

Monitor Progress



to Differentiate Instruction
Formal Assessment

DICTATION As students spell words, notice who uses the **Sound/Spelling Cards** and spells the words correctly. Note students who are asking for help with the spellings.

APPROACHING LEVEL

IF ... students need additional practice with phonics and dictation, **THEN ...** review the words during Workshop.

ON LEVEL

IF ... students are on level with phonics and dictation, **THEN ...** pair them, and have them play a game from **eSkills**.

ABOVE LEVEL

IF ... students need a challenge with phonics and dictation, **THEN ...** have them use one of the activities in the **Workshop Kit**.

Guided Practice

Help students complete **Skills Practice 1** pages 211–212 for practice with the /i/ sound spelled *_igh*, *_y*, and *_ie* and for dictation. Review the sound/spellings at the top of page 211. Have students write the words and sentences at the bottom of the page. Have students choose and write the correct sentence at the top of page 212. Students can use the bottom of the page for dictation.

UNIT 5 Lesson 13

Name _____ Date _____

Sounds and Spellings

I

i

_igh

_y

_ie

Practice

sigh flight

my pie

Mike flies the kite.

Mike flies the kite.

UNIT 5 Lesson 13

Apply

The bird can walk high in the sky.
The bird flies high in the sky.

The bird flies high in the sky.

Dictation

cry cried

fly flight

The puppy was shy last night.

Skills Practice 1, pp. 211–212