

A large graphic for the S.P.I.R.E. Foundations program. It features a teal circle on the left containing a white spiral icon. To the right of the circle, the text "S.P.I.R.E.® Foundations:" is written in a large, black, sans-serif font. Below this, a purple spiral icon is followed by the text "Sounds Sensible" in a purple, sans-serif font. The background is a light purple gradient with a white diagonal line.

SAMPLER

Grades PreK-4

MTSS Three small icons representing MTSS levels: a purple triangle with the number 1, a green triangle with the number 2, and a yellow triangle with the number 3.

Phonological Awareness and Phonics for Reading Readiness and Remediation

Sheila Clark-Edmands



From 44 sounds come endless possibilities.

Once children learn to read, a whole new horizon opens up for them. For beginning and striving readers, the essential first step in that journey is to identify, sound out, and recognize letters and parts of words. The 3rd Edition of SPIRE Foundations: Sounds Sensible® delivers multisensory instruction through explicit 5-step sequential lessons, with direction from an easy-to-use Teacher's Guide. It helps your students quickly master 20 consonants and short a, preparing them for Level 1 of SPIRE® and for reading success.

In these pages you'll find a sample lesson of SPIRE Foundations: Sounds Sensible. You'll see how its systematic, sequential program of hands-on instruction is equally well suited to give individual students, small groups, or a whole class the foundational skills of phonics and phonological awareness that every reader needs to succeed.

Scope and Sequence

SCOPE AND SEQUENCE

Instruction is organized by letter, or concept. Each letter is introduced in the order of how the sound of that letter is produced. Easier sounds are taught first. Lessons also focus on helping students identify beginning and ending sounds.

Each letter is taught through three lessons: an Introductory lesson followed by two Reinforcing lessons, one of which is optional. Once a letter is introduced, it is reviewed in the Reinforcing lessons that follow.

Stops

Stops are produced by completely stopping the air flow, then releasing it quickly. Air flows from your lungs and you stop it with your lips, then release.

Lesson 1 Letter **p** (unvoiced)

Lesson 2 Letter **b** (voiced)

Lesson 3 Letter **t** (unvoiced)

Lesson 4 Letter **d** (voiced)

Lesson 5 Letters **c, k** (unvoiced)

Lesson 6 Letter **g** (voiced)

Fricatives

Fricatives are produced with a constriction of the airway. The air flows through the constriction on its way. This results in a sound with a hissing quality.

Lesson 7 Letter **f** (unvoiced)

Lesson 8 Letter **v** (voiced)

Lesson 9 Letter **s** (unvoiced)

Lesson 10 Letter **z** (voiced)

Beginning and Ending Sounds

Lesson 11 Beginning Sounds for **p, b, t, d, c, k**

Lesson 12 Ending Sounds for **p, b, t, d, c, k, g,**

Affricate

An **affricate** combines a fricative element with a stop element.

Lesson 13 Letter **j** (voiced)

Nasals

Nasals are produced by diverting the air flow through the nose.

Lesson 14 Letter **m** (voiced)

Lesson 15 Letter **n** (voiced)

Glides

Glides are more like vowels because they involve less obstruction to the air flow. Glides are always preceded or followed by a vowel sound to which they "attach" with a gliding of the tongue.

Lesson 16 Letter **w** (voiced)

Vowels

Vowel sounds are produced with the breath flows out through the mouth without being blocked by the teeth, tongue, or lips.

Note: Blending simple words is also introduced in Lesson 17 Part 2.

Lesson 17 Part 1 Letter **a**

Lesson 17 Part 2 Letter **a**

Glides

Lesson 18 Letter **h** (unvoiced)

Liquids

Liquids are formed differently by the individuals who articulate them. This makes it harder to describe them and these are the most difficult for children to say. It involves some curling of the tongue.

Lesson 19 Letter **l** (voiced)

Lesson 20 Letter **r** (voiced)

The sound of x

The **sound of x** is made up of two sounds, /k/ and /s/, which combine to form /ks/.

Lesson 21 Letter **x** (unvoiced)

Glides

Lesson 22 Letter **y** (voiced)

Lesson Overview and Step 1: Listening

Look through pages 4 through 9 of this booklet to view the Teacher’s Guide for an actual SPIRE Foundations: Sounds Sensible introductory lesson.

INTRODUCTORY LESSON 3

Introduce Letter t

Objective: Students will learn the name of the letter t, its sound, and the correct form for manuscript (printed) writing of the letter.

Behavior: Students will be able to identify the letter t by name, identify its key word, and produce its written form in manuscript.

Lesson Overview

	Materials	Activity / Procedure
Step 1: Listening	<ul style="list-style-type: none"> Optional: Thumb Up and Thumb Down Sheets (Workbook pp. 2–3 or BLM pp. B3–B4) 	<ul style="list-style-type: none"> Word Comparison
Step 2: Rhyming	<ul style="list-style-type: none"> Rhymes Mat Introduction to Rhyme Cards 16–22 	<ul style="list-style-type: none"> Introduction to Rhyme
Step 3: Segmentation	<ul style="list-style-type: none"> Optional: 5 small squares of paper per student 	<ul style="list-style-type: none"> Sentence Segmentation
Step 4: Phoneme-Grapheme Relationships	<ul style="list-style-type: none"> Phonogram Card t Key Word Concept Sheet t (Workbook p. 12 or BLM p. B28) Mirror Beginning Sounds Cards 11–15 Sound Work Mat Key Word Card t (BLM p. B49)—1 card per student Traffic Light Handwriting Chart Traffic Light Dictation Paper A (Workbook p. 13 or BLM p. B20) 	<ul style="list-style-type: none"> Introduce t: sound and form Introduce t key word: tap Introduce printing the letter t
Step 5: Dictation	<ul style="list-style-type: none"> Traffic Light Dictation Paper F (Workbook p. 73 or BLM p. B25) Key Word Concept Sheet t (Workbook p. 12 or BLM p. B28) 	<ul style="list-style-type: none"> Sound Dictation Word Dictation

Step 1: Listening

Word Comparison

Before saying the first word pair, have students practice showing thumb up and thumb down. Students can either use the Thumb Up and Thumb Down Sheets or hold up their hand, make a fist, and then stick out their thumb in the up or down position.

Thumb up means that the sounds you hear are the same. Show me your thumb up.

Check to see that all students are holding up the correct sheet or are pointing their thumb up correctly.

Thumb down means that the sounds you hear are not the same. The sounds are different. Show me your thumb down.

Check to see that all students are holding up the correct sheet or are pointing their thumb down correctly.

I’m going to say two words: tap, dap.

Call on a student to repeat the words. Then have the whole group repeat the words.

Step 2: Rhyming

Are the words the same or different? If they are the same, thumb up. If the words are different, thumb down.

Follow this format for additional word pairs.

Word Pair 2: **dad dad**

Word Pair 3: **dad tad**

Word Pair 4: **hit hid**

If students need more practice, create additional word pairs that target sound discriminations that students have difficulty with, or use the word pairs from Reinforcing Lesson 3a.

Step 2: Rhyming Introduction to Rhyme

When I put the Rhymes Mat on the table during our lesson, you are going to be saying rhymes. Let's begin.

Put the Rhymes Mat on the table. Hold up Introduction to Rhyme Card 16.

Look at the picture and listen to this rhyme: "Take a look; read a book." What is the rhyme? Yes, "Take a look; read a book." What word rhymes with book? Yes, look rhymes with book.

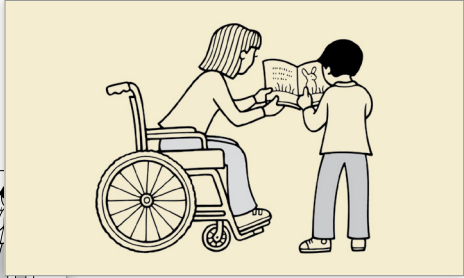
Put the card on the Rhymes Mat. Use Thumbs Up for Blending to show onset and rime for *look* and *book*. Then hold up Card 17.

Listen to the rhyme: "Are they saying 'Hi' or 'Bye'?" What is the rhyme? Yes, "Are they saying 'Hi' or 'Bye'?" What word rhymes with bye? Yes, hi rhymes with bye.

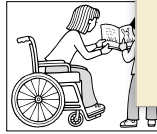
Put the card on the Rhymes Mat. Use Thumbs Up for Blending to show onset and rime for *hi* and *bye*.

Repeat the procedure until all seven cards are on the Rhymes Mat:

18. Use the broom to clean this room.
19. It's a beautiful day to sail away.
20. Brush in the morning and at night, to keep your teeth clean and white.
21. Bake a cake.
22. I really wish to catch a fish.



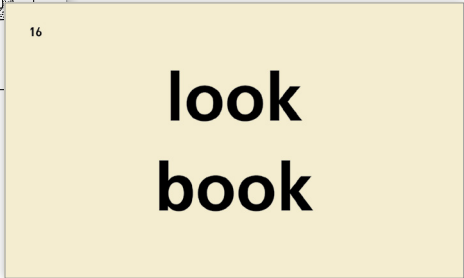
Introduction to Rhyme Card
(front of card)



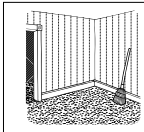
16 look / book



17 hi / bye



Introduction to Rhyme Card
(back of card)



18 broom / room



19 day / away



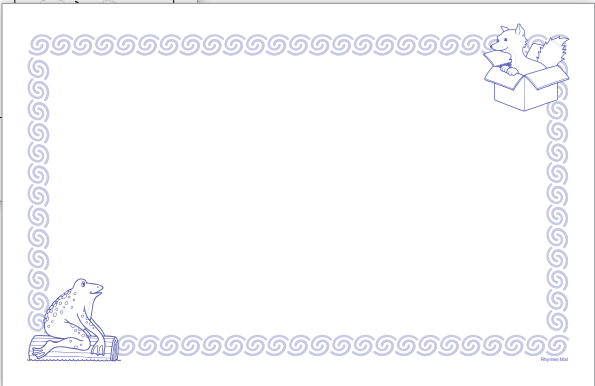
20 night / white



21 bake / cake



Cards and mats support multisensory activities that develop students' ability to identify rhyming sounds and words.



Rhymes Mat

Step 3: Segmentation

Step 3: Segmentation

Phoneme Segmentation with Words

In this activity, remember that students are building with chips and saying sounds. No letters are named or seen.

Make sure each student has a Phoneme Segmentation Sheet and a handful of chips.

Tell students they will listen to words and try to figure out the number of sounds in each word. They will place a chip on their Phoneme Segmentation Sheet for every sound they hear in a word. Place a Phoneme Segmentation Sheet on the table to demonstrate.

Watch as I show you. If I hear the word *hat*, I should say each sound and put a chip for each sound on the line at the bottom of the page.

- Place one chip on the line and say: /h/.
- Place a second chip on the line, next to the first, and say: /ă/.
- Place a third chip on the line, next to the second, and say: /t/.

Then I will go back to the beginning and touch each chip while saying its sound:

/h/ (touch) /ă/ (touch) /t/ (touch).

Finally, I will say the blended word: *hat*.

Remove the chips from your sheet.

Let's do *hat* together. Say *hat*. Yes, *hat*. Say each sound in *hat* and put a chip for each sound on the line at the bottom of your page.

- Place one chip on the line and say: /h/. Have students do the same.
- Place a second chip on the line, next to the first, and say: /ă/. Have students do the same.
- Place a third chip on the line, next to the second, and say: /t/. Have students do the same.

Now go back to the beginning and touch each chip while saying its sound.

/h/ (touch) /ă/ (touch) /t/ (touch).

Have students repeat: /h/ (touch) /ă/ (touch) /t/ (touch).

Finally, say the blended word: *hat*. Yes, *hat*.

Let's try another one. The next word is *fan*. Say *fan*. Yes, *fan*. Say each sound in *fan* and put a chip for each sound on the line at the bottom of your page.

- Place one chip on the line and say: /f/. Have students do the same.
- Place a second chip on the line next to the first and say: /ă/. Have students do the same.
- Place a third chip on the line next to the second and say: /n/. Have students do the same.

Now go back to the beginning and touch each chip while saying its sound.

/f/ (touch) /ă/ (touch) /n/ (touch).

Have students repeat: /f/ (touch) /ă/ (touch) /n/ (touch).

Say the blended word: *fan*. Yes, *fan*.

Step 4: Phoneme-Grapheme Relationships

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Introducing Letter t

Hold up Phonogram Card *t*.

The name of this letter is t. What is the name of this letter? Yes, it is t.

Have students repeat the letter name several times.

The key word for t is tap.

Have students look at Key Word Concept Sheet *t*, and discuss the picture with them.

t (letter name), tap (key word), /t/ (sound).

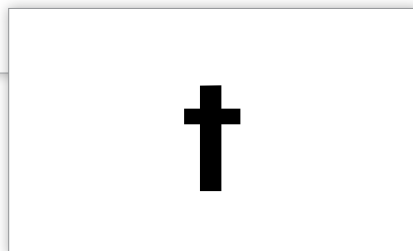
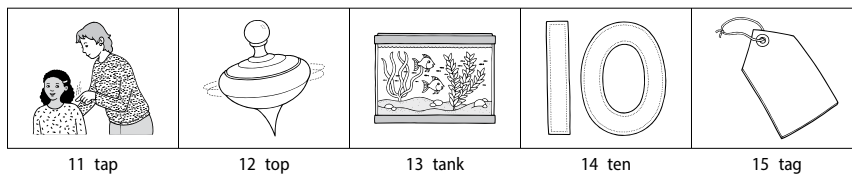
Have students repeat *t*, *tap*, /t/ several times.

Q Pronunciation /t/: Be careful not to put a vowel sound after the letter sound. It is important to make the sound of *t* without a schwa sound at the end. (Do not say /tuh/.) Have students say the sound for *t*, and ask them if they feel air coming out. Ask students to pay attention to the position of the tongue for the sound /t/: "Is it in the front of your mouth? Yes, it's behind your teeth." Have them try to close their lips to make the sound. Say: "You don't make the sound for *t* with your lips as you do with /b/ and /p/. You make a tapping sound when you say /t/." Tell them *t* is a "tongue tip tapper." Take turns using the mirror to see how the tongue should look when producing the sound correctly.

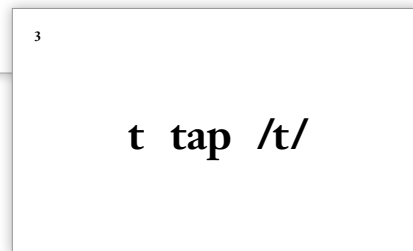
Beginning Sounds

Hold up Beginning Sounds Cards 11–15, and tell students the name of each picture. Have them listen for the sound /t/ at the beginning of each name.

- Put the Sound Work Mat on the table, solid white side up (blue target side down).
- Spread all five cards, picture side up, on the mat.
- Say a picture name; student repeats and points to the picture.
- Play until students can firmly recall all picture names. If necessary, correct students' articulation of a picture name.
- Pick up and shuffle the cards, hold them up again, and have students say the name of each picture, its beginning sound, and its letter name. Alternate turns, giving each student an opportunity to respond several times.



Phonogram Card (front of card)



Phonogram Card (back of card)

(Step 4 continued)

Step 4: Phoneme–Grapheme Relationships

Key Word Card

Give each student Key Word Card *t*, and say the following words as students listen for /t/ at the beginning of each one. Repeat until firm.

- If a word begins with /t/, students should hold up the Key Word Card.
- If a word does not begin with /t/, students should not hold up any card.

If students make errors, have them repeat the word, say the beginning sound, and say the letter name.

Did _____ begin with /t/, as in *tap*?

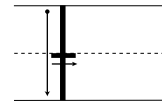
pan	top	tank	tip	bat
tag	pie	tap	pig	ten

Letter Formation

Now you can learn how to print the letter *t*.

Display Phonogram Card *t*. Point to the letter.

What is the name of this letter? Yes, the name of the letter is *t*. What sound does it make? Yes, *t* makes the sound /t/.



Display the Traffic Light Handwriting Chart.

These are the lines we will use to learn how to print the letter *t*. The little letter *t* begins at the red line at the top.

Place your marker on the chart at the red line, positioned to pull the marker down.

Watch as I make the letter *t*.

Print the letter *t* as you describe the correct way to print it:

Little letter *t* begins at the red line, pulls straight down to the green line, and stops. I pick up my marker and cross on the yellow line.

Using the Traffic Light Handwriting Chart, make and describe how to print the letter again.

Have one student at a time come up to the chart and trace the model letter as you describe how to print it. The other students watch and listen.

Little letter *t* begins at the red line, pulls straight down to the green line, and stops. Then your finger crosses on the yellow line.

After the students have finished tracing the model letter, print the letter again on the chart and repeat your directions.

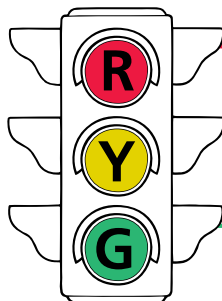
Have one student at a time come back up to the Traffic Light Handwriting Chart. Students should trace the model letter *t* again and then print a *t* next to the model letter. Erase each letter after a student makes it, leaving only the model for the next student. Make sure each student has a turn at the chart.

Then, when students are ready, have them make the letter *t* on their own, without referring to the model.

Erase the model *t* from the Traffic Light Handwriting Chart. Ask students to give you directions about how to make the little letter *t*. Prompt them with questions until you have enough "information" to complete the letter.

Where do I begin? Now what do I do?

Have students practice making the letter on their own.



Traffic Light Handwriting Chart: Use this 24 x 11 inch demonstration chart with dry erase markers to present letter formation and invite student practice.

Step 5: Dictation

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Students will use Traffic Light Dictation Paper.

Sound Dictation

Have students listen carefully as you dictate a sound. Pencils are down.

Say the sound and then have students repeat it: /t/.

What letter says /t/? Yes, t. Pick up your pencil and write t, saying its name as you write.

Students look at the letter they wrote, name it, and say its sound.

Repeat the activity with the following sounds: /b/, /t/, /t/, /p/.

Word Dictation

Practice dictating words that begin with *p*, *b*, and *t*. Tell students you will say a word. They will repeat the word, say its beginning sound, name the letter, and then write the letter, naming it as they write.

Tag. Now you say tag. Yes, tag. What sound do you hear at the beginning of tag? Yes, /t/. What letter name says /t/? Yes, t. Write t, saying its name as you write.

Repeat the activity with the following words: *bag*

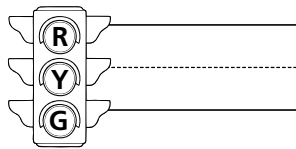
Less

- Have students color Key Word Concept She
- All students will benefit from Reinforcing L

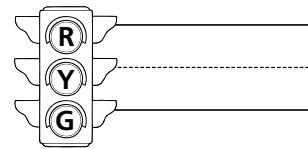
Traffic Light Dictation Paper F

Dictation Page: Lesson 3

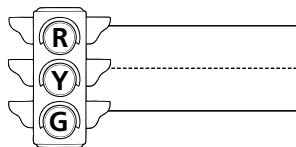
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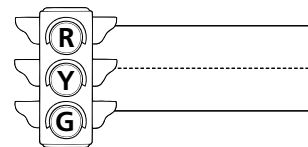
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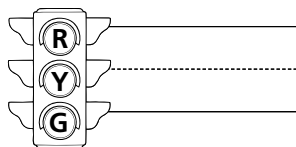
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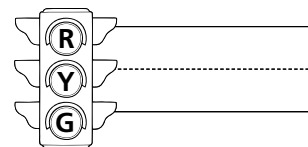
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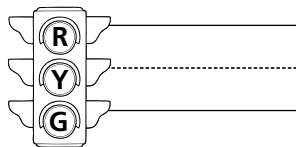
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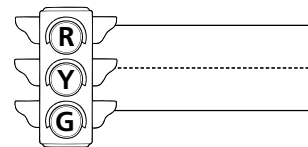
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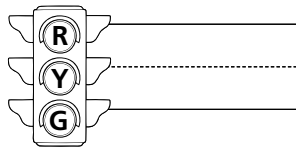
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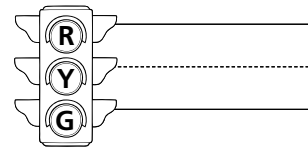
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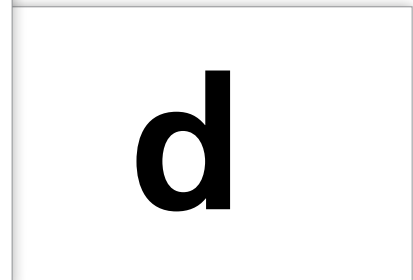
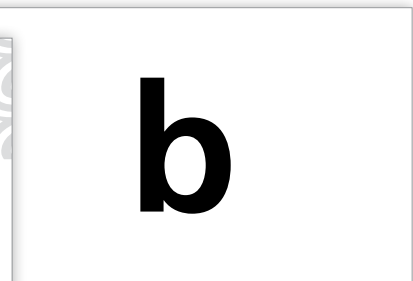
Offered as a blackline master and in the Workbook, Traffic Light Dictation Paper provides a portfolio of student progress throughout the program.

Reinforcing Lesson a and b

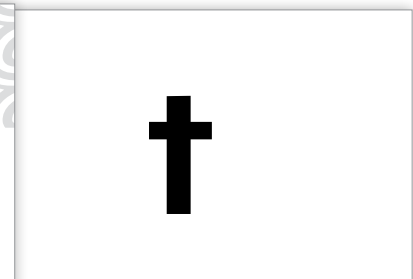
Reinforcing Lesson a – reviews previous letters to ensure student retention and continued development of phonic skills.

Reinforcing Lesson b – an optional review for those students still struggling to master the concept. It is mainly focused on the letter just taught.

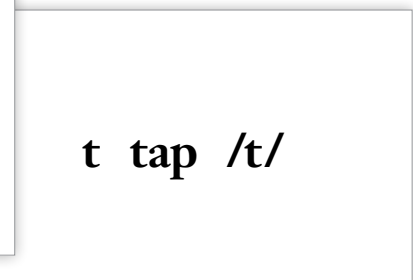
REINFORCING LESSON 3a		
Review Letters <i>p, b, t</i>		
Lesson Overview		
	Materials	Activity / Procedure
Step 1: Listening	• <i>Optional:</i> Thumb Up and Thumb Down Sheets (Workbook pp. 2–3 or BLM pp. B3–B4)	• Word Comparison
Step 2: Rhyming	• Rhymes Mat • Introduction to Rhyme Cards 23–29	• Introduction to Rhyme
Step 3: Segmentation	• <i>Optional:</i> 5 small squares of paper per student	• Sentence Segmentation
Step 4: Phoneme-Grapheme Relationships	• Phonogram Cards <i>p, b, t</i> • Key Word Concept Sheets <i>p, b, t</i> (Workbook pp. 6, 8, 12, or BLM pp. B26–B28) • Key Word Cards <i>p, b, t</i> (BLM pp. B47–B49)—1 card per student, per letter • Beginning Sounds Cards 1–15	• Review <i>p, b, t</i> : sound • Review key words: <i>pat, bat, tap</i>
Step 5: Dictation	• Traffic Light Dictation Paper F (Workbook p. 74 or BLM p. B25) • <i>Optional:</i> My Letter Sheet (BLM p. B10)	• Sound Dictation • Word Dictation



REINFORCING LESSON 3b		
Focus on <i>t</i> and Letter Review		
Lesson Overview		
	Materials	Activity / Procedure
Step 1: Listening	• <i>Optional:</i> Thumb Up and Thumb Down Sheets (Workbook pp. 2–3 or BLM pp. B3–B4)	• Word Comparison
Step 2: Rhyming	• Rhymes Mat • Introduction to Rhyme Cards 30–35	• Introduction to Rhyme
Step 3: Segmentation	• <i>Optional:</i> 5 small squares of paper per student	• Sentence Segmentation
Step 4: Phoneme-Grapheme Relationships	• Phonogram Cards <i>p, b, t</i> • Key Word Concept Sheets <i>p, b, t</i> (Workbook pp. 6, 8, 12, or BLM pp. B26–B28) • Key Word Cards <i>p, b, t</i> (BLM pp. B47–B49)—1 card per student, per letter • Beginning Sounds Cards 1–15 • Traffic Light Handwriting Chart • Traffic Light Dictation Paper A (BLM p. B20)	• Review <i>p, b, t</i> : sound • Review key words: <i>pat, bat, tap</i> • Review printing the letter <i>t</i>
Step 5: Dictation	• Traffic Light Dictation Paper F (Workbook p. 75 or BLM p. B25) • My Letter Sheet (BLM p. B10)	• Sound Dictation • Word Dictation



Phonogram Cards (front of cards)



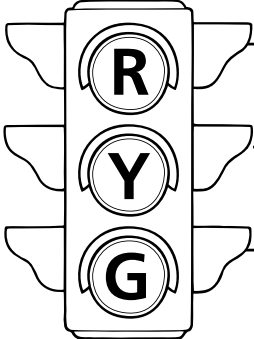
Phonogram Card (back of card)

Student Workbook

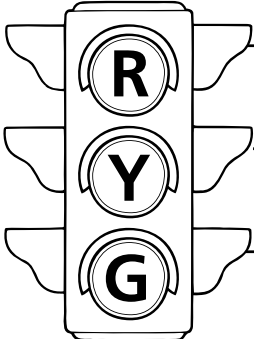
Promotes ease of use, enabling student work to be organized and readily accessible, while reducing instructor preparation time. Instructors can direct students to their workbooks to complete a variety of activities, rather than copying blackline masters from the Teacher's Guide.

Traffic Light Dictation Paper A

Practice Page



A vertical traffic light with three circular lenses. The top lens contains the letter 'R', the middle lens contains 'Y', and the bottom lens contains 'G'. To the right of the traffic light are three horizontal lines for writing: a solid top line, a dashed middle line, and a solid bottom line.



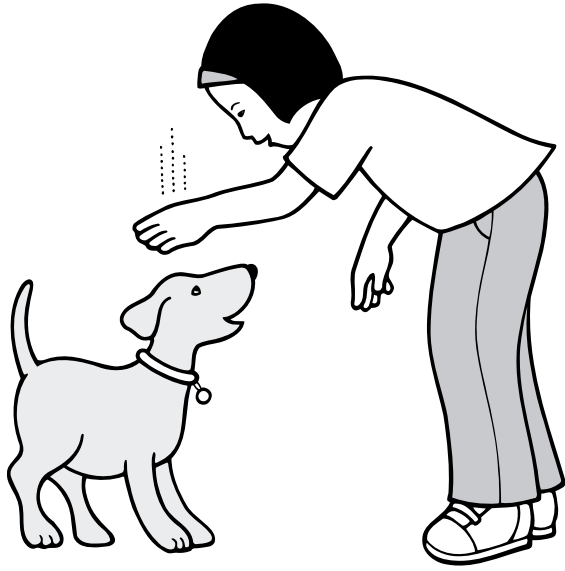
A second identical traffic light and writing lines are positioned below the first one.

© 551-001 NOT DUPLICATE

Traffic Light Dictation Paper

Key Word Concept Sheet p

Pp



A black and white line drawing of a person with short dark hair, wearing a light-colored shirt and dark pants, leaning forward to pet a dog. The dog is standing and looking up at the person's hand. Small dots above the dog's head suggest movement or sound.

pat

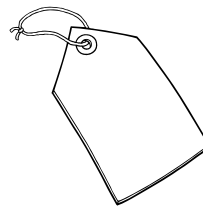
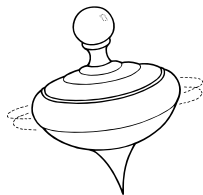
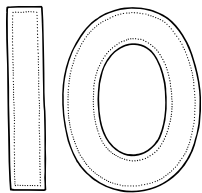
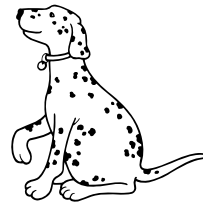
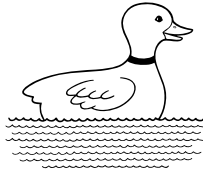
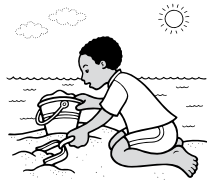
The word 'pat' is written in a simple, lowercase font on a set of three horizontal lines (top, middle-dashed, bottom).

Key Word Concept Sheet

(Student Workbook continued)

Student Workbook

Sound Contrast Sheet /d/ /t/



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Sound Contrast Sheet

Multisensory Active Learning

All lessons incorporate visual, auditory, and kinesthetic strategies into games and teacher-led activities to support phonics instruction and phonemic awareness.

Step 4: Phoneme-Grapheme Relationships Letter Review

Tell students they will review the sounds for the letters *p, b, t, d, c, k, g, f,* and *v*.

Display Phonogram Card *v*.

What is the name of this letter? Yes, it is *v*.

Repeat until firm. Have students look at Key Word Concept Sheet *v*.

Who can remember the key word for *v*? Yes, *van* is the key word for *v*. What sound does the letter *v* make? Yes, the letter *v* says /v/.

Display Phonogram Cards *p, b, t, d, c, k, g,* and *f*. Ask: **Who can tell us the letter name, the key word, and the sound for this letter?** After a student responds, have the group echo the response.


Shuffle the cards and repeat the process. (Each student should have the chance to respond at least twice.) At this point, students should automatically respond with letter name, key word, and sound. It is important to hold students to this sequence, as it will develop secure letter-sound knowledge.

Bingo Game

Play Bingo with students using Beginning Sounds Cards 1–47 and Bingo Cards from Set 1. (You may want to have students identify the pictures on the Beginning Sounds Cards before playing.) Directions for this game can be found in the Appendix.

As you play, if a Beginning Sounds Card picture begins with /k/, make sure to tell students whether the word starts with the letter *c* or *k*.

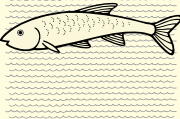
Bingo Card Set 1, Sheet 1

B I N G O				
b	p	k	t	c
p	g	d	b	g
g	k		d	p
d	c	b	p	t
t	d	t	k	b

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Bingo Card

Go Fish



Go Fish (front of card)

Z

Go Fish (back of card)

Lesson Wrap-Up

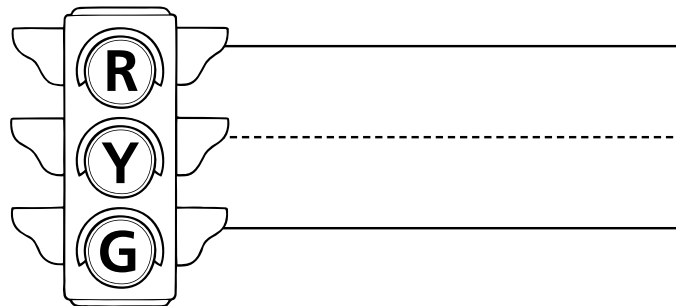
The final activity for each letter provides opportunity for practice and future review.

Lesson Wrap-Up

- Students who struggled with Step 5 should continue to Reinforcing Lesson 3b.
- Students who are ready to move on to the next concept should complete the My Letter Sheet. Direct the students to print the letter *t* on the lines at the top of the page and draw a picture of something that begins with the same sound as that letter. Students can share their work.

Name: _____

My Letter Sheet



Assessment

Concept Assessments, administered four times during the program, assess the most recently taught letters.

CONCEPT ASSESSMENT OVERVIEW

Concept Assessments are administered four times during the program. They review student identification of the most recently taught letters and their sounds. Each Concept Assessment is divided into two parts, A and B. General directions on how to administer the Concept Assessments are provided below. A materials list is also provided for each individual Concept Assessment 1–4.

Part A: Phonogram Review

Method of assessment: individual student

Preparation

- Ensure that you have a master copy of Concept Assessment, Part A: Phonogram Review, plus one copy per student of Concept Assessment, Part A: Recording Form.
- Select a place to administer the test, one-on-one. Choose an area where students will not be distracted or observed as they are being tested.

Administration

- When administering the assessment, sit across from the student, and position the Recording Form so the student cannot see what you are writing.
- Show the student the Phonogram Review sheet. Instruct the student to state the name of each letter and the sound it makes.
- As the student answers, mark the appropriate box on the Recording Form.
- Do not prompt the student. Let him or her take the time needed for each letter.
- List the letter names and sounds that the student got incorrect at the bottom of the Recording Form. Continue to practice these letters and sounds with the student by reviewing activities in the corresponding Reinforcing Lessons.

Part B: Dictation Review

Method of assessment: small group or whole class

Preparation

- Ensure that you have a master copy of Concept Assessment, Part B: Dictation Review, plus two copies per student of Traffic Light Dictation Paper D, so students will have enough space to write all letters. (You may wish to make a double-sided copy, so that each student will have one sheet of paper.)
- You will also need one copy per student of Concept Assessment, Part B: Recording Form.

Concept Assessment 1, Part A: Recording Form

Concept Assessment 1 Recording Form
 Part A: Phonogram Review

Name: _____ Date: _____
 Class: _____ Tester: _____

	Correct Letter Name	Incorrect Letter Name	Correct Letter Sound	Incorrect Letter Sound	Notes
d					
p					
k					
b					
t					
c					
Results	____/6	____/6	____/6	____/6	

Letter names to practice: _____
 Letter sounds to practice: _____

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Concept Assessment 1, Part A

Concept Assessment 1
 Part A: Phonogram Review

d

p

k

b

t

c

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(Assessment continued)

Assessment

Cumulative Assessments, administered mid-program and at the end, are summative.

MID-PROGRAM CUMULATIVE ASSESSMENT

Assessment Overview

Administer After Lesson 12

	Materials	Objectives
Part A: Phonogram Review Method of Assessment: Individual student	<ul style="list-style-type: none"> Mid-Program Cumulative Assessment, Part A: Phonogram Review (p. A23)—master copy Mid-Program Cumulative Assessment: Recording Form (pp. A26–A28)—1 copy per student 	<ul style="list-style-type: none"> Name <i>p, b, t, d, c, k, g, f, v, s, z</i>, and state sounds they make
Part B: Dictation Review Method of Assessment: Small group or whole class	<ul style="list-style-type: none"> Mid-Program Cumulative Assessment, Part B: Dictation Review (p. A24)—master copy Traffic Light Dictation Paper D (BLM p. B23)—3 copies per student (Use same Recording Form as above.) 	<ul style="list-style-type: none"> Produce written form of <i>p, b, t, d, c, k, g, f, v, s, z</i>, when letters are named but not shown.
Part C: Rhyme Review Method of assessment: small group or whole class	<ul style="list-style-type: none"> Mid-Program Cumulative Assessment, Part C: Rhyme Review (p. A25)—1 copy per student plus 1 master copy (Use same Recording Form as above.) 	<ul style="list-style-type: none"> Identify word that rhymes with target word.

Mid-Program Cumulative Assessment, Part B

Mid-Program Cumulative Assessment
 Part B: Dictation Review

/f/ fan		/p/ pat
/k/ cat, kit		/v/ van
/b/ bat		/g/ gas
/s/ sad		/t/ tap
/d/ dad		/z/ zip

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Mid-Program Cumulative Assessment: Recording Form

Part B: Dictation Review

	Letter Matches Sound	Letter Does Not Match Sound	Correct Letter Formation	Incorrect Letter Formation	Notes
/f/	f				
/k/	c, k				
/b/	b				
/s/	s				
/d/	d				
/p/	p				
/v/	v				
/g/	g				
/t/	t				
/z/	z				
Results	___ / 11	___ / 11	___ / 11	___ / 11	

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