

Unit Check-Ups: Student Pages

Students individually read one set containing nonsense words, real words, and a sentence. Teacher records responses on Recording Form.

UNIT 6

Unit Check-Ups

STUDENT PAGES



SET 1

coth shum

said were thin cash finish dishrag

Thad said you got catfish at that shop.

SET 2

dush thid

into said ship thud punish sunfish

Hal was in a rush to finish math.

SET 3

kish thop

were said rush path radish hotshot

Dan said this hot muffin is for you.

SET 4

shog thun

said into thug dash polish catfish

That comic kid is a lot of fun.

Teacher Book: Unit Check-Up Response Page

Teacher uses this page to record students' responses during Unit Check-Ups. Scores are transferred to the Group Tracking Chart to determine whether the group is ready to advance to the next Unit.



Unit 6 Check-Ups

RESPONSE FORM

	SET 1	SET 2	SET 3	SET 4
STUDENT:	_____	_____	_____	_____
DATE:	_____	_____	_____	_____
	# OF ERRORS # CORRECT <input type="text"/> _____ / 16	# OF ERRORS # CORRECT <input type="text"/> _____ / 16	# OF ERRORS # CORRECT <input type="text"/> _____ / 16	# OF ERRORS # CORRECT <input type="text"/> _____ / 16
NONSENSE WORDS	1. <i>coth</i> _____ 2. <i>shum</i> _____	1. <i>dush</i> _____ 2. <i>thid</i> _____	1. <i>kish</i> _____ 2. <i>thop</i> _____	1. <i>shog</i> _____ 2. <i>thun</i> _____
HEART WORDS	3. <i>said</i> _____ 4. <i>were</i> _____	3. <i>into</i> _____ 4. <i>said</i> _____	3. <i>were</i> _____ 4. <i>said</i> _____	3. <i>said</i> _____ 4. <i>into</i> _____
REAL WORDS	5. <i>thin</i> _____ 6. <i>cash</i> _____	5. <i>ship</i> _____ 6. <i>thud</i> _____	5. <i>rush</i> _____ 6. <i>path</i> _____	5. <i>thug</i> _____ 6. <i>dash</i> _____
MULTI-SYLLABLE WORDS	7. <i>finish</i> _____ 8. <i>dishrag</i> _____	7. <i>punish</i> _____ 8. <i>sunfish</i> _____	7. <i>radish</i> _____ 8. <i>hotspot</i> _____	7. <i>polish</i> _____ 8. <i>catfish</i> _____
SENTENCE	Thad said you got catfish at that shop. (8)	Hal was in a rush to finish math. (8)	Dan said this hot muffin is for you. (8)	That comic kid is a lot of fun. (8)

	SET 5	SET 6	SET 7	SET 8
STUDENT:	_____	_____	_____	_____
DATE:	_____	_____	_____	_____
	# OF ERRORS # CORRECT <input type="text"/> _____ / 16	# OF ERRORS # CORRECT <input type="text"/> _____ / 16	# OF ERRORS # CORRECT <input type="text"/> _____ / 16	# OF ERRORS # CORRECT <input type="text"/> _____ / 16
NONSENSE WORDS	1. <i>hish</i> _____ 2. <i>thag</i> _____	1. <i>shug</i> _____ 2. <i>thod</i> _____	1. <i>nush</i> _____ 2. <i>cath</i> _____	1. <i>lish</i> _____ 2. <i>thog</i> _____
HEART WORDS	3. <i>were</i> _____ 4. <i>into</i> _____	3. <i>said</i> _____ 4. <i>were</i> _____	3. <i>into</i> _____ 4. <i>were</i> _____	3. <i>into</i> _____ 4. <i>said</i> _____
REAL WORDS	5. <i>lash</i> _____ 6. <i>moth</i> _____	5. <i>math</i> _____ 6. <i>gash</i> _____	5. <i>hush</i> _____ 6. <i>Thad</i> _____	5. <i>than</i> _____ 6. <i>gosh</i> _____
MULTI-SYLLABLE WORDS	7. <i>ashcan</i> _____ 8. <i>dishpan</i> _____	7. <i>dishrag</i> _____ 8. <i>codfish</i> _____	7. <i>upshot</i> _____ 8. <i>dogfish</i> _____	7. <i>thinnish</i> _____ 8. <i>potshot</i> _____
SENTENCE	Did Collin rush to get into the shop? (8)	Do not let the cat into the attic. (8)	Did the fat dog hop in that ashcan? (8)	Nan said she had to punish the lad. (8)

MARKING

- Mark a check (✓) for words read correctly.
- Write any incorrect response on the line provided or above the word in the sentence.
- Self-corrections count as errors, write SC to indicate self-correction.
- Words read sound-by-sound count as errors, write SBS to indicate sound-by-sound.

RECOMMENDATIONS

- 0-1 error: Move on.
- 2 errors: Move on with caution; provide extra practice in next Unit.
- 3+ errors: Do not move on; provide extra practice in current Unit. Re-assess before moving on.

See Program Guide page 24 for more detailed directions and information.

