



Unit 2

Assessment and Remediation Guide

Core Knowledge Language Arts® • New York Edition • Skills Strand



Core Knowledge®

GRADE 1



Unit 2

Assessment and Remediation Guide

Skills Strand

GRADE 1

Core Knowledge Language Arts®

New York Edition



Core Knowledge®

Creative Commons Licensing

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.



You are free:

- to Share** — to copy, distribute and transmit the work
- to Remix** — to adapt the work

Under the following conditions:

Attribution — You must attribute the work in the following manner:

This work is based on an original work of the Core Knowledge® Foundation made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License. This does not in any way imply that the Core Knowledge Foundation endorses this work.

Noncommercial — You may not use this work for commercial purposes.

Share Alike — If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<http://creativecommons.org/licenses/by-nc-sa/3.0/>

Copyright © 2013 Core Knowledge Foundation
www.coreknowledge.org

All Rights Reserved.

Core Knowledge Language Arts, Listening & Learning, and Tell It Again! are trademarks of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Table of Contents

Unit 2

Assessment and Remediation Guide

Section I, Phonics.	5
Steps for Determining Student Need	7
Establish areas of weakness within the phonics component	7
Confirm the earliest point of code knowledge weakness	8
Plan for instruction according to the level of instructional need	8
Planning for Instruction	9
Lesson Template Section Descriptions	9
Dimensions of Difficulty	10
Lesson Templates and Sample Remedial Lessons	12
Guided Reinforcement.	12
Explicit Reteaching	13
Comprehensive Reteaching	15
Phonics Exercises	17
Warm-Up: Match Me	17
Explicit Instruction: Review the Sound-Spelling	17
Guided Practice: Chaining	18
Other Guided Practice for Sound-Spellings	19
Push & Say	20
My Magic 'e' Strips	21
Making Words	23
BINGO	24
Race to the Top	25
Memory	26
Phrase and Sentence Baseball	26
Phrase and Sentence Read, Write, Share	27
Phonics Progress Monitoring: Sound-Spellings Word Recognition Assessments	28
Materials for Phonics Lessons	35

Section II, Fluency and Comprehension	89
Steps for Determining Student Need	91
Establish areas of weakness within the fluency and comprehension component	91
Plan for instruction according to the level of instructional need	92
Planning for Instruction	93
Lesson Template Section Descriptions	93
Dimensions of Difficulty	95
Lesson Templates and Sample Remedial Lessons	96
Guided Reinforcement	96
Explicit Reteaching	97
Comprehensive Reteaching	99
Fluency and Comprehension Exercises	102
Fluency	102
Warm-Up: Silly Voices	102
Warm-Up: Two Voices or Play Parts	103
Comprehension	104
Explicit Instruction: Address Prior Knowledge and Set a Purpose	104
Guided Practice: Model Thinking with Reading	105
Guided Practice: Read with Purpose and Understanding	105
Tricky Words	107
Explicit Instruction: Review the Sound-Spelling	107
Other Guided Practice for Tricky Words.	109
Tricky Word Sorts.	109
BINGO	110
Race to the Top	110
Memory	111
Grammar (Nouns)	112
Noun Games (Extended for Common and Proper Nouns)	112
Fluency and Comprehension Progress Monitoring.	114
Fluency and Comprehension Passage Readings	117
Tricky Words Recognition Assessment	133
Grammar Observational Chart.	135
Materials for Fluency and Comprehension Lessons	137

Section I

Phonics

Steps for Determining Student Need

Step 1: Establish areas of weakness within the phonics component

You may wish to use the following chart by highlighting where students have struggled with particular instructional tasks, demonstrated weak performance on certain assessment components (administered in Lessons 18 and 19), and/or continued to be challenged with Pausing Points used for review. Significant highlighting will indicate:

- the Unit 2 objective (top row) in need of reinforcement or remediation.
- the corresponding *Assessment and Remediation Guide* section (bottom row) where you will find appropriate instructional resources.

IF student struggles with...	Sound-Spellings (Vowel Digraphs)
As observed during related instructional tasks:	<ul style="list-style-type: none"> • Flip Book Review (Unit 2 Lesson 1) • Hearing Medial Sounds (Unit 2 Lessons 1, 6, 8, 12) • Teacher Modeling (Unit 2 Lessons 1, 3, 6, 8, 12) • Writing the Spellings and Word Box (Unit 2 Lesson 1) • Sound-Spelling Review (Unit 2 Lessons 2, 15, 16, 17) • Teacher Chaining (Unit 2 Lesson 2) • The New Sound (Unit 2 Lesson 3) • Digraph Dictation (Unit 2 Lessons 3, 6, 8, 12, 13) • Pop-Out Chaining (Unit 2 Lessons 4, 5, 8, 9, 11) • Wiggle Cards (Unit 2 Lessons 7, 14, 17, 18) • Individual Code Chart (Unit 2 Lesson 8) • Speedy Sound Hunt (Unit 2 Lesson 10) • Word Sort (Unit 2 Lesson 11) • Reading and Writing Words with Separated Digraphs (Unit 2 Lesson 13)
Or as evidenced by performance on assessment components:	Word Recognition Assessment (Unit 2 Lesson 18)
AND IF review with related Pausing Points is not enough:	<ul style="list-style-type: none"> • Blend and Segment Words • Recognize and Isolate the Sounds Reviewed in Unit 2 • Recognize the Spellings Reviewed in Unit 2 • Write the Spellings Reviewed in Unit 2 • Read One-Syllable Words That Contain Vowel Digraphs • Read Phrases • Spell One-Syllable Words with Vowel Digraphs • Write Words That Contain Vowel Digraphs • Write Phrases • Write Sentences
Then use Grade 1 Unit 2 Assessment and Remediation Guide resources from...	Section I, Phonics

Step 2: Confirm the earliest point of code knowledge weakness

If code knowledge is weak, then use the provided Units 1 and 2 Phonics Scope and Sequence to determine the earliest point at which skills need remediation and begin reinforcement and reteaching there. Remediation may need to begin in an earlier unit. This consideration is critical because the content of the *Assessment and Remediation Guide* builds on previously taught skills.

Units 1 and 2 Phonics Scope and Sequence

Unit 1 Lessons	Code Knowledge
1–16	Single-Letter Sound-Spellings (e.g., ‘s’ > /s/; includes consonant clusters)
17–20	Digraph Sound-Spellings
23–24	Double-Letter Sound-Spellings (e.g., ‘ck’ > /k/ and ‘ff’ > /f/)
Unit 2 Lessons	Code Knowledge
1	/ee/ spelled ‘ee’ as in <i>seed</i>
3	/ae/ spelled ‘a_e’ as in <i>cake</i>
6	/ie/ spelled ‘i_e’ as in <i>line</i>
8	/oe/ spelled ‘o_e’ as in <i>hope</i>
12	/ue/ spelled ‘u_e’ as in <i>cube</i>

Step 3: Plan for instruction according to the level of instructional need

For a description of each level, see Levels of Instructional Need in the Introduction for the *Grade 1 Assessment and Remediation Guide*. If the student is in need of:

- **guided reinforcement** with the Phonics (Section I) component, then you are ready to plan using the Guided Reinforcement Lesson Template.
- **explicit reteaching** with the Phonics (Section I) component, then you are ready to plan using the Explicit Reteaching Lesson Template.
- **comprehensive reteaching**, including instruction with Fluency and Comprehension (Section II), additionally follow the steps for determining student need in the Fluency and Comprehension section. Determining student need across the sections will then inform planning using the Comprehensive Reteaching Lesson Template.

Planning for Instruction

The lessons in Section I, Phonics are based on the objectives from Grade 1, Unit 2. Please refer to the Alignment Chart in the Teacher Guide for a more in-depth explanation about the objectives that are covered. The primary phonics objective from Grade 1 Unit 2 is:

- ✓ **Sound-spellings (Reading and writing the most common/least ambiguous vowel digraphs)**

Lesson Template Section Descriptions

Template section descriptions are provided to highlight the purpose of each lesson section. Different combinations of lesson sections are used in the three templates aligned to Levels of Instructional Need. Understanding the purpose of each lesson section will inform instructional planning.

Warm-Up Activities

Warm-Up activities prepare students for instruction and focus student attention on following directions. A Warm-Up activity should begin each remedial instruction session regardless of the lesson template selected. The phonics exercise, Match Me, is recommended for the Warm-Up. These exercises activate foundational knowledge and abilities for reading and spelling.

Explicit Instruction

Explicit instruction is part of the Reteaching (both Explicit and Comprehensive) lesson templates. The Explicit Instruction section provides teacher-directed time to prepare students to engage with the instruction. The phonics exercise, Review the Sound-Spelling, is recommended for Explicit Instruction to provide direct instruction with challenging sound-spellings targeted for instruction.

A single objective should be the primary focus of any remedial instruction session. If you are using the Comprehensive Reteaching Lesson Template and students need remediation with Phonics and Comprehension, then rotate the focus selected for the Warm-Up, Explicit Instruction, and related Guided Practice (working with skills) throughout a series of sessions. A rotating focus may look like this:

Session 1	Session 1
Warm-Up: Phonics focus	Warm-Up: Comprehension focus
Explicit Instruction: Phonics focus	Explicit Instruction: Comprehension focus
Guided Practice (working with skills): Phonics focus	Guided Practice (working with skills): Comprehension focus
Guided Practice (applying skills): Combination from component areas (e.g., a Phonics and a Fluency activity)	Guided Practice (applying skills): Combination from component areas (e.g., a Phonics and a Comprehension activity)
Independent Practice/Progress Monitoring: Phonics activity (observing for success independently)	Independent Practice/Progress Monitoring: Progress Monitoring Assessment for Comprehension

Guided Practice (working with skills)

Guided Practice (working with skills) is a transition from teacher-directed Explicit Instruction into supported instructional time. Therefore, the ‘working with skills’ Guided Practice is an extension of the Explicit Instruction. The phonics exercise, Chaining, is recommended for Guided Practice (working with skills) to have students apply sound-spelling knowledge with a high level of support and opportunity for immediate feedback.

Guided Practice (applying skills)

Guided Practice (applying skills) provides a flexible opportunity for practice with other activities from the Exercises section. If a single objective is the focus for remediation (e.g., vowel digraph sound-spellings), then corresponding activities should be selected for this portion of the Guided Reinforcement or Explicit Reteaching lesson template. If multiple objectives are the focus for remediation, then assorted activities under Exercises may be selected from Phonics (Section I) and Fluency and Comprehension (Section II) of Unit 2.


Independent Practice/Progress Monitoring

Following the Exercises section is a Progress Monitoring section. Time is allotted at the end of the Reteaching (both Explicit and Comprehensive) lesson templates for independent practice and/or progress monitoring. Independent practice time is an extension or repeat of previously completed activities with which students have demonstrated the ability to perform independently. As needed, this allows for integration of progress monitoring assessments.

Dimensions of Difficulty

Lessons can be crafted to be more or less difficult by varying the degree of contrast between target phonemes and the complexity of the words for reading and spelling. The following chart illustrates how lessons can be designed to be more or less challenging across both dimensions.

<i>Least Difficult</i>	Distinguishing between Long Vowel Sounds (e.g., /ae/ and /oe/)	Distinguishing between Short and Long Vowel Sounds (e.g., /a/ and /ae/)
Read and spell three-phoneme words		
Read and spell words with consonant clusters and digraphs		<i>Most Difficult</i>



For the introduction to long vowel sound-spellings, students are taught the most common or least ambiguous spelling for /ee/, /ae/, /ie/, /oe/, and /ue/. The long vowel sound-spellings are taught one at a time and each sound-spelling is contrasted to the short vowel sound-spelling making use of the common grapheme (e.g., can and cane). Distinguishing between short and long vowel

sounds is more difficult than distinguishing between long vowel sounds only. However, the initial contrast between short and long vowel sound-spellings is needed to teach students the conceptual difference between them. Struggling readers often require repeated opportunities to assimilate the concept of long vowel sound-spellings into their existing code knowledge. Therefore, once the long vowel sound-spellings from Unit 2 have been introduced, it may be beneficial to target the long vowel sound-spellings contrasted against each other (not including short vowel sound-spellings) and/or devote some instructional time to previously taught sound-spellings (e.g., digraphs) in need of review, before cycling back around to instruction targeting the short and long vowel sound-spellings.

For example, after Unit 2 instruction of short and long vowel sound-spelling contrast, if students need remediation with /ee/ > 'ee', /oe/ > 'o_e', and /ue/ > 'u_e', then an instructional sequence *might* look like this:

Instructional Contrasts	Rationale
/oe/ > 'o_e' and /ae/ > 'a_e'	Contrast a developing sound-spelling with a more solid sound-spelling
/oe/ > 'o_e' and /ae/ > 'a_e', add /ue/ > 'u_e'	Add another developing sound-spelling to a familiar contrast (maintaining similarity of separated vowel digraph spelling)
/oe/ > 'o_e' and /ue/ > 'u_e', add /ee/ > 'ee'	Add another developing sound-spelling to a familiar contrast (keep the contrast to only three different sound-spellings)
Review consonant digraphs	Take a break from long vowel sound-spellings
/o/ > 'o' and /oe/ > 'o_e'	Revisit short and long vowel sound-spelling contrast
/u/ > 'u' and /ue/ > 'u_e'	Revisit short and long vowel sound-spelling contrast
/e/ > 'e' and /ee/ > 'ee'	Revisit short and long vowel sound-spelling contrast

Lesson Templates and Sample Remedial Lessons

Lesson Templates are provided to structure your use of the instructional resources. Sample Remedial Lessons provide examples of how instructional exercises can be utilized within the templates. Time (noted in minutes) is an estimate and should be adjusted as needed.

Guided Reinforcement Lesson Template

Note: Progress monitoring related to instruction from Guided Reinforcement lessons may be integrated within instructional times other than these brief remedial lessons, or remedial instructional time may be devoted to completed progress monitoring as needed.

Guided Reinforcement	Exercise	Materials	Minutes
Warm-Up	Match Me	Large Letter Cards	3
Guided Practice (applying skills)	Choose one or two activities or games from Phonics Exercises.	activity dependent	12

Guided Reinforcement Sample Remedial Lesson

Target: /oe/ > 'o_e' and /ue/ > 'u_e'

Guided Reinforcement	Exercise	Materials	Minutes
Warm-Up	Match Me Play Match Me with: /o/ > 'o' /oe/ > 'o_e' /u/ > 'u' /ue/ > 'u_e'	Large Letter Cards 'o', 'o_e', 'u', and 'u_e'	3
Guided Practice (applying skills)	Sound-Spellings: Phrase and Sentence Baseball Phrases and Sentences List: /oe/ > 'o_e' and /ue/ > 'u_e'	Phrases and Sentences Lists chalkboard and chalk	12

Explicit Reteaching Lesson Template

Explicit Reteaching	Exercise	Materials	Minutes
Warm-Up	Match Me	Large Letter Cards	3
Explicit Instruction	Review the Sound-Spelling	Grade 1 Code Flip Books Articulation Chart Word List	4
Guided Practice (working with skills)	Chaining	Chaining List Large Letter Cards (optional) writing materials for teacher and students	8
Guided Practice (applying skills) OR Independent Practice/ Progress Monitoring	Choose one or two activities or games from Phonics Exercises. Activities with which students have demonstrated independence may engage students when progress monitoring with individuals is needed.	activity dependent Progress Monitoring worksheets	10

Explicit Reteaching Sample Remedial Lesson

Target: /ae/ > 'a_e' and /ie/ > 'i_e' (long vowel separated digraph contrast only)

Explicit Reteaching	Exercise	Materials	Minutes
Warm-Up	Match Me Play Match Me with: /ee/ > 'ee' /ae/ > 'a_e' /ie/ > 'i_e' /oe/ > 'o_e' /ue/ > 'u_e'	Large Letter Cards: 'ee', 'a_e', 'i_e', 'o_e', and 'u_e'	3
Explicit Instruction	Review the Sound-Spelling Review /ae/ > 'a_e' and /ie/ > 'i_e'	Grade 1 Code Flip Books Articulation Chart Word List	4
Guided Practice (working with skills)	Chaining Chaining list targeting /ae/ > 'a_e' and /ie/ > 'i_e': kite > bite > site > side > wide > wade > made > make > mike (consonants: 'k', 't', 'b', 's', 'd', 'w', 'm', and vowels: 'a', 'i', and 'e')	Chaining List dry erase board, marker, and eraser for teacher and each student	8
Guided Practice (applying skills) OR Independent Practice/ Progress Monitoring	My Magic 'e' Strips /ae/ > 'a_e': can—cane, man—mane, and pan—pane /ie/ > 'i_e': kit—kite, pin—pine, and spin—spine	prepared Magic 'e' Strips for each student	10
	Race to the Top Student partners play “Race to the Top” with Vowel Digraph Word/Picture Cards for /ae/ > 'a_e' and /ie/ > 'i_e'.	Word/Picture Cards (Vowel Digraph) for /ae/ > 'a_e' and /ie/ > 'i_e'	

Comprehensive Reteaching Lesson Template

Explicit Reteaching	Exercise	Materials	Minutes
Warm-Up	If Phonics Focus: Match Me If Fluency and Comprehension Focus, choose one: (see Section II, Fluency and Comprehension) <ul style="list-style-type: none"> • Silly Voices • Two Voices or Play Parts 	activity dependent	3
Explicit Instruction	If Phonics Focus: Review the Sound-Spelling If Fluency and Comprehension Focus: Address Prior Knowledge and Set a Purpose (see Section II, Fluency and Comprehension)	activity dependent	5
Guided Practice (working with skills)	If Phonics Focus: Chaining If Fluency and Comprehension Focus: Model Thinking with Reading (see Section II, Fluency and Comprehension)	activity dependent	10
Guided Practice (applying skills)	Choose one or two activities or games from Exercises sections according to target objectives across components: <ul style="list-style-type: none"> • If Phonics Focus (see Phonics Exercises) • If Fluency and Comprehension Focus: Read with Purpose and Understanding (see Section II, Fluency and Comprehension) 	activity dependent	12
Independent Practice/Progress Monitoring	Activities with which students have demonstrated independence may engage students when progress monitoring with individuals is needed.	activity dependent Progress Monitoring worksheets	10

Note: If a single remedial instruction session does not allow enough time to complete the Comprehensive Reteaching Lesson, then the instruction can be divided over two instructional sessions instead. A split lesson structure may look like this:

Session 1	Session 2
Warm-Up Explicit Instruction Guided Practice (working with skills) Initiate Guided Practice (applying skills)	Warm-Up Explicit Instruction Continue Guided Practice (applying skills) Independent Practice/Progress Monitoring

Comprehensive Reteaching Sample Remedial Lesson

Target: /ee/ > 'ee' and /ue/ > 'u_e' (mixed short and long vowel contrasts)

Comprehensive Reteaching	Exercise	Materials	Minutes
Warm-Up	Match Me Students are shoring up knowledge of long vowel digraphs with review of the two sound-spellings that have been more challenging than the others. Play Match Me with: /e/ > 'e' /ee/ > 'ee' /u/ > 'u' /ue/ > 'u_e'	Large Letter Cards: 'e', 'ee', 'u', and 'u_e'	3
Explicit Instruction	Review the Sound-Spelling Review /ee/ > 'ee' and /ue/ > 'u_e'	Grade 1 Code Flip Books Articulation Chart Word List	5
Guided Practice (working with skills)	Chaining Chaining list targeting /ee/ > 'ee' including short vowels: met > meet > beet > bet > pet > pep > peep > sheep > steep > step (digraph: 'sh' consonants: 'm', 't', 'b', 'p', 's', and vowels: 'e' and 'ee') Chaining list targeting /ue/ > 'u_e' including short vowels: mule > mute > cute > cut > cub > cube (consonants: 'm', 'l', 't', 'c', 'b', and vowels: 'u' and 'e')	Chaining List dry erase board, marker, and eraser for teacher and each student	10
Guided Practice (applying skills)	Making Words Students need the most reinforcement with /ue/ > 'u_e'. Complete Making Words ('u_e').	Making Words ('u_e') and Extension page for each student	12
Independent Practice/ Progress Monitoring	Independent Practice: Silly Voices Reread with silly voices (Fluency and Comprehension Exercise) the most recent story used in instruction from the <i>Gran</i> Reader.	Text Copies of stories and Silly Voices Cards	10
	Progress Monitoring: While students reread with silly voices, complete Sound-Spelling Progress Monitoring Assessment.	Word Cards and Record Sheets for Sound-Spelling Progress Monitoring 3	

Phonics Exercises

This section contains activities and games recommended for use in the Warm-Up, Explicit Instruction, and Guided Practice (working with skills) portions of the lesson templates. Instructions for the activities and games are provided, and necessary materials are noted.

Warm-Up: Match Me

Objective: Prompt student attention to the connection between written letters and spoken sounds for taught sound-spellings.

Materials:

- Large Letter Cards

Preparation: Gather student sets of Large Letter Cards from Materials for Phonics Lessons corresponding to the sound-spellings you intend to address in the rest of the lesson, as well as other sound-spellings students have been explicitly taught and have not yet mastered. Selections should be informed by instructional observations and student performance assessments.

Instructions:

- Provide each student with a set of Large Letter Cards corresponding to the targeted sound-spellings.
- Tell students you will either say a sound or show a letter.
- If a sound is provided, students should find the corresponding spelling on the Large Letter Cards.
- If a spelling (Large Letter Card) is shown, students should prepare to provide the corresponding sound when prompted.
- If anyone provides an incorrect answer, correct the error, and have students repeat the item.
- Keeping notes on a copy of the Phonics Scope and Sequence chart (provided in Determining Student Need) regarding sound-spelling knowledge mastered, progressing, or unfamiliar will help you plan for the next lesson Warm-Up.

Explicit Instruction: Review the Sound-Spelling

Objective: Reteach sound-spelling knowledge needed for reading and writing with which students are demonstrating difficulty.

Materials:

- Grade 1 Code Flip Books
- writing materials for students (e.g., paper and pencils)
- Articulation Chart
- Word lists

Preparation: Select sound-spellings in need of remediation. Gather Grade 1 Code Flip Books and the Articulation Chart from Materials for Phonics Lessons. Reference the Word Lists from Materials for Phonics Lessons to create word lists with three to five words for each sound-spelling targeted in the lesson. Also gather writing materials for each student.

Instructions:

- Display the appropriate Code Flip Book page for the sound-spelling being taught.
- Remind students of the articulation needed to make the target sound.
- Say and have students echo the example word, noting where the sound-spelling occurs (initial, medial, or final position).
- Briefly review the strokes for letter formation.
- Say a number of words with the targeted sound-spelling, and have students repeat after you. Then have students write the words.

Guided Practice: Chaining

Objective: Work with sound-spelling correspondences by requiring attention to individual sound-spelling changes as words are read or spelled.

Materials:

- Chaining list
- writing materials for both teacher and student writing
- optional: Large Letter Cards

Preparation: Select a chaining list targeting sound-spellings in need of remediation from Materials for Phonics Lessons. If students are struggling to distinguish between short and long vowel sound-spellings when both are used in instruction, the long vowel sound-spelling chains may be used before the mixed vowel sound-spelling chains. Gather writing materials (e.g., dry erase boards and markers) for both teacher and students. If you wish to display letter cards for the letters used in the chain, copy and cut the required Large Letter Cards from Materials for Phonics Lessons.

Instructions:

- Display the letters required for the selected chain. They may be written at the top of the board or chart paper or may be letter cards set out in front of students on the table.

Chaining for Reading

- Start with chaining for *reading*. (Decoding tends to be less challenging than encoding.) Tell students you will use the letters to write words for them to read.
- Write the first word and tell students to look at the letters from left to right. As they look at the letters, they need to remember the sounds the letters stand for and blend the sounds together to make the word.
- Make the letter change needed for the next word and describe the change as it is made. For example, changing *tap* to *tape* say, “Now I’m adding a magic ‘e’ at the end. What word did I make now?”
- Continue until the chain is complete.
- If support is needed, model the sounds and blending. Also encourage students to use the blending motions they have learned.

Chaining for Spelling

- Next use the same or an alternate chain for *spelling*. Tell students you will say words for them to write, and for each new word they will only need to change one sound.
- Say the first word and tell students to break the word up into sounds and write the letters for each sound from left to right.
- Provide the next word and have students explain the change they had to make from the previous word. For example, changing *cape* to *shape* students may say, “I changed the ‘c’ at the beginning to ‘sh’.”
- Continue until the chain is complete.
- If support is needed, model breaking the sounds apart and writing the letters for each sound.

Phonics Exercises: Other Guided Practice for Sound-Spellings

This section provides activities and games reinforcing code knowledge as students apply sound-spellings to read or spell words. The exercises are recommended for use in the Guided Practice (applying skills) and Independent Practice portions of the lesson templates. Game materials are provided in sets according to categories of sound-spellings: short vowel and long vowel. We recommend copying and cutting the materials from card stock to allow for reuse. The exercises provide engaging opportunities to develop code knowledge with decreasing support as students’ skills strengthen.

Sound-Spellings: Push & Say

Materials:

- Push & Say Letter Card set for each student
- Sound Boxes page for each student
- Word list

Preparation: Copy the Sound Boxes page and copy and cut a set of Push & Say Letter Cards for each student from Materials for Phonics Lessons. Reference the Word Lists from Materials for Phonics Lessons to create a word list targeting sound-spellings in need of remediation.

Instructions:

- Provide each student with the Sound Boxes page and a set of Push & Say Letter Cards required for the words selected for building.

Note: If students will build words with double letter sound-spellings, remind them of the spelling used for /f/, /l/, /s/, and /k/ when those sounds occur at the end of words (e.g., 'ff', 'll', 'ss', and 'ck'). Students should use the letter cards with double-letter spellings when this occurs. Similarly, for the new long vowel spelling for /ee/ students will use the 'ee' letter card. For the magic 'e' sound-spellings of /ae/ > 'a_e', /ie/ > 'i_e', /oe/ > 'o_e', and /ue/ > 'u_e', letter cards with two connected squares are provided. Tell students the magic 'e' will cover the sound box for the final spelling position, always resulting in one more sound box being filled than the total number of sounds in words with magic 'e' sound-spellings.

- Say a word, such as *feed*.
- Students echo the word and then individually work to select the letter cards for the sound-spellings identified as they segment the word into phonemes.
- Have students place the letter cards directly below the boxes in the correct positions from left to right. Tell students they will not always use all the sound boxes.
- Once you see a student is ready, ask him or her to push the cards into the boxes from left to right and say the sound as each letter card is pushed. Immediately, students should run their finger under the word in one smooth motion and say the whole word blended.
- Clear the board for the next word.
- If additional support is needed, begin by asking students to flip their letter cards over to the blank side and Push & Say for a few practice words using the blank side of the cards. This removes the component of identifying the correct sound-spelling, allowing students to start with a focus on the sounds and their positions before adding in the task of connecting the sounds to spellings.

Sound Boxes can be used in varied ways:

1. Select words from the Word Lists from Materials for Phonics Lessons for students to practice building and blending with target sound-spellings.
2. Students who struggle to write the words from the Making Words activities in this section may be supported by building in Sound Boxes first and then copying the word onto the handwriting lines.
3. Sound Boxes may also support students during Chaining activities. For reading the teacher may build or write sound-spellings in the boxes to help highlight the positions, particularly helping to focus student attention to the correct position as spellings change to form a new word. Similarly, for spelling, students may build or write sound-spellings in the boxes for support as they break apart and record the phonemes they hear in words.

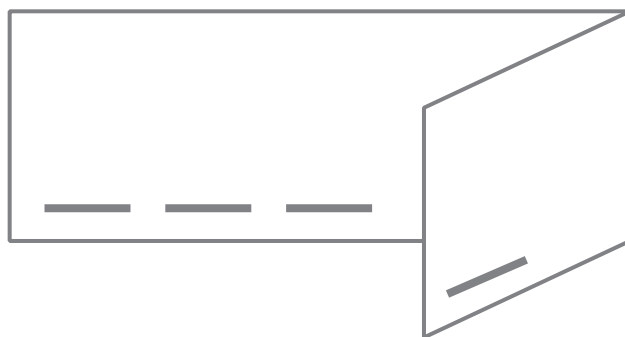
Sound-Spellings: My Magic 'e' Strips

The following activity may help students strengthen their understanding of role of Magic 'e' in separated vowel digraphs.

Materials:

- paper or card stock strips
- writing implements
- Word list (short and long vowel word pairs)

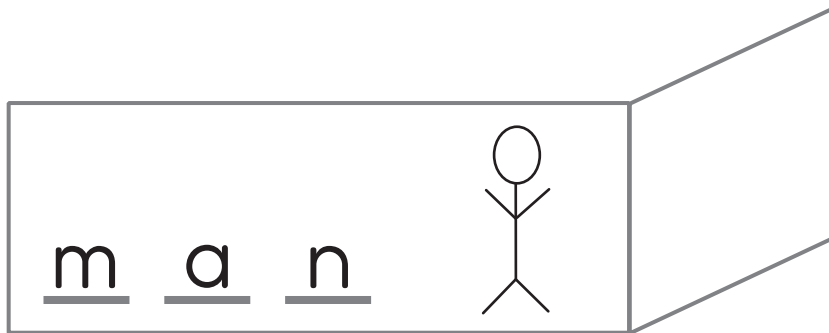
Preparation: Select short and long vowel word pairs from the Word Lists provided in the Materials for Phonics Lessons according to the sound-spellings category targeted for remediation. If the selected pairs are composed of words that are easy to draw (e.g., *man—mane* as opposed to *pal—pale*), then students may have the option of illustrating their Magic 'e' strips. Cut paper strips for students (e.g., cut note cards in half lengthwise) and gather writing implements. Prepare the strips ahead of time, either folding and writing the word pairs for students to read (and optionally illustrate) themselves, or folding and placing guide lines for writing the words pairs.



If students do their own writing, the guide lines will ensure letter size and spacing works with the fold.

Instructions:

- Provide students with their prepared Magic 'e' strips.
- If strips have guide lines, then students write on their own Magic 'e' strips as word pairs are presented.
- First, say the short vowel word.
- Students spell the word on the guide lines before the fold. Assist with spelling as needed, however at this point, students should be capable of using code knowledge to spell the short vowel words on their own.
- Have students read the word aloud once it is spelled.
- Next, have students fold the strip and write a Magic 'e' on the final guide line.
- Have student read the new word spelled by creating a separated digraph with the addition of the Magic 'e'.
- If strips have the word pair already written, then students move right into practice reading the words without (unfolded) and with (folded over) the Magic 'e'.
- Option: Have students illustrate the word pairs with a quick sketch on their Magic 'e' strips.
- Magic 'e' strips may be used for review in the future.



Sound-Spellings: Making Words

Materials:

- Making Words Template (prepared and copied for each student)
- Making Words list
- pencils for each student
- optional: Making Words Extension page copied for each student

Preparation: Select a Making Words list according to the sound-spellings targeted for remediation.

Note: Some pages allow for making words including a final 's' (e.g., *mats*). If students create words with final 's' for separated vowel digraph lists, they will need support removing the final 's' when testing to see if adding Magic 'e' creates a real word.

Fill in the template with the chosen list. (Backslashes separate the letters for each row.) Copy for each student. Also copy the Extension page, if desired. Gather pencils for each student.

Instructions:

- Model how to use the letters surrounding the center box to make words. Tracing the path of letters may support students as they attempt sound-spelling combinations.
- Students write the words they make on the lines provided.
- Ensure comprehension by asking students to provide a sentence using the real words they make.
- More words can be created than the number of lines provided. For students who are capable of productively continuing to create additional words, the Extension Page can be copied and provided.

Making Words Lists

- **Making Words ('ee')** has students make words by using the consonants surrounding the 'ee' spelling as beginning or ending sound-spellings.
- **Making Words (Separated Vowel Digraphs: 'a_e', 'i_e', 'o_e', and 'u_e')** lists have students make words by first using the consonants surrounding the short vowel sound-spelling as beginning or ending sound-spellings. Then, after making words with the short vowel sound-spelling, have students test their words to see if adding Magic 'e' creates a real word with the separated vowel digraph sound-spelling. Students could simply add 'e' if it does create a real word or write a new list of the real words created by adding Magic 'e' on the Making Words Extension page. For example, using the Making Words 'i_e' list students can make the word pin, and adding Magic 'e' creates the real word pine.

('ee')	k n d / f e e p / r t s
('a_e')	p l n / c a m / s t r
('i_e')	s p t / l i m / r d n
('o_e')	d h t / r o p / m b n
('u_e')	c f t / m u b / l p s
Sample: ('a_e')	

Sound-Spellings: BINGO

Materials:

- BINGO game set
- nine tokens per student

Preparation: Copy a BINGO game set (Boards and Cards) from Materials for Phonics Lessons according to the category of sound-spellings targeted for remediation: mixed short and long vowel or long vowel only. If students are struggling to distinguish between short and long vowel sound-spellings when both are used in instruction, the long vowel digraph game set may be used before the long and short vowel sound-spelling game set. Cut the BINGO Cards. Gather tokens for each student to cover spaces on their game boards (e.g., cubes, pennies, beans, etc.).

Instructions:

- Provide students with a BINGO Board and at least nine tokens.
- As word cards are selected and read, students search for the word on their game board.
- Ask students to put their finger on the word if they find it and read it aloud to confirm they are correct before covering the space.
- When students are incorrect, use the opportunity to address the confusion.
- When students are correct ask, “How did you know that was _____?” (This verbalization of knowledge or strategies used is powerful for reinforcing learning.)
- The game may be played until one or all students get three spaces covered in a row, or until one or all students get “black-out” (covering the entire board).

Sound-Spellings: Race to the Top

Materials:

- Large Letter Cards or Word/Picture Cards
- Race to the Top game boards
- container to keep two-sided cards
- game pieces (e.g., different colored cubes, various coins, odd shaped buttons, etc.)

Preparation: Select Large Letter Cards or Word/Picture Cards from Materials for Phonics Lessons according to the category of sound-spellings targeted for remediation. If students are struggling to distinguish between short and long vowel sound-spellings when both are used in instruction, the long vowel Word/Picture Cards may be used before including the short vowel Word/Picture Cards for a combination of long and short vowel sound-spellings. Copy and cut out cards. If Word/Picture Cards are used, gather a container (e.g., brown bag) from which the two-sided cards can be drawn. Copy Race to the Top game boards. Also gather different objects for students to use as game pieces.

Using Large Letter Cards—Cards may be placed face down in a pile.

- Give the Sound: As Letter Cards are flipped over, students provide the correct sound.
- Give the Word: As Letter Cards are flipped over, students provide a word that contains the sound.

Using Word/Picture Cards—Cards should be concealed and drawn from a container, such as a brown bag.

- Read It: As cards are drawn, the *word* side of the card is shown to the opposing player to be read. The *picture* side allows for confirmation/correction.
- Spell It: As cards are drawn, the *picture* side of the card is shown to the opposing player to be spelled (e.g., on a dry erase board). The *word* side allows for confirmation/correction.

Instructions:

- Provide students with game boards, a game piece, and selected card set.
- Students perform according to the cards and game variation chosen. For correct answers students move up a rung; for incorrect answers students fall down a rung. First one who gets to the top wins.

Sound-Spellings: Memory

Materials:

- Word/Picture Cards

Preparation: Select Word/Picture Cards from Materials for Phonics Lessons according to the category of sound-spellings targeted for remediation. If students are struggling to distinguish between short and long vowel sound-spellings when both are used in instruction, the long vowel sound-spelling Word/Picture Cards may be used before including the short vowel sound-spelling Word/Picture Cards for a combination of long and short vowel sound-spellings. Copy and cut out cards onto darker colored paper, otherwise students can see the images through the paper when they are turned over. The word and picture side of the cards should be cut apart.

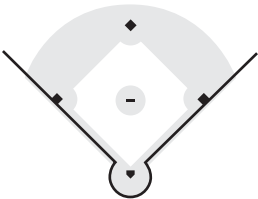
Instructions:

- Model how to mix up the cards, lay them out, and take turns turning pairs over to look for matches.
- The goal is to match the word with its corresponding image.
- As students become comfortable with the game it may be able to be played independently.

Sound-Spellings: Phrase and Sentence Baseball

Materials:

- Phrases and Sentences typed or written on paper strips for students to read
- writing surface and implement (e.g., chalkboard and chalk)
- timer



Preparation: Select phrases and/or sentences from the lists provided in Materials for Phonics Lessons according to the category of sound-spellings targeted for remediation. Type the phrases and/or sentences or write them on paper strips for students to read. Draw a baseball diamond on the board, and divide students into two teams.

Instructions:

- Students may be familiar with this game from playing Tricky Word Baseball in lessons from the Unit 2 Teacher Guide. If not, tell students they will take turns and have 10 minutes to get as many runs as they can.
- Set the timer for 10 minutes and begin presenting phrases and sentences. With each correctly read phrase or sentence a team advances one base, earning runs each time they round home base.
- When a student misreads a phrase or sentence, the other team gets a turn at bat. Continue until the time is up.

Sound-Spellings: Phrase and Sentence Read, Write, Share

Materials:

- Phrases and Sentences typed or written on paper strips for students to read
- writing surface and implement for each student (e.g., dry erase board and marker)

Preparation: Select phrases and/or sentences from the lists provided in Materials for Phonics Lessons according to the category of sound-spellings targeted for remediation. Type the phrases and/or sentences or write them on paper strips for students to read.

Instructions:

- **Read:** Present the first phrase or sentence and have students indicate when they are ready to read it aloud by signaling with a thumbs-up. Select one student to read the phrase or sentence aloud.
- **Write:** Remove the phrase or sentence from student's view and have them write either the entire phrase or sentence or a select word on their writing surface. Again students signal when they are finished with a thumbs-up. Select one student to show or spell aloud their writing.
- **Share:** Ask students a question related to the phrase or sentence. Again, students signal with a thumbs-up when they are prepared to respond. Select one student to share their response.
- Repeat the Read, Write, Share steps with the next phrase or sentence.

Sample questions related to phrases and sentences for the Share step.

Phrase or Sentence	Share Question
in a flash	Name something you would do "in a flash?"
have your cake	What is your favorite kind of cake?
I rode my bike.	Who can pretend to ride a bike?
Nate can bring some grapes.	What colors can grapes be?

Monitoring: Sound-Spellings Word Recognition Assessments

The Progress Monitoring assessments provided involve asking individual students to read a collection of words in isolation. Word Reading Assessments 1–4 contain words with vowel digraphs such that if most words are misread with a short vowel sound, the result is a pseudoword. This may serve as a support for students, prompting them to try again until they decode a real word. Word Reading Assessment 5 removes this potential support by including only words that are real whether the vowel sound-spelling is decoded as the long or short sound. Therefore, Assessment 5 is a slightly more challenging and reassuring measure of vowel digraph code knowledge.

Preparation: Copy the page of words with record sheet corresponding to the Progress Monitoring Assessment you have selected, and cut out the words.

Instructions:

- Model with the sample item.
- Show the cards to the student one at a time.
- Use the record sheet to record each word as the student reads.
- Place a check next to each word read correctly.
- For misread words, write exactly what students say as the word is sounded out. If students misread a word, prompt them to try to read the word again, letting them know their first attempt was incorrect.
- Students may benefit from the supports utilized during instruction such as blending motions and representing sounds with objects (e.g., Push & Say). Demonstrate and encourage their use during modeling with the sample item if needed. The goal is for students to eventually be capable of completing the tasks without physical supports or, at least, utilizing the supports independently (without your prompt).
- **Scoring:** Scoring is based on one point assigned for every vowel digraph in a word that is read correctly. Interpret scores as follows:
 - 9 or 10 points—excellent
 - 8 points—good
 - 6 or 7 points—fair
 - Less than 6 points—poor
- Further analyze student errors to determine whether there are one or more particularly problematic sound-spellings. The subtotals for targeted sound-spellings at the bottom of the record sheets facilitate the identification of specific problem areas.

- Also examine whether there are mispronunciations occurring more frequently in a given position in words. For example, does the student read the initial sound correctly, but misread the medial and/or final sound?
- Finally, examine whether the student succeeded in reading words correctly on the second attempt. If so, the student may be rushing and may benefit from explicit instruction to slow down and look at each letter in a word sequentially, left to right.
- Goal: Achieve scores of good or excellent (8 points or higher).
- Scores of 7 or less indicate additional reteaching and reinforcement is required from *Assessment and Remediation Guide* Unit 2 Section I, Phonics.

Name: _____

Vowel Digraph Word Reading: Progress Monitoring 1

same	week	close
hive	crate	cube
smile	choke	sleep
use	came	

Record Sheet for Vowel Digraph Word Reading: Progress Monitoring 1

Word	Student Pronunciation				
Sample: same					
1. week	/w/	/ee/	/k/	-	____ /1
2. close	/k/	/l/	/oe/	/z/ or /s/	____ /1
3. hive	/h/	/ie/	/v/	-	____ /1
4. crate	/k/	/r/	/ae/	/t/	____ /1
5. cube	/k/	/ue/	/b/	-	____ /1
6. smile	/s/	/m/	/ie/	/l/	____ /1
7. choke	/ch/	/oe/	/k/	-	____ /1
8. sleep	/s/	/l/	/ee/	/p/	____ /1
9. use	/ue/	/z/	-	-	____ /1
10. came	/k/	/ae/	/m/	-	____ /1
Total Correct	____ /10				

Note: Student performance with all phonemes should be noted for evaluation; however, only vowel digraphs are scored for this assessment.

'ee' > /ee/ (1, 8) ____ /2

'i_e' > /ie/ (3, 6) ____ /2

'u_e' > /ue/ (5, 9) ____ /1

'a_e' > /ae/ (4, 10) ____ /2

'o_e' > /oe/ (2, 7) ____ /2

Name: _____

Vowel Digraph Word Reading: Progress Monitoring 2

same	smoke	green
muse	slime	gaze
scare	deep	cute
side	nose	

Record Sheet for Vowel Digraph Word Reading: Progress Monitoring 2

Word	Student Pronunciation				
Sample: same					
1. smoke	/s/	/m/	/oe/	/k/	____ /1
2. green	/g/	/r/	/ee/	/n/	____ /1
3. muse	/m/	/ue/	/z/	-	____ /1
4. slime	/s/	/l/	/ie/	/m/	____ /1
5. gaze	/g/	/ae/	/z/	-	____ /1
6. scare	/s/	/k/	/ae/	/r/	____ /1
7. deep	/d/	/ee/	/p/	-	____ /1
8. cute	/k/	/ue/	/t/	-	____ /1
9. side	/s/	/ie/	/d/	-	____ /1
10. nose	/n/	/oe/	/z/	-	____ /1
Total Correct	____ /10				

Note: Student performance with all phonemes should be noted for evaluation; however, only vowel digraphs are scored for this assessment.

'ee' > /ee/ (2, 7) ____ /2

'i_e' > /ie/ (4, 9) ____ /2

'u_e' > /ue/ (3, 8) ____ /1

'a_e' > /ae/ (5, 6) ____ /2

'o_e' > /oe/ (1, 10) ____ /2

Name: _____

Vowel Digraph Word Reading: Progress Monitoring 3

same	fuse	pole
drive	stare	need
spoke	mule	pale
steep	time	

Record Sheet for Vowel Digraph Word Reading: Progress Monitoring 3

Word	Student Pronunciation				
Sample: same					
1. fuse	/f/	/ue/	/z/	-	____ /1
2. pole	/p/	/oe/	/l/	-	____ /1
3. drive	/d/	/r/	/ie/	/v/	____ /1
4. stare	/s/	/t/	/ae/	/r/	____ /1
5. need	/n/	/ee/	/d/	-	____ /1
6. spoke	/s/	/p/	/oe/	/k/	____ /1
7. mule	/m/	/ue/	/l/	-	____ /1
8. pale	/p/	/ae/	/l/	-	____ /1
9. steep	/s/	/t/	/ee/	/p/	____ /1
10. time	/t/	/ie/	/m/	-	____ /1
Total Correct	____ /10				

Note: Student performance with all phonemes should be noted for evaluation; however, only vowel digraphs are scored for this assessment.

'ee' > /ee/ (5, 9) ____ /2

'i_e' > /ie/ (3, 10) ____ /2

'u_e' > /ue/ (1, 7) ____ /1

'a_e' > /ae/ (4, 8) ____ /2

'o_e' > /oe/ (2, 6) ____ /2

Name: _____

Vowel Digraph Word Reading: Progress Monitoring 4

same	wife	rope
vase	free	fume
twine	stone	speed
mute	waves	

Record Sheet for Vowel Digraph Word Reading: Progress Monitoring 4

Word	Student Pronunciation				
Sample: same					
1. wife	/w/	/ie/	/f/	-	____ /1
2. rope	/r/	/oe/	/p/	-	____ /1
3. vase	/v/	/ae/	/s/	-	____ /1
4. free	/f/	/r/	/ee/	-	____ /1
5. fume	/f/	/ue/	/m/	-	____ /1
6. twine	/t/	/w/	/ie/	/n/	____ /1
7. stone	/s/	/t/	/oe/	/n/	____ /1
8. speed	/s/	/p/	/ee/	/d/	____ /1
9. mute	/m/	/ue/	/t/	-	____ /1
10. waves	/w/	/ae/	/v/	/z/	____ /1
Total Correct	____ /10				

Note: Student performance with all phonemes should be noted for evaluation; however, only vowel digraphs are scored for this assessment.

'ee' > /ee/ (4, 8) ____ /2

'i_e' > /ie/ (1, 6) ____ /2

'u_e' > /ue/ (5, 9) ____ /1

'a_e' > /ae/ (3, 10) ____ /2

'o_e' > /oe/ (2, 7) ____ /2

Name: _____

Vowel Digraph Word Reading: Progress Monitoring 5

same	note	cube
shine	pane	hide
mate	beet	globe
teen	cute	

Record Sheet for Vowel Digraph Word Reading: Progress Monitoring 5

Word	Student Pronunciation				
Sample: same					
1. note	/n/	/oe/	/t/	-	____ /1
2. cube	/k/	/ue/	/b/	-	____ /1
3. shine	/sh/	/ie/	/n/	-	____ /1
4. pane	/p/	/ae/	/n/	-	____ /1
5. hide	/h/	/ie/	/d/	-	____ /1
6. mate	/m/	/ae/	/t/	-	____ /1
7. beet	/b/	/ee/	/t/	-	____ /1
8. globe	/g/	/l/	/oe/	/b/	____ /1
9. teen	/t/	/ee/	/n/	-	____ /1
10. cute	/k/	/ue/	/t/	-	____ /1
Total Correct	____ /10				

Note: Student performance with all phonemes should be noted for evaluation; however, only vowel digraphs are scored for this assessment.

'ee' > /ee/ (7, 9) ____ /2

'i_e' > /ie/ (3, 5) ____ /2

'u_e' > /ue/ (2, 10) ____ /1

'a_e' > /ae/ (4, 6) ____ /2

'o_e' > /oe/ (1, 8) ____ /2

Materials for Phonics Lessons

Materials needed for planning and delivering phonics instruction are provided here.

Instructional Planning Materials

[Articulation Chart](#)

[Working with Separated Digraphs](#)

[Short Vowel Signs](#)

[Blending Motions for Two- to Five-Phoneme Words](#)

[Word Lists, Chains, and Phrases and Sentences for Spelling and Reading](#)

Sound-Spelling Exercises Materials

[Large Letter Cards \(for Match Me and Race to the Top\)](#)

[Sound Boxes for Push & Say](#)

[Push & Say Letter Cards](#)

[Making Words Template and Extension Page](#)

[BINGO Game Sets](#)

[Race to the Top Game Board](#)

[Word/Picture Cards \(for Race to the Top and Memory\)](#)

Articulation Chart

Refer to the Articulation Chart when students need support distinguishing phonemes for the explicit instruction exercise Review the Sound-Spelling and any other time when reviewing articulation may help clarify sound-spelling knowledge for students. Often students who struggle with the *sound* information of phonemes are supported by knowledge of the mechanical (i.e., physical) aspects of phonemes. For example, if students struggle to hear the difference between /t/ and /d/, they can rely on recognizing whether their voice is on or off to help identify which phoneme it is.

The order of phonemes aligns with the sequence taught in the Grade 1 Skills strand.

New Phonemes

Phoneme	Articulation Features (Notice in the Mirror)	Is Your Voice On or Off?	Can You Stretch the Sound?
/ee/	Lips are open with the corners pulled up (like a smile)	On	Yes
/ae/	Mouth is open with the tongue pushed forward but not beyond the teeth (You do not need to teach this, but it may help to be aware that this pronunciation shifts slightly from the described starting articulation to the articulation for /ee/ as it is sounded.)	On	Yes
/ie/	Mouth is open with the jaw lowered (You do not need to teach this, but it may help to be aware that this pronunciation shifts slightly from the described starting articulation to the articulation for /ee/ as it is sounded.)	On	Yes
/oe/	Lips are rounded (You do not need to teach this, but it may help to be aware that this pronunciation shifts slightly from the described starting articulation to the articulation for /w./)	On	Yes
/ue/	Tongue pushes against the sides of the upper teeth (like for /y/) and the lips are pursed (You do not need to teach this, but it may help to be aware that this pronunciation shifts slightly from the described starting articulation to the articulation for /oo/, which pushes the lips out further.)	On	Yes

Note: To check for voicing, put your hand on your throat as you make a letter-sound. If your voice is ON you will feel it vibrate!

Previously Taught Phonemes

Phoneme	Articulation Features (Notice in the Mirror)	Is Your Voice On or Off?	Can You Stretch the Sound?*
/p/	Lips are pressed together and the air “pops” out (Note this is the same as /b/.)	Off	No
/k/	Back of the tongue touches the roof of the mouth, lips are open a little, and the air “pops” out (Note this is the same as /g/.)	Off	No
/g/	Back of the tongue touches the roof of the mouth, lips are open a little, and the air “pops” out (Note this is the same as /k/.)	On	No
/n/	Tip of the tongue touches the bump behind the upper teeth and lips are open a little (Air goes through your nose! Pinch your nose and you’ll cut off the sound.)	On	Yes
/a/	Mouth is open wide and the tongue is low in the front of the mouth	On	Yes
/i/	Mouth is open wide and jaw is higher than for /a/	On	Yes
/o/	Mouth is open wide and jaw is lower than for /a/	On	Yes
/t/	Tip of the tongue taps behind the upper teeth, lips are open a little, and the air “pops” out (Note this is the same as /d/.)	Off	No
/d/	Tip of the tongue taps behind the upper teeth, lips are open a little, and the air “pops” out (Note this is the same as /t/.)	On	No
/m/	Lips are together (Air goes through your nose! Pinch your nose and you’ll cut off the sound.)	On	Yes
/f/	Upper teeth gently touch the lower lip as air is forced noisily through the space between (Note this is the same as /v/.)	Off	Yes
/v/	Upper teeth gently touch the lower lip as air is forced noisily through the space between (Note this is the same as /f/.)	On	Yes
/s/	Front of the tongue cups the roof of the mouth, and lips are open a little as air is forced noisily through the space between (Note this is the same as /z/.)	Off	Yes
/z/	Front of the tongue cups the roof of the mouth, and lips are open a little as air is forced noisily through the space between (Note this is the same as /s/.)	On	Yes
/h/	Mouth is open wide and the tongue is low in the front of the mouth as air is forced noisily through the space between the vocal folds	Off	No
/b/	Lips are pressed together and the air “pops” out (Note this is the same as /p/.)	On	No
/l/	Tip of the tongue touches the bump behind the upper teeth and lips are open a little as air passes through with minimal friction	On	Yes
/r/	Tongue is curled back and lips are open a little as air passes through with minimal friction (Take care not to pronounce the r-controlled vowel sound /er/. Instead, pronounce with a clean /r/ sound like at the beginning of red.)	On	Yes
/w/	Lips are rounded and the back of the tongue is raised as air is forced noisily through the space between	On	Yes
/e/	Mouth is open wide and jaw is in a middle/neutral position (For /i/ and /a/ the jaw is higher and for /o/ the jaw is lower.)	On	Yes

Phoneme	Articulation Features (Notice in the Mirror)	Is Your Voice On or Off?	Can You Stretch the Sound?*
/u/	Mouth is open wide and jaw is in a low position (The jaw is higher for all the other short vowels.)	On	Yes
/j/	The rim of the tongue taps against the roof of the mouth, lips are open a little, the corners of the lips are pulled up (as if doing a teeny smile), and the air is released with friction (Note this is the same as /ch/.)	On	No
/y/	Tongue pushes against the sides of the upper teeth as air passes through with minimal friction	On	Yes
/x/	This sound is actually two sounds that roll together /k/ and /s/. Tongue starts touching the roof of the mouth and rolls forward a bit to push air out in a stream behind the upper teeth. Lips remain open a little.	Off	No
Digraph Phonemes			
/ch/	The rim of the tongue taps against the roof of the mouth, lips are open a little, the corners of the lips are pulled up (as if doing a teeny smile), and the air is released with friction (Note this is the same as /j/.)	Off	No
/sh/	The rim of the tongue gently touches the roof of the mouth, and lips are pushed out as air is forced noisily through the space between	Off	Yes
/th/	Place the tip of the tongue between the upper and lower teeth as air is forced noisily through the space between (Note this is the same as /th/.)	Off	Yes
/th/	Place the tip of the tongue between the upper and lower teeth as air is forced noisily through the space between (Note this is the same as /th/.)	On	Yes
/ng/	This sound is like trying to make an /n/ sound with the articulation for /g/. Back of the tongue touches the roof of the mouth, closing off the mouth so that the air and sound goes through the nose	On	Yes
/qu/	This sound is actually two sounds that roll together /k/ and /w/. Tongue starts touching the roof of the mouth and drops as the lips are rounded and air is pushed out	Off	No

*Non-continuous sounds (sounds that cannot be stretched) are more difficult to pronounce in isolation. It is tempting to add a short vowel sound after the consonant sound (e.g., /buh/ instead of /b/). When teaching these sounds, particularly the voiced plosives /d/, /g/, and /b/, the fricative /h/, and the affricate /j/, make an effort to keep the sounds as clipped as possible.

Working with Separated Digraphs

In the Grade 1 Unit 2 Teacher Guide, separated vowel digraphs are explained as two letters working together to stand for a single sound (letter team), but separated from each other by a consonant spelling. Four of the five vowel digraphs taught in Unit 2 are separated: /ae/ > 'a_e', /ie/ > 'i_e', /oe/ > 'o_e', and /ue/ > 'u_e'.

Reading Separated Digraphs

Reading separated digraphs requires students to scan to the right and glance back again to the left. Before students become more proficient with this skill they are likely to sound out words with vowel digraphs using the short vowel sound first and then correcting for the long vowel sound. For example, a student may read the word *same* and first pronounce /s/ /a/ /m/ (*sam*) but then correct once they read the final 'e' to /s/ /ae/ /m/ (*same*).

Silent 'e' and Magic 'e'

The grapheme position of the final 'e' is not sounded, but this is not because the 'e' is *silent*. Rather, the final position is not sounded, because the 'e' is part of the letter team representing a phoneme in an earlier position (usually medial) of the word. We therefore encourage you to avoid teaching the concept of silent 'e' in this unit and silent letters in general. Instead, we recommend referring to the final 'e' of a separated vowel digraph as a *magic 'e'*. Tell students, especially during Phonics exercises such as Push & Say, the magic 'e' works together with the previous vowel spelling to stand for the long vowel sound instead of the short vowel sound, and the location of the sound is in the position of the first vowel spelling from the separated digraph.

Marking and Pointing Tricks

To help students see and process separated digraphs as single spelling units, the following marking and pointing tricks may help.

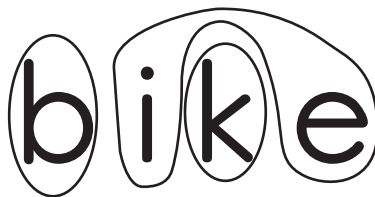
In the Teacher Guide we use a caret placed below the letters to show the connection between the letters of a separated digraph:



Some teachers prefer to mark the connection with an arch over the top:



Students can be asked to circle the letters and letter teams that stand for individual sounds. They can make an amoeba-like shape that encompasses the 'i' and the 'e' in *bike*, like this:



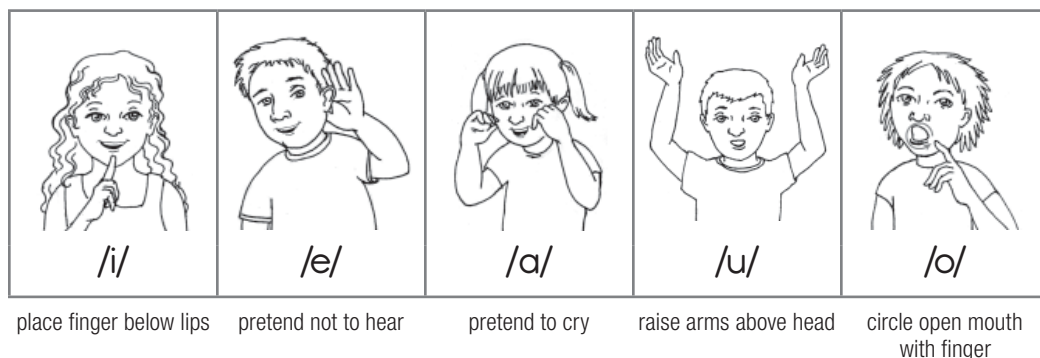
You can also reinforce the connection by using a pointing trick. When pointing to single-letter spellings or normal digraphs (written with letters sounded side by side), use a single pointing finger. When you point to a split digraph, pop out a second finger to make a “V”, with one finger pointing at the first letter in the separated digraph and the other pointing at the final ‘e’.



Note that the split-finger “V” point looks very much like the caret used in the Teacher Guide. That is one reason why we prefer that style of notation.

Short Vowel Signs

Articulation for the short vowel sounds may be supported by the following gestures that represent the shapes of the letters.



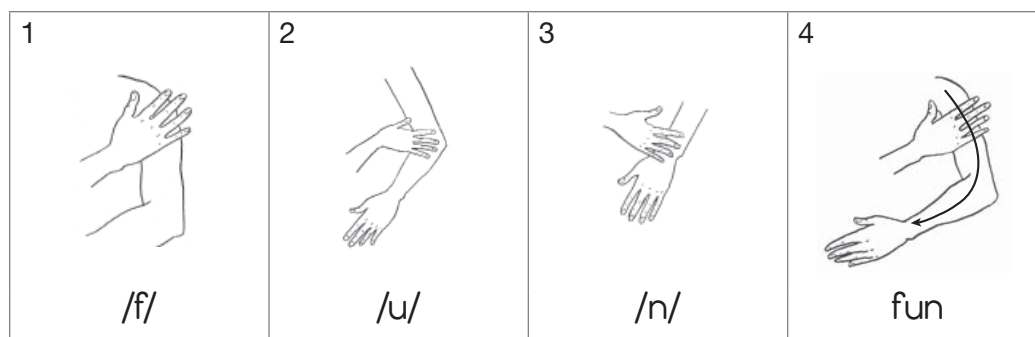
Blending Motions for Two- to Five-Phoneme Words

Blending motions scaffold students by taking the more abstract concept of phonemes and making it more concrete with visual and kinesthetic support. Students who struggle with the fine motor blending with finger gestures may have success initially using the gross motor arm gesture instead.

Blending Motions for Three-Phoneme Words (Arm Gesture)

For lessons targeting blending three-phoneme words, you may choose to use *gross motor* hand motions. This motion prompts students to:

- Hold your right arm in front of your body.
- Touch your left shoulder as you say the first of three phonemes (e.g., /f/).
- Touch your left elbow as you say the second of three phonemes (e.g., /u/).
- Touch your left wrist as you say the third of three phonemes (e.g., /n/).
- Slide your right hand from your left shoulder down to your left wrist as you say the whole word with the phonemes blended (e.g., *fun*).

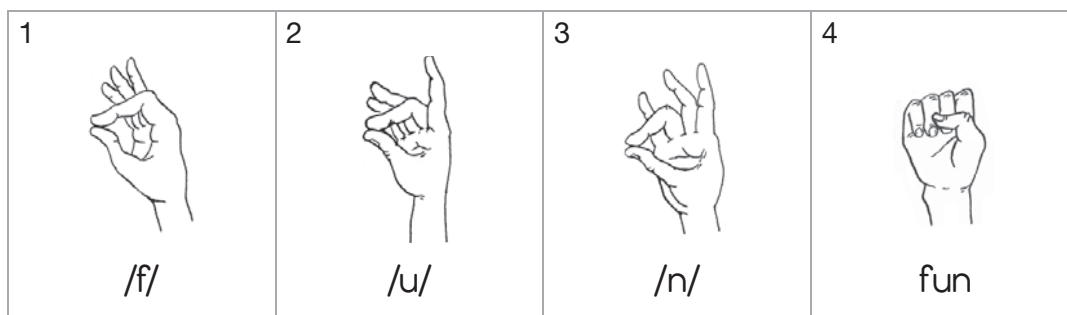


Blending Motions for Two- to Five-Phoneme Words (Finger Gestures)

Finger tapping is an option for students ready for *fine motor* movement. This motion prompts students to:

- Tap your pointing finger against your thumb as you say the first phoneme (e.g., /f/).
- Tap your middle finger against your thumb as you say the second phoneme (e.g., /u/).
- Tap your ring finger against your thumb as you say the third phoneme (e.g., /n/).
- Tapping your pinkie finger against your thumb can be used if the word has a fourth phoneme.
- Make a fist as you say the whole word with the phonemes blended (e.g., *fun*).

- This blending motion can be modified for use with five-phoneme words by tapping fingers on the table, instead of tapping fingers against the thumb.



Additional Blending Support

If students struggle to hold all of the individual sounds in their mind before final blending,

1. /s/
2. /a/
3. /n/
4. /d/
5. blend: *sand*

Then sequential blending may reduce the burden on memory.

1. /s/
2. /a/
3. blend: *sa*
4. /n/
5. blend: *san*
6. /d/
7. blend: *sand*

Word Lists, Chains, and Phrases and Sentences for Spelling and Reading

Word lists are provided to facilitate selecting words for various exercises. The lists are organized by the scope and sequence of sound-spelling correspondences taught in Grade 1. For contrast of the new long vowel digraph sound-spellings with the previously taught short vowel sound-spellings the following lists are included:

- short and long vowel word pairs
- a sampling of short vowel sound-spelling words
- chains providing a mix of short and long vowel sound-spelling changes

Long Vowel Word Lists

'ee'				
two-phoneme	three-phoneme		four-phoneme	'e'—'ee' pairs
bee eel see	beet cheek deep feed feel feet free keep meet need	peek peep reed reef seem teen three tree week	breed green sleep speed steep sweet	bet—beet bred—breed fed—feed met—meet pep—peep red—reed ref—reef sped—speed step—steep ten—teen check—cheek* fell—feel* peck—peek*

*These word pairs require extra attention to the double consonant sound-spelling used to preserve the short vowel sound.

'a_e'				
two-phoneme	three-phoneme		four-phoneme	'a'—'a_e' pairs
ape ate	came cane cape case fate game gave gaze hate lane late made make mane	mate name nape pale pane rate safe same shape take tape vase wake	crate grape plane scare skates slate snake stare trade waves	at—ate can—cane cap—cape fat—fate hat—hate mad—made man—mane mat—mate nap—nape pal—pale pan—pane plan—plane rat—rate tap—tape tack—take*

*These word pairs require extra attention to the double consonant sound-spelling used to preserve the short vowel sound.

'i_e'				
two-phoneme	three-phoneme		four-phoneme	'i'—'i_e' pairs
n/a	bite dime dine dive fine five hide hive kite life like line live mile pine	quite ride ripe shine side site size time tine wide wife wine	drive glide slide slime smile spine twine	bit—bite dim—dime fin—fine hid—hide kit—kite pin—pine quit—quite rid—ride rip—ripe shin—shine sit—site slid—slide slim—slime spin—spine tin—tine twin—twine win—wine lick—like* mill—mile*

*These word pairs require extra attention to the double consonant sound-spelling used to preserve the short vowel sound.

'o_e'				
two-phoneme	three-phoneme		four-phoneme	'o'—'o_e' pairs
n/a	bone choke code dote hole home hope joke mope	nose note pole robe rode rope rose those vote	broke close globe slope smoke spoke stone	cod—code dot—dote glob—globe hop—hope mop—mope not—note rob—robe rod—rode slop—slope smock—smoke*

*These word pairs require extra attention to the double consonant sound-spelling used to preserve the short vowel sound.

'u_e'				
two-phoneme	three-phoneme		four-phoneme	'u'—'u_e' pairs
use	cube cute fume fuse	mule muse mute	four-phoneme words can be created by making three-phoneme words plural (e.g., <i>cubes</i>).	cub—cube cut—cute us—use fuss—fuse* mull—mule* mutt—mute*

Note: Whereas the word lists are typically a representative sample of words for a given sound-spelling, the word lists for /ue/ > 'u_e' is inclusive of all the common one-syllable words for this sound-spelling. Think of the /ue/ sound as /y/ + /oo/. The 'u_e' spelling only produces this sound when preceded by /k/, /f/, or /m/. Many other words use the 'u_e' spelling for the /oo/ sound, which can be difficult to distinguish from /ue/. The sound-spelling 'u_e' > /oo/ is taught later in the CKLA Code Knowledge Scope and Sequence.

*These word pairs require extra attention to the double consonant sound-spelling used to preserve the short vowel sound.

Short Vowel Word Lists

A sample of short vowel sound-spelling words is provided for contrast against long vowel sound-spellings, if desired, when selecting words for the Phonics exercise Push & Say.

Sound-Spelling	/e/ > 'e'	/a/ > 'a'	/i/ > 'i'	/o/ > 'o'	/u/ > 'u'
Single Letter	bed hen jet peg	bag jam pan rat	kid mix sit wig	box job log pot	jug gum mud tub
Consonant Clusters	sled steps	flag snap	crib spin	drop frog	grub plug
Digraphs	bench quest	chant fang	quilt this	cloth shop	brush lunch
Double Letter	bell press	glass track	cliff drill	cross rock	stuff truck

Chaining Lists

The Long Vowel Sound-Spelling chains below are reprinted from the Supplemental Materials throughout the Unit 2 Teacher Guide. Chains with mixed long and short vowel sound-spellings are also provided to support instruction contrasting the long and short vowel sound-spellings. Chains may be sectioned if students do not sustain attention for the whole chain.

Long Vowel Sound-Spelling	Chains with Long Vowel Sound-Spelling Only	Chains with mixed Long and Short Vowel Sound-Spelling
'ee'	<p>teeth > teen > seen > seem > seed > feed > reed > weed > weep > deep</p> <p>see > bee > wee > week > seek > peek > peel > feel > heel > heed</p> <p>keep > keen > seen > sheen > sheep > beep > seep > weep > sweep > sweet</p> <p>cheer > cheek > peek > meek > meet > sheet > beet > beep > keep > peep</p>	<p>met > meet > beet > bet > pet > pep > peep > sheep > steep > step</p> <p>breed > bred > red > ref > reef > reed > feed > fed > bed > bet > beet</p>
'a_e'	<p>ate > ape > cape > shape > shame > same > name > came > fame > frame</p> <p>rake > sake > snake > stake > take > bake > cake > fake > flake > flame</p> <p>mate > mane > pane > sane > same > tame > game > came > cane > crane</p> <p>slate > late > gate > grate > crate > rate > date</p> <p>chase > vase > base > case > cane > crane > crate > grate > grape</p>	<p>at > sat > slat > slate > plate > late > rate > rat > fat > fate</p> <p>mat > mate > late > lake > take > tape > tap > cap > cape > shape</p>
'i_e'	<p>ripe > pipe > pile > file > fine > mine > line > life > lime > time</p> <p>bride > pride > ride > side > slide > slime > lime > line</p> <p>fine > five > live > hive > hide > ride > side > site > bite > kite</p> <p>rise > wise > wide > wipe > wine > twine > tine > time > tile > mile</p>	<p>shin > shine > dine > dime > dim > lim > slim > slime > lime > life</p> <p>kit > kite > bite > bit > hit > hid > hide > ride > rid > kid</p> <p>size > site > sit > quit > quite > kite > kit > pit > pin > pine</p>
'o_e'	<p>stone > tone > lone > bone > bode > mode > rode > rope > hope > home</p> <p>smoke > spoke > poke > pole > hole > hope > rope > rose > nose > note</p>	<p>dot > dote > note > not > nod > rod > rode > code > cod > pod</p> <p>hop > hope > rope > mope > mop > mob > rob > robe > lobe > globe</p>
'u_e'	<p>fume > fuse > use > muse > mule > mute > cute > cube</p>	<p>mule > mute > cute > cut > cub > cube</p>

Long Vowel Sound-Spelling	Chains with Long Vowel Sound-Spelling Only	Chains with mixed Long and Short Vowel Sound-Spelling
mixed	<p>'ee', 'a_e', and 'i_e': need > seed > side > wide > wade > jade > fade > fame > game > gate</p> <p>'ee', 'a_e', 'i_e', and 'o_e': sale > sole > stole > stale > tale > tile > tide > side > seed > weed</p> <p>'a_e' and 'i_e': kite > bite > site > side > wide > wade > made > make > mike</p> <p>'a_e' and 'o_e': spoke > poke > choke > woke > wake > rake > bake > make > made > fade</p> <p>'a_e', 'i_e', and 'o_e': lame > lime > dime > dome > home > hole > role > robe > lobe > globe</p> <p>cane > cone > bone > zone > lone > lane > line > fine > file > mile</p> <p>tone > bone > zone > shone > shine > fine > file > mile > male > mole</p> <p>stone > tone > shone > bone > cone > cane > mane > mine > line > lane</p> <p>'i_e', and 'o_e': ride > rode > role > mole > pole > pile > mile > tile > tide</p> <p>hope > mope > mode > rode > ride > ripe > rope > rose > rise</p> <p>'a_e', 'i_e', 'o_e', and 'u_e': cube > cute > mute > mate > male > mile > mule > mole > sole</p> <p>mile > mole > mule > mute > mite > mate > rate > rote > vote > quote</p>	<p>'ee', 'a_e', and 'i_e': need > seed > sad > had > hat > hate > late > lake > like > hike</p> <p>wade > wide > wine > line > lane > mane > man > ban > tan > ten > teen</p> <p>'ee', 'a_e', 'i_e', and 'o_e': hole > pole > pile > mile > male > made > mad > sad > seed > seen</p> <p>weed > need > nod > rod > rode > ride > wide > wade > wake > woke</p> <p>'a_e' and 'i_e': tape > tap > tip > tin > tine > mine > mane > man > mane > mate</p> <p>'a_e' and 'o_e': hope > rope > nope > note > not > hot > hat > hate > fate > late > lane</p> <p>'a_e', 'i_e', and 'o_e': pale > pal > pan > pin > pine > fine > fin > fan > fat > hat > hot > hop > hope</p> <p>hide > hid > hip > hop > hope > mope > mop > map > man > mane</p> <p>fine > fin > fan > fat > fate > late > lat > cat > cot > cod > code</p> <p>'i_e', and 'o_e': site > sit > hit > hot > not > note > dote > dot > rot > rob > robe</p> <p>slope > slop > lop > mop > mope > rope > ripe > rip > rid > ride</p> <p>'a_e', 'i_e', 'o_e', and 'u_e': ride > rid > rod > rode > code > cod > cot > cut > cute > cube > cub > cab > can > cane</p>

Phrases and Sentences

The phrases and sentences below are reprinted from the Supplemental Materials throughout the Unit 2 Teacher Guide.

'ee'	'a_e'	'i_e'	'o_e'
1. two left feet	1. sweet grapes	1. life in the fast lane	1. a red rose
2. meet and greet	2. a hot flame	2. rise and shine	2. a king on his throne
3. deep sleep	3. a blade of grass	3. on a dime	3. just skin and bones
4. no need	4. shake hands	4. time will tell	4. home sweet home
5. green grass	5. fun and games	5. take sides	5. pinch the nose
6. swim meet	6. take the cake	6. stand in line	6. send a note
7. Sweep up this mess!	7. late to bed	7. green slime	7. Do not toss stones!
8. Tim left last week.	8. the name of the game	8. That is a big slide!	8. Their dog dug a hole.
9. That hill is steep.	9. All cranes have long necks.	9. Mike and Abe ran a mile. They ran fast.	9. Where there's smoke, there's fire.
10. Plant this seed.	10. We went in a deep cave.	10. What time is it?	10. My red robe is so soft.
11. I need three!	11. Once I swam in a lake.	11. I got slimed!	11. When did they drop by?
12. Is the pond deep?	12. Will he wave at me from the bus?	12. The prize is a bike.	12. Be home by six!
	13. We ate lunch in the shade.	13. Jim likes his kite.	
	14. She got lost in a maze once.	14. We ride the bus to class.	
	15. The skates are on sale.		
	16. Who ate Dave's cake?		

'u_e'	Mixed Vowel Digraph Phrases		
1. mute the song	1. home sweet home	14. hills and dales	27. hide and seek
2. a cute dog	2. a male cat	15. the best of times	28. drive a truck
3. a black mule	3. lost in a maze	16. made in Hong Kong	29. just like you
4. three green cubes	4. a cute pup	17. nine green cubes	30. a pile of socks
5. use the red pen	5. a blade of grass	18. a five-mile hike	31. ride a bike
6. What's the use?	6. a brave kid	19. one step at a time	32. stem the tide
7. That cat is so cute!	7. pave the street	20. a wise man	33. wide street
8. The mule went up the hill.	8. a black cape	21. a red nose	34. a closed shop
9. He lit the fuse.	9. a deep cave	22. rock and stone	35. have hope
10. Some fumes are strong.	10. snake in crate	23. a poke in the side	36. sit in a hole
	11. a hot flame	24. pack a mule	37. dig like a mole
	12. a strong gate	25. drive home	38. tell a joke
	13. deer graze	26. spend a dime	39. smoke and fire

Mixed Vowel Digraph Sentences

1. Pam said yes.	11. Which cup is Tom's?	20. Kim has a red dress.
2. When is lunch?	12. All of the kids went.	21. She has green skates.
3. Jim says that!	13. What gift did Ben get?	22. Who likes beets?
4. Was Dad there?	14. Where is Jen from?	23. I rode my bike.
5. Mom said no.	15. Why did I get a cat?	24. Grab the rope!
6. That is a bad dog.	16. It is a lot of fun!	25. Jane skips stones on the lake.
7. I went to class.	17. Beth and Sam were mad.	26. He rides a trike.
8. Here is a glass.	18. Mel and Trish are glad.	27. Mike was stung by a bee.
9. It is so hot!	19. Who had the last chip?	28. Nate can bring some grapes.
10. Mud is on the rug.		

Directions: Copy and cut out these Letter Cards for use with the Unit 2 Section 1 Warm-Up activity Match Me or game Race to the Top.

a	b
c	<u>d</u>
e	f
g	h

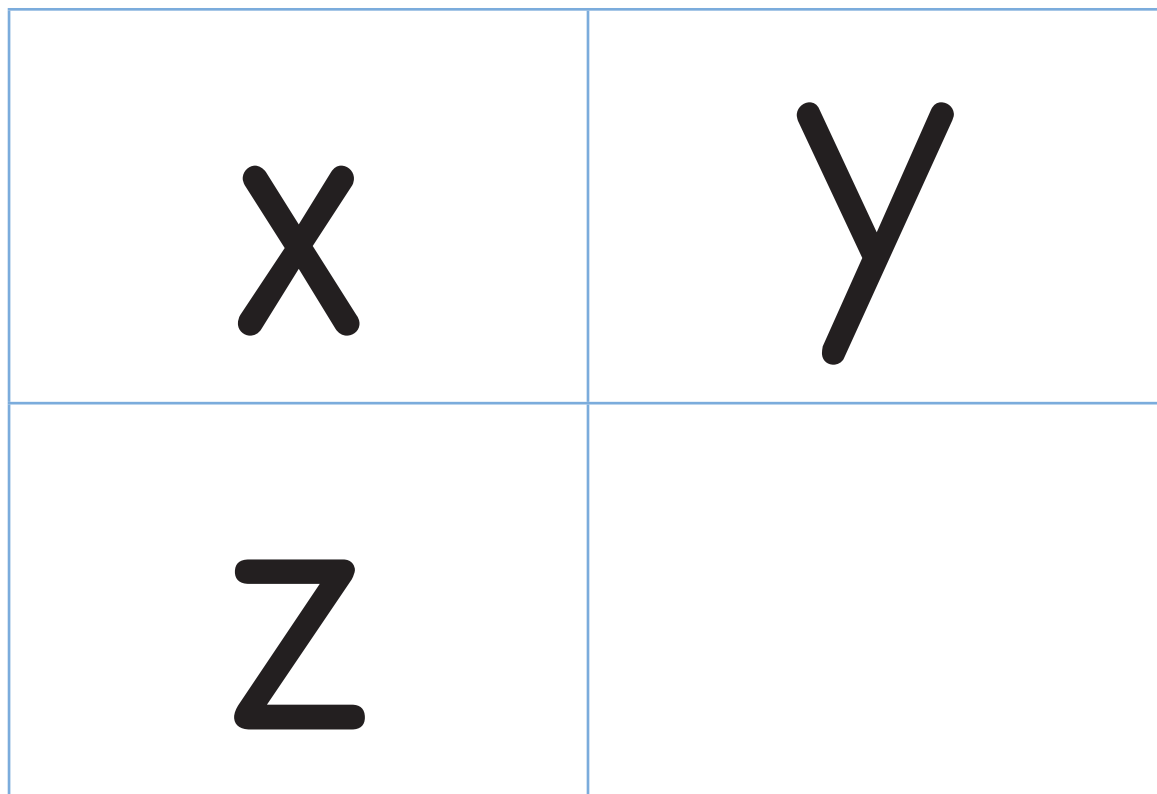
Directions: Copy and cut out these Letter Cards for use with the Unit 2 Section 1 Warm-Up activity Match Me or game Race to the Top.

i	j
k	l
m	<u>n</u>
o	<u>p</u>

Directions: Copy and cut out these Letter Cards for use with the Unit 2 Section 1 Warm-Up activity Match Me or game Race to the Top.

r	s
t	<u>u</u>
v	w

Directions: Copy and cut out these Letter Cards for use with the Unit 2 Section 1 Warm-Up activity Match Me or game Race to the Top.



Directions: Copy and cut out these Letter Cards for use with the Unit 2 Section 1 Warm-Up activity Match Me or game Race to the Top.

ch	sh
th	qu
ng	

Directions: Copy and cut out these Letter Cards for use with the Unit 2 Section 1 Warm-Up activity Match Me or game Race to the Top.

ck	bb
dd	ff
gg	ll
mm	ss

Directions: Copy and cut out these Letter Cards for use with the Unit 2 Section 1 Warm-Up activity Match Me or game Race to the Top.

cc	nn
pp	rr
tt	zz

Directions: Copy and cut out these Letter Cards for use with the Unit 2 Section 1 Warm-Up activity Match Me or game Race to the Top.

ee	a_e
i_e	o_e
u_e	

Name: _____

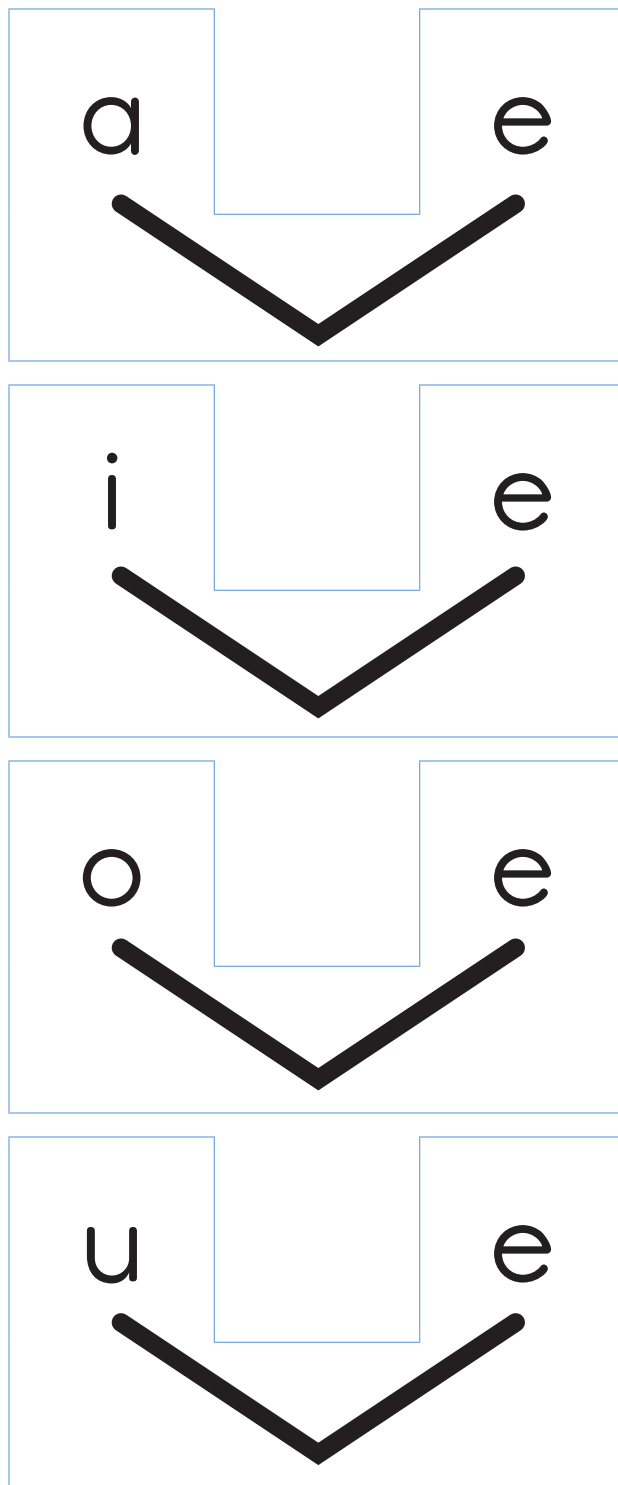
Sound-Spellings: Push & Say Sound Boxes

--	--	--	--	--

Directions: Use this page for Push & Say. Students represent sounds with letter cards.

Directions: Copy and cut out the Letter Cards for use with Push & Say. Consonants potentially used more than once when building words are provided twice.

a	b	b	c	<u>d</u>	<u>d</u>
e	f	g	g	h	i
j	k	k	l	m	m
<u>n</u>	<u>n</u>	o	<u>p</u>	<u>p</u>	r
s	s	t	t	<u>u</u>	v
w	x	y	z	z	ch
sh	sh	th	qu	ng	ck
ff	ll	ss	ee		



Directions: Copy and cut out the Letter Cards for use with Push & Say.

Name: _____

Sound-Spellings: Making Words Template

Directions: Fill in the grid using letters from the chosen list. Have students use the letters surrounding the vowel as beginning and ending sound-spellings to create words. Students write the words on the lines provided below.

_____	_____
- - - - -	- - - - -
_____	_____
_____	_____
- - - - -	- - - - -
_____	_____
_____	_____
- - - - -	- - - - -
_____	_____

Name: _____

Sound-Spellings: Making Words Extension Page

Directions: Students record additional words created from the Making Words worksheets on the handwriting lines provided.

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Directions: Copy and cut out the game boards. (Card stock is recommended to allow for reuse.) Students apply phonics knowledge by reading words to play the traditional game BINGO.

Sound-Spellings: BINGO Boards 1 (Long Vowel Digraph Only)

week	bone	case
line	meet	those
safe	mule	five

wake	use	safe
mile	gave	hole
seem	fume	kite

Sound-Spellings: BINGO Boards 2 (Long Vowel Digraph Only)

made	wide	eel
mule	case	line
cheek	hole	fume

mute	fuse	gave
mile	meet	ape
week	bone	wide

Directions: Copy and cut out the game boards. (Card stock is recommended to allow for reuse.) Students apply phonics knowledge by reading words to play the traditional game BINGO.

Directions: Copy and cut out the game boards. (Card stock is recommended to allow for reuse.) Students apply phonics knowledge by reading words to play the traditional game BINGO.

Sound-Spellings: BINGO Boards 3 (Long Vowel Digraph Only)

fuse	wake	those
ape	hole	seem
kite	five	mute

joke	five	those
mule	eel	made
safe	fume	cheek

Sound-Spellings: BINGO Boards 4 (Long Vowel Digraph Only)

joke	gave	wide
wake	mile	cheek
meet	fuse	made

week	line	mute
case	seem	kite
bone	use	joke

Directions: Copy and cut out the game boards. (Card stock is recommended to allow for reuse.) Students apply phonics knowledge by reading words to play the traditional game BINGO.

eel	cheek	meet	seem
week	ape	case	gave
made	safe	wake	five
kite	line	mile	wide
bone	hole	joke	those
use	fume	fuse	mule
mute			

Directions: Copy and cut out the word cards for use with BINGO Boards. (Card stock is recommended to allow for reuse.)

Sound-Spellings: BINGO Board 1 (Long and Short Vowel)

grass	muse	sweet
them	feel	shape
home	glide	off

trade	chunk	game
glide	swim	dive
smell	broke	cubes

Directions: Copy and cut out the game boards. (Card stock is recommended to allow for reuse.) Students apply phonics knowledge by reading words to play the traditional game BINGO.

Directions: Copy and cut out the game boards. (Card stock is recommended to allow for reuse.) Students apply phonics knowledge by reading words to play the traditional game BINGO.

quiz	cubes	three
snap	game	vote
chunk	dive	trade

smell	size	home
grass	them	snap
pluck	glide	muse

Sound-Spellings: BINGO Board 3 (Long and Short Vowel)

cute	off	size
smell	grass	cubes
three	vote	swim

sweet	quiz	song
cute	shape	feel
vote	dive	chunk

Directions: Copy and cut out the game boards. (Card stock is recommended to allow for reuse.) Students apply phonics knowledge by reading words to play the traditional game BINGO.

Directions: Copy and cut out the game boards. (Card stock is recommended to allow for reuse.) Students apply phonics knowledge by reading words to play the traditional game BINGO.

feel	pluck	them
broke	song	size
trade	muse	quiz

off	cute	game
home	three	broke
shape	pluck	sweet

Sound-Spellings: BINGO Cards (Long and Short Vowel)

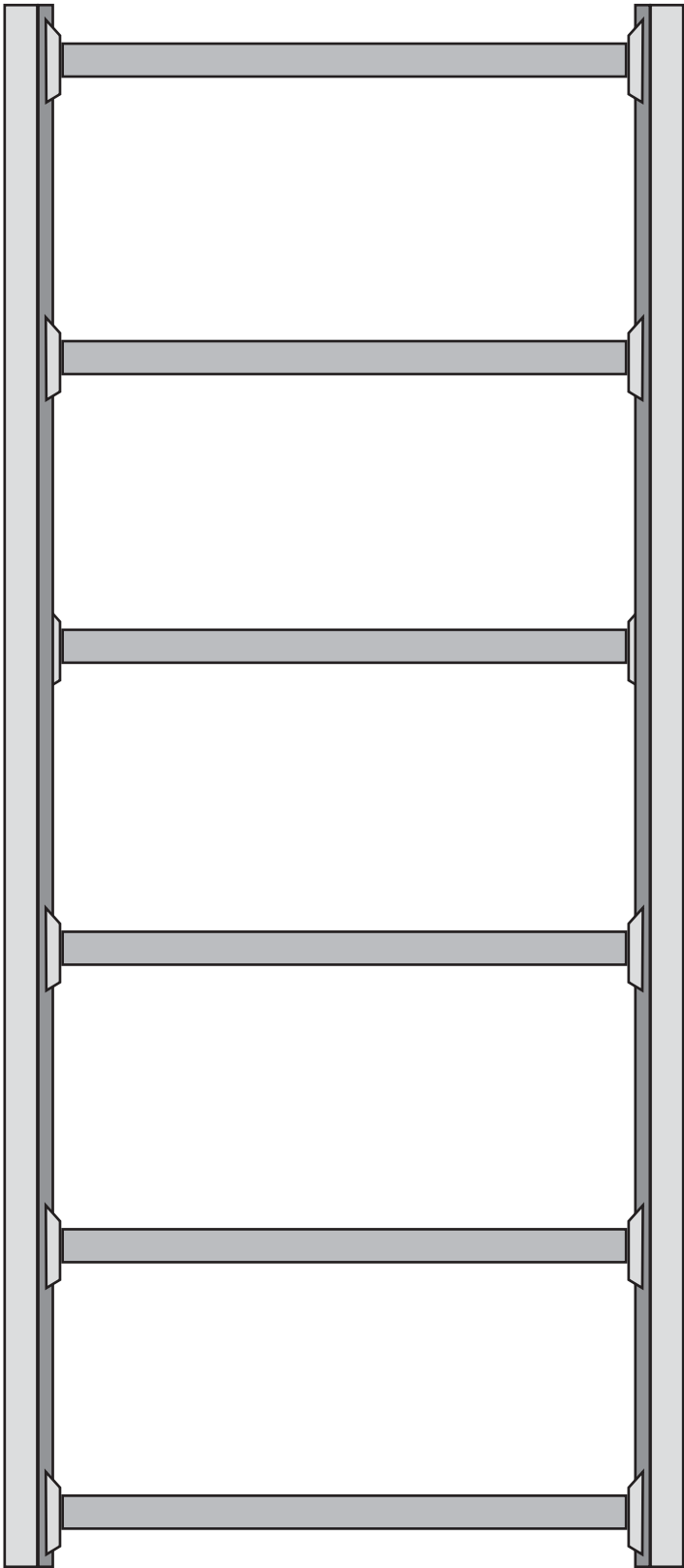
snap	grass	game	shape
trade	them	smell	feel
three	sweet	swim	quiz
dive	size	glide	off
song	home	vote	broke
chunk	pluck	cute	muse
cubes			

Directions: Copy and cut out the word cards for use with BINGO Boards. (Card stock is recommended to allow for reuse.)

Name: _____

Sound-Spellings: Race to the Top Game Board

Directions: Copy this page for the game Race to the Top.



Directions: These Word/Picture Cards are provided for use with the games Race to the Top and Memory. For Race to the Top, copy and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy and cut out, separating word and picture cards.



cheek



feet



peek



reef

Directions: These Word/Picture Cards are provided for use with the games Race to the Top and Memory. For Race to the Top, copy and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy and cut out, separating word and picture cards.

3

three



tree



cane



case

Directions: These Word/Picture Cards are provided for use with the games Race to the Top and Memory. For Race to the Top, copy and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy and cut out, separating word and picture cards.



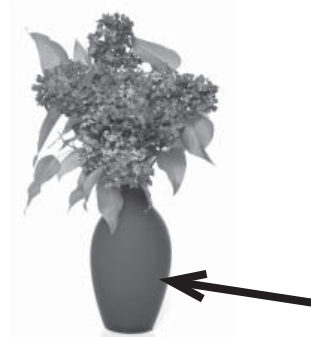
mane



pane



tape



vase

Directions: These Word/Picture Cards are provided for use with the games Race to the Top and Memory. For Race to the Top, copy and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy and cut out, separating word and picture cards.



dime



dive

5

five



kite

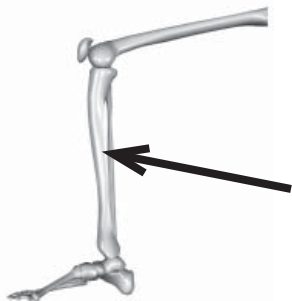
Directions: These Word/Picture Cards are provided for use with the games Race to the Top and Memory. For Race to the Top, copy and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy and cut out, separating word and picture cards.



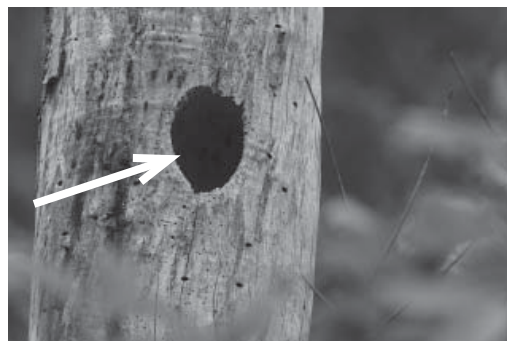
line



pine



bone



hole

Directions: These Word/Picture Cards are provided for use with the games Race to the Top and Memory. For Race to the Top, copy and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy and cut out, separating word and picture cards.



pole



robe



rope

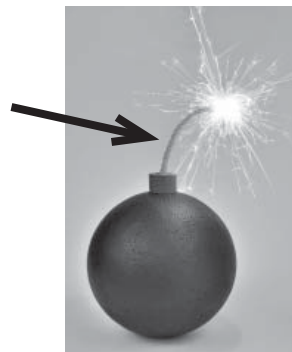


rose

Directions: These Word/Picture Cards are provided for use with the games Race to the Top and Memory. For Race to the Top, copy and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy and cut out, separating word and picture cards.



cube



fuse



mule

Directions: These Word/Picture Cards are provided for use with the games Race to the Top and Memory. For Race to the Top, copy and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy and cut out, separating word and picture cards.



bag



rat



flag



fang

Directions: These Word/Picture Cards are provided for use with the games Race to the Top and Memory. For Race to the Top, copy and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy and cut out, separating word and picture cards.

Sound-Spellings: Word/Picture Cards 9 (Short Vowel)



track



bed



jet



steps

Directions: These Word/Picture Cards are provided for use with the games Race to the Top and Memory. For Race to the Top, copy and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy and cut out, separating word and picture cards.



bench



bell



wig



kid

Directions: These Word/Picture Cards are provided for use with the games Race to the Top and Memory. For Race to the Top, copy and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy and cut out, separating word and picture cards.

Sound-Spellings: Word/Picture Cards 11 (Short Vowel)



crib



quilt



cliff



box

Directions: These Word/Picture Cards are provided for use with the games Race to the Top and Memory. For Race to the Top, copy and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy and cut out, separating word and picture cards.



log



frog



cloth



cross

Directions: These Word/Picture Cards are provided for use with the games Race to the Top and Memory. For Race to the Top, copy and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy and cut out, separating word and picture cards.



jug



tub



plug



brush

Directions: These Word/Picture Cards are provided for use with the games Race to the Top and Memory. For Race to the Top, copy and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy and cut out, separating word and picture cards.



truck

Section II

Fluency and Comprehension

Steps for Determining Student Need

Step 1: Establish areas of weakness within the fluency and comprehension component

You may wish to use the following chart by highlighting where students have struggled with particular instructional tasks, demonstrated weak performance on certain assessment components (administered in Lessons 18 and 19), and/or continued to be challenged with Pausing Points used for review. Columns with significant highlighting will indicate:

- which Unit 2 objectives (top row) are in need of reinforcement or remediation.
- the corresponding *Assessment and Remediation Guide* section (bottom row) in which you will find appropriate instructional resources.

IF student struggles with...	Fluency and/or Comprehension	Tricky Words	Grammar (Nouns and/or Punctuation)
As observed during related instructional tasks:	<ul style="list-style-type: none"> • Demonstration Story/ Whole Group (Unit 2 Lessons 1, 2, 4, 5, 7, 10, 12, 15) • Reread/Small Group (Unit 2 Lessons 3, 4, 5, 7, 9, 10, 14, 16, 19) • Partner Reading (Unit 2 Lessons 6, 11, 13, 17) 	<ul style="list-style-type: none"> • Tricky Word Cards (Unit 2 Lessons 2, 5, 10, 14, 15) • Tricky Word Baseball Game (Unit 2 Lessons 7, 14) • Review of Tricky Words (Unit 2 Lessons 11, 15, 16, 17) • Tricky Word Spelling Bee (Unit 2 Lesson 16) 	<ul style="list-style-type: none"> • Noun Identification (Unit 2 Lessons 2, 4, 17, 19) • Identifying Proper Nouns (Unit 2 Lessons 2, 7) • Noun Review (Unit 2 Lessons 9, 15, 16, 17) • Noun Hunt (Unit 2 Lesson 9, 13) • Identifying Nouns that Name Places (Unit 2 Lesson 11)
Or as evidenced by performance on assessment components:	Reading Comprehension Assessment (Unit 2 Lesson 18)	N/A	Identifying Nouns Assessment (Unit 2 Lesson 19)
AND if review with related Pausing Points is not enough:	<ul style="list-style-type: none"> • Read Decodable Stories • Answer Story Questions 	<ul style="list-style-type: none"> • Read Tricky Words • Write Tricky Words 	<ul style="list-style-type: none"> • Identify Proper Nouns and Common Nouns
Then use Grade 1 Unit 2 Assessment and Remediation Guide resources from...	Section II, Fluency and Comprehension: Fluency Focus and/or Comprehension Attention	Section II, Fluency and Comprehension: Tricky Words	Section II, Fluency and Comprehension: Grammar

Step 2: Plan for instruction according to the level of instructional need

For a description of each level see Levels of Instructional Need in the Introduction for the *Grade 1 Assessment and Remediation Guide*.

If the student is in need of:

- **guided reinforcement** with specific areas of the Fluency and Comprehension (Section II) component, then you are ready to go to the corresponding section and plan using the Guided Reinforcement Lesson Template.
- **explicit reteaching** with specific areas of the Fluency and Comprehension (Section II) component, then you are ready to go to the corresponding section and plan using the Explicit Reteaching Lesson Template.
- **comprehensive reteaching**, including instruction with Phonics (Section I), additionally follow the steps for Determining Student Need in the Phonics section. Determining student need across the sections will then inform planning using the Comprehensive Reteaching Lesson Template.

Planning for Instruction

The lessons in Section II, Fluency and Comprehension are based on the objectives from Grade 1, Unit 2. Please refer to the alignment chart in the Teacher Guide for a more in-depth explanation about the objectives that are covered. The objectives from Grade 1, Unit 2 include:

- ✓ **Fluency (Reading with comfort and expression)**
- ✓ **Comprehension (Reading with purpose and understanding)**
- ✓ **Tricky Words (Reading with automatic recognition of Tricky Words)**
- ✓ **Grammar (Reading with understanding of grammatical elements)**

Lesson Template Section Descriptions

Template section descriptions are provided to highlight the purpose of each lesson section. Different combinations of lesson sections are used in the three templates aligned to Levels of Instructional Need. Understanding the purpose of each lesson section will inform instructional planning.

Warm-Up Activities

Warm-Up activities prepare students for instruction and focus student attention on following directions. A Warm-Up activity should begin each remedial instruction session regardless of the lesson template selected. The fluency exercises Silly Voices or Two Voices or Play Parts are recommended choices for the Warm-Up. These exercises provide engaging opportunities to reread familiar text, which is a powerful way to develop fluency.

Explicit Instruction

Explicit instruction is part of the Reteaching (both Explicit and Comprehensive) lesson templates. The Explicit instruction section provides teacher-directed time to prepare students to engage with the instruction. The comprehension exercise, Address Prior Knowledge and Set a Purpose, is recommended for Explicit Instruction to prepare students to read connected text when targeting the fluency or comprehension objectives. If targeting Tricky Words or grammar is needed, related activities or games may be used in the Guided Practice (applying skills) portion of the lesson templates.

A single objective should be the primary focus of any remedial instruction session. If you are using the Comprehensive Reteaching lesson template and students need remediation with Phonics and Comprehension, then rotate the focus selected for the Warm-Up, Explicit Instruction, and related Guided Practice (working with skills) throughout a series of sessions. A rotating focus may look like this:

Session 1	Session 1
Warm-Up: Comprehension focus	Warm-Up: Phonics focus
Explicit Instruction: Comprehension focus	Explicit Instruction: Phonics focus
Guided Practice (working with skills): Comprehension focus	Guided Practice (working with skills): Phonics focus
Guided Practice (applying skills): Combination from component areas (e.g., a Phonics and a Comprehension activity)	Guided Practice (applying skills): Combination from component areas (e.g., a Phonics and a Fluency activity)
Independent Practice/Progress Monitoring: Fluency activity (observing for success independently)	Independent Practice/Progress Monitoring: Progress Monitoring Assessment for Phonics

Guided Practice (working with skills)

Guided Practice (working with skills) is a transition from the teacher-directed Explicit Instruction into supported instructional time. Therefore, the ‘working with skills’ Guided Practice is an extension of the Explicit Instruction. The comprehension exercise, Model Thinking with Reading, is recommended for Guided Practice (working with skills) to establish expectations for engaging with reading connected text.

Guided Practice (applying skills)

Guided Practice (applying skills) provides a flexible opportunity for practice with other activities from the Exercises section. If comprehension is the primary focus for remediation, then this portion of the lesson provides time for completing the comprehension exercise, Read with Purpose and Understanding, extending from Guided Practice (working with skills). If multiple objectives are the focus for remediation, then assorted activities under Exercises may be selected from Phonics (Section I) and Fluency and Comprehension (Section II) of Unit 2.

Independent Practice/Progress Monitoring

Following the Exercises section is a Progress Monitoring section. Time is allotted at the end of the Reteaching (both Explicit and Comprehensive) lesson templates for independent practice and/or progress monitoring. Independent practice time is an extension or repeat of previously completed activities with which students have demonstrated the ability to perform independently. As needed, this allows for integration of progress monitoring assessments.

Dimensions of Difficulty

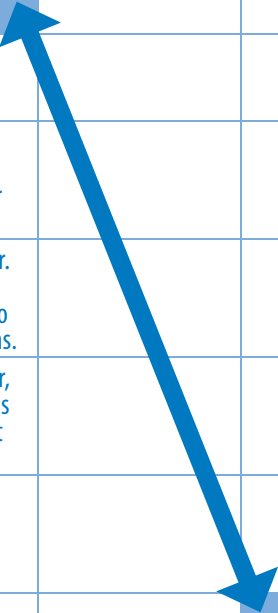
Lessons can be crafted to be more or less difficult by varying the level of instructional support for reading and the format of the text. The chart below illustrates how lessons can be designed to be more or less challenging across both dimensions.

Note: Keep in mind students should be engaged in actually reading with eyes on print as much as possible. For the Modeled level of support, the teacher is responsible for reading and students should be encouraged to follow along tracking text. For the Independent level of support, individual engagement is required as students read independently. For the Shared, Interactive, and Scaffolded levels of support, round robin reading, wherein students can “tune out” until it’s their turn, is not recommended.

Instead, small groups of students may:

1. Read aloud with the teacher chorally (all voices together) or echo (all voices repeat).
2. Read aloud with a partner chorally (voices together) or taking equal turns (e.g., page by page).
3. Read aloud as a group chorally (all voices together) or individually (voices jumbled as students read at different paces).

Least Difficult		Read from the Book Copy (Includes Illustrations)	Read from a Text Copy (Excludes Illustrations)
Level of Support for Reading	Description		
Modeled	Teacher reads aloud with fluency and uses “thinking aloud” to demonstrate application of skills or strategies.		
Shared	Teacher and students read together. Students follow along with text and choral (voices together) or echo (voices repeat) read familiar refrains.		
Interactive	Teacher and students read together, taking turns. Students read sections with the direct, immediate support of teacher feedback and modeling.		
Scaffolded	Teacher plans and delivers lessons related to text. The instruction supports student reading of instructional level text.		
Independent	Students read “easy” text that is either at their independent level or is a familiar reread, requiring little to no support from the teacher.		Most Difficult



Lesson Templates and Sample Remedial Lessons

Lesson Templates are provided to structure your use of the instructional resources. Sample Remedial Lessons provide examples of how instructional exercises can be utilized within the templates. Time (noted in minutes) is an estimate and should be adjusted as needed.

Guided Reinforcement Lesson Template

Guided Reinforcement	Exercise	Materials	Minutes
Warm-Up	Choose one Fluency activity from Fluency and Comprehension Exercises: <ul style="list-style-type: none"> Silly Voices Two Voices or Play Parts 	activity dependent	3
Guided Practice (applying skills)	Choose one or two activities or games from Fluency and Comprehension Exercises according to target objectives: Fluency, Comprehension, Tricky Words, and/or Grammar.	activity dependent	12

Note: Progress monitoring related to instruction from Guided Reinforcement lessons may be integrated within instructional times other than these brief remedial lessons, or remedial instructional time may be devoted to completed progress monitoring as needed.

Guided Reinforcement Sample Remedial Lesson

Target: Tricky Word Knowledge

Guided Reinforcement	Exercise	Materials	Minutes
Warm-Up	Two Voices or Play Parts Student group of four reads play parts for “The Bug Glass.”	Play Parts copy of “The Bug Glass” for each student	3
Guided Practice (applying skills)	Tricky Word Sort Sort Tricky Word cards to find unexpected spellings for /ee/ and /ae/.	Tricky Word Cards	12
	Tricky Words BINGO Play BINGO to reinforce Tricky Word knowledge.	Tricky Word BINGO Boards and Cards	

Explicit Reteaching Lesson Template

Explicit Reteaching	Exercise	Materials	Minutes
Warm-Up	Choose one Fluency activity from Exercises: <ul style="list-style-type: none"> • Silly Voices • Two Voices or Play Parts 	activity dependent	3
Explicit Instruction	Address Prior Knowledge and Set a Purpose If explicit instruction with Tricky Words is required use the Tricky Word exercise Review the Sound-Spelling here, and then complete Address Prior Knowledge and Set a Purpose along with Model Thinking with Reading during the Guided Practice (working with skills) portion of the lesson.	activity dependent	4
Guided Practice (working with skills)	Model Thinking with Reading	text for each student Master Thinking with Reading Chart	8
Guided Practice (applying skills) OR Independent Practice/ Progress Monitoring	Choose one or two activities or games from Fluency and Comprehension Exercises according to target objectives: Fluency, Comprehension (Read with Purpose and Understanding), Tricky Words, and/or Grammar. Activities with which students have demonstrated independence may engage students when progress monitoring with individuals is needed.	text for each student Story Comprehension Chart activity dependent Progress Monitoring worksheets	10

Explicit Reteaching Sample Remedial Lesson

Target: Thinking with Reading-Monitoring

Explicit Reteaching	Exercise	Materials	Minutes
Warm-Up	Silly Voices Read the familiar story “The Swim Meet” with Silly Voices.	Text Copy of “The Swim Meet” for each student Silly Voices Cards	3
Explicit Instruction	Address Prior Knowledge and Set a Purpose Text: Text copy of “Fuzz and Mel” See Story Comprehension Chart for prompts related to prior knowledge and setting a purpose.	Text Copy of “Fuzz and Mel” for each student Story Comprehension Chart	4
Guided Practice (working with skills)	Model Thinking with Reading Technique: Monitoring See Master Thinking with Reading Chart for a description of Monitoring and for instructional tips to use throughout Guided Practice.	text for each student Master Thinking with Reading Chart	8
Guided Practice (applying skills) OR Independent Practice/ Progress Monitoring	Read with Purpose and Understanding Level of Support: Interactive Continue reading applying Monitoring. After reading ask the questions from the Story Comprehension Chart for a quick check of comprehension at the literal, inferential, and evaluative level.	text for each student Story Comprehension Chart	10
	Noun Game Play the Noun Game to promote student ability to generate and categorize nouns. Students are still strengthening their foundational understanding of a noun, so the extension of differentiating common and proper nouns will not be utilized.	Noun Game Die and Circle Labels chart paper for circles stickers	

Comprehensive Reteaching Lesson Template

Comprehensive Reteaching	Exercise	Materials	Minutes
Warm-Up	<p>If Phonics Focus: Match Me</p> <p>If Fluency and Comprehension Focus choose one activity from Exercises:</p> <ul style="list-style-type: none"> • Silly Voices • Two Voices or Play Parts 	activity dependent	3
Explicit Instruction	<p>If Phonics Focus: Review the Sound-Spelling (see Section I, Phonics)</p> <p>If Fluency and Comprehension Focus: Address Prior Knowledge and Set a Purpose [If explicit instruction with Tricky Words is required use the Tricky Word exercise Review the Sound-Spelling here and then complete Address Prior Knowledge and Set a Purpose along with Model Thinking with Reading during the Guided Practice (working with skills) portion of the lesson.]</p>	activity dependent	5
Guided Practice (working with skills)	<p>If Phonics Focus: Chaining (see Section I, Phonics)</p> <p>If Fluency and Comprehension Focus: Model Thinking with Reading</p>	activity dependent	10
Guided Practice (applying skills)	<p>Choose one or two activities or games from Fluency and Comprehension Exercises according to target objectives across components:</p> <ul style="list-style-type: none"> • If Phonics Focus (see Exercises under Section I, Phonics) • If Fluency and Comprehension Focus: Read with Purpose and Understanding 	activity dependent	12
Independent Practice/ Progress Monitoring	Activities with which students have demonstrated independence may engage students when progress monitoring with individuals is needed.	<p>activity dependent</p> <p>Progress Monitoring worksheets</p>	10

Note: If a single remedial instruction session does not allow enough time to complete the Comprehensive Reteaching Lesson, then the instruction can be divided over two instructional sessions instead. A split lesson structure may look like the following:

Session 1	Session 2
Warm-Up Explicit Instruction Guided Practice (working with skills) Initiate Guided Practice (applying skills)	Warm-Up Explicit Instruction Continue Guided Practice (applying skills) Independent Practice/Progress Monitoring

Comprehensive Reteaching Sample Remedial Lesson

Target: Thinking with Reading—Observing

Comprehensive Reteaching	Exercise	Materials	Minutes
Warm-Up	Two Voices Students partners read Two Voices for “King and Queen.”	copies of Two Voices for “King and Queen”	3
Explicit Instruction	Address Prior Knowledge and Set a Purpose Text: Text Copy of “The Trip West” See Story Comprehension Chart for prompt related to prior knowledge and setting a purpose.	Text Copy of “The Trip West” for each student Story Comprehension Chart	5
Guided Practice (working with skills)	Model Thinking with Reading Technique: Observing See Master Thinking with Reading Chart for a description of Observing and for instructional tips to use throughout Guided Practice.	text for each student Master Thinking with Reading Chart	10

Comprehensive Reteaching	Exercise	Materials	Minutes
Guided Practice (applying skills)	Read with Purpose and Understanding Level of Support: Scaffolded Continue reading applying Observing. After reading have students draw a series of three pictures illustrating the beginning, middle, and end of the story. Ask students to use one main sentence to tell you about each picture to practice summarizing skills.	text for each student Story Comprehension Chart	12
	Push & Say (Phonics Exercise) In addition to fluency and comprehension objectives, phonics objectives are also targeted with this student group. Vowel digraph sound-spellings are being remediated, therefore students will apply phonics knowledge by building and reading words with the 'ee' > /ee/ sound-spelling.	Push & Say Letter Cards for each student copies of Sound Boxes page Word List of 'ee' > /ee/ words	
Independent Practice/ Progress Monitoring	Independent Practice: Race to the Top (Phonics Exercise) Student partners play Race to the Top with Word/Picture Cards for /ee/ > 'ee' and /e/ > 'e'.	Race to the Top Game Board and game pieces Vowel Digraph Word/Picture Cards for /ee/ > 'ee' and Short Vowel Word/Picture Cards for /e/ > 'e'	10
	Progress Monitoring: While students play Race to the Top continue Sound-Spelling Progress Monitoring Assessments.	Word Cards and Record Sheets for Sound-Spelling Progress Monitoring 1	

Fluency and Comprehension: Fluency

This section contains exercises recommended for use in the Warm-Up section of the Lesson Templates, which may also be appropriate for Independent Practice. If fluency is a primary instructional target, the exercises may also be more teacher-directed and used during Guided Practice. At this stage, attention to fluency is *not* on reading rate; rather it is on building a bank of words recognized automatically and developing the ability to read with expression. Beginning readers may continue to demonstrate some word-by-word reading as phrasal reading develops. As automaticity with word recognition increases, cognitive resources needed for decoding are freed up for comprehension, allowing for fluid and expressive oral reading.

Warm-Up: Silly Voices

Objective: Foster automatic recognition of words and promote expressive reading.

Materials:

- Silly Voices Cards
- copies of familiar story

Preparation: Copy and cut a set of Silly Voices cards and select and copy a familiar story from Materials for Fluency and Comprehension Lessons.

Instructions:

- Provide each student with a copy of the selected text.
- Have students choose or draw a Silly Voices card to determine the voice they will use for reading aloud.
- Students read aloud independently, with a partner, or to the teacher.

Partner reading options may include:

1. Take turns reading the entire story;
2. Have one student be the leader, reading a line at a time for the partner to echo.
3. Read chorally, keeping voices together to read the story.

If students are using the silly voices for the first time, model how to use the voices and gestures to read like the characters on the cards.

1. **Cowboy:** Sit in your chair like you are riding a horse and use a country accent.
 2. **Scuba Diver:** Vibrate your pointer finger on your lips as you read.
 3. **Sick Person:** Hold your nose to sound all stuffed up.
 4. **Opera Singer:** Use big arm motions and a grand singing voice.
 5. **Rock Star:** Play your guitar while you read.
 6. **Robot:** Move your arms like a robot and use a monotone voice.
 7. **Ghost:** Use a spooky voice.
 8. **Teacher:** Point to the words and use a teacher voice.
- Feel free to add others you or your students think of!

Warm-Up: Two Voices or Play Parts

Objective: Foster automatic recognition of words and promote expressive reading.

Materials:

- copies of familiar story in the Two Voices or Play Parts format

Preparation: Select and copy a familiar story in the Two Voices or Play Parts format from Materials for Fluency and Comprehension Lessons. Highlighting the lines for individual characters on the story copies in Play Parts format will help students keep track of their turn to read.

Instructions:

Two Voices

- Provide student partner pairs with a copy of the selected story in the Two Voices format.
- One student reads down column 1 while the other student reads down column 2, together completing the story. The lines read chorally (voices together) are in bold.

Play Parts

- Provide student groups with copies of the selected story in the Play Parts format.
- Each student reads the lines for a selected character, together completing the story. Narrator lines are indicated by a star.

Options:

- Students may be encouraged to practice rereading for Two Voices or Play Parts to prepare to perform the story!
- Story copies may be sent home to be read with family and friends.

Fluency and Comprehension: Comprehension

This section contains a sequence of comprehension exercises recommended for the Explicit Instruction, Guided Practice (working with skills), and Guided Practice (applying skills) portions of the Reteaching (both Explicit and Comprehensive) Lesson Templates. If comprehension is a target for the Guided Reinforcement Lesson Template, then the exercise Read with Purpose and Understanding can be used with familiar text wherein students are practicing previously taught Thinking with Reading techniques.

Note: If stories are reread with a partner for Independent Practice, encourage students to follow along in the text (fun pointer wands for tracking promote engagement) and share their thinking at stopping points. Student performance should mimic what was completed throughout the lesson and discussion will reinforce student ability to use oral language to “show” their thinking.

Explicit Instruction: Address Prior Knowledge and Set a Purpose

Objective: Prepare students to read text by addressing prior knowledge needed for understanding the text.

Materials:

- book or text copies of a familiar story
- Story Comprehension Chart

Preparation: Select and preview a book or text copy of a familiar story. Collect or make copies of the text for students, and have a copy of the Story Comprehension Chart for reference. Text copies and Story Comprehension charts are provided in Materials for Fluency and Comprehension Lessons.

Instructions:

- Provide students with a copy of the selected story.

Text Structure

- Tell students the story for today’s lesson fits a narrative/story structure. Core elements are the characters, setting, and events/action.
- Preview the text together to prompt discussion and thinking about each element.

Content

- Tell students there are important words and ideas to the story.
- Prompt discussion and thinking related to key vocabulary and/or concepts (see Story Comprehension charts provided in Fluency and Comprehension Materials for suggestions).

Set a Purpose

- With students, set a purpose for reading (see Story Comprehension charts for suggestions).

Guided Practice: Model Thinking with Reading

Objective: Prepare students to use a Thinking with Reading technique to accomplish the established purpose for reading.

Materials:

- book or text copies of selected text
- Master Thinking with Reading Chart
- Story Comprehension charts

Preparation: Reference the Master Thinking with Reading Chart from Materials for Fluency and Comprehension lessons to select a Thinking with Reading technique for students to apply during reading. Preview the selected text to prepare for modeling with an initial portion of the story.

Instructions:

- Restate the purpose for reading established during the preceding Explicit Instruction.
- Identify and describe the Thinking with Reading technique (reference the Master Thinking with Reading Chart) students will use to accomplish their purpose.
- Model using the technique with an initial portion of the text. Read aloud, pointing to track the text and thinking aloud to demonstrate use of the technique for the established purpose.
- Include modeling an error while thinking aloud (e.g., misread a word and notice that it does not make sense). If students do not notice the error, point it out. Correct the error to model “fixing up” Thinking with Reading.

Guided Practice: Read with Purpose and Understanding

Objective: Apply a Thinking with Reading technique toward the purpose for reading with an appropriate level of support. Support should decrease as students’ skills strengthen.

Materials:

- book or text copies of selected text
- Master Thinking with Reading Chart
- Story Comprehension Chart
- sticky notes to mark pages (if book is used)

Preparation: Establish an appropriate level of support for reading (see Dimensions of Difficulty) and reference the Master Thinking with Reading Chart from Materials for Fluency and Comprehension Lessons to select a Thinking

with Reading technique to target for after reading. Preview the selected text to prepare for student use of the technique during the remainder and after reading of the chosen text. It may be helpful to mark the text at stopping points before the lesson. Sticky notes may be put on pages in the book copy and the text copy is provided with the text already arranged in sections.

Instructions:

- Continue reading portions of text with an appropriate level of support: Modeled, Shared, Interactive, Scaffolded, or Independent.
- Prompt students to express themselves out loud about what they are thinking and how it connects to the purpose. Students follow the modeling provided during Explicit Instruction. Individual sharing keeps each student accountable for thinking with reading and fosters their ability to be purposeful with thinking.
- After reading, follow-up on the thinking during reading with an After-Reading technique. This may be any combination of oral summarizing, illustrating, or questioning. Always revisit the purpose for reading upon conclusion to ensure the purpose was accomplished.

Fluency and Comprehension: Tricky Words

Exercises for Tricky Words are provided in the Fluency and Comprehension section because though sound-spelling knowledge is used when learning the words in isolation, the ultimate goal is automatic recognition and recall of the words for reading and spelling. Automaticity is an element of fluency.

The Tricky Word exercise Review the Sound-Spelling is recommended for the Explicit Instruction sections of the Reteaching (both Explicit and Comprehensive) Lesson Templates. The additional exercises provided are recommended for the Guided Practice sections of the Lesson Templates to provide reinforcement of Tricky Word knowledge.

Note: Words are designated as Tricky Words based on taught Basic Code knowledge. Therefore, whether a word is actually “tricky” may change as students learn more sound-spelling correspondences. For example, the word *is* is initially a Tricky Word because of the ‘s’ > /z/. However, once the alternate spelling ‘s’ > /z/ is learned, the word *is* is no longer “tricky.” Keep this in mind when using the Tricky Word Teaching Tips!

Explicit Instruction: Review the Sound-Spelling

Objective: Reteach sound-spelling knowledge needed for reading and writing with which students are demonstrating difficulty.

Materials:

- copies of selected Review the Sound-Spelling page(s)
- Tricky Word Teaching Tips Chart
- green crayon, red crayon, and pencil for each student

Preparation: Select Tricky Words to review and copy the appropriate Review the Sound-Spelling page(s) from Materials for Fluency and Comprehension Lessons. Based on learned code knowledge, for each word note which sound-spellings are decodable and which are not (refer to the Tricky Word Teaching Tips). Gather writing implements for each student.

Instructions:

- Provide students with a copy of the selected Review the Sound-Spelling page(s).
- Say and have students echo the Tricky Words.
- Segment each Tricky Word, helping students notice which sounds are spelled as we would expect and which ones are not.
- Letter outlines are provided for each Tricky Word. Have students trace the letter formation within the outlines or entirely color in the outlines.
 - Use green for letters matching learned sound-spellings and red for letters pronounced differently than expected.
 - Red signals students to stop and think for spots with tricky spellings.

- The outlines provide an opportunity to review letter formation and may serve as tracing practice if placed in a clear plastic sleeve and a dry erase marker is used.
- Sentences are provided for reading, spelling, and letter formation practice with the Tricky Words. Support students in completing the included practice items.

Unit 2 Tricky Word Sound-Spelling Pages

Sound-Spelling Page 1	be, he, we
Sound-Spelling Page 2	me, she
Sound-Spelling Page 3	their, they
Sound-Spelling Page 4	by, my
Sound-Spelling Page 5	you, your

Tricky Word Teaching Tips			
be	<ul style="list-style-type: none"> • 'b' > /b/ as expected • 'e' > /ee/ (Students have not learned this sound-spelling yet.) 	their	<ul style="list-style-type: none"> • 'th' > /<u>th</u>/ as expected • 'ei' > /ae/ • 'r' > /r/ as expected
by	<ul style="list-style-type: none"> • 'b' > /b/ as expected • 'y' > /ie/ (Students have not learned this sound-spelling yet.) 	they	<ul style="list-style-type: none"> • 'th' > /<u>th</u>/ as expected • 'ey' > /ae/ (Students have not learned this sound-spelling yet.)
he	<ul style="list-style-type: none"> • 'h' > /h/ as expected • 'e' > /ee/ (Students have not learned this sound-spelling yet.) 	you	<ul style="list-style-type: none"> • 'y' > /y/ as expected • 'ou' > /<u>oo</u>/ (Students have not learned this sound-spelling yet.)
me	<ul style="list-style-type: none"> • 'm' > /m/ as expected • 'e' > /ee/ (Students have not learned this sound-spelling yet.) 	your	<ul style="list-style-type: none"> • 'y' > /y/ as expected • 'our' > /or / (Students have not learned this sound-spelling yet.)
my	<ul style="list-style-type: none"> • 'm' > /m/ as expected • 'y' > /ie/ (Students have not learned this sound-spelling yet.) 	we	<ul style="list-style-type: none"> • 'w' > /w/ as expected • 'e' > /ee/ (Students have not learned this sound-spelling yet.)
she	<ul style="list-style-type: none"> • 'sh' > /sh/ as expected • 'e' > /ee/ (Students have not learned this sound-spelling yet.) 		

Fluency and Comprehension: Other Guided Practice for Tricky Words

Tricky Word Sorts

This activity will reinforce knowledge of the tricky spellings in Tricky Words.

Materials:

- set of Tricky Word cards

Preparation: Copy and cut Tricky Word cards selected from Materials for Fluency and Comprehension Lessons.

Instructions:

- Provide students with a set of Tricky Word cards.
- Before sorting, review word cards to ensure students can identify all the words. (Keep note of words not automatically recognized. These words should be reviewed in future instruction.)
- Tell students the Tricky Word feature you want them to sort the cards to find. (Providing one sample word may serve as an anchor if needed.)
- Have students read the words aloud as they consider each card.
- If time permits, students can remix the cards and sort for another Tricky Word feature.

Unit 2 Tricky Words are noted in bold. Tricky Words from previous units are included to facilitate review with any previously taught Tricky Words.

Note: The Tricky Words *you* and *your* are not included because they do not yet fit into a Tricky Word feature group.

Tricky Word Features					
Words with Consonant Digraphs	Words with Unexpected Spellings for Long Vowel Sounds		Words with Letters Not Aligned to a Sound		Words with the Alternate Spelling 's' > /z/
she the there their they which	/ee/	/ae/	'e'	'h'	is says was
	be he here me she the (if pronounced /th//ee/) we	a their there they where	are have here one once some there were where	what when where which who why	
	/ie/	/oe/			
	by I my why	no so			

Tricky Words: BINGO

For this game, students apply learned Tricky Word knowledge to read words as they play the traditional game BINGO. The Unit 2 Tricky Words are mixed in with previously taught Tricky Words for a larger bank of words. Whereas the Tricky Word card set includes all the Tricky Words taught in Grade 1 Units 1 and 2, the BINGO word cards omit the Unit 1 Tricky Words, which appear more frequently in print. Therefore, the game reinforces Tricky Word knowledge for the words students have seen the least and may be struggling with the most.

Materials:

- BINGO game set
- nine tokens per student

Preparation: Copy the Tricky Words BINGO game set (boards and cards) from Materials for Fluency and Comprehension lessons. Be sure to copy and cut the BINGO word cards, which correspond to the BINGO Boards. Cut the BINGO Cards. Gather tokens for each student to cover spaces on their game boards (e.g., cubes, pennies, beans, tiles, etc.).

Instructions:

- Provide students with game boards and at least nine tokens.
- As word cards are selected and read, students search for the word on their game board.
- Ask students to put their finger on the word if they find it and read it aloud to confirm they are correct before covering the space.
 - When students are incorrect, use the opportunity to address the confusion.
 - When students are correct ask, “How did you know that was _____?” (This verbalization of knowledge or strategies used is powerful for reinforcing learning.)
- The game may be played until one or all students get three spaces covered in a row, or until one or all students get “black-out” (covering the entire board).

Tricky Words: Race to the Top

Students will apply learned Tricky Word knowledge to read or spell words as they play Race to the Top.

Materials:

- Tricky Word Cards
- container (e.g., brown bag)
- Race to the Top game boards
- game pieces

Preparation: Copy and cut out Tricky Word Cards from Materials for Fluency and Comprehension lessons. Tricky Word Cards from Unit 1 are also provided if select words continue to require review. Gather a container from which the cards can be drawn if desired. Copy Race to the Top game boards from Materials for Fluency and Comprehension lessons. We recommend copying and cutting the images from card stock to allow for reuse. Also gather objects for students to use as game pieces (e.g., different colored cubes, various coins, odd shaped buttons, etc.).

Tricky Word Cards may be draw from a container or placed face-down in a pile.

- **Read It:** As cards are drawn, the Tricky Word is shown to the opposing player to be read.
- **Spell It:** As cards are drawn, the Tricky Word is read to the opposing player to be spelled.

Instructions:

- Provide students with game boards, a game piece, and selected card set.
- Students perform according to the game variation chosen: Read It or Spell It. For correct answers students move up a rung; for incorrect answers students fall down a rung. First one who gets to the top wins.

Tricky Words: Memory

Students will apply learned Tricky Word knowledge to read words as they play Memory.

Materials:

- double set of Tricky Word Cards

Preparation: Copy and cut out a double set of Tricky Word Cards from Materials for Fluency and Comprehension lessons onto darker colored paper, otherwise students can see the images through the paper when they are turned over. Tricky Word Cards from Unit 1 are also provided if select words continue to require review.

Instructions:

- Model how to mix up the cards, lay them out, and take turns turning pairs over to look for matches.
- As students become comfortable with the game it may be able to be played independently.

Fluency and Comprehension: Grammar (Nouns)

Exercises for Grammar are provided in the Fluency and Comprehension section because though noun recognition is often taught and practiced in isolation, the ultimate goal is to apply grammar knowledge for understanding reading and writing connected text. Understanding connected text is an element of comprehension.

The exercise provided is recommended for the Guided Practice sections of the Lesson Templates to provide reinforcement of grammar knowledge. If students are in need of a foundational understanding of nouns, access the exercises from Unit 1 of the *Assessment and Remediation Guide* under Section II, Fluency and Comprehension: Grammar. For Unit 2, the Noun Game is revisited with an option for extending to distinguish between common and proper nouns.

Grammar: Noun Game (Extended For Common and Proper Nouns)

This game will help students provide and categorize items for the three primary types of nouns by playing the Noun Game. The extension options include distinguishing between common and proper nouns.

Materials:

- Noun Game Die
- one set of Circle Labels for person, place, and thing
- chart paper or board
- list of common and proper nouns if game extension is used
- optional: objects to fill the circles (e.g., stickers)

Preparation: Copy, cut, fold and secure edges to create the Noun Game Die from Materials for Fluency and Comprehension lessons. Also copy and cut one set of Circle Labels for person, place, and thing from Materials for Fluency and Comprehension lessons. Draw three circles on the board or chart paper and label each with one of the noun pictures: girl = person, school = place, paintbrush = thing. If circles will be filled with items, such as stickers, gather the chosen item.

Instructions:

- Students take turns rolling the die to determine what type of noun they need to think of.
- If students successfully name a noun for the category rolled, then they get to add something to fill the corresponding circle. For example, you may ask students to draw smiley faces in the circles on the board (with a limit such as, no bigger than a fist) or pass out stickers for students to place in the circles on chart paper.
- The game may be concluded when a circle is full or once each circle has a predetermined number of items inside.
- Brainstorming names for people, places, and things ahead of time will support students who are still developing the concept of a noun and/or primary noun categories.

Extension options:

- Follow the preceding instructions; however, once students roll the die the teacher designates whether the student needs to name a common or proper noun for the category rolled.
- Or, follow the preceding instructions; however, have a list of common and proper nouns prepared for each category (see the following suggestions). When students roll the die, provide either a common or proper noun for the category rolled. Students must accurately identify whether the noun is common or proper. Either the circles can be utilized and students add something to the corresponding circle for correct responses or students simply earn a point for correct responses, working toward a goal (e.g., 10 points) as individuals or teams.

Person		Place		Thing	
Common	Proper	Common	Proper	Common	Proper
mother	List names of people who may be familiar to your students (e.g., classmates and teachers).	school	List local names of places that may be familiar to your students.	days	Monday
man		playground		month	September
uncle		lake		dog	Rover
sister		city		road	Main Street
cousin		library		shoe	Red Delicious
friend		store		apple	
neighbor		kitchen		Many do not have corresponding proper nouns (e.g., desk, leg, cup)	
child		farm			

Fluency and Comprehension Progress Monitoring

Monitoring: Fluency and Comprehension

Preparation: Print and copy the Student Copy and Record Sheets (provided following these directions) for the selected progress monitoring assessment for each student being assessed.

Instructions:

- This assessment should be administered individually.
- If students are unfamiliar with searching for text support for answers (see steps for earning a second point below), modeling should be provided prior to administering the assessment.
- After taking a running record of student oral reading, ask students the five questions for the selected Progress Monitoring assessment.

Note: Initially, DO NOT allow students to look back in the story to find answers if they are unsure. Students should provide their best answer from memory of the story first. Avoid frustration by assuring students they will have the chance to look back at the story after answering the questions the best they can.

- First, record one point for each question if it is answered correctly.
- The second point for questions 1–3 is earned by finding text support for the provided answers. Put the copy of the story back in front of the student and have him/her show you where the answers for questions 1–3 are in the story.
 - Restate the first question and the answer provided.
 - Say, “Please find and read the line in the story showing the answer.”
 - Record one additional point for questions 1–3 if the correct text support is found and read.

Note: If incorrect answers are corrected at this time, students get the point for finding the text support but no point for providing an initial incorrect answer. Therefore, an incorrect answer that is corrected when searching for text support receives a total score of one point. A *pattern* of incorrect answers that are corrected when students look back at the text, may indicate a challenge with organizing and storing information from reading into memory.

- Repeat steps for earning the second point for questions 2 and 3.

Scoring: Student performance should be recorded as either accurate or not, using any form of symbols (e.g., checks and Xs or 1s and 0s), then record the total score out of eight at the bottom. A pattern of errors in the following categories may indicate a need for particular types of instruction for thinking with reading:

- Questions 1–3: Literal thinking (honoring the direct information stated by the author and providing answers with direct text support)

- Question 4: Inferential thinking (connecting information from the text to information you already know and explaining answers)
- Question 5: Evaluative thinking (extending beyond the text and defending answers)
- Goal: 6–8 points.
- Scores of 5 or less indicate additional reteaching and reinforcement may be required from *Assessment and Remediation Guide* Unit 2 Section II, Fluency and Comprehension: Comprehension Attention.

Note: The Running Record and Understanding assessments follow the format of an informal reading inventory, which provides a comprehensive evaluation of reading skills. Student performance with word recognition is also scored. The goal is scores within 89–100%. Scores of 88% or less indicate additional reteaching and reinforcement may be required from *Assessment and Remediation Guide* Unit 2 Section I, Phonics.

Splash Dogs

Tex **takes** Gran and the kids to **meet** his dogs, Buck and Pup. Buck is a big black dog. Pup is just a pup.

“We can **take** them to the **lake** so you can **see** their tricks,” says Tex.

At the **lake**, Tex grabs a stick. “Here, Buck!” he yells.

Tex chucks the stick in the **lake**. Buck runs to the end of the dock and jumps. Splash! Buck swims to the stick and brings it back.

“Can Pup jump?” Jen asks.

“Well,” Tex says, “he can swim, but he has not **made** a jump yet. Let us **see** if we can get him to jump.”

Tex **takes** a stick and chucks it on the land. Pup runs and gets it. Tex pats him on the back.

Next, Tex **takes** a stick and chucks it in the **lake**. The dogs run off, but Pup skids to a stop at the end of the dock. Buck jumps in and gets the stick.

“This **time**,” Tex says, “**keep** a hand on Buck and **see** if Pup will jump.”

Gran grabs Buck and hugs him. Tex chucks the stick in the **lake**. This **time**, Pup runs and **makes** the jump. Splash!

Josh and Jen **cheer** and clap.

Pup pops up and swims back to the land. But what has he got in his **teeth**?

“Is that the stick?” Josh asks.

“No!” yells Jen. “Pup has a fish!”

Name: _____

Place the Student Copy of “Splash Dogs” for progress monitoring in front of the student. Tell the student that he/she will read a story called “Splash Dogs.” Tell the student that the story is about two dogs playing at a lake. Keep a running record on this sheet as the student reads the story.

Record Sheet for Running Record: Progress Monitoring 1

Splash Dogs

Tex takes Gran and the kids to meet his dogs, Buck and Pup. Buck is a big black dog. Pup is just a pup.

"We can take them to the lake so you can see their tricks," says Tex.

At the lake, Tex grabs a stick. "Here, Buck!" he yells.

Tex chucks the stick in the lake. Buck runs to the end of the dock and jumps. Splash! Buck swims to the stick and brings it back.

"Can Pup jump?" Jen asks.

"Well," Tex says, "he can swim, but he has not made a jump yet. Let us see if we can get him to jump."

Tex takes a stick and chucks it on the land. Pup runs and gets it. Tex pats him on the back.

Next, Tex takes a stick and chucks it in the lake. The dogs run off, but Pup skids to a stop at the end of the

dock. Buck jumps in and gets the stick.

"This time," Tex says, "keep a hand on Buck and see if Pup will jump."

Gran grabs Buck and hugs him. Tex chucks the stick in the lake. This time, Pup runs and makes the jump. Splash!

Josh and Jen cheer and clap.

Pup pops up and swims back to the land. But what has he got in his teeth?

"Is that the stick?" Josh asks.

"No!" yells Jen. "Pup has a fish!"

$$\frac{[234 \text{ (total words)} - \text{___} (\# \text{ of errors})]}{234 \text{ (total words)}} = \text{___} (\% \text{ accuracy})$$

Record Sheet for Understanding: Progress Monitoring 1

Ask the student the following questions. The record sheet provides a space for recording scores for performance on individual questions as well as the overall total. The second point for questions 1–3 is earned by finding text support for the provided answers.

1. Who throws the stick for the dogs? (Tex)	1. _____ & _____ /2
2. Which dog jumps in the lake first? (Buck)	2. _____ & _____ /2
3. Where does Pup practice getting the stick? (on the land)	3. _____ & _____ /2
4. Why did Gran grab and hug Buck? (Buck likes to jump in after the stick and it was Pup's turn to try.)	4. _____ /1
5. Was everyone happy or sad that Pup brought back a fish? (Students may say happy because it's a new trick or sad because they wanted him to get the stick. Accept any plausible answer.)	5. _____ /1
	Total: _____ /8

Uncorrected Errors

Notes

- Are there punctuation-related errors [e.g., recognition of dialogue marked by quotations, apostrophes for contractions or possessives, intonation for declarative (.), exclamatory (!), or interrogative (?) sentences].
- Are there errors with Tricky Words?
- Are there errors related to particular categories of sound-spelling correspondences: single letter, consonant clusters, consonant digraphs, double letter, or vowel digraphs?
- Are errors consistently in the initial, medial, or final position of the word?
- Does the student need to sound out words or are the words said in a blended fashion?
- Does the student lose his/her place?

Accuracy

Errors	%	Notes
0–10	96–100	“Independent” Reading Level. Okay to move on.
11–26	89–95	“Instructional” Reading Level. Teacher judgment is required to determine if additional instruction from Unit 2 of the <i>Assessment and Remediation Guide</i> is needed, or if the student is ready to move on.
27+	0–88	Weak. Discontinue test. Additional instruction from Unit 2 of the <i>Assessment and Remediation Guide</i> is recommended.

Comprehension

Points	Notes
7 or 8	Very good. Okay to move on.
6	Good. Okay to move on.
5	Fair. Consider discontinuing test and providing additional instruction from Unit 2 of the <i>Assessment and Remediation Guide</i> , especially if accuracy numbers are also lagging. If student is not overly frustrated, you may wish to move on.
0–4	Weak. Discontinue test. Additional instruction from Unit 2 of the <i>Assessment and Remediation Guide</i> is recommended.

Tex and Rex

Josh and Jen **see** a man in the den. The man has a black hat.

“Tex!” says Jen.

The kids **smile** and **wave**. The man **waves** back.

“We were at the **creek**!” Jen yells. The man just **smiles**.

“There were **deer** tracks at the **creek**!” Josh yells. The man nods, but then he runs off.

“Gran,” Jen asks, “is Tex mad at us?”

“Mad?” Gran asks. “Why?”

“He **seems** odd,” says Jen. “I said we went to the **creek** and he just **smiled**.”

“And I said there were **deer** tracks at the **creek** and all he did was nod,” says Josh.

“It was Tex, but he did not act **like** Tex,” says Jen.

Just then, Gran grins. “We **need** to **take** a trip to the shed,” she says.

When Gran and the kids get to the shed, they **see** Tex. Then they **see** the man in the black hat.

Jen **stares** at Tex and says, “If you are Tex, then who is that?”

“Kids,” says Gran with a big **smile**, “**meet** Rex. Rex and Tex are twins!”

Name: _____

Place the Student Copy of “Tex and Rex” for progress monitoring in front of the student. Tell the student that he/she will read a story called “Tex and Rex.” Tell the student that the story is about kids who think they see someone they know. Keep a running record on this sheet as the student reads the story.

Record Sheet for Running Record: Progress Monitoring 2

Tex and Rex

Josh and Jen see a man in the den. The man has a black hat.

“Tex!” says Jen.

The kids smile and wave. The man waves back.

“We were at the creek!” Jen yells. The man just smiles.

“There were deer tracks at the creek!” Josh yells. The man nods, but then he runs off.

“Gran,” Jen asks, “is Tex mad at us?”

“Mad?” Gran asks. “Why?”

“He seems odd,” says Jen. “I said we went to the creek and he just smiled.”

“And I said there were deer tracks at the creek and all he did was nod,” says Josh.

“It was Tex, but he did not act like Tex,” says Jen.

Just then, Gran grins. “We need to take a trip to the shed,” she says.

When Gran and the kids get to the shed, they see Tex. Then they see the man in the black hat.

Jen stares at Tex and says, “If you are Tex, then who is that?”

“Kids,” says Gran with a big smile, “meet Rex. Rex and Tex are twins!”

[177 (total words) - ____ (# of errors)] / 177 (total words)
= ____ (% accuracy)

Record Sheet for Understanding: Progress Monitoring 2

Ask the student the questions below. The record sheet provides a space for recording scores for performance on individual questions as well as the overall total. The second point for questions 1–3 is earned by finding text support for the provided answers.

1. What did the kids see at the creek? (deer tracks)	1. ____ & ____ /2
2. Where did they go to find Tex? (the shed)	2. ____ & ____ /2
3. Who is Rex? (Tex’s twin)	3. ____ & ____ /2
4. Why did the kids think the man in the den was Tex? (He looked like Tex, because he was his twin.)	4. ____ /1
5. What would the man have done if it had been Tex the kids were talking to? [Students may offer any variety of responsive behavior (e.g., say “Wow” or come over to talk), because they know each other. Accept any plausible answer.]	5. ____ /1
	Total: ____ /8

Uncorrected Errors

Notes

- Are there punctuation-related errors [e.g., recognition of dialogue marked by quotations, apostrophes for contractions or possessives, intonation for declarative (.), exclamatory (!), or interrogative (?) sentences].
- Are there errors with Tricky Words?
- Are there errors related to particular categories of sound-spelling correspondences: single letter, consonant clusters, consonant digraphs, double letter, or vowel digraphs?
- Are errors consistently in the initial, medial, or final position of the word?
- Does the student need to sound out words or are the words said in a blended fashion?
- Does the student lose his/her place?

Accuracy

Errors	%	Notes
0–7	96–100	“Independent” Reading Level. Okay to move on.
8–20	89–95	“Instructional” Reading Level. Teacher judgment is required to determine if additional instruction from Unit 2 of the <i>Assessment and Remediation Guide</i> is needed, or if the student is ready to move on.
21+	0–88	Weak. Discontinue test. Additional instruction from Unit 2 of the <i>Assessment and Remediation Guide</i> is recommended.

Comprehension

Points	Notes
7 or 8	Very good. Okay to move on.
6	Good. Okay to move on.
5	Fair. Consider discontinuing test and providing additional instruction from Unit 2 of the <i>Assessment and Remediation Guide</i> , especially if accuracy numbers are also lagging. If student is not overly frustrated, you may wish to move on.
0–4	Weak. Discontinue test. Additional instruction from Unit 2 of the <i>Assessment and Remediation Guide</i> is recommended.

Gran's Mud Run

Gran, Tex, and the kids are at a track. Gran is all set to **drive** in a Mud Run. Thre**ee** trucks are **lined** up **side** by **side**.

A man **waves** a flag and the trucks **take** off.

Gran is fast. She drives past the red truck and the black truck. She spins the **tires** and slings lots of mud on the black truck. Splat!

Josh and Jen **cheer**.

Gran **drives** **five** laps. Then she gets stuck in **deep** mud.

The red truck **speeds** by. Then the black one zips past. Gran rocks the truck. It hops from the trench.

Gran steps on the gas. With thre**ee** laps left, she zips past the black truck.

With one lap left, Gran is just in back of the red truck. The red truck slings lots of mud on Gran's truck. Gran can not **see** much, but she steps on the gas.

The red truck and Gran's **green** truck cross the **line side** by **side**.

Gran hops from the truck and yells, "Did I win?"

"Yes!" the kids yell.

Gran **wipes** off some mud and asks, "What is my **prize**?"

A man runs up with the **prize**. He hands Gran a **tire** brush, a big box of rags, and some truck wax.

"Just what I **need**!" says Gran.

Name: _____

Place the Student Copy of “Gran’s Mud Run” for progress monitoring in front of the student. Tell the student that he/she will read a story called “Gran’s Mud Run.” Tell the student that the story is about a truck race in the mud. Keep a running record on this sheet as the student reads the story.

Record Sheet for Running Record: Progress Monitoring 3

Gran’s Mud Run

Gran, Tex, and the kids are at a track. Gran is all set to drive in a Mud Run. Three trucks are lined up side by side.

A man waves a flag and the trucks take off.

Gran is fast. She drives past the red truck and the black truck. She spins the tires and slings lots of mud on the black truck. Splat!

Josh and Jen cheer.

Gran drives five laps. Then she gets stuck in deep mud.

The red truck speeds by. Then the black one zips past. Gran rocks the truck. It hops from the trench.

Gran steps on the gas. With three laps left, she zips past the black truck.

With one lap left, Gran is just in back of the red truck. The red truck slings lots of mud on Gran’s truck. Gran can not see much, but she steps on the gas.

The red truck and Gran’s green truck cross the line side by side.

Gran hops from the truck and yells, “Did I win?”

“Yes!” the kids yell.

Gran wipes off some mud and asks, “What is my prize?”

A man runs up with the prize. He hands Gran a tire brush, a big box of rags, and some truck wax.

“Just what I need!” says Gran.

[214 (total words) - ____ (# of errors)]/ 214 (total words)
= ____ (% accuracy)

Record Sheet for Understanding: Progress Monitoring 3

Ask the student the following questions. The record sheet provides a space for recording scores for performance on individual questions as well as the overall total. The second point for questions 1–3 is earned by finding text support for the provided answers.

1. What makes the mud sling around? (the tires spinning)	1. ____ & ____ /2
2. Which truck crossed the finish line side by side with Gran? (the red truck)	2. ____ & ____ /2
3. What was Gran’s prize? (tire brush, rags, and truck wax)	3. ____ & ____ /2
4. Why does Gran say “Just what I need!”? (Her truck got very dirty in the race and the prize is supplies to help clean her truck.)	4. ____ /1
5. How did Gran feel when she got stuck in the mud? [Students may offer a variety of emotions (e.g., discouraged because the other trucks “zip past” or determined because she “rocks the truck” to get back in the race). Accept any plausible answer.]	5. ____ /1
	Total: ____ /8

Uncorrected Errors

Notes

- Are there punctuation-related errors [e.g., recognition of dialogue marked by quotations, apostrophes for contractions or possessives, intonation for declarative (.), exclamatory (!), or interrogative (?) sentences].
- Are there errors with Tricky Words?
- Are there errors related to particular categories of sound-spelling correspondences: single letter, consonant clusters, consonant digraphs, double letter, or vowel digraphs?
- Are errors consistently in the initial, medial, or final position of the word?
- Does the student need to sound out words or are the words said in a blended fashion?
- Does the student lose his/her place?

Accuracy

Errors	%	Notes
0–9	96–100	“Independent” Reading Level. Okay to move on.
10–24	89–95	“Instructional” Reading Level. Teacher judgment is required to determine if additional instruction from Unit 2 of the <i>Assessment and Remediation Guide</i> is needed, or if the student is ready to move on.
25+	0–88	Weak. Discontinue test. Additional instruction from Unit 2 of the <i>Assessment and Remediation Guide</i> is recommended.

Comprehension

Points	Notes
7 or 8	Very good. Okay to move on.
6	Good. Okay to move on.
5	Fair. Consider discontinuing test and providing additional instruction from Unit 2 of the <i>Assessment and Remediation Guide</i> , especially if accuracy numbers are also lagging. If student is not overly frustrated, you may wish to move on.
0–4	Weak. Discontinue test. Additional instruction from Unit 2 of the <i>Assessment and Remediation Guide</i> is recommended.

Gran's Trip Home

Gran hugs Josh and Jen.

"Tex will **take** you kids back in his truck," she says.

"Will you **take** a bus?" Jen asks.

"**Nope**," says Gran.

Gran **waves** a map. "This will get me **home**," she says.

"**See** here?" she says. "We are here. I will **ride** my bike to **Three** Mile Gulch, which is here on my map. It will **take** me a **week** to get there."

"A **week**!" says Josh.

Gran nods.

"I will **use** my rope to cross the gulch," Gran says.

"Then I will **hike** up to **Pine** Hill. It's just **nine** miles."

"**Nine** miles!" says Josh.

“Then I will be **close** to **home**,” says Gran. “It is just ten **miles** from **Pine** Hill to my **home**.”

“Ten **miles**!” says Jen.

“You kids have got one heck of a Gran!” says Tex.

As Gran sets off, the kids **wave**.

Gran **waves** back. “**See** you in six **weeks**!” she yells.

Name: _____

Place the Student Copy of “Gran’s Trip Home” for progress monitoring in front of the student. Tell the student that he/she will read a story called “Gran’s Trip Home.” Tell the student that the story is about a big biking and hiking trip. Keep a running record on this sheet as the student reads the story.

Record Sheet for Running Record: Progress Monitoring 4

Gran’s Trip Home

Gran hugs Josh and Jen.

“Tex will take you kids back in his truck,” she says.

“Will you take a bus?” Jen asks.

“Nope,” says Gran.

Gran waves a map. “This will get me home,” she says.

“See here?” she says. “We are here. I will ride my bike to Three Mile Gulch, which is here on my map. It will take me a week to get there.”

“A week!” says Josh.

Gran nods.

“I will use my rope to cross the gulch,” Gran says.

“Then I will hike up to Pine Hill. It’s just nine miles.”

“Nine miles!” says Josh.

“Then I will be close to home,” says Gran. “It is just ten miles from Pine Hill to my home.”

“Ten miles!” says Jen.

“You kids have got one heck of a Gran!” says Tex.

As Gran sets off, the kids wave.

Gran waves back. “See you in six weeks!” she yells.

[153 (total words) - ____ (# of errors)]/ 153 (total words)

= ____ (% accuracy)

Record Sheet for Understanding: Progress Monitoring 4

Ask the student the following questions. The record sheet provides a space for recording scores for performance on individual questions as well as the overall total. The second point for questions 1–3 is earned by finding text support for the provided answers.

1. What will Gran use to help find her way home? (a map)	1. ____ & ____ /2
2. Which will Gran do first, bike or hike? (bike)	2. ____ & ____ /2
3. How long will Gran bike to get to the gulch? (one week)	3. ____ & ____ /2
4. Is Tex impressed by Gran’s plan? (Yes, because he says “you kids have got one heck of a Gran!”)	4. ____ /1
5. Does Gran have a good plan? (Students may say yes because Gran is strong and athletic so she can do it or no because Gran will be alone, which isn’t safe. Accept any plausible answer.)	5. ____ /1
	Total: ____ /8

Uncorrected Errors

Notes

- Are there punctuation-related errors [e.g., recognition of dialogue marked by quotations, apostrophes for contractions or possessives, intonation for declarative (.), exclamatory (!), or interrogative (?) sentences].
- Are there errors with Tricky Words?
- Are there errors related to particular categories of sound-spelling correspondences: single letter, consonant clusters, consonant digraphs, double letter, or vowel digraphs?
- Are errors consistently in the initial, medial, or final position of the word?
- Does the student need to sound out words or are the words said in a blended fashion?
- Does the student lose his/her place?

Accuracy

Errors	%	Notes
0–6	96–100	“Independent” Reading Level. Okay to move on.
7–17	89–95	“Instructional” Reading Level. Teacher judgment is required to determine if additional instruction from Unit 2 of the <i>Assessment and Remediation Guide</i> is needed, or if the student is ready to move on.
18+	0–88	Weak. Discontinue test. Additional instruction from Unit 2 of the <i>Assessment and Remediation Guide</i> is recommended.

Comprehension

Points	Notes
7 or 8	Very good. Okay to move on.
6	Good. Okay to move on.
5	Fair. Consider discontinuing test and providing additional instruction from Unit 2 of the <i>Assessment and Remediation Guide</i> , especially if accuracy numbers are also lagging. If student is not overly frustrated, you may wish to move on.
0–4	Weak. Discontinue test. Additional instruction from Unit 2 of the <i>Assessment and Remediation Guide</i> is recommended.

Progress Monitoring: Tricky Words

The Tricky Words Progress Monitoring Assessment involves asking individual students to read a set of Tricky Words.

Preparation: Copy the page of words with the record sheet (provided following these directions) and cut out the words. A blank word card is provided for you to write the student's name on as the sample item.

Instructions:

- Model with the sample item.
- Show the cards to the student one at a time.
- Use the record sheet to record student pronunciations for each word.
- For misread words, write exactly what students say as the word is sounded out. If students misread a word, prompt them to try to read the word again, letting them know their first attempt was incorrect.

Scoring: The record sheet allows you to note student pronunciations for individual phonemes. This facilitates analysis to inform remediation. However, scoring is based on one point assigned for every entire word read correctly. Interpret scores as follows:

- 10–11 points— excellent
 - 9 points— good
 - 6–8 points— fair
 - Less than 5 points— poor
- Goal: Achieve scores of Good or Excellent (9 points or higher).
 - Scores of 8 or less indicate additional reteaching and reinforcement is required from *Assessment and Remediation Guide* Unit 2 Section II, Fluency and Comprehension: Tricky Words.
 - Examine whether the student succeeded in reading words correctly on the second attempt. If so, the student may be rushing and may benefit from explicit instruction to slow down and look at each letter in a word sequentially, left to right.

Name: _____

Tricky Word Reading: Progress Monitoring

	be	you	they
we	their	he	she
my	me	your	by

Record Sheet for Tricky Word Reading: Progress Monitoring

Word	Student Pronunciation			
Sample: student name				
1. be	/b/	/ee/	-	____ /1
2. you	/y/	/oo/	-	____ /1
3. they	/th/	/ae/	-	____ /1
4. we	/w/	/ee/	-	____ /1
5. their	/th/	/ae/	/r/	____ /1
6. he	/h/	/ee/	-	____ /1
7. she	/sh/	/ee/	-	____ /1
8. my	/m/	/ie/	-	____ /1
9. me	/m/	/ee/	-	____ /1
10. your	/y/	/or/	-	____ /1
11. by	/b/	/ie/	-	____ /1
Total Correct	____ /11			

Note: Note student pronunciation for individual phonemes to facilitate analysis to inform remediation; however, scoring is based on one point assigned for every entire word read correctly.

Monitoring: Grammar

Knowledge of nouns is a necessary foundational skill for understanding with reading and spelling in Grade 1. However, grammar skills will continue to develop as students progress with the Grade 1 scope and sequence. Lingering challenges with grammar should be addressed, but should not hold a student back from advancing to Unit 3 if the student is otherwise prepared. Therefore, specific performance standards are not designated; a sample system for collecting progress monitoring data is provided instead.

- Individual records should be kept for students in need of grammar remediation.
- Fill in the Skill column with the grammar targets for assessment:
 - Noun category knowledge (person, place, thing)
 - Common versus proper noun knowledge
- Observational records of general performance during instruction may be kept under **Remediation Sessions**. We recommend recording the date of observation and an overall ranking of how the student performed with the skill that day:

NYR: Not Yet Ready

P: Progressing

R: Ready

- A more formal assessment may be completed with students one-on-one. Often instructional tasks can be adjusted from a *learning tool* to an *assessment tool* by simply having the student complete a handful of items without assistance. Under **Progress Monitoring** we recommend recording the date of assessment and the performance score as number correct out of the total (e.g., 3/4) or percent correct (e.g., 80%) with the skill that day.

For example:

Student:	Remediation Sessions (Date and Rank of NYR, P, R)										Progress Monitoring (Dates and Scores)			
	Grammar Skill													
	4/11	4/12	4/13	4/14							4/11	4/14		
Noun category knowledge	P	P	R	R							2/4	4/4		

Grammar Progress Monitoring Template

Student:	Remediation Sessions (Date and Rank of NYR, P, R)									Progress Monitoring (Dates and Scores)			
Grammar Skill													

Materials for Fluency and Comprehension Lessons

Materials needed for planning and delivering fluency and comprehension instruction are provided here. Materials are organized according to unit objectives: fluency, comprehension, Tricky Words, and grammar. The instructional materials provided include:

Fluency Focus

[Fluency: Silly Voices Cards \(Use Comprehension: Text Copy stories\)](#)

[Fluency: Two Voices or Play Parts \(Adapted Stories from *Gran Reader*\)*](#)

Comprehension Attention

[Comprehension: Master Thinking with Reading Chart](#)

[Comprehension: Stories from *Gran Reader* \(Text Copies*\)
with Story Comprehension Charts](#)

Tricky Words

[Tricky Words: Word List](#)

[Tricky Words: Review the Sound-Spelling Pages](#)

[Tricky Words: Word Cards](#)

[Tricky Words: BINGO Game Set](#)

[Tricky Words: Race to the Top Game Board](#)

Grammar

[Grammar: Noun Game Die and Circle Labels](#)

Stories from Unit 2 *Gran Reader*

“Gran’s Trips”

“The Pet

“Wong from Hong Kong”

“Where Is Wong?”

The Swim Meet”

“At the Reef”

“The Bug Glass”

“The Tape”

“Fuzz and Mel”

“The Sweet Shop”

“King and Queen”

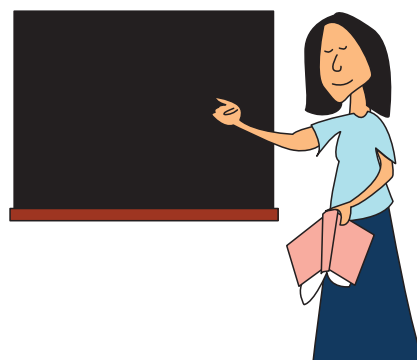
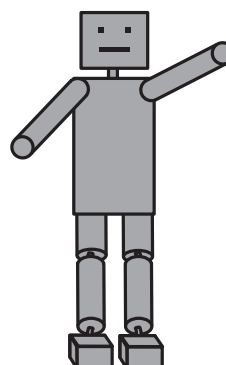
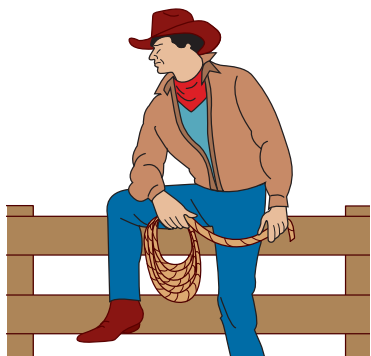
“The Trip West”

“Saved by the Bells”

*Stories for fluency activities are provided in the order they appear in the *Gran Reader*, regardless of adapted format (Two Voices or Play Parts).

**Students should always be exposed to the illustrations for picture books for initial readings, because the illustrations are there for the purpose of enhancing the text. Once the book is familiar, using a text-only copy can help focus students on decoding and understanding the text by removing picture support. In early readers that offer high text to picture matching, students can learn to avoid reading the text by *reading* the pictures instead!

Directions: Print and cut out the character cards to pull out of a bag when rereading stories with silly voices.



Name: _____

Fluency: Play Parts

Gran's Trips

Josh: “When will Gran get here?”

Jen shrugs. Just then, Josh and Jen see a cab on the street.

Jen: “Gran is here!”

★ When Gran steps from the cab, Josh and Jen run up to get a hug.

Josh: “Was the trip fun?”

Gran: “Which one? I went on three trips!”

Josh: “Where to?”

Gran: “One was to the Swiss Alps. In the Alps, there were steep cliffs. I went up to the top of one cliff, but it was slick. I fell and had to cling to the rocks!”

Jen: “No!”

Gran: “Yes! Here is a snap shot.”

Josh: “What was the next trip?”

Gran: “I went to Hong Kong.”

Jen: “What is in Hong Kong?”

Directions: Each student reads the lines for a selected character, together completing the story.

Gran: "Lots of stuff. In Hong Kong I met a man who sings and has wings on his back."

Josh: "No!"

Gran: "Yes! Here is a snap shot."

Jen: "What was the last trip?"

Gran: "I went to the gulf to swim with the eels and feed the fish."

Jen: "No!"

Gran: "Yes! Here is a snap shot."

Josh: "Which trip was the best?"

Gran: "This one! The one where I get to see Josh and Jen!"

Name: _____

Fluency: Play Parts

The Pet

Gran: “When I was in Hong Kong, I got a pet.”

Jen: “What can it be? Is it a fish?”

Gran: “No.”

Josh: “Is it a dog?”

Gran: “No.”

Josh: “Is this pet big?”

Gran: “Well, he is not big, but he is long.”

Josh: “Has he got teeth?”

Gran: “He has fangs!”

Jen: “What are fangs?”

★ Just then, the bell rings.

Gran: “That must be him!”

Directions: Each student reads the lines for a selected character, together completing the story.

Name: _____

Fluency: Play Parts

Wong from Hong Kong

Jen: “Gran, there is a man here with a big crate.”

Gran: “It must be Wong!”

Jen: “Who?”

Gran: “The pet I got in Hong Kong.”

Jen: “Wong from Hong Kong?”

Gran: “Yep!”

Josh: “But what is this Wong?”

★ Gran takes the lid off the crate and lifts up a long, black snake.

Josh: “Sweet! Wong is a snake!”

Jen: “Eek! I am scared of snakes!”

Gran: “Wong is a safe snake. There are snakes that can kill us, but Wong is not one of them. This is a snake we can pet.”

Directions: Each student reads the lines for a selected character, together completing the story.

Name: _____

Fluency: Play Parts

Where Is Wong?

Gran: “Help!”

Jen: “What is it?”

Gran: “Wong is not in his crate! Where is he?”

★ Jen checks the pots and pans.

Jen: “He is not in here! Check in the den.”

★ Josh checks the den.

Josh: “He is not in here. I bet he went back to Hong Kong!”

★ Just then, Wong peeks up from a big vase.

Josh: “There he is!”

★ Gran runs to Wong and picks him up. She pets the snake.
She is glad to see him.

Directions: Each student reads the lines for a selected character, together completing the story.

Name: _____

Fluency: Two Voices

Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines that should be read chorally (voices together) are in bold.

The Swim Meet	
1	2
Josh and Jen like to swim. They take Gran to their swim meet.	Josh and Jen like to swim. They take Gran to their swim meet.
Jen lines up in lane five.	
	Josh lines up in lane six.
The kids are up on the blocks.	
	Then there is a beep.
All the kids dive in.	
Splash!	Splash!
	"Swim!" yells Gran. "Swim fast!"
Josh and Jen swim as fast as they can.	
They swim and swim.	They swim and swim.
	In no time, they make it to the end.
"Did Josh win?" asks Gran.	
	"Did Jen win?"
Josh and Jen wave and smile.	
	They did not win,
but they had a lot of fun!	but they had a lot of fun!

Name: _____

Fluency: Play Parts

At the Reef

★ Josh asks Gran what it was like when she went to the reef.

Gran: “Well, it was a lot of fun! I made a plan to meet my pal Mike. I had to ride my bike nine miles to the reef to meet Mike.”

Jen: “That is a long ride!”

Gran: “When I got there I went on a dive to see the fish and eels.”

Josh: “With Mike?”

Gran: “No. Mike did not dive with me. He went to hang glide.”

Jen: “Did he like it?”

Gran: “Not so much.”

Josh: “Why not? It must be lots of fun to hang glide.”

Jen: “Did he crash?”

Gran: “No, no, but he did have a bad time. When it was time to land, he hit a hive of bees! He got stung ten times.”

Jen: “Yikes!”

Directions: Each student reads the lines for a selected character, together completing the story.

Name: _____

Fluency: Play Parts

The Bug Glass

Jen: “Gran, Josh is mad at me.”

Gran: “Why is he mad?”

Jen: “I broke his bug glass.”

Gran: “What is a bug glass?”

Jen: “A bug glass is something that lets him see bugs and ants up close.”

★ Gran checks the bug glass.

Gran: “It is not so bad. We can fix it with some tape.”

Jen: “Josh will still be mad.”

Gran: “We can make him a snack. And we can make the ants a snack, as well.”

★ Gran hands Jen some chips and grapes.

Gran: “Here, set those on the big stone in back. Snack time!”

★ Josh runs in and grabs a snack. Gran lets him munch on it.

Gran: “Jen, take Josh to the stone.”

Directions: Each student reads the lines for a selected character, together completing the story.

★ Jen grabs Josh by the hand and takes him to the stone. He sees his bug glass. Then he sees a bunch of ants. He picks up the glass and stares at the ants. Josh smiles.

Josh: "The ants like those chips!"

★ He hands Jen the glass.

Josh: "Here! Take a peek!"

Name: _____

Fluency: Play Parts

The Tape

Jen: “Gran, what is that?”

Gran: “This is a tape deck, and in it is a tape with some songs sung by my Gran.”

★ On the tape Gran’s Gran sings a jazz song. At the end she sings “Pip! Pip! Ting a ling a ling!”

Jen: “I like those notes she sings at the end!”

Gran: “So do I!”

Jen: “Gran, we can act like we are in the band and sing the song!”

Gran: “OK. Run and get a dress. I will grab those shades I like.”

★ Gran and Jen dress up. Then they sing the song. At the end they sing, “Pip, pip! Ting a ling a ling!”

Directions: Each student reads the lines for a selected character, together completing the story.

Name: _____

Fluency: Two Voices

Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines that should be read chorally (voices together) are in bold.

Fuzz and Mel	
1	2
Once there were two cats named Fuzz and Mel.	Once there were two cats named Fuzz and Mel.
Fuzz was a cute cat who did his best to be safe at all times.	
	Mel was a brave cat who had a fast plane.
	"Fuzz!" Mel said, "We can take a ride in my plane!"
"Um," Fuzz said, "well...the thing is...I like to be safe...and I am not..."	
	"It is safe," Mel said. "Jump in!"
The plane went up, up, up.	The plane went up, up, up.
	A duck came up next to the plane.
"What a swell duck!" said Fuzz. "And what a swell plane ride! Why was I so scared of a plane ride?"	
	Just then, Mel made the plane zip from side to side.
Fuzz did not like that. It did not feel safe to him.	
	Then Mel made the plane dive.
"ZZZZZZZZZZZZ!" went the plane as it dove.	"ZZZZZZZZZZZZ!" went the plane as it dove.
"Stop!" said Fuzz, as he held on to the side of the plane. "Not safe! Not safe!"	
Mel set the plane back on the land.	Mel set the plane back on the land.
	Fuzz felt sick. He had the shakes.
"Ug," he said. "That is the last time I ride in a plane with Mel."	

Name: _____

Fluency: Play Parts

The Sweet Shop

Josh: “Gran, did you have a job when you were a kid?”

Gran: “I did. My dad had a sweet shop and I had a job in the shop.”

Josh: “Did you get to make sweets?”

Gran: “Yes. I got to make milk shakes, cakes, and gum drops.”

Josh: “Was it fun?”

Gran: “Some of it was fun, but it was not all fun and games. I had to sweep and pick up. And I had to wipe off the cake case.”

Jen: “Can you still make cakes?”

Gran: “You bet I can! Do you want to make one?”

Directions: Each student reads the lines for a selected character, together completing the story.

Name: _____

Fluency: Two Voices

Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines that should be read chorally (voices together) are in bold.

King and Queen	
1	2
Once there was a queen who felt sad.	Once there was a queen who felt sad.
All she did was sulk and mope.	
	The king felt sad that his wife was so sad.
He made eggs to cheer up the queen.	
	But the queen said the eggs had a bad smell.
The king made a cake.	
	But the queen did not like it.
The king made gum drops.	
	But the queen did not like them.
By this time, the king was not sad.	
He was mad.	He was mad.
He went back to the stove and made a pot of green slop.	
	"There!" the king said. "This slop is not fit to feed to pigs! The queen will hate it. But so what?"
The king piled some slop on a plate. Then he gave the plate to the queen.	
	The queen had a bite.
"Mmmmm!" she said. "This is the best!"	"Mmmmm!" she said. "This is the best!"

Name: _____

Fluency: Play Parts

The Trip West

Gran: “I have made plans to take a trip. My pal Tex has a ranch in the West. It will be a lot of fun!”

★ Gran smiles, but Josh and Jen are sad.

Jen: “We will miss you!”

Josh: “What will we do here?”

Gran: “Well, what if you kids came on the trip with me? Your mom and dad said I can take you with me, if you would like.”

Jen and Josh: “Yes! Take us with you! Take us with you!”

★ Josh and Jen pack their bags. They get in a cab with Gran. Then they get on a plane.

Jen: “Will we be safe on this plane?”

Gran: “Yes. This will be a safe plane ride, not like the one Fuzz had with Mel.”

Directions: Each student reads the lines for a selected character, together completing the story.

★ When the plane lands, Gran rents a van and drives the kids to the ranch. Tex is there to greet them. He is a big man with a big hat. He shakes hands with Josh and Jen. Then he hugs Gran. At the ranch there is a mule with packs on his back and bells on his neck.

Tex: "That is Sam. He has all the camp stuff in his pack."

Jen: "Will we get to camp?"

Tex: "Yup. He has your tent on his back!"

★ Josh and Jen run to Sam. They pet the mule. Sam shakes and his bells ring. The kids smile.

Name: _____

Fluency: Two Voices

Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines that should be read chorally (voices together) are in bold.

Saved by the Bells	
1	2
Josh, Jen, and Gran hike off to the camp site with Sam the mule.	
"I will meet you there!"	"I will meet you there!"
	Tex yells.
	When they get to the camp site, Josh hangs Sam's rope on a tree.
The camp site is close to a cave.	
	Gran and the kids peek in the cave.
Drip. Drip.	Drip. Drip.
The cave is damp and dim.	
	No sun shines in the cave.
Josh, Jen and Gran hike deep in the cave.	
They get lost.	They get lost.
	They are a bit scared, but just then Sam's bells ring.
Sam's bells help them get back to the camp site.	
	When they get back, Jen hugs the mule and says,
"Sam, you and your bells saved us!"	"Sam, you and your bells saved us!"

Comprehension: Master Thinking with Reading Chart

Before-Reading Techniques

	Technique	Description
Before Reading	Activating Prior Knowledge of Text Structure	Before reading, activate knowledge of basic print structures (e.g., text directionality), general genre structures (e.g., list format within a nonfiction text), or features specific to a text (e.g., table of contents) to establish a foundation that helps students predict and acquire information during reading.
	Activating Prior Knowledge of Related Content	Before reading, activate knowledge of vocabulary and concepts related to the information in the text to support students' ability to make meaning during reading.
	Setting Purpose for Reading	Before reading, use previewed information about the structure and content to inform setting an appropriate purpose for reading the text. The purpose should spark student interest and attention to the reading. The purpose is established in the Explicit Instruction section of the lesson and revisited throughout.

During-Reading Techniques

	Technique	Description
During Reading	Monitoring	During reading, stop and think after sections of text to evaluate whether you are understanding the text or not. Students often do not put effort into making meaning while reading without being explicitly taught and reminded to do so. This is especially true of readers who have to devote a great deal of cognitive energy to decoding, and who may be less intrinsically motivated to read. Encourage students to begin sharing their thinking with, "That makes sense because..." Presenting a related scenario that does not make sense may help students engage in this reflection. For example: If the dog went to the vet, first ask, "Does it make sense for a dog to go to the vet?" Then ask, "Would it make sense if the author told us the dog called the vet?" Monitoring helps student self-correct decoding errors. Consider if a student reads "bit ox ran on" instead of "but ox ran on." If the student is monitoring, he/she may think, "bit ox ran on" doesn't make sense, prompting review of the text for correction.
	Visualizing	During reading, stop and develop images in your mind relating to the text provided by the author. Developing rich imagery helps readers remember and think deeper about the text. Prompt students to close their eyes when visualizing. Provide time for thinking before having students share their visualizations. Encourage students to begin with, "In my head I saw..." Challenge students to add details to their visualizations, without deviating from the text. For example, if a student says she sees three cats, ask: "Where are the cats?" "Do the cats all have collars on?" "What color are the cats?" If deviations from the text do occur, prompt self reflection by asking, "Does your picture match what the author told us?"
	Observing	During and after reading, relate information from the text to information you already know. Encourage students to begin with, "Something I already know about this is..." Stopping to reflect on reading and connect ideas and information to prior knowledge helps readers remember and learn from the text.
	Drawing Inferences	During and after reading, use prior knowledge and information from the text to draw conclusions. Encourage students to begin with, "The author didn't tell me this, but I think (logical conclusion) because I know (connecting information from the text and prior knowledge)." Note: Drawing Inferences takes Observing a step further. Instead of simply relating information from the text to prior knowledge, observations are used to draw logical conclusions related to the text. Conclusions may not always be clearly right or wrong but should be defensible. In this way, the thinking required for Drawing Inferences is a bridge to the thinking required for evaluative questions.
	Evaluating	During and after reading reflect on previous observations and inferences to generate logical judgments about the text. Answers are typically not clearly right or wrong but should be defensible. Scaffolding evaluative thinking may take an idea from the text and follow this progression: <ol style="list-style-type: none"> 1. What did you learn from the author? (Literal level) 2. Make an observation about the information: connect to prior knowledge. 3. Draw a conclusion: share something the author didn't tell you, but you can figure out because of your observation (prior knowledge). (Inferential level) 4. Make a logical judgment relying on your observations and/or inferences. (Evaluative level) <p>Another type of evaluative thinking is to assess the quality of the text and your own enjoyment reading it. Promoting qualitative judgment about text fosters an important life-long learning skill. Prompt qualitative judgment of the text with questions such as: Did you like the story? If so, what did you like about it? Was the story funny? Did it feel good to read the words? Would you like to read another story like it? If not, what didn't you like about it? Was the story boring? Was it hard to read the words? What other kind of story would you like more?</p>

After-Reading Techniques

After Reading	Technique	Description
	Summarizing	After reading, reconstruct an abbreviated version of the text highlighting the big ideas. Students tend to offer specific recall of ideas, often in random order. Prompting students to think about the beginning, middle, and end of early narrative texts can help them structure ideas sequentially. Through discussion, encourage students to connect the details they remember to a big idea for each section, which promotes summarization skills and higher level thinking. For example: In the beginning, there was a cat and a dog and a pig and a hog: We met the four animals in the story.
	Questioning	During and after reading, answer and ask questions related to the text. Questions promoting meaningful comprehension include literal (remembering information as stated in the text), inferential (providing accurate responses based on connecting prior knowledge and information from the text), and evaluative (making appropriate judgments supported by the text). For literal questions, encourage students to go back to the text to show you where the author provides the information to answer the question: you may ask, "Please find and read the line in the story showing the answer." For inferential questions, encourage students to defend their response using combinations of information from the text and prior knowledge. For evaluative questions, encourage students to explain their logic. Often answers are not right or wrong, but explanations should stem from the text and be plausible.

Gran's Trips

"When will Gran get here?" Josh asks.

Jen shrugs.

Just then, Josh and Jen **see** a cab on the **street**.

"Gran is here!" Jen yells.

When Gran steps from the cab, Josh and Jen run up to get a hug.

"Was the trip fun?" Josh asks.

"Which one?" Gran asks. "I went on **three** trips!"

"Where to?" asks Josh.

"One was to the Swiss Alps," says Gran. "In the Alps, there were **steep** cliffs. I went up to the top of one cliff, but it was slick. I fell and had to cling to the rocks!"

"No!" says Jen.

"Yes!" says Gran. "Here is a snap shot."

"What was the next trip?" Josh asks.

"I went to Hong Kong," says Gran.

"What is in Hong Kong?"

"Lots of stuff," says Gran. "In Hong Kong I met a man who sings and has wings on his back."

"No!" says Josh.

"Yes!" says Gran. "Here is a snap shot."

"What was the last trip?" asks Jen.

"I went to the gulf to swim with the **eels** and **feed** the fish," says Gran.

"No!" says Jen.

"Yes!" says Gran. "Here is a snap shot."

"Which trip was the best?" Josh asks.

"This one!" Gran says. "The one where I get to **see** Josh and Jen!"

Before Reading	Technique	Specific Application to “Gran’s Trips”
	Activating Prior Knowledge of Text Structure	Using a book copy, examine knowledge of narrative genre. Prompt student thinking about narrative features: characters, setting (often requires inference and relies on illustrations), and events/actions.
	Activating Prior Knowledge of Related Content	Pre-assess and support knowledge of key vocabulary: <i>shrugs, steep, cliff, slick, cling, gulf, and eel</i> Also address concepts with prompts such as: What are the differences between the places Gran visits: Swiss Alps, Hong Kong, and the gulf?
	Setting Purpose for Reading	Students may read to find out: Which trip does Gran like the best?
During Reading	Technique	Specific Application to “Gran’s Trips”
	Monitoring	The stories are divided into sections. After each section, stop and see if students can recall the information from the section just read.
	Visualizing	Using a text copy, read selections and visualize related images. Describe or draw visualizations challenging students to add details.
	Observing	Prompt observations by starting discussions with questions such as: What kinds of things do people like to do when they take a trip to a new place?
	Drawing Inferences	Prompt inferences with questions such as: Does Gran like to do active things when she takes a trip? (Notice how the prompt extends from the Observing prompt above. <u>Always help students use information from the text to support their answers.</u>)
	Evaluating	Prompt evaluating with questions such as: What might Gran like to do if she took a trip to the beach? (Notice how the prompt extends from the Observing and Drawing Inferences prompts above. <u>Always help students explain/defend their answers.</u>) Prompt qualitative judgment of the text. (See the Thinking with Reading Chart at the beginning of Instructional Resources for suggestions.)
After Reading	Technique	Specific Application to “Gran’s Trips”
	Summarizing	Ask students to tell you about and/or draw a picture representing the big ideas from the beginning, middle, and end.
	Questioning	Sample Questions Literal: <i>What did the man with wings in Hong Kong do?</i> Inferential: <i>Why were the cliffs slick?</i> (Accept reasonable answers.) Evaluative: <i>Will Gran take more trips soon?</i>

Note: The Story Comprehension Chart provides story specific information for all the Thinking with Reading techniques. This is not meant to encourage addressing *all* the techniques with each story. Instead, it should inform *selected* Thinking with Reading techniques targeted in instruction.

Directions: Use this Comprehension Chart as a reference for Thinking with Reading during instruction.

Name: _____

Comprehension: Text Copy

The Pet

Gran says, “When I was in Hong Kong, I got a pet.”

“What can it be?” asks Jen. “Is it a fish?”

“No,” says Gran.

“Is it a dog?” asks Josh.

“No,” says Gran.

“Is this pet big?” asks Josh.

“Well,” says Gran, “he is not big, but he is long.”

“Has he got **teeth**?” asks Josh.

“He has fangs!” says Gran.

“What are fangs?” asks Jen.

Just then, the bell rings.

Gran says, “That must be him!”

Directions: Print and copy this page to provide students with a “text-only” copy of the story.

Before Reading	Technique	Specific Application to "The Pet"
	Activating Prior Knowledge of Text Structure	Using a book copy, examine knowledge of narrative genre. Prompt student thinking about narrative features: characters, setting (often requires inference and relies on illustrations), and events/actions.
	Activating Prior Knowledge of Related Content	Pre-assess and support knowledge of key vocabulary: <i>fangs</i> Also address concepts with prompts such as: <i>Name some common pets (e.g., dog) and some not so common pets (e.g., lizard).</i>
	Setting Purpose for Reading	Students may read to find out: <i>What are the two clues Gran gives about the pet?</i>
During Reading	Technique	Specific Application to "The Pet"
	Monitoring	The stories are divided into sections. After each section, stop and see if students can recall the information from the section just read.
	Visualizing	Using a text copy, read selections and visualize related images. Describe or draw visualizations challenging students to add details.
	Observing	Prompt observations by starting discussions with questions such as: <i>Think of animals with fangs. Are animals with fangs usually wild or tame?</i>
	Drawing Inferences	Prompt inferences with questions such as: <i>What kind of animal might the pet be?</i> (Notice how the prompt extends from the Observing prompt above. <u>Always help students use information from the text to support their answers.</u>)
After Reading	Technique	Specific Application to "The Pet"
	Summarizing	Ask students to tell you about and/or draw a picture representing the big ideas from the beginning, middle, and end.
	Questioning	Sample Questions Literal: <i>Is the pet big?</i> Inferential: <i>Did the pet come from far away?</i> (Accept reasonable answers.) Evaluative: <i>Do you think the animal will be a safe pet?</i>

Note: The Story Comprehension Chart provides story specific information for all the Thinking with Reading techniques. This is not meant to encourage addressing *all* the techniques with each story. Instead, it should inform *selected* Thinking with Reading techniques targeted in instruction.

Directions: Use this Comprehension Chart as a reference for Thinking with Reading during instruction.

Wong from Hong Kong

Jen yells, “Gran, there is a man here with a big **crate**.”

Gran says, “It must be Wong!”

“Who?” asks Jen.

“The pet I got in Hong Kong,” says Gran.

“Wong from Hong Kong?” asks Jen.

“Yep!” says Gran.

“But what is this Wong?” asks Josh.

Gran **takes** the lid off the **crate** and lifts up a long, black **snake**.

“**Sweet!**” says Josh. “Wong is a **snake!**”

“**Eek!**” Jen yells. “I am **scared** of **snakes!**”

Gran says, “Wong is a **safe snake**. There are **snakes** that can kill us, but Wong is not one of them. This is a **snake** we can pet.”

Before Reading	Technique	Specific Application to “Wong from Hong Kong”
	Activating Prior Knowledge of Text Structure	Using a book copy, examine knowledge of narrative genre. Prompt student thinking about narrative features: characters, setting (often requires inference and relies on illustrations), and events/actions.
	Activating Prior Knowledge of Related Content	Pre-assess and support knowledge of key vocabulary: <i>crate</i> Also address concepts with prompts such as: <i>Think of animals some people are afraid of. What do those animals have in common?</i>
During Reading	Setting Purpose for Reading	Students may read to find out: <i>Who likes Gran’s pet and who does not?</i>
	Technique	Specific Application to “Wong from Hong Kong”
	Monitoring	The stories are divided into sections. After each section, stop and see if students can recall the information from the section just read.
	Visualizing	Using a text copy, read selections and visualize related images. Describe or draw visualizations challenging students to add details.
	Observing	Prompt observations by starting discussions with questions such as: <i>How would you know if an animal was safe?</i>
	Drawing Inferences	Prompt inferences with questions such as: <i>What can we figure out about Wong if he is a safe snake?</i> (Notice how the prompt extends from the Observing prompt above. <u>Always help students use information from the text to support their answers.</u>)
After Reading	Evaluating	Prompt evaluating with questions such as: <i>Could a dangerous snake be a pet, too?</i> (Notice how the prompt extends from the Observing and Drawing Inferences prompts above. <u>Always help students explain/defend their answers.</u>) Prompt qualitative judgment of the text. (See the Thinking with Reading Chart at the beginning of Instructional Resources for suggestions.)
	Technique	Specific Application to “Wong from Hong Kong”
	Summarizing	Ask students to tell you about and/or draw a picture representing the big ideas from the beginning, middle, and end.
	Questioning	Sample Questions Literal: <i>Is the snake brown and yellow?</i> Inferential: <i>Does Josh like the snake?</i> (Accept reasonable answers.) Evaluative: <i>Would Gran like to have a common pet like a dog?</i>

Note: The Story Comprehension Chart provides story specific information for all the Thinking with Reading techniques. This is not meant to encourage addressing *all* the techniques with each story. Instead, it should inform *selected* Thinking with Reading techniques targeted in instruction.

Directions: Use this Comprehension Chart as a reference for Thinking with Reading during instruction.

Name: _____

Comprehension: Text Copy

Where Is Wong?

“Help!” Gran yells.

“What is it?” says Jen.

“Wong is not in his **crate**!” says Gran. “Where is he?”

Jen checks the pots and pans.

“He is not in here!” she yells.

“Check in the den.”

Josh checks the den.

“He is not in here,” he yells. “I bet he went back to Hong Kong!”

Just then, Wong **peeks** up from a big **vase**.

“There he is!” says Josh.

Gran runs to Wong and picks him up. She pets the **snake**. She is glad to **see** him.

Directions: Print and copy this page to provide students with a “text-only” copy of the story.

Before Reading	Technique	Specific Application to “Where Is Wong?”
	Activating Prior Knowledge of Text Structure	Using a book copy, examine knowledge of narrative genre. Prompt student thinking about narrative features: characters, setting (often requires inference and relies on illustrations), and events/actions.
	Activating Prior Knowledge of Related Content	Pre-assess and support knowledge of key vocabulary: <i>den</i> , <i>peeks</i> , and <i>vase</i> Also address concepts with prompts such as: <i>Why might pets run off sometimes?</i>
	Setting Purpose for Reading	Students may read to find out: <i>Where did Wong hide?</i>
During Reading	Technique	Specific Application to “Where Is Wong?”
	Monitoring	The stories are divided into sections. After each section, stop and see if students can recall the information from the section just read.
	Visualizing	Using a text copy, read selections and visualize related images. Describe or draw visualizations challenging students to add details.
	Observing	Prompt observations by starting discussions with questions such as: <i>What kinds of places do snakes like to hide in?</i>
	Drawing Inferences	Prompt inferences with questions such as: <i>Why were the pots and pans a good place to look for Wong?</i> (Notice how the prompt extends from the Observing prompt above. <u>Always help students use information from the text to support their answers.</u>)
	Evaluating	Prompt evaluating with questions such as: <i>Was Josh making a real guess or teasing when he said, “I bet he went back to Hong Kong!”?</i> (Notice how the prompt extends from the Observing and Drawing Inferences prompts above. <u>Always help students explain/defend their answers.</u>) Prompt qualitative judgment of the text. (See the Thinking with Reading Chart at the beginning of Instructional Resources for suggestions.)
After Reading	Technique	Specific Application to “Where Is Wong?”
	Summarizing	Ask students to tell you about and/or draw a picture representing the big ideas from the beginning, middle, and end.
	Questioning	Sample Questions Literal: <i>Who found Wong?</i> Inferential: <i>How do Jen and Josh show they care about Gran and Wong?</i> (Accept reasonable answers.) Evaluative: <i>What should Gran do with Wong’s crate?</i>

Note: The Story Comprehension Chart provides story specific information for all the Thinking with Reading techniques. This is not meant to encourage addressing *all* the techniques with each story. Instead, it should inform *selected* Thinking with Reading techniques targeted in instruction.

Directions: Use this Comprehension Chart as a reference for Thinking with Reading during instruction.

Name: _____

Comprehension: Text Copy

The Swim Meet

Josh and Jen **like** to swim. They **take** Gran to their swim **meet**.

Jen **lines** up in **lane five**.

Josh **lines** up in **lane six**.

The kids are up on the blocks.

Then there is a **beep**.

All the kids **dive** in. Splash!

“Swim!” yells Gran. “Swim fast!”

Josh and Jen swim as fast as they can. They swim and swim. In no **time**, they **make** it to the end.

“Did Josh win?” asks Gran. “Did Jen win?”

Josh and Jen **wave** and **smile**.

They did not win, but they had a lot of fun!

Directions: Print and copy this page to provide students with a “text-only” copy of the story.

Before Reading	Technique	Specific Application to “The Swim Meet”
	Activating Prior Knowledge of Text Structure	Using a book copy, examine knowledge of narrative genre. Prompt student thinking about narrative features: characters, setting (often requires inference and relies on illustrations), and events/actions.
	Activating Prior Knowledge of Related Content	Pre-assess and support knowledge of key vocabulary: <i>meet</i> , <i>lane</i> , and <i>blocks</i> Also address concepts with prompts such as: <i>What are different kinds of races you know?</i>
	Setting Purpose for Reading	Students may read to find out: <i>Do Josh and Jen like the swim meet?</i>
During Reading	Technique	Specific Application to “The Swim Meet”
	Monitoring	The stories are divided into sections. After each section, stop and see if students can recall the information from the section just read.
	Visualizing	Using a text copy, read selections and visualize related images. Describe or draw visualizations challenging students to add details.
	Observing	Prompt observations by starting discussions with questions such as: <i>What do you have to be to win a race?</i>
	Drawing Inferences	Prompt inferences with questions such as: <i>What does the author mean by using the phrase, “In no time?”</i> (Notice how the prompt extends from the Observing prompt above. <u>Always help students use information from the text to support their answers.</u>)
	Evaluating	Prompt evaluating with questions such as: <i>Are Jen and Josh fast swimmers?</i> (Notice how the prompt extends from the Observing and Drawing Inferences prompts above. <u>Always help students explain/defend their answers.</u>) Prompt qualitative judgment of the text. (See the Thinking with Reading Chart at the beginning of Instructional Resources for suggestions.)
After Reading	Technique	Specific Application to “The Swim Meet”
	Summarizing	Ask students to tell you about and/or draw a picture representing the big ideas from the beginning, middle, and end.
	Questioning	Sample Questions Literal: <i>What does Gran yell when the race starts?</i> Inferential: <i>How many swimmers are there?</i> (Accept reasonable answers.) Evaluative: <i>Why did Josh and Jen have fun, if they did not win?</i>

Note: The Story Comprehension Chart provides story specific information for all the Thinking with Reading techniques. This is not meant to encourage addressing *all* the techniques with each story. Instead, it should inform *selected* Thinking with Reading techniques targeted in instruction.

Directions: Use this Comprehension Chart as a reference for Thinking with Reading during instruction.

Name: _____

Comprehension: Text Copy

At the Reef

Josh asks Gran what it was **like** when she went to the **reef**.

“Well,” Gran says, “it was a lot of fun! I **made** a plan to **meet** my pal **Mike**. I had to **ride** my **bike** **nine** miles to the **reef** to **meet** **Mike**.”

“That is a long **ride**!” says Jen.

“When I got there I went on a **dive** to **see** the fish and the **eels**.”

“With **Mike**?” Josh asks.

“No,” Gran says. “**Mike** did not **dive** with me. He went to hang **glide**.”

“Did he **like** it?” Jen asks.

“Not so much,” Gran says with a **smile**.

“Why not?” asks Josh. “It must be lots of fun to hang **glide**.”

“Did he crash?” asks Jen.

Directions: Print and copy this page to provide students with a “text-only” copy of the story.

“No, no,” says Gran, “but he did have a bad **time**.
When it was **time** to land, he hit a **hive** of **bees**! He got
stung ten **times**.”

“**Yikes**!” says Jen.

Before Reading	Technique	Specific Application to “At the Reef”
	Activating Prior Knowledge of Text Structure	Using a book copy, examine knowledge of narrative genre. Prompt student thinking about narrative features: characters, setting (often requires inference and relies on illustrations), and events/actions.
	Activating Prior Knowledge of Related Content	Pre-assess and support knowledge of key vocabulary: <i>miles, eels, hang glide, and hive</i> Also address concepts with prompts such as: <i>Why is a reef a good place to see fish and eels?</i>
	Setting Purpose for Reading	Students may read to find out: <i>Did Gran and Mike have fun at the reef?</i>
During Reading	Technique	Specific Application to “At the Reef”
	Monitoring	The stories are divided into sections. After each section, stop and see if students can recall the information from the section just read.
	Visualizing	Using a text copy, read selections and visualize related images. Describe or draw visualizations challenging students to add details.
	Observing	Prompt observations by starting discussions with questions such as: <i>What happens if you bother a bunch of bees?</i>
	Drawing Inferences	Prompt inferences with questions such as: <i>Did Mike mean to hit the beehive?</i> (Notice how the prompt extends from the Observing prompt above. <u>Always help students use information from the text to support their answers.</u>)
After Reading	Technique	Specific Application to “At the Reef”
	Summarizing	Ask students to tell you about and/or draw a picture representing the big ideas from the beginning, middle, and end.
	Questioning	Sample Questions Literal: <i>How did Gran get to the reef?</i> Inferential: <i>Is Gran strong and healthy?</i> (Accept reasonable answers.) Evaluative: <i>Does Gran like to hang glide?</i>

Note: The Story Comprehension Chart provides story specific information for all the Thinking with Reading techniques. This is not meant to encourage addressing *all* the techniques with each story. Instead, it should inform *selected* Thinking with Reading techniques targeted in instruction.

Directions: Use this Comprehension Chart as a reference for Thinking with Reading during instruction.

The Bug Glass

“Gran,” Jen says, “Josh is mad at me.”

“Why is he mad?” Gran asks.

“I **broke** his bug glass.”

“What is a bug glass?”

“A bug glass is something that lets him **see** bugs and ants up **close**.”

Gran checks the bug glass.

“It is not so bad,” she says. “We can fix it with some **tape**.”

“Josh will still be mad,” Jen says.

“We can **make** him a snack,” says Gran. “And we can **make** the ants a snack, as well.”

Gran hands Jen some chips and **grapes**. “Here,” she says, “Set **those** on the big **stone** in back.”

Gran yells, “Snack **time**!”

Josh runs in and grabs a snack. Gran lets him munch on it.

Then she says, “Jen, **take** Josh to the **stone**.”

Jen grabs Josh by the hand and **takes** him to the **stone**. He **sees** his bug glass. Then he **sees** a bunch of ants. He picks up the glass and **stares** at the ants.

Josh **smiles**. "The ants **like** **those** chips!" he says. He hands Jen the glass. "Here!" he says, "**Take** a **peek**!"

Before Reading	Technique	Specific Application to "The Bug Glass"
	Activating Prior Knowledge of Text Structure	Using a book copy, examine knowledge of narrative genre. Prompt student thinking about narrative features: characters, setting (often requires inference and relies on illustrations), and events/actions.
	Activating Prior Knowledge of Related Content	Pre-assess and support knowledge of key vocabulary: <i>stare</i> , <i>gaze</i> , and <i>peer</i> Also address concepts with prompts such as: <i>What is an accident?</i>
	Setting Purpose for Reading	Students may read to find out: <i>What does Jen do to show she is sorry?</i>
During Reading	Technique	Specific Application to "The Bug Glass"
	Monitoring	The stories are divided into sections. After each section, stop and see if students can recall the information from the section just read.
	Visualizing	Using a text copy, read selections and visualize related images. Describe or draw visualizations challenging students to add details.
	Observing	Prompt observations by starting discussions with questions such as: <i>How do you feel if you break something on purpose (e.g., knocking down a block tower), and how do you feel if you break something by accident (e.g., drop Mom's watch)?</i>
	Drawing Inferences	Prompt inferences with questions such as: <i>Did Jen feel bad about breaking the bug glass?</i> (Notice how the prompt extends from the Observing prompt above. <u>Always help students use information from the text to support their answers.</u>)
After Reading	Technique	Specific Application to "The Bug Glass"
	Summarizing	Ask students to tell you about and/or draw a picture representing the big ideas from the beginning, middle, and end.
	Questioning	Sample Questions Literal: <i>What does Gran say they can use to fix the glass?</i> Inferential: <i>Why does Gran have Josh eat his snack before going out to the rock?</i> (Accept reasonable answers.) Evaluative: <i>Did Josh forgive Jen?</i>

Note: The Story Comprehension Chart provides story specific information for all the Thinking with Reading techniques. This is not meant to encourage addressing *all* the techniques with each story. Instead, it should inform *selected* Thinking with Reading techniques targeted in instruction.

Directions: Use this Comprehension Chart as a reference for Thinking with Reading during instruction.

The Tape

“Gran,” Jen asks, “what is that?”

“This is a **tape** deck,” Gran says. “And in it is a **tape** with some songs sung by my Gran.”

On the **tape** Gran’s Gran sings a jazz song. At the end she sings “Pip! Pip! Ting a ling a ling!”

“I **like** **those** **notes** she sings at the end!” says Jen.

“So do I!” says Gran.

“Gran,” says Jen, “we can act **like** we are in the band and sing the song!”

“OK,” says Gran. “Run and get a dress. I will grab **those** **shades** I **like**.”

Gran and Jen dress up. Then they sing the song. At the end they sing, “Pip, pip! Ting a ling a ling!”

Before Reading	Technique	Specific Application to “The Tape”
	Activating Prior Knowledge of Text Structure	Using a book copy, examine knowledge of narrative genre. Prompt student thinking about narrative features: characters, setting (often requires inference and relies on illustrations), and events/actions.
	Activating Prior Knowledge of Related Content	Pre-assess and support knowledge of key vocabulary: <i>tape deck</i> , <i>jazz</i> , and <i>shades</i> Also address concepts with prompts such as: <i>Name some kinds of pretend play you like to do.</i>
	Setting Purpose for Reading	Students may read to find out: <i>What does Jen hear that makes her want to sing, too?</i>
During Reading	Technique	Specific Application to “The Tape”
	Monitoring	The stories are divided into sections. After each section, stop and see if students can recall the information from the section just read.
	Visualizing	Using a text copy, read selections and visualize related images. Describe or draw visualizations challenging students to add details.
	Observing	Prompt observations by starting discussions with questions such as: <i>Jen and Gran had a creative idea. What are other ways to be creative?</i>
	Drawing Inferences	Prompt inferences with questions such as: <i>Do Gran and Jen like being creative?</i> (Notice how the prompt extends from the Observing prompt above. <u>Always help students use information from the text to support their answers.</u>)
	Evaluating	Prompt evaluating with questions such as: <i>Who was more creative, Jen or Gran?</i> (Notice how the prompt extends from the Observing and Drawing Inferences prompts above. <u>Always help students explain/defend their answers.</u>) Prompt qualitative judgment of the text. (See the Thinking with Reading Chart at the beginning of Instructional Resources for suggestions.)
After Reading	Technique	Specific Application to “The Tape”
	Summarizing	Ask students to tell you about and/or draw a picture representing the big ideas from the beginning, middle, and end.
	Questioning	Sample Questions Literal: <i>What did Gran and Jen wear for dress-up?</i> Inferential: <i>Does Gran enjoy playing with Jen?</i> (Accept reasonable answers.) Evaluative: <i>Do you prefer songs with real words or made-up words?</i>

Note: The Story Comprehension Chart provides story specific information for all the Thinking with Reading techniques. This is not meant to encourage addressing *all* the techniques with each story. Instead, it should inform *selected* Thinking with Reading techniques targeted in instruction.

Directions: Use this Comprehension Chart as a reference for Thinking with Reading during instruction.

Fuzz and Mel

The kids are in bed, but they can not **sleep**.

“Gran!” Josh yells.

Gran **peeks** in and asks, “What is it?”

“We can not sleep!” says Josh.

“Tell us a **tale**!” says Jen.

“OK,” says Gran. “This is the **tale** of Fuzz and Mel.”

Once there were two cats **named** Fuzz and Mel.

Fuzz was a **cute** cat who did his best to be **safe** at all **times**.

Mel was a **brave** cat who had a fast **plane**.

“Fuzz!” Mel said, “We can **take** a **ride** in my **plane**!”

“Um,” Fuzz said, “well . . . the thing is . . . I **like** to be **safe** . . . and I am not . . .”

“It is **safe**,” Mel said. “Jump in!”

The **plane** went up, up, up.

A duck **came** up next to the **plane**.

"What a swell duck!" said Fuzz. "And what a swell **plane ride**! Why was I so **scared** of a **plane ride**?"

Just then, Mel **made** the **plane** zip from **side** to **side**.

Fuzz did not **like** that. It did not **feel safe** to him.

Then Mel **made** the **plane** **dive**.

"ZZZZZZZZZZZZ!" went the **plane** as it **dove**.

"Stop!" said Fuzz, as he held on to the **side** of the **plane**.

"Not **safe**! Not **safe**!"

Mel set the **plane** back on the land.

Fuzz felt sick. He had the **shakes**.

"Ug," he said. "That's the last **time** I **ride** in a **plane** with Mel."

Directions: Use this Comprehension Chart as a reference for Thinking with Reading during instruction.

Before Reading	Technique	Specific Application to “Fuzz and Mel”
	Activating Prior Knowledge of Text Structure	Using a book copy, examine knowledge of narrative genre. Prompt student thinking about narrative features: characters, setting (often requires inference and relies on illustrations), and events/actions.
	Activating Prior Knowledge of Related Content	Pre-assess and support knowledge of key vocabulary: <i>tale</i> , <i>swell</i> , and <i>the shakes</i> Also address concepts with prompts such as: <i>What are the differences between a stunt plane (e.g., usually small and does tricks) and an airliner (e.g., usually large and carries passengers or cargo)?</i>
	Setting Purpose for Reading	Students may read to find out: <i>What makes Fuzz not like the ride?</i>
During Reading	Technique	Specific Application to “Fuzz and Mel”
	Monitoring	The stories are divided into sections. After each section, stop and see if students can recall the information from the section just read.
	Visualizing	Using a text copy, read selections and visualize related images. Describe or draw visualizations challenging students to add details.
	Observing	Prompt observations by starting discussions with questions such as: <i>How would you describe Mel? How would you describe Fuzz?</i>
	Drawing Inferences	Prompt inferences with questions such as: <i>Name some other things Mel might like to do?</i> (Notice how the prompt extends from the Observing prompt above. <u>Always help students use information from the text to support their answers.</u>)
	Evaluating	Prompt evaluating with questions such as: <i>Are you more like Mel or more like Fuzz?</i> (Notice how the prompt extends from the Observing and Drawing Inferences prompts above. <u>Always help students explain/defend their answers.</u>) Prompt qualitative judgment of the text. (See the Thinking with Reading Chart at the beginning of Instructional Resources for suggestions.)
After Reading	Technique	Specific Application to “Fuzz and Mel”
	Summarizing	Ask students to tell you about and/or draw a picture representing the big ideas from the beginning, middle, and end.
	Questioning	Sample Questions Literal: <i>Who is telling the Fuzz and Mel story?</i> Inferential: <i>Why does Gran tell the kids a story?</i> (Accept reasonable answers.) Evaluative: <i>Does the plane ride also give Mel the shakes and make him feel sick?</i>

Note: The Story Comprehension Chart provides story specific information for all the Thinking with Reading techniques. This is not meant to encourage addressing *all* the techniques with each story. Instead, it should inform *selected* Thinking with Reading techniques targeted in instruction.

Name: _____

Comprehension: Text Copy

The Sweet Shop

“Gran,” Josh asks, “did you have a job when you were a kid?”

“I did,” says Gran. “My dad had a **sweet** shop and I had a job in the shop.”

“Did you get to **make** **sweets**?”

“Yes,” says Gran. “I got to **make** milk **shakes**, **cakes**, and gum drops.”

“Was it fun?” Josh asks.

“Some of it was fun,” says Gran. “But it was not all fun and **games**. I had to **sweep** and pick up. And I had to **wipe** off the **cake case**.”

“Can you still **make** **cakes**?” asks Jen.

“You bet I can!” says Gran. “Do you want to **make** one?”

Directions: Print and copy this page to provide students with a “text-only” copy of the story.

Before Reading	Technique	Specific Application to “The Sweet Shop”
	Activating Prior Knowledge of Text Structure	Using a book copy, examine knowledge of narrative genre. Prompt student thinking about narrative features: characters, setting (often requires inference and relies on illustrations), and events/actions.
	Activating Prior Knowledge of Related Content	Pre-assess and support knowledge of key vocabulary: <i>sweets</i> and <i>gum drops</i> Also address concepts with prompts such as: <i>Name some jobs that kids can do.</i>
	Setting Purpose for Reading	Students may read to find out: <i>Why was the sweet shop a special place?</i>
During Reading	Technique	Specific Application to “The Sweet Shop”
	Monitoring	The stories are divided into sections. After each section, stop and see if students can recall the information from the section just read.
	Visualizing	Using a text copy, read selections and visualize related images. Describe or draw visualizations challenging students to add details.
	Observing	Prompt observations by starting discussions with questions such as: <i>Why do people get a job?</i>
	Drawing Inferences	Prompt inferences with questions such as: <i>Did Gran make money when she was a kid?</i> (Notice how the prompt extends from the Observing prompt above. <u>Always help students use information from the text to support their answers.</u>)
After Reading	Technique	Specific Application to “The Sweet Shop”
	Summarizing	Ask students to tell you about and/or draw a picture representing the big ideas from the beginning, middle, and end.
	Questioning	Sample Questions Literal: <i>Who owned the sweet shop?</i> Inferential: <i>Does Gran like sweets?</i> (Accept reasonable answers.) Evaluative: <i>Did Gran like working at the sweet shop?</i>

Note: The Story Comprehension Chart provides story specific information for all the Thinking with Reading techniques. This is not meant to encourage addressing *all* the techniques with each story. Instead, it should inform *selected* Thinking with Reading techniques targeted in instruction.

Directions: Use this Comprehension Chart as a reference for Thinking with Reading during instruction.

King and Queen

“Gran,” Josh says, “will you tell us a **tale**?”

“Yes!” says Jen. “Tell the one where you had to **scare** off the mad hog!”

“No!” says Josh. “Tell the one where you were on that ship in the wind and **waves**!”

“I will tell you a **tale** I **made** up,” says Gran. This is a **tale** of a king and his **queen**.”

Once there was a **queen** who felt sad. All she did was sulk and **mope**.

The king felt sad that his **wife** was so sad. He **made** eggs to **cheer** up the **queen**. But the **queen** said the eggs had a bad smell.

The king **made** a **cake**. But the **queen** did not **like** it. The king **made** gum drops. But the **queen** did not **like** them.

By this **time**, the king was not sad. He was mad. He went back to the **stove** and **made** a pot of **green** slop.

"There!" the king said. "This slop is not fit to **feed** to pigs! The **queen** will **hate** it. But so what?"

The king **piled** some slop on a **plate**. Then he **gave** the **plate** to the **queen**.

The **queen** had a **bite**.

"Mmmm!" she said. "This is the best!"

"Did she **like** the **green** slop?" Jen asks.

"Yep!" says Gran.

"That was an odd **tale**!" says Jen.

"Odd but fun!" says Josh.

Gran tucks the kids in. Then Josh and Jen drift off to **sleep**.

Before Reading	Technique	Specific Application to “King and Queen”
	Activating Prior Knowledge of Text Structure	Using a book copy, examine knowledge of narrative genre. Prompt student thinking about narrative features: characters, setting (often requires inference and relies on illustrations), and events/actions.
	Activating Prior Knowledge of Related Content	Pre-assess and support knowledge of key vocabulary: <i>sulk and mope, slop, odd, and drift off to sleep</i> Also address concepts with prompts such as: <i>Think of things you do to cheer someone up.</i>
	Setting Purpose for Reading	Students may read to find out: <i>What makes the queen happy?</i>
During Reading	Technique	Specific Application to “King and Queen”
	Monitoring	The stories are divided into sections. After each section, stop and see if students can recall the information from the section just read.
	Visualizing	Using a text copy, read selections and visualize related images. Describe or draw visualizations challenging students to add details.
	Observing	Prompt observations by starting discussions with questions such as: <i>How does it make you feel when you do something for someone and they don’t like it?</i>
	Drawing Inferences	Prompt inferences with questions such as: <i>What made the king feel mad?</i> (Notice how the prompt extends from the Observing prompt above. <u>Always help students use information from the text to support their answers.</u>)
	Evaluating	Prompt evaluating with questions such as: <i>Why did the king make something he thought the queen would hate?</i> (Notice how the prompt extends from the Observing and Drawing Inferences prompts above. <u>Always help students explain/defend their answers.</u>) Prompt qualitative judgment of the text. (See the Thinking with Reading Chart at the beginning of Instructional Resources for suggestions.)
After Reading	Technique	Specific Application to “King and Queen”
	Summarizing	Ask students to tell you about and/or draw a picture representing the big ideas from the beginning, middle, and end.
	Questioning	Sample Questions Literal: <i>What was the first thing the king made for the queen?</i> Inferential: <i>Does the queen have different taste (like different things) than most people?</i> (Accept reasonable answers.) Evaluative: <i>Is it bad to like different things than most people?</i>

Note: The Story Comprehension Chart provides story specific information for all the Thinking with Reading techniques. This is not meant to encourage addressing *all* the techniques with each story. Instead, it should inform *selected* Thinking with Reading techniques targeted in instruction.

Directions: Use this Comprehension Chart as a reference for Thinking with Reading during instruction.

The Trip West

“I have **made** plans to **take** a trip,” says Gran. “My pal Tex has a ranch in the West. It will be a lot of fun!”

Gran **smiles**, but Josh and Jen are sad.

“We will miss you!” says Jen.

“What will we do here?” says Josh.

“Well,” says Gran, “What if you kids **came** on the trip with me? Your mom and dad said I can **take** you with me, if you would **like**.”

“Yes!” the kids yell. “**Take** us with you! **Take** us with you!”

Josh and Jen pack their bags.

They get in a cab with Gran.

Then they get on a **plane**.

“Will we be **safe** on this **plane**?” Jen asks.

“Yes,” says Gran. “This will be a **safe plane ride**, not **like** the one Fuzz had with Mel.”

When the **plane** lands, Gran rents a van and **drives** the kids to the ranch.

Tex is there to **greet** them. He is a big man with a big hat. He **shakes** hands with Josh and Jen. Then he hugs Gran.

At the ranch there is a **mule** with packs on his back and bells on his neck.

"That is Sam," says Tex. "He has all the camp stuff in his pack."

"Will we get to camp?" asks Jen.

Tex nods. "Yup. He has your tent on his back!"

Josh and Jen run to Sam. They pet the **mule**. Sam **shakes** and his bells ring.

The kids **smile**.

Directions: Use this Comprehension Chart as a reference for Thinking with Reading during instruction.

Before Reading	Technique	Specific Application to “The Trip West”
	Activating Prior Knowledge of Text Structure	Using a book copy, examine knowledge of narrative genre. Prompt student thinking about narrative features: characters, setting (often requires inference and relies on illustrations), and events/actions.
	Activating Prior Knowledge of Related Content	Pre-assess and support knowledge of key vocabulary: <i>ranch, greet, mule, and pack</i> Also address concepts with prompts such as: <i>What kind of a place is “the West”?</i>
	Setting Purpose for Reading	Students may read to find out: <i>What adventure will Jen and Josh have with Gran on the trip?</i>
During Reading	Technique	Specific Application to “The Trip West”
	Monitoring	The stories are divided into sections. After each section, stop and see if students can recall the information from the section just read.
	Visualizing	Using a text copy, read selections and visualize related images. Describe or draw visualizations challenging students to add details.
	Observing	Prompt observations by starting discussions with questions such as: <i>Why could going on a plane feel scary?</i>
	Drawing Inferences	Prompt inferences with questions such as: <i>Why did Gran think Jen was remembering the Fuzz and Mel story?</i> (Notice how the prompt extends from the Observing prompt above. <u>Always help students use information from the text to support their answers.</u>)
	Evaluating	Prompt evaluating with questions such as: <i>Is Jen more like Fuzz or more like Mel?</i> (Notice how the prompt extends from the Observing and Drawing Inferences prompts above. <u>Always help students explain/defend their answers.</u>) Prompt qualitative judgment of the text. (See the Thinking with Reading Chart at the beginning of Instructional Resources for suggestions.)
After Reading	Technique	Specific Application to “The Trip West”
	Summarizing	Ask students to tell you about and/or draw a picture representing the big ideas from the beginning, middle, and end.
	Questioning	Sample Questions Literal: <i>What does the mule have around his neck?</i> Inferential: <i>Was Tex happy to see Gran?</i> (Accept reasonable answers.) Evaluative: <i>Will the kids have some adventures on their trip?</i>

Note: The Story Comprehension Chart provides story specific information for all the Thinking with Reading techniques. This is not meant to encourage addressing *all* the techniques with each story. Instead, it should inform *selected* Thinking with Reading techniques targeted in instruction.

Name: _____

Comprehension: Text Copy

Saved by the Bells

Josh, Jen, and Gran hike off to the camp site with Sam the mule.

“I will meet you there!” Tex yells.

When they get to the camp **site**, Josh hangs Sam’s **rope** on a **tree**.

The camp **site** is **close** to a **cave**. Gran and the kids **peek** in the **cave**.

Drip. Drip. The **cave** is damp and dim. No sun **shines** in the **cave**.

Josh, Jen, and Gran **hike deep** in the **cave**. They get lost. They are a bit **scared**, but just then Sam’s bells ring.

Sam’s bells help them get back to the camp **site**.

When they get back, Jen hugs the **mule** and says, “Sam, you and your bells **saved** us!”

Directions: Print and copy this page to provide students with a “text-only” copy of the story.

Before Reading	Technique	Specific Application to "Saved by the Bells"
	Activating Prior Knowledge of Text Structure	Using a book copy, examine knowledge of narrative genre. Prompt student thinking about narrative features: characters, setting (often requires inference and relies on illustrations), and events/actions.
	Activating Prior Knowledge of Related Content	Pre-assess and support knowledge of key vocabulary: <i>site</i> , <i>damp</i> , and <i>dim</i> . Also address concepts with prompts such as: <i>What might you see in a cave?</i>
During Reading	Setting Purpose for Reading	Students may read to find out: <i>How do the bells save them?</i>
	Technique	Specific Application to "Saved by the Bells"
	Monitoring	The stories are divided into sections. After each section, stop and see if students can recall the information from the section just read.
	Visualizing	Using a text copy, read selections and visualize related images. Describe or draw visualizations challenging students to add details.
	Observing	Prompt observations by starting discussions with questions such as: <i>Where were they if they were "deep" in the cave?</i>
	Drawing Inferences	Prompt inferences with questions such as: <i>Why did they get lost in the cave?</i> (Notice how the prompt extends from the Observing prompt above. <u>Always help students use information from the text to support their answers.</u>)
After Reading	Evaluating	Prompt evaluating with questions such as: <i>What could they have done if they didn't hear the bells?</i> (Notice how the prompt extends from the Observing and Drawing Inferences prompts above. <u>Always help students explain/defend their answers.</u>) Prompt qualitative judgment of the text. (See the Thinking with Reading Chart at the beginning of Instructional Resources for suggestions.)
	Technique	Specific Application to "Saved by the Bells"
	Summarizing	Ask students to tell you about and/or draw a picture representing the big ideas from the beginning, middle, and end.
After Reading	Questioning	Sample Questions Literal: <i>Did Tex come along?</i> Inferential: <i>Was there water in the cave?</i> (Accept reasonable answers.) Evaluative: <i>Would they hike in the cave again?</i>

Note: The Story Comprehension Chart provides story specific information for all the Thinking with Reading techniques. This is not meant to encourage addressing *all* the techniques with each story. Instead, it should inform *selected* Thinking with Reading techniques targeted in instruction.

Directions: Use this Comprehension Chart as a reference for Thinking with Reading during instruction.

Tricky Words: Word List

Unit 2 Tricky Words	
be	their
by	they
he	we
me	you
my	your
she	

Previously Taught Tricky Words		
a	of	two
all	once	was
are	one	were
do	said	what
from	says	when
have	so	where
here	some	which
I	the	who
is	there	why
no	to	word

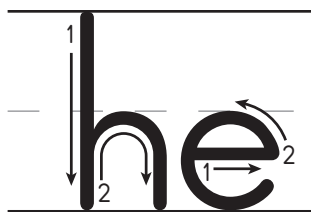
Name: _____

Tricky Words: Review the Sound-Spelling 1 (*be*, *he*, and *we*)

be

he

we



1. What can it _____ ?

2. _____ is not big or red.

3. _____ are in a band and sing
songs.

4. Will _____ the
one _____ pick up?

Students color the Tricky Word letters using green for letters matching learned sound-spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below.

Name: _____

Tricky Words: Review the Sound-Spelling 2 (*she* and *me*)

she

me



1. Did _____ like the eggs?

2. The kids did not swim with _____.

3. _____ will drive past
_____ in the red truck.

4. "It will take _____ a week,"
_____ said.

Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below.

Name: _____

Tricky Words: Review the Sound-Spelling 3 (*they* and *their*)

they
their



1. _____ take Gran to the swim meet.

2. The kids pack _____ bags.

3. _____ will see
_____ mom when she gets home.

4. "_____ dogs do not do tricks,"
_____ said.

Students color the Tricky Word letters using green for letters matching learned sound-spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below.

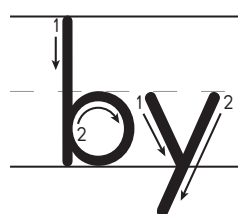
Name: _____

Tricky Words: Review the Sound-Spelling 4 (*my* and *by*)

my



by



1. What is _____ prize?

2. She took him _____ the hand.

3. I will ride _____ bike

_____ the fish shop.

4. _____ this time,

_____ dad was all wet.

Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below.

Name: _____

Tricky Words: Review the Sound-Spelling 5 (*you* and *your*)

you
your

you

your

1. Did _____ have a dog?

2. _____ mom's truck is green.

3. Can _____ still make
_____ sweet gum drops?

4. _____ pal will meet
_____ at the pond.

Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below.

Directions: Copy and cut out Tricky Word cards for use with Sorts, Race to the Top, and Memory. (Card stock is recommended to allow for reuse.)
 For Memory darker colored card stock is recommended to prevent seeing through. **Note:** Word Cards 1–3 for Tricky Words are not for use with BINGO.

be	by	he
me	my	she
their	they	we
you	your	

Directions: Copy and cut out Tricky Word cards for use with Sorts, Race to the Top, and Memory. (Card stock is recommended to allow for reuse.)
 For Memory darker colored card stock is recommended to prevent seeing through. **Note:** Word Cards 1–3 for Tricky Words are not for use with BINGO.

a	all	are
do	from	have
here	I	is
no	of	once
one	said	says

Directions: Copy and cut out Tricky Word cards for use with Sorts, Race to the Top, and Memory. (Card stock is recommended to allow for reuse.)
 For Memory darker colored card stock is recommended to prevent seeing through. **Note:** Word Cards 1–3 for Tricky Words are not for use with BINGO.

so	some	the
there	to	two
was	were	what
when	where	which
who	why	word

be	do	your
there	my	so
their	why	we

who	me	no
do	your	by
she	where	some

Directions: Copy and cut out the game boards. (Card stock is recommended to allow for reuse.) Students apply phonics knowledge by reading words to play the traditional game BINGO.

Directions: Copy and cut out the game boards. (Card stock is recommended to allow for reuse.) Students apply phonics knowledge by reading words to play the traditional game BINGO.

says	you	two
they	no	be
who	my	where

here	says	she
their	he	why
some	once	so

once	there	they
he	by	here
which	we	why

he	do	your
which	they	me
once	two	there

Directions: Copy and cut out the game boards. (Card stock is recommended to allow for reuse.) Students apply phonics knowledge by reading words to play the traditional game BINGO.

Directions: Copy and cut out the game boards. (Card stock is recommended to allow for reuse.) Students apply phonics knowledge by reading words to play the traditional game BINGO.

some	where	you
here	she	no
by	two	me

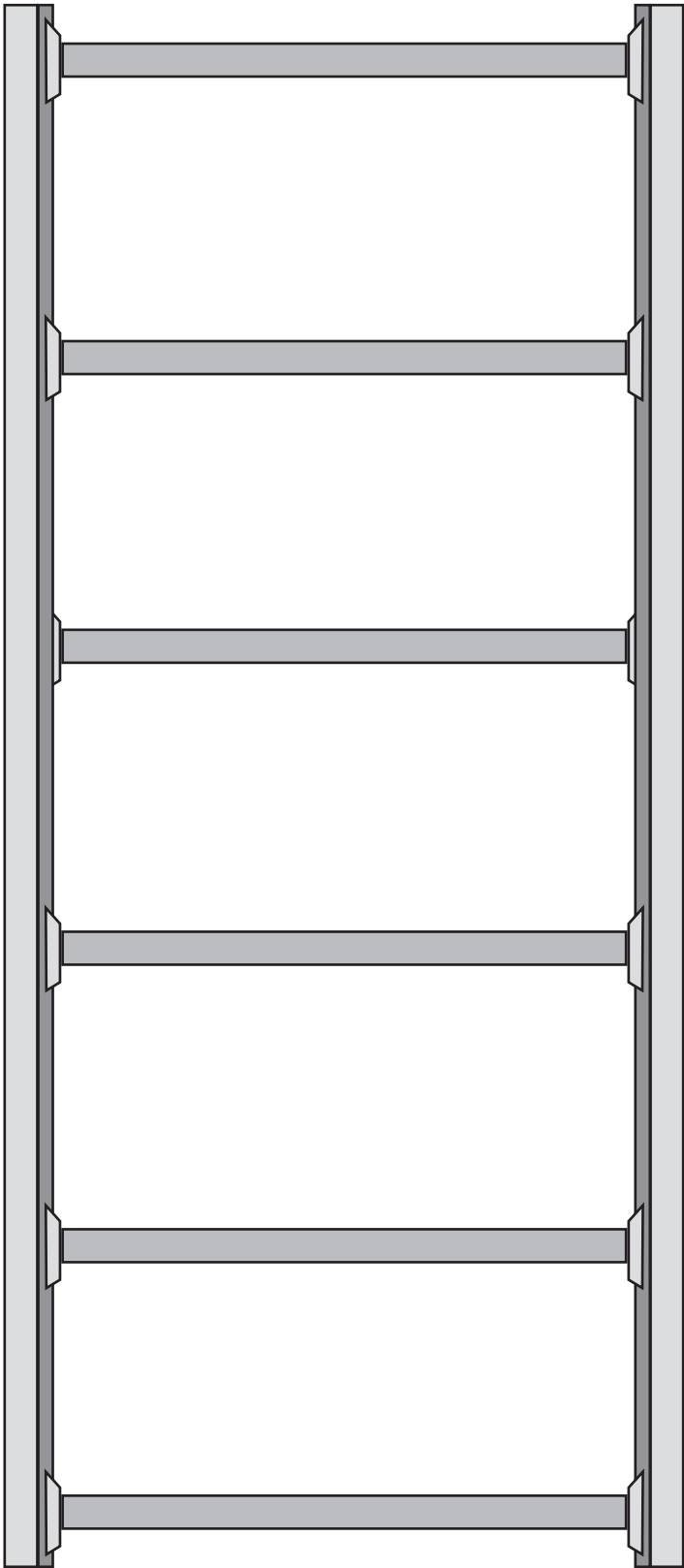
who	be	which
we	you	their
says	so	my

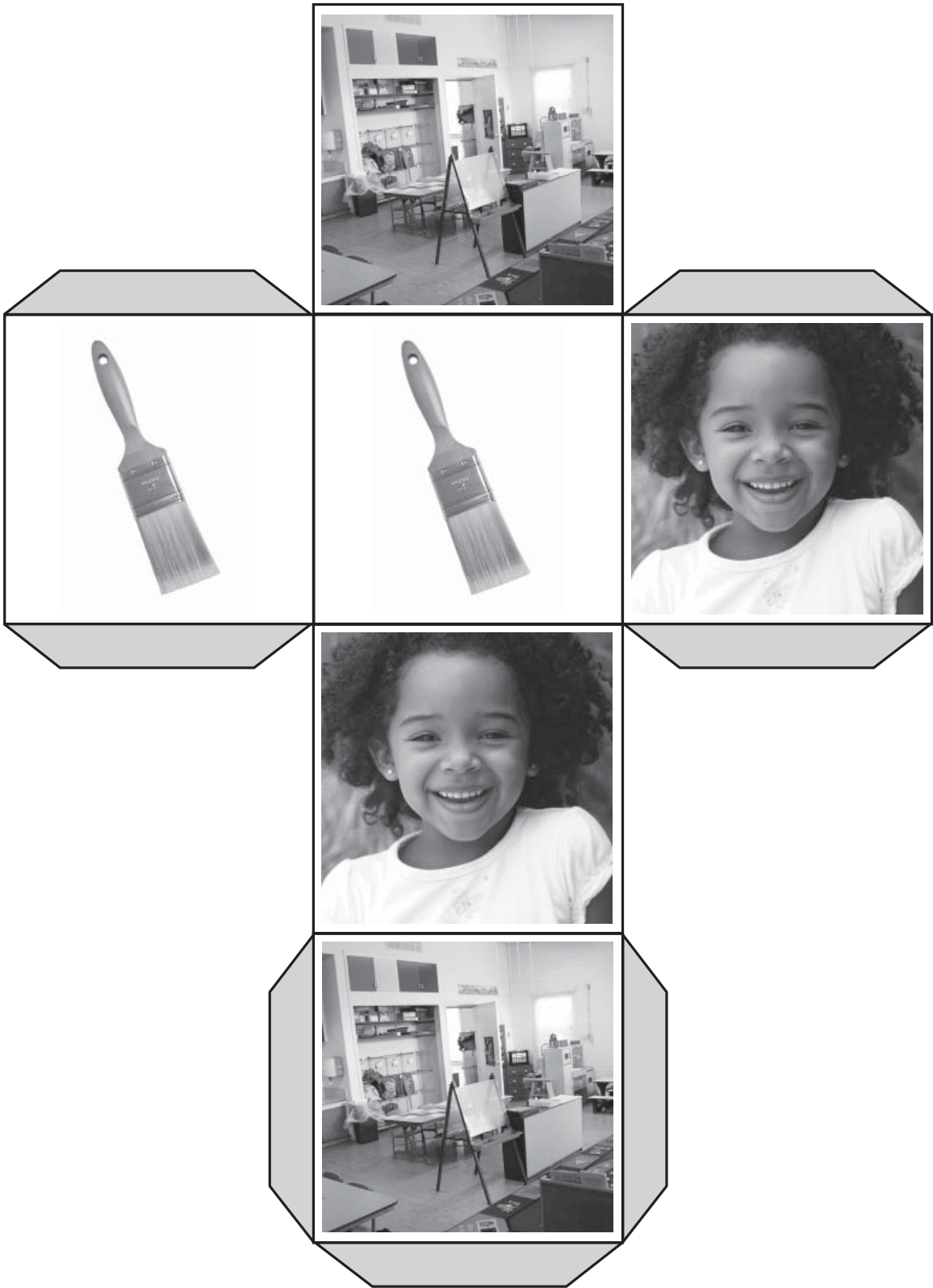
be	by	he
me	my	she
their	they	we
you	your	do
here	no	once
says	so	some
there	two	were
which	who	why

Name: _____

Tricky Words: Race to the Top Game Board

Directions: Copy this page for the game Race to the Top.





Directions: Copy, cut, fold, and secure edges to make the die for the Noun Game.

Directions: Copy and cut out the images to label noun categories for the Noun Game.



CORE KNOWLEDGE LANGUAGE ARTS

SERIES EDITOR-IN-CHIEF

E. D. Hirsch, Jr.

PRESIDENT

Linda Bevilacqua

EDITORIAL STAFF

Carolyn Gosse, Senior Editor - Preschool
Khara Turnbull, Materials Development Manager
Michelle L. Warner, Senior Editor - Listening & Learning

Mick Anderson
Robin Blackshire
Maggie Buchanan
Paula Coyner
Sue Fulton
Sara Hunt
Erin Kist
Robin Luecke
Rosie McCormick
Cynthia Peng
Liz Pettit
Ellen Sadler
Deborah Samley
Diane Auger Smith
Sarah Zelinke

DESIGN AND GRAPHICS STAFF

Scott Ritchie, Creative Director

Kim Berrall
Michael Donegan
Liza Greene
Matt Leech
Bridget Moriarty
Lauren Pack

CONSULTING PROJECT MANAGEMENT SERVICES

ScribeConcepts.com

ADDITIONAL CONSULTING SERVICES

Ang Blanchette
Dorrit Green
Carolyn Pinkerton

ACKNOWLEDGMENTS

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

CONTRIBUTORS TO EARLIER VERSIONS OF THESE MATERIALS

Susan B. Albaugh, Kazuko Ashizawa, Nancy Braier, Kathryn M. Cummings, Michelle De Groot, Diana Espinal, Mary E. Forbes, Michael L. Ford, Ted Hirsch, Danielle Knecht, James K. Lee, Diane Henry Leipzig, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Laura Tortorelli, Rachael L. Shaw, Sivan B. Sherman, Miriam E. Vidaver, Catherine S. Whittington, Jeannette A. Williams

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright who were instrumental to the early development of this program.

SCHOOLS

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, New York City PS 26R (The Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (The Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the CKLA Pilot Coordinators Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms was critical.



CREDITS

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.



Unit 2

Assessment and Remediation Guide

Skills Strand
GRADE 1