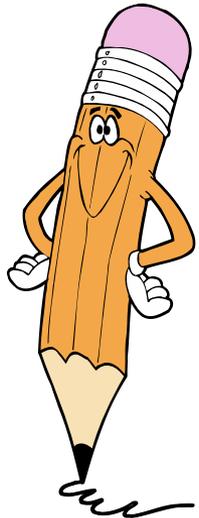


# COMMON CORE FOUNDATIONAL CURRICULUM

R+ SYSTEM  
EARLY LANGUAGE

TEACHER  
CURRICULUM



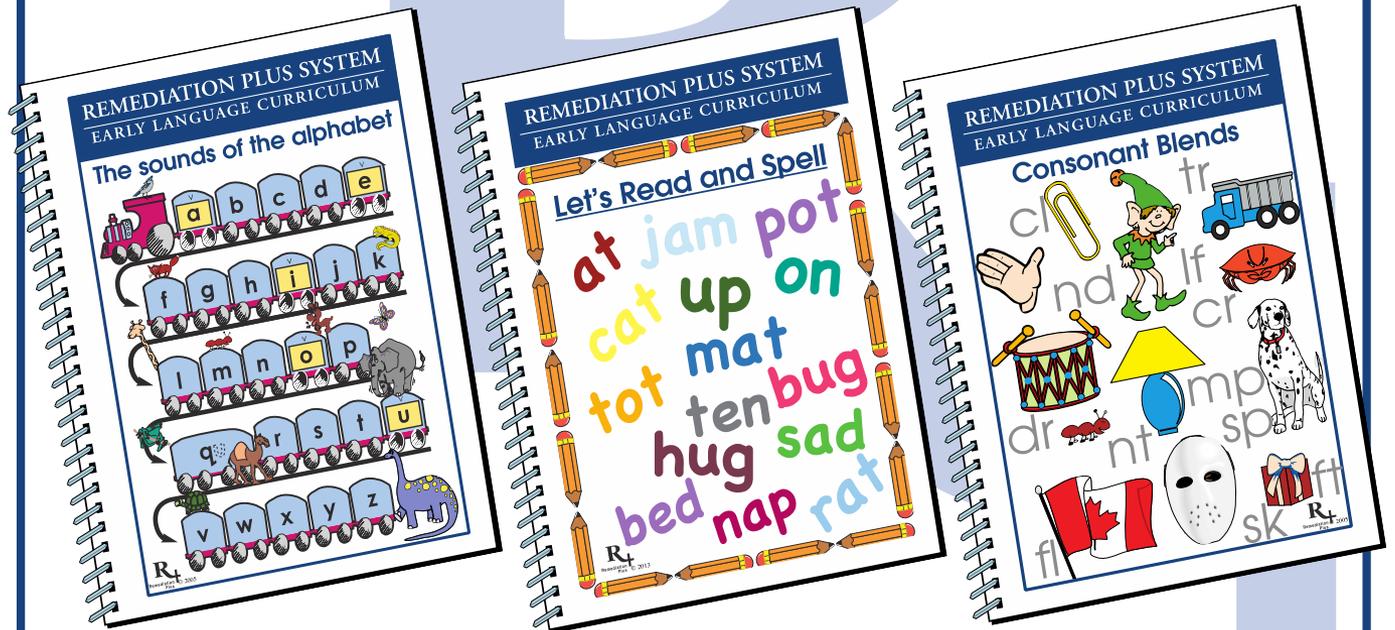
R+  
Remediation  
Plus

[www.remediationplus.com](http://www.remediationplus.com)

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## REMEDICATION PLUS SYSTEM EARLY LANGUAGE TEACHER CURRICULUM

Remediation + Science  
= Reading Success!!!



*Based on phonemic awareness training and  
multisensory systematic explicit synthetic phonics*

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**Clinical development of the ELC was created to avert problems we saw in all struggling readers that came to the clinic.**

**This instruction prevents 90% of problems that might occur in children at risk.**



**QUICK STUDENT CHECKLIST**

STUDENT'S NAME: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

GRADE: \_\_\_\_\_ DATE: \_\_\_\_\_

1.  *Weak phonemic awareness*    2.  *Weak phoneme-grapheme correspondence*  
3.  *Weak knowledge of rules*    4.  *Weak knowledge of letter shapes*  
5.  *Auditory discrimination problems with short vowels + some sounds*  
6.  *Blends*                       *Does not blend*

3. TEACHER'S COMMENTS:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# INDEX

Unit 1: Learning to see, hear and shape the 26 sounds	..... page 1
Unit 2: Let's Read and Spell: Two- and three-letter words	..... page 131
Unit 3: Let's Read and Spell: Consonant blends	
End Blends	..... page 173
Beginning Blends	..... page 211

## DEAR K OR GRADE 1 TEACHER or MOM OR DAD,

You are about to embark on the great adventure of teaching kids the foundation for literacy acquisition based on the latest scientific research.

You are receiving two packages of “Slingerland style” alphabet sound cards. One set can be displayed. Keep the second set for your magnetic board when you teach.

The Curriculum is for your own personal use. Hopefully all of your kids will have the first workbook. When you begin on Day One, your kids should be on page one of the first workbook. As you proceed to Units Two and Three of the curriculum, take out the accompanying workbooks.

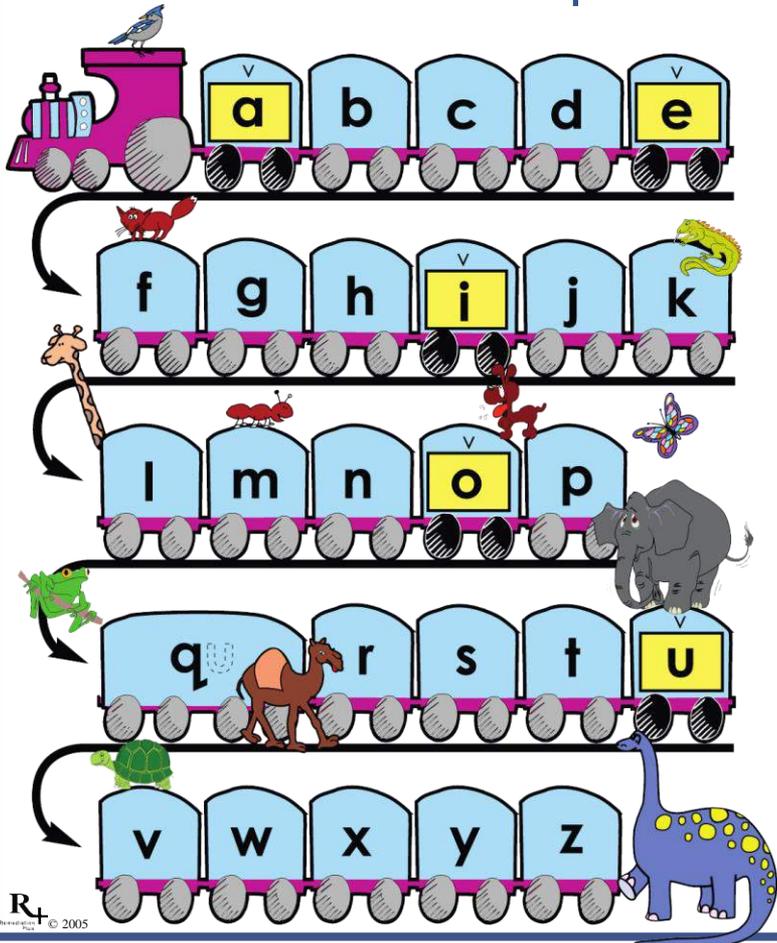
### Other items you will need to begin:

- Staedler pens and markers for your board
- Magnetic board
- Board eraser
- Coloured magnets
- Coloured stickies
- Plastic restaurant tray in a vibrant color
- Rice (risotto rice works best)

# REMEDICATION PLUS SYSTEM EARLY LANGUAGE CURRICULUM

UNIT 1

## The sounds of the alphabet



### Teaching Instructions



#### 1. Tracing

Teacher puts the /a/ page on the board (Singerland sheets). Drops of glue are placed on top of the letter and left to dry for the L.D. student. If you are using the program preventatively, send the students to Workbook 1, page 1.

Teacher: "Today we are going to talk about the sound /a/ as in the word 'apple'. (Teacher says /a/ elongating the vowel, "a\_\_pple".) Could everyone repeat the sound /a/ please? Good!" Teacher puts the letter on board so all students can see it. She asks them to trace the letter with her, and then say the sound. (They are learning the shape of the sound.)  
"We start on the mid-line, we go down to the bottom line, we go back up to the mid-line. Take your finger off the paper and trace a straight line from the mid-line to the bottom line. Say /a/. Good!" Repeat once with the whole class then ask one student to teach you.

#### 2. Printing

Teacher asks students to print the sound on the exercise sheets. Once and a while she says "What sound does the letter make?" The teacher tells students this letter is a vowel. She says the vowels are very important sounds. You cannot make a word without a vowel. The students work on page 2 of the workbook.

#### 3. Coloring

Students color the pictures on the coloring page, and say /a/ for 'apple', /a/ for 'astronaut', /a/, for alligator, /a/ for ant, while they color. (The teacher cues them.) Students work on page 3 of the workbook.

#### 4. Alphabet Train

Students fill in the sound on the alphabet train, cumulatively and sequentially, as they learn the new sounds.

At one point when the students sing the alphabet song, have them sing it with sounds. Explain /ā/ is the name of the letter, /ă/ is the sound.

*\*Note: NEVER refer to the letter name in your lesson until the students have completed all the sounds on the train.*

top line



middle line



bottom line



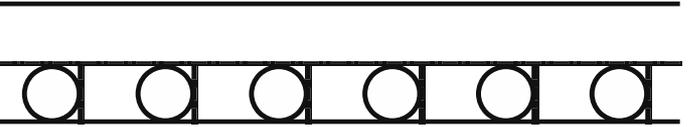
a



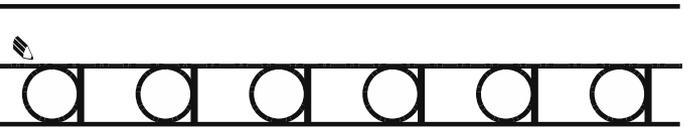
a



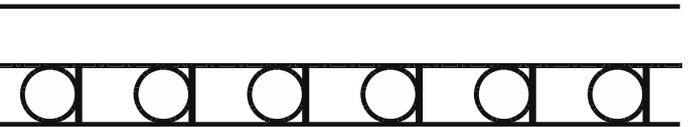
a



a



a



a



(Print 5)



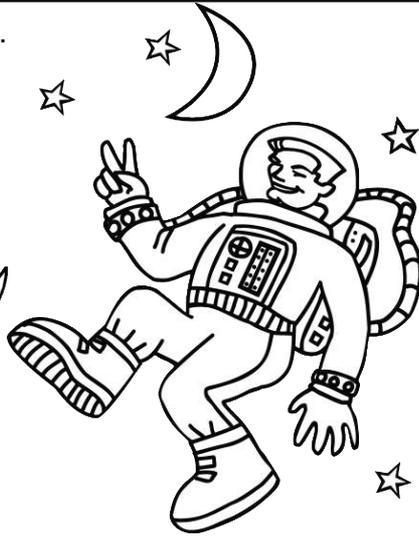
(Print 5)



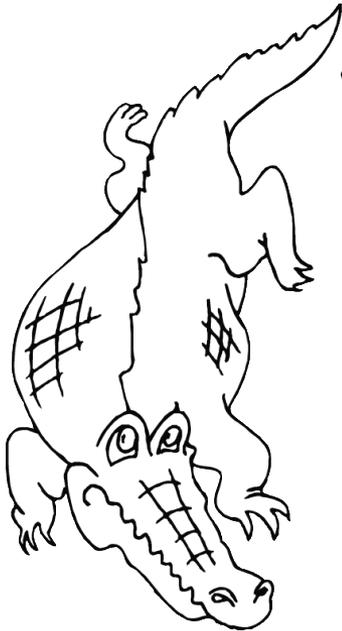
(On page 4 of the workbook there are no visual cues.)

Color in the a words.

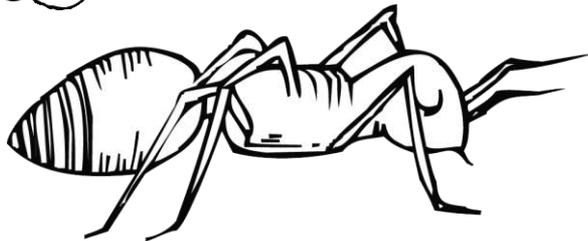
a



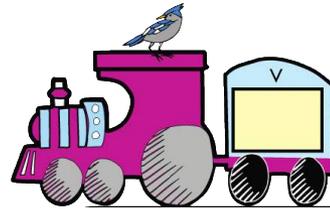
a



a



Fill in the letter train.



## Teaching Instructions



### 1. Tracing

Teacher puts /b/ page on the board. Drops of glue are placed on top of the letter by the teacher and left to dry. (Dot the glue for L.D. students.)

For whole class instruction, refer students to page 6 in the workbook.

Teacher: "Today we are going to talk about the sound /b/ as in 'bat'. Could everyone repeat the sound /b/ please? Good!"

Teacher puts photocopy of letter on board so all students can see it. She asks them to trace the letter with her and say the sound. For example:

"We start at the top-line, we go down to the bottom line. We go to the mid-line and make a circle to the bottom line. Make sure the circle touches the straight line. Say /b/. Notice that the straight line is beside the margin. Good!" Repeat. (Ask student to teach the letter.) Never let the students start

bottom up to shape the letter.

### 2. Printing

Teacher asks students to print the sound on the exercise sheets while saying the sound on occasion. Workbook, page 7.

### 3. Coloring

Students color the pictures on the coloring page, and say /b/ for 'bat', /b/ for 'butterfly', /b/ for bear, /b/ for bird, while they color. (Phonemic application.) With the vowels — never change the key word. With all other letters, always look for new words.

### 4. Alphabet Train

Students fill in the sound on the alphabet train, cumulatively and sequentially, as they learn the new sounds.

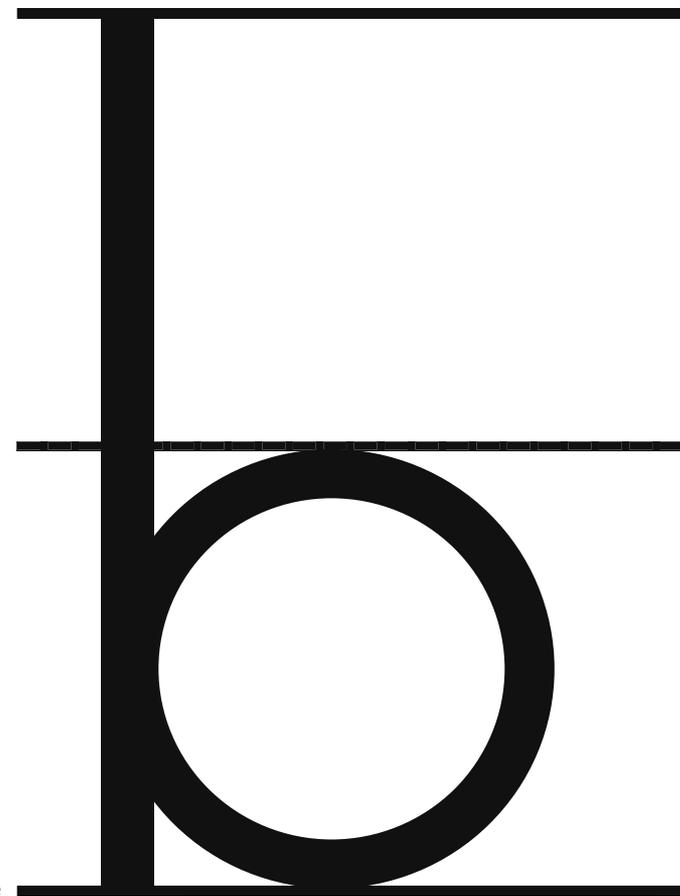
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*\*Note: NEVER refer to the letter name in your lesson until the students have completed all the sounds on the train.*

top line

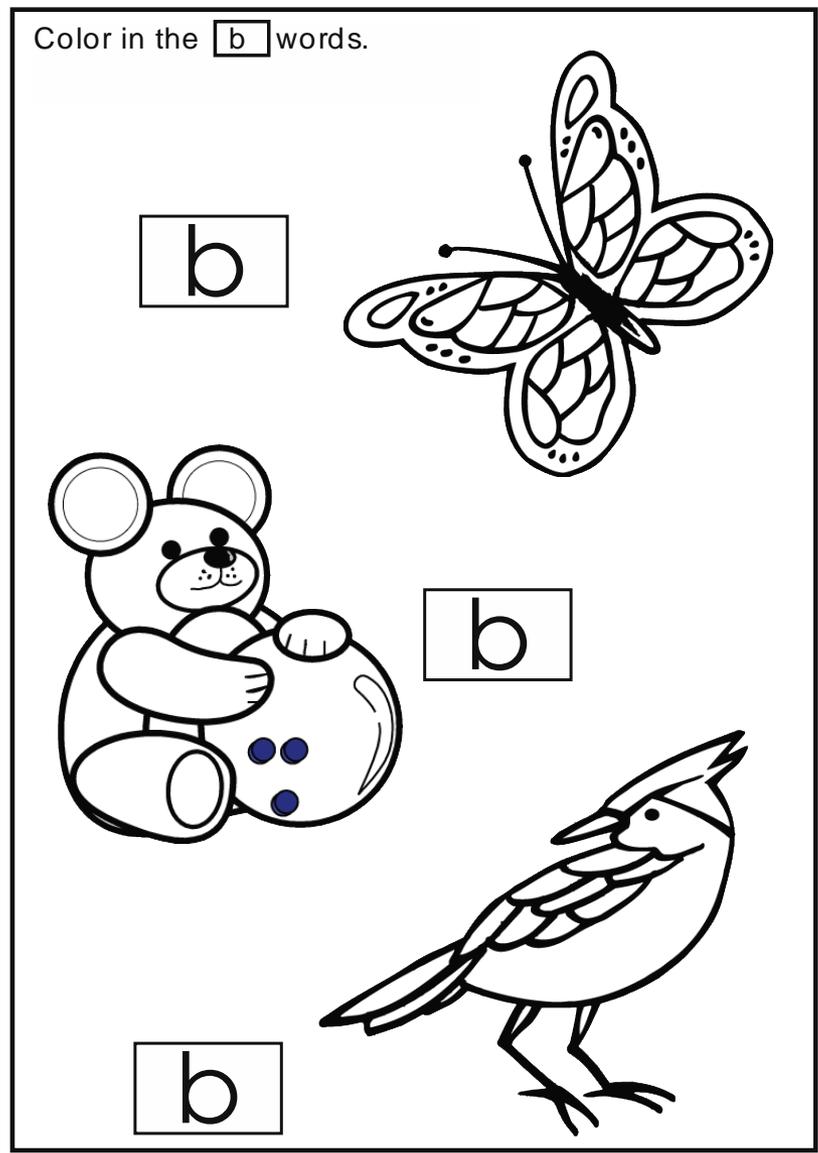
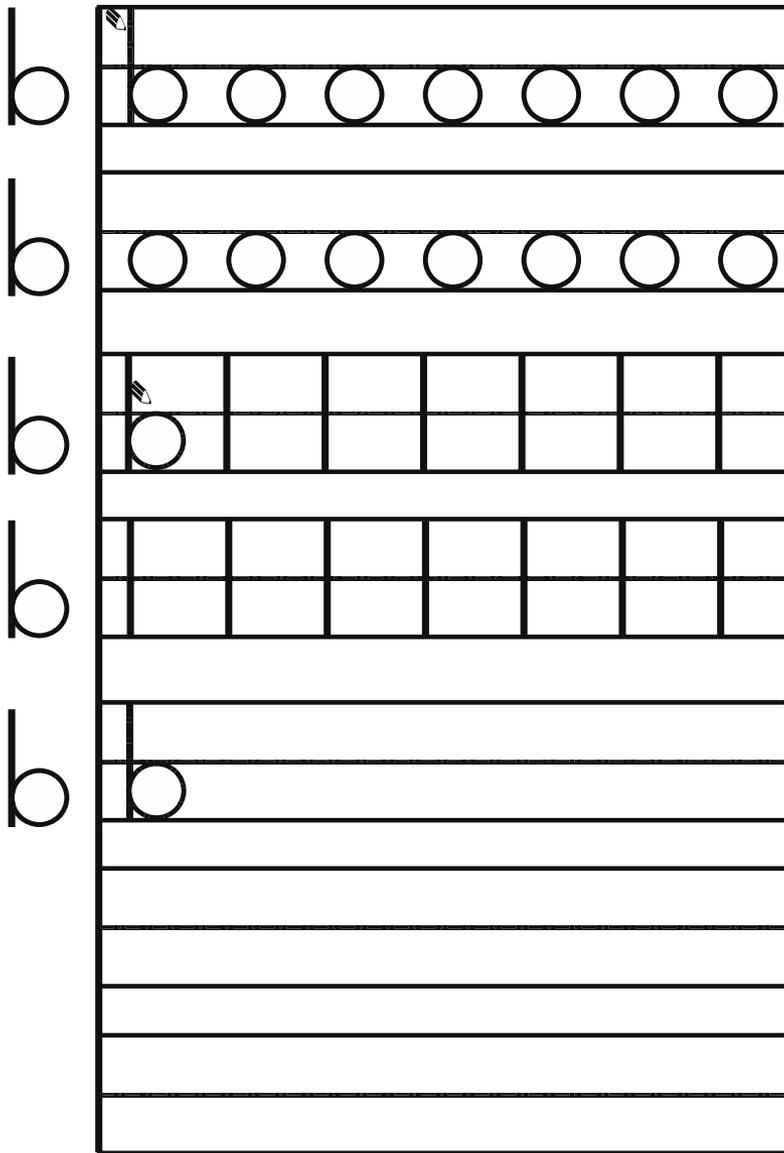
middle line

bottom line



b





## Teaching Instructions



### 1. Tracing

Teacher puts the /u/ page on the board. Drops of glue are placed on top of the letter by the teacher and left to dry for L.D. students.

For whole class instruction, send students to page 101 in the workbook.

Teacher: "Today we are going to talk about the sound /ŭ/ as in 'up'." (Teacher says /u/ elongating the vowel, "u\_\_p" and makes the shape of the letter with her arms up in the air.) Could everyone repeat the sound /u/ please? Good!" Ask the students to raise their arms.

Teacher puts the letter on board so all students can see it. She asks them to trace the letter with her and say the sound. For example:

"Put your finger on the mid-line and go down to the bottom line, curve back up to the mid-line. Take your finger off the page. Put it on top of the mid-line and make a straight line down to the bottom line. Say /u/. Good!" Repeat two more times. Ask a student to teach the sound.

### 2. Printing

Teacher asks students to print the sound on the exercise sheets while saying the sound. The teacher tells students this letter is a vowel. Review the other vowels with the students. Say, "Now we know all of our vowels. Send students to page 102 and 104 of the workbook. On page 104 dictate the other vowel and their key words.

ā for apple (elongate)  
ē for eddy (elongate)  
ī for itch (elongate)  
ō for octopus (elongate)  
ū for up (elongate)

### 3. Coloring

Students color the pictures on the coloring page, and say /u/ for 'umbrella', /u/ for 'umpire', /u/ for 'underwear', /u/ for 'up', while they color.

### 4. Alphabet Train

Students fill in the sound on the alphabet train, cumulatively and sequentially, as they learn the new sounds. Let's color our vowel cars in red!

*\*Note: NEVER refer to the letter name in your lesson until the students have completed all the sounds on the train.*

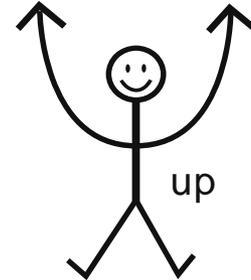
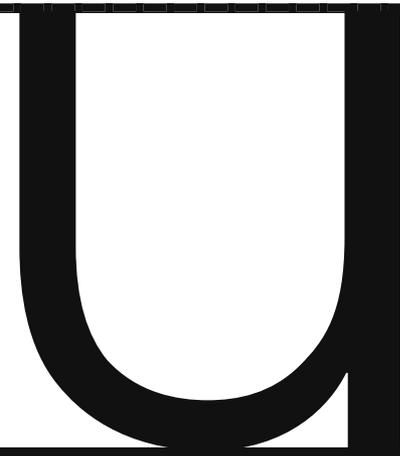
top line



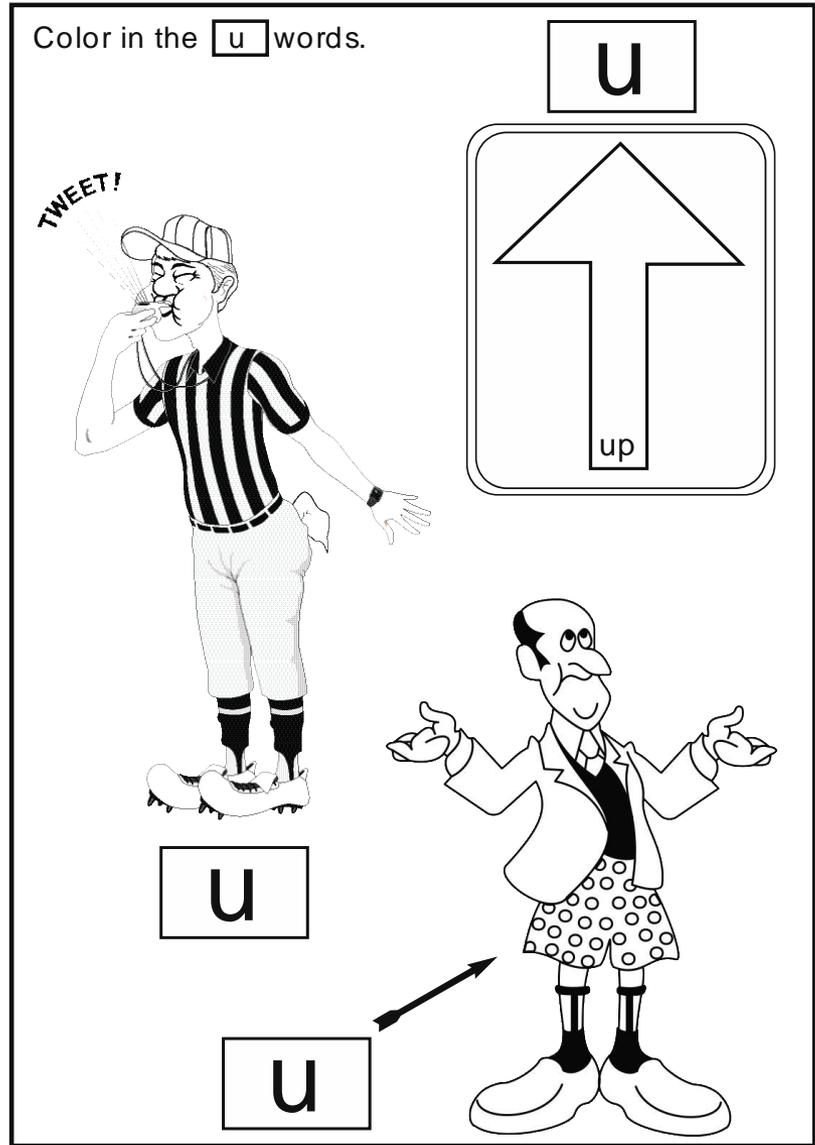
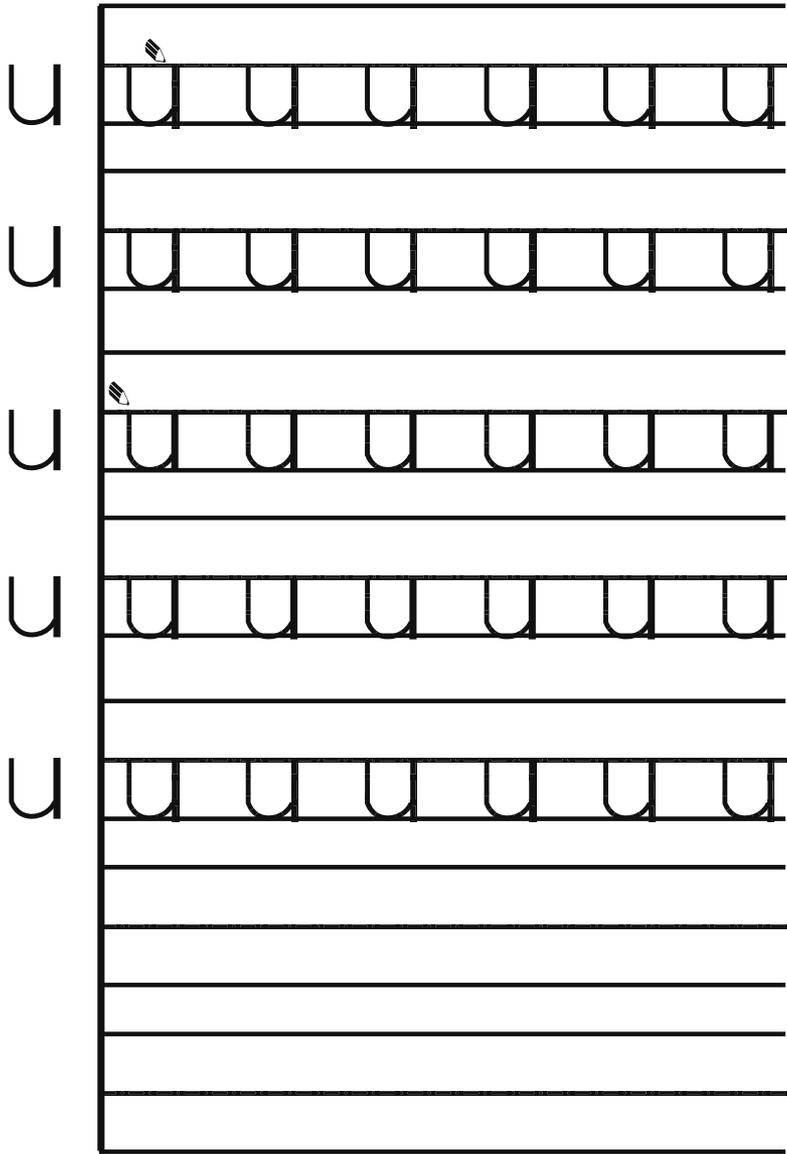
middle line



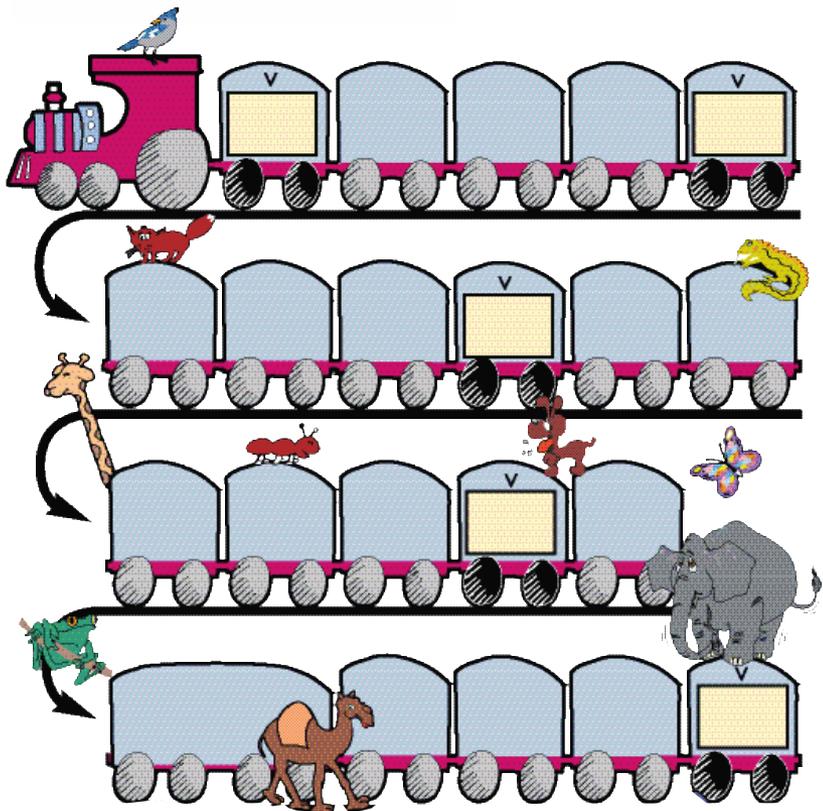
bottom line



u



Fill in the letter train.



# REMEDICATION PLUS SYSTEM EARLY LANGUAGE CURRICULUM

UNIT 2

Let's Read and Spell

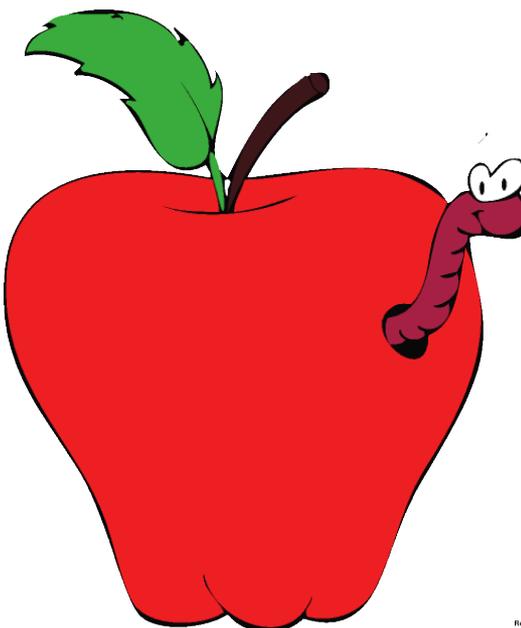
at jam pot  
cat up on  
tot mat  
hug ten bug  
sad nap rat  
bed

top line \_\_\_\_\_

middle line \_\_\_\_\_

bottom line \_\_\_\_\_

a



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132.

## Teacher's Instructions: Unit 2 Lesson 1

### 1. Segmenting

Teacher uses the segmenting sheets where the words have a circle above each sound. The student uses a different color to color in each of the circles. The vowel must always be colored red. If the sounds are the same the student uses the same color. Beside each word are a series of numbers. The student circles the number of sounds in each word.

### 2. Sound Manipulation (with sticky notes)

Teacher has the students manipulate the sounds by following his or her instructions. The teacher points out to the student that a word always has a vowel in it. (*Read the exercise below and make a sticky for each sound and put them on the board for the student's use.*)

- T: Make the word 'sat'.  
 Take away /s/. Read the word. Good! at  
 Put /h/ in front of /a/. Read the word. hat  
 (*If they can't read the word the parent or teacher removes the /h/ and gets the student to read the word 'at'. Then the parent or teacher puts the /h/ back and helps the student blend the word.*)  
 Take away the /h/ and put /m/ in its place. Read the word. Good! mat  
 Take away the /t/ and put /p/ in its place. Read the word. Good! map

### 3. Add a vowel!

The teacher has a list of words with the vowels missing. Have the student fill in the vowel listed at the top of the page and then read the word. The student then prints it in the space provided. When all of the words are completed the student reads the word list again.

### 4. Spelling (Introduction to spelling)

Put one cvc word on the board.  
 Ask the students to say the sounds in the word.  
 Have them place a colored magnet on the board for each sound and have them put a colored sticky with the sound on each magnet.  
 Erase the word off the board. Say the word and have the student spell the word on Remediation Plus paper. Tell them that spelling is about listening for the sounds and then putting the sounds together.  
 See Spelling List p.136.

### 5. Read Words

### 6. Read Sentences

### 7. Read dan the cat



Teacher's Note: dan the cat

First Book-so exciting for the students.

- I have found that they enjoy looking at it for a few minutes, the pictures, prior to reading it.
- It gives you a chance to put the sight words on the wall or board.
- After a few minutes, ask a student to read the first 2-3 pages (I divide it so they have equal opportunity).
- Have them read it again with different students reading different pages.



Ask the following questions:

1. What is the cat's name?
2. Is he skinny or fat?
3. Why does dan say he is a bad cat? (They can look it up in the book if they need to.)

Unit 2 - Segmenting Sheet - Color the sounds and circle how many sounds are in the word.

m a t 1 2 3 4

r a t 1 2 3 4

r a n 1 2 3 4

n a n 1 2 3 4

a t 1 2 3 4

Add the vowel /a/, spell the words and then read the words.

a

c\_\_n    \_\_\_ \_\_\_ \_\_\_

p\_\_n    \_\_\_ \_\_\_ \_\_\_

m\_\_n    \_\_\_ \_\_\_ \_\_\_

m\_\_p    \_\_\_ \_\_\_ \_\_\_

l\_\_p    \_\_\_ \_\_\_ \_\_\_

n\_\_p    \_\_\_ \_\_\_ \_\_\_

h\_\_d    \_\_\_ \_\_\_ \_\_\_

d\_\_d    \_\_\_ \_\_\_ \_\_\_

## Spelling List

bat

bag

tag

tap

cap

cat

UNIT 2 WORD LIST : a - Read the words.

at

fan

cat

man

hat

bag

sat

tag

rat

tap

can

lap

ran

nap

Read the sentences.

a

the cat had a nap.

the man had a hat.

a rat sat in the hat.

the man had the cat nab the rat.

the rat ran.

the cat is a pal of the man.

Teach the students these sight words:  
the, in, of, is

# REMEDICATION PLUS SYSTEM

## EARLY LANGUAGE CURRICULUM

### UNIT 3

## Consonant Blends



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### Consonant Blends Introduce after the students have mastered Unit 2.

Teacher's note: End blends.

Consonant blends can be at the beginning or at the end of words. We will begin with end blends, e.g. cvcc words. Some examples are ask, desk, last, pant, bend etc. Make sure that even though the student learns to blend these sounds he or she knows that they are two separate sounds blended together; just like c-a-t is three sounds, f-a-s-t is four sounds.

Teaching Instructions:

#### 1. Introduce Blend

The teacher has the 'sk' worksheet.

The student is asked to say the blend.

On the worksheet, the teacher is going to give the students a vowel and tell them to put it in the space closest to the blend.

- T: Put the vowel /a/ in front of 'sk'. Read the word.
- S: ask
- T: Put the vowel /i/ in front of 'sk'. Read the word.
- S: isk
- T: Put the vowel /u/ in front of 'sk'. Read the word.
- S: usk
- T: Put the vowel /e/ in front of 'sk'. Read the word.
- S: esk

For the same words, the teacher gives a consonant to add to the beginning of the vcc words.

- T: Put /m/ in front of 'ask'. Read the word.
- S: mask
- T: Put /r/ in front of 'isk'. Read the word.
- S: risk
- T: Put /t/ in front of 'usk'. Read the word.
- S: tusk
- T: Put /d/ in front of 'esk'. Read the word.
- S: desk

## sk Worksheet

○ ○  
s k

\_\_\_ \_\_\_sk

\_\_\_ \_\_\_sk

\_\_\_ \_\_\_sk

\_\_\_ \_\_\_sk

The teacher has the 'st' worksheet.

The student is asked to say the blend.

On the worksheet, the teacher is going to give the students a vowel and tell them to put it in the space closest to the blend.

The teacher has a word list with an end blend, e.g. -st.

T: Put the vowel /a/ in front of 'st'. Read the word.

S: ast

T: Put the vowel /i/ in front of 'st'. Read the word.

S: ist

T: Put the vowel /u/ in front of 'st'. Read the word.

S: ust

T: Put the vowel /e/ in front of 'st'. Read the word.

S: est

For the same words, the teacher gives a consonant to add to the beginning of the words.

T: Put /f/ in front of 'ast'. Read the word.

S: fast

T: Put /l/ in front of 'ist'. Read the word.

S: list

T: Put /j/ in front of 'ust'. Read the word.

S: just

T: Put /b/ in front of 'est'. Read the word.

S: best

## 2. Segmenting

Teacher uses the segmenting sheets composed of words with consonant blends. The words have a circle above each sound. The student uses a different color to color in each of the circles. The vowel should always be red. If the sounds are the same the student uses the same color. Beside each word are a series of numbers. The student circles the number of sounds in each word.

## 3. Sound Manipulation

Teacher has the students manipulate the sounds by following his or her instructions. Example:

T: Make the word 'ask'.  
Take away /a/ and put /e/ in its place. Read the word. Good!  
Put /d/ in front of /e/. Read the word. Good!  
Take away the /e/ and put /u/ in its place. Read the word. Good!  
Take away the /k/ and put /t/ in its place. Read the word. Good!  
Take away the /d/ and put /m/ in its place. Read the word. Fantastic!

## 4. Spelling

Put one cvc word on the board.  
Ask the students to say the sounds in the word.  
Have them place a colored magnet on the board for each sound and have them put a colored sticky with the sound on each magnet.  
Erase the word off the board. Say the word and have the student spell the word on Remediation Plus paper. Tell them that spelling is about listening for the sounds and then putting the sounds together. Do a few more like this.  
See Spelling List.

## 5. Read Words

## 6. Read Sentences

7. Read the ants go to camp. (See following page for book discussion questions.)

ANT CAMP QUESTIONS TO ASK YOUR CHILD OR STUDENT FOR ORAL DISCUSSION BEFORE THEY READ THE STORY

1. Why do you think the ants went to camp in a garbage dump?
2. Have you ever gone camping?
3. Even if you have not gone camping, what are some of the things we need to pack for a camping trip?
4. Are some people lazy when they arrive at the camp site?
5. Do some people do more work than others setting up the camp site?

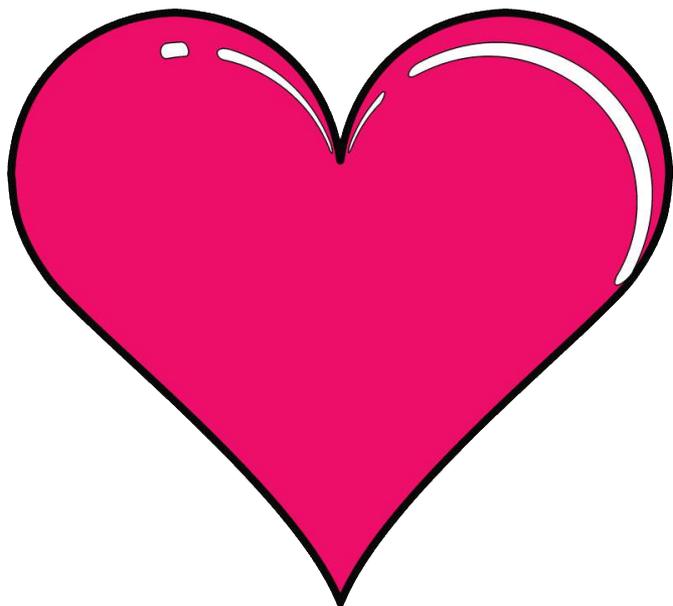
LET'S READ, WE CAN TALK ABOUT WHO DID THE MOST WORK SETTING UP THE CAMP AFTER WE FINISH READING THE BOOK.

1. Did Jan or Pam do the most work?
2. What happened to Jan? Did she hurt herself?
3. Why did she have a limp?
4. Do you know what the word 'task' means?
5. Why does Pam look angry?
6. What does the word 'ramp' mean?
7. What does the word 'sulk' mean?



## PART TWO

### Exercises with Capitals



I love to read  
and spell.



dan the cat

i am dan the cat.

tan cat. fat cat.

i am a lap cat.

map cat. ham cat.

i am a bad cat!

jam cat. hat cat.

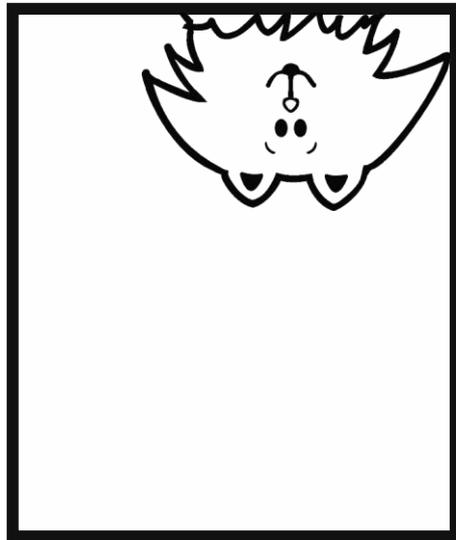
Teachers: Have student capitalize the colored letter.

i am a mad cat!

rat cat. tap cat.

dan is a nap cat.

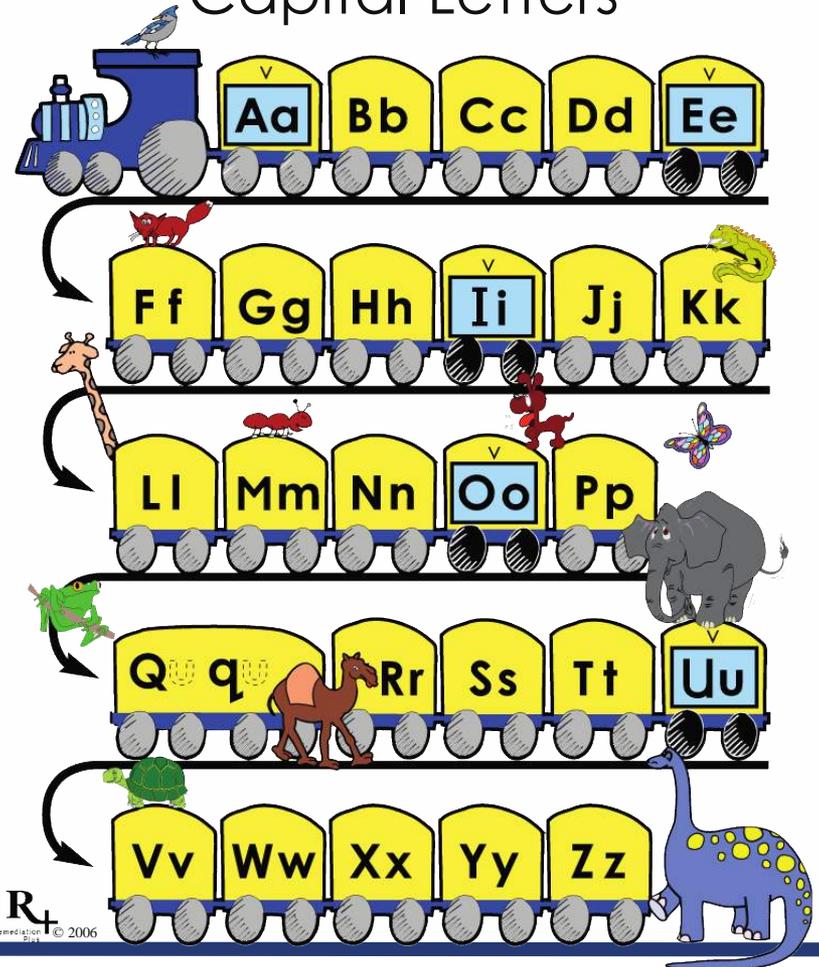
dan the cat.



# REMEDICATION PLUS SYSTEM EARLY LANGUAGE CURRICULUM

WORKBOOK 4

## Capital Letters



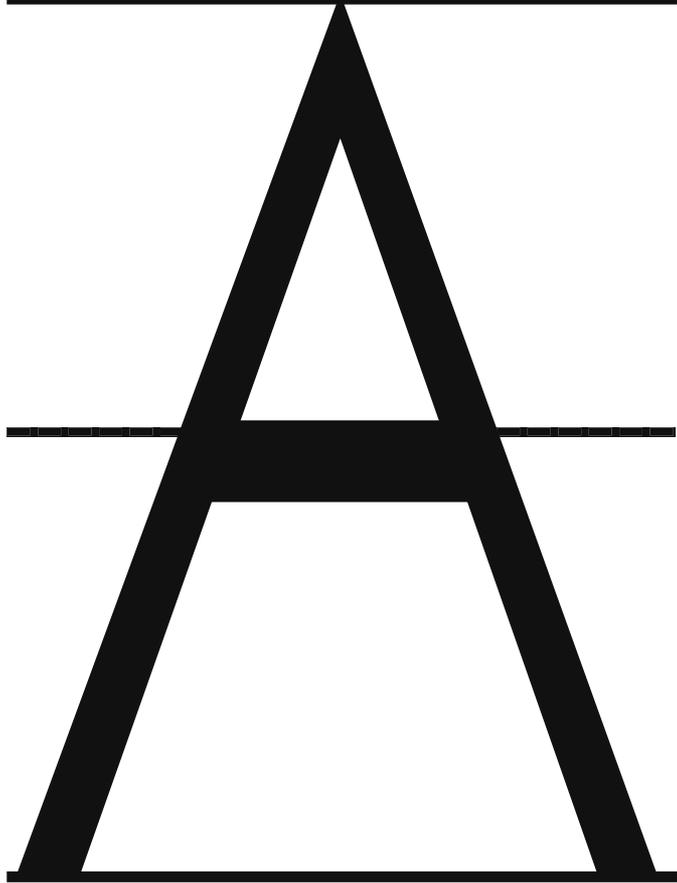
top line



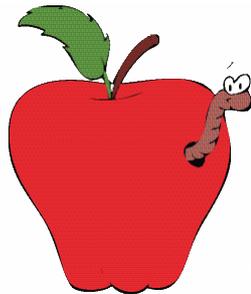
middle line



bottom line



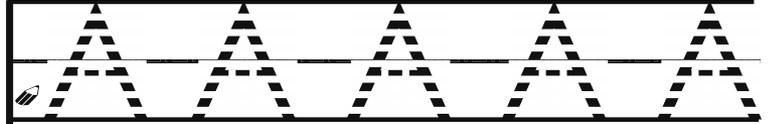
Aa



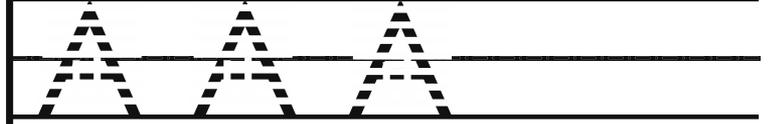
R+  
Remediation  
Plus © 2006

1.

A



A



A



A



a



A



A



R+  
Remediation  
Plus

2.

**Clinical development of the ELC was created to avert problems we saw in all struggling readers that came to the clinic.**

**This instruction prevents 90% of problems that might occur in children at risk.**



**QUICK STUDENT CHECKLIST**

STUDENT'S NAME: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

GRADE: \_\_\_\_\_ DATE: \_\_\_\_\_

1.  *Weak phonemic awareness*    2.  *Weak phoneme-grapheme correspondence*  
3.  *Weak knowledge of rules*    4.  *Weak knowledge of letter shapes*  
5.  *Auditory discrimination problems with short vowels + some sounds*  
6.  *Blends*                       *Does not blend*

3. TEACHER'S COMMENTS:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Orthographic mapping – “Holy Grail”

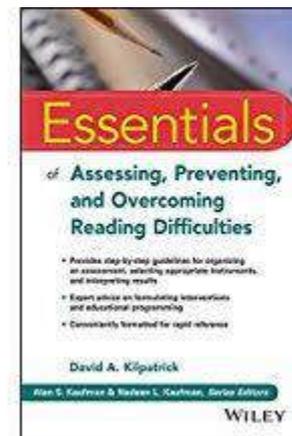
## Dr. Linea Ehri

It involves the formation of letter sound connections to bond the spellings, pronunciations and meanings of specific words in memory.

Recommended reading:

Essentials of Assessing, Preventing & Overcoming Reading Difficulties

Dr. David Kilpatrick





## Student Profile Sheet

Student: Daniel D.

Grade: end- Gr. 1

	Score	Date	1 <sup>st</sup> Lesson	# of Lessons
Reading test	1.3	April 30/02		
Spelling test	Pre-speller			
<b><u>Re-tested</u></b>	<b>Score</b>	<b>Date</b>		
Reading test	2.5	Aug. 21/02		24
Spelling test	3.3	Aug. 21/02		
<b><u>Re-tested</u></b>	<b>Score</b>	<b>Date</b>		
Reading test				
Spelling test				

### Synopsis

Reading

Spelling

### Reading Comments

### Teacher's Comments

Stanford Achievement

No score

1. pot

2. gip

3. shop

4. asg

5. shop

6. luc

7. feat

8. fic

9. paey

10. wuy

11. hope

12. mud

13. fop

14. mush

15. ric

16. Pich

17. tec

18. cfed

19. wif

20. wqey

21. has

22. pip

23. hop

24. \_\_\_\_\_

25. shash

26. hip

27. tooy

28. doc

29. steap

30. pdf

31. \_\_\_\_\_

32. cum

33. taep

Number Correct 5 x 3 = 15 % Correct

pre-speller

Name Daniel  
Date Aug. 21, 2002

## Student Form

### Criterion-Referenced Spelling I (CRST-I)

- |                 |                  |                  |
|-----------------|------------------|------------------|
| 1. <u>pat</u>   | 12. <u>mud</u>   | 23. <u>hop</u>   |
| 2. <u>slip</u>  | 13. <u>flop</u>  | 24. <u>trot</u>  |
| 3. <u>shop</u>  | 14. <u>mush</u>  | 25. <u>crash</u> |
| ④ <u>gsc</u>    | 15. <u>rink</u>  | 26. <u>help</u>  |
| 5. <u>chop</u>  | 16. <u>pinch</u> | 27. <u>touch</u> |
| 6. <u>luck</u>  | 17. <u>deck</u>  | 28. <u>block</u> |
| 7. <u>feet</u>  | 18. <u>speed</u> | ②⑨ <u>step</u>   |
| ⑧ <u>thic</u>   | 19. <u>with</u>  | 30. <u>path</u>  |
| 9. <u>pay</u>   | ②⑩ <u>vai</u>    | ③① <u>clair</u>  |
| 10. <u>was</u>  | ②① <u>hav</u>    | ③② <u>cym</u>    |
| 11. <u>hope</u> | 22. <u>pipe</u>  | 33. <u>tape</u>  |

Number Correct 26 x 3 = 3.3 % Correct

gr. 3.3



## Student Profile Sheet

Student: Seth

Grade: Gr 1

	<b>Score</b>	<b>Date</b>	<b>1<sup>st</sup> Lesson</b>	<b># of Lessons</b>
Reading test	3.4	Jun 27/00	July 4/00	
Spelling test	pre-speller	Jun 27/00	July 4/00	
<b><u>Re-tested</u></b>	<b>Score</b>	<b>Date</b>		
Reading test	3.5	July 27/00		18
Spelling test	4.0	July 27/00		
<b><u>Re-tested</u></b>	<b>Score</b>	<b>Date</b>		
Reading test				
Spelling test				

### **Synopsis**

Reading

Spelling

Reading Comments

Teacher's Comments

Name Seth

Date June 27

### Student Form

### Criterion-Referenced Spelling I (CRST-I)

- |                |                   |                    |
|----------------|-------------------|--------------------|
| 1. <u>qat</u>  | 12. <u>mud</u> ✓  | 23. <u>hup</u>     |
| 2. <u>slip</u> | 13. <u>Flog</u>   | 24. <u>trout</u> ✓ |
| 3. <u>hog</u>  | 14. <u>muh</u>    | 25. <u>Krah</u>    |
| 4. <u>sak</u>  | 15. <u>rik</u>    | 26. <u>Helge</u>   |
| 5. <u>hog</u>  | 16. <u>pich</u>   | 27. <u>toch</u>    |
| 6. <u>lok</u>  | 17. <u>djc</u>    | 28. <u>lok</u>     |
| 7. <u>FA</u>   | 18. <u>sped</u>   | 29. <u>step</u>    |
| 8. <u>FIK</u>  | 19. <u>with</u> ✓ | 30. <u>path</u> ✓  |
| 9. <u>pa</u>   | 20. <u>way</u> ✓  | 31. <u>cla</u>     |
| 10. <u>wys</u> | 21. <u>have</u> ✓ | 32. <u>cume</u>    |
| 11. <u>hog</u> | 22. <u>pip</u>    | 33. <u>tade</u>    |

Number Correct 6 x 3 = 18 % Correct

GR 0.75

NAME: Seth AGE: 7  
 DATE: June, 2000 GR: 1

**CRST I Error Analysis Sheet**

	Word Dictated	Student Wrote	Lesson Referral	THERAPY CHART
cvc	pat	qat	p	<b>GOAL:</b> reversals, short vowels, segmentation fszl and ck rules
ccvc	slip	sliq	p	
sh	shop	hoq	sh, p	<b>NEW</b> <b>Sounds:</b> short vowels g, p, b, d reversals
cvcc	ask	sak	seg.	
ch	chop	hoq	ch, p	<b>Rules:</b> fszl rule -ck rule
-ck	luck	lok	o, u, ck	
ee	feet	fit	ee	<b>REVIEW</b> consonants, blends
th	thick	fik	th, ch	
ay	pay	pa	ay	
non-phonetic	was	wus	was	
v-e	hope	hoq	p, bossy e	
cvc	mud			
ccvc	flop	floq	p	
sh	mush	muh	sh	
cvcc	rink	rik	-nk	
ch	pinch	pich	seg.	
-ck	deck	dic	e, i, ck	
ee	speed	sped	ee	
th	with			
ay	way			
non-phonetic	have			
v-e	pipe	pip	bossy e	
cvc	hop	hup	o, u	
ccvc	trot			
sh	crash	krah	sh	
cvcc	help	helqe	p, bossy e	
ch	torch	toch	or	
-ck	block	lok	seg., ck	
ee	steep	step	ee	
th	path			
ay	clay	cla	ay	
non-phonetic	come	cume	come	
v-e	tape	taqe	p	

Name Seth  
Date July 27th

## Student Form

### Criterion-Referenced Spelling I (CRST-I)

- |                 |                  |                  |
|-----------------|------------------|------------------|
| 1. <u>pat</u>   | 12. <u>mud</u>   | 23. <u>hop</u>   |
| 2. <u>slip</u>  | 13. <u>flap</u>  | 24. <u>trot</u>  |
| 3. <u>shop</u>  | 14. <u>mush</u>  | 25. <u>crash</u> |
| 4. <u>ask</u>   | 15. <u>rink</u>  | 26. <u>help</u>  |
| 5. <u>chop</u>  | 16. <u>pinch</u> | 27. <u>torch</u> |
| 6. <u>luck</u>  | 17. <u>deck</u>  | 28. <u>block</u> |
| 7. <u>feet</u>  | 18. <u>speed</u> | 29. <u>steep</u> |
| 8. <u>thick</u> | 19. <u>with</u>  | 30. <u>path</u>  |
| 9. <u>pay</u>   | 20. <u>way</u>   | 31. <u>clay</u>  |
| 10. <u>was</u>  | 21. <u>have</u>  | 32. <u>come</u>  |
| 11. <u>hope</u> | 22. <u>pipe</u>  | 33. <u>tape</u>  |

Number Correct 33 x 3 = 100 % Correct  
GR 4.0

level

Lauren

Be a good boy. (4)

sight w. → Cum in on time today. (4)

sh. sequ. Eat three apples today. (3)

He ran to school. (4)

ck rule Stand well bake. (2)

sh.w.d. rule Name a rubr plant. (2)

er - us Gather bush <sup>for</sup> (is of) the fire. (1)

ck ea Pick the yellow peach. (1)

The chorch pretty is tonight. (1)

He tuck a stap a haed. Q

He ~~ewick~~ reytnd his helpe. Q

(He quickly recovered his health)

✓

Lauren

Aug. 28, 2002

4 1 Be a good Boy.

5 2 come in on time today.

3 3 eat three apples.

2 4 He ran to School.

3 5 stand well back.

3 6 name a ruben plant.

1 7 gathr bushis for the fire.

- 2 8 pich the yellow peach.

1 9 The chrch party is to night

2 10 He took a step a hed.

0 11 He quickle recurved his helth.

0 12 a women bilt the fens

26

Grade Level 3.2



## Student Profile Sheet

Student: Sophie P.

Grade: 3

	Score	Date	1 <sup>st</sup> Lesson	# of Lessons
Reading test	1.0	May 4/01	May 7/01	
Spelling test	Pre-speller	May 4/01		
<b><u>Re-tested</u></b>	<b>Score</b>	<b>Date</b>		
Reading test	1.6	June 20/01		24
Spelling test	1.8	June 20/01		
<b><u>Re-tested</u></b>	<b>Score</b>	<b>Date</b>		
Reading test	2.6	Oct. 30/01		48
Spelling test	4.0	Oct. 30/01		

### Synopsis

Reading

Spelling

### Reading Comments

### Teacher's Comments

Stanford Achievement Oct. 30/01 <2.5

Name Sophy  
Date May 7

**Student Form**

**Criterion-Referenced Spelling I (CRST-I)**

- |                |                |                 |
|----------------|----------------|-----------------|
| 1. <u>pat</u>  | 12. <u>mab</u> | 23. <u>hap</u>  |
| 2. <u>sep</u>  | 13. <u>fla</u> | 24. <u>tot</u>  |
| 3. <u>sap</u>  | 14. <u>msh</u> | 25. <u>cash</u> |
| 4. <u>dsc</u>  | 15. <u>rec</u> | 26. <u>hlg</u>  |
| 5. <u>dop</u>  | 16. <u>pec</u> | 27. <u>tash</u> |
| 6. <u>lac</u>  | 17. <u>bec</u> | 28. <u>blc</u>  |
| 7. <u>fet</u>  | 18. <u>seb</u> | 29. <u>sep</u>  |
| 8. <u>fel</u>  | 19. <u>wef</u> | 30. <u>odh</u>  |
| 9. <u>pek</u>  | 20. <u>wed</u> | 31. <u>kau</u>  |
| 10. <u>was</u> | 21. <u>hae</u> | 32. <u>cm</u>   |
| 11. <u>hop</u> | 22. <u>pac</u> | 33. <u>tap</u>  |

Number Correct 2 x 3 = \_\_\_\_\_ % Correct

Pre Speller

Name Sophy  
Date oct 30 /01

**Student Form**

**Criterion-Referenced Spelling I (CRST-I)**

nk

- |                 |                  |                  |
|-----------------|------------------|------------------|
| 1. <u>pat</u>   | 12. <u>mud</u>   | 23. <u>hop</u>   |
| 2. <u>slip</u>  | 13. <u>flop</u>  | 24. <u>trot</u>  |
| 3. <u>shop</u>  | 14. <u>mush</u>  | 25. <u>crash</u> |
| 4. <u>ask</u>   | ⑮. <u>penk</u>   | 26. <u>help</u>  |
| 5. <u>choo</u>  | ⑯. <u>pinch</u>  | 27. <u>touch</u> |
| ⑥. <u>lack</u>  | 17. <u>deck</u>  | 28. <u>block</u> |
| 7. <u>feet</u>  | 18. <u>speed</u> | 29. <u>steep</u> |
| 8. <u>thick</u> | 19. <u>with</u>  | 30. <u>path</u>  |
| 9. <u>pay</u>   | 20. <u>way</u>   | 31. <u>clay</u>  |
| 10. <u>was</u>  | ⑰. <u>hav</u>    | ⑳. <u>cum</u>    |
| ⑪. <u>haop</u>  | 22. <u>pipe</u>  | ㉑. <u>taip</u>   |

Number Correct 26 x 3 = \_\_\_\_\_ % Correct

*A Scientific  
Revolution  
in Reading*

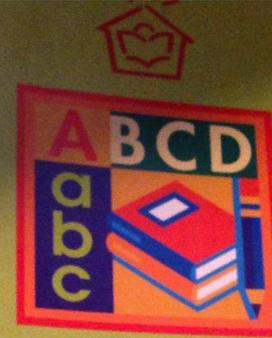
*Why Our Children  
Can't Read*  
*And What We Can Do About*

**Diane  
McGuinne  
Ph.D.**

Foreword by  
**Steven Pinker**

"A superb achievement . . .  
This clearly written and authori-  
tative work is the work to read  
for parents and teachers  
who wish everyone in our  
democracy to be able to read."

E. D. Hirsch, Jr.,  
author of *Cultural Literacy*



REPORT OF THE

**National  
Reading  
Panel**

**TEACHING CHILDREN TO READ**

An Evidence-Based Assessment of the  
Scientific Research Literature on Reading and  
Its Implications for Reading Instruction

**Reports of the Subgroups**