 /th/ lesson 5 Unit 10 /ch/ lesson 3 /ph/ lesson 6	Whole Group Activity <ul style="list-style-type: none"> Using name cards highlight digraphs found in students' names. Sing the Phonemic Awareness Song <i>What's in a Name?</i> <i>What's in a name?</i> <i>What's in a name?</i> <i>There are lots of things in a name.</i> <i>(Cathy) has /th/, /th/, /th/</i> <i>(Cathy) has /th/ spelled t-h in the middle of her name.</i> Workshop Activities and/or Small Group Instruction Sort words with beginning consonant digraphs. Practice reading words with consonant digraphs. Have students highlight the consonant digraph before blending the word. Play a board game using digraphs. Students will roll die, move that many spaces, and read the consonant digraph.		
	One-syllable short vowels	Decode regularly spelled one-syllable words.	Unit 1: blending lessons 13-15 Unit 2: all blending lessons Unit 3: lessons 1-6, 13 Unit 4: Dictation/Spelling lesson 1-2 Unit 7: lesson 2, 4 Unit 8: lesson 6 Decodables: 1-21	Whole Group Activities, Small Group Instruction, and/or Workshop Activities <ul style="list-style-type: none"> Write a student's name on a sentence strip and cut it up. Have students write as many CVC words as possible using the letters in each name. If it is a short name, you may want to also add letters from the student's last name. Record the words, practice reading the words, and hang in the room. Prepare 3 dice (2 with consonant letters and 1 with vowels) Students will roll the dice to spell and record CVC words. 		
	Final -e	Know final -e and common vowel team conventions for representing long vowel sounds.	Unit 4: lessons 7-15 Decodables 59, 63, 65, 66, 69 Dictation/spelling Lessons 6,8,9,10,11,15 Unit 5: lessons 1-7 decodables 73, 74, 75, 76 Dictation/Spelling lesson 2 Unit 7: lesson 3 Unit 8: lesson 5 Unit 9: lessons 1-5	Whole Group Activities, Small Group Instruction, and/or Workshop Activities <ul style="list-style-type: none"> Practice reading CVC and CVCV words. Prepare flash cards with CVC words on side 1. On the back side (side 2) change the word by adding a final-e. Students practice reading the two words, keeping in mind the e changes the vowel to a long vowel. Example: <table border="1" data-bbox="1234 943 1446 995" style="display: inline-table; margin-left: 20px;"> <tr> <td style="padding: 5px;">pin</td> <td style="padding: 5px; margin-left: 20px;">pine</td> </tr> </table> mut, mute mop, mope fin, fine hat, hate	pin	pine
	pin	pine				
Long Vowel Digraphs	Know final -e and common vowel team conventions for representing long vowel sounds.	Unit 5: lessons 5-15 Decodables 79-90 Dictation/Spelling lesson 5-6, 8, 11-15 Unit 7: lessons 1-3, 8 Unit 8: lesson 5, 8 Unit 9: lessons 1-4	Whole Group Activities <ul style="list-style-type: none"> Using name cards highlight long vowel digraphs found in students' names. Using the above name cards, sing the Phonemic Awareness song "What's in a Name" to practice isolating the long vowel digraphs. <i>What's in a Name?"</i> <i>What's in a name?</i> <i>What's in a name?</i> <i>There are lots of things in a name.</i> <i>(Hayden) has /ay/, /ay/, /ay/</i> <i>(Hayden) has /ay/ spelled a-y in the middle of his name.</i> Workshop Activity or Small Group Instruction <ul style="list-style-type: none"> Sort picture or word cards by long/short vowel sounds. 			

Subtest	Skills	CC Standard	OCR	Classroom Activities to Support Skills
Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.	Diphthongs	Know final -e and common vowel team conventions for representing long vowel sounds.	<u>Unit 6:</u> lessons 1-9 decodables 91-104, Dictation/Spelling lessons 1, 3, 5, 6 <u>Unit 7:</u> lessons 4-9 <u>Unit 8:</u> lessons 1-3 Decodables 111-112 <u>Unit 9:</u> lessons 5, 7, 9, 11 <u>Unit 10:</u> lessons 2, 9	<u>Whole Group Activities</u> <ul style="list-style-type: none"> Using name cards highlight long vowel digraphs found in students' names. Using the above name cards, sing the song What's in a Name to practice isolating diphthongs. <i>What's in a name? What's in a name? There are lots of things in a name. (Shaun) has /au/, /au/, /au/ (Shaun) has /au/ spelled a-u in the middle of his name.</i> <u>Workshop Activities and/or Small Group Instruction</u> <ul style="list-style-type: none"> *Sound Hunt: Choose a particular diphthong. Students will go on a hunt in books, magazines, decodable books for this particular diphthong. *Sort words with /oo/ as in goo and /oo/ as in foot. *Sort words with /ow/ as in cow and /ow/ as in low.
	R-Controlled Vowels	Decode regularly spelled one-syllable words.	<u>Unit 3:</u> lesson 12, decodable 43 Lesson 15, Decodable 47-50 <u>Unit 4:</u> Dictation/Spelling lesson 4 <u>Unit 9:</u> Lessons 1, 7 <u>Unit 10:</u> Lessons 3-5	<u>Whole Group Activities or Small Group Instruction</u> <ul style="list-style-type: none"> Practice blending words with r-controlled vowels in the medial position. Give each student the r-controlled vowels ir, er, and ar written on cut up sentence strips. Teacher will say a word and prompt the students to write the initial and final sounds in the word leaving a space in the middle. Students will then place the correct r-controlled vowel in the medial position. <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 10px 0;"> sh ir t </div> <p style="margin-left: 20px;">other examples: barn, yard, jerm, , perk, shirt, chirp...</p> <u>Workshop Activities or Small Group Instruction</u> <ul style="list-style-type: none"> *Sort words with ar, er, and ir. *Have cards prepared with medial sound missing. Students will place the correct r-controlled vowel spelling and read the word.
	Inflectional Endings	Read words with inflectional endings.	<u>Unit 3:</u> blending lessons 3, 8 <u>Unit 4:</u> blending lesson 3 <u>Unit 5:</u> blending lesson 3, 9, 15 <u>Unit 6:</u> blending lesson 4, 10, 11 <u>Unit 9:</u> blending lesson 4	<u>Whole Group Activity</u> <ul style="list-style-type: none"> Practice reading words that have a suffix added to the end of a word. <u>Workshop Activity and/or Small Group Instruction</u> <ul style="list-style-type: none"> Write words on flash cards and fold the flashcard. Example: Students will read the word: eat. Unfold the card and students will read the new word : eating <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 10px 0;"> eat ing </div> <p style="margin-left: 20px;">You can also use multiple flaps to add more than one inflectional ending</p>

Subtest	Skills	CC Standard	OCR	Classroom Activities to Support Skills
Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.	Regular Two-Syllable Words	Decode two-syllable words following basic patterns by breaking the words into syllables.	Unit 2: lessons 8, 9, 11, 13 Unit 3: lesson 2, 9, 12 Unit 4: lessons 1, 2, 5, 9, 14, 15 Unit 5: lessons 2-4, 13	<p>Whole Group Activities or Small Group Instruction</p> <ul style="list-style-type: none"> Practice reading two-syllable words by using the same blending techniques as in the blending section of Open Court (sound by sound blending or whole word blending). <p>Workshop Activity</p> <p>*Using two syllable words, write each syllable on an index cards. Have students make words by reading each syllable and matching the syllables to make words. You can also write two syllable words and cut the word to look like a puzzle. The students can then assemble the word puzzle.</p> <div style="display: flex; justify-content: center; gap: 20px;"> <div style="border: 1px solid black; padding: 2px 10px;">vel</div> <div style="border: 1px solid black; padding: 2px 10px;">vet</div> </div>
	High Frequency Words	Recognize and read grade-appropriate irregularly spelled words.	The HFW listed below are all found in the following blending lessons and decodable books: from: U3 L7, U5 L7, 14 what: U2 L14, decodable 22 said: U3, L1, 4, 5, decodable 24 their: U5, L12 out: decodable 28 some: U4 L6, decodable 57 make: U2 L8, 12, decodable 4 look: decodable 57, 67 could: U4 L1, U7 L1, decodable 50 first: U 3 L 2, decodable 27 been: U4 L1, decodable 50 who: U3 L9, decodable 12 now: U3 L15, decodable 48 down: U2 L6-7, U3 L2 decodable 11 come: U5 L8, U5 L13, decodable 79, 90 after: U3 L2, decodable 27 good: U3 L7, decodable 35 where: U2 L10, U3 L6, U3 L14, decodable 13, 18 before: U5 L13, put: U4 L2& L10, U5 L11 &13, decodable 24, 27 does: U2 L13, decodable 21 here: decodable 32 how: U3 L13, decodable 44	<p>Whole Group Activities and/or Small Group Instruction</p> <ul style="list-style-type: none"> Assign each child a high frequency word. Hang a chart in the room with the HFW written next to a photo of each student. Write the assigned HFW on the back of each student’s name card. The students read the name and HFW on the back. When the students have memorized the HFW of their classmates, ask the students to spell the HFW. Turn the name card over to check if they were correct. Make HFW lists. Each list should have between 6-8 words. Students will move on to the next list once the student knows all the words on the previous list with automaticity. <p>Workshop Activities and/or Small Group Instruction</p> <ul style="list-style-type: none"> *Match student names to students assigned HFW from above activity, write each HFW. *Make HFW with magnetic letters, write each word. *Highlight HFW in print (newspapers, magazines, teacher made word searches, decodable books). *See “Teaching Sight Words Teaching High Frequency Words” for playing games such as Hide the Apple. *Play concentration or Memory Game using HFW’s. *Play HFW Bingo <p>HFW Not Addressed in OC when, each, which, them, than, its, find, may, place, our, right, must, such, because, why, can’t, say</p>

Subtest	Skills	CC Standard	OCR	Classroom Activities to Support Skills
Phonological Awareness Demonstrates understanding of spoken words, syllables, and sounds (phonemes)	Blending Phonemes (supports reading)	Orally produce single-syllable words by blending sounds including consonant blends.	<p>Unit 1: syllable blending, initial/final consonant blending</p> <p>Unit 2: orally blending phonemes lessons 1-15</p> <p>Units 3-10: daily blending activities (the daily blending activities in Units 3-10 fall under phonics and word recognition, but students are still practicing the skill of blending)</p>	<p>Whole Group Activities or Small Group Instruction</p> <ul style="list-style-type: none"> Phonemic Blending song "If You Think You Know the Word" (tune of "If You're Happy and You Know It, Clap Your Hands") <p style="margin-left: 40px;"><i>If you think you know the word, shout it out, If you think you know the word, shout it out, If you think you know the word, tell me what you heard, If you think you know the word shout it out."</i></p> Teacher: /f/ /l/ /o/ /ck/ Students: flock Place individual sound cards into pocket chart to make words. Students will blend the sounds to make a word.
	Segmenting Phonemes (supports spelling)	Segment spoken single-syllable words into their complete sequence of individual.	<p>Unit 1: segment syllables, onset/rimes, initial/final sounds</p> <p>Unit 2: segment initial blends</p> <p>Daily dictation</p> <p>Units 3-10 Daily Dictation/Spelling Activities</p>	<p>Whole Group Activity</p> <ul style="list-style-type: none"> Phonemic Segmenting song: Listen , Listen to my Word (tune of <i>Twinkle, Twinkle, Little Star</i>) <i>Listen, listen to my word Tell me all the sounds you heard.</i> Teacher: blind Students: /b/ /l/ /i/ /n/ /d/ <p>Workshop Activities and/or Small Group Instruction</p> <ul style="list-style-type: none"> *Using picture cards with four phonemes, students will place a sound spelling card for each phoneme in the picture. *Using a four box template and four disks (one under each box), students will choose a picture and slide a disk into each box as he/she verbally says each sound (phoneme) *Using a flip chart, students will flip to a picture and flip the sound cards to match each phoneme in the picture. <div style="text-align: center;">  </div>