Unit 1 **Mid-Unit Check**

Student _____   Date _____

Record successful responses with a check ☑. Answers, when provided, appear in italics.

Examiner _____

Student Correctly Identifies Lower-Case Letters and Give Sounds

*Using your Standard Sound Cards, point to letters and have student name each letter-keyword and sound. Provide an example, pointing to the letter **c**, say **c-cat-/k/**. Ask, "What is the letter, the keyword and sound?" If student is unable to do this, have student **find** letters. Say, "Find the letter **a**." Note if student can find letters but not yet name them.*

	name	sound		name	sound		name	sound		name	sound		name	sound
m	☐	☐	d	☐	☐	i	☐	☐	t	☐	☐	f	☐	☐
u	☐	☐	n	☐	☐	c	☐	☐	s	☐	☐	g	☐	☐

Score: _____   *out of 10 (Naming Letters)*   _____ *out of 10 (Sounds)*

Student Correctly Identifies Letter Corresponding to Sound

*Using the student's Letter Board and Letter Tiles, say sound and have student point to corresponding letters. Ask, "What says /**s**/?"*

/d/	d	☐	/ă/	a	☐	/c/	c	☐	/f/	f	☐	/n/	n	☐
/s/	s	☐	/ŭ/	u	☐	/g/	g	☐	/ŏ/	o	☐	/ĭ/	i	☐

Score: _____   *out of 10*

Student Correctly Forms Lower-Case Letters

*Using the student's Dry Erase Writing Tablet, dictate letters and have student write the lower-case letter. Say, "Write the letter **t**." Hold students accountable for correct letter formation.*

m	☐	g	☐	o	☐	d	☐	b	☐
s	☐	i	☐	c	☐	n	☐	u	☐

Score: _____   *out of 10*