

Lesson 35

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

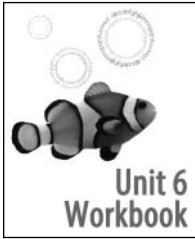
- ✓ **Plan, draft, and edit an informative/explanatory text that introduces a topic, uses facts and definitions to develop points, and provides a concluding statement or section (W.2.2)**
- ✓ **With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing (W.2.5)**
- ✓ **Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification (SL.2.6)**

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Student Performance Task Assessment	End-of-Year Assessment: Optional Word Reading in Isolation Assessment, Section 3	Worksheets 33.3, 35.1, 35.2	30
Writing	Editing Reports and Writing a Final Copy for Publication	Worksheets 29.2, 33.4, 33.5, 35.3	30
Take-Home Material	Final Report; “Our National Anthem”; “Making Sense of Our National Anthem”	Worksheets 35.4, 35.5	

Note to Teacher

- The Optional Word Reading in Isolation Assessment, Section 3 is designed to assess a student’s ability to read words containing the spellings that were taught and reviewed in Grade 2. The emphasis in Section 3 is solely on decoding accuracy.
- Students who complete Section 2 of the assessment should also complete Section 3. As stated earlier, it would be ideal to assess all students in this section, but if there is a time restriction, assess only students who scored less than 80 W.C.P.M.
- The assessment sheet with words for students to read is at the end of this lesson. Ask students to tear out Worksheet 35.1 for you to use as a running record and scoring sheet.
- Keep in mind that a single word will target multiple letter-sound correspondences. For example, the word *phone* assesses the ‘ph’ spelling for /f/ and the ‘o_e’ spelling for /oe/ and the ‘n’ spelling for /n/.

10 End-of-Year Assessment: Optional Word Reading in Isolation Assessment, Section 3



Worksheets 33.3,
35.1, 35.2

- Have one student at a time come to a quiet assessment area to read the Word Reading in Isolation Assessment with you. Have that student bring Worksheets 35.1 and 35.2 with them.

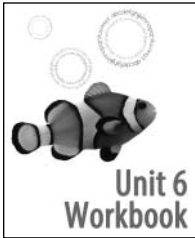
Instructions

- Find a quiet place to sit with the student. Place the Word Reading in Isolation Assessment (Worksheet 35.1) in front of the student, and ask him or her to read aloud the words on the sheet.
- If a student misreads a word, circle the part of the word that the student gets wrong or fails to read on Worksheet 35.2. Do not coach or correct the student. If the student is unable to read a word in five seconds, ask the student to move to the next word. If the student says a different word, write down the word he or she says. If the student self-corrects, do not mark the word wrong.
- Guidelines for analyzing student scores on the Optional Word Reading in Isolation Assessment are found at the end of this lesson.
- After you have entered all student scores into the Word Reading in Isolation Assessment Scoring Sheet (Worksheet 35.2), record them on the CKLA End-of-Year Summary Sheet (Worksheet 33.3) for each student.
- While you are administering the individual assessments, other students should complete their reports and engage in other independent activities which may include:
 - Rereading chapters of *The War of 1812* (or any of the Grade 2 CKLA Readers) with a partner.
 - Completing Pausing Point Worksheets.

Word Reading in Isolation Assessment, Section 3

Word Reading in Isolation Assessment					
1.	knee	shake	line	phone	accuse
2.	school	booked	cookie	shook	author
3.	auto	metal	emotion	actor	bird
4.	churn	burst	water	cowboy	shower
5.	sweater	unite	station	blue	uniform
6.	cue	athlete	daughter	sausage	faucet
7.	bounce	voice	awful	germ	paper
8.	mermaid	bark	torch	fetch	city
9.	pencil	choice	rinse	baby	raincoat
10.	afraid	clay	noble	echo	goes
11.	snow	oatmeal	spider	mighty	lie
12.	drying	reflex	repeat	bunnies	believe
13.	month	come	apple	nickel	appetite
14.	myth	key	also	orchard	taxi

Editing Reports and Writing a Final Copy for Publication



Worksheets 29.2,
33.4, 33.5, 35.3

- Have student partners continue using Worksheet 29.2 to complete the editing of Worksheets 33.4 and 33.5. Those students who have completed the report may reread chapters in *The War of 1812* or complete assigned Pausing Point worksheets.
- As you have time between assessments, briefly review students' checklists and paragraphs to identify any glaring errors and/omissions. Once you have reviewed these materials, return the drafts to students so that they can rewrite the report for final publication.
- While students are waiting for the return of their drafts, they may draw one or two appropriate illustration(s) for their report.
- Once students have completed their final report, use the Writing Rubric on Worksheet 35.3 to evaluate each student's work. As time permits, set aside a few minutes to meet with each student individually and provide feedback on his report.
- If time permits, allow students to share their reports with the class. They may especially enjoy talking about their illustrations. Remind them that Mr. Mowse is probably listening to find out the answers to the questions.

Take-Home Material

Final Report; "Our National Anthem"; "Making Sense of Our National Anthem"

- When finished, have students take home their final report to share with a family member. Ask them also to take Worksheets 35.4 and 35.5 to read to a family member.

Word Reading in Isolation Scoring Sheet

Word Reading in Isolation Scoring Sheet					
	a	b	c	d	e
1	knee	shake	line	phone	accuse
	/n/ /ee/	/sh/ /ae/ /k/	/l/ /ie/ /n/	/f/ /oe/ /n/	/ə/ /k/ • /k/ /ue/ /z/
2	school	booked	cookie	shook	author
	/s/ /k/ /oo/ /l/	/b/ /oo/ /k/ /t/	/k/ /oo/ /k/ • /ee/	/sh/ /oo/ /k/	/aw/ • /th/ /er/
3	auto	metal	emotion	actor	bird
	/aw/ • /t/ /oe/	/m/ /e/ /t/ • /ə/ /l/	/ee/ • /m/ /oe/ • /sh/ /ə/ /n/	/a/ /k/ • /t/ /er/	/b/ /er/ /d/
	digraph • open	closed • ə	open • open • ə	closed • r-controlled	
4	churn	burst	water	cowboy	shower
	/ch/ /er/ /n/	/b/ /er/ /s/ /t/	/w/ /o/ /t/ • /er/	/k/ /ou/ • /b/ /oi/	/sh/ /ou/ • /er/
5	sweater	unite	station	blue	uniform
	/s/ /w/ /e/ /t/ • /er/	/ue/ • /n/ /ie/ /t/	/s/ /t/ /ae/ • /sh/ /ə/ /n/	/b/ /l/ /oo/	/ue/ • /n/ /i/ /f/ • /or/ /m/
	digraph • r-controlled	open • digraph	open • ə		open • closed • r-cont.
6	cue	athlete	daughter	sausage	faucet
	/k/ /ue/	/a/ /th/ • /l/ /ee/ /t/	/d/ /aw/ • /t/ /er/	/s/ /aw/ • /s/ /l/ /j/	/f/ /aw/ • /s/ /e/ /t/
7	bounce	choice	awful	germ	paper
	/b/ /ou/ /n/ /s/	/ch/ /oi/ /s/	/aw/ • /f/ /ə/ /l/	/j/ /er/ /m/	/p/ /ae/ • /p/ /er/
8	mermaid	bark	torch	fetch	city
	/m/ /er/ • /m/ /ae/ /d/	/b/ /ar/ /k/	/t/ /or/ /ch/	/f/ /e/ /ch/	/s/ /l/ /t/ • /ee/
	r-controlled • digraph				closed • open

Word Reading in Isolation Scoring Sheet

	a	b	c	d	e
9	pencil /p/ /e/ /n/ • /s/ /ə/ /l/ closed • ə	voice /v/ /oi/ /s/ clay	rinse /r/ /i/ /n/ /s/ noble	baby /b/ /æ/ /n/ • /b/ /ee/ open • open echo	raincoat /r/ /æ/ /n/ • /k/ /oe/ /t/ digraph • digraph goes
10	afraid /ə/ • /f/ /r/ /æ/ /d/ ə • digraph			/e/ /k/ • /oe/ closed • open	/g/ /oe/ /z/ lie
11	snow /s/ /n/ /oe/ digraph • digraph	oatmeal /oe/ /t/ • /m/ /ee/ /l/ digraph • digraph	spider /s/ /p/ /ie/ /d/ /er/ open • r-controlled repeat	mighty /m/ /ie/ • /t/ /ee/ digraph • open bunnies	/l/ /ie/ believe
12	drying /d/ /r/ /ie/ • /l/ /ng/ open • closed	reflex /r/ /ee/ • /f/ /l/ /e/ /x/ open • closed			
13	month /m/ /u/ /n/ /th/ closed • ə	come /k/ /u/ /m/ closed • ə	apple /a/ /p/ • /ə/ /l/ closed • ə	closed • digraph nickel /n/ /l/ /k/ • /ə/ /l/ closed • ə	ə • digraph appetite /a/ /p/ • /ə/ • /t/ /ie/ /t/ closed • ə • digraph
14	myth /m/ /i/ /th/ digraph • open	key /k/ /ee/ digraph • open	also /aw/ /l/ • /s/ /oe/ digraph • open	orchard /or/ • /ch/ /er/ /d/ r-controlled • r-cont.	taxi /t/ /a/ /x/ • /ee/ closed • open

Word Reading in Isolation Analysis

- The more words a student is able to read and the farther the student is able to progress in the assessment, the stronger is his or her preparation for Grade 3.
- The number of words read correctly indicates the following:
 - Students who score **48 or fewer words out of 70** correctly have **minimal preparation** for Grade 3.
 - Students who score **49–59 out of 70 words** correctly have **adequate preparation** for Grade 3.
 - Students who score **60 out of 70 words** correctly have **outstanding preparation** for Grade 3.
- The previous sheet is also printed in the Workbook on Worksheet 35.2.
- After scoring the assessment, you might find it helpful to determine which phonemes students missed that caused them to score below the benchmark for word recognition. Note that one-syllable words are not included in the Syllabication Analysis.

Score required to meet benchmark of 80%					
Phonemes					
Consonants					135/168
/b/	/d/	/f/	/g/	/j/	
/k/	/l/	/m/	/n/	/p/	
/r/	/s/	/t/	/v/	/w/	
/x/	/z/	/ch/	/sh/	/th/	
/ng/					
Vowels (totals)					92/115
/a/	/e/	/i/	/o/	/u/	20/25
/ae/	/ee/	/ie/	/oe/	/ue/	36/44
/ə/	/oo/	/oo/	/aw/	/ou/	20/25
/oi/	/er/	/or/			17/21
Syllabication					
Closed Syllable/short					13/16
Open Syllable/long					15/18
Magic E and Digraph Syllable					19/23
R-Controlled Syllable					9/11
ə Syllable					10/12

- The following sheets are provided for your use in directing remediation.
- Write the names of students who missed questions under each header. This will help you determine what kind of remediation is needed.
- Refer to the Table of Contents in the *Assessment and Remediation Guide* to locate information about specific phonemes and syllabication for remediation purposes.

Word Reading in Isolation Remediation Guide

Phonemes—Consonants		
/b/ (2b, 3d, 4b, 4d, 5d, 7a, 8b, 9d, 9d, 10c, 12d, 12e)	/d/ (3e, 6c, 8a, 10a, 11c, 12a, 14d)	/f/ (1d, 5e, 6e, 7c, 8d, 10a, 12b)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/g/ (10e)	/j/ (6d, 7d)	/k/ (1b, 1e, 1e, 2a, 2b, 2c, 2c, 2d, 3d, 4d, 6a, 8bb, 9e, 10b, 10d, 13b, 13d, 14b)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/l/ (1c, 2a, 3b, 5d, 6b, 7c, 9a, 10b, 10c, 11b, 11e, 12b, 12e, 13c, 13d, 14c)	/m/ (3b, 3c, 5e, 7d, 8a, 8a, 11b, 11d, 13a, 13b, 14a)	/n/ (1a, 1c, 1d, 3c, 4a, 5b, 5c, 5e, 7a, 9a, 9c, 9e, 10c, 11a, 12d, 12d, 13a, 13d)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/p/ (7e, 7e, 9a, 11c, 12c, 13c, 13c, 13e, 13e)	/r/ (9c, 9e, 10a, 12a, 12b, 12c)	/s/ (2a, 4b, 5a, 5c, 6d, 6d, 6e, 7a, 7b, 8e, 9a, 9b, 9c, 11a, 11c, 14c)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/t/ 2b, 3a, 3b, 3d, 4b, 4c, 5a, 5b, 5c, 6b, 6c, 6e, 8c, 8e, 9e, 11b, 11d, 12c, 13e, 13e, 14e)	/v/ (9b, 12e)	/w/ (4c, 5a)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/x/ (12b, 14e)	/z/ (1e, 10e, 12d)	/ch/ (4a, 7b, 8c, 8d, 14d)
_____	_____	_____
_____	_____	_____
_____	_____	_____

/sh/ (1b, 2d, 3c, 4e, 5c)	/th/ (2e, 6b, 13a, 14a)	/ng/ (12a)
_____	_____	_____
_____	_____	_____
_____	_____	_____

Phonemes — Vowels		
/a/ (3d, 6b, 13c, 13e, 14e)	/e/ (3b, 5a, 6e, 8d, 9a, 10d, 12b)	/i/ (5e, 6d, 8e, 9c, 12a, 13d, 14a)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/o/ (4c)	/u/ (3c, 5c, 12d, 13a, 13b)	/ae/ (1b, 5c, 7e, 8a, 9d, 9e, 10a, 10b)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/ee/ (1a, 2c, 3c, 6b, 8c, 9d, 11b, 11d, 12b, 12c, 12c, 12d, 12e, 14b, 14e)	/ie/ (1c, 5b, 11c, 11d, 11e)	/oe/ (1d, 3a, 3c, 9e, 10c, 10d, 10e, 11a, 11b, 14c)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/ue/ (1e, 5b, 5e, 6a)	/ə/ (1e, 3b, 9a, 10a, 10c, 12e, 13c, 13d, 13e)	/oo/ (2a, 5d)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/oo/ (2b, 2c, 2d)	/aw/ (2e, 3a, 6c, 6d, 6e, 7c, 14c)	/ou/ (4d, 4e, 7a)
_____	_____	_____
_____	_____	_____
_____	_____	_____

/oi/ (4d, 7b, 9b)	/er/ (2e, 3d, 3e, 4a, 4b, 4c, 4e, 5a, 6c, 7d, 7e, 8a, 11c, 14d)	/or/ (5e, 8b, 8c, 14d)
_____	_____	_____
_____	_____	_____
_____	_____	_____

Syllabication (two- or three-syllable words only)		
Closed Syllables (3b, 3d, 4c, 5e, 6b, 6e, 8e, 9a, 10d, 12a, 12b, 12d, 13c, 13d, 13e, 14e)	Open Syllables (2c, 3a, 3c, 5b, 5c, 5e, 7e, 8e, 9d, 10c, 10d, 11c, 11d, 12a, 12b, 12c, 14c, 14e)	Magic E and Digraph Syllables (1e, 2c, 2e, 3a, 4d, 4e, 5a, 5b, 6b, 6c, 6d, 6e, 7c, 8a, 9e, 10a, 11b, 11d, 12c, 12d, 12e, 13e, 14c)
_____	_____	_____
_____	_____	_____
_____	_____	_____
R-Controlled Syllables (2e, 3d, 4c, 4e, 5a, 5e, 6c, 7e, 8a, 11c, 14d)	ə Syllables (1e, 3b, 3c, 5c, 7c, 9a, 10a, 10c, 12e, 13c, 13d, 13e)	
_____	_____	_____
_____	_____	_____
_____	_____	_____