6/04

Grade: 1____ Program/List: _____ **Scholastic Fluency Formula**™ _____ Reviewer Code: _____

Skills trace of: **High Priority Items – Irregular Words Instruction**
**Criterion 1. Selects words of high utility with ample practice for automaticity. (st)**

1. Select skills trace *(st)* item.
2. Identify the first point in the program in which skill/strategy is introduced.
3. Sample 10 consecutive lessons. Beginning with the first lesson, mark in successive cells whether or not skill/strategy is taught or reviewed (if possible, write specific content in the cell).

| Sequence, Instruction, Review | 1 - Lesson/Day | 2 - Lesson/Day | 3 - Lesson/Day | 4 - Lesson/Day | 5 - Lesson/Day |
|---|---|---|---|---|---|
| Day or Lesson | Lesson 1/Day 4 | Lesson 2/Day 4 | Lesson 3/Day 4 | Lesson 4/Day 4 | |
| Instruction *(Content)* | Build Sight Word Fluency, PG35 – using Flip Chart, p. 6 *(the, I, and, a)* | Build Sight Word Fluency, PG39 – using Flip Chart, p. 8 *(to, is, in, you)* | Build Sight Word Fluency, PG43 – using Flip Chart, p. 10 *(that, he, it, for)* | Build Sight Word Fluency, PG47 – using Flip Chart, p. 12 *(was, are, on, as)* | *(For Lesson 5, Teachers administer assessments.)* |
| Review Cycle *(Content)* | PG 39, 43, 46, 47, 53 Sight Word Practice – using Flip Chart Review words from previous week(s) | PG 43, 47, 53, 57 Sight Word Practice – using Flip Chart Review words from previous week(s) | PG 47, 53, 57, 61 + Sight Word Practice – using Flip Chart Review words from previous week(s) | PG 53, 57, 61, 65 + Sight Word Practice – using Flip Chart Review words from previous week(s) | |
| **Sequence, Instruction, Review** | **6 - Lesson/Day** | **7 - Lesson/Day** | **8 - Lesson/Day** | **9 - Lesson/Day** | **10 - Lesson/Day** |
| Day or Lesson | Lesson 6/Day 4 | Lesson 7/Day 4 | Lesson 8/Day 4 | Lesson 9/Day 4 | |
| Instruction *(Content)* | Build Sight Word Fluency, PG53 – using Flip Chart, p. 16 *(with, they, his, at)* | Build Sight Word Fluency, PG57 – using Flip Chart, p. 18 *(be, from, this, of)* | Build Sight Word Fluency, PG61 – using Flip Chart, p. 20 *(have, by, or, one)* | Build Sight Word Fluency, PG65 – using Flip Chart, p. 22 *(had, but, not, what)* | *(For Lesson 10, Teachers administer assessments.)* |
| Review Cycle *(Content)* | PG 57, 61, 65, 71 + Sight Word Practice – using Flip Chart Review words from previous week(s) | PG 61, 65, 71, 75 + Sight Word Practice – using Flip Chart Review words from previous week(s) | PG 65, 71, 75, 79 + Sight Word Practice – using Flip Chart Review words from previous week(s) | PG 71, 75, 79, 83 + Sight Word Practice – using Flip Chart Review words from previous week(s) | |

Grade: 1____  Program/List: _____ **Scholastic Fluency Formula™** _____ Reviewer Code: _____

Skills trace of: <u>**High Priority Items – Vocabulary Instruction**</u>
<u>Criterion 2. Provides repeated and multiple exposures to critical vocabulary.  (st)</u>

1. Select skills trace *(st)* item.
2. Identify the first point in the program in which skill/strategy is introduced.
3. Sample 10 consecutive lessons. Beginning with the first lesson, mark in successive cells whether or not skill/strategy is taught or reviewed (if possible, write specific content in the cell).

| Sequence, Instruction, Review | 1 - Lesson/Day | 2 - Lesson/Day | 3 - Lesson/Day | 4 - Lesson/Day | 5 - Lesson/Day |
|---|---|---|---|---|---|
| Day or Lesson | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | |
| Instruction *(Content)* | Vocabulary Instructional Routine, PG30 <br><br> PG34:  *(hen, bun, in, ten, hops, sun, runs)* | Vocabulary Instructional Routine, PG30 <br><br> PG38: *(fat, fun, sad, tan, ran, kitty-cat, fan)* | Vocabulary Instructional Routine, PG30 <br><br> PG42: *(top, lid, get, kid, little, big, hat)* | Vocabulary Instructional Routine, PG30 <br><br> PG46: *(see, big, I, lots, dots, sun, ten, men)* | *(For Lesson 5, Teachers administer assessments.)* |
| Review Cycle *(Content)* | Fluency Library Book 1 and CD; other materials <br> Review words throughout the week: *(hen, bun, in, ten, hops, sun,* and *runs)* <br> PG39, 52: *(in)* | Fluency Library Book 2 and CD; other materials <br> Review words throughout the week: *(fat, fun, sad, tan, ran, kitty-cat, fan)* | Fluency Library Book 3 and CD; other materials <br> Review words throughout the week:  *(top, lid, get, kid, little, big, hat)* <br> PG46, 64: *(big)* | Fluency Library Book 4 and CD; other materials <br> Review words throughout the week:  *(see, big, I, lots, dots, sun, ten, men)* <br> PG64:  *(big)* | |
| **Sequence, Instruction, Review** | **6 - Lesson/Day** | **7 - Lesson/Day** | **8 - Lesson/Day** | **9 - Lesson/Day** | **10 - Lesson/Day** |
| Day or Lesson | Lesson 6 | Lesson 7 | Lesson 8 | Lesson 9 | |
| Instruction *(Content)* | Vocabulary Instructional Routine, PG30 <br><br> PG52:  *(mop, you, can, not, hop, dig, have, in)* | Vocabulary Instructional Routine, PG30 <br><br> PG56:  *(bike, mom, car, cab, van, bus, school, teacher)* | Vocabulary Instructional Routine, PG30 <br><br> PG60:  *(inside, baby, chicken, turtle, penguin, fish, snake)* | Vocabulary Instructional Routine, PG30 <br><br> PG64:  *(swing, frog, cat, horse, big, dog, small, goose)* | *(For Lesson 10, Teachers administer assessments.)* |
| Review Cycle *(Content)* | Fluency Library Book 5 and CD; other materials <br> Review words throughout the week: *(mop, you, can, not, hop, dig, have, in)* | Fluency Library Book 6 and CD; other materials <br> Review words throughout the week: *(bike, mom, car, cab, van, bus, school, teacher)* | Fluency Library Book 7 and CD; other materials <br> Review words throughout the week: *(inside, baby, chicken, turtle, penguin, fish, snake)* | Fluency Library Book 8 and CD; other materials <br> Review words throughout the week: *(swing, frog, cat, horse, big, dog, small, goose)* | |

Grade: 2____ Program/List: _____ **Scholastic Fluency Formula™** _____ Reviewer Code: _____

Skills trace of: <u>**High Priority Items – Vocabulary Instruction**</u>
<u>Criterion 2. Provides repeated and multiple exposures to critical vocabulary. (st)</u>

1. Select skills trace *(st)* item.
2. Identify the first point in the program in which skill/strategy is introduced.
3. Sample 10 consecutive lessons. Beginning with the first lesson, mark in successive cells whether or not skill/strategy is taught or reviewed

| Sequence, Instruction, Review | 1 - Lesson/Day | 2 - Lesson/Day | 3 - Lesson/Day | 4 - Lesson/Day | 5 - Lesson/Day |
|---|---|---|---|---|---|
| Day or Lesson | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | |
| Instruction *(Content)* | Vocabulary Instructional Routine, PG30<br>PG34: *(sleds, ride, strong, team, thick, trained, young, practice)* | Vocabulary Instructional Routine, PG30<br>PG38: *(lion, mouse, play, director, costume, mask, tune, practiced)* | Vocabulary Instructional Routine, PG30<br>PG42: *mountain, rock, earth, noise, mud, lava, melted, inside* | Vocabulary Instructional Routine, PG30<br>PG46: *(woman, man, dough, cookie, catch, bear, forest, raccoon )* | *(For Lesson 5, Teachers administer assessments.)* |
| Review Cycle *(Content)* | Fluency Library Book 1 and CD; Fluency Workbook; other materials<br>Review words throughout the week: *(sleds, ride, strong, team, thick, trained, young, practice )* | Fluency Library Book 2 and CD; Fluency Workbook; other materials<br>Review words throughout the week: *(lion, mouse, play, director, costume, mask, tune, practiced)* | Fluency Library Book 3 and CD; Fluency Workbook; other materials<br>Review words throughout the week: *(mountain, rock, earth, noise, mud, lava, melted, inside )* | Fluency Library Book 4 and CD; other materials<br>Review words throughout the week: *(woman, man, dough, cookie, catch, bear, forest, raccoon)* | |
| Sequence, Instruction, Review | 6 - Lesson/Day | 7 - Lesson/Day | 8 - Lesson/Day | 9 - Lesson/Day | 10 - Lesson/Day |
| Day or Lesson | Lesson 6 | Lesson 7 | Lesson 8 | Lesson 9 | |
| Instruction *(Content)* | Vocabulary Instructional Routine, PG30<br>PG52: *(fox, lunch, eat, wise, song, snack, bone, dog)* | Vocabulary Instructional Routine, PG30<br>PG56: *(farmer, potato, ground, grow, pull, wife, daughter, help)* | Vocabulary Instructional Routine, PG30<br>PG60: *(city, acting, act, moving, dance, funny, plays, stage)* | Vocabulary Instructional Routine, PG30<br>PG64: *(fruit, flowers, plant, seeds, grows, tree, bush, vine)* | *(For Lesson 10, Teachers administer assessments.)* |
| Review Cycle *(Content)* | Fluency Library Book 5 and CD; Fluency Card 5; other materials<br>Review words throughout the week: *(fox, lunch, eat, wise, song, snack, bone, dog)* | Fluency Library Book 6 and CD; Fluency Flip Chart; other materials<br>Review words throughout the week: *(farmer, potato, ground, grow, pull, wife, daughter, help*) | Fluency Library Book 7 and CD; other materials<br>Review words throughout the week: *(city, acting, act, moving, dance, funny, plays, stage)* | Fluency Library Book 8 and CD; other materials<br>Review words throughout the week: *(fruit, flowers, plant, seeds, grows, tree, bush, vine)* | |

6/04

Grade: 3    Program/List: **Scholastic Fluency Formula™**    Reviewer Code: _____

Skills trace of:    <u>**High Priority Items – Vocabulary Instruction**</u>
<u>Criterion 2. Repeated and multiple exposures to vocabulary. (st)</u>

1. Select skills trace *(st)* item.
2. Identify the first point in the program in which skill/strategy is introduced.
3. Sample 10 consecutive lessons. Beginning with the first lesson, mark in successive cells whether or not skill/strategy is taught or reviewed

| Sequence, Instruction, Review | 1 - Lesson/Day | 2 - Lesson/Day | 3 - Lesson/Day | 4 - Lesson/Day | 5 - Lesson/Day |
|---|---|---|---|---|---|
| Day or Lesson | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | |
| Instruction *(Content)* | Vocabulary Instructional Routine, PG30 PG34: *(afraid, attic, grandparents, journal, legend, secret, treasure, whale)* | Vocabulary Instructional Routine, PG30 PG38: *(accident, earmuffs, electric, experiments, hero, invented, sound, telephone)* | Vocabulary Instructional Routine, PG30 PG42: *(believe, drawing, everything, nothing, ruler, seeing, start, surprised)* | Vocabulary Instructional Routine, PG30 PG46: *(candle, clever, helpful, impossible, married, storm, village, visit)* | *(For Lesson 5, Teachers administer assessments.)* |
| Review Cycle *(Content)* | Fluency Library Book 1 and CD; other materials Review words throughout the week: *(afraid, attic, grandparents, journal, legend, secret, treasure, whale)* | Fluency Library Book 2 and CD; other materials Review words throughout the week: *(accident, earmuffs, electric, experiments, hero, invented, sound, telephone)* | Fluency Library Book 3 and CD; other materials Review words throughout the week: *(believe, drawing, everything, nothing, ruler, seeing, start, surprised)* | Fluency Library Book 4 and CD; other materials Review words throughout the week: *(candle, clever, helpful, impossible, married, storm, village, visit)* | |
| Sequence, Instruction, Review | 6 - Lesson/Day | 7 - Lesson/Day | 8 - Lesson/Day | 9 - Lesson/Day | 10 - Lesson/Day |
| Day or Lesson | Lesson 6 | Lesson 7 | Lesson 8 | Lesson 9 | |
| Instruction *(Content)* | Vocabulary Instructional Routine, PG30 PG52: *(curious, exhibit, experiment, guess, idea, library, research, weird)* | Vocabulary Instructional Routine, PG30 PG56: *(bones, carefully, dinosaur, fossil, museum, scientist, skeleton, team)* | Vocabulary Instructional Routine, PG30 PG60: *(arch, bridge, castle, miles, stream, strong, triangle, weight)* | Vocabulary Instructional Routine, PG30 PG64: *(danger, gentle, important, llama, mountains, pictures, scream, weave)* | *(For Lesson 10, Teachers administer assessments.)* |
| Review Cycle *(Content)* | Fluency Library Book 5 and CD; other materials Review words throughout the week: *(curious, exhibit, experiment, guess, idea, library, research, weird)* | Fluency Library Book 6 and CD; other materials Review words throughout the week: *(bones, carefully, dinosaur, fossil, museum, scientist, skeleton, team)* | Fluency Library Book 7 and CD; other materials Review words throughout the week: *(arch, bridge, castle, miles, stream, strong, triangle, weight)* | Fluency Library Book 8 and CD; other materials Review words throughout the week: *(danger, gentle, important, llama, mountains, pictures, scream, weave)* | |

Grade: 3____    Program/List: _____ **Scholastic Fluency Formula™**_____    Reviewer Code: _____

Skills trace of:    <u>**High Priority Items – Reading Comprehension Instruction**</u>
   <u>Criterion 4. Continues skill or strategy instruction across several instructional sessions to illustrate the applicability and utility of the skill or strategy. (st)</u>

1. Select skills trace *(st)* item.
2. Identify the first point in the program in which skill/strategy is introduced.
3. Sample 10 consecutive lessons. Beginning with the first lesson, mark in successive cells whether or not skill/strategy is taught or reviewed (if possible, write specific content in the cell).

| Sequence, Instruction, Review | 1 - Lesson/Day | 2 - Lesson/Day | 3 - Lesson/Day | 4 - Lesson/Day | 5 - Lesson/Day |
|---|---|---|---|---|---|
| Day or Lesson | Lesson 1/Day 1 | Lesson 2/Day 1 | Lesson 3/Day 1 | Lesson 4/Day 1 | |
| Instruction *(Content)* | Comprehension Check, PG32: *(Answer questions)* | Comprehension Check, PG36: *(Answer questions)* | Comprehension Check, PG40: *(Answer questions)* | Comprehension Check, PG44: *(Answer questions)* | *(For Lesson 5, Teachers administer assessments.)* |
| Review Cycle *(Content)* | Fluency Workbook, Comprehension, p. 6: *(Answer questions)* | Fluency Workbook, Comprehension, p. 9: *(Answer questions)* | Fluency Workbook, Comprehension, p. 12: *(Answer questions)* | Fluency Workbook, Comprehension, p. 15: *(Answer questions)* | |
| Sequence, Instruction, Review | 6 - Lesson/Day | 7 - Lesson/Day | 8 - Lesson/Day | 9 - Lesson/Day | 10 - Lesson/Day |
| Day or Lesson | Lesson 6/Day 1 | Lesson 7/Day 1 | Lesson 8/Day 1 | Lesson 9/Day 1 | |
| Instruction *(Content)* | Comprehension Check, PG50: *(Answer questions)* | Comprehension Check, PG54: *(Answer questions)* | Comprehension Check, PG58: *(Answer questions)* | Comprehension Check, PG62: *(Answer questions)* | *(For Lesson 10, Teachers administer assessments.)* |
| Review Cycle *(Content)* | Fluency Workbook, Comprehension, p. 19: *(Answer questions)* | Fluency Workbook, Comprehension, p. 22: *(Answer questions)* | Fluency Workbook, Comprehension, p. 25: *(Answer questions)* | Fluency Workbook, Comprehension, p. 28: *(Answer questions)* | |