New York State Common Core

1 grade

ELA & Literacy Curriculum

# Unit 4

## Assessment and Remediation Guide

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

Core Knowledge®

GRADE 1

# Unit 4

## Assessment and Remediation Guide

Skills Strand

**GRADE 1**

Core Knowledge Language Arts®

New York Edition

Core Knowledge®

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# Section I
## Phonics


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## *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 5, 10, 15, 20, 25, and 26–28), and/or continued to be challenged with Pausing Points used for review. Significant highlighting will indicate:

- the Unit 4 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 (r-Controlled Vowels) |
|---|---|
| **As observed during related instructional tasks:** | • Introduce Spelling Words (Unit 4 Lessons 1, 6, 11, 16)<br>• Sound Riddles (Unit 4 Lesson 1)<br>• Teacher Modeling (Unit 4 Lessons 1, 4, 7)<br>• Writing the Spellings (Unit 4 Lessons 1, 3, 4, 6, 7)<br>• Vowel Spellings Review (Unit 4 Lessons 2, 6, 12)<br>• Tongue Twister (Unit 4 Lesson 2)<br>• Word Sort (Unit 4 Lesson 2)<br>• Speedy Sound Hunt (Unit 4 Lesson 3)<br>• Hearing Medial Sounds (Unit 4 Lessons 4, 5)<br>• Dictation (Unit 4 Lessons 5, 9, 11)<br>• Wiggle Cards (Unit 4 Lessons 6, 7, 11, 12, 14)<br>• Two-Syllable Words (Unit 4 Lessons 7, 8, 9, 14)<br>• Minimal Pairs (Unit 4 Lesson 7)<br>• Teacher Chaining (Unit 4 Lessons 10, 11, 18)<br>• Vowel Sounds/Yes or No? (Unit 4 Lesson 14)<br>• Large Card Chaining (Unit 4 Lessons 15, 18)<br>• Vowel Discrimination (Unit 4 Lesson 20)<br>• Word Box (Unit 4 Lesson 20)<br>• Baseball Game (Unit 4 Lesson 24) |
| **Or as evidenced by performance on assessment components:** | Weekly Spelling Assessments (Unit 4 Lessons 5, 10, 15, 20)<br>Dictation Assessment (Unit 4 Lesson 25)<br>Word Reading Assessment (Unit 4 Lessons 26–28) |


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| IF student struggles with… | Sound-Spellings (r-Controlled Vowels) |
|---|---|
| **AND IF review with related Pausing Points is not enough:** | • Recognize and Isolate the Sounds Taught in Unit 4<br>• Recognize and Write the Vowel Digraphs Taught in Unit 4<br>• Distinguish Similar Sounds<br>• Read Words that Contain Vowel Digraphs<br>• Write Words that Contain Vowel Digraphs<br>• Spell Words with Large Cards<br>• Read and/or Write Two-Syllable Words<br>• Read and/or Write Phrases or Sentences<br>• Understand that the Sounds /t/ and /d/ Have Spelling Alternatives |
| **Then use Grade 1 Unit 4 *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 1–4 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 1–4 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 *seed* |
| **3** | • /ae/ spelled 'a_e' as in *cake* |
| **6** | • /ie/ spelled 'i_e' as in *line* |
| **8** | • /oe/ spelled 'o_e' as in *hope* |
| **12** | • /ue/ spelled 'u_e' as in *cube* |


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| Unit 3 Lessons | Code Knowledge |
|---|---|
| 1 | /oo/ spelled 'oo' as in *soon* |
| 5 | /oo/ spelled 'oo' as in *look* |
| 9 | /ou/ spelled 'ou' as in *shout* |
| 12 | /oi/ spelled 'oi' as in *oil* |
| 15 | /aw/ spelled 'aw' as in *paw* |
| **Unit 4 Lessons** | **Code Knowledge** |
| 1 | /er/ spelled 'er' as in *her* |
| 4 | /ar/ spelled 'ar' as in *car* |
| 7 | /or/ spelled 'or' as in *for* |

## 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 of 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), 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.


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## *Planning for Instruction*

The lessons in Section I, Phonics are based on the objectives from Grade 1, Unit 4. 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 4 is:

✓ **Sound-spellings (Reading and writing with r-controlled vowels)**

### 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 |


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### *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)*

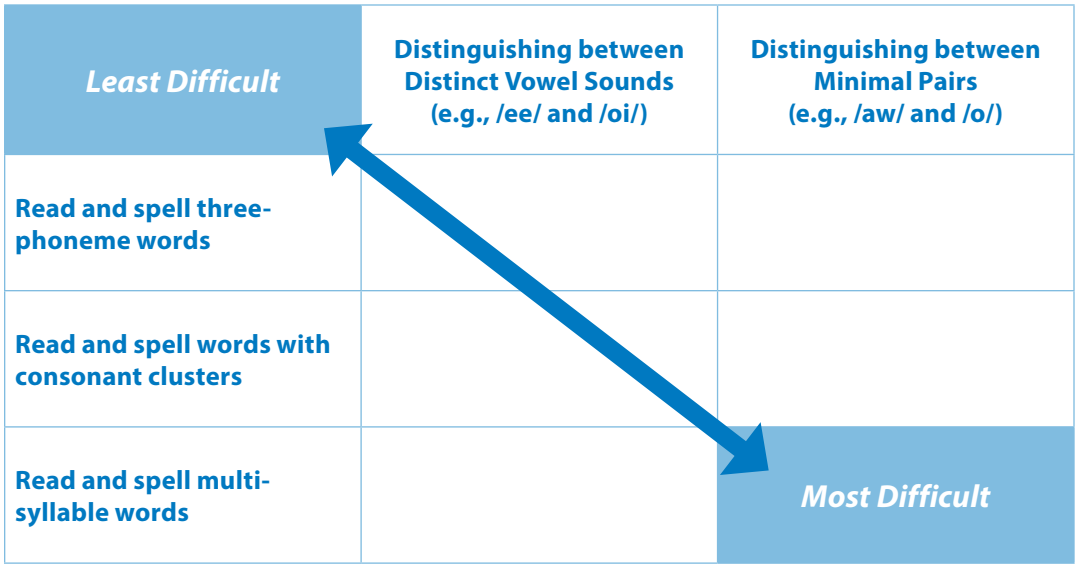
Guided Practice (applying skills) provides a flexible opportunity for practice with other activities from the Exercises section. If a single objective is the focus for remediation (e.g., r-controlled vowel sound-spellings), then corresponding activities should be selected for this portion of the Guided 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 4.

### *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.





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For the introduction to long vowel sound-spellings, students are first taught the most common or least ambiguous spellings for each sound. With the introduction of /er/ > 'er', /ar/ > 'ar', and /or/ > 'or', students may have difficulty distinguishing the r-controlled vowel /er/ > 'er' and the consonant sound /r/ > 'r'. You may have students look in a mirror as they pronounce the two phonemes and notice their lips push out slightly more for /r/ and the corners of their mouths pinch slightly more for /er/. Feeling the difference in articulation, may be easier than hearing the sound difference.

## 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 completing 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 |


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### *Guided Reinforcement Sample Remedial Lesson*

Target: /ar/ > 'ar'

| Guided Reinforcement | Exercise | Materials | Minutes |
|---|---|---|---|
| **Warm-Up** | **Match Me**<br>Play Match Me with:<br>/er/ > 'er'<br>/ar/ > 'ar'<br>/or/ > 'or' | Large Letter Cards 'er', 'ar', and 'or' | 3 |
| **Guided Practice (applying skills)** | **Sound-Spellings: Push & Say**<br>Use selected words from the /ar/ > 'ar' Word List. | Push & Say Letter Card set for each student<br>copies of Sound Boxes for each student<br>Word List | 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<br>Articulation Chart<br>Word List | 4 |
| **Guided Practice (working with skills)** | **Chaining** | Chaining List<br>Large Letter Cards (optional)<br>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.<br>Activities with which students have demonstrated independence may engage students when progress monitoring with individuals is needed. | activity dependent<br>Progress Monitoring worksheets | 10 |


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### *Explicit Reteaching Sample Remedial Lesson*

Target: /er/ > ‘er’ contrasted with /r/ > ‘r’

| Explicit Reteaching | Exercise | Materials | Minutes |
|---|---|---|---|
| **Warm-Up** | **Match Me**<br>Play Match Me with:<br>/er/ > ‘er’<br>/r/ > ‘r’<br>/ar/ > ‘ar’<br>/or/ > ‘or’ | Large Letter Cards: ‘er’, ‘r’, ‘ar’, and ‘or’ | 3 |
| **Explicit Instruction** | **Review the Sound-Spelling**<br>Review /er/ > ‘er’ and /r/ > ‘r’ | Grade 1 Code Flip Books<br>Articulation Chart<br>Word List | 4 |
| **Guided Practice (working with skills)** | **Chaining**<br>Chaining list targeting /er/ > ‘er’:<br>herd > her > per > perk > pert > perch > perm > term > tern > stern (consonants: ‘h’, ‘d’, ‘p’, ‘k’, ‘t’, ‘ch’, ‘m’, ‘s’, and vowel: ‘er’) | Chaining List<br>dry erase board, marker, and eraser for teacher and each student | 8 |
| **Guided Practice (applying skills) OR Independent Practice/ Progress Monitoring** | **Sound-Spellings: Phrase and Sentence Read, Write, Share**<br>Phrase and Sentences List: /er/ > ‘er’<br>Contrasts with /r/ > ‘r’:<br>• For number one notice the spelling for green compared to *fern*.<br>• For number three have students spell creek after spelling *clerk*.<br>• For number five have students spell prop after spelling *per*.<br>• For number eight have students spell prick after spelling *perk*.<br>• For number nine have students spell trim after spelling *term*. | Sound Boxes worksheet in a plastic sleeve with dry erase marker for each student | 10 |


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### *Comprehensive Reteaching Lesson Template*

| Explicit Reteaching | Exercise | Materials | Minutes |
|---|---|---|---|
| **Warm-Up** | If Phonics Focus: **Match Me**<br>If Fluency and Comprehension Focus, choose one: (see Section II, Fluency and Comprehension)<br>• **Silly Voices**<br>• **Two Voices** | activity dependent | 3 |
| **Explicit Instruction** | If Phonics Focus: **Review the Sound-Spelling**<br>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**<br>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:<br>• If Phonics Focus (see Phonics Exercises)<br>• 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<br>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**<br>**Explicit Instruction**<br>**Guided Practice (working with skills)**<br>**Initiate Guided Practice (applying skills)** | **Warm-Up**<br>**Explicit Instruction**<br>**Continue Guided Practice (applying skills)**<br>**Independent Practice/Progress Monitoring** |


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### *Comprehensive Reteaching Sample Remedial Lesson*

Target: /or/ > 'or'

| Comprehensive Reteaching | Exercise | Materials | Minutes |
|---|---|---|---|
| **Warm-Up** | **Match Me**<br>Play Match Me with:<br>/er/ > 'er'<br>/ar/ > 'ar'<br>/or/ > 'or' | Large Letter Cards: 'er', 'ar', and 'or' | 3 |
| **Explicit Instruction** | **Review the Sound-Spelling**<br>Review /or/ > 'or' | Grade 1 Code Flip Books<br>Articulation Chart<br>Word List | 5 |
| **Guided Practice (working with skills)** | **Chaining**<br>Chaining list including /or/ > 'or': arm > farm > form > fork > cork > cord > card > hard > herd > heed<br>(consonants: 'm', 'f', 'k', 'c', 'd', 'h', and vowels: 'ar', 'or', 'er', and 'ee') | Chaining List dry erase board, marker, and eraser for teacher and each student | 10 |
| **Guided Practice (applying skills)** | **Sound Spellings: Making Words**<br>Complete a Making Words page for 'or'. | Making Words 'or' and Extension page for each student | 12 |
| **Independent Practice/ Progress Monitoring** | Independent Practice: **Fluency: Two Voices**<br>Reread "Chimps" with two voices (Fluency and Comprehension: Fluency Exercise). | Two Voices copies of "Chimps" | 10 |
| | Progress Monitoring: While students read "Chimps," complete Sound-Spelling Progress Monitoring Assessment. | Word Cards and Record Sheets for Sound-Spelling Progress Monitoring 3 | |


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## *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


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**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. 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.


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- Make the letter change needed for the next word and describe the change as it is made. For example, changing *can* to *corn* say, "Now I'm changing the /a/ sound in the middle of the word to the /or/ sound. 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 *mark* to *marsh* students may say, "I changed the 'k' at the end 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. 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.


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**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 spellings used for /f/, /l/, /s/, and /k/ when those sounds occur at the end of words (i.e., 'ff', 'll', 'ss', and 'ck'). Students should use the letter cards with double-letter spellings when this occurs. Similarly, the new r-controlled vowel, magic 'e', and other vowel digraph spellings taught in Grade 1 so far are provided on letter cards. 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 *verb*.
- 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.


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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: 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., *herds* or *corks*).

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.


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**Making Words Lists**

| | |
|---|---|
| **('er')** | p d k / h er s / j n t |
| **('ar')** | ch p sh / s ar k / t d m |
| **('or')** | f c k / p or s / m t n |
| **Sample: ('or')** | f c k<br>p or s<br>m t n |

## 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. Cut the BINGO Cards. Gather tokens for students to use 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.)


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**Preparation**: Select Large Letter Cards or Word/Picture Cards from Materials for Phonics Lessons according to the sound-spellings targeted for remediation. 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 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 sound-spellings targeted for remediation. 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, they may be able to play it independently.


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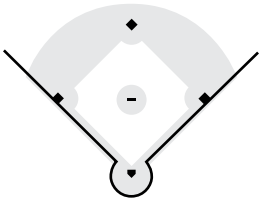
## Sound-Spellings: Phrase and Sentence Baseball



**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 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 The Baseball Game in previous lessons from the 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 students' 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 their writing aloud.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- 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** |
| shop clerk | Where does a clerk stand in a shop? |
| arts and crafts | Give an example of something you would call an art or a craft? |
| This costs an arm and a leg! | Does that mean you had to pay a lot or a little? |
| He looked at the books. | Where do you look at books? |


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## Monitoring: Sound-Spellings

The Progress Monitoring Word Recognition Assessments provided involve asking individual students to read a collection of words in isolation.

**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 r-controlled vowel in a word that is read correctly. Interpret scores as follows:

- 6 points—excellent
- 5 points—good
- 4 points—fair
- Less than 4 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 (5 points or higher).
- Scores of 4 or less indicate additional reteaching and reinforcement is required from the Unit 4 *Assessment and Remediation Guide* Section I, Phonics.


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Name: _____

r-Controlled Vowel Word Reading: Progress Monitoring 1

| | | |
|---|---|---|
| car | horn | bark |
| verb | sharp | north |
| clerk | | |

Record Sheet for r-Controlled Vowel Word Reading: Progress Monitoring 1

| **Word** | **Student Pronunciation** | | | | |
|---|---|---|---|---|---|
| Sample: car | | | | | |
| 1. horn | /h/ | /or/ | /n/ | - | _____ /1 |
| 2. bark | /b/ | /ar/ | /k/ | - | _____ /1 |
| 3. verb | /v/ | /er/ | /b/ | - | _____ /1 |
| 4. sharp | /sh/ | /ar/ | /p/ | - | _____ /1 |
| 5. north | /n/ | /or/ | /th/ | - | _____ /1 |
| 6. clerk | /k/ | /l/ | /er/ | /k/ | _____ /1 |
| **Total Correct** | | | | | _____ /**6** |

**Note**: Student performance with all phonemes should be noted for evaluation; however, only r-controlled vowels are scored for this assessment.

'er' > /er/ (3, 6) _____ /2 'ar' > /ar/ (2, 4) _____ /2 'or' > /or/ (1, 5) _____ /2


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Name: _____

r-Controlled Vowel Word Reading: Progress Monitoring 2

| | | |
|---|---|---|
| car | form | charm |
| stern | herd | porch |
| part | | |

Record Sheet for r-Controlled Vowel Word Reading: Progress Monitoring 2

| **Word** | **Student Pronunciation** | | | | |
|---|---|---|---|---|---|
| Sample: car | | | | | |
| 1. form | /f/ | /or/ | /m/ | - | _____ /1 |
| 2. charm | /ch/ | /ar/ | /m/ | - | _____ /1 |
| 3. stern | /s/ | /t/ | /er/ | /n/ | _____ /1 |
| 4. herd | /h/ | /er/ | /d/ | - | _____ /1 |
| 5. porch | /p/ | /or/ | /ch/ | - | _____ /1 |
| 6. part | /p/ | /ar/ | /t/ | - | _____ /1 |
| **Total Correct** | | | | | _____ /6 |

**Note**: Student performance with all phonemes should be noted for evaluation; however, only r-controlled vowels are scored for this assessment.

'er' > /er/ (3, 4) _____ /2 'ar' > /ar/ (2, 6) _____ /2 'or' > /or/ (1, 5) _____ /2


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Name: _____

r-Controlled Vowel Word Reading: Progress Monitoring 3

| | | |
|---|---|---|
| car | mark | short |
| fern | born | yard |
| perch | | |

Record Sheet for r-Controlled Vowel Word Reading: Progress Monitoring 3

| **Word** | **Student Pronunciation** | | | |
|---|---|---|---|---|
| Sample: car | | | | |
| 1. mark | /m/ | /ar/ | /k/ | _____ /1 |
| 2. short | /sh/ | /or/ | /t/ | _____ /1 |
| 3. fern | /f/ | /er/ | /n/ | _____ /1 |
| 4. born | /b/ | /or/ | /n/ | _____ /1 |
| 5. yard | /y/ | /ar/ | /d/ | _____ /1 |
| 6. perch | /p/ | /er/ | /ch/ | _____ /1 |
| **Total Correct** | | | | _____ /**6** |

**Note**: Student performance with all phonemes should be noted for evaluation; however, only r-controlled vowels are scored for this assessment.

'er' > /er/ (3, 6) _____ /2 'ar' > /ar/ (1, 5) _____ /2 'or' > /or/ (2, 4) _____ /2


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Name: _____

r-Controlled Vowel Word Reading: Progress Monitoring 4

| | | |
|---|---|---|
| car | hard | jerk |
| sort | term | worn |
| chart | | |

Record Sheet for r-Controlled Vowel Word Reading: Progress Monitoring 4

| **Word** | **Student Pronunciation** | | | |
|---|---|---|---|---|
| Sample: car | | | | |
| 1. hard | /h/ | /ar/ | /d/ | _____ /1 |
| 2. jerk | /j/ | /er/ | /k/ | _____ /1 |
| 3. sort | /s/ | /or/ | /t/ | _____ /1 |
| 4. term | /t/ | /er/ | /m/ | _____ /1 |
| 5. worn | /w/ | /or/ | /n/ | _____ /1 |
| 6. chart | /ch/ | /ar/ | /t/ | _____ /1 |
| **Total Correct** | | | | _____ /6 |

**Note**: Student performance with all phonemes should be noted for evaluation; however, only r-controlled vowels are scored for this assessment.

'er' > /er/ (2, 4) _____ /2 'ar' > /ar/ (1, 6) _____ /2 'or' > /or/ (3, 5) _____ /2


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## *Materials for Phonics Lessons*

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

### *Instructional Planning Materials*

- **Articulation Chart**
- **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 Set**
- **Race to the Top Game Board**
- **Word/Picture Cards (for Race to the Top and Memory)**


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## 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?* |
|---|---|---|---|
| /er/ | Tongue is curled back, lips are open, and the corners of the mouth are pinched (similar to /r/) but slightly tighter than for /r/ | On | Yes |
| /ar/ | Mouth is open wide and jaw is low (as for /o/) and shifts incompletely to the articulation for /er/ with corners of the mouth slightly pinched | On | Yes |
| /or/ | Lips are rounded (similar to /oe/) and shifts incompletely to the articulation for /er/ with corners of the mouth slightly pinched | 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!


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### *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 |
| /u/ | Mouth is open wide and jaw is in a low position (The jaw is higher for all the other short vowels.) | On | Yes |


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| Phoneme | Articulation Features (Notice in the Mirror) | Is Your Voice On or Off? | Can You Stretch the Sound?* |
|---|---|---|---|
| /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 /<u>th</u>/.) | Off | Yes |
| /<u>th</u>/ | 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 |
| /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 /<u>oo</u>/, which pushes the lips out further.) | On | Yes |
| /<u>oo</u>/ | Lips are rounded as air passes through with minimal friction | On | Yes |
| /oo/ | Lips are open with the corners slightly pinched as the sound is made down in the throat | On | Yes |
| /ou/ | Mouth starts open wide (similar to /a/) and shifts to the articulation for /w/ with rounded lips | On | Yes |


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| Phoneme | Articulation Features (Notice in the Mirror) | Is Your Voice On or Off? | Can You Stretch the Sound?* |
|---|---|---|---|
| /oi/ | Lips are rounded (similar to /oe/) and shifts to the articulation for /ee/ with the corners pulled up (like a smile) | On | Yes |
| /aw/ | Mouth is open wide and jaw is low (as for /o/) and shifts incompletely to the articulation for /w/ with lips pulled slightly forward | On | Yes |

*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.


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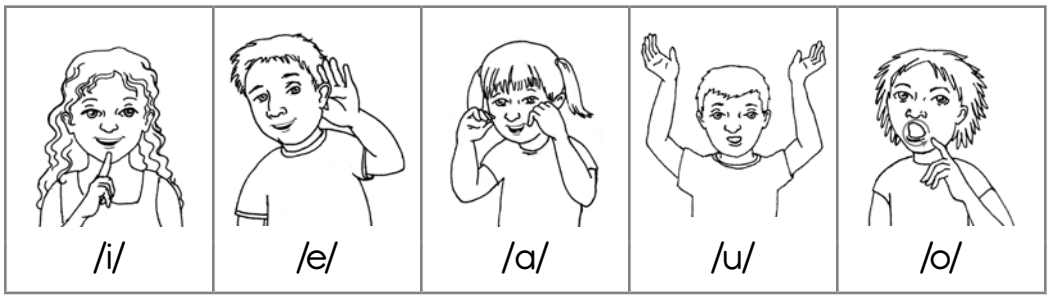
## Short Vowel Signs

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




| place finger below lips | pretend not to hear | pretend to cry | raise arms above head | circle open mouth with finger |
|---|---|---|---|---|

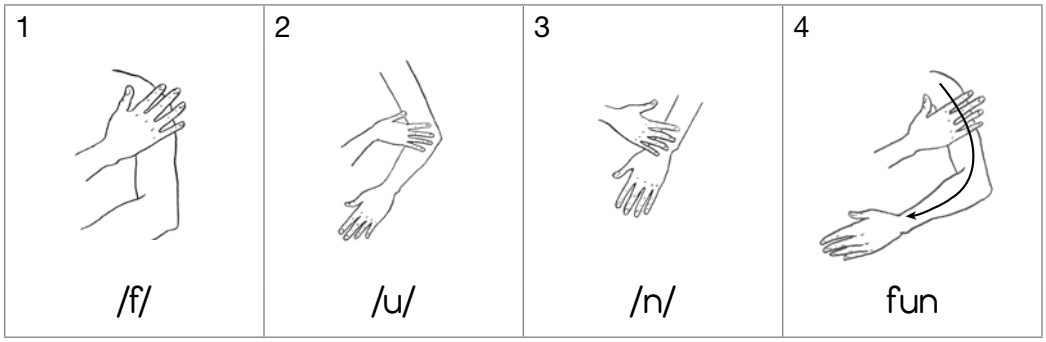
## Blending Motions for Two- to Five-Phoneme Words

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/).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- 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.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| | | | |
| /f/ | /u/ | /n/ | fun |

### *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*


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

Word lists are provided to facilitate selecting words for various exercises.

### *r-Controlled Vowel Word Lists*

| 'er' > /er/ | | | |
|---|---|---|---|
| **two-phoneme** | **three-phoneme** | | **four-phoneme** |
| her | fern | pert | clerk |
| per | herd | term | perks |
| | jerk | verb | stern |
| | perch | | |

| 'ar' > /ar/ | | | |
|---|---|---|---|
| **two-phoneme** | **three-phoneme** | | **four-phoneme** |
| arm | bark | march | snarl |
| art | card | mark | spark |
| car | charm | marsh | start |
| far | chart | part | |
| | dark | sharp | |
| | farm | star | |
| | hard | tarp | |
| | lark | yard | |

| 'or' > /or/ | | | |
|---|---|---|---|
| **two-phoneme** | **three-phoneme** | | **four-phoneme** |
| for | born | north | sport |
| | cork | porch | storm |
| | corn | pork | |
| | fork | short | |
| | form | sort | |
| | horn | worn | |


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### *Chaining Lists*

The chains below are reprinted from the Supplemental Materials throughout the Unit 4 Teacher Guide. Chains may be sectioned if students do not sustain attention for the whole chain.

| r-Controlled Vowel | Chains |
|---|---|
| **'er' > /er/** | herd > her > per > perk > pert > perch > perm > term > tern > stern<br>perks > perk > pert > per > perm > term > terms > perms > perks |
| **'ar' > /ar/** | park > dark > shark > sharp > harp > harm > farm > arm > art > dart<br>star > starch > start > tart > tarp > tar > car > carp > card > lard<br>ship > hip > harp > carp > cap > sap > tap > tarp > tar > car > scar<br>shard > sharp > harp > harps > tarps > tarp > carp > cape > tape > shape |
| **'or' > /or/** | fork > fort > tort > torn > born > worn > horn > corn > cork > cord<br>porch > pork > cork > fork > form > norm > north > forth > ford |
| **mixed** | **'or' > /or/ and 'ar' > /ar/:**<br>for > form > farm > harm > harsh > marsh > mush > lush > lash<br>ban > born > torn > thorn > horn > shorn > short > port > pork > park > spark<br>bark > barn > born > corn > cord > card > cart > part > port > sport<br>porch > pork > port > sport > sports > ports > parts > charts > chats > cats<br>**'or' > /or/, 'ar' > /ar/, and 'er' > /er/:**<br>star > start > tart > tort > fort > port > part > park > perk > pert<br>bar > barn > born > horn > corn > cork > fork > pork > park > perk<br>arm > farm > form > fork > cork > cord > card > hard > herd > heed<br>sharp > harp > harm > charm > chart > part > pert > port > short ><br>shorts<br>part > port > sort > fort > for > far > car > card > cord > hord > herd |


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### *Phrases and Sentences*

The phrases and sentences below are reprinted from the Supplemental Materials throughout the Unit 4 Teacher Guide.

| 'er' > /er/ | 'ar' > /ar/ | 'or' > /or/ |
|---|---|---|
| 1. green fern | 1. stars and stripes | 1. thorns on a rose |
| 2. herd of sheep | 2. arts and crafts | 2. shorts or pants |
| 3. shop clerk | 3. sun, moon, and stars | 3. born in March |
| 4. perch on a branch | 4. a babe in arms | 4. forks and spoons |
| 5. one big pill per week | 5. all bark and no bite | 5. back and forth |
| 6. Her mom is at home. | 6. Are there sharks in this lake? | 6. Will there be a big storm? |
| 7. The clerk gave him a dime. | 7. My dog barks all the time. | 7. Do you like sports? |
| 8. Perk up! | 8. Do not drop that jar! | 8. Sweets are bad for your teeth. |
| 9. This term will last five weeks. | 9. Mom adds milk to our cart. | 9. My best dress is torn! |
| 10. Is this word a verb? | 10. This costs an arm and a leg! | 10. I have fresh corn from the farm. |

| Mixed r-Controlled Vowel Phrases | Mixed r-Controlled Vowel Sentences | |
|---|---|---|
| 1. big storm | 1. Gar·lic has a strong smell. | 10. Is it hot in the summ·er? |
| 2. af·ter dark | 2. Hors·es can run fast. | 11. Would you like to get lunch? |
| 3. strong arms | 3. He looked at the books. | 12. Stop bark·ing! |
| 4. a red car | 4. Use a black mark·er! | 13. She is a better swimm·er than runn·er. |
| 5. keep a gar·den | 5. She pinched her arm. | 14. Where there is smoke, there is fire. |
| 6. use a fork | 6. I had a sand·wich for lunch. | 15. A dog's bark is bigg·er than its bite. |
| 7. farth·er south | 7. Do sharks have sharp teeth? | 16. It is best to be on the safe side. |
| | 8. The food spoiled in the sun. | 17. Bett·er late than nev·er! |
| | 9. A stork sits on its nest. | |

**Note**: The multi-syllable words students encounter for reading are divided between syllables with a dot.


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*Directions: Copy and cut out these Letter Cards for use with the Unit 3 Section I Warm-Up activity Match Me or game Race to the Top.*

| | |
|---|---|
| a | b |
| c | d |
| e | f |
| g | h |



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*Directions: Copy and cut out these Letter Cards for use with the Unit 3 Section I Warm-Up activity Match Me or game Race to the Top.*

| | |
|---|---|
| i | j |
| k | l |
| m | n |
| o | p |



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*Directions: Copy and cut out these Letter Cards for use with the Unit 3 Section I Warm-Up activity Match Me or game Race to the Top.*

| | |
|---|---|
| r | s |
| t | u |
| v | w |



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*Directions: Copy and cut out these Letter Cards for use with the Unit 3 Section I Warm-Up activity Match Me or game Race to the Top.*

| | |
|---|---|
| x | y |
| z | |


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*Directions: Copy and cut out these Letter Cards for use with the Unit 3 Section I Warm-Up activity Match Me or game Race to the Top.*

| | |
|---|---|
| ch | sh |
| th | qu |
| ng | |



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*Directions: Copy and cut out these Letter Cards for use with the Unit 3 Section I Warm-Up activity Match Me or game Race to the Top.*

| | |
|---|---|
| ck | bb |
| dd | ff |
| gg | ll |
| mm | ss |



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*Directions: Copy and cut out these Letter Cards for use with the Unit 3 Section I Warm-Up activity Match Me or game Race to the Top.*

| | |
|---|---|
| cc | nn |
| pp | rr |
| tt | zz |



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*Directions: Copy and cut out these Letter Cards for use with the Unit 3 Section I Warm-Up activity Match Me or game Race to the Top.*

| | |
|---|---|
| ee | a_e |
| i_e | o_e |
| u_e | |



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*Directions: Copy and cut out these Letter Cards for use with the Unit 3 Section I Warm-Up activity Match Me or game Race to the Top.*

| | |
|---|---|
| oo | ou |
| oi | aw |



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*Directions: Copy and cut out these Letter Cards for use with the Unit 3 Section I Warm-Up activity Match Me or game Race to the Top.*

| | |
|---|---|
| er | ar |
| or | |



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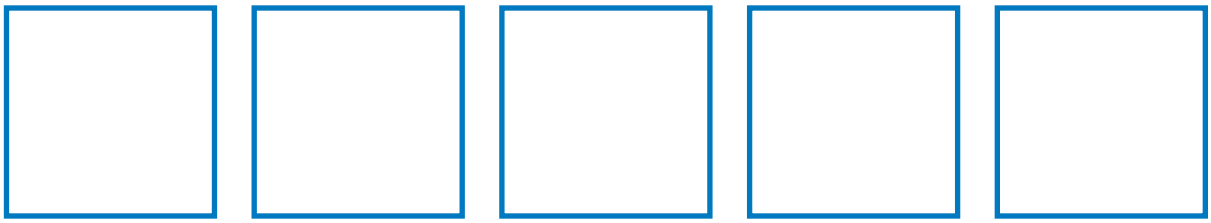
Name: _____

Sound-Spellings: Push & Say Sound Boxes



*Directions: Use this page for Push & Say. Students represent sounds with Letter Cards.*



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



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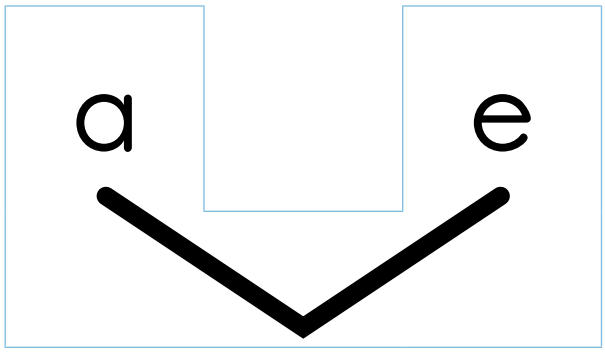
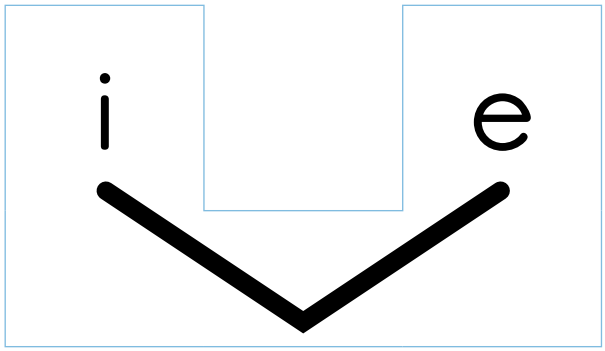
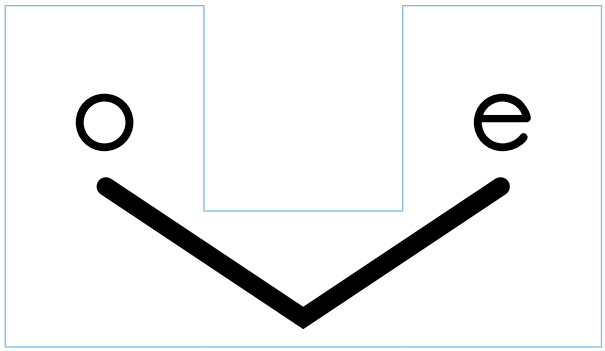
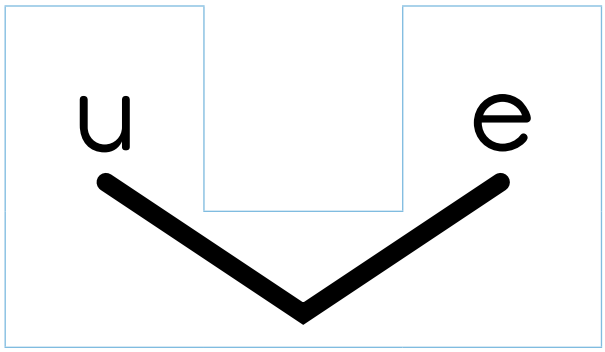
*Directions: Copy and cut out the Letter Cards for use with Push & Say.*




| | | | | | | |
|---|---|---|---|---|---|---|
| oo | ou | oi | aw | er | ar | or |



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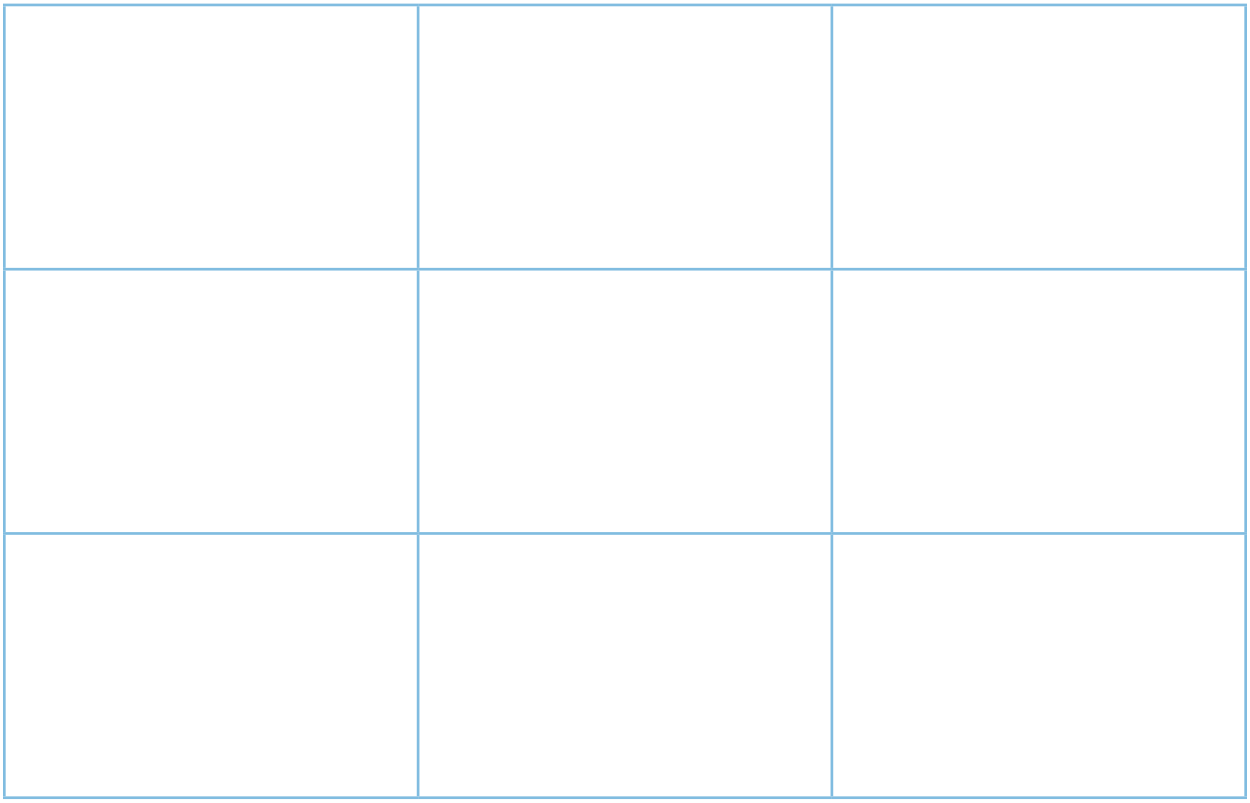
Name: _____

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.*





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Name: _____

Sound-Spellings: Making Words Extension Page

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



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*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.*

| | | |
|---|---|---|
| fern | tarp | card |
| north | art | corn |
| marsh | verb | star |

| | | |
|---|---|---|
| fork | term | lark |
| perks | far | pork |
| march | her | star |


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*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.*

| | | |
|---|---|---|
| lark | for | jerk |
| marsh | term | dark |
| car | farm | north |

| | | |
|---|---|---|
| pork | car | dark |
| marsh | fork | term |
| fern | art | start |



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*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.*

| | | |
|---|---|---|
| farm | start | verb |
| storm | her | tarp |
| art | march | corn |

| | | |
|---|---|---|
| perks | for | her |
| far | start | fork |
| jerk | storm | farm |


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*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.*

| | | |
|---|---|---|
| card | tarp | far |
| for | fern | storm |
| perks | north | lark |

| | | |
|---|---|---|
| march | dark | car |
| verb | star | jerk |
| corn | card | perks |



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| | | | |
|---|---|---|---|
| her | fern | jerk | term |
| verb | perks | art | car |
| far | card | dark | farm |
| lark | march | marsh | star |
| tarp | start | for | corn |
| fork | north | pork | storm |

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


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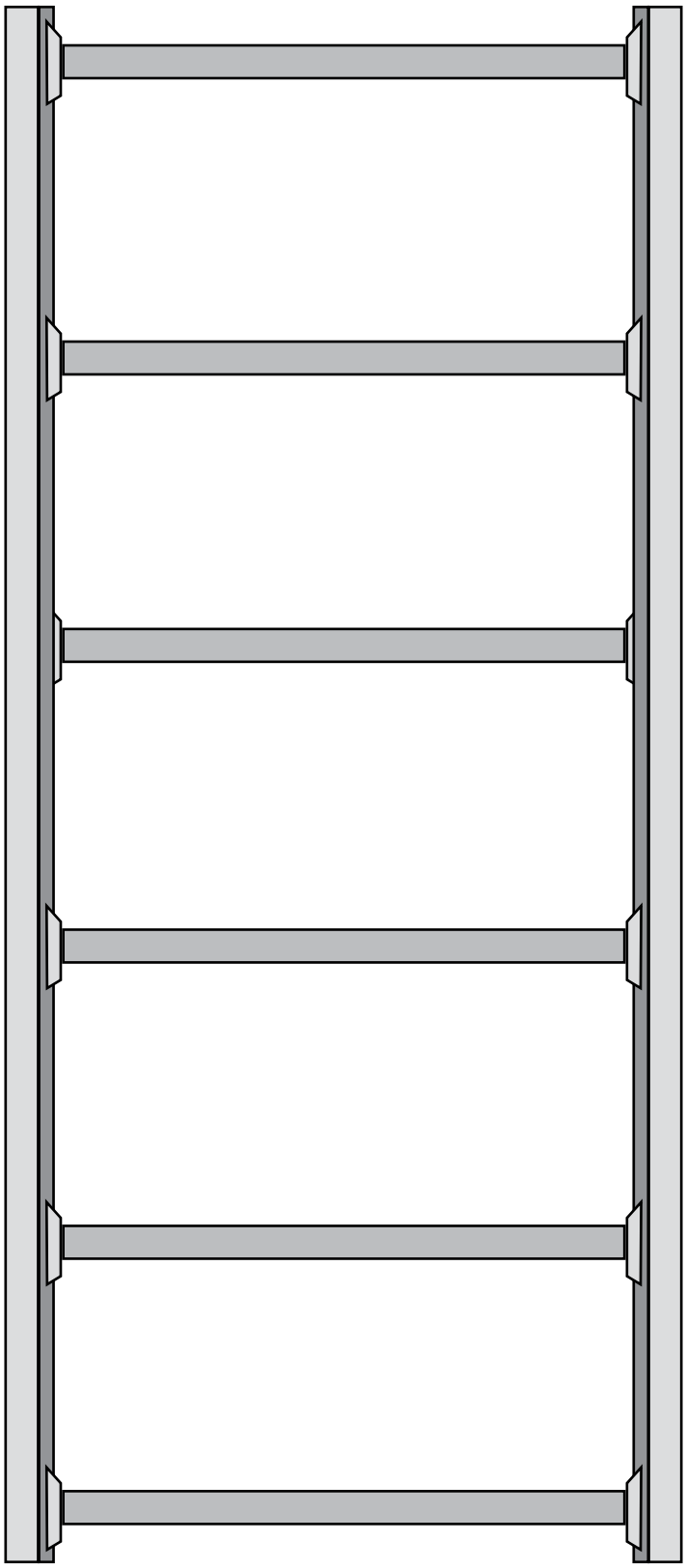

*Directions: Copy this page for the game Race to the Top.*



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*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.*

fern

herd

perch

arm



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*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.*

car

farm

marsh

star



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*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.*

yard

corn

fork

horn



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# Section II
## Fluency and Comprehension


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## *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 25 and 26–28), and/or continued to be challenged with Pausing Points used for review. Columns with significant highlighting will indicate:

- which Unit 4 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 (contractions, verb tense, adjectives) |
|---|---|---|---|
| **As observed during related instructional tasks:** | • Whole Group (Unit Lessons 2, 4, 10, 16)<br>• Partner Reading (Unit 4 Lessons 15, 19)<br>• Reread/Small Group (Unit 4 Lessons 3, 5, 8, 9, 12, 13, 14, 17, 21, 23, 25) | • Tricky Word Review/ Practice (Unit 4 Lesson 8)<br>• Tricky Word Cards (Unit 4 Lesson 8) | • Contractions (Unit 4 Lessons 2, 3, 6)<br>• Identifying Nouns and Verbs (Unit 4 Lessons 9, 12, 17)<br>• Verb Identification (Unit 4 Lessons 11, 16, 18)<br>• Past, Present, Future (Unit 4 Lessons 13, 24)<br>• Verb Tenses (Unit 4 Lesson 13)<br>• Past-Tense Marker Pronounced /ed/, /d/, and /t/ (Unit 4 Lessons 13, 16, 19, 21, 22)<br>• Using Adjectives (Unit 4 Lessons 17, 18)<br>• I'm Thinking of… (Unit 4 Lessons 22, 23) |
| **Or as evidenced by performance on assessment components:** | Reading Comprehension Assessment (Unit 4 Lessons 26–28) | N/A | Grammar Assessment (Unit 4 Lesson 25) |
| **AND if review with related Pausing Points is not enough:** | • Read Decodable Stories<br>• Answer Story Questions in Writing | • Read and/or Write Tricky Words | • Identify Verbs in Phrases/Sentences<br>• Identify Adjectives in Phrases/ Sentences<br>• Understand Past, Present, and Future Tense<br>• Read and/or Write Past-Tense Verbs<br>• Identify Verbs in the Past and Present Tense |
| **Then use Grade 1 Unit 4 *Assessment and Remediation Guide* resources from…** | Section II, Fluency and Comprehension: Fluency and/or Comprehension | Section II, Fluency and Comprehension: Tricky Words | Section II, Fluency and Comprehension: Grammar |


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## 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 of 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), 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 4. 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 4 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 are both recommended choices for the Warm-Up. These exercises provide engaging opportunities to reread familiar text, which is a powerful way to develop fluency.


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### *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<br>**Explicit Instruction**: Comprehension focus<br>**Guided Practice (working with skills)**: Comprehension focus<br>**Guided Practice (applying skills)**: Combination from component areas (e.g., a Phonics and a Comprehension activity)<br>**Independent Practice/Progress Monitoring**: Fluency activity (observing for success independently) | **Warm-Up**: Phonics focus<br>**Explicit Instruction**: Phonics focus<br>**Guided Practice (working with skills)**: Phonics focus<br>**Guided Practice (applying skills)**: Combination from component areas (e.g., a Phonics and a Fluency activity)<br>**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 4.


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### *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).


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| *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* |


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## 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:<br>• **Silly Voices**<br>• **Two Voices** | 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 completing progress monitoring as needed.

### *Guided Reinforcement Sample Remedial Lesson*

Target: Grammar (adjectives)

| Guided Reinforcement | Exercise | Materials | Minutes |
|---|---|---|---|
| **Warm-Up** | **Silly Voices**<br>Reread "Big Cats" with silly voices. | Text Copies of "Big Cats" and Silly Voices Cards | 3 |
| **Guided Practice (applying skills)** | **Grammar: Adjective Match** | note cards prepared with adjectives | 12 |
| | **Grammar: Spicy Sentences** | list of simple sentences<br>chalkboard and chalk | |


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### *Explicit Reteaching Lesson Template*

| Explicit Reteaching | Exercise | Materials | Minutes |
|---|---|---|---|
| **Warm-Up** | Choose one Fluency activity from Exercises:<br>• **Silly Voices**<br>• **Two Voices** | activity dependent | 3 |
| **Explicit Instruction** | **Address Prior Knowledge and Set a Purpose**<br>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<br>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.<br>Activities with which students have demonstrated independence may engage students when progress monitoring with individuals is needed. | text for each student<br>Story Comprehension Chart<br>activity dependent<br>Progress Monitoring worksheets | 10 |


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### *Explicit Reteaching Sample Remedial Lesson*

Target: Thinking with Reading—Observing

| Explicit Reteaching | Exercise | Materials | Minutes |
|---|---|---|---|
| **Warm-Up** | **Two Voices**<br>Partners reread the familiar story "Groundhogs" with two voices. | Two Voices copy of "Groundhogs" for each student | 3 |
| **Explicit Instruction** | **Address Prior Knowledge and Set a Purpose**<br>Text: Text copy of "Termites"<br>See Story Comprehension Chart for prompts related to prior knowledge and setting a purpose. | Text Copy of "Termites" for each student<br>Story Comprehension Chart | 4 |
| **Guided Practice (working with skills)** | **Model Thinking with Reading**<br>Technique: Observing<br>See Master Thinking with Reading Chart for a description of Observing and for instructional tips to use throughout Guided Practice. | text for each student<br>Master Thinking with Reading Chart | 8 |
| **Guided Practice (applying skills) OR Independent Practice/ Progress Monitoring** | **Read with Purpose and Understanding**<br>Level of Support: Shared<br>Continue reading applying Observing. 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<br>Story Comprehension Chart | 10 |
| | **Tricky Words: Tricky Word Card Activities**<br>Start with the Days of the Week sort and continue with *Today is…* sentence building if time permits. | set of Tricky Word Cards for each student | |


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### *Comprehensive Reteaching Lesson Template*

| Comprehensive Reteaching | Exercise | Materials | Minutes |
|---|---|---|---|
| **Warm-Up** | If Phonics Focus: **Match Me**<br>If Fluency and Comprehension Focus choose one activity from Exercises:<br>• **Silly Voices**<br>• **Two Voices** | activity dependent | 3 |
| **Explicit Instruction** | If Phonics Focus: **Review the Sound-Spelling** (see Section I, Phonics)<br>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.] | activity dependent | 5 |
| **Guided Practice (working with skills)** | If Phonics Focus: **Chaining** (see Section I, Phonics)<br>If Fluency and Comprehension Focus: **Model Thinking with Reading** | activity dependent | 10 |
| **Guided Practice (applying skills)** | Choose one or two activities or games from Fluency and Comprehension Exercises according to target objectives across components:<br>• If Phonics Focus (see Exercises under Section I, Phonics)<br>• 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. | activity dependent<br>Progress Monitoring worksheets | 10 |


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**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**<br>**Explicit Instruction**<br>**Guided Practice (working with skills)**<br>**Initiate Guided Practice (applying skills)** | **Warm-Up**<br>**Explicit Instruction**<br>**Continue Guided Practice (applying skills)**<br>**Independent Practice/Progress Monitoring** |

### *Comprehensive Reteaching Sample Remedial Lesson*

Target: Thinking with Reading—Monitoring

| Comprehensive Reteaching | Exercise | Materials | Minutes |
|---|---|---|---|
| **Warm-Up** | **Silly Voices**<br>Students partners read "River Otters" with silly voices. | Text Copies of "River Otters" | 3 |
| **Explicit Instruction** | **Address Prior Knowledge and Set a Purpose**<br>Text: "Cranes and Spoonbills" in the *Green Fern Zoo* Reader See Story Comprehension Chart for prompts related to prior knowledge and setting a purpose. | *Green Fern Zoo* Reader for each student<br>Story Comprehension Chart | 5 |
| **Guided Practice (working with skills)** | **Model Thinking with Reading**<br>Technique: Monitoring<br>See Master Thinking with Reading Chart for a description of Monitoring and for instructional tips to use throughout Guided Practice. | text for each student<br>Master Thinking with Reading Chart | 10 |


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| Comprehensive Reteaching | Exercise | Materials | Minutes |
|---|---|---|---|
| **Guided Practice (applying skills)** | **Read with Purpose and Understanding**<br>Level of Support: Interactive<br>Continue reading applying Monitoring. After reading have students draw two pictures including details they remember from the text about: 1) cranes and 2) spoonbills. Ask students to use one main sentence to tell you about each picture to practice summarizing skills. | text for each student<br>Story Comprehension Chart | 12 |
| | **Sound-Spellings: BINGO** (Phonics Exercise)<br>In addition to fluency and comprehension objectives, phonics objectives are also targeted with this student group. Sound-spellings for r-controlled vowels are being remediated, therefore students will apply phonics knowledge by playing BINGO. | BINGO Game Set | |
| **Independent Practice/ Progress Monitoring** | Independent Practice: **Sound-Spellings: Race to the Top**<br>(Phonics Exercise)<br>Student partners play Race to the Top with Word/Picture Cards for /er/ > 'er', /ar/ > 'ar', and /or/ > 'or'. | copies of Race to the Top Game Boards<br>game pieces<br>Vowel Digraph Word/Picture Cards for /er/ > 'er', /ar/ > 'ar', and /or/ > 'or' | 10 |
| | Progress Monitoring: While students play Race to the Top administer Comprehension and Fluency: Progress Monitoring Assessments. | Student Copy and Record Sheets for Fluency and Comprehension Progress Monitoring 2 | |


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## *Fluency and Comprehension Exercises: 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.


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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

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

**Materials**:

- copies of familiar story in the Two Voices format

**Preparation**: Select and copy a familiar story in the Two Voices format from Materials for Fluency and Comprehension Lessons.

**Instructions**:

- 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.

**Options**:

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


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# *Fluency and Comprehension Exercises: 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 an informational structure. Core elements are the big ideas and details.
- Preview the text together to prompt discussion and thinking about each big idea.

### *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).


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## 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.


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**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 Exercises: 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 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.


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**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 4 Tricky Word Sound-Spelling Pages

| | |
|---|---|
| Sound-Spelling Page 1 | Sunday, Monday |
| Sound-Spelling Page 2 | Tuesday, Wednesday |
| Sound-Spelling Page 3 | Thursday, Friday* |
| Sound-Spelling Page 4 | Friday*, Saturday |
| Sound-Spelling Page 5** | today, yesterday, tomorrow |

* The Tricky Word *Friday* is used twice to provide a second word choice for sound-Spelling Pages 3 and 4.

**Sound-Spelling Page 5 does not include practice sentences. Instead it serves as a resource for reviewing the Tricky Words and as a handwriting reference. For practice items, couple Sound-Spelling Page 5 with the Grammar: Grammar Practice (Verb Tense) worksheets.


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| Tricky Word Teaching Tips | | | |
|---|---|---|---|
| **Sunday** | • 's' > /s/ as expected<br>• 'u' > /u/ as expected<br>• 'n' > /n/ as expected<br>• 'd' > /d/ as expected<br>• 'ay' > /ae/ (Students have not learned this sound-spelling yet.) | **Friday** | • 'f' > /f/ as expected<br>• 'r' > /r/ as expected<br>• 'i' > /ie/ (Students have not learned this sound-spelling yet.)<br>• 'd' > /d/ as expected<br>• 'ay' > /ae/ (Students have not learned this sound-spelling yet.) |
| **Monday** | • 'm' > /m/ as expected<br>• 'o' > /u/ (Students have not learned this sound-spelling yet.)<br>• 'n' > /n/ as expected<br>• 'd' > /d/ as expected<br>• 'ay' > /ae/ (Students have not learned this sound-spelling yet.) | **Saturday** | • 's' > /s/ as expected<br>• 'a' > /a/ as expected<br>• 't' > /d/ or /t/*<br>• 'ur' > /er/ (Students have not learned this sound-spelling yet.)<br>• 'd' > /d/ as expected<br>• 'ay' > /ae/ (Students have not learned this sound-spelling yet.) |
| **Tuesday** | • 't' > /t/ as expected<br>• 'ue' > /oo/ (Students have not learned this sound-spelling yet.)<br>• 's' > /z/ as expected<br>• 'd' > /d/ as expected<br>• 'ay' > /ae/ (Students have not learned this sound-spelling yet.) | **today** | • 't' > /t/ as expected<br>• 'o' > /oo/ (Students have not learned this sound-spelling yet.)<br>• 'd' > /d/ as expected<br>• 'ay' > /ae/ (Students have not learned this sound-spelling yet.) |
| **Wednesday** | • 'w' > /w/ as expected<br>• 'e' > /e/ as expected<br>• 'd' not sounded<br>• 'n' > /n/ as expected<br>• 'e' not sounded<br>• 's' > /z/ as expected<br>• 'd' > /d/ as expected<br>• 'ay' > /ae/ (Students have not learned this sound-spelling yet.) | **yesterday** | • 'y' > /y/ as expected<br>• 'e' > /e/ as expected<br>• 's' > /s/ as expected<br>• 't' > /t/ as expected<br>• 'er' > /er/ as expected<br>• 'd' > /d/ as expected<br>• 'ay' > /ae/ (Students have not learned this sound-spelling yet.) |
| **Thursday** | • 'th' > /th/ as expected<br>• 'ur' > /er/ (Students have not learned this sound-spelling yet.)<br>• 's' > /z/ as expected<br>• 'd' > /d/ as expected<br>• 'ay' > /ae/ (Students have not learned this sound-spelling yet.) | **tomorrow** | • 't' > /t/ as expected<br>• 'o' > /oo/ (Students have not learned this sound-spelling yet.)<br>• 'm' > /m/ as expected<br>• 'o' > /o/ as expected<br>• 'rr' > /r/ as expected<br>• 'ow' > /oe/ (Students have not learned this sound-spelling yet.) |

*The 't' in *Saturday* is often sounded as a /d/ when the word is spoken in a stream of speech. If the word is said more deliberately in isolation the 't' may be sounded as /t/.


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# *Fluency and Comprehension Exercises: Other Guided Practice for Tricky Words*

## Tricky Word Card Activities

Students reinforce Tricky Word knowledge as they manipulate Tricky Word Cards.

**Materials**:

- set of Tricky Word Cards (taught in Unit 4)

**Preparation**: Copy and cut Tricky Word Cards selected from Materials for Fluency and Comprehension Lessons. The 'taught in Unit 4' Tricky Word Cards include *is*, *will*, *be*, *was*, capital letters, and periods needed for the activities.

**Instructions**:

### *Days of the Week*

- Provide students with a set of Tricky Word Cards for the days of the week.
- 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 to put the days of the week in order. Have students start with the day calendars tend to begin with: Sunday or Monday. As a variation, have students start with an alternate day (e.g., Wednesday or Saturday).
- Have students read the words aloud as they consider each card.

### *Today is…*

- Provide students with a complete set of Tricky Word Cards, including the periods and capital letters. Multiple periods and capital letters are provided to allow students to build all three sentences at one time.
- 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 to build sentences according to the current day. Sentences will be "Today is _____." "Tomorrow will be _____." And "Yesterday was _____."
- Have students read the words aloud as they consider each card.
- Students use the capital letters to lay over the first letter of each sentence and the periods as ending punctuation.


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## Tricky Words: BINGO

For this game, students apply learned Tricky Word knowledge to read words as they play the traditional game BINGO. Be sure to use the BINGO word cards that include the Unit 4 Tricky Words mixed in with previously taught Tricky Words for a larger total bank of words. (Do not confuse it with the Tricky Word card set organized by unit for use with Tricky Word Card Activities, Race to the Top and Memory.) The BINGO word cards omit the Unit 1 Tricky Words that 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 cards, which correspond to the BINGO Boards. 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 _____?"(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


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**Preparation**: Copy and cut out Tricky Word Cards from Materials for Fluency and Comprehension Lessons. Tricky Word Cards from Units 1–3 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 drawn 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 Units 1–3 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 they may be able to play it independently.

## *Fluency and Comprehension: Grammar (Verb Tense and Adjectives)*

Exercises for Grammar are provided in the Fluency and Comprehension section because though grammar elements are 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.


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The exercises provided are 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. If students are in need of a foundational understanding of verbs, access the exercises from Unit 3 of the *Assessment and Remediation Guide* under Section II, Fluency and Comprehension: Grammar.

## Grammar: Adjective Match

This game will help students understand the purpose of adjectives and use them accurately.

**Materials**:

- notecards with adjectives

**Preparation**: Write adjectives on notecards. The adjectives should describe items within the classroom and should be decodable. (Sample decodable adjectives are provided below.)

**Instructions**:

- Distribute notecards to students. This may be done in any manner, such as having them passed out at students seats as they arrive in the classroom, or passing them around to students seated in a circle, or having students draw a card from a pile or container.
- Have students label items around the room with their adjective accordingly. Students may do this all at once, or take turns, or work with a partner.
- Once all the adjectives have been placed as labels, review the notecards around the room to confirm or correct for accuracy.

| Number | Shape/ Size | Color | Time | Taste/ Touch | Other | |
|---|---|---|---|---|---|---|
| one | bent | black | fast | damp | bad | mute |
| two | big | dark | late | fresh | best | proud |
| three | crooked | green | next | hard | cute | rare |
| five | deep | pale | past | harsh | drab | rich |
| six | fat | pink | quick | hot | far | rude |
| nine | flat | red | swift | melted | fine | sad |
| ten | long | tan | | ripe | free | safe |
| | round | | | sharp | good | same |
| | short | | | smooth | last | shrill |
| | steep | | | soft | left | shut |
| | slim | | | sore | loud | sick |
| | thick | | | stiff | lush | smart |
| | thin | | | strong | male | stale |
| | vast | | | sweet | meek | tame |
| | wide | | | tart | | |
| | | | | wet | | |


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## Grammar: Spicy Sentences

This game will help students generate and use adjectives.

**Materials**:

- simple sentence list
- optional: writing materials for teacher

**Preparation**: Create a list of simple sentences (see samples provided). Have a writing surface prepared, such as a dry erase board and marker, if you are working with decodable sentences and want the students to have the additional task of reading for the lesson. If students read the sentences, take caution to keep the words decodable.

**Instructions**:

- Tell students they will make *spicy sentences* by adding adjectives to a plain sentence.
- Say or write the first simple sentence.
- Have students identify the noun(s) in the sentence.
- Next support students as they think of adjectives to describe the identified noun(s).
- Restate the sentence with the adjective(s) included, now making it spicy!
- Repeat with additional simple sentences.

### Sample Simple Sentences

I have a **job**.

He will take you in the **zoo**.

We will see **things** with **wings**.

The **zoo** has **things** with **scales**.

There are **facts** to share.

Let's see the **zoo**.

The sample simple sentences are from "Meet Vern" in *The Green Fern Zoo* Reader. Nouns are in bold. Pulling or adapting sentences from the Reader stories is recommended to ensure decodability if students will be reading the simple sentences before making them spicy by adding adjectives.


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## Grammar: Grammar Practice (Verb Tense)

This game will help students distinguish verb tense and reinforce Tricky Word knowledge for *today, tomorrow,* and *yesterday*.

**Materials**:

- Verb Tense worksheet
- pencils for students
- option: Sound-Spelling Page 5 (handwriting reference)

**Preparation**: Select and copy a Verb Tense worksheet. Gather pencils for students. If students will benefit from a handwriting reference for the Tricky Words *today, tomorrow,* and *yesterday*, also gather Sound-Spelling Page 5.

**Instructions**:

- Provide students with a copy of the selected Verb Tense page. If a handwriting reference is beneficial, also provide Sound-Spelling Page 5.
- Support students appropriately as they read the sentences and fill in the blanks.
- If students struggle with reading the text, initially read it for them to allow their cognitive focus on the grammar concept.
- Once completed, have students reread the page to you for reading practice and to check their responses. Reinforcement for correct responses and feedback for incorrect responses is more effective when it is immediate.


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## 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 following steps for earning a second point), 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 second point for finding the text support but still no first point because an initial incorrect answer was provided. 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 8 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)


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- 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 the Unit 4 *Assessment and Remediation Guide* Section II, Fluency and Comprehension.

  **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 the Unit 4 *Assessment and Remediation Guide* Section I, Phonics.


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# The Ostrich

This is an os·trich. He is a big one. He tips the scales at close to two hun·dred pounds.

An os·trich has wings that it can flap, but it can't get off the ground. Still, an os·trich can run fast on land. It can run as fast as a c**ar** can drive!

If it gets mad, an os·trich can kick you. My pal Fred here at the zoo got kick**ed** by an os·trich. The os·trich broke Fred's leg in three spots! Ouch!


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Name: _____



Place the Student Copy of "The Ostrich" for progress monitoring in front of the student. Tell the student he/she will read to learn information about an ostrich. Keep a running record on this sheet as the student reads the story.

Record Sheet for Running Record: Progress Monitoring 1

# The Ostrich

This is an ostrich. He is a big one. He tips the scales at close to two hundred pounds.

An ostrich has wings that it can flap, but it can't get off the ground. Still, an ostrich can run fast on land. It can run as fast as a car can drive!

If it gets mad, an ostrich can kick you. My pal Fred here at the zoo got kicked by an ostrich. The ostrich broke Fred's leg in three spots! Ouch!

[82 (total words) – ____ (# errors)] / 82 (total words)
= ____ % 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. Is an ostrich a big or a small bird? (big one) | 1. _____ and _____ /2 |
| 2. What can an ostrich run as fast as? (a car) | 2. _____ and _____ /2 |
| 3. What does an ostrich do if it gets mad? (kicks) | 3. _____ and _____ /2 |
| 4. Does the ostrich fly? (No. "It can't get off the ground.") | 4. _____ /1 |
| 5. Is the ostrich a strong bird? (Students may say *yes* because an ostrich broke Fred's leg in three spots, or they may say *no* because it can't get off the ground. Accept any plausible answer.) | 5. _____ /1 |
| | Total: _____ /8 |



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## 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 |
|---|---|---|
| 0–3 | 96–100 | Very good. Okay to move on. |
| 4–9 | 89–95 | Teacher judgment is required to determine if additional instruction from the Unit 4 *Assessment and Remediation Guide* is needed, or if the student is ready to move on. |
| 10+ | 0–88 | Weak. Discontinue test. Additional instruction from the Unit 4 *Assessment and Remediation Guide* 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 the Unit 4 *Assessment and Remediation Guide*, 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 the Unit 4 *Assessment and Remediation Guide* is recommended. |


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# Deer

Look there! Do you see the two deer in the woods? The one who is look·ing at us is named Hope.

Hope was not b**or**n in this zoo. I found h**er** by my home one m**or**n·ing af·t**er** a st**or**m. A tree fell on h**er** and broke h**er** leg. She could not stand up.

I drove h**er** here and the vet fix**ed** up h**er** leg. We nam**ed** h**er** Hope and found a spot f**or** h**er** in the zoo. To·day h**er** leg is fine and she is as strong as ev·**er**.


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Name: _____



Place the Student Copy of "Deer" for progress monitoring in front of the student. Tell the student he/she will read to learn information about deer. Keep a running record on this sheet as the student reads the story.

Record Sheet for Running Record: Progress Monitoring 2

# Deer

Look there! Do you see the two deer in the woods? The one who is looking at us is named Hope.

Hope was not born in this zoo. I found her by my home one morning after a storm. A tree fell on her and broke her leg. She could not stand up.

I drove her here and the vet fixed up her leg. We named her Hope and found a spot for her in the zoo. Today her leg is fine and she is as strong as ever.

[89 (total words) – ____ (# errors)] / 89 (total words) = ____ % accuracy

Record Sheet for Understanding: Progress Monitoring 2

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. How did Hope break her leg? (A tree fell on her.) | 1. _____ and _____ /2 |
| 2. Where did Hope get hurt? (by Vern's home; Students may not remember Vern's name or recognize that the narrator is the zoo keeper. Being able to tell you that Hope was by the house of the person telling the story is adequate for earning the first point.) | 2. _____ and _____ /2 |
| 3. Who fixed up Hope's leg? (the vet) | 3. _____ and _____ /2 |
| 4. Who brought Hope to the zoo? (Vern; or zoo keeper) | 4. _____ /1 |
| 5. Is Hope happy to be at the zoo? (Students may say *yes* because they took care of her or *no* because she would rather run free. Accept any plausible answer.) | 5. _____ /1 |
| | Total: _____ /8 |



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## 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 |
|---|---|---|
| 0–4 | 96–100 | Very good. Okay to move on. |
| 5–10 | 89–95 | Teacher judgment is required to determine if additional instruction from the Unit 4 *Assessment and Remediation Guide* is needed, or if the student is ready to move on. |
| 11+ | 0–88 | Weak. Discontinue test. Additional instruction from the Unit 4 *Assessment and Remediation Guide* 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 the Unit 4 *Assessment and Remediation Guide*, 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 the Unit 4 *Assessment and Remediation Guide* is recommended. |


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# The Petting Zoo

Well, kids, the last thing that you all get to see is the pett·ing zoo.

You can't pet the os·trich, the ott·**er**s, **or** the spoon·bills. And it would not be wise to pet the pan·th**er or** the bob·cat! But in this p**ar**t of the zoo, you can pet all of the critt·**er**s.

This rabb·it's name is Hoss. He likes it when you rub his neck.

Here are two chick·ens. They like it when you toss them seed c**or**n.

You can pet the chick·ens, too. But some·times they get scar**ed**. It's best if you do not run up to them be·cause runn·ing scares them.

There's Pam, our pet pig. You can pet h**er**, too. Pam likes to be pett·**ed**.


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Well, kids, that's it f**or** me. I hope you had a good time at the zoo to·day. I had fun point·ing out some of the critt·**er**s that I like best.

I hope some of you can vi·sit with your moms and dads. There is so much to see here at the Green F**er**n Zoo. You could vis·it us five times and still see lots of cool things!


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Name: _____



Place the Student Copy of "The Petting Zoo" for progress monitoring in front of the student. Tell the student he/she will read to learn information about animals you can pet. Keep a running record on this sheet as the student reads the story.

Record Sheet for Running Record: Progress Monitoring 3

# The Petting Zoo

Well, kids, the last thing that you all get to see is the petting zoo.

You can't pet the ostrich, the otters, or the spoonbills. And it would not be wise to pet the panther or the bobcat! But in this part of the zoo, you can pet all of the critters.

This rabbit's name is Hoss. He likes it when you rub his neck.

Here are two chickens. They like it when you toss them seed corn.

You can pet the chickens, too. But sometimes they get scared. It's best if you do not run up to them because running scares them.

There's Pam, our pet pig. You can pet her, too. Pam likes to be petted.

Well, kids, that's it for me. I hope you had a good time at the zoo today. I had fun pointing out some of the critters that I like best.

I hope some of you can visit with your moms and dads. There is so much to see here at the Green Fern Zoo. You could visit us five times and still see lots of cool things!

[185 (total words) – ____ (# errors)] / 185 (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. Name two zoo animals you should not pet? (ostrich, otters, spoonbills, panther, bobcat; accept other similar animals students learned about) | 1. _____ and _____ /2 |
| 2. Name two zoo animals you can pet? (rabbit, chicken, pig) | 2. _____ and _____ /2 |
| 3. What happens if you run up to the chickens? (it scares them) | 3. _____ and _____ /2 |
| 4. What is another word you could use for "critters"? (animals) | 4. _____ /1 |
| 5. Why might you not see everything at the zoo in one visit? (Animals could be sleeping, hiding, or simply sitting in spots where you can't see them easily. Animals could be doing different things at different times. Accept any plausible answer.) | 5. _____ /1 |
| | Total: _____ /8 |



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## 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 |
|---|---|---|
| 0–8 | 96–100 | Very good. Okay to move on. |
| 9–21 | 89–95 | Teacher judgment is required to determine if additional instruction from the Unit 4 *Assessment and Remediation Guide* is needed, or if the student is ready to move on. |
| 22+ | 0–88 | Weak. Discontinue test. Additional instruction from the Unit 4 *Assessment and Remediation Guide* 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 the Unit 4 *Assessment and Remediation Guide*, 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 the Unit 4 *Assessment and Remediation Guide* is recommended. |


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## 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:

  - 9–10 points—excellent
  - 8 points—good
  - 6–7 points—fair
  - Less than 6 points—poor
- Goal: Achieve scores of Good or Excellent (8 points or higher).
- Scores of 5 or less indicate additional reteaching and reinforcement is required from the Unit 4 *Assessment and Remediation Guide* 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.


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Name: _____

Tricky Word Reading: Progress Monitoring

| | | |
|---|---|---|
| | today | Tuesday |
| Saturday | Friday | tomorrow |
| Thursday | Sunday | Wednesday |
| yesterday | Monday | |

Record Sheet for Tricky Word Reading: Progress Monitoring

| **Word** | **Student Pronunciation** | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Sample: student name | | | | | | | | |
| 1. today | /t/ | /oo/ | /d/ | /ae/ | - | - | - | _____ /1 |
| 2. Tuesday | /t/ | /oo/ | /z/ | /d/ | /ae/ | - | - | _____ /1 |
| 3. Saturday | /s/ | /a/ | /t/ or /d/ | /er/ | /d/ | /ae/ | - | _____ /1 |
| 4. Friday | /f/ | /r/ | /ie/ | /d/ | /ae/ | - | - | _____ /1 |
| 5. tomorrow | /t/ | /oo/ | /m/ | /o/ | /r/ | /oe/ | - | _____ /1 |
| 6. Thursday | /th/ | /er/ | /z/ | /d/ | /ae/ | - | - | _____ /1 |
| 7. Sunday | /s/ | /u/ | /n/ | /d/ | /ae/ | - | - | _____ /1 |
| 8. Wednesday | /w/ | /e/ | /n/ | /z/ | /d/ | /ae/ | - | _____ /1 |
| 9. yesterday | /y/ | /e/ | /s/ | /t/ | /er/ | /d/ | /ae/ | _____ /1 |
| 10. Monday | /m/ | /u/ | /n/ | /d/ | /ae/ | - | - | _____ /1 |
| **Total Correct** | | | | | | | | _____ /**10** |

**Note**: Assess 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.


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## Monitoring: Grammar

Knowledge of nouns, verbs, adjectives, and verb tense 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 5 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:
  - Contractions (introduction to apostrophe taking the place of letters)
  - Verb tense
  - Adjective identification
- 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 (e.g., ¾ or 75%) with the skill that day.

  For example:

| Student: | Remediation Sessions (Date and Rank of NYR, P, R) | | | | | | | | | Progress Monitoring (Dates and Scores) | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Grammar Skill** | | | | | | | | | | | | | |
| **Adjective identification** | 4/11<br>P | 4/12<br>P | 4/13<br>R | 4/14<br>R | | | | | | 4/11<br>2/4 | 4/14<br>4/4 | | |



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## *Grammar Progress Monitoring Template*

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


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## *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*

- **Silly Voices Cards (use Comprehension: Text Copy stories)**
- **Two Voices (Adapted Stories from *The Green Fern Zoo* Reader)***

### *Comprehension*

- **Master Thinking with Reading Chart**
- **Stories from *The Green Fern Zoo* Reader (Text Copies*) with Story Comprehension Charts**

### *Tricky Words*

- **Word List**
- **Review the Sound-Spelling Pages**
- **Tricky Word Cards**
- **BINGO Game Set**
- **Race to the Top Game Board**

### *Grammar*

- **Verb Tense Practice Pages**

### *Stories from Unit 4* The Green Fern Zoo *Reader*

| | |
|---|---|
| "Meet Vern" | "Groundhogs" |
| "Things That Swim" | "The Reptile Room" |
| "Chimps" | "Termites" |
| "Mandrills" | "River Otters" |
| "Things with Wings" | "Cranes and Spoonbills" |
| "Big Cats" | |

*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!


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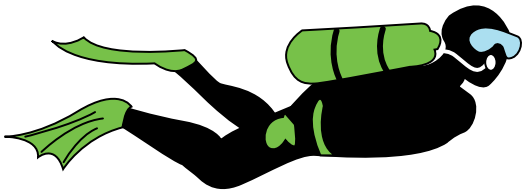
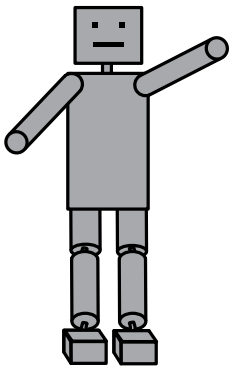
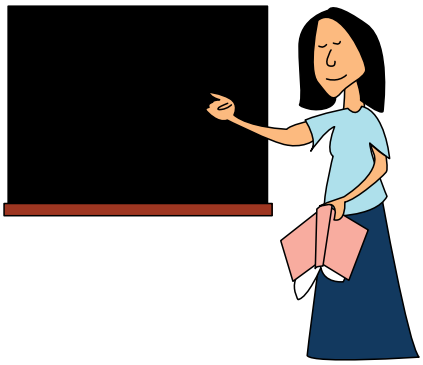
*Directions: Print and cut out the character cards to pull out of a bag when rereading stories with silly voices.*









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Name: _____



*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.*

| Meet Vern | |
|---|---|
| 1 | 2 |
| My name is Vern, | |
| | and I have the best job! |
| **My job is to take you kids in to see the Green Fern Zoo.** | **My job is to take you kids in to see the Green Fern Zoo.** |
| We will see things with wings | |
| | and things with scales, |
| things that bite | |
| | and things that sting, |
| things that creep | |
| | and things that swim. |
| I have lots of fun facts and tales to share with you. | |
| | So let's see the zoo |
| **and have some fun!** | **and have some fun!** |



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Name: _____



*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.*

| Things That Swim | |
|---|---|
| 1 | 2 |
| I hope you kids like things that swim, | |
| | because this is the room where we keep all the fish. |
| **The fish here are trout.** | **The fish here are trout.** |
| A trout is a fish that swims in cool lakes and creeks. | |
| | You can see that they have lots of spots and marks. |
| The spots and marks help the trout hide. | |
| | They make the trout look a lot like the sand on the bed of a creek. |
| Here's a big fish | |
| | that makes all of the wee fish run and hide. |
| **This is a reef shark.** | **This is a reef shark.** |
| It has that name because it likes to make its home close to a reef | |
| | where there are lots of fish. |



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| Things That Swim | |
|---|---|
| **1** | **2** |
| You can see that the reef shark has fins and a set of gills on its side. | |
| | You can not see them from here, but this shark has lots of sharp teeth in its mouth. |
| **Would a reef shark bite you?** | **Would a reef shark bite you?** |
| Well, you are not the lunch that this shark would like best. | |
| | A reef shark likes to feed on squid, crabs, and shrimp. |
| **But it would be smart not to get the reef shark mad at you all the same!** | **But it would be smart not to get the reef shark mad at you all the same!** |


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Name: _____



*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.*

| Chimps | |
|---|---|
| 1 | 2 |
| **Next, let's see the chimps.** | **Next, let's see the chimps.** |
| We have ten chimps here at the Green Fern Zoo. | |
| | You can see them all out there if you look hard. |
| **The one you see here is Bess.** | **The one you see here is Bess.** |
| She has a snack in her mouth. | |
| | Bess and the rest of the chimps like to munch on plants, nuts, and seeds. |
| Do you see that chimp with the stick? | |
| **That's Bart.** | **That's Bart.** |
| | Bart likes to have ants for lunch. |
| To get the ants, he takes a stick and sticks it in an ant hill. | |
| | Then he lifts it up and licks off the ants. |
| **Yum, yum!** | **Yum, yum!** |
| The chimp with the rope in his hand is Max. | |
| **He's just a babe.** | **He's just a babe.** |



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| Chimps | |
|---|---|
| 1 | 2 |
| | He was born in March. Bess is his mom. |
| **Max is a lot of fun.** | **Max is a lot of fun.** |
| He likes to swing on the rope | |
| | and splash in the pool. |
| **The two chimps up on the rocks are Carl and Norm.** | **The two chimps up on the rocks are Carl and Norm.** |
| Carl is the one on the left. | |
| | Carl and Norm are pals. |
| **But they were not pals last week.** | **But they were not pals last week.** |
| Last week we gave them a branch from a fig tree for lunch. | |
| | Norm took the branch and ran off with it. |
| He ate all of the figs. | |
| | Carl was mad at Norm all week. |
| But that was last week. | |
| **This week the two of them are pals.** | **This week the two of them are pals.** |


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Name: _____



*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.*

| Mandrills | |
|---|---|
| **1** | **2** |
| Here you can see two mandrills. | |
| | Mandrills are a lot like chimps. |
| **Do you like the red nose?** | **Do you like the red nose?** |
| The mandrill with the red nose is a male. | |
| | The mandrill on the left is grooming the male with the red nose. |
| She is looking for ticks and bugs. | |
| | Mandrills like grooming because it makes them look good |
| and feel good, too. | |
| **Look!** | **Look!** |
| One of the mandrills is yawning! | |
| | You can see that he has long, sharp teeth. |
| Those sharp teeth help him chop up his food. | |
| | Mandrills like a lot of foods. |
| We feed our mandrills ants, grass, nuts, bark, plant shoots, and roots. | |



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| Mandrills | |
|---|---|
| 1 | 2 |
| | Mandrills have sacks inside their cheeks. |
| They can stuff food in the sacks and keep it there until they need a snack. | |
| **Then they pop the food out and munch on it!** | **Then they pop the food out and munch on it!** |


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Name: _____



*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.*

| Things with Wings | |
|---|---|
| **1** | **2** |
| Next, let's see some things with wings. | |
| **This is a puffin.** | **This is a puffin.** |
| | He makes his home up north, not too far from the North Pole. |
| **Look at those cute feet!** | **Look at those cute feet!** |
| But they are not just cute. | |
| | The puffin's feet help him swim. |
| Note, as well, his big bill. | |
| | The puffin can use his bill to get fish. |
| **Puffins are born from eggs.** | **Puffins are born from eggs.** |
| The puffin mom and dad sit on their egg. | |
| | The mom sits. |
| Then the dad sits. | |
| | In the end, the chick pops out of the shell. |
| The mom and dad take care of the chick | |
| | until it can care for itself. |
| **Look!** | **Look!** |
| That puffin has fish in her bill! | |



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| Things with Wings | |
|---|---|
| 1 | 2 |
| | She will feed those fish to her chick. |
| In this next room, we have a finch. | |
| | Unlike the puffin, the finch makes a home in woodlands. |
| He can use his bill to snap up grass seeds for food. | |
| **I'm sad to tell you that the finch is getting to be quite rare.** | **I'm sad to tell you that the finch is getting to be quite rare.** |
| | We are proud to have five of them here at the Green Fern Zoo. |


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*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.*

| Big Cats | |
|---|---|
| 1 | 2 |
| **Do you like cats?** | **Do you like cats?** |
| If you do, look there in the grass. | |
| | Do you see the cat? |
| That is not the sort of cat that you keep in your home and feed cat food. | |
| **That is a bobcat.** | **That is a bobcat.** |
| | Bobcats are good hunters. |
| They hunt rabbits, rats, and sometimes deer and sheep. | |
| | That bobcat's name is Robert, |
| or Bob for short. | |
| **Get it?** | **Get it?** |
| | If you look up on that rock, you will see a cat that's bigger than a bobcat. |
| **It's a panther.** | **It's a panther.** |
| Panthers can have spots. | |
| | They can be tan, too. |
| Here at the Green Fern Zoo, we have two black panthers. | |



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| Big Cats | |
|---|---|
| 1 | 2 |
| **The name of this one is Jet.** | **The name of this one is Jet.** |
| | That's Jet's sister, Flash, up on the tree branch. |
| Flash has strong legs that help her run fast. | |
| | She has sharp teeth and sharp claws that help her hunt rabbits and deer. |
| She can use her claws to scamper up a tree if she needs to. | |
| **You can see that she is not all black like Jet.** | **You can see that she is not all black like Jet.** |
| | She has some spots. |


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*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.*

| Groundhogs | |
|---|---|
| 1 | 2 |
| **Here you can see a groundhog.** | **Here you can see a groundhog.** |
| Groundhogs have sharp claws that help them dig holes in the ground. | |
| | They spend a lot of time down in those dark holes. |
| Groundhogs like to feed on grass and plants. | |
| | But when they run out of their holes to get food, |
| **they have to be on the lookout.** | **they have to be on the lookout.** |
| Some critters, like bobcats and snakes, like to dine on groundhogs. | |
| | This groundhog here is sitting up to see if there is a snake or a bobcat close by. |
| **This groundhog is named Pepper.** | **This groundhog is named Pepper.** |
| We feed her grass, tree bark, and insects, but the food that she likes best is corn. | |



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| Groundhogs | |
|---|---|
| 1 | 2 |
| | We found that out yesterday morning when she got out from her pen. |
| We found her in the petting zoo. | |
| | She ate a lot of the corn that was there for the ducks and hens. |


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*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 Reptile Room | |
|---|---|
| 1 | 2 |
| **Who likes snakes?** | **Who likes snakes?** |
| Hands up if you like them! | |
| | Some kids like snakes best of all, |
| and some kids can't stand them. | |
| | If you do not like snakes, you can skip this next room |
| because it is the reptile room. | |
| **This is a garter snake.** | **This is a garter snake.** |
| | Garter snakes feed on slugs, insects, and frogs. |
| For those critters, the garter snake is a killer. | |
| | But for us, it is harmless. |
| A garter snake could bite you, | |
| | but its bite would not make you sick. |
| **This is a rattler.** | **This is a rattler.** |
| He is a desert dweller that hunts for rats and rabbits. | |
| | He has a pattern on his scales that helps him blend in and hide in the desert sands. |



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| The Reptile Room | |
|---|---|
| 1 | 2 |
| When the rattler is hidden, it is hard for rats and rabbits to see him. | |
| **A rattler is not harmless like a garter snake.** | **A rattler is not harmless like a garter snake.** |
| | If you ever see this snake hissing and coiling up, you better stand back and let it be. |
| The rattler has sharp fangs, and a bite from a rattler could kill you. | |
| | But we are safe here in the reptile room. |
| There is a sheet of glass keeping us safe from the snakes. | |


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*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.*

| Termites | |
|---|---|
| 1 | 2 |
| **What do you kids like to have for lunch?** | **What do you kids like to have for lunch?** |
| Hot dogs? | |
| | Chicken nuggets? |
| What if I gave you a lump of wood or a big tree stump for lunch? | |
| | Would you like that? |
| **Well, if you were a termite, you would like it.** | **Well, if you were a termite, you would like it.** |
| Termites are insects that like to munch on wood. | |
| **See this big spike sticking up from the ground?** | **See this big spike sticking up from the ground?** |
| | It looks sort of like a rock, but it is a termite mound. |
| If you could look inside, | |
| | you would see lots of termites. |
| If you would like to see what termites look like, | |
| | take a peek in this box. |



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| Termites | |
|---|---|
| 1 | 2 |
| **As you can see,** | **As you can see,** |
| termites look a lot like ants. | |
| | They have six legs like ants. |
| A termite mound has a queen who makes eggs, just like in an anthill. | |
| | Here you can see that the termite queen is much bigger than the rest of the termites. |
| **Would a termite munch on your home?** | **Would a termite munch on your home?** |
| It would if your home is made of wood. | |
| | The termites from a big mound could have your living room for lunch |
| and your bedroom for dinner! | |


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*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.*

| River Otters | |
|---|---|
| 1 | 2 |
| Do you like to run and jump? | |
| | Do you like to chase your pals? |
| Do you like to splash in the pool in the summer? | |
| | Do you like to slide down hills in the winter? |
| Well, | |
| | if you like to do those things, |
| **you would make a good otter!** | **you would make a good otter!** |
| You can see three of our river otters up on the rocks: | |
| | Alex, Allen, and Agnes. |
| That's Alex up on top of Allen. | |
| | The last one is Agnes. |
| Otters have short, strong legs with webbed paws and sharp claws. | |
| | The webbing helps the otters swim fast and get their food. |
| **River otters hunt for fish, frogs, and crabs.** | **River otters hunt for fish, frogs, and crabs.** |



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| River Otters | |
|---|---|
| 1 | 2 |
| When it is time for bed, the river otters scamper to their den. | |
| | They have nests on land that are lined with grass, moss, and bark. |


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*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.*

| Cranes and Spoonbills | |
|---|---|
| 1 | 2 |
| **Here you can see two sandhill cranes.** | **Here you can see two sandhill cranes.** |
| A sandhill crane has long legs, a dark, pointed bill, and a red spot next to its bill. | |
| | Sandhill cranes are found in wetlands. They like to hunt for frogs, snakes, and insects. |
| Those are sandhill cranes, too. | |
| **In fact,** | **In fact,** |
| | that's a mom and a dad with their chicks. |
| When sandhill cranes mate, they tilt their bills up and make hooting sounds. | |
| | Then the mom and dad make a nest. |
| The mom sits on the eggs for 4 weeks until the chicks are born. | |
| **That's a spoonbill.** | **That's a spoonbill.** |
| | He has that name because his bill is shaped like a spoon. |



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| Cranes and Spoonbills | |
|---|---|
| 1 | 2 |
| The spoonbill wades in pools to get his food. | |
| | He swings his bill back and forth. |
| If he feels an insect swimming inside his bill, | |
| | he snaps it shut. |
| When spoonbills mate, they make a nest. | |
| | When the chicks are born, they can't see. |
| **The mom and dad have to care for them until they can see.** | **The mom and dad have to care for them until they can see.** |


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# *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. |


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## 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 students 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)."<br>**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:<br>1. What did you learn from the author? (Literal level)<br>2. Make an observation about the information: connect to prior knowledge.<br>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)<br>4. Make a logical judgment relying on your observations and/or inferences. (Evaluative level)<br>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? |


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## After-Reading Techniques

| | Technique | Description |
|---|---|---|
| After Reading | 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:<br>• Details–In the beginning, there was a cat and a dog and a pig and a hog.<br>• Summary–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. |


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# Meet Vern

My name is V**er**n, and I have the best job! My job is to take you kids in to see the Green F**er**n Zoo.

We will see things with wings and things with scales, things that bite and things that sting, things that creep and things that swim.

I have lots of fun facts and tales to share with you. So let's see the zoo and have some fun!

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



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| | Technique | Specific Application to "Meet Vern" |
|---|---|---|
| Before Reading | Activating Prior Knowledge of Text Structure | Prompt student thinking about informational text features: big ideas and details. |
| | Activating Prior Knowledge of Related Content | Pre-assess and support knowledge of key vocabulary: *fern, zoo, scales, sting, creep, facts*, and *tales.*<br>Also address concepts with prompts such as: *What kinds of animals are at a zoo?* |
| | Setting Purpose for Reading | Students may read to find out: *What does Vern have to share with zoo visitors?* |
| During Reading | **Technique** | **Specific Application to "Meet Vern"** |
| | Monitoring | After reading sections of the text, stop and see if students can demonstrate understanding of the information 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: *Name one of the clues Vern gave about the animals at the zoo (e.g., they bite)?* |
| | Drawing Inferences | Prompt inferences with questions such as: *What animals do you know that relate to the clue (e.g., sharks bite)?* (Notice how the prompt extends from the Observing prompt above. Always help students use information from the text to support their answers.) |
| | Evaluating | Prompt evaluating with questions such as: *Would a zoo have the animal you thought of?* (Notice how the prompt extends from the Observing and Drawing Inferences prompts above. Always help students explain/defend their answers.)<br>Prompt qualitative judgment of the text. (See the Master Thinking with Reading Chart at the beginning of Instructional Resources for suggestions.) |
| After Reading | **Technique** | **Specific Application to "Meet Vern"** |
| | Summarizing | Ask students to tell you about and/or draw a picture representing one or more big ideas from the text. |
| | Questioning | Sample Questions<br>Literal: *Did Vern say they have animals with six legs?*<br>Inferential: *Is there an animal that could creep and swim?* (Accept reasonable answers.)<br>Evaluative: *Why does Vern think he has the best job in the world?* |

**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.*



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# Things That Swim

I hope you kids like things that swim, be·cause this is the room where we keep all the fish.

The fish here are trout. A trout is a fish that swims in cool lakes and creeks. You can see that they have lots of spots and m**ar**ks. The spots and m**ar**ks help the trout hide. They make the trout look a lot like the sand on the bed of a creek.

Here's a big fish that makes all of the wee fish run and hide. This is a reef sh**ar**k. It has that name be·cause it likes to make its home close to a reef, where there are lots of fish.

You can see that the reef sh**ar**k has fins and a set of gills on its side. You can not see them from here, but this sh**ar**k has lots of sh**ar**p teeth in its mouth.

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



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Would a reef sh**ar**k bite you? Well, you are not the lunch that this sh**ar**k would like best. A reef sh**ar**k likes to feed on squid, crabs, and shrimp. But it would be sm**ar**t not to get the reef sh**ar**k mad at you all the same!


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| | Technique | Specific Application to "Things That Swim" |
|---|---|---|
| Before Reading | Activating Prior Knowledge of Text Structure | Prompt student thinking about informational text features: big ideas and details. |
| | Activating Prior Knowledge of Related Content | Pre-assess and support knowledge of key vocabulary: *creeks, bed of a creek, wee, reef, fins, gills*, and *squid.*<br>Also address concepts with prompts such as: *Think of different water habitats (e.g., stream, lake, marsh, ocean, etc.).* |
| | Setting Purpose for Reading | Students may read to find out: *Which animal might you find if you went fishing in a creek?* |
| During Reading | **Technique** | **Specific Application to "Things That Swim"** |
| | Monitoring | After reading sections of the text, stop and see if students can demonstrate understanding of the information 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: *Camouflage is markings and color that helps an animal blend in with its surroundings. What are the markings and color on trout?* |
| | Drawing Inferences | Prompt inferences with questions such as: *Do trout have camouflage?* (Notice how the prompt extends from the Observing prompt above. Always help students use information from the text to support their answers.) |
| | Evaluating | Prompt evaluating with questions such as: *Do sharks have camouflage?* (Notice how the prompt extends from the Observing and Drawing Inferences prompts above. Always help students explain/defend their answers.)<br>Prompt qualitative judgment of the text. (See the Master Thinking with Reading Chart at the beginning of Instructional Resources for suggestions.) |
| After Reading | **Technique** | **Specific Application to "Things That Swim"** |
| | Summarizing | Ask students to tell you about and/or draw a picture representing one or more big ideas from the text. |
| | Questioning | Sample Questions<br>Literal: *Do trout live in cool lakes or warm lakes?*<br>Inferential: *Why does a shark need lots of sharp teeth?* (Accept reasonable answers.)<br>Evaluative: *A lobster is similar to crabs and shrimp. Would a reef shark like to eat lobster?* |

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



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# Chimps

Next, let's see the chimps. We have ten chimps here at the Green F**er**n Zoo. You can see them all out there if you look h**ar**d.

The one you see here is Bess. She has a snack in h**er** mouth. Bess and the rest of the chimps like to munch on plants, nuts, and seeds.

Do you see that chimp with the stick? That's B**ar**t. B**ar**t likes to have ants f**or** lunch. To get the ants, he takes a stick and sticks it in an ant hill. Then he lifts it up and licks off the ants. Yum, yum!

The chimp with the rope in his hand is Max. He's just a babe. He was b**or**n in M**ar**ch. Bess is his mom.

Max is a lot of fun. He likes to swing on the rope and splash in the pool.

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



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The two chimps up on the rocks are C**ar**l and N**or**m. C**ar**l is the one on the left. C**ar**l and N**or**m are pals. But they were not pals last week.

Last week we gave them a branch from a fig tree f**or** lunch. N**or**m took the branch and ran off with it. He ate all of the figs. C**ar**l was mad at N**or**m all week.

But that was last week. This week the two of them are pals.


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

| | Technique | Specific Application to "Chimps" |
|---|---|---|
| Before Reading | Activating Prior Knowledge of Text Structure | Prompt student thinking about informational text features: big ideas and details. |
| | Activating Prior Knowledge of Related Content | Pre-assess and support knowledge of key vocabulary: *chimps, look hard, munch, ant hill, babe*, and *fig.*<br>Also address concepts with prompts such as: *How do animals at a zoo get their food?* |
| | Setting Purpose for Reading | Students may read to find out: *What made Carl mad at Norm?* |
| During Reading | **Technique** | **Specific Application to "Chimps"** |
| | Monitoring | After reading sections of the text, stop and see if students can demonstrate understanding of the information 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: *List all the foods the chimps eat?* |
| | Drawing Inferences | Prompt inferences with questions such as: *Which foods can the chimps get for themselves and which foods are probably fed to them?* (Notice how the prompt extends from the Observing prompt above. Always help students use information from the text to support their answers.) |
| | Evaluating | Prompt evaluating with questions such as: *Why was the fig branch so special?* (Notice how the prompt extends from the Observing and Drawing Inferences prompts above. Always help students explain/defend their answers.)<br>Prompt qualitative judgment of the text. (See the Master Thinking with Reading Chart at the beginning of Instructional Resources for suggestions.) |
| After Reading | **Technique** | **Specific Application to "Chimps"** |
| | Summarizing | Ask students to tell you about and/or draw a picture representing one or more big ideas from the text. |
| | Questioning | Sample Questions<br>Literal: *What does Max like to do when he plays?*<br>Inferential: *Would chimps like to eat peanuts?* (Accept reasonable answers.)<br>Evaluative: *Should the zoo keepers feed the chimps two fig branches next time?* |

**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.



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# Mandrills

Here you can see two man·drills. Man·drills are a lot like chimps.

Do you like the red nose? The man·drill with the red nose is a male.

The man·drill on the left is groom·ing the male with the red nose. She is look·ing f**or** ticks and bugs. Man·drills like groom·ing be·cause it makes them look good and feel good, too.

Look! One of the man·drills is yawn·ing! You can see that he has long, sh**ar**p teeth. Those sh**ar**p teeth help him chop up his food.

Man·drills like a lot of foods. We feed our man·drills ants, grass, nuts, b**ar**k, plant shoots, and roots.

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Man·drills have sacks in·side their cheeks. They can stuff food in the sacks and keep it there un·til they need a snack. Then they pop the food out and munch on it!


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

| | Technique | Specific Application to "Mandrills" |
|---|---|---|
| **Before Reading** | Activating Prior Knowledge of Text Structure | Prompt student thinking about informational text features: big ideas and details. |
| | Activating Prior Knowledge of Related Content | Pre-assess and support knowledge of key vocabulary: *mandrill, male, grooming, ticks, plant shoots*, and *sacks.*<br>Also address concepts with prompts such as: *What does it mean to be social?* |
| | Setting Purpose for Reading | Students may read to find out: *What do mandrills do together?* |
| **During Reading** | **Technique** | **Specific Application to "Mandrills"** |
| | Monitoring | After reading sections of the text, stop and see if students can demonstrate understanding of the information 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 do your cheeks look like if you stuff food in them?* |
| | Drawing Inferences | Prompt inferences with questions such as: *Why do mandrills save food in their cheeks?* (Notice how the prompt extends from the Observing prompt above. Always help students use information from the text to support their answers.) |
| | Evaluating | Prompt evaluating with questions such as: *What's better about saving food in their cheeks instead of in a little pile?* (Notice how the prompt extends from the Observing and Drawing Inferences prompts above. Always help students explain/defend their answers.)<br>Prompt qualitative judgment of the text. (See the Master Thinking with Reading Chart at the beginning of Instructional Resources for suggestions.) |
| **After Reading** | **Technique** | **Specific Application to "Mandrills"** |
| | Summarizing | Ask students to tell you about and/or draw a picture representing one or more big ideas from the text. |
| | Questioning | Sample Questions<br>Literal: *What do mandrills look for when they are grooming?*<br>Inferential: *What food might the mandrill need his big teeth for?* (Accept reasonable answers.)<br>Evaluative: *For mandrills who live in the wild and have to move around a lot to stay safe, how might saving food in their cheeks be helpful?* |

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# Things with Wings

Next, let's see some things with wings.

This is a puff·in. He makes his home up n**or**th, not too f**ar** from the N**or**th Pole.

Look at those cute feet! But they are not just cute. The puff·in's feet help him swim.

Note, as well, his big bill. The puff·in can use his bill to get fish.

Puff·ins are b**or**n from eggs. The puff·in mom and dad sit on their egg. The mom sits. Then the dad sits. In the end, the chick pops out of the shell. The mom and dad take care of the chick un·til it can care f**or** it·self. Look! That puff·in has fish in h**er** bill! She will feed those fish to h**er** chick.

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In this next room, we have a finch. Un·like the puff·in, the finch makes a home in wood·lands. He can use his bill to snap up grass seeds f**or** food.

I’m sad to tell you that the finch is gett·ing to be quite rare. We are proud to have five of them here at the Green F**er**n Zoo.


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

| | Technique | Specific Application to "Things with Wings" |
|---|---|---|
| **Before Reading** | Activating Prior Knowledge of Text Structure | Prompt student thinking about informational text features: big ideas and details. |
| | Activating Prior Knowledge of Related Content | Pre-assess and support knowledge of key vocabulary: *puffin, bill, finch, woodlands*, and *rare.*<br>Also address concepts with prompts such as: *Name the animal classifications you know (e.g., mammals, birds, reptiles, invertebrates, etc.).* |
| | Setting Purpose for Reading | Students may read to find out: *What do puffins and finches have in common?* |
| **During Reading** | **Technique** | **Specific Application to "Things with Wings"** |
| | Monitoring | After reading sections of the text, stop and see if students can demonstrate understanding of the information 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: *Name other types of birds you know.* |
| | Drawing Inferences | Prompt inferences with questions such as: *Do all birds fly? Do all birds swim?* (Notice how the prompt extends from the Observing prompt above. Always help students use information from the text to support their answers.) |
| | Evaluating | Prompt evaluating with questions such as: *What is characteristic of all birds?* (Notice how the prompt extends from the Observing and Drawing Inferences prompts above. Always help students explain/defend their answers.)<br>Prompt qualitative judgment of the text. (See the Master Thinking with Reading Chart at the beginning of Instructional Resources for suggestions.) |
| **After Reading** | **Technique** | **Specific Application to "Things with Wings"** |
| | Summarizing | Ask students to tell you about and/or draw a picture representing one or more big ideas from the text. |
| | Questioning | Sample Questions<br>Literal: *What does the puffin eat?*<br>Inferential: *Does the puffin eat grass seeds like the finch?* (Accept reasonable answers.)<br>Evaluative: *Why is The Green Fern Zoo proud to have five finches?* |

**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.



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# Big Cats

Do you like cats? If you do, look there in the grass. Do you see the cat?

That is not the s**or**t of cat that you keep in your home and feed cat food. That is a bob·cat.

Bob·cats are good hunt·**er**s. They hunt rabb·its, rats, and some·times deer and sheep.

That bob·cat's name is Rob·**er**t, **or** Bob f**or** sh**or**t. Get it?

If you look up on that rock, you will see a cat that's bigg·**er** than a bob·cat. It's a pan·th**er**.

Pan·th**er**s can have spots. They can be tan, too. Here at the Green F**er**n Zoo, we have two black pan·th**er**s. The name of this one is Jet.

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That's Jet's sis·t**er**, Flash, up on the tree branch. Flash has strong legs that help h**er** run fast. She has sh**ar**p teeth and sh**ar**p claws that help h**er** hunt rabb·its and deer. She can use h**er** claws to scam·p**er** up a tree if she needs to.

You can see that she is not all black like Jet. She has some spots.


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

| | Technique | Specific Application to "Big Cats" |
|---|---|---|
| **Before Reading** | Activating Prior Knowledge of Text Structure | Prompt student thinking about informational text features: big ideas and details. |
| | Activating Prior Knowledge of Related Content | Pre-assess and support knowledge of key vocabulary: *bobcat, panther, tan*, and *scamper.*<br>Also address concepts with prompts such as: *What does it mean to hunt?* |
| | Setting Purpose for Reading | Students may read to find out: *What do big cats hunt?* |
| **During Reading** | **Technique** | **Specific Application to "Big Cats"** |
| | Monitoring | After reading sections of the text, stop and see if students can demonstrate understanding of the information 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 does the bobcat hunt?* |
| | Drawing Inferences | Prompt inferences with questions such as: *Where do the things a bobcat hunts tend to live?* (Notice how the prompt extends from the Observing prompt above. Always help students use information from the text to support their answers.) |
| | Evaluating | Prompt evaluating with questions such as: *Where do you think a wild bobcat might live?* (Notice how the prompt extends from the Observing and Drawing Inferences prompts above. Always help students explain/defend their answers.)<br>Prompt qualitative judgment of the text. (See the Master Thinking with Reading Chart at the beginning of Instructional Resources for suggestions.) |
| **After Reading** | **Technique** | **Specific Application to "Big Cats"** |
| | Summarizing | Ask students to tell you about and/or draw a picture representing one or more big ideas from the text. |
| | Questioning | Sample Questions<br>Literal: *Are all panthers the same color?*<br>Inferential: *Are panthers good climbers?* (Accept reasonable answers.)<br>Evaluative: *Why might it help a panther to be able to climb over rocks and up trees easily?* |

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# Groundhogs

Here you can see a ground·hog.

Ground·hogs have sh**ar**p claws that help them dig holes in the ground. They spend a lot of time down in those d**ar**k holes.

Ground·hogs like to feed on grass and plants. But when they run out of their holes to get food, they have to be on the look·out. Some critt·**er**s, like bob·cats and snakes, like to dine on ground·hogs. This ground·hog here is sitt·ing up to see if there is a snake **or** a bob·cat close by.

This ground·hog is named Pepp·**er**. We f**ee**d h**er** grass, tree b**ar**k, and in·sects, but the food that she likes best is c**or**n. We found that out yes·t**er**·day m**or**n·ing when she got out from h**er** pen.

We found h**er** in the pett·ing zoo. She ate a lot of the c**or**n that was there f**or** the ducks and hens.

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| | Technique | Specific Application to "Groundhogs" |
|---|---|---|
| Before Reading | Activating Prior Knowledge of Text Structure | Prompt student thinking about informational text features: big ideas and details. |
| | Activating Prior Knowledge of Related Content | Pre-assess and support knowledge of key vocabulary: *groundhog, critters, to be on the lookout, insects*, and *pen.*<br>Also address concepts with prompts such as: *How can being big help an animal in the wild? How can being small help an animal in the wild?* |
| | Setting Purpose for Reading | Students may read to find out: *Are groundhogs hunters?* |
| During Reading | **Technique** | **Specific Application to "Groundhogs"** |
| | Monitoring | After reading sections of the text, stop and see if students can demonstrate understanding of the information 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 do groundhogs do when they are on the lookout for snakes or bobcats?* |
| | Drawing Inferences | Prompt inferences with questions such as: *How does sitting up help groundhogs be on the lookout?* (Notice how the prompt extends from the Observing prompt above. Always help students use information from the text to support their answers.) |
| | Evaluating | Prompt evaluating with questions such as: *What might a groundhog do if it spotted a bobcat?* (Notice how the prompt extends from the Observing and Drawing Inferences prompts above. Always help students explain/defend their answers.)<br>Prompt qualitative judgment of the text. (See the Master Thinking with Reading Chart at the beginning of Instructional Resources for suggestions.) |
| After Reading | **Technique** | **Specific Application to "Groundhogs"** |
| | Summarizing | Ask students to tell you about and/or draw a picture representing one or more big ideas from the text. |
| | Questioning | Sample Questions<br>Literal: *What is Pepper's favorite food?*<br>Inferential: *Why do groundhogs spend a lot of time in their holes?* (Accept reasonable answers.)<br>Evaluative: *Are groundhogs scared of ducks?* |

**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.*



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# The Reptile Room

Who likes snakes? Hands up if you like them!

Some kids like snakes best of all, and some kids can't stand them. If you do not like snakes, you can skip this next room be·cause it is the rep·tile room.

This is a g**ar**·t**er** snake. G**ar**·t**er** snakes feed on slugs, in·sects, and frogs. F**or** those critt·**er**s, the g**ar**·t**er** snake is a kill·**er**. But f**or** us, it is h**ar**m·less. A g**ar**·t**er** snake could bite you, but its bite would not make you sick.

This is a ratt·l**er**. He is a des·**er**t dwell·**er** that hunts f**or** rats and rabb·its. He has a patt·**er**n on his scales that helps him blend in and hide in the des·**er**t sands. When the ratt·l**er** is hidd·en, it is h**ar**d f**or** rats and rabb·its to see him.

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A ratt·l**er** is not h**ar**m·less like a g**ar**·t**er** snake. If you ev·**er** see this snake hiss·ing and coil·ing up, you bett·**er** stand back and let it be. The ratt·l**er** has sh**ar**p fangs, and a bite from a ratt·l**er** could kill you. But we are safe here in the rep·tile room. There is a sheet of glass keep·ing us safe from the snakes.


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

| | Technique | Specific Application to "The Reptile Room" |
|---|---|---|
| **Before Reading** | Activating Prior Knowledge of Text Structure | Prompt student thinking about informational text features: big ideas and details. |
| | Activating Prior Knowledge of Related Content | Pre-assess and support knowledge of key vocabulary: *reptile, garter snake, harmless, rattler, scales, desert dweller*, and *coiling up.*<br>Also address concepts with prompts such as: *What are different kinds of reptiles you know?* |
| | Setting Purpose for Reading | Students may read to find out: *What kinds of reptiles does The Green Fern Zoo have in their Reptile Room?* |
| **During Reading** | **Technique** | **Specific Application to "The Reptile Room"** |
| | Monitoring | After reading sections of the text, stop and see if students can demonstrate understanding of the information 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: *Camouflage is markings and color that helps an animal blend in with its surroundings. What are the markings and color on rattlers?* |
| | Drawing Inferences | Prompt inferences with questions such as: *Does a rattler have camouflage?* (Notice how the prompt extends from the Observing prompt above. Always help students use information from the text to support their answers.) |
| | Evaluating | Prompt evaluating with questions such as: *Could a rattler be camouflaged in a forest instead of a desert?* (Notice how the prompt extends from the Observing and Drawing Inferences prompts above. Always help students explain/defend their answers.)<br>Prompt qualitative judgment of the text. (See the Master Thinking with Reading Chart at the beginning of Instructional Resources for suggestions.) |
| **After Reading** | **Technique** | **Specific Application to "The Reptile Room"** |
| | Summarizing | Ask students to tell you about and/or draw a picture representing one or more big ideas from the text. |
| | Questioning | Sample Questions<br>Literal: *Can a garter snake bite you?*<br>Inferential: *What is a rattler telling you if it hisses and coils up?* (Accept reasonable answers.)<br>Evaluative: *Would a rattler eat a mouse?* |

**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.



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# Termites

What do you kids like to have f**or** lunch? Hot dogs? Chick·en nugg·ets?

What if I gave you a lump of wood **or** a big tree stump f**or** lunch? Would you like that?

Well, if you were a t**er**·mite, you would like it. T**er**·mites are in·sects that like to munch on wood.

See this big spike stick·ing up from the ground? It looks s**or**t of like a rock, but it is a t**er**·mite mound. If you could look in·side, you would see lots of t**er**·mites.

If you would like to see what t**er**·mites look like, take a peek in this box.

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As you can see, t**er**·mites look a lot like ants. They have six legs like ants. A t**er**·mite mound has a queen who makes eggs, just like in an ant·hill. Here you can see that the t**er**·mite queen is much bigg·**er** than the rest of the t**er**·mites.

Would a t**er**·mite munch on your home? It would if your home is made of wood. The t**er**·mites from a big mound could have your liv·ing room f**or** lunch and your bed·room f**or** dinn·**er**!


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

| | Technique | Specific Application to "Termites" |
|---|---|---|
| **Before Reading** | Activating Prior Knowledge of Text Structure | Prompt student thinking about informational text features: big ideas and details. |
| | Activating Prior Knowledge of Related Content | Pre-assess and support knowledge of key vocabulary: *stump, spike, termite mound*, and *queen*<br>Also address concepts with prompts such as: *Name different kinds of insects you know.* |
| | Setting Purpose for Reading | Students may read to find out: *Why don't people want termites in their home?* |
| **During Reading** | **Technique** | **Specific Application to "Termites"** |
| | Monitoring | After reading sections of the text, stop and see if students can demonstrate understanding of the information 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: *Where are places termites could find wood to eat?* |
| | Drawing Inferences | Prompt inferences with questions such as: *Would termites like to build their mound in a forest or in a parking lot?* (Notice how the prompt extends from the Observing prompt above. Always help students use information from the text to support their answers.) |
| | Evaluating | Prompt evaluating with questions such as: *Would you rather have termites or ants near your house?* (Notice how the prompt extends from the Observing and Drawing Inferences prompts above. Always help students explain/defend their answers.)<br>Prompt qualitative judgment of the text. (See the Master Thinking with Reading Chart at the beginning of Instructional Resources for suggestions.) |
| **After Reading** | **Technique** | **Specific Application to "Termites"** |
| | Summarizing | Ask students to tell you about and/or draw a picture representing one or more big ideas from the text. |
| | Questioning | Sample Questions<br>Literal: *Is the queen much smaller or bigger than the rest of the termites?*<br>Inferential: *How are termites different than ants?* (Accept reasonable answers.)<br>Evaluative: *Should you knock a termite mound down if you find one?* |

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# River Otters

Do you like to run and jump? Do you like to chase your pals? Do you like to splash in the pool in the summ·**er**? Do you like to slide down hills in the win·t**er**?

Well, if you like to do those things, you would make a good ott·**er**! You can see three of our riv·**er** ott·**er**s up on the rocks: Al·ex, All·en, and Ag·nes. That's Al·ex up on top of All·en. The last one is Ag·nes.

Ott·**er**s have sh**or**t, strong legs with webb**ed** paws and sh**ar**p claws. The webb·ing helps the ott·**er**s swim fast and get their food. Riv·**er** ott·**er**s hunt f**or** fish, frogs, and crabs.

When it is time f**or** bed, the riv·**er** ott·**er**s scam·p**er** to their den. They have nests on land that are lin**ed** with grass, moss, and b**ar**k.

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| | Technique | Specific Application to "River Otters" |
|---|---|---|
| Before Reading | Activating Prior Knowledge of Text Structure | Prompt student thinking about informational text features: big ideas and details. |
| | Activating Prior Knowledge of Related Content | Pre-assess and support knowledge of key vocabulary: *webbed paws, scamper, moss*, and *bark.*<br>Also address concepts with prompts such as: *What is a river like?* |
| | Setting Purpose for Reading | Students may read to find out: *Where do river otters sleep?* |
| | **Technique** | **Specific Application to "River Otters"** |
| During Reading | Monitoring | After reading sections of the text, stop and see if students can demonstrate understanding of the information 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 are other animals that live in and around rivers?* |
| | Drawing Inferences | Prompt inferences with questions such as: *Are there many other animals around rivers that might hunt the river otter?* (Notice how the prompt extends from the Observing prompt above. Always help students use information from the text to support their answers.) |
| | Evaluating | Prompt evaluating with questions such as: *Is the river otter safer swimming in the water or sleeping in the den?* (Notice how the prompt extends from the Observing and Drawing Inferences prompts above. Always help students explain/defend their answers.)<br>Prompt qualitative judgment of the text. (See the Master Thinking with Reading Chart at the beginning of Instructional Resources for suggestions.) |
| | **Technique** | **Specific Application to "River Otters"** |
| After Reading | Summarizing | Ask students to tell you about and/or draw a picture representing one or more big ideas from the text. |
| | Questioning | Sample Questions<br>Literal: *What is a river otter den made of?*<br>Inferential: *What else besides fish, frogs, and crabs might a river otter eat?* (Accept reasonable answers.)<br>Evaluative: *Does playing in the river help river otters catch their food?* |

**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.*



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# Cranes and Spoon·bills

Here you can see two sand·hill cranes.

A sand·hill crane has long legs, a d**ar**k, point·**ed** bill, and a red spot next to its bill. Sand·hill cranes are found in wet·lands. They like to hunt f**or** frogs, snakes, and in·sects.

Those are sand·hill cranes, too. In fact, that's a mom and a dad with their chicks. When sand·hill cranes mate, they tilt their bills up and make hoot·ing sounds. Then the mom and dad make a nest. The mom sits on the eggs f**or** 4 weeks un·til the chicks are b**or**n.

That's a spoon·bill. He has that name be·cause his bill is shap**ed** like a spoon.

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The spoon·bill wades in pools to get his food. He swings his bill back and f**or**th. If he feels an in·sect swimm·ing in·side his bill, he snaps it shut.

When spoon·bills mate, they make a nest. When the chicks are b**or**n, they can't see. The mom and dad have to care f**or** them until they can see.


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

| | Technique | Specific Application to "Cranes and Spoonbills" |
|---|---|---|
| **Before Reading** | Activating Prior Knowledge of Text Structure | Prompt student thinking about informational text features: big ideas and details. |
| | Activating Prior Knowledge of Related Content | Pre-assess and support knowledge of key vocabulary: *wetlands, mate, hooting*, and *chicks.*<br>Also address concepts with prompts such as: *What different kinds of animals might live in wetlands?* |
| | Setting Purpose for Reading | Students may read to find out: *How do long legs help the cranes and spoonbills?* |
| **During Reading** | **Technique** | **Specific Application to "Cranes and Spoonbills"** |
| | Monitoring | After reading sections of the text, stop and see if students can demonstrate understanding of the information 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: *Name some characteristics of cranes and spoonbills (text and illustrations will support thinking).* |
| | Drawing Inferences | Prompt inferences with questions such as: *Are cranes and spoonbills a type of insect? What class of animal do you think they are?* (Notice how the prompt extends from the Observing prompt above. Always help students use information from the text to support their answers.) |
| | Evaluating | Prompt evaluating with questions such as: *We've learned that the puffin and the sandhill crane sit on their eggs. Do you think all birds sit on their eggs?* (Notice how the prompt extends from the Observing and Drawing Inferences prompts above. Always help students explain/defend their answers.)<br>Prompt qualitative judgment of the text. (See the Master Thinking with Reading Chart at the beginning of Instructional Resources for suggestions.) |
| **After Reading** | **Technique** | **Specific Application to "Cranes and Spoonbills"** |
| | Summarizing | Ask students to tell you about and/or draw a picture representing one or more big ideas from the text. |
| | Questioning | Sample Questions<br>Literal: *How long do sandhill cranes sit on their eggs?*<br>Inferential: *How is wading different from swimming?* (Accept reasonable answers.)<br>Evaluative: *What are some important jobs for spoonbill parents while their babies can't see?* |

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# *Tricky Words: Word List*

| Unit 4 Tricky Words | |
|---|---|
| Sunday | today |
| Monday | yesterday |
| Tuesday | tomorrow |
| Wednesday | |
| Thursday | |
| Friday | |
| Saturday | |

| Previously Taught Tricky Words | | |
|---|---|---|
| a | me | to |
| all | my | two |
| are | no | was |
| be | of | we |
| because | once | were |
| by | one | what |
| could | said | when |
| do | says | where |
| down | she | which |
| from | should | who |
| have | so | why |
| he | some | word |
| here | the | would |
| I | their | you |
| is | there | your |
| | they | |


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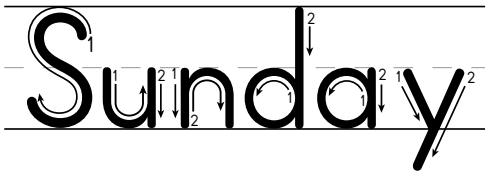
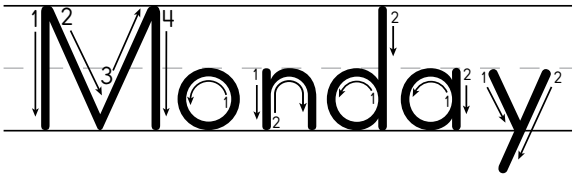
*Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences.*

# Sunday

# Monday




1. _____ is a week day.

2. _____ is a week·end day.

3. _____ is af·ter _____.



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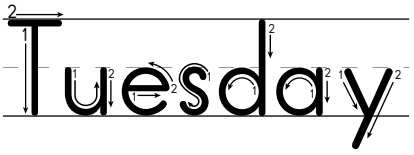
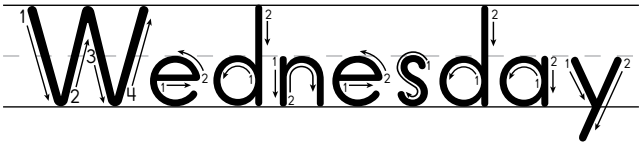
*Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences.*

# Tuesday

# Wednesday




1. _____ is af·ter Monday.

2. _____ is af·ter Tuesday.

3. _____ is af·ter _____.



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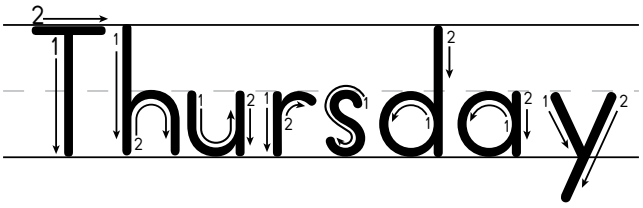
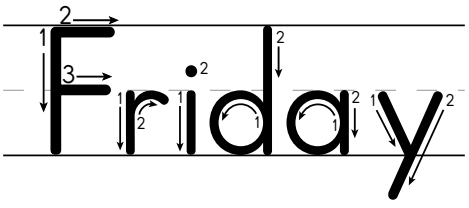
Tricky Words: Review the Sound-Spelling 3 (*Thursday* and *Friday*)

*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.*

# Thursday

# Friday




1. _____ is af·ter Wednesday.

2. _____ is a af·ter Thursday.

3. _____ is af·ter _____.



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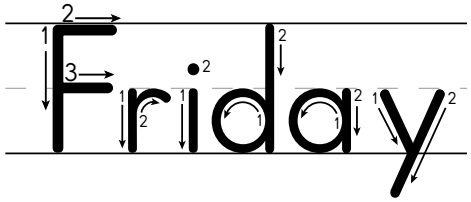
Name: _____

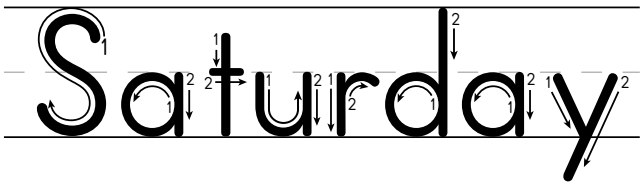


*Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences.*

# Friday

# Saturday




1. _____ is a week·day.

2. _____ is a week·end day.

3. _____ is af·ter _____.



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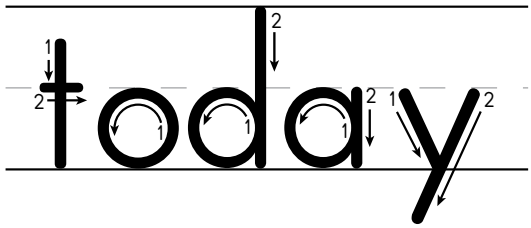
Tricky Words: Review the Sound-Spelling 5 (*today*, *yesterday*, and *tomorrow*)

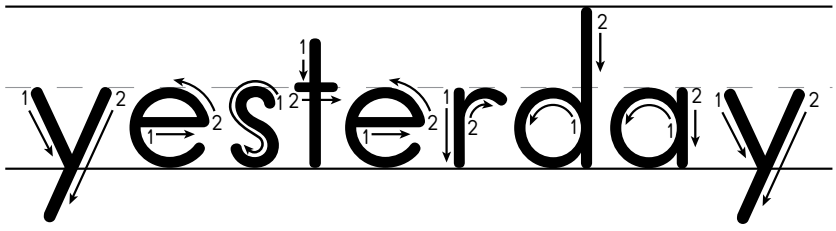
*Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and red for letters pronounced differently than we would expect.*

today

yesterday

tomorrow



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*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 1–4 for Tricky Words are not for use with BINGO.*

| | | | | | | |
|---|---|---|---|---|---|---|
| Sunday | | Monday | | | Tuesday | |
| Wednesday | | Thursday | | | Friday | |
| Saturday | | today | | | tomorrow | |
| yesterday | . | . | . | T | T | Y |

| | | | |
|---|---|---|---|
| is | will | be | was |



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*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 1–4 for Tricky Words are not for use with BINGO.*

| | | |
|---|---|---|
| a | all | are |
| be | because | by |
| could | do | down |
| from | have | he |
| here | I | is |
| me | my | no |


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*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 1–4 for Tricky Words are not for use with BINGO.*

| | | |
|---|---|---|
| of | once | one |
| said | says | she |
| should | so | some |
| the | their | there |
| they | to | two |
| was | we | were |



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*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 1–4 for Tricky Words are not for use with BINGO.*

| | | |
|---|---|---|
| what | when | where |
| which | who | why |
| word | you | your |
| would | | |


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*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.*

| | | |
|---|---|---|
| Sunday | could | once |
| should | yesterday | Tuesday |
| says | Friday | we |

| | | |
|---|---|---|
| would | yesterday | who |
| we | Monday | my |
| Saturday | no | Thursday |



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*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.*

| | | |
|---|---|---|
| me | tomorrow | Wednesday |
| Monday | down | today |
| why | here | Friday |

| | | |
|---|---|---|
| no | down | Thursday |
| Sunday | says | tomorrow |
| why | Saturday | should |


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*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.*

| | | |
|---|---|---|
| yesterday | once | because |
| who | Wednesday | would |
| should | me | Tuesday |

| | | |
|---|---|---|
| once | could | why |
| would | Saturday | my |
| Wednesday | because | Sunday |



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*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.*

| | | |
|---|---|---|
| today | my | could |
| because | here | Monday |
| who | Friday | we |

| | | |
|---|---|---|
| Thursday | no | here |
| says | today | down |
| tomorrow | me | Tuesday |


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*Directions: Copy and cut out the word cards for use with BINGO Boards. (Card stock is recommended to allow for reuse.) Note: This BINGO card set contains the words utilized on the BINGO Board, which is not all of the Tricky Words taught in Grade 1 Units 1 and 2.*

| | | |
|---|---|---|
| Sunday | Monday | Tuesday |
| Wednesday | Thursday | Friday |
| Saturday | today | yesterday |
| tomorrow | because | down |
| could | should | would |
| me | my | we |
| here | no | once |
| says | who | why |



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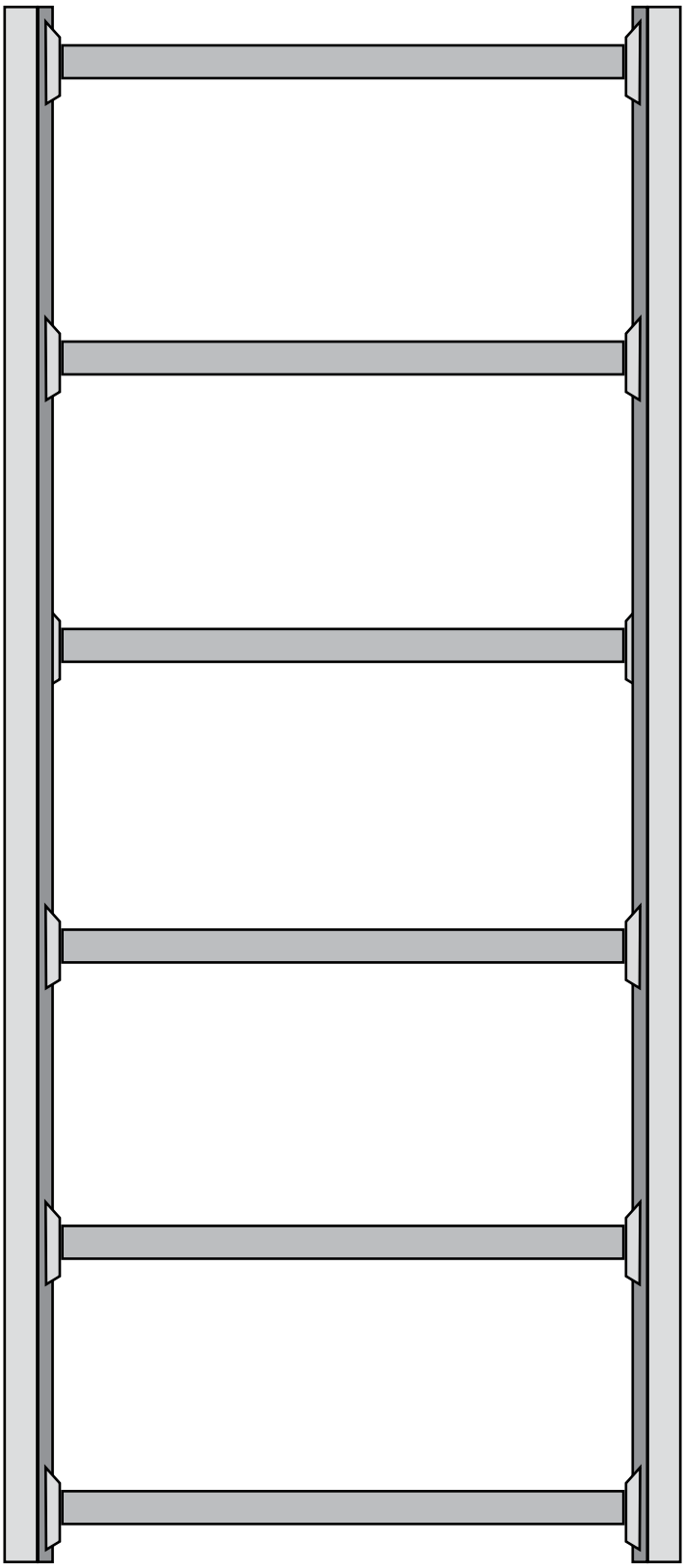
Name: _____



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



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Name: _____



| today | yesterday | tomorrow |
|---|---|---|

*Directions: Students use the Tricky Words in the word box to fill in the blanks below for practice identifying verb tense.*

1. He will jump _____.
2. He jumped _____.
3. He is jumping _____.
4. We ran _____.
5. We are running _____.
6. We will run _____.



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Name: _____

Grammar: Grammar Practice 2 (Verb Tense)

| today | yesterday | tomorrow |
|---|---|---|

*Directions: Students use the Tricky Words in the word box to fill in the blanks below for practice identifying verb tense.*

1. She sat _____.
2. She will sit _____.
3. She is sitting _____.
4. They will look _____.
5. They looked _____.
6. They are looking _____.


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Name: _____



| today | yesterday | tomorrow |
|---|---|---|

*Directions: Students use the Tricky Words in the word box to fill in the blanks below for practice identifying verb tense.*

1. You are pointing _____.
2. You pointed _____.
3. You will point _____.
4. I sang _____.
5. I am singing _____.
6. I will sing _____.



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# Core Knowledge Language Arts


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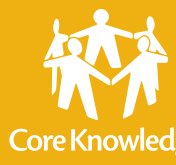


# Unit 4

## Assessment and Remediation Guide

Skills Strand

**GRADE 1**

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