

▶ Appendix H ◀

Student Progress Record

This reproducible form is provided for your convenience. You may use it to track your students' progress through *Phonological Awareness Training for Reading*. Use one form per student to keep track of the dates each lesson was taught. Make notes as needed as to how well the students grasped the concept taught and participated in the activity.

The Student Progress Record can be used to inform parents as well as teachers and other professionals who work with the students as to the students' progress through the program.

Student: _____

Words or
sounds taught

Date Date Date

Warm-Up Activities: Rhyming				
Warm-Up Activity 1: Introduction to the Concept of Rhyme	Appendix C: Word Pairs for Testing Knowledge of Rhyme			
	Appendix D: Rhyming Couplets			
Warm-Up Activity 2: Choosing Words That Rhyme	Appendix E: Words for Rhyming Picture Cards			
	T and S Rhyming Picture Cards			
Warm-Up Activity 3: Supplying Rhyming Words	T Rhyming Picture Cards			

Unit 1: Instructional Activities for Wordset 1	Wordset 1			
1.1: Blending Words Divided Into Two Parts				
1.1a: Choosing From Three Pictures	First sounds: /p/, /m/, and /t/			
1.1b: Choosing From Entire Picture Set	First sounds: /p/, /m/, and /t/			

1.2: Blending the Individual Phonemes				
1.2a: Choosing From Three Pictures	First sounds: /p/, /m/, and /t/			
1.2b: Choosing From Entire Picture Set	Wordset 1			
1.2c: Blending Individual Phonemes Using Colored Cubes for Support	Wordset 1			

1.3: Segmenting Words Into Phonemes: First-Sound Matching				
1.3a: Matching Words on the Basis of the Same First Sound, /m/	First sound: /m/			
1.3b: Matching Words on the Basis of the Same First Sound, /p/	First sound: /p/			
1.3c: Matching Words on the Basis of the Same First Sound, /t/	First sound: /t/			
Review and Practice	First sounds: /m/, /p/, and /t/			

Notes:

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Unit 2: Instructional Activities for Wordset 2	Wordset 2			
2.1: Blending the Individual Phonemes				
2.1a: Choosing From Three Pictures	First sounds: /b/, /n/, and /k/			
2.1b: Choosing From Entire Picture Set	Wordset 2			
2.1c: Blending Individual Phonemes Using Colored Cubes for Support	Wordset 2			

2.2: Segmenting Words Into Phonemes				
2.2a: Matching Words on the Basis of the Same First Sound, /b/	First sound: /b/			
2.2b: Matching Words on the Basis of the Same First Sound, /n/	First sound: /n/			
2.2c: Matching Words on the Basis of the Same First Sound, /k/	First sound: /k/			
Review and Practice	First sounds: /b/, /n/, and /k/			
2.2d: Matching Words on the Basis of the Same Last Sound, /t/	Last sound: /t/			
2.2e: Matching Words on the Basis of the Same Last Sound, /n/	Last sound: /n/			
Review and Practice	Last sounds: /t/ and /n/			
2.2f: Matching Words on the Basis of the Same Middle Sound, /a/	Middle sound: /a/			
2.2g: Matching Words on the Basis of the Same Middle Sound, /u/	Middle sound: /u/			
Review and Practice	Middle sounds: /a/ and /u/			
2.2h: Identifying the Positions of Phonemes Within Words	Wordset 2			
2.2i: Learning to Pronounce the First, Middle, and Last Phonemes in a Word	Wordset 2			
Review and Practice	Wordsets 1 and 2			

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Date

Unit 3: Instructional Activities for Wordset 3	Wordset 3			
3.1: Blending the Individual Phonemes				
3.1a: Choosing From Three Pictures	First sounds: /d/, /g/, and /l/			
3.1b: Choosing From Entire Picture Set	Wordset 3			
3.1c: Blending Individual Phonemes Using Colored Cubes for Support	Wordset 3			

3.2: Segmenting Words Into Phonemes				
3.2a: Matching Words on the Basis of the Same First Sound, /d/	First sound: /d/			
3.2b: Matching Words on the Basis of the Same First Sound, /g/	First sound: /g/			
3.2c: Matching Words on the Basis of the Same First Sound, /l/	First sound: /l/			
Review and Practice	First sounds: /d/, /g/, and /l/			
3.2d: Matching Words on the Basis of the Same Last Sound, /k/	Last sound: /k/			
3.2e: Matching Words on the Basis of the Same Last Sound, /m/	Last sound: /m/			
Review and Practice	Last sounds: /k/ and /m/			
3.2f: Matching Words on the Basis of the Same Middle Sound, /o/	Middle sound: /o/			
3.2g: Matching Words on the Basis of the Same Middle Sound, /i/ (Long i Sound)	Middle sound: /i/ (long i sound)			
Review and Practice	Middle sounds: /o/ and /i/ (long i sound)			
3.2h: Identifying the Positions of Phonemes Within Words	Wordset 3			
3.2i: Learning to Pronounce the First, Middle, and Last Phonemes in a Word	Wordset 3			
Review and Practice	Wordsets 1–3			

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Unit 4: Instructional Activities for Wordset 4	Wordset 4			
4.1: Blending the Individual Phonemes				
4.1a: Choosing From Three Pictures	First sounds: /h/, /f/, and /r/			
4.1b: Choosing From Entire Picture Set	Wordset 4			
4.1c: Blending Individual Phonemes Using Colored Cubes for Support	Wordset 4			

4.2: Segmenting Words Into Phonemes				
4.2a: Matching Words on the Basis of the Same First Sound, /h/	First sound: /h/			
4.2b: Matching Words on the Basis of the Same First Sound, /f/	First sound: /f/			
4.2c: Matching Words on the Basis of the Same First Sound, /r/	First sound: /r/			
Review and Practice	First sounds: /h/, /f/, and /r/			
4.2d: Matching Words on the Basis of the Same Last Sound, /l/	Last sound: /l/			
4.2e: Matching Words on the Basis of the Same Last Sound, /g/	Last sound: /g/			
Review and Practice	Last sounds: /l/ and /g/			
4.2f: Matching Words on the Basis of the Same Middle Sound, /i/	Middle sound: /i/			
4.2g: Matching Words on the Basis of the Same Middle Sound, /o/ (Long o Sound)	Middle sound: /o/ (long o sound)			
Review and Practice	Middle sounds: /i/ and /o/ (long o sound)			
4.2h: Identifying the Positions of Phonemes Within Words	Wordset 4			
4.2i: Learning to Pronounce the First, Middle, and Last Phonemes in a Word	Wordset 4			
Review and Practice	Wordsets 1–4			

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Unit 5: Instructional Activities for Wordset 5	Wordset 5			
5.1: Blending the Individual Phonemes				
5.1a: Choosing From Three Pictures	First sounds: /w/, /sh/, and /s/			
5.1b: Choosing From Entire Picture Set	Wordset 5			
5.1c: Blending Individual Phonemes Using Colored Cubes for Support	Wordset 5			

5.2: Segmenting Words Into Phonemes				
5.2a: Matching Words on the Basis of the Same First Sound, /w/	First sound: /w/			
5.2b: Matching Words on the Basis of the Same First Sound, /sh/	First sound: /sh/			
5.2c: Matching Words on the Basis of the Same First Sound, /s/	First sound: /s/			
Review and Practice	First sounds: /w/, /sh/, and /s/			
5.2d: Matching Words on the Basis of the Same Last Sound, /p/	Last sound: /p/			
5.2e: Matching Words on the Basis of the Same Middle Sound, /e/	Middle sound: /e/			
5.2f: Matching Words on the Basis of the Same Middle Sound, /e/ (Long e Sound)	Middle sound: /e/ (long e sound)			
Review and Practice	Middle sounds: /e/ and /e/ (long e sound)			
5.2g: Identifying the Positions of Phonemes Within Words	Wordset 5			
5.2h: Learning to Pronounce the First, Middle, and Last Phonemes in a Word	Wordset 5			
Review and Practice	Wordsets 1–5			

Notes:

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Unit 6: Instructional Activities for Wordset 6	Wordset 6			
6.1: Using Letters to Represent Sounds in Blending and Segmentation				
6.1a: Letter–Sound Association	Words composed of letters <i>p, t, m, a, o,</i> and others (and their associated common sounds)			
6.1b: Additional Practice Activity: Responding With the Correct Phoneme When Shown a Specific Letter	Words composed of letters <i>p, t, m, a, o,</i> and others (and their associated common sounds)			
6.1c: Using Letters to Represent Words	Words composed of letters <i>p, t, m, a, o,</i> and others (and their associated common sounds)			
6.1d: Additional Practice Activity: Students “Sound Out” Words Without First Seeing a Phonemically Similar Word	Words composed of letters <i>p, t, m, a, o,</i> and others (and their associated common sounds)			
6.1e: Representing the Sounds in Words With Letters	Words composed of letters <i>p, t, m, a, o,</i> and others (and their associated common sounds)			
6.1f: Reinforcement and Practice	Words composed of letters <i>p, t, m, a, o,</i> and others (and their associated common sounds)			
Notes:				

Unit 7: Instructional Activities for Wordset 7	Wordset 7			
7.1: Using Letters to Represent Sounds in Blending and Segmentation				
7.1a: Letter–Sound Association	Words composed of targeted letters <i>c, g, b, n, i,</i> and others (and their associated common sounds)			
7.1b: Additional Practice Activity: Responding With the Correct Phoneme When Shown a Specific Letter	Words composed of targeted letters <i>c, g, b, n, i,</i> and others (and their associated common sounds)			
7.1c: Using Letters to Represent Words	Words composed of targeted letters <i>c, g, b, n, i,</i> and others (and their associated common sounds)			
7.1d: Additional Practice Activity: Students “Sound Out” Words Without First Seeing a Phonemically Similar Word	Words composed of targeted letters <i>c, g, b, n, i,</i> and others (and their associated common sounds)			
7.1e: Representing the Sounds in Words With Letters	Words composed of targeted letters <i>c, g, b, n, i,</i> and others (and their associated common sounds)			
7.1f: Reinforcement and Practice	Words composed of targeted letters <i>c, g, b, n, i,</i> and others (and their associated common sounds)			
Notes:				

Student: _____

Words or
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Date

Date

Date

Unit 8: Instructional Activities for Wordset 8	Wordset 8			
8.1: Using Letters to Represent Sounds in Blending and Segmentation				
8.1a: Letter–Sound Association	Words composed of targeted letters <i>d, l, f, e</i> , and others (and their associated common sounds)			
8.1b: Additional Practice Activity: Responding With the Correct Phoneme When Shown a Specific Letter	Words composed of targeted letters <i>d, l, f, e</i> , and others (and their associated common sounds)			
8.1c: Using Letters to Represent Words	Words composed of targeted letters <i>d, l, f, e</i> , and others (and their associated common sounds)			
8.1d: Additional Practice Activity: Students “Sound Out” Words Without First Seeing a Phonemically Similar Word	Words composed of targeted letters <i>d, l, f, e</i> , and others (and their associated common sounds)			
8.1e: Representing the Sounds in Words With Letters	Words composed of targeted letters <i>d, l, f, e</i> , and others (and their associated common sounds)			
8.1f: Reinforcement and Practice	Words composed of targeted letters <i>d, l, f, e</i> , and others (and their associated common sounds)			
Notes:				