GUIDED PHONICS
MASTERY ASSESSMENTS

*science of reading aligned*

▮ A NOTE FROM TARA WEST

*Thanks so much for downloading my free Guided Phonics + Beyond supplemental packet: Mastery Assessments and Manual. Please view this explicit and thorough explanation video for the Mastery Assessments packet **HERE**. The Guided Phonics and Beyond Curriculum includes 275 days of explicit and systematic lesson plans, decodables, embedded high frequency words, phonemic awareness, and more. View the comprehensive and science of reading aligned curriculum, Guided Phonics + Beyond **HERE**. Within this packet you will be able to access the following key mastery assessment components:*

- **Grade Level Learning Continuums:** View the Guided Phonics + Beyond scope and sequences across the K-2 grade levels.
- **Grade Level Mastery Skill Lists:** Specific skill lists for phonemic awareness and phonics over for the K-2 grade levels.
- **High Frequency Words Scope and Sequence:** Phonics-based decodable and irregular high frequency words for the K-2 grade levels.
- **Unit Mastery Assessment Parameters:** Overview of student observation and data driven phonics analysis for placing students in the Guided Phonics + Beyond Curriculum units.
- **Unit Based Assessments, Student Recording Sheets, and Student Assessment Prompts:** Phonics-based assessments aligned to the Guided Phonics + Beyond Curriculum.
- **End of Unit Reflection Sheets:** Reflection sheets that can be used to relay data to parents or the student's end of year file (information for the following grade level).
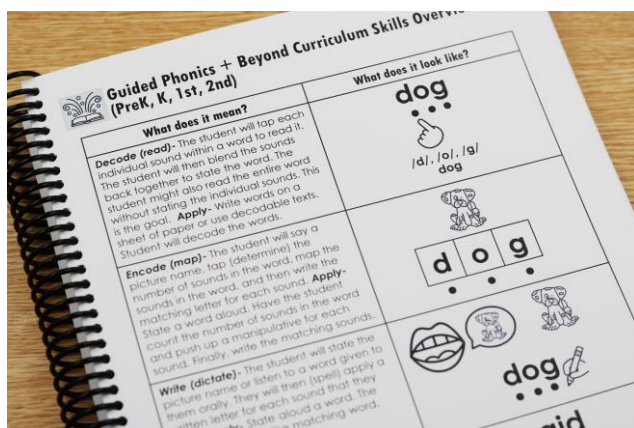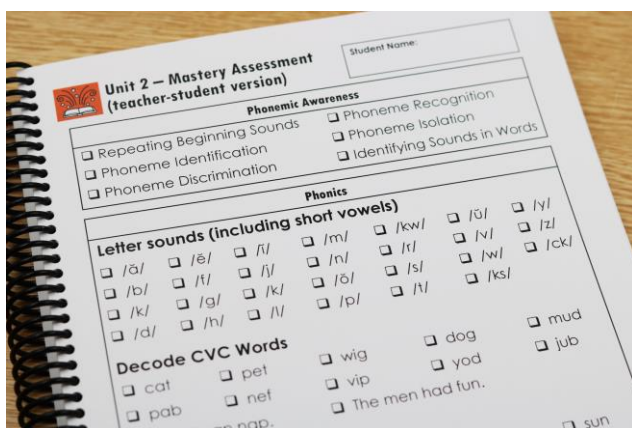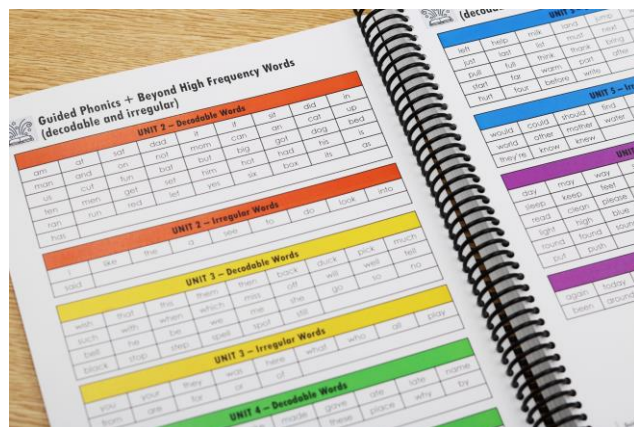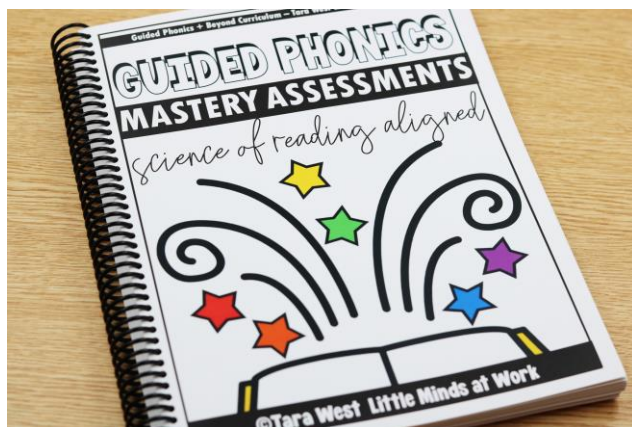
If you have any additional questions, feel free follow me on __Facebook__ , email me at littlemindsatworkLLC@gmail.com, or visit my blog, __Little Minds at Work__.

Guided Phonics + Beyond Curriculum Continuum (Kindergarten)

UNIT 1 - Phonological Awareness

- Repeating Sentences
- Clapping Sentences
- Counting Words in Sentences
- Blending Compound Words
- Listening for Rhyming Pairs
- Selecting Rhyming Pairs
- Generate a Rhyme
- Count and Blend Syllables
- Onset and Rime

UNIT 1 - Phonics

- **Letter names** (capital and lowercase) a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z
- **Letter sounds** /a/, /b/, /k/, /d/, /e/, /f/, /g/, /h/, /i/, /j/, /k/, /l/, /m/, /n/, /o/, /p/, /kw/, /r/, /s/, /t/, /u/, /v/, /w/, /ks/, /y/, /z/
- **Handwriting** paths of formation (capital and lowercase)

UNIT 2 - Phonemic Awareness

- Repeating Beginning Sounds
- Phoneme Identification
- Phoneme Discrimination
- Phoneme Recognition
- Phoneme Isolation
- Identifying Sounds in Words

UNIT 2 - Phonics

- **Letter sounds** /a/, /b/, /k/, /d/, /e/, /f/, /g/, /h/ , /i/, /j/, /k/, /l/, /m/, /n/, /o/, /p/, /kw/, /r/, /s/, /t/, /u/, /v/, /w/, /ks/, /y/, /z/, ck /k/, s /z/
- **Vowel sounds** /ă/, /ĕ/, /ĭ/, /ŏ/, /ŭ/
- **Decoding, encoding, writing CVC words**
- **Decode nonsense words**
- **Decodable high frequency words**
- **Irregular high frequency words** I, like, the, a, see, to, do, look, into, said

UNIT 3 - Phonemic Awareness

- Segmenting Sounds in Words
- Substituting Sounds in Words
- Adding Sounds in Words

UNIT 3 - Phonics

- **Beginning digraphs** sh, th, ch, wh
- **Ending digraphs** sh, th, ch, ck
- **Double ending consonants** ll, ss, ff, zz
- **Beginning blends** bl, cl, fl, gl, pl, sl, cr, br, dr, fr, gr, pr, tr, sc, sk, sn, sm, sp, st, sw, tw
- **Open syllables**
- **Multiple-syllable words**
- **Decodable high frequency words**
- **Irregular high frequency words** you, your, they, was, here, what, who, all, play, from, are, for, or, of

Guided Phonics + Beyond Curriculum Continuum (First Grade)

UNIT 2 - Phonemic Awareness

- Repeating Beginning Sounds
- Phoneme Identification
- Phoneme Discrimination
- Phoneme Recognition
- Phoneme Isolation
- Identifying Sounds in Words

UNIT 2 - Phonics

- **Letter sounds** /a/, /b/, /k/, /d/, /e/, /f/, /g/, /h/, /i/, /j/, /k/, /l/, /m/, /n/, /o/, /p/, /kw/, /r/, /s/, /t/, /u/, /v/, /w/, /ks/, /y/, /z/, ck /k/, s /z/
- **Vowel sounds** /ă/, /ĕ/, /ĭ/, /ŏ/, /ŭ/
- **Decoding, encoding, writing CVC words**
- **Decode nonsense words**
- **Decodable high frequency words**
- **Irregular high frequency words** I, like, the, a, see, to, do, look, into, said

UNIT 3 - Phonemic Awareness

- Segmenting Sounds in Words
- Substituting Sounds in Words
- Adding Sounds in Words

UNIT 3 - Phonics

- **Beginning digraphs** sh, th, ch, wh
- **Ending digraphs** sh, th, ch, ck
- **Double ending consonants** ll, ss, ff, zz
- **Beginning blends** bl, cl, fl, gl, pl, sl, cr, br, dr, fr, gr, pr, tr, sc, sk, sn, sm, sp, st, sw, tw
- **Open syllables**
- **Multiple-syllable words**
- **Decodable high frequency words**
- **Irregular high frequency words** you, your, they, was, here, what, who, all, play, from, are, for, or, of

UNIT 4 - Phonemic Awareness

- Substituting Sounds in Words
- Adding Sounds in Words
- Deleting Sounds in Words

UNIT 4 - Phonics

- **Long vowels sounds** /ā/, /ē/, /ī/, /ō/, /ū/
- **Decoding, encoding, writing CVCE words**
- **Hard and soft sounds** g, c *not assessed
- **Vowel variations** y /ī/ *not assessed
- **Multiple-syllable words**
- **Decodable high frequency words**
- **Irregular high frequency words** her, were, once, upon, little, have, love, give, live, come, some, done, none, now, how

Guided Phonics + Beyond Curriculum Continuum (First Grade)

UNIT 5 - Phonemic Awareness

- Substituting Sounds in Words
- Adding Sounds in Words
- Deleting Sounds in Words

UNIT 5 - Phonics

- **Ending blends** ft, ld, lp, lf, lk, lt, nd, nt, mp, sk, st, sp, pt, lm, ct, xt
- **Additional endings** all, ull, oll, nk, ng
- **R-controlled vowels** ar, or, er, ir, ur, ure, oar, oor, our, ore, air, ear, are, eer
- **Silent sounds and schwa** kn, gn, wr, mb, ph
- **Multiple-syllable words**
- **Decodable high frequency words**
- **Irregular high frequency words** find, kind, would, could, should, want, along, other, sure, there, their, they're, know, knew, …

UNIT 6 - Phonemic Awareness

- Substituting Sounds in Words
- Adding Sounds in Words
- Deleting Sounds in Words

UNIT 6 - Phonics

- **Vowel Variants** ay, ai, ea, eigh /ā/; ee, ea, ey, y /ē/; oa, ow, oe /ō/; ie, y, igh /ī/; ui, ue /ū/
- **Diphthongs** au, augh, aw, oi, oy, ought, ou, ow, ew, oo, ŏŏ
- **Multiple-syllable words**
- **Decodable high frequency words**
- **Irregular high frequency words** again, today, any, many, very, pretty, goes, does, our, been, around, about, above, whose, two

Guided Phonics + Beyond Curriculum Continuum (Second Grade)

UNIT 3 - Phonemic Awareness

- Segmenting Sounds in Words
- Substituting Sounds in Words
- Adding Sounds in Words

UNIT 3 - Phonics

- **Beginning digraphs** sh, th, ch, wh
- **Ending digraphs** sh, th, ch, ck
- **Double ending consonants** ll, ss, ff, zz
- **Beginning blends** bl, cl, fl, gl, pl, sl, cr, br, dr, fr, gr, pr, tr, sc, sk, sn, sm, sp, st, sw, tw
- **Open syllables**
- **Multiple-syllable words**
- **Decodable high frequency words**
- **Irregular high frequency words** you, your, they, was, here, what, who, all, play, from, are, for, or, of

UNIT 4 - Phonemic Awareness

- Substituting Sounds in Words
- Adding Sounds in Words
- Deleting Sounds in Words

UNIT 4 - Phonics

- **Long vowels sounds** /ā/, /ē/, /ī/, /ō/, /ū/
- **Decoding, encoding, writing CVCE words**
- **Hard and soft sounds** g, c *not assessed
- **Vowel variations** y /ī/ *not assessed
- **Multiple-syllable words**
- **Decodable high frequency words**
- **Irregular high frequency words** her, were, once, upon, little, have, love, give, live, come, some, done, none, now, how

UNIT 5 - Phonemic Awareness

- Substituting Sounds in Words
- Adding Sounds in Words
- Deleting Sounds in Words

UNIT 5 - Phonics

- **Ending blends** ft, ld, lp, lf, lk, lt, nd, nt, mp, sk, st, sp, pt, lm, ct, xt
- **Additional endings** all, ull, oll, nk, ng
- **R-controlled vowels** ar, or, er, ir, ur, ure, oar, oor, our, ore, air, ear, are, eer
- **Silent sounds and schwa** kn, gn, wr, mb, ph
- **Multiple-syllable words**
- **Decodable high frequency words**
- **Irregular high frequency words** find, kind, would, could, should, want, along, other, sure, there, their, they're, know, knew, ...

UNIT 6 - Phonemic Awareness

- Substituting Sounds in Words
- Adding Sounds in Words
- Deleting Sounds in Words

UNIT 6 - Phonics

- **Vowel Variants** ay, ai, ea, eigh /ā/; ee, ea, ey, y /ē/; oa, ow, oe /ō/; ie, y, igh /ī/; ui, ue /ū/
- **Diphthongs** au, augh, aw, oi, oy, ought, ou, ow, ew, oo, ŏŏ
- **Multiple-syllable words**
- **Decodable high frequency words**
- **Irregular high frequency words** again, today, any, many, very, pretty, goes, does, our, been, around, about, above, whose, two

Phonemic Awareness

- Substituting Sounds in Words
- Adding Sounds in Words
- Deleting Sounds in Words

Phonics

- **-tch**
- **-dge**
- **clusters**
- **-s, -es**
- **consonant + le**
- **tion, sion**
- **ending sounds of /d/**

Unit 1 — Mastery Skills Checklist

Phonological Awareness

- Repeating Sentences
- Clapping Sentences
- Counting Words in Sentences
- Blending Compound Words
- Listening for Rhyming Pairs
- Selecting Rhyming Pairs
- Generate a Rhyme
- Count and Blend Syllables
- Onset and Rime

Phonics

- **Letter names** (capital and lowercase) a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z
- **Letter sounds** /a/, /b/, /k/, /d/, /e/, /f/, /g/, /h/, /i/, /j/, /k/, /l/, /m/, /n/, /o/, /p/, /kw/, /r/, /s/, /t/, /u/, /v/, /w/, /ks/, /y/, /z/
- **Handwriting** paths of formation (capital and lowercase)

Unit 2 — Mastery Skills Checklist

Phonemic Awareness

- Repeating Beginning Sounds
- Phoneme Identification
- Phoneme Discrimination
- Phoneme Recognition
- Phoneme Isolation
- Identifying Sounds in Words

Phonics

- **Letter sounds** /a/, /b/, /k/, /d/, /e/, /f/, /g/, /h/, /i/, /j/, /k/, /l/, /m/, /n/, /o/, /p/, /kw/, /r/, /s/, /t/, /u/, /v/, /w/, /ks/, /y/, /z/, ck /k/, s /z/
- **Vowel sounds** /ă/, /ĕ/, /ĭ/, /ŏ/, /ŭ/
- **Decoding, encoding, writing CVC words**
- **Decode nonsense words**
- **Decodable high frequency words**
- **Irregular high frequency words** I, like, the, a, see, to, do, look, into, said

Unit 3 — Mastery Skills Checklist

Phonemic Awareness

- Segmenting Sounds in Words
- Substituting Sounds in Words
- Adding Sounds in Words

Phonics

- **Beginning digraphs** sh, th, ch, wh
- **Ending digraphs** sh, th, ch, ck
- **Double ending consonants** ll, ss, ff, zz
- **Beginning blends** bl, cl, fl, gl, pl, sl, cr, br, dr, fr, gr, pr, tr, sc, sk, sn, sm, sp, st, sw, tw
- **Open syllables**
- **Multiple-syllable words**
- **Decodable high frequency words**
- **Irregular high frequency words** you, your, they, was, here, what, who, all, play, from, are, for, or, of

Unit 4 — Mastery Skills Checklist

Phonemic Awareness	Phonics
▪ Substituting Sounds in Words ▪ Adding Sounds in Words ▪ Deleting Sounds in Words	▪ **Long vowels sounds** /ā/, /ē/, /ī/, /ō/, /ū/ ▪ **Decoding, encoding, writing CVCE words** ▪ **Hard and soft sounds** g, c *not assessed ▪ **Vowel variations** y /ī/ *not assessed ▪ **Multiple-syllable words** ▪ **Decodable high frequency words** ▪ **Irregular high frequency words** her, were, once, upon, little, have, love, give, live, come, some, done, none, now, how

Unit 5 — Mastery Skills Checklist

Phonemic Awareness	Phonics
▪ Substituting Sounds in Words ▪ Adding Sounds in Words ▪ Deleting Sounds in Words	▪ **Ending blends** ft, ld, lp, lf, lk, lt, nd, nt, mp, sk, st, sp, pt, lm, ct, xt ▪ **Additional endings** all, ull, oll, nk, ng ▪ **R-controlled vowels** ar, or, er, ir, ur, ure, oar, oor, our, ore, air, ear, are, eer ▪ **Silent sounds and schwa** kn, gn, wr, mb, ph ▪ **Multiple-syllable words** ▪ **Decodable high frequency words** ▪ **Irregular high frequency words** find, kind, would, could, should, want, along, other, sure, there, their, they're, know, knew, …

Unit 6 — Mastery Skills Checklist

Phonemic Awareness	Phonics
▪ Substituting Sounds in Words ▪ Adding Sounds in Words ▪ Deleting Sounds in Words	▪ **Vowel Variants** ay, ai, ea, eigh /ā/; ee, ea, ey, y /ē/; oa, ow, oe /ō/; ie, y, igh /ī/; ui, ue /ū/ ▪ **Diphthongs** au, augh, aw, oi, oy, ought, ou, ow, ew, oo, ŏŏ ▪ **Multiple-syllable words** ▪ **Decodable high frequency words** ▪ **Irregular high frequency words** again, today, any, many, very, pretty, goes, does, our, been, around, about, above, whose, two

Guided Phonics + Beyond Curriculum Skills Overview (PreK, K, 1st, 2nd)

What does it mean?	What does it look like?
Decode (read)- The student will tap each individual sound within a word to read it. The student will then blend the sounds back together to state the word. The student might also read the entire word without stating the individual sounds. This is the goal. **Apply-** Write words on a sheet of paper or use decodable texts. Student will decode the words.	**dog** • • • /d/, /o/, /g/ **dog**
Encode (map)- The student will say a picture name, tap (determine) the number of sounds in the word, map the sounds in the word, and then write the matching letter for each sound. **Apply-** State a word aloud. Have the student count the number of sounds in the word and push up a manipulative for each sound. Finally, write the matching sounds.	**d** | **o** | **g** • • •
Write (dictate)- The student will state the picture name or listen to a word given to them orally. They will then (spell) apply a written letter for each sound that they hear. **Apply-** State aloud a word. The student will write the matching word.	**dog** • • •
Irregular High Frequency Words- Are sight words that contain parts that require explicit teaching. These sounds are irregular and can not be "sounded out" when reading or spelling. These sounds are oftentimes called heart sounds as we must remember them by heart. The student will follow the same steps as they applied while encoding skill-based words. How many sounds do you hear? Draw that many lines/boxes. Write the known sounds and determine the heart sounds.	**said** We hear 3 sounds. We hear /s/ and /d/. The heart sound we hear is /e/. ai spells /e/ in said. ♡ **s** | **ai** | **d** /e/
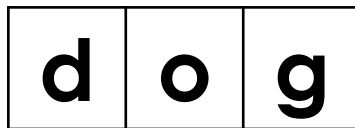
Guided Phonics + Beyond High Frequency Words (decodable and irregular)

UNIT 2 – Decodable Words								
am	at	sat	dad	it	if	sit	did	in
man	and	on	not	mom	can	an	cat	up
us	cut	fun	bat	but	big	got	dog	bed
ten	men	get	set	him	hot	had	his	is
ran	run	red	let	yes	six	box	its	as
has								

UNIT 2 – Irregular Words								
I	like	the	a	see	to	do	look	into
said								

UNIT 3 – Decodable Words								
wish	that	this	them	then	back	duck	pick	much
such	with	when	which	miss	off	will	well	tell
bell	he	be	we	me	she	go	so	no
black	stop	step	spell	spot	still			

UNIT 3 – Irregular Words								
you	your	they	was	here	what	who	all	play
from	are	for	or	of				

UNIT 4 – Decodable Words								
came	take	cake	make	made	gave	ate	late	name
ride	five	white	those	use	these	place	why	by
my								

UNIT 4 – Irregular Words								
her	were	once	upon	little	have	love	give	live
come	some	done	none	now	how			

Guided Phonics + Beyond High Frequency Words (decodable and irregular)

UNIT 5 – Decodable Words								
left	help	milk	land	jump	went	ask	best	fast
just	last	list	must	next	small	call	fall	shall
pull	full	think	thank	bring	king	thing	long	song
start	far	warm	part	after	under	over	better	first
hurt	four	before	write					

UNIT 5 – Irregular Words								
would	could	should	find	kind	want	along	work	word
world	other	mother	water	sure	picture	where	there	their
they're	know	knew						

UNIT 6 – Decodable Words								
day	may	way	say	away	great	break	eight	green
sleep	keep	feet	three	each	mean	eat	funny	city
read	clean	please	own	show	grow	follow	yellow	right
light	high	blue	draw	saw	boy	thought	bought	out
round	found	sound	down	brown	new	too	soon	good
put	push							

UNIT 6 – Irregular Words								
again	today	any	many	very	pretty	goes	does	our
been	around	about	above	whose	two			

Guided Phonics + Beyond Assessment Parameters

UNIT 1 – Pre Readers	
Analyzing Student Observations	**Analyzing Student Data Results**
Phonological Awareness ❑ Does the student show an understanding of listening and repeating? (rhyming pairs and/or onset and rimes) If not, it is assumed that the student starts in Unit 1. If this is successful, continue with an independent level. (Ask the student to give rhyming pairs and/or blend onsets and rimes.)	❑ Under 80% (7/9 skill sets) for the phonological awareness assessment gives the assumption that the student begins in Unit 1. If an 80% or over success rate is met, progress to a Unit 2 skill set of identifying sounds in words. (What is the beginning sound in pig? Final sound? Medial sound?)
Letter Names ❑ Does the student understand the alphabet? (Sing the ABC song; note some, if not all, letters in their name; and know how to "i-spy" letters.) If not, it is assumed that the student starts in Unit 1. If this is successful, progress to recording the students' letter name knowledge.	❑ Under 80% (42/52 lowercase and capital letter knowledge) for the assessment gives the assumption that the student begins in Unit 1. If an 80% or over success rate is met, take the data into account with remaining parameters.
Letter Sounds ❑ Does the student understand letter sounds? (They can produce at least 1 letter sound like M says _. Student can show first sound knowledge for their name.) If not, it is assumed that the student starts in Unit 1. If this is successful, progress to recording the students' letter sound knowledge.	❑ Under 80% (21/26 lowercase letter knowledge) for the assessment gives the assumption that the student begins in Unit 1. If an 80% or over success rate is met, take the data into account with remaining parameters. Modification Note: You may progress to Unit 2, Lesson 1 if the student knows the sounds: s, a, m. This should be used sparingly.
Handwriting ❑ Does the student have a concept of writing via their name or independent letters? If not, the student starts in Unit 1. If the student has over 80% success, be sure to note neatness and proper handwriting paths of motion.	❑ Under 80% (42/52 lowercase and capital letters) for the handwriting assessment gives the assumption that the student begins in Unit 1. If an 80% or over success rate is met, take the data into account with remaining parameters. *Reversals should not be included in the data as they are age appropriate errors.

Guided Phonics + Beyond Assessment Parameters

UNIT 2 – CVC Words		
	Analyzing Student Observations	**Analyzing Student Data Results**
Phonemic Awareness	❑ Does the student show an understanding of identifying sounds in words? (at the beginning, medial, and final position) If not, it is assumed that the student starts in Unit 2. If this is successful, continue to letter sounds.	❑ Under 80% (5/6 skill sets) for the phonological awareness assessment gives the assumption that the student begins in Unit 2. If an 80% or over success rate is met, progress to a Unit 3 phonemic awareness segmentation task. (Ask the student to orally segment and blend CVC words.)
Letter Sounds	❑ Does the student understand letter sounds? (They can point to a letter on the assessment mat and state the matching sound.) If this is successful, progress to recording the students' letter sound knowledge.	❑ Under 80% (21/26 lowercase letter knowledge) for the assessment gives the assumption that the student begins in Unit 2. If an 80% or over success rate is met, take the data into account with remaining parameters.
Decode, Encode, and Write CVC Words	❑ Does the student have CVC understanding? (a 3-letter word made up of a beginning, middle, and ending sound) Does the student use a pointing finger to attack the word sound-by-sound? Does the student have a solid enough letter sound knowledge base in order to work with CVC words?	❑ Under 80% (18/22 CVC skill tasks) for the assessment gives the assumption that the student begins in Unit 2. If the student does not have 80% letter sound knowledge, it gives the assumption that the student receives a modified approach to Unit 2. If 95% or over success is met, progress to Unit 3 digraph/blend decoding/encoding/writing tasks.
Irregular High Frequency Words	❑ Does the student have prior high frequency word knowledge? "I know that word. That word is __." Is the student already showing signs and ability to read and write (in isolation or sentence context) Unit 2 high frequency words?	❑ A percentage should be considered. However, any irregular word that the student does not know will need to be explicitly taught. If 100% mastery is shown, progress to the Unit 3 irregular high frequency word list.

UNIT 3 – Digraphs and Beginning Blend Words		
	Analyzing Student Observations	**Analyzing Student Data Results**
Phonemic Awareness	❑ Does the student show an understanding segmenting sounds in words? (cat - /c/, /a/, /t/) If not, it is assumed that the student starts in Unit 3 as this will be a skill covered daily. If this is successful, continue with substituting sounds in words. (Listen to the word cat. Change the /t/ to /p/. What is my new word?)	❑ It is assumed that the student would start in Unit 3 if they have mastered identifying sounds in words. If the student can identify, segment, and substitute sounds in words, note this to combine with the remaining testing parameters to determine if the student should progress to Unit 4.
Decode, Encode, and Write Digraph Words	❑ Does the student have digraph understanding? (Can they point to sh and read /sh/ or do they read /s/ /h/? Can they point to the word math and read it as a whole word?)	❑ Under 80% (18/22 digraph skill tasks) for the assessment gives the assumption that the student begins in Unit 3. If a 95% or over success rate is met, progress to beginning blends decoding, encoding, and writing tasks.
Decode, Encode, and Write Beginning Blend Words	❑ Does the student have beginning blends understanding? (Can they point to bl and read /b/ /l/? Can they point to the word skip and read it as a whole word?)	❑ Under 80% (14/17 beginning blend skill tasks) for the assessment gives the assumption that the student begins in Unit 3. If a 95% or over success rate is met, progress to Unit 4 CVCE decoding, encoding, and writing tasks.
Irregular High Frequency Words	❑ Did the student master the Unit 2 irregular high frequency word list with ease? Does the student understand what makes a word irregular?	❑ A percentage should be considered. However, any irregular word that the student does not know will need to be explicitly taught. If 100% mastery is shown, progress to the Unit 4 irregular high frequency word list.

UNIT 4 – CVCE Words		
	Analyzing Student Observations	**Analyzing Student Data Results**
Phonemic Awareness	❑ Does the student show an understanding of substituting sounds in words? (Listen to this word, grin. Change the /n/ to /p/. What is the new word?) Can the student orally add sounds in words? (Listen to this word, rush. Add /k/ to the beginning. What is the new word?)	❑ It is assumed that the student would start in Unit 4 if they have mastered identifying sounds in words. If the student can identify, segment, and substitute sounds in words, note this to combine with the remaining testing parameters to determine if the student should progress to Unit 4.
Decode, Encode, and Write CVCE Words	❑ Does the student have CVCE word knowledge? Does the student understand what makes the word not and note different? Is the student able to identify all short and long vowel sounds? Can the student read CVCE words? Can the student write CVCE words?	❑ Under 80% (26/32 CVCE skill tasks) for the assessment gives the assumption that the student begins in Unit 4. If a 95% or over success rate is met, progress to Unit 5 ending blends decoding, encoding, and writing tasks.
Irregular High Frequency Words	❑ Did the student master the Unit 3 irregular high frequency word list? Does the student understand what makes a word irregular?	❑ A percentage should be considered. However, any irregular word that the student does not know will need to be explicitly taught. If 100% mastery is shown, progress to the Unit 5 irregular high frequency word list.

UNIT 5 – Ending Blends and R-Control Words	
Analyzing Student Observations	**Analyzing Student Data Results**
Phonemic Awareness ❑ Does the student show an understanding of substituting sounds in words? (Listen to this word, stub. Change the /b/ to /k/. What is the new word?) Can the student orally add and delete sounds in words? (Listen to this word, crush. Delete the /k/. What is the new word?)	❑ At this phonics level the students should be successful with oral phonemic awareness routines. If not, this will need to be remedied. It does not mean that they won't still be successful in this unit.
Decode, Encode, and Write Ending Blend Words ❑ Does the student have ending blend words understanding? Do they understand that the mp in stamp is two sounds? Does the student have knowledge of ending blends similar to ink, ank, unk, ing, ang, ung?	❑ Under 80% (14/17 ending blend skill tasks) for the assessment gives the assumption that the student begins in Unit 5. If a 95% or over success rate is met, progress to r-control words decoding, encoding, and writing tasks.
Decode, Encode, and Write R-Control Words ❑ Does the student have r-control word understanding? Note: R-control knowledge depends heavily on memorization. This should be noted as some students are more successful than others when it comes to memorization skills.	❑ Under 80% (14/17 r-control word skill tasks) for the assessment gives the assumption that the student begins in Unit 5. If a 95% or over success rate is met, progress to Unit 6 vowel variants and diphthongs decoding, encoding, and writing tasks.
Irregular High Frequency Words ❑ Did the student master the Unit 4 irregular high frequency word list? Does the student understand what makes a word irregular?	❑ A percentage should be considered. However, any irregular word that the student does not know will need to be explicitly taught. If 100% mastery is shown, progress to the Unit 6 irregular high frequency word list.

UNIT 6 – Vowel Variants and Diphthong Words	
Analyzing Student Observations	**Analyzing Student Data Results**
Phonemic Awareness ❑ Does the student show an understanding of substituting sounds in words? (Listen to this word, stack. Change the /a/ to /i/. What is the new word?) Can the student orally add and delete sounds in words? (Listen to this word, stack. Delete the /s/. What is the new word?)	❑ At this phonics level the students should be successful with oral phonemic awareness routines. If not, this will need to be remedied. It does not mean that they won't still be successful in this unit.
Decode, Encode, and Write Vowel Team Words ❑ Does the student have vowel variant word understanding? (Can they point to "ai" or "ay" and read /ā/?)	❑ Under 80% (14/17 vowel variant word skill tasks) for the assessment gives the assumption that the student begins in Unit 6. If a 95% or over success rate is met, progress to the diphthong decoding, encoding, and writing tasks.
Decode, Encode, and Write Diphthong Words ❑ Does the student have diphthong word understanding? (Can they point to "aw" or "augh" and state the matching sound?	❑ Under 80% (14/17 diphthong word skill tasks) for the assessment gives the assumption that the student begins in Unit 6. If a 95% or over success rate is met, all testing parameters should be analyzed to determine if Unit 6 is needed.
Irregular High Frequency Words ❑ Did the student master the Unit 5 irregular high frequency word list? Does the student understand what makes a word irregular?	❑ A percentage should be considered. However, any irregular word that the student does not know will need to be explicitly taught.

Unit 1 – Mastery Assessment (teacher script)

Phonological Awareness

☐ **Repeating Sentences** *I will say a sentence. You will repeat it. I see the dog.*

☐ **Clapping Sentences** *I will say a sentence. You will repeat it as you clap 1 time for each word. Cats can climb.*

☐ **Counting Words in Sentences** *I will say a sentence. You will count to see how many words were in the sentence. The hat is red.*

☐ **Blending Compound Words** *I will say two words. You will clap and put the words together to make a new word. basket + ball.*

☐ **Listening for Rhyming Pairs** *I will say two words. You will listen to see if they rhyme or have the same ending. If they do, give me a thumbs up. map, tap.*

☐ **Selecting Rhyming Pairs** *I will say 3 words. You will listen for the 2 words that rhyme. mom, dog, log. Which 2 words rhyme?*

☐ **Generate a Rhyme** *I will say a word. You will give me words that rhyme. cat. What words rhyme with cat?* **NOTE:** Nonsense words are acceptable at this stage.

☐ **Count & Blend Syllables** *I will say a word. You will clap to count the number of syllables. turtle. How many syllables? What is the word if I say tur-tle?*

☐ **Onset and Rime** *I will say two parts of a word. Put the sounds back together. Put one hand up for the beginning and another hand for the second part. t-ub*

* Add a modeled example as needed.　　　　**** Omit phonological awareness drills to fit student stamina.**

Phonics

☐ **Letter names** (capital and lowercase) *You will use your finger to tap each letter and state the matching name. Repeat with lowercase letters. Read left to right.*

☐ **Letter sounds** *You will use your finger to tap each letter and state the letter sound.*

☐ **Handwriting** *I will state a letter, and you will write it with a capital and lowercase. Remember to use your letter paths of motion and neatness.*

Phonological Awareness

- ❑ Repeating Sentences
- ❑ Clapping Sentences
- ❑ Counting Words in Sentences
- ❑ Blending Compound Words
- ❑ Listening for Rhyming Pairs

- ❑ Selecting Rhyming Pairs
- ❑ Generate a Rhyme
- ❑ Count & Blend Syllables
- ❑ Onset and Rime

__ /9

Phonics

Letter names (capital and lowercase) __ /52

❑ A	❑ a	❑ H	❑ h	❑ O	❑ o	❑ V	❑ v
❑ B	❑ b	❑ I	❑ i	❑ P	❑ p	❑ W	❑ w
❑ C	❑ c	❑ J	❑ j	❑ Q	❑ q	❑ X	❑ x
❑ D	❑ d	❑ K	❑ k	❑ R	❑ r	❑ Y	❑ y
❑ E	❑ e	❑ L	❑ l	❑ S	❑ s	❑ Z	❑ z
❑ F	❑ f	❑ M	❑ m	❑ T	❑ t		
❑ G	❑ g	❑ N	❑ n	❑ U	❑ u		

Letter sounds __ /26

❑ a	❑ e	❑ i	❑ m	❑ q	❑ u	❑ y
❑ b	❑ f	❑ j	❑ n	❑ r	❑ v	❑ z
❑ c	❑ g	❑ k	❑ o	❑ s	❑ w	
❑ d	❑ h	❑ l	❑ p	❑ t	❑ x	

Handwriting __ /52

- ❑ reversals
- ❑ formation
- ❑ case usage
- ❑ neatness

Phonics – Letter Names

A	H	O	V	B	I	P

A	H	O	V	B	I	P
W	C	J	Q	X	D	K
R	Y	E	L	S	Z	F
M	T	G	N	U		
a	h	o	v	b	i	p
w	c	j	q	x	d	k
r	y	e	l	s	z	f
m	t	g	n	u		

Phonics – Letter Sounds

a   e   i   m   q   u   y

b   f   j   n   r   v   z

c   g   k   o   s   w   d

h   l   p   t   x

Phonics - Handwriting

Unit 1 – Mastery Assessment (student recording sheet)

Phonics - Handwriting

Aa	Hh	Oo	Vv
Bb	Ii	Pp	Ww
Cc	Jj	Qq	Xx
Dd	Kk	Rr	Yy
Ee	Ll	Ss	Zz
Ff	Mm	Tt	Gg
Nn	Uu		

Guided Phonics + Beyond Curriculum UNIT – 1 (End of Unit Reflection)

Student Name:

Grade Level:

Skill	Not Mastered	Approaching	Mastered
Repeat/Clap Sentences **NOTES:**			
Blend Compound Words **NOTES:**			
Select Rhyming Pairs **NOTES:**			
Generate a Rhyming Word **NOTES:**			
Blend Onset and Rime **NOTES:**			
Letter Names Identification **NOTES:**			
Letter Sounds Identification **NOTES:**			
Handwriting (capital and lowercase letters) **NOTES:**			

Overall Notes:

Unit 2 – Mastery Assessment (teacher script)

Phonemic Awareness

❑ **Repeating Beginning Sounds** *I will say a set of sounds. You will repeat the sounds set. /r/, /r/, /r/*

❑ **Phonemic Identification** *I will say a set of words. You will listen for the repeated sound at the beginning pig, pat, pen. What beginning sound repeats?*

❑ **Phoneme Discrimination** *I will say three sounds. You will listen for the sound that does not belong. /m/, /p/, /m/. Which sound does not belong?*

❑ **Phoneme Recognition** *I will say three sounds. You will listen for the sound that is repeated. /r/, /r/, /f/. Which sound is repeated?*

❑ **Phoneme Isolation** *I will say a sound and matching word. You will listen for the matching sound. /n/, nap. Which sound is repeated in isolation and the word?*

❑ **Identifying Sounds in Words** *I will say a word. You will listen for the initial sound. log. What sound did we hear at the beginning of the word? I will say a word. You will listen for the final sound. pat. What sound did we hear at the ending of the word? I will say a word. You will listen for the medial sound. rug. What sound did we hear at the middle of the word?*

* Add a modeled example as needed.   **** Omit phonemic awareness drills to fit student stamina.**

Phonics

❑ **Letter Sounds** *You will use your finger to tap each letter and state the letter sound.*

❑ **Decode CVC Words (real)** *Tap and decode each CVC word/sentence.*

❑ **Decode CVC Words (nonsense)** *Tap and decode each nonsense word.*

❑ **Encode CVC Words** *State the picture name. Tap and map the sounds in the word.* (Additional Application: Write the matching word.) **map, net, lip, log, sun**

❑ **Write CVC Words** *Listen and write each word:* **cap, jet, dig, hot, bug**

❑ **Irregular High Frequency Words** *Tap and read each high frequency word.*

Unit 2 – Mastery Assessment (teacher-student version)

Student Name:

Phonemic Awareness

- ❑ Repeating Beginning Sounds
- ❑ Phoneme Recognition
- ❑ Phoneme Identification
- ❑ Identifying Sounds in Words
- ❑ Phoneme Discrimination
- ❑ Phoneme Isolation

___ /6

Phonics

Letter sounds (including short vowels) ___ /27

❑ /ă/	❑ /ĕ/	❑ /ĭ/	❑ /m/	❑ /kw/	❑ /ŭ/	❑ /y/
❑ /b/	❑ /f/	❑ /j/	❑ /n/	❑ /r/	❑ /v/	❑ /z/
❑ /k/	❑ /g/	❑ /k/	❑ /ŏ/	❑ /s/	❑ /w/	❑ /k/
❑ /d/	❑ /h/	❑ /l/	❑ /p/	❑ /t/	❑ /ks/	

Decode CVC Words ___ /12

❑ cat	❑ pet	❑ wig	❑ dog	❑ mud
❑ pab	❑ nef	❑ vip	❑ yod	❑ jub
❑ A cat can nap.		❑ The men had fun.		

Encode CVC Words ___ /5

❑ map	❑ net	❑ lip	❑ log	❑ sun

Writing CVC Words (dictation) ___ /5

❑ cap	❑ jet	❑ dig	❑ hot	❑ bug

Irregular High Frequency Words ___ /10

❑ I	❑ the	❑ see	❑ do	❑ into
❑ like	❑ a	❑ to	❑ look	❑ said

Phonics – Letter Sounds

a	e	i	m	q
u	y	b	f	j
n	r	v	z	c
g	k	o	s	w
ck	d	h	l	p
t	x			

Phonics – CVC Words

cat   pet   wig   dog   mud

pab   nef   vip   yod   jub

A cat can nap.

The men had fun.

Phonics – Irregular Words

I   the   see   do   into

like   a   to   look   said
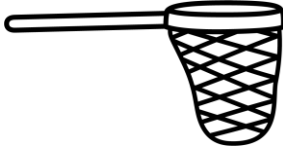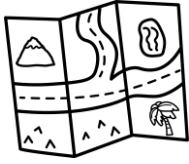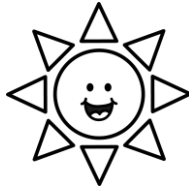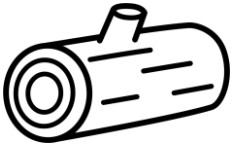
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Phonics – Encoding CVC Words

Phonics – Writing CVC Words

Phonics – Encoding CVC Words
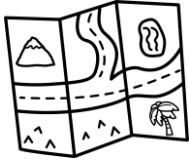
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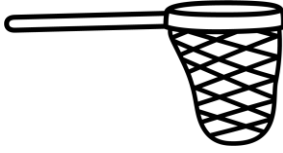
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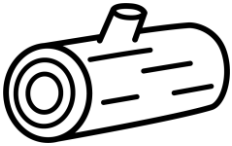
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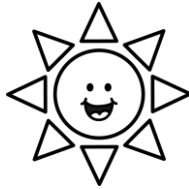
s	u	n

Phonics – Writing CVC Words

cap	jet	dig
hot	bug	

Guided Phonics + Beyond Curriculum UNIT – 2 (End of Unit Reflection)

Student Name:	Grade Level:

Skill	Not Mastered	Approaching	Mastered
Identifying Sounds in Words (initial) **NOTES:**			
Identifying Sounds in Words (medial) **NOTES:**			
Identifying Sounds in Words (ending) **NOTES:**			
Letter Sounds Identification **NOTES:**			
Decode and Encode CVC Words **NOTES:**			
Write CVC Words **NOTES:**			
Decode CVC Nonsense Words **NOTES:**			
Identify Unit Irregular High Frequency Words **NOTES:**			

Overall Notes:

Unit 3 – Mastery Assessment (teacher script)

Phonemic Awareness

❑ **Segmenting Sounds in Words** *Listen to the sounds within this word, <u>frog</u>. What is the first sound? What is the next sound? What is the ending sound? What is the medial sound?*

❑ **Substituting Sounds in Words** *Listen to this word, <u>plug</u>. Substitute the <u>/p/</u> for <u>/s/</u>. What is the new word?* *** Add a modeled example as needed.**

Phonics

❑ **Consonant Digraphs** *You will use your finger to tap and read each digraph.*

❑ **Decode Digraph Words** *Tap and decode each digraph word/sentence.*

❑ **Encode Digraph Words** *State the picture name. Tap and map the sounds in the word. (Additional Application: Write the matching word.)* **rash, whack, shop, chop, duck**

❑ **Write Digraph Words** *Listen and write each word:* **chin, thud, shed, whiz, shock**

❑ **Decode Beginning Consonant Blend Words** *Tap and decode each word.*

❑ **Encode Beginning Consonant Blend Words** *State the picture name. Tap and map the sounds in the word. (Additional Application: Write the matching word.)* **truck, sniff, brush, dress, crash**

❑ **Write Beginning Consonant Blend Words** *Listen and write each word:* **grass, twill, stack, skill, swell**

❑ **Decode Multiple-Syllable Words** *Tap and decode each word.*

❑ **Decode Open Syllable Words** *Tap and decode each word.*

❑ **Irregular High Frequency Words** *Tap and read each high frequency word.*

Student Name:

Phonemic Awareness

❑ Segmenting Sounds in Words ❑ Substituting Sounds in Words

__ /2

Phonics

Consonant Digraphs (beginning and ending) __ /5

❑ /th/   ❑ /sh/   ❑ /ch/   ❑ /wh/   ❑ /ck/

Decode Digraph Words __ /7

❑ ship   ❑ thick   ❑ whiz   ❑ chat   ❑ rash

❑ The ship is in the shop.   ❑ Is that the path?

Encode Digraph Words __ /5

❑ rash   ❑ whack   ❑ shop   ❑ chop   ❑ duck

Writing Digraph Words (dictation) __ /5

❑ chin   ❑ thud   ❑ shed   ❑ whiz   ❑ shock

Decode Beginning Consonant Blend Words __ /7

❑ bluff   ❑ bliss   ❑ spill   ❑ scuff   ❑ frizz

❑ Prim will spiff up the class.   ❑ Will Matt miss his dad?

Encode Beginning Consonant Blend Words __ /5

❑ truck   ❑ sniff   ❑ brush   ❑ dress   ❑ crash

Writing Beginning Consonant Blend Words (dictation) __ /5

❑ grass   ❑ twill   ❑ stack   ❑ skill   ❑ swell

Phonics

Decode Multiple-Syllable Words __ /5

❑ sunset   ❑ catfish   ❑ pigpen   ❑ upset   ❑ inlet

Decode Open Syllable Words __ /5

❑ jumbo   ❑ polo   ❑ veto   ❑ tulip   ❑ unit

Irregular High Frequency Words _ /14

❑ you   ❑ was   ❑ who   ❑ from   ❑ or
❑ your   ❑ here   ❑ all   ❑ are   ❑ of
❑ they   ❑ what   ❑ play   ❑ for

Phonics – Consonant Digraphs

th   sh   ch   wh   ck

Phonics – Decode Consonant Digraphs

ship   thick   whiz   chat   rash

The ship is in the shop.

Is that the path?

Phonics – Decode Consonant Beginning Blends

bluff   bliss   spill   scuff   frizz

Prim will spiff up the class.

Will Matt miss his dad?

Phonics – Decode Multiple-Syllable Words

sunset	catfish	pigpen	upset	inlet

Phonics – Decode Open Syllable Words

jumbo	polo	veto	tulip	unit

Phonics – Irregular Words

you	was	who	from	or
your	here	all	are	of
they	what	play	for	

Name:

Phonics – Encoding Digraph Words

Phonics – Writing Digraph Words

Unit 3 – Mastery Assessment (student recording sheet)

Name:

Phonics – Encoding Digraph Words

r	a	sh

wh	a	ck

sh	o	p

ch	o	p

d	u	ck

Phonics – Writing Digraph Words

chin	thud	shed
whiz	shock	

Phonics – Encoding Beginning Consonant Blend Words

Phonics – Writing Beginning Consonant Blend Words

Phonics – Encoding Beginning Consonant Blend Words
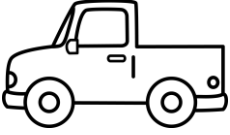
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| s | n | i | ff |

| b | r | u | sh |

| d | r | e | ss |

| c | r | a | sh |

Phonics – Writing Beginning Consonant Blend Words

grass	twill	stack
skill	swell	

Guided Phonics + Beyond Curriculum UNIT – 3 (End of Unit Reflection)

Student Name:

Grade Level:

Skill	Not Mastered	Approaching	Mastered
Segment Sounds in Words **NOTES:**			
Substitute Sounds in Words **NOTES:**			
Decode and Encode Digraph Words **NOTES:**			
Write Digraph Words **NOTES:**			
Decode and Encode Beginning Blend Words **NOTES:**			
Write Beginning Blend Words **NOTES:**			
Decode Unit Multiple-Syllable Words **NOTES:**			
Decode Open Syllable Words **NOTES:**			
Identify Unit Irregular High Frequency Words **NOTES:**			

Overall Notes:

Unit 4 – Mastery Assessment (teacher script)

Phonemic Awareness

❑ **Substituting Sounds in Words** *Listen to this word, <u>tap</u>. Substitute the short a with long a. What is the new word?*

❑ **Adding Sounds in Words** *Listen to this word, <u>rate</u>. Add <u>/k/</u> to the beginning. What is the new word?*   *** Add a modeled example as needed.**

Phonics

❑ **Vowel Identification** *You will use your finger to tap and give the matching sound for each long or short vowel.*

❑ **Coding Vowels** *Tap each word. Code the word to denote a long or short vowel.*

❑ **Decode CVCE Words** *Tap and decode each word/sentence.*

❑ **Encode CVCE Words** *State the picture name. Tap and map the sounds in the word. (Additional Application: Write the matching word.)* **cone, hike, mule, cape, hive**

❑ **Write CVCE Words** *Listen and write each word:* **mane, Pete, five, dome, dune**

❑ **Decode Multiple-Syllable Words** *Tap and decode each word.*

❑ **Irregular High Frequency Words** *Tap and read each high frequency word.*

Phonemic Awareness

❑ Substituting Sounds in Words   ❑ Adding Sounds in Words
                                                                    __ /2

Phonics

Vowels (long and short) __ /10

❑ /ă/   ❑ /ĕ/   ❑ /ŭ/   ❑ /ŏ/   ❑ /ĭ/

❑ /ū/   ❑ /ē/   ❑ /ā/   ❑ /ī/   ❑ /ō/

Coding Vowels (long and short) __ /5

❑ can   ❑ tote   ❑ cane   ❑ tot   ❑ cube

Decode CVCE Words __ /7

❑ rake   ❑ bone   ❑ hide   ❑ tube   ❑ Pete

❑ Mike will ride his bike.   ❑ June made a cake.

Encode CVCE Words __ /5

❑ cone   ❑ hike   ❑ mule   ❑ cape   ❑ hive

Writing CVCE Words (dictation) __ /5

❑ mane   ❑ Pete   ❑ five   ❑ dome   ❑ dune

Decode Multiple-Syllable Words __ /5

❑ inside   ❑ dislike   ❑ debate   ❑ cupcake   ❑ unsafe

Irregular High Frequency Words __ /15

❑ her   ❑ upon   ❑ love   ❑ come   ❑ none

❑ were   ❑ little   ❑ give   ❑ some   ❑ now

❑ once   ❑ have   ❑ live   ❑ done   ❑ how

Phonics – Vowel Identification

ă	ĕ	ŭ	ŏ	ĭ
ū	ē	ā	ī	ō

Phonics – Decode CVCE Words

rake   bone   hide   tube   Pete

Mike will ride his bike.

June made a cake.

Phonics – Decode Multiple-Syllable Words

inside   dislike   debate   cupcake   unsafe

Phonics – Irregular Words

her	upon	love	come	none
were	little	give	some	now
once	have	live	done	how
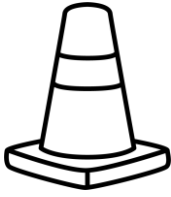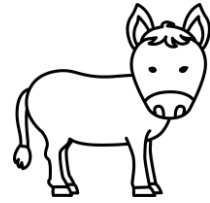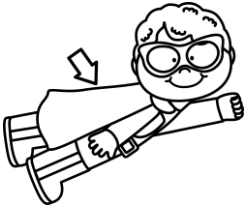
Phonics – Encoding CVCE Words

Phonics – Writing CVCE Words

Phonics – Encoding CVCE Words

c	o	n	e

h	i	k	e

m	u	l	e

c	a	p	e

h	i	v	e

Phonics – Writing CVCE Words

mane	Pete	five
dome	dune	

Guided Phonics + Beyond Curriculum UNIT – 4 (End of Unit Reflection)

Student Name:	Grade Level:

Skill	Not Mastered	Approaching	Mastered
Substitute Sounds in Words **NOTES:**			
Add and Delete Sounds in Words **NOTES:**			
Identify Long and Short Vowels **NOTES:**			
Decode CVCe Words **NOTES:**			
Encode CVCe Words **NOTES:**			
Write CVCe Words **NOTES:**			
Decode Unit Multiple-Syllable Words **NOTES:**			
Identify Unit Irregular High Frequency Words **NOTES:**			

Overall Notes:

Unit 5 – Mastery Assessment (teacher script)

Phonemic Awareness

❑ **Substituting Sounds in Words** *Listen to this word, <u>chomp</u>. Substitute the /ŏ/ for /ă/. What is the new word?*

❑ **Adding Sounds in Words** *Listen to this word, <u>smell</u>. Add <u>/t/</u> to the ending. What is the new word?*　　　　　　　　　*** Add a modeled example as needed.**

Phonics

❑ **Decode Ending Blend Words** *Tap and decode each word/sentence.*

❑ **Encode Ending Blend Words** *State the picture name. Tap and map the sounds in the word.* **desk, champ, twist, shelf, grasp**

❑ **Write Ending Blend Words** *Listen and write each word:* **scold, troll, next, blink, skull**

❑ **Decode R-Control Words** *Tap and decode each word/sentence.*

❑ **Encode R-Control Words** *State the picture name. Tap and map the sounds in the word.* (Additional Application: Write the matching word.) **star, thorn, skirt, deer, turn**

❑ **Write R-Control Words** *Listen and write each word:* **scar, corn, stern, churn, bird**

❑ **Decode Silent Sound Words** *Tap and decode each word/sentence.*

❑ **Decode Multiple-Syllable Words** *Tap and decode each word/sentence.*

❑ **Irregular High Frequency Words** *Tap and read each high frequency word.*

Student Name:

Phonemic Awareness

❏ Substituting Sounds in Words ❏ Adding Sounds in Words

__ /2

Phonics

Decode Consonant Ending Blend Words __ /7

❏ craft ❏ print ❏ whisk ❏ stung ❏ skunk

❏ Yazmin can grasp the silk. ❏ Brent swept the stall.

Encode Consonant Ending Blend Words __ /5

❏ desk ❏ champ ❏ twist ❏ shelf ❏ grasp

Writing Consonant Ending Blend Words (dictation) __ /5

❏ scold ❏ troll ❏ next ❏ blink ❏ skull

Decode R-Controlled Words __ /7

❏ chart ❏ short ❏ clerk ❏ blurb ❏ floor

❏ Barb will cheer and twirl. ❏ Bert did not blurt.

Encode R-Controlled Words __ /5

❏ star ❏ thorn ❏ skirt ❏ deer ❏ turn

Writing R-Controlled Words (dictation) __ /5

❏ scar ❏ corn ❏ stern ❏ churn ❏ bird

Decode Consonant Silent Sound Words __ /7

❏ write ❏ knife ❏ knock ❏ thumb ❏ graph

❏ The gnat will climb on a crumb. ❏ Knox is a gnome.

Phonics

Decode Multiple-Syllable Words __ /7

❑ ringlet   ❑ anklet   ❑ hamstring   ❑ butternut   ❑ canister

❑ The otter made a blockbuster home.

❑ Is that peppermint in the canister?

Irregular High Frequency Words __ /21

❑ would	❑ want	❑ world	❑ sure	❑ their
❑ could	❑ along	❑ other	❑ picture	❑ they're
❑ should	❑ work	❑ mother	❑ where	❑ know
❑ find	❑ word	❑ water	❑ there	❑ knew
❑ kind				

Phonics – Decode Ending Blend Words

craft   print   whisk   stung   skunk

Yazmin can grasp the silk.

Brent swept the stall.

Phonics – Decode R-Control Words

chart   short   clerk   blurb   floor

Barb will cheer and twirl.

Bert did not blurt.

Phonics – Decode Silent Sound Words

write   knife   knock   thumb   graph

The gnat will climb on a crumb.

Knox is a gnome.

Phonics – Decode Multiple-Syllable Words

ringlet   anklet   hamstring   butternut   canister

The otter made a blockbuster home.

Is that peppermint in the canister?

Phonics – Irregular Words

would	want	world	sure	their
could	along	other	picture	they're
should	work	mother	where	know
find	word	water	there	knew
kind				
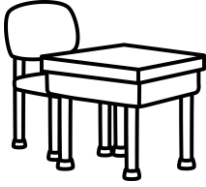
Name:

Phonics – Encoding Ending Blend Words

Phonics – Writing Ending Blend Words

Phonics – Encoding Ending Blend Words

d	e	s	k

ch	a	m	p

t	w	i	s	t

sh	e	l	f

g	r	a	s	p

Phonics – Writing Ending Blend Words

scold	troll	next
blink	skull	
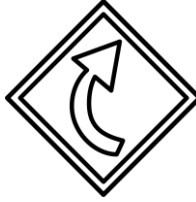
Name:

Phonics – Encoding Ending Blend Words

Phonics – Writing Ending Blend Words

Phonics – Encoding Ending Blend Words

s	t	ar

th	or	n

s	k	ir	t

d	eer

t	ur	n

Phonics – Writing Ending Blend Words

scar	corn	stern
churn	bird	

Guided Phonics + Beyond Curriculum UNIT – 5 (End of Unit Reflection)

Student Name:	Grade Level:

Skill	Not Mastered	Approaching	Mastered
Substitute Sounds in Words **NOTES:**			
Add and Delete Sounds in Words **NOTES:**			
Decode and Encode Ending Blend Words **NOTES:**			
Write Ending Blend Words **NOTES:**			
Decode and Encode R-Control Words **NOTES:**			
Write R-Control Words **NOTES:**			
Decode Silent Sound Words **NOTES:**			
Decode Unit Multiple-Syllable Words **NOTES:**			
Identify Unit Irregular High Frequency Words **NOTES:**			

Overall Notes:

Phonemic Awareness

❑ **Substituting Sounds in Words** *Listen to this word, <u>green</u>. Substitute the /n/ for /t/. What is the new word?*

❑ **Deleting Sounds in Words** *Listen to this word, <u>clean</u>. Delete <u>/k/</u>. What is the*

new word?   *** Add a modeled example as needed.**

Phonics

❑ **Decode Vowel Variant Words** *Tap and decode each word/sentence.*

❑ **Encode Vowel Variant Words** *State the picture name. Tap and map the sounds in*

the word. **queen, chain, peach, steak, spoil**

❑ **Write Vowel Variant Words** *Listen and write each word:* **brain, wreath, cried, light,**

sleigh

❑ **Decode Diphthong Words** *Tap and decode each word/sentence.*

❑ **Encode Diphthong Words** *State the picture name. Tap and map the sounds in the*

word. (Additional Application: Write the matching word.) **stew, point, draw, mouth, spoon**

❑ **Write Diphthong Words** *Listen and write each word:* **caught, straw, snooze, squawk,**

screw

❑ **Decode Multiple-Syllable Words** *Tap and decode each word/sentence.*

❑ **Irregular High Frequency Words** *Tap and read each high frequency word.*

Phonemic Awareness

❑ Substituting Sounds in Words   ❑ Adding Sounds in Words

__ /2

Phonics

Decode Vowel Variant Words __ /7

❑ gray   ❑ queen   ❑ beach   ❑ freeze   ❑ fruit

❑ Will Jay dress up in all gray as a knight?

❑ Jean cried when she lost her float at the coast.

Encode Vowel Variant Words __ /5

❑ queen   ❑ chain   ❑ peach   ❑ steak   ❑ spoil

Writing Vowel Variant Words (dictation) __ /5

❑ brain   ❑ wreath   ❑ cried   ❑ light   ❑ sleigh

Decode Diphthong Words __ /7

❑ gnaw   ❑ growl   ❑ joy   ❑ cough   ❑ taught

❑ The cowboy has a decoy.

❑ Trey brought a brew to the haunt.

Encode Diphthong Words __ /5

❑ stew   ❑ point   ❑ draw   ❑ mouth   ❑ spoon

Writing Diphthong Words (dictation) __ /5

❑ caught   ❑ straw   ❑ snooze   ❑ squawk   ❑ screw

Student Name:

Phonics

Decode Multiple-Syllable Words __ /7

❑ teacup ❑ defeat ❑ crossroad ❑ sailboat ❑ reload

❑ The coach had to proclaim it in an email.

❑ Will the seamstress fix the inseam?

Irregular High Frequency Words __ /15

❑ again   ❑ many   ❑ goes   ❑ been   ❑ above
❑ today   ❑ very   ❑ does   ❑ around   ❑ whose
❑ any   ❑ pretty   ❑ our   ❑ about   ❑ two

Phonics – Decode Vowel Variant Words

gray   queen   beach   freeze   fruit

Will Jay dress up in all gray as a knight?

Jean cried when she lost her float at the coast.

Phonics – Decode Diphthong Words

gnaw   growl   joy   cough   taught

The cowboy has a decoy.

Trey brought a brew to the haunt.

Phonics – Decode Multiple-Syllable Words

teacup   defeat   crossroad   sailboat   reload

The coach had to proclaim it in an email.

Will the seamstress fix the inseam?

Phonics – Irregular Words

again	many	goes	been	above
today	very	does	around	whose
any	pretty	our	about	two

Phonics – Encoding Vowel Variant Words

Phonics – Writing Vowel Variant Words

Phonics – Encoding Vowel Variant Words

qu	ee	n

ch	ai	n

p	ea	ch

s	t	ea	k

s	p	oi	l

Phonics – Writing Vowel Variant Words

brain	wreath	cried
light	sleigh	
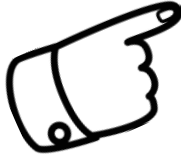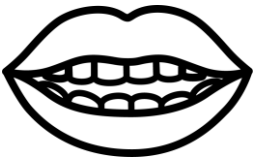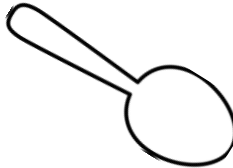
Name:

Phonics – Encoding Vowel Variant Words

Phonics – Writing Vowel Variant Words

Phonics – Encoding Vowel Variant Words

s	t	ew
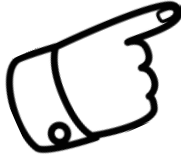
p	oi	n	t

d	r	aw
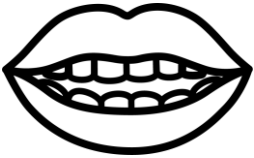
m	ou	th
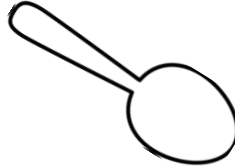
s	p	oo	n

Phonics – Writing Vowel Variant Words

caught	straw	snooze
squawk	screw	

Guided Phonics + Beyond Curriculum UNIT – 6 (End of Unit Reflection)

Student Name:	Grade Level:

Skill	Not Mastered	Approaching	Mastered
Substitute Sounds in Words **NOTES:**			
Add and Delete Sounds in Words **NOTES:**			
Decode and Encode Vowel Variant Words **NOTES:**			
Write Vowel Team Words **NOTES:**			
Decode and Encode Diphthong Words **NOTES:**			
Write Diphthong Words **NOTES:**			
Decode Unit Multiple-Syllable Words **NOTES:**			
Identify Unit Irregular High Frequency Words **NOTES:**			

Overall Notes:

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