Unit 8 Pausing Point

The Unit 8 Pausing Point is critical. In previous Pausing Points you may have only paused for a day or two to work on a few skills. At this Pausing Point, you should analyze all of the assessment results for each student.

Students who do poorly on Word Recognition, Pseudoword/Real Word and/or Code Knowledge Diagnostic Assessments should not move on to Units 9 and 10. Instead, using the *Assessment and Remediation Guide*, your instruction should be a reteaching of skills from Units 3–7 as identified by the assessment results.

If students spend the remainder of Kindergarten practicing and mastering the skills identified on the Unit 8 Assessment, they will be well-prepared for the Grade 1 CKLA Skills instruction, even if they do not complete Kindergarten Units 9 and 10. The early units of the Grade 1 CKLA Skills Units reteach the skills introduced in Kindergarten Units 9 and 10.

Area of Concern	Pausing Point Activities to consider
Word Recognition Items 12, 15, 16 Pseudoword/Real Word Items in Line 6	Recognize Double Letter Spellings Distinguish Spelling Alternatives Read Words with Double-Letter Spellings
Tricky Words	Read Tricky Words

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Remediation Cross-Reference Chart for Code Knowledge Diagnostic Assessment

Row	Sound	Reteach: Unit	Unit
1.	m	3	1
1.	s	4	3
1.	f	4	4
1.	v	4	6
1.	z	4	7
2.	r	5	3
2.	l	5	2
2.	n	4	1
2.	e	4	9
2.	u	5	4
3.	i	3	9
3.	o	3	6
3.	a	3	2
3.	t	3	3
3.	y	5	8
4.	d	3	4
4.	g	3	8
4.	h	4	2
4.	j	5	7
4.	k	5	10

Row	Sound	Reteach: Unit	Unit
5.	b	5	1
5.	p	4	8
5.	c	3	7
5.	w	5	6
5.	x	5	9
6.	sh	7	1
6.	ch	7	2
6.	th	7	4/5
6.	ng	7	8
6.	qu	7	7
7.	ff	8	10
7.	ss	8	12
7.	ll	8	10
7.	gg	8	10
7.	ck	8	10

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Pausing Point Topic Guide

Distinguish the Short Vowel Sounds

The Short Vowel Sounds — Lessons 1–4, 6, 7, 9–11, 13, 18–20; Page 133

Recognize Double-Letter Spellings

Circling the Sounds — Lesson 12; Page 133

Spelling Bingo — Page 134

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Distinguish Spelling Alternatives

Word Sort — Page 134

Read Words with Double-Letter Spellings (Spelling Alternatives)

Teacher Chaining — Lessons 7, 10, and 11; Page 135

Large Card Chaining — Page 135

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Spell Words with Double-Letter Spellings (Spelling Alternatives)

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Write Double-Letter Spellings (Spelling Alternatives)

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Write Tricky Words

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Write Phrases or Sentences

Making Phrases — Page 144

Rhyming Words

Do They Rhyme? — Lesson 4; Page 144
Make a Rhyme — Lesson 9; Page 144
Connect the Rhyming Words — Page 144

Distinguish the Short Vowel Sounds

The Short Vowel Sounds

- See Warm-Up exercises in Lessons 1–4, 6, 7, 9–11, 13, 18–20.

Recognize Double-Letter Spellings

Circling the Sounds

- See Lesson 12.

1. fluff	6. odd	11. shock	16. yells
2. brick	7. thick	12. still	17. sniff
3. bell	8. mitt	13. fuzz	18. snack
4. dress	9. chick	14. glass	19. chick
5. buzz	10. ill	15. toss	20. egg

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Spelling Bingo

- Make bingo cards with double-letter spellings and other spellings that have been taught.
- Write the same spellings on slips of paper and put them in a box.
- Give each student a bingo card and playing pieces.
- Explain that you will draw spellings from the box and you want students to put a playing piece on top of the spelling you announce if it is on their bingo card.
- Explain that when all spellings are covered on a card students should say, "Bingo."

Stepping Sounds

Note: This game is best played in small groups or in work stations.

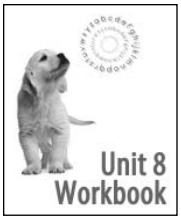
- Firmly affix two rows of five to eight squares on the floor and have a student stand at the head of each row.
- Hold up a double-letter spelling for the first student and ask him or her to say the sound. If the student says the correct sound, he or she moves one square forward.
- Repeat this process, alternating between the two students.

Sound Sprints

- Place two sets of Spelling Cards at the far end of the classroom, the gym, or the playground
- Select two students to race.
- Call out a sound.
- Have students race to grab a corresponding Spelling Card and bring it back.
- The first student to return with the correct spelling is the winner.
- Repeat with additional sounds and spellings.

Distinguish Spelling Alternatives

Word Sort



Worksheets PP1, PP2

- Have students complete Worksheets PP1 and PP2.

  Note: When students have completed a worksheet, ask if they can see any patterns. Generally, there will be more words with the single-letter spellings than with the double-letter spellings because the former are more common. Students will also see that double-letter spellings rarely occur at the beginning of words but are more likely to occur at the end of words.

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Read Words with Double-Letter Spellings (Spelling Alternatives)

Teacher Chaining

- See Lessons 7, 10, and 11.

These chains contain some silly words with double-letter spellings. They provide students with an opportunity to practice reading the new spellings.

1. ill > fill > chill > chick > pick > lick > slick > slack > smack > smacks
2. odd > off > poff > puff > putt > patt > pass > pagg > pazz > papp
3. fun > fuss > fuzz > buzz > buss > buff > muff > huff > puff > puck
4. ebb > egg > regg > remm > renn > senn > secc > seck > sepp > sebb

Large Card Chaining

- Distribute the following Large Cards, reviewing each card's sound as you give them out: 'i', 'e', 'a', 'u', 'o', 'm', 't', 'c', 'g', 'f', 's', 'p', 'b', 'l', 'r', 'h', 'w', 'y', 'sh', 'ch', 'ck', 'ff', 'ss', and 'll'.
- Tell students if they are holding a card with a picture of a sound that is in *bell*, they should go to the front of the room and stand in the order that spells *bell*.
- If necessary, help students move into the correct order.
- Once students are standing in place, ask seated students to read the word.
- Once the word has been read, say to students, "If that is *bell*, show me *yell*."
- Students should rearrange themselves to make the new word.
- Continue this process until all of the words in the first chain have been spelled.
- Have students trade cards.
- Proceed to the next chain.

1. bell > yell > sell > shell > fell > fill > fit > fish > wish > wick
2. rest > rust > rut > rot > rock > lock > clock > clack > clash > class
3. loss > gloss > glass > grass > brass > bass > back > black > block
4. off > poff > puff > huff > muff > mush > much > such > suck > sack
5. but > bet > bell > bill > fill > hill > chill > chick > check > chess

Choose the Right Word

- Write the words *buzz*, *sock*, and *duck* on the board and ask students to read each word.
- Tell students you are going to ask them some questions. They can find the answers on the board.
- Ask students to identify which word names something you wear on your foot.

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- Tell students to find the answer (*sock*) on the board and then copy it on a sheet of paper.
- Continue this process with the remaining questions, introducing the words in groups of three as you go.

1a. Which word names something you wear on your foot? (*sock*)
1b. Which word names an animal? (*duck*)
1c. Which word is the sound a bee makes? (*buzz*)

2a. Which word names something that can be worn? (*dress*)
2b. Which word means very different or unusual? (*odd*)
2c. Which word names a body part? (*neck*)

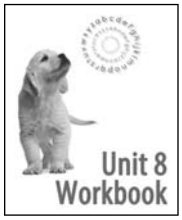
3a. Which word names something a hen lays? (*egg*)
3b. Which word is the sound an angry snake makes? (*hiss*)
3c. Which word names a color? (*black*)

Wiggle Cards

- Write the words and phrases from the box below on cards, one word or phrase per card.
- Tell students you are going to show them some cards describing actions; you would like them to read each card and perform the action listed.
- Show students a card, have them read it, and let them perform the action.
- Complete the remaining cards using the same format.
- If you have time, repeat some or all of the cards.

1. buzz	5. cross the legs	9. huff and puff
2. hiss	6. kiss one hand	10. lick the lips
3. quack	7. ring a bell	11. pick it up
4. sniff	8. tap on the back	12. stand stiff and still

Word Wheel



Worksheets PP3, PP4

- Distribute Worksheets PP3 and PP4.
- **Option 1**: Have students take the worksheets home to a family member so they can practice reading and writing at home.
- **Option 2**: Have students complete the worksheets in small groups or work stations.

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Shopping for Spellings

- Provide each student with a brown paper bag. Each bag should have one spelling written on the outside: either a double-letter spelling or a corresponding single-letter spelling.
- Review the sounds of the spellings.
- Spread a set of decodable word cards out on the floor and tell students they are going shopping! They should take their bags and fill them with cards containing the same spelling that is written on their bag.
- After students have collected all the cards, they should take turns sharing what they "bought" on the shopping trip.

Word Concentration

Note: This game is best played in small groups or in work stations.

- Choose seven words having double-letter spellings and find matching pictures (e.g., *egg*, *cliff*, *hill*, *kiss*, *bell*, *rock*, *mitt*).
- Write each word on a small card and glue the corresponding picture on another card of the same size.
- Shuffle the cards and lay them face down on the table.
- Have students turn over two cards at a time, attempting to find matching cards.
- If a student finds a match, he or she keeps the cards for the duration of the game.
- Continue until all matches have been found.

Word Reading Sprints

- Make three sets of word cards and matching picture cards, e.g., three cards that have the word *duck* and three matching picture cards that have a picture of a duck, three cards that have the word *hill* and three matching picture cards that have a picture of a hill, etc.
- Place the word cards at the far end of the classroom, playground, or gym.
- Divide the class into three teams, and have each team form a line.
- Give the first student in each line the same picture card.
- Have students race to the group of word cards, identify, and return with a matching word card.
- The first student to return with a matching word card earns a point for his or her team.
- Repeat until each student has a turn.

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Read Tricky Words

Colored Flashcards

- Print decodable words on green flashcards and Tricky Words on yellow flashcards.
- Explain to students the words printed on green paper are regular and can be read by blending. Green means go!
- Explain to students the words printed on yellow paper are tricky. Yellow means proceed with caution!
- Shuffle the cards and have students read them one at a time.

Green Cards:

1. them
2. neck
3. sell
4. risk
5. check
6. fuzz
7. brass
8. jazz
9. mess
10. flask

Yellow Cards:

1. the
2. a
3. of
4. all
5. one
6. from
7. was

Word Concentration

Note: This game is best played in small groups or at work stations.

- Write the Tricky Words *the*, *a*, *of*, *all*, *one*, *from*, and *was* on small cards, one word per card, two cards for each word.
- Shuffle the cards and lay them face down on the table.
- Have students turn over two cards at a time, attempting to find matching cards.
- If a student finds a match, he or she keeps the cards for the duration of the game.
- Continue until all matches have been found.

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Read Decodable Stories

"The Band"



- Use the story "The Band" as a Demonstration Story, as well as an opportunity for small group or partner reading.

Discussion Questions on "The Band"

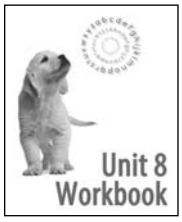
1. *Literal* Who is in the band? (Sam's dad, Chad's dad, and Chad's boss are in the band.)
2. *Literal* What instrument does Chad's dad play? (Chad's dad plays the drums.)
3. *Literal* What instrument does Sam's dad play? (Sam's dad plays the bass.)
4. *Literal* What does the audience think of the band? (The band is a big hit.)

Practice Reading: "The Chick"



- Ask students to sit with their partners, take out their Readers, and take turns reading the following story aloud to one another: "The Chick."
- Encourage students who finish early to reread stories from previous lessons.

Take-Home Stories



Worksheets PP5, PP6, PP7

- Distribute Worksheets PP5, PP6, and PP7.
- Have students take the worksheets home and give them to a family member so they can practice reading the stories.

Write Double-Letter Spellings (Spelling Alternatives)

Sound Dictation

- Distribute paper and pencils to students. Give each student a Large Card for a spelling that has been taught. (Be sure to include double-letter spellings and give each student a different Large Card.)
- Say a sound, and tell the student with the Large Card for the sound to stand up.

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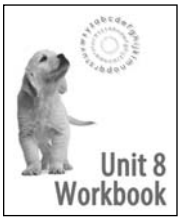
- Remind students how to print the spelling, and encourage them to trace the spelling in the air. Have students print the spelling on paper.
- Repeat for the remaining sounds.

Handwriting Worksheets with Double-Letter Spellings

We recommend making multiple copies of these worksheets and using them frequently for additional practice.

- Have the students complete Worksheets PP8, PP9, and PP10.

  Note: The same spellings are on the front and the back of the worksheet. The back, however, is more difficult because only starting dots are provided.



Worksheets PP8, PP9, PP10

Spell Words with Double-Letter Spellings (Spelling Alternatives)

Tap and Spell

- Write the vowel spellings ‘i’, ‘e’, ‘a’, ‘u’, and ‘o’ on sheets of gray paper.
- Write the consonant spellings ‘h’, ‘s’, ‘m’, ‘b’, ‘t’, ‘ll’, ‘ck’, and ‘ss’ on sheets of white paper.
- Arrange the spellings on the floor or on the board to resemble the set up on a pocket chart or Chaining Folder—vowel spellings on top, consonants below.
- Choose a student to review the vowel spellings by tapping each one with his or her foot or a yardstick and calling out the appropriate sound.
- Choose a second student to review the consonant spellings in the same fashion.
- Select a third student and call out the word *duck* for the student to “tap spell.” The student should use his or her foot or a yardstick to tap each spelling in the word to spell it, saying the sound of each spelling as he or she taps it.
- Repeat with the remaining words listed below.

1. duck	5. back	9. boss
2. hill	6. hiss	10. tack
3. mess	7. tell	11. bill
4. sock	8. sell	12. toss

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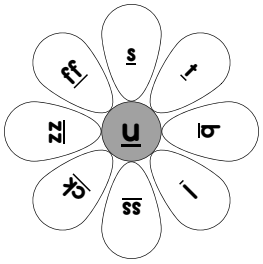
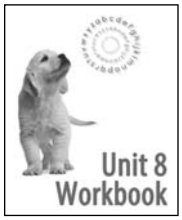
Spelling Hopscotch



- Write the vowel spellings ‘i’, ‘e’, ‘a’, ‘u’, and ‘o’ on circular sheets of paper, underlining each spelling.
- Write the consonant spellings ‘s’, ‘t’, ‘b’, ‘l’, ‘ss’, ‘ck’, ‘zz’, and ‘ff’ on oval or petal-shaped sheets of white paper, underlining each spelling.
- Firmly affix the spellings on the floor in a flower pattern, with one of the vowel spellings in the center and the consonant spellings around the outside.
- Show students how to spell a real or silly word by starting on the outside, hopping to the inside, and then hopping back to the outside, e.g., /b/ . . . /u/ . . . /z/ (*buzz*). Repeat with one or two additional words.
- Ask a student to spell a real or silly word by starting on the outside, hopping to the inside, and then hopping back to the outside. Have the student say the sounds while hopping on the letters (e.g., /l/ . . . /u/ . . . /k/) and then blend them to make the real or silly word (e.g., *luck*).
- Ask the class whether the word is a real or silly word.
- Repeat with additional students.
- After students have made a few words, switch in a new vowel spelling.

Write Double-Letter Spellings (Spelling Alternatives)



Worksheets PP11, PP12, PP13

Label the Picture

- Have students complete Worksheet PP11.

Circle Spelling

- Have students complete Worksheet PP12.

Dictation Identification

- Have students complete Worksheet PP13.

1. add	4. grass	7. press	10. smell
2. lick	5. mitt	8. fuzz	11. odd
3. dress	6. toss	9. inn	12. egg

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Dictation with Words

- See Lesson 6.

1. gull	10. doll	19. stuff	28. gloss
2. chess	11. grill	20. staff	29. stress
3. dress	12. bass	21. mess	30. kicks
4. quack	13. fluff	22. brick	31. mess
5. glass	14. dwell	23. bells	32. mitt
6. back	15. black	24. brick	33. neck
7. chick	16. gruff	25. buzz	34. puff
8. bluff	17. gills	26. clocks	35. fuss
9. fuzz	18. bill	27. drill	36. truck

Dictation with Phrases

- Ask students to take out a pencil and a piece of paper.
- Tell students you are going to say a number of phrases for them to write. (Select phrases from the list that follows.)
- Say a phrase, e.g., *fix the van*. Then repeat the phrase, raising one finger for each word: *fix* (raise thumb) . . . *the* (raise pointer finger) . . . *van* (raise middle finger).
- Ask students how many words are in the phrase *fix the van*.
- Draw three lines on the board—one for each word in the phrase. Have students do the same on their paper.
- Ask students for the first word in the phrase. Fill in the first line on the board with the word *fix*, spelling the word sound by sound. Have students do the same on their paper.
- Model reading the word as a strategy for double-checking its spelling.
- Repeat for the remaining two words in the phrase.
- Demonstrate this process with at least one or two additional phrases before having students complete the steps independently.

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- Remind students to refer to the Sound Posters to write the spellings.

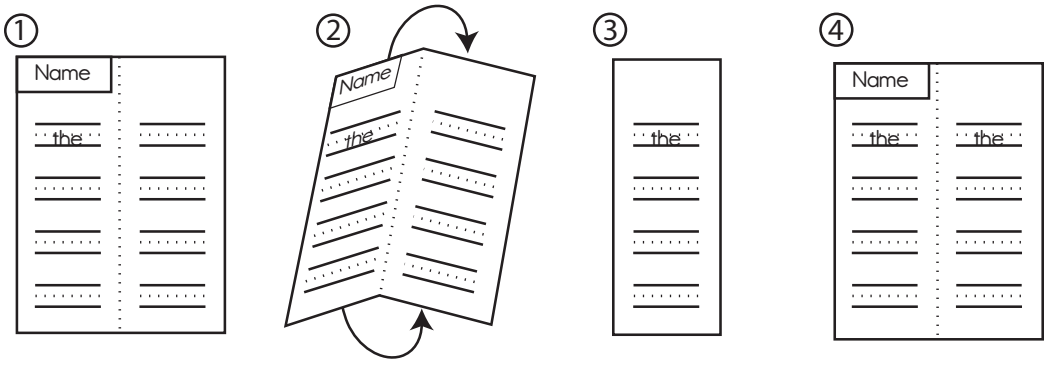
We do not expect students to write all of these phrases in one sitting. You may complete this exercise on several successive days or you may choose only those phrases which include words students need to practice.

1. fix the van
2. bag of socks
3. sing six songs
4. big shells
5. grill hot dogs
6. skip rocks
7. bag of chips
8. ten bugs buzz
9. a chess champ
10. a gust of wind
11. scrub the dish
12. pick up shells
13. the silk dress
14. milk spills
15. ducks quack
16. sand crab
17. box of rocks
18. dress rips
19. spring has sprung
20. snack stand
21. bed rest
22. bat and mitt
23. trash smells
24. one man
25. gift from mom
26. the mast of a ship

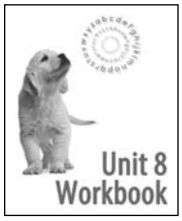
Write Tricky Words

Tricky Word Practice

- See Lessons 3 and 9.
- Use the Tricky Words taught in this unit: *the*, *a*, *of*, *all*, *one*, *from*, and *was.*



Handwriting Worksheet with Tricky Words



Worksheet PP14

- Distribute Worksheet PP14.
- Have students trace and copy the Tricky Words.
- **Extension**: Have students underline the tricky part of each Tricky Word.

  Note: The words on the back of the worksheet are the same as on the front. The back is, however, more difficult because only starting dots are provided.

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Write Phrases or Sentences

Making Phrases

If you would like your students to create sentences, please also provide cards with the period, question mark, and exclamation point.

Note: This exercise is best done in small groups or at work stations.

- Write decodable nouns, decodable adjectives, and the Tricky Words *the*, *a*, *of*, *all*, *one*, *from*, and *was* on cards, one word per card.
- Have students create phrases or sentences with these cards.
- Have students copy the phrases or sentences on paper.

Rhyming Words

Do They Rhyme?

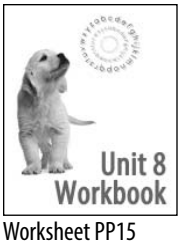
- See Lesson 4.

Make a Rhyme

- See Lesson 9.

Connect the Rhyming Words

- Have students complete Worksheet PP15 by drawing a line from each word on the left to a rhyming word on the right.



Worksheet PP15

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