The **Benchmarks** describe where typically developing children should be at a specific time of the year.  The **Intervention Suggestions** that follow are designed to help teachers assess where children are and then scaffold children who need support.

Note to Teachers:  The first step in intervention is making sure that the classroom activities that support the development of a specific Benchmark are in place in the classroom with sufficient frequency and support.  Don't forget that there are children in the group who have reached a specific benchmark and who do not need these scaffolds, so you should plan on individualizing instruction, keeping activities multi-level so that all children are challenged to perform at their highest level while you provide extra support where needed.

| Benchmark | SWL **Has voice-to-line match in own writing** | Oral Phonemic Awareness— /C/ /A / /T/ | SW IS **Independent initial sounds for all words in own writing** | SW **Alphabetic Principle in *Estimated Spelling* of new words in own writing** | Word Building **Onset-Rime Word Pattern Games** Can create words in Word Pattern Games | Decoding I **AB level or equivalent** | Decoding II **End of Year Grade Level Expectation** CD or equivalent district expectation |
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| Benchmark Date | By Week 6 | By Week 8 | By Week 11 | By Week 15 | By Week 18 | By Week 25 | By Week 35 |
| A S S E S S M E N T S | Observe Scaffolded Writing Activity.<br><br>• Point to 3rd or 4th line in child's writing and ask child what word goes on that line?<br><br>• Does child reread empty lines with same words each time?<br><br>• Can child use "rereading" to figure out what word the 3rd or 4th line represents?<br><br>Child will have to "read" his/her writing several times in a row. | Use Elkonin Box Cards<br>• Can the child say the word and make the gestures for word and phoneme appropriately?<br><br>• Can the child blend the phonemes back into the word once they have been separated?<br><br>• Can the child push the tokens into the boxes appropriately? | Observe Scaffolded Writing Activity or review SW writing sample.<br><br>• Can child independently use sound map (or memory) to write initial sound for novel word?<br><br>• Can child write new words with initial sounds? | Review Scaffolded Writing sample or observe child writing.<br><br>• Has child represented every sound in the word using estimated spelling? (i.e., *captain* acceptable written as *capten* or *captn?*<br><br>• Can child re-read own writing using Reading Strategies (sound-by-sound or word patterns)? | Observe in Word Building Games or assess during Learning Conference.<br><br>• Can child build a word given a word pattern and read it?<br><br>• Does the child reread the word blending the onset with the rime?<br><br>• Can the child read words created with word patterns during the game? | Observe child reading a new AB level book.<br><br>• Child reads AB level reader independently and can answer comprehension questions.<br><br>• Uses Reading Strategies without prompting. | Observe child reading a new CD level book.<br><br>• Child reads CD level reader or the end of year level district expectation and can answer comprehension questions.<br><br>• Uses Reading Strategies without prompting. |

Tools of the Mind Benchmarks for Decoding

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| **August** | | *Just starting the year, building foundational skills, no benchmarks to meet yet!* |
| **September/October (Weeks 1-8)** | | •**Benchmark:** Voice to Line Match Benchmark - Week 6<br>•**Benchmark:** Oral Phonemic Awareness Benchmark - Week 8 |
| **November (Week 9-12)** | | •**Benchmark:** Scaffolded Writing—Initial Sounds - Week 11<br>•**Red Flag:** Voice to Line Match - Week 10<br>•**Red Flag:** Oral Phonemic Awareness - Week 12 |
| **December (Week 13-15)** | | •**Benchmark:** Scaffolded Writing—Alphabetic Principle (AP) - Week 15<br>•**Red Flag:** Scaffolded Writing Initial Sounds - Week 15 |
| **January (Weeks 16-19)** | | •**Benchmark:** Word Building–Can Create words in word pattern Games - Week 18<br>•**Red Flag:** Scaffolded Writing Alphabetic Principle (AP) - Week 19 |
| **February (Weeks 20-23)** | | •**Red Flag:** Word Building: Onset Rime Word Patterns - Week 22 |
| **March (Weeks 24-27)** | | •**Benchmark:** Decoding 1: A/B level books - Week 25 |
| **April (Weeks 28-31)** | | •**Red Flag:** Decoding I A/B Level Books - Week 30 |
| **May/June (Weeks 32-40)** | | •**Benchmark:** Decoding II - C/D level books - Week 35<br>•**Red Flag:** Decoding II C/D Level Books - Week 39 |

| Benchmark | Intervention Suggestions |
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| **SWL**<br>**Has voice-to-line match when writing independently**<br><br>Benchmark<br>Week 6<br><br>Red Flag<br>By Week 10 | ❏ **Check to make sure activities that support development are in place with sufficient frequency:**<br>  • Did this child have multiple opportunities to practice SW across each day (Write Along, Chapter Summaries, Story Boards, R-W-L Write About)? Are children receiving sufficient scaffolding during these activities?<br><br>**For individual children**<br>Note: If child had extra lines for multi-syllabic words or was missing one line, but had voice-to-line match, we would give the child credit for reaching this benchmark.<br><br>❏ **Does the child demonstrate 1:1 correspondence in other activities**? (Pattern Movement, Timeline Calendar, Numerals Game, or Elkonin Boxes) Observe the child's independent performance without support. Scaffolding may be needed for all 1-1 correspondence activities.<br><br>❏ **Has the child mastered the earlier developmental levels of Scaffolded Writing?**<br>P-Picture--Is the child's picture representational? Does it have symbolic elements? Does it represent the intended message?  (Note: the drawing does not have to be perfect, but the child should be able to tell you what she has represented.)<br>M-Message--Is the child's message the same--even after a short delay? Can the child use the picture to prompt the message?  If the child has difficulty remembering the message, make sure that the child is saying the message several times in a row correctly. Is the message too long? It should be only 5-6 words long. More Scaffolding: Have the child use a stem. Prompt the message until the child can say the entire message without error.  If a child doesn't have voice-to-line match when making the lines use a familiar message from earlier that day. Use Write Along or Message of the Day with 5-6 words and a stem. Watch the child carefully to see if the child matches voice-to-line.<br><br>❏ **Does the child have voice-to-line match when you make the lines**? Does the child slow down speech, matching her words to yours as you write the lines?<br>Scaffolds: Say, "I make a line for each word. You help me with the words"; Draw the lines for the same message several times until the child learns to match your line making with each word.<br><br>❏ **Does the child have voice-to-line match when the child makes the lines?** Scaffolds: Say the message together and make the lines hand-over-hand with the child; Start the child out making lines hand-over-hand and then let go, decreasing physical scaffolding but continuing verbal support; Write the lines for the same message several times, releasing physical support earlier and earlier.<br><br>❏ **Does the child struggle when matching voice to line as he the rereads the lines?** Scaffold: If the child struggles, both you and the child point and read the lines together. If the child wants to point to the wrong lines, have the child put her finger on top of yours (hop on board) as you touch the line and say the message together. Gradually release physical support and then oral support. Do this as many times with the same message/lines as it takes for the child to associate the lines with the spoken words.<br><br>❏ **Are there long lines for long words and short lines for short words?** Having enough space to write letters for all the sounds the child hears will move this child close to developing the alphabetic principle.  Scaffold: Work hand over hand to help the child connect to the word to the line with longer lines for long words; Say, "Long words have long lines and short words have short lines, using the child's message to point this out," and then rewrite the lines for the message with the correct sized lines.<br><br>❏ **Does the child have voice-to-line match?** Can the child figure out what word is represented by a specific line? Point at a random line and see if the child can figure out which word is represented by which line. Scaffold: Show the child how to reread the message and stop on the correct line; if the child has difficulty stopping, have the child put the finger of one hand on the line she needs to figure out, and use a finger of the other hand to reread, touching every line.  (Note: This is a Reading Strategy, so it is important not just for this stage)<br><br>❏ **Does having a peer scaffold help?**  Try increasing peer scaffolding by having the buddy check for lines during all writing activities (Write Along, R-W-L activities). |

| Benchmark | Intervention Suggestions |
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| **Oral Phonemic Awareness**<br><br>/C/ /A/ /T/<br><br>Benchmark Week 8<br><br>Red Flag Week 12 | ❏ **Check to make sure activities that support development of this skill are in place with sufficient frequency:**<br>• Were Elkonin Boxes I and II implemented with sufficient frequency? Did this child actively participate?<br>• During Elkonin Boxes II, was this child able to act both as the Teacher (pushing tokens into the box) and the Student (making the hand motions)? Did the child have difficulty with one of the roles? The Student role is easier than the Teacher role.<br>• Is this child using the hand motions for breaking a word into phonemes from Elkonin Boxes to sound out words when the group does this activity?<br><br>**For Individual Children**<br><br>❏ **Elkonin I Jumping the Boxes**:<br>• **Does the child understand meaning of the boxes**? Ask "What do boxes mean?" Scaffold: Explain what boxes are for: "There is a box for each sound."<br>• **Does the child move from square to square at the appropriate times?** Scaffold: Hold the child's hand and help him move from the appropriate square. Note: Child may not be able to do this if he lacks gross motor coordination. For this child, hand motions are a better indicator of understanding.<br>• **Does the child distinguish between the whole word and the phonemes/sounds with different gestures?** (word = fist; sounds-chopping gesture with fingers). Scaffold: Explain the difference between the gestures; Stand next to the child so that child can see the difference between your gestures; Do it hand over hand. Fade out your voice but continue the gestures: Fade out both your voice and the gestures as the children become proficient.<br>• **Does the child seem to be following along with his/her peers and making movements slightly behind when they should be made--disconnected to the phonemes**? Scaffold: Encourage the child to shut his eyes and do it. If the child stops and cannot continue, you know the child needs support. Have the child do it with the group and then right after the group.<br>• **Does the child blend the sounds back into the word after the phonemes have been segmented?**<br><br>❏ **Elkonin II Token Game**:<br>• **Teacher role: Does the child have difficulty pushing the tokens into the boxes while articulating the sound?** Scaffold: Do it hand over hand; Have the child push the token as you and the child say the sounds together; Repeat the same word and fade out your voice as the child pushes the tokens; Have the child repeat the same word independently, saying the sound and pushing the token.<br>• **Student role: Does the child have difficulty being the "student" and doing the hand motions?** Make sure that the 'Teacher' is pushing the tokens precisely into the box so that the Student is marking the sounds with the hand gestures. Make sure the Student is saying the sounds precisely with the hand motions and that these are not disconnected. Have the 'Teacher' do it first, followed by the Student. Scaffold: You and the child both do the hand motions hand-over--hand; you provide verbal support, and do model the gestures as child does them; You provide only verbal support.<br>• **Does the child blend the phonemes back into a word and is it the correct word?** Support blending by repeating the phonemes and end with the word.<br>  Make sure that it isn't just a chant: "cat /c/a/t/ cat" but that the child realizes that /c/a/t/ is "cat" by omitting the whole word prior and just doing the phonemes and then blending to the whole word.<br><br>❏ **Elkonin III How Many Sounds?** Children who have difficulty with the basics of this game should play Elkonin II more before moving to this game.<br>• **Does the child say the correct word for the picture?** Scaffold: Review the pictures before starting.<br>• **Does the child use correct hand gestures while playing the game?** Scaffold: You give both hand-over-hand support and verbal support; You give verbal support and model the gestures as the child does them; You provide verbal support only. |

| Benchmark | Intervention Suggestions |
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| **SW IS Independent initial sounds for all words in own writing**<br><br>Benchmark Week 11<br><br>Red Flag Week 15 | ❏ **Check to make sure that activities that support development are in place with sufficient frequency:**<br> - During Message of the Day, does this child actively say the names of Sound Map icons for at least the initial sounds in words?<br> - During Write Along, are there Sound Maps out (1 for every 2 children)? Does this child use the Sound Map? Is there peer scaffolding to find sounds?<br> - Is Mystery Word implemented enough times/week to support this skill? Does this child engage in Mystery Word independently or does this child just follow or copy others?<br><br>**For individual children--(**Note: this does not include sight words or words that begin with vowels.**)**<br><br>❏ **Has child met previous benchmarks independently?** Scaffold: Work on earlier levels in the developmental trajectory.<br><br>❏ **Does the child struggle with the writing of new messages?** Use a familiar sentence (from Write Along or Message of the Day written with the child earlier that day). Scaffold: Encourage the child to use a stem, but make sure there are at least three new words the child has to encode; Give the child a new stem and see how long it takes for the child to adjust and use that as the gauge for a few weeks; Discontinue the stem as soon as possible.<br><br>❏ **Can the child identify the initial sound when someone else says it but not when he says it?** Scaffold: If you isolate the sound for the child and the child repeats it after you; You say it with the child and the child identifies the sound; Rewrite the message and see if the child can identify the sound on his own.<br><br>❏ **Does the child hear the sound as a distinct sound or is the child unable to separate the sound from a word, hearing it as one piece?** Scaffold: Use Elkonin boxes hand gestures to help the child notice the different sounds.<br><br>❏ **Can the child use the Sound Map?** How much support do you have to provide for the Sound Map?<br> • Can the child use the Sound Map on his own? Scaffold: Help child use the Maps as you would during Shared Scaffolded Writing.<br> • When you say the sound, do the child's eyes go to the right area the map? Scaffold: Have the child point to the cluster and confirm the correct sound; Encourage the child to point to a specific sound and confirm the correct sound by making the child say the sound with the words,"mmmonkey--mmm-moon."<br> • If you give the child a choice between two sounds on the Sound Map, can the child identify the correct one? Make sure you contrast sounds that are in very different clusters--as far away from each other as possible. Scaffold: Say the word with the correct and incorrect sound. "Is it mmmoon or is it hhhoon? Then say the correct word. mmmonkey--mmmoon: Gradually choose clusters that are close the distance and then eventually contrast sounds in the same cluster.<br> • Is the child distracted by the Sound Map? They cannot remember the sound for the word they are searching for long enough to find it on the Sound Map. Scaffold: Have the child repeat the sound aloud as they look on the Sound Map, "mmmoon."<br><br>❏ **Does the child have an initial sound for some words but not all?** Is there a pattern in missing sounds, such as digraphs, etc. Scaffold: Ask the child to check to make sure something is written on all of the lines: Have the Buddy check that there is a letter on every line: Help the child try to find missing sounds.<br><br>❏ **Can the child find letter sounds fluently--quickly?** Scaffold: Work on the fluent use of the Sound Map or recall of the correct letter for familiar words. Write the same message a second time to see if the use of the Sound Map or even remembering the sound to symbol correspondence is made easier the second time. |

| Benchmark | Intervention Suggestions |
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| **SW - AP**<br>Alphabetic Principle in the estimated spelling of new words in own writing<br><br>Benchmark Week 15<br><br>Red Flag Week 19 | ❏ **Check to make sure that activities that support development are in place with sufficient frequency:**<br>  • Is this child engaging in SW every day in multiple activities (Chapter Summaries, R-W-L Write About, Write Along, Learning Plans, Work Products)? Are you using the Scaffolded Writing Mediator that helps children independently remember to write more sounds and check buddies around this? Does this child use it? Is this child being challenged?<br>  • Write Along -- Is Sound Map and Vowel Map available for Write Along? Does this child use it? Does this child work with a peer to find more sounds in words together? Are Write Along messages growing in complexity so that this child is engaged in finding sound-symbol connections to write the sounds in new words?<br><br>**For individual children**<br>❏ **Does the child hear most of the sounds in the word even if they are not in alphabetic order?** Make sure that the child has passed through the MS levels where they hear more than one sound in the word. Until children hear medial consonant sounds and vowels, they will not be able to hear the sounds in the word all the way through.<br><br>❏ **Do you have to isolate one sound at a time, pausing at each sound so that the child can figure it out before moving on to the next sound?** If so, then this child is not ready for the AP level. Let the child work on the sounds he hears for a while (ES, MS) and then reintroduce AP.<br><br>❏ **Is the child able to easily, and fluently use the Sound and the Vowel Maps?** Is there constant hesitation? Lack of fluency with the Sound Map and the sounds can lead to difficulty sounding out the words. By AP, the child should have many sound-symbol correspondences memorized.<br><br>❏ **Can the child see if there are missing sounds in the words that the child has already written?** Can the child resound out the words that he wrote before using the alphabetic principle? If you isolate the sounds in order in the word the child has already written, can the child figure out which sound he has not represented and pick up on that sound? Scaffold: Using the gestures for Elkonin Boxes.<br><br>❏ **Does the child struggle more with a certain kind of word?** For example if the word is multi-syllabic versus a simple CVC word? Does the child struggle if the words have specific sounds? If the child struggles with multi-syllabic words, that is to be expected. Scaffold: Assist child with missing sounds<br><br>❏ **Can the child skip a difficult word and come back to it and successfully sound it out?** Does skipping the word help? This strategy is particularly helpful when a child is very concerned about the message he is writing. Scaffold: Make sure child can use rereading as a strategy to find the missing word or the difficult word.<br><br>❏ **Is the child writing new and different words?** Scaffold: Encourage the child to use the vocabulary from the Magic Tree House books<br><br>❏ **Is the child writing more than one sentence?** Scaffold: Help the child to brainstorm a second sentence and eventually a third sentence. The child will still need to plan one sentence at a time and use lines for words until near the end of the year.<br><br>**Children at this level may try to sound out sight words.** Recalling sight words as a chunk occurs much later in writing than the recognition of the sight word in reading. Children have to have a lot of experience before the sight word as a chunk becomes internalized. The benchmark for the most common sight words to appear in writing is about Week 34. |

| Benchmark | Intervention Suggestions |
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| **Word Building Onset-Rime Word Pattern Games**<br><br>Can create words in Word Pattern Games using word pattern 'chunks'<br><br>Benchmark Week 18<br><br>Red Flag Week 22 | ❑ **Check to make sure that activities that support development are in place with sufficient frequency:**<br>• Pattern Movement - Does the child recognize a pattern? Ask the child to tell you the "rule" that makes the pattern and the pattern core?<br>• Onset-Rime Word Patterns - was Word Building consistently implemented?  Can this child play the games without teacher direction? You should be able to give the word pattern and the child should write words without a teacher telling her to put a specific letter in front of the pattern.  The child should be able to read her own words, as well as the words of other classmates.<br>• Have you implemented Mystery Word Pattern? Does this child actively participate and discuss them with other children?<br>• Have you implemented I Have Who Has - Word Patterns?  Does this child participate in that game independently?<br><br>*Many children will not produce these word patterns in their own writing even at the end of the year.  Children will be able to recognize word patterns before the "chunk" becomes internalized for writing.  Some children may do this spontaneously, but many only do it after doing Editor's Eyes on their own writing.*<br><br>**For individual children:**<br><br>❑ **How does this child do with the other Tools pattern activities?**  Does the child easily recognize patterns (ABAB or ABCABC) and repeat them or does the child have difficulty? Scaffold: Work on patterns;  Work on the child's memory strategies for patterns<br><br>❑ **Does the child have difficultly blending the onset (initial sounds) with the rime (word pattern) to make a word?**  When the child says the word, is there a pause between saying the initial sound so that it feels like a disjointed word or the child does not recognize it as a word?  For example, /k/ing/ never sounds like the word "king."  Does the child recognize the words other children have written as words and not the disjointed onset-rime?<br><br>❑ **Is the child struggling with the Write This Word and Read This Word games, but not the Make a Word Game**?  The M*ake a Word Game* provides support for repetition of the word pattern that *Write this Word* and *Read This Word Games* do not.  It may help this child to have the word patterns written without the initial sound in place, for example __ing  or __ake.  Identify what the problem is by presenting two words that have the same pattern in the *Write This Word* and *Read This Word* Games to see if it improves this child's performance. Scaffold: Provide multiple exposures to word patterns within the same game; Provide multiple exposures in different Word Building Games; During I Have Who Has Word Patterns work on fluency; Use familiar word patterns at the beginning of each of the Word Building games and then use new words so the child has a chance to practice the principle behind word patterns and blending these into a word before new words are introduced.<br><br>❑ **Is this child having difficulty with the initial sounds in words?**  A child may identify the word pattern and then hesitate so long on the initial sound that the word pattern is forgotten.  This means that for this child, it takes so much working memory to remember the initial sound that there is not enough working memory left for the word pattern.  Scaffold:  Work on the fluency of sound-to-symbol correspondence using *I Have Who Has Sounds* games. This child may write at the AP level but not have sufficiently fluent command of the letter sounds to play a Word Pattern game.<br><br>❑ **Is the child having difficulty with specific letter-sounds so that performance on the Word Pattern games seems sporadic, sometimes the child can do it and sometimes she cannot?**  This may mean that there are specific sounds that are not fluent for this child.  For example, a child may confuse "b" and "d" and therefore not be able to create a word, not because she doesn't understand word patterns or remember them, but the overload on working memory makes those words difficult.  Scaffold: Work on the sounds child is missing; Make flashcards of these specific sounds and have child practice until he becomes fluent in those letters; Check the child's writings for consistent substitutions of wrong letters to represent initial sounds and provide support for these sounds by having child circle his Sound Map and say the sounds or make a special mediator card with those two sounds on it. |

| Benchmark | Action Plan Suggestions |
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| **Decoding I AB level or equivalent**<br><br>Benchmark Week 25<br><br>Red Flag Week 30 | ❏ **Check to make sure that activities that support development of this skill are in place with sufficient frequency:**<br>• Does this child have difficulty with memory in other Tools activities?  The size of the child's working memory will have a big effect on the child's reading ability.  Work on these skills in less academic activities, like **Look and Remember**.<br>• Has this child been rereading his SW once a day with the opportunity to use the Reading Strategies card?<br>• Have you modeled how to decode during *Jack & Annie's Secret Message* activity using the Reading Strategies? Did this child attempt to read the message independently?<br>• Is this child reading *Jack & Annie's Secret Message books* during Buddy Reading or at another time?  Is the child trying to decode text?<br>• Onset-Rime Word Patterns - was Word Building consistently implemented during Literacy Skill Building as well as at least once a week in centers? Was this child an active participant in the games?<br>• Did this child have opportunities to read books already read during Buddy Reading and Buddy Reading[2] at another time for fluency?<br><br>**For individual children:**<br><br>❏ **Is the child missing one of the previous benchmarks?** If the child is missing a previous benchmark, have the child read after the buddy if the buddy reads at a higher level or have the child read one page after you. Spend time on the missing benchmarks.<br><br>❏ **When decoding text as the "reader"**:<br>• Does this child decode text "reading" pictures or says text from memory? Scaffold:  Encourage reading of the text by saying "Pay attention to this," as you point to the text; Cover up the picture and use it to confirm the text.<br>• Does this child forget the sight words on her Memory Bank even though you reviewed them before the child started to read? Scaffold Show the child that sight words on the memory bank and ask the child to read them, prompting when the child doesn't remember; Use the strategies for remembering the words with the words the child cannot remember; Cut the number of words on the Memory Bank to 3;  After reviewing the Memory Bank, show the child the first page where the first sight word on the Memory Bank is and have child find that word and read it.<br>• Can this child remember words just decoded on previous page? Scaffold: Discuss how to remember the words after you finish reading; Provide more practice reading familiar tests so the child becomes fluent at recognizing familiar words.<br>• Does the child have difficulty with word patterns as a decoding strategy while reading?<br>• Does the child forget the word pattern even though you reviewed them on the Buddy Reading[2] Book Card before the child started reading? Scaffold: Place the Secret Word Decoder (SWD) on the pattern. If child does not say the pattern, point to the book card.  More support: you say the word pattern and have the child add the initial sound and then say the whole word.  More support: Reduce the number of word patterns you expect this child to remember.  Just pick one or two on the book card.  Treat the others like you would treat a special treatment word.<br>• Cannot find the word pattern in the word (like "ing" in "brings"). Scaffold:  Take the SWD and place it on the word pattern; Place the SWD on the word and decode it for the child, hand it to the child and have the child place it back on the word find the pattern and decode again.<br>• Can the child blend the initial sounds-word pattern into an intelligible word that they can use to decode text?  Blending at this level is easier than sound-by-sound decoding, but some children struggle with blending skills in general.  Scaffold: Say the word with the child bridging the sound between the initial sounds and the word pattern; Have the child stop and say the initial sound with the word pattern without looking at the word so he can concentrate on blending the sounds together, encouraging the child to remember the word as a whole. |

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| **Decoding I AB level or equivalent** *continued* | **When decoding text as the "reader"** cont'd:<br><br>❏ **Does the child have difficulty with sound by sound decoding as a decoding strategy while reading?**<br><br>❏ **Does the child have difficulty remembering sound-to-symbol correspondence?** Scaffold: Prompt sound "/m/ like monkey."; Work on missing sound-to-symbol during writing, especially if there is a pattern in what the child consistently misses.<br><br>❏ **Does the child forget the other sounds in word after figuring out a difficult sound?** Scaffold: Prompt the missing sounds in the word in order; have the child say the word (It may be that the child took so long to remember the last sound that he forgot the previous sounds); Treat the word like a special treatment word (The child needs work on fluency of sound-to-symbol correspondence so that it doesn't take so long to remember the sound. Lack of fluency overloads the child's working memory).<br><br>❏ **Does the child sound out each sound but have difficulty making that into one word?** Blending the individual sounds into a word is a difficult skill for many children. Scaffold: After child decodes each sound, have the child repeat the sounds without looking at the word to make the word; Blend the word with the child once, and then have the child blend the word by him/herself after you; Blend with the child twice, the second time, fading out your voice; Present last two sounds as a chunk. "You say s-u-n, un that's s-un, sun," and have the child repeat the word as a whole before moving on. (The child's short-term memory may be such that he cannot remember 3 pieces of information at the same time. By making the last two letters into a word pattern "un" it limits the chunks to two.)<br><br>❏ **Does the child have difficulty with special treatment words even with teacher scaffolding?** Scaffold: Have the child say the parts that you are scaffolding with you and not just listen to you; Have the child say the word as a whole before moving on.<br><br>❏ **Does the child stumble over the reread of the text?** Scaffold: Prompt the word the child hesitates over, don't let the child struggle; You reread the sentence pointing to text and child reads after you pointing to text; Have child reread the text until it's fluent; Reread with the child pointing to the words together and gradually fade out your voice.<br><br>❏ **When acting as the "buddy"**<br>  • Does the child primarily reread from memory rather than having voice-to-word match? Scaffold: Have child point to words during re-read.<br>  • Does the child stumble on the reread of the sentence because she wasn't paying attention? Scaffold: Remind child that he will have to reread the page the reader is reading so the child has to track the print and say it along with the reader<br>  • Does the child stumble on the reread because he cannot recognize or remember the text? Scaffold: Encourage the child to whisper read along with the reader; Have the buddy reread the page right after the reread by the reader; Have this child reread immediately after the reader instead of the traditional Buddy Reading[2] sequence; You reread the page, child reads after you. Again the goal is to read fluently so the child will retain the gist of the sentence as a whole.<br><br>❏ **Does the child have difficulty with comprehension of the text?**<br>  • Does the child seem to understand the text and is the child able to answer comprehension questions when acting as the reader? Scaffold: Have the child reread the text fluently and ask the child to answer the comprehension question; You reread the text and ask the child comprehension questions (The reading of the text may take too much working memory so that the child is not able to think about the meaning as he reads).<br>  • Does the child seem to understand the text only when acting as the buddy? This is further evidence that the child's working memory is not big enough to think about the meaning of the text while decoding. Fluency is the way to overcome the child's difficulties. Scaffold: Have the child reread the text without hesitation when working with the teacher is important; Have the child reread her own writing; Make sure the child has practices fluent rereading of previously read texts, such as *Jack & Annie's Secret Message* or books that the child has read during Buddy Reading[2;] Support the rereading of texts so the child understands what fluency is by reading along with the child or having the child reread several times the text he has just read. |

| Benchmark | Action Plan Suggestions |
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| **Decoding II End of Year Grade Level Expectation**<br><br>Level CD or equivalent district expectation<br><br>Benchmark Week 35<br><br>Red Flag Week 39 | ❏ **Check to make sure that activities that support development of this skill are in place with sufficient frequency:**<br>• Has this child been rereading their SW once a day with the opportunity to use the Reading Strategies card?<br>• Have you modeled how to decode during *Jack & Annie's Secret Message* activity using the Reading Strategies?<br>• Is this child reading *Jack & Annie's Secret Message books* during Buddy Reading or at another time? Is the child trying to decode text?<br>• Onset-Rime Word Patterns - was Word Building during Literacy Skill Building as well as at least once a week in centers? Was this child active participant?<br>• Do children have opportunities to read books already read during Buddy Reading and Buddy Reading[2] at another time for fluency?<br><br>**For individual children:**<br>❏ **Is the child missing one of the previous benchmarks?** Spend time on the missing benchmark.<br><br>❏ **When decoding text as the "reader"**<br>• Is this level too difficult? The CD level has more words on a page and will have less repetition of words or phrases. Does the child seem to be able to decode AB easily or did you move on too early? Read with this child without a buddy so you can figure out what the child needs more work on. Scaffolds: Go back to AB books and see if the child can decode a new AB book independently.<br>• Can the child read AB books but stumbles on CD books? Make sure the new book is within the child's ZPD. The leveling systems used are not exact and so the CD book you are using may actually be on the high end. Try until you find a CD book that works. Just say "Let's try this one. Oh, you're not ready for that book yet. Let's try this one.<br><br>❏ **When acting as the "buddy"**<br>• Does the child reread the first page correctly, but stumble on the reread of the second sentence? Scaffold: Child may need to reread each sentence after the reader reads it--much like turning the book into an AB book.<br>• Tries to re-decode during reread of the reader's page. Scaffold: Provide missing words; Have the child read the words again from the beginning; You reread the page, child reads after you.<br><br>❏ **Comprehension of the text**<br>• Does the child seem to understand the text and is the child able to answer comprehension questions when acting as the reader? Scaffold: Have the child reread the text fluently and ask the child to answer the comprehension question; You reread the text and ask the child comprehension questions (The reading of the text may take too much working memory so that the child is not able to think about the meaning as he reads).<br>• Does the child seem to understand the text only when acting as the buddy? This is further evidence that the child's working memory is not big enough to think about the meaning of the text while decoding. Fluency is the way to overcome the child's difficulties. Scaffold: Have the child reread the text without hesitation when working with the teacher is important;<br>• If the child understands the text at the sentence level, but when you increase comprehension demands using the Story Lab Cards to ask the child about the book as a whole, the child falters. Scaffolds: Have this child or both children reread the book without stopping, and then ask the comprehension question again. If the child can answer, it means that the child's memory is such that as each page is read, then the gist of the other pages is no longer remembered. This child needs more work on fluency. On books where the child reads fluently at a sentence level, have the child read the entire book aloud without trading pages with another child so that she is able to practice thinking about the book as a whole. |