



# Unit 6

## Assessment and Remediation Guide

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



Core Knowledge®

GRADE 1





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## Assessment and Remediation Guide

Skills Strand

**GRADE 1**

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New York Edition



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# Section I

## Phonics

## Steps for Determining Student Need

### Step 1: Establish areas of weakness within the phonics component

You may wish to use the following chart by highlighting where students have struggled with particular instructional tasks, demonstrated weak performance on certain assessment components (administered in Lessons 5, 10, 15, 20, and 24), and/or continued to be challenged with Pausing Points used for review. Significant highlighting will indicate:

- the Unit 6 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 (Consonant Spelling Alternatives)  |
|--|--|
| As observed during related instructional tasks:                            | <ul style="list-style-type: none"> <li>• Introduce Spelling Words (Unit 6 Lessons 1, 6, 11, 16)</li> <li>• Tricky Spelling Practice (Unit 6 Lessons 2, 19)</li> <li>• Spelling Alternatives; Spellings for ...; The Tricky Spelling (Unit 6 Lessons 1, 2, 4, 6, 8, 10, 16, 18, 19)</li> <li>• Spelling Tree; Leaf Sort (Unit 6 Lessons 1, 4, 10, 16, 18)</li> <li>• Speedy Sound Hunt (Unit 6 Lessons 3, 18)</li> <li>• Word Sort (Unit 6 Lessons 3, 11)</li> <li>• Segmenting and Blending Two-Syllable Words (Unit 6 Lessons 7, 13, 14, 22)</li> <li>• Sound Dictation (Unit 6 Lessons 17, 22)</li> <li>• Wiggle Cards (Unit 6 Lessons 24, 25)</li> <li>• Label the Picture/Count the Sounds (Unit 6 Lesson 23)</li> </ul> |
| Or as evidenced by performance on assessment components:                   | Weekly Spelling Assessments (Unit 6 Lessons 5, 10, 15, 20)<br>Word Recognition Assessment (Unit 6 Lesson 24)   |
| AND IF review with related Pausing Points is not enough:                   | <ul style="list-style-type: none"> <li>• Distinguish Similar Sounds</li> <li>• Recognize and/or Write the Spellings Taught in Unit 6</li> <li>• Read and/or Write Words with the Tricky Spellings 'c' and 'n'</li> <li>• Read Words That Contain Spelling Alternatives</li> <li>• Write Words That Contain Spelling Alternatives</li> <li>• Read Phrases</li> <li>• Read and Write Sentences</li> </ul>  |
| Then use Grade 1 Unit 6 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 1–6 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 1–6 Phonics Scope and Sequence

| Unit 1 Lessons     | Code Knowledge  |
|--------------------|---|
| <b>1–16</b>        | Single-Letter Sound-Spellings (e.g., ‘s’ > /s/; includes consonant clusters)      |
| <b>17–20</b>       | Digraph Sound-Spellings   |
| <b>23–24</b>       | Double-Letter Sound-Spellings (e.g., ‘ck’ > /k/ and ‘ff’ > /f/)                   |
| Unit 2 Lessons     | Code Knowledge  |
| <b>1</b>           | /ee/ spelled ‘ee’ as in <i>seed</i>   |
| <b>3</b>           | /ae/ spelled ‘a_e’ as in <i>cake</i>  |
| <b>6</b>           | /ie/ spelled ‘i_e’ as in <i>line</i>  |
| <b>8</b>           | /oe/ spelled ‘o_e’ as in <i>hope</i>  |
| <b>12</b>          | /ue/ spelled ‘u_e’ as in <i>cube</i>  |
| Unit 3 Lessons     | Code Knowledge  |
| <b>1</b>           | /oo/ spelled ‘oo’ as in <i>soon</i>   |
| <b>5</b>           | /oo/ spelled ‘oo’ as in <i>look</i>   |
| <b>9</b>           | /ou/ spelled ‘ou’ as in <i>shout</i>  |
| <b>12</b>          | /oi/ spelled ‘oi’ as in <i>oil</i>  |
| <b>15</b>          | /aw/ spelled ‘aw’ as in <i>paw</i>  |
| Unit 4 Lessons     | Code Knowledge  |
| <b>1</b>           | /er/ spelled ‘er’ as in <i>her</i>  |
| <b>4</b>           | /ar/ spelled ‘ar’ as in <i>car</i>  |
| <b>7</b>           | /or/ spelled ‘or’ as in <i>for</i>  |
| Unit 5 Lessons     | Code Knowledge  |
| <b>6</b>           | /ch/ spelled ‘tch’ as in <i>patch</i>   |
| <b>8</b>           | /j/ spelled ‘g’ or ‘ge’ as in <i>gem</i> or <i>stage</i>                          |
| <b>14</b>          | /v/ spelled ‘ve’ as in <i>sleeve</i>  |
| <b>16</b>          | /r/ spelled ‘wr’ as in <i>wrench</i>  |
| Unit 6 Lessons     | Code Knowledge  |
| <b>1, 2, and 4</b> | /s/ spelled ‘c’, ‘ce’, or ‘se’ as in <i>cent</i> , <i>dance</i> , or <i>horse</i> |
| <b>10</b>          | /n/ spelled ‘kn’ as in <i>knot</i>  |
| <b>16</b>          | /w/ spelled ‘wh’ as in <i>whale</i>   |
| <b>18 and 19</b>   | /ng/ spelled ‘n’ as in <i>pink</i>  |

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

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

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

## Planning for Instruction

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The lessons in Section I, Phonics are based on the objectives from Grade 1, Unit 6. 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 6 is:

- ✓ **Sound-spellings (reading and writing with consonant spelling alternatives)**

### Lesson Template Section Descriptions

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

### ***Guided Practice (working with skills)***

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

### ***Guided Practice (applying skills)***

Guided Practice (applying skills) provides a flexible opportunity for practice with other activities from the Exercises section. If a single objective is the focus for remediation (e.g., consonant alternative 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 6.

### ***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 complexity of target phonemes and the length of the words for reading and spelling. The following chart illustrates how lessons can be designed to be more or less challenging across both dimensions.

| <i>Least Difficult</i>               | Sounds with Few Spelling Alternatives<br>(e.g., /h/ and /x/) | Sounds with Multiple Spelling Alternatives<br>(e.g., /s/ and /n/) |
|--------------------------------------|--|---|
| Read and spell single-syllable words |  |   |
| Read and spell multi-syllable words  |  | <i>Most Difficult</i>   |

## 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 |
|--|---|--------------------|---------|
| <b>Warm-Up</b>                           | <b>Match Me</b>   | Large Letter Cards | 3       |
| <b>Guided Practice (applying skills)</b> | Choose one or two activities or games from Phonics Exercises. | activity dependent | 12      |

### Guided Reinforcement Sample Remedial Lesson

Target: /s/ > 's', 'c', 'ce', or 'se'

| Guided Reinforcement                     | Exercise  | Materials   | Minutes |
|--|---|---|---------|
| <b>Warm-Up</b>                           | <b>Match Me</b><br>Play Match Me with:<br>/s/ > 's', 'c', 'ce', or 'se'<br>/z/ > 'z' or 's'<br>Take note that 's' is a spelling for both targeted sounds. | Large Letter Cards 's', 'c', 'ce', 'se', and 'z'  | 3       |
| <b>Guided Practice (applying skills)</b> | <b>Sound-Spellings: Race to the Top</b><br>Use Word/Picture Cards corresponding to /s/ > 's', 'c', 'ce', or 'se'.   | Word/Picture Cards for /s/ > 's', 'c', 'ce', or 'se' in brown bag<br><br>Race to the Top Game Boards<br><br>game pieces | 12      |

### Explicit Reteaching Lesson Template

| Explicit Reteaching   | Exercise  | Materials  | Minutes |
|---|---|--|---------|
| <b>Warm-Up</b>  | <b>Match Me</b>   | Large Letter Cards   | 3       |
| <b>Explicit Instruction</b>   | <b>Review the Sound-Spelling</b>  | Grade 1 Code Flip Books<br>Articulation Chart<br>Word List                                   | 4       |
| <b>Guided Practice (working with skills)</b>  | <b>Chaining</b>   | Chaining List<br>Large Letter Cards (optional)<br>writing materials for teacher and students | 8       |
| <b>Guided Practice (applying skills) OR Independent Practice/ Progress Monitoring</b> | 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      |

### Explicit Reteaching Sample Remedial Lesson

Target: /w/ > 'wh' contrasted with /w/ > 'w'

| Explicit Reteaching   | Exercise  | Materials   | Minutes |
|---|---|---|---------|
| <b>Warm-Up</b>  | <b>Match Me</b><br>Play Match Me with:<br>/w/ > 'wh' or 'w'<br>/ng/ > 'n' or 'ng'<br>/n/ > 'kn' or 'n'<br>/s/ > 'c', 'ce', 'se', or 's'<br>Take note that 'n' is a spelling for /n/ and /ng/. | Large Letter Cards: 'wh', 'w', 'n', 'ng', 'kn', 'c', 'ce', 'se', and 's'          | 3       |
| <b>Explicit Instruction</b>   | <b>Review the Sound-Spelling</b><br>Review /w/ > 'wh' or 'w'  | Grade 1 Code Flip Books<br>Articulation Chart<br>Word List                        | 4       |
| <b>Guided Practice (working with skills)</b>  | <b>Chaining</b><br>Chaining List targeting /w/ > 'wh':<br>whine > white > while > whale > wheel<br>(consonants: 'wh', 'n', 't', 'l', and vowels: 'i_e', 'a_e', and 'ee')                      | Chaining List<br>dry erase board, marker, and eraser for teacher and each student | 8       |
| <b>Guided Practice (applying skills) OR Independent Practice/ Progress Monitoring</b> | <b>Sound-Spellings: Memory</b><br>Word/Picture Cards for /w/ > 'wh' and /w/ > 'w'   | Word/Picture Cards for /w/ > 'wh' and /w/ > 'w'                                   | 10      |
|   | Progress Monitoring: While students play Memory complete Sound-Spelling Progress Monitoring Assessment.   | Word Cards and Record Sheets for Sound-Spelling Progress Monitoring 3             |         |

### Comprehensive Reteaching Lesson Template

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



## Comprehensive Reteaching Sample Remedial Lesson

Target: /n/ > 'kn' or 'n'

| Comprehensive Reteaching                         | Exercise  | Materials   | Minutes |
|--|---|---|---------|
| <b>Warm-Up</b>                                   | <b>Match Me</b><br>Play Match Me with:<br>/w/ > 'wh' or 'w'<br>/ng/ > 'n' or 'ng'<br>/n/ > 'kn' or 'n'<br>/s/ > 'c', 'ce', 'se', or 's'<br>Take note that 'n' is a spelling for /n/ and /ng/.                                   | Large Letter Cards: 'wh', 'w', 'n', 'ng', 'kn', 'c', 'ce', 'se', and 's'  | 3       |
| <b>Explicit Instruction</b>                      | <b>Review the Sound-Spelling</b><br>Review /n/ > 'kn' or 'n'  | Grade 1 Code Flip Books<br>Articulation Chart<br>Word List  | 5       |
| <b>Guided Practice (working with skills)</b>     | <b>Chaining</b><br>Chaining List including /n/ > 'kn': knee > kneel > feel > feet > fit > knit > knot > knock > knack > pack<br>(consonants: 'kn', 'l', 'f', 't', 'p', digraphs 'ck', 'ng', and vowels: 'ee', 'i', 'o' and 'a') | Chaining List<br>dry erase board, marker, and eraser for teacher and each student   | 10      |
| <b>Guided Practice (applying skills)</b>         | <b>Grammar: Pronoun Link</b> (Fluency and Comprehension: Grammar exercise)<br>Reinforce knowledge of pronouns by completing the activity <b>Pronoun Link</b> .  | sentence pairs typed to display for students<br>string  | 12      |
| <b>Independent Practice/ Progress Monitoring</b> | Independent Practice: While student partners reread "The Harvest" with <b>Silly Voices</b> (Fluency and Comprehension: Fluency exercise) administer Comprehension and Fluency: Progress Monitoring Assessment.                  | Grace Reader for each student<br>Silly Voices Cards<br>Student Copy and Record Sheets for Fluency and Comprehension Progress Monitoring 1 | 10      |

## 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.

Targets for review of Unit 6 sound-spellings may include:

- |   |                              |
|---|------------------------------|
| 1. /s/ – ‘s’, ‘ss’, ‘c’, ‘ce’, and ‘se’ | 4. /n/ – ‘n’, ‘nn’, and ‘kn’ |
| 2. /z/ – ‘z’, ‘s’, ‘zz’                 | 5. /ng/ – ‘ng’ and ‘n’       |
| 3. /m/ – ‘m’ and ‘mm’                   | 6. /w/ – ‘w’ and ‘wh’        |

## Explicit Instruction: Review the Sound-Spelling

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

**Materials:**

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

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

**Instructions:**

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

## Guided Practice: Chaining

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

**Materials:**

- Chaining list
- writing materials for both teacher and student
- 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.
- Make the letter change needed for the next word and describe the change as it is made. For example, changing *gland* to *glance* say, “Now I’m changing the /d/ sound at the end of the word to the /s/ sound. What word did I make now?” (This specific example offers a good opportunity to highlight the use of ‘ce’ for /s/ instead of the first taught basic code: /s/ > ‘s’.)
- 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 *loop* to *loose* students may say, “I changed the ‘p’ at the end to ‘se’.”
- 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**

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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. Limit selections of multi-syllable words to those whose total phonemes do not exceed the number of sound boxes.

### 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:** In addition to previously taught double-letter sound-spellings (e.g., ‘ff’) and vowel digraphs (e.g., ‘a\_e’), the consonant alternative spellings from Unit 5 and Unit 6 (i.e., ‘tch’, ‘ge’, ‘ve’, ‘wr’, ‘ce’, ‘se’, ‘kn’, and ‘wh’) and the suffix *-ed* are provided on their own Letter Cards. Students should use these as opposed to building them with single Letter Cards. Remind 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. A specific distinction is required for ‘ge’ and ‘c’ > /s/ spellings. If the word contains a magic ‘e’ vowel spelling, the magic ‘e’ creates the ‘ge’ > /j/ and students will need the single Letter Card ‘g’ instead of the ‘ge’. Similarly, if the word contains a suffix beginning with ‘e’ (e.g., ‘er’), the ‘e’ from the suffix creates the ‘ge’ > /j/ and again the single Letter Card ‘g’ is used instead of the ‘ge’. Magic ‘e’ vowel spellings with the final sound /s/ are built in the same way. The ‘c’ Letter Card is used with the magic ‘e’ Letter Card resulting in ‘ce’ in the final position of the word, which is different from needing the ‘ce’ Letter Card for /s/ after other vowel sounds.

- Say a word, such as *moose*.
- Students echo the word and then individually work to select the Letter Cards for the sound-spellings identified as they segment the word into phonemes.
- Have students place the Letter Cards directly below the boxes in the correct positions from left to right. Tell students they will not always use all the sound boxes.
- Once you see a student is ready, ask him or her to push the cards into the boxes from left to right and say the sound as each Letter Card is pushed. Immediately, students should run their finger under the word in one smooth motion and say the whole word blended.
- Clear the board for the next word.

- If additional support is needed, begin by asking students to flip their Letter Cards over to the blank side and Push & Say for a few practice words using the blank side of the cards. This removes the component of identifying the correct sound-spelling, allowing students to start with a focus on the sounds and their positions before adding in the task of connecting the sounds to spellings.

Sound Boxes can be used in varied ways:

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

## Sound-Spellings: BINGO

**Note:** The BINGO game set for Unit 6 includes mostly words with the new consonant spelling alternatives: ‘c’, ‘ce’, and ‘se’ > /s/, ‘kn’ > /n/, ‘wh’ > /w/, and ‘n’ > /ng/, as well as, for contrast, a few words with the initial basic code spellings taught for the same sounds: ‘s’ and ‘ss’ > /s/, ‘n’ > /n/, ‘w’ > /w/, and ‘ng’ > /ng/.

### 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 each student to cover spaces on their game boards (e.g., cubes, pennies, beans, etc.).

### Instructions:

- Provide students with a BINGO Board and at least nine tokens.
- As word cards are selected and read, students search for the word on their game board.
- Ask students to put their finger on the word if they find it and read it aloud to confirm they are correct before covering the space.
  - When students are incorrect, use the opportunity to address the confusion.

- When students are correct ask, “How did you know that was \_\_\_\_\_?” (This verbalization of knowledge or strategies used is powerful for reinforcing learning.)
- The game may be played until one or all students get three spaces covered in a row, or until one or all students get “black-out” (covering the entire board).

## Sound-Spellings: Race to the Top

### Materials:

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

**Preparation:** Select Large Letter Cards or Word/Picture Cards from Materials for Phonics Lessons according to the sound-spellings targeted for remediation. You may wish to target the new consonant alternative spellings only: ‘c’, ‘ce’, and ‘se’ > /s/, ‘kn’ > /n/, ‘wh’ > /w/, and ‘n’ > /ng/. Provided materials also allow you to include sound-spelling contrasts of the new alternative spellings with the initial basic code spellings taught for the same sounds: ‘s’ and ‘ss’ > /s/, ‘n’ > /n/, ‘w’ > /w/, and ‘ng’ > /ng/. 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. You may wish to target the new consonant alternative spellings only: 'c', 'ce', and 'se' > /s/; 'kn' > /n/; 'wh' > /w/; and 'n' > /ng/. Provided materials also allow you to include sound-spelling contrasts of the new alternative spellings with the initial basic code spellings taught for the same sounds: 's' and 'ss' > /s/, 'n' > /n/, 'w' > /w/, and 'ng' > /ng/. Copy and cut out cards onto darker colored paper, otherwise students can see the images through the paper when they are turned over. The word and picture side of the cards should be cut apart.

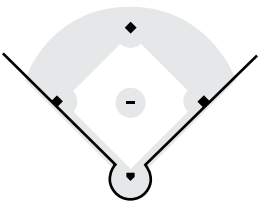
### Instructions:

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

## Sound-Spellings: Phrase and Sentence Baseball

### Materials:

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



**Preparation:** Select phrases and/or sentences from the lists provided in Materials for Phonics Lessons according to the 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 student's view and have them write either the entire phrase or sentence or a select word on their writing surface. Again students signal when they are finished with a thumbs-up. Select one student to show their writing or spell it aloud.
- **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   |
|-----------------------------|--|
| on the fence                | What do I mean if I say, "I'm on the fence about getting that shirt."? |
| blank slate                 | What would you do to make the board a blank slate?                     |
| This knocked my socks off!  | Name something that would "knock your socks off."                      |
| A skunk can make you stink. | What does a skunk do to make you stink?                                |

## Phonics Progress Monitoring

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### Monitoring: Sound-Spellings

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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 consonant spelling alternative 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 *Assessment and Remediation Guide* Unit 6 Section I, Phonics.

Name: \_\_\_\_\_

Consonant Spelling Alternative Word Reading: Progress Monitoring 1

|       |       |       |
|-------|-------|-------|
| pink  | while | force |
| else  | knock | wink  |
| twice |       |       |

Record Sheet for Consonant Spelling Alternative Word Reading: Progress Monitoring 1

| Word          | Student Pronunciation |      |      |     |         |
|---------------|-----------------------|------|------|-----|---------|
| Sample: pink  |                       |      |      |     |         |
| 1. while      | /w/                   | /ie/ | /l/  | -   | ____ /1 |
| 2. force      | /f/                   | /or/ | /s/  | -   | ____ /1 |
| 3. else       | /e/                   | /l/  | /s/  | -   | ____ /1 |
| 4. knock      | /n/                   | /o/  | /k/  | -   | ____ /1 |
| 5. wink       | /w/                   | /i/  | /ng/ | /k/ | ____ /1 |
| 6. twice      | /t/                   | /w/  | /ie/ | /s/ | ____ /1 |
| Total Correct | ____ /6               |      |      |     |         |

**Note:** Student performance with all phonemes should be noted for evaluation; however, only consonant spelling alternatives are scored for this assessment.

'c' > /s/ (2 or 6) \_\_\_\_ /1

'ce' > /s/ (2 or 6) \_\_\_\_ /1

'se' > /s/ (3) \_\_\_\_ /1

'kn' > /n/ (4) \_\_\_\_ /1

'wh' > /w/ (1) \_\_\_\_ /1

'n' > /ng/ (5) \_\_\_\_ /1

Name: \_\_\_\_\_

## Consonant Spelling Alternative Word Reading: Progress Monitoring 2

|       |       |       |
|-------|-------|-------|
| pink  | goose | chunk |
| cell  | when  | knife |
| since |       |       |

## Record Sheet for Consonant Spelling Alternative Word Reading: Progress Monitoring 2

| Word                 | Student Pronunciation |      |      |     |         |
|----------------------|-----------------------|------|------|-----|---------|
| Sample: pink         |                       |      |      |     |         |
| 1. goose             | /g/                   | /oo/ | /s/  | -   | _____/1 |
| 2. chunk             | /ch/                  | /u/  | /ng/ | /k/ | _____/1 |
| 3. cell              | /s/                   | /e/  | /l/  | -   | _____/1 |
| 4. when              | /w/                   | /e/  | /n/  | -   | _____/1 |
| 5. knife             | /n/                   | /ie/ | /f/  | -   | _____/1 |
| 6. since             | /s/                   | /i/  | /n/  | /s/ | _____/1 |
| <b>Total Correct</b> | _____/6               |      |      |     |         |

**Note:** Student performance with all phonemes should be noted for evaluation; however, only consonant spelling alternatives are scored for this assessment.

'c' > /s/ (3 or 6) \_\_\_\_\_ /1

'ce' > /s/ (3 or 6) \_\_\_\_\_ /1

'se' > /s/ (1) \_\_\_\_\_ /1

'kn' > /n/ (5) \_\_\_\_\_ /1

'wh' > /w/ (4) \_\_\_\_\_ /1

'n' > /ng/ (2) \_\_\_\_\_ /1

Name: \_\_\_\_\_

Consonant Spelling Alternative Word Reading: Progress Monitoring 3

|       |       |       |
|-------|-------|-------|
| pink  | knelt | house |
| thank | cinch | white |
| voice |       |       |

Record Sheet for Consonant Spelling Alternative Word Reading: Progress Monitoring 3

| Word          | Student Pronunciation |      |      |      |         |
|---------------|-----------------------|------|------|------|---------|
| Sample: pink  |                       |      |      |      |         |
| 1. knelt      | /n/                   | /e/  | /l/  | /t/  | ____ /1 |
| 2. house      | /h/                   | /ou/ | /s/  | -    | ____ /1 |
| 3. thank      | /th/                  | /a/  | /ng/ | /k/  | ____ /1 |
| 4. cinch      | /s/                   | /i/  | /n/  | /ch/ | ____ /1 |
| 5. white      | /w/                   | /ie/ | /t/  | -    | ____ /1 |
| 6. voice      | /v/                   | /oi/ | /s/  | -    | ____ /1 |
| Total Correct | ____ /6               |      |      |      |         |

**Note:** Student performance with all phonemes should be noted for evaluation; however, only consonant spelling alternatives are scored for this assessment.

'c' > /s/ (4 or 6) \_\_\_\_ /1

'ce' > /s/ (6) \_\_\_\_ /1

'se' > /s/ (2) \_\_\_\_ /1

'kn' > /n/ (1) \_\_\_\_ /1

'wh' > /w/ (5) \_\_\_\_ /1

'n' > /ng/ (3) \_\_\_\_ /1

Name: \_\_\_\_\_

Consonant Spelling Alternative Word Reading: Progress Monitoring 4

|        |       |      |
|--------|-------|------|
| pink   | place | knee |
| chance | which | honk |
| rinse  |       |      |

Record Sheet for Consonant Spelling Alternative Word Reading: Progress Monitoring 4

| Word          | Student Pronunciation |      |      |     |         |
|---------------|-----------------------|------|------|-----|---------|
| Sample: pink  |                       |      |      |     |         |
| 1. place      | /p/                   | /l/  | /ae/ | /s/ | ____ /1 |
| 2. knee       | /n/                   | /ee/ | -    | -   | ____ /1 |
| 3. chance     | /ch/                  | /a/  | /n/  | /s/ | ____ /1 |
| 4. which      | /w/                   | /i/  | /ch/ | -   | ____ /1 |
| 5. honk       | /h/                   | /o/  | /ng/ | /k/ | ____ /1 |
| 6. rinse      | /r/                   | /i/  | /n/  | /s/ | ____ /1 |
| Total Correct | ____ /6               |      |      |     |         |

**Note:** Student performance with all phonemes should be noted for evaluation; however, only consonant spelling alternatives are scored for this assessment.

'c' > /s/ (1 or 3) \_\_\_\_ /1

'ce' > /s/ (3) \_\_\_\_ /1

'se' > /s/ (6) \_\_\_\_ /1

'kn' > /n/ (2) \_\_\_\_ /1

'wh' > /w/ (4) \_\_\_\_ /1

'n' > /ng/ (5) \_\_\_\_ /1

## ***Materials for Phonics Lessons***

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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](#)

[BINGO Game Set](#)

[Race to the Top Game Board](#)

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

## Articulation Chart

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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.



| Phoneme | Articulation Features<br>(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                         |
| /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                          |

| Phoneme          | Articulation Features<br>(Notice in the Mirror)  | Is Your Voice On or Off? | Can You Stretch the Sound?* |
|------------------|--|--------------------------|-----------------------------|
| /y/              | Tongue pushes against the sides of the upper teeth as air passes through with minimal friction   | On                       | Yes                         |
| /x/              | This sound is actually two sounds that roll together /k/ and /s/. Tongue starts touching the roof of the mouth and rolls forward a bit to push air out in a stream behind the upper teeth. Lips remain open a little.  | Off                      | No                          |
| Digraph Phonemes |  |                          |                             |
| /ch/             | The rim of the tongue taps against the roof of the mouth, lips are open a little, the corners of the lips are pulled up (as if doing a teeny smile), and the air is released with friction (Note this is the same as /j/.)   | Off                      | No                          |
| /sh/             | The rim of the tongue gently touches the roof of the mouth, and lips are pushed out as air is forced noisily through the space between   | Off                      | Yes                         |
| /th/             | Place the tip of the tongue between the upper and lower teeth as air is forced noisily through the space between (Note this is the same as /th/.)  | Off                      | Yes                         |
| /th/             | Place the tip of the tongue between the upper and lower teeth as air is forced noisily through the space between (Note this is the same as /th/.)  | On                       | Yes                         |
| /ng/             | This sound is like trying to make an /n/ sound with the articulation for /g/. Back of the tongue touches the roof of the mouth, closing off the mouth so that the air and sound goes through the nose  | On                       | Yes                         |
| /qu/             | This sound is actually two sounds that roll together /k/ and /w/. Tongue starts touching the roof of the mouth and drops as the lips are rounded and air is pushed out   | Off                      | No                          |
| /ee/             | Lips are open with the corners pulled up (like a smile)  | On                       | Yes                         |
| /ae/             | Mouth is open with the tongue pushed forward but not beyond the teeth (You do not need to teach this, but it may help to be aware that this pronunciation shifts slightly from the described starting articulation to the articulation for /ee/ as it is sounded.)                                       | On                       | Yes                         |
| /ie/             | Mouth is open with the jaw lowered (You do not need to teach this, but it may help to be aware that this pronunciation shifts slightly from the described starting articulation to the articulation for /ee/ as it is sounded.)  | On                       | Yes                         |
| /oe/             | Lips are rounded (You do not need to teach this, but it may help to be aware that this pronunciation shifts slightly from the described starting articulation to the articulation for /w/.)  | On                       | Yes                         |
| /ue/             | Tongue pushes against the sides of the upper teeth (like for /y/) and the lips are pursed (You do not need to teach this, but it may help to be aware that this pronunciation shifts slightly from the described starting articulation to the articulation for /oo/, which pushes the lips out further.) | On                       | Yes                         |
| /oo/             | 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                         |

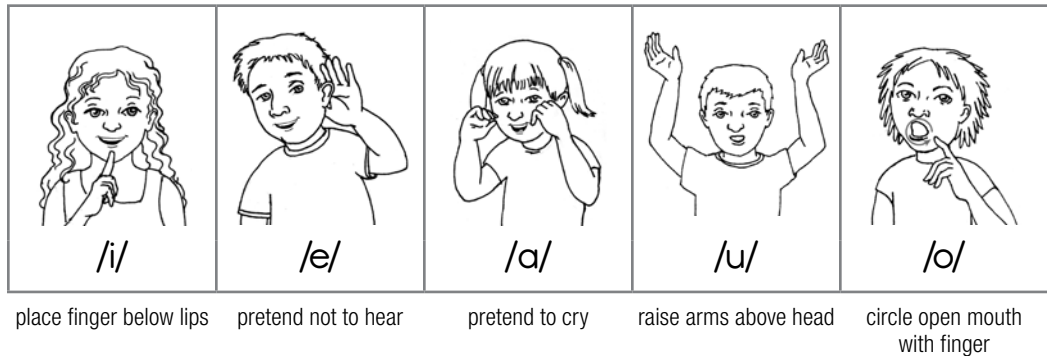
| Phoneme               | Articulation Features<br>(Notice in the Mirror)  | Is Your<br>Voice On<br>or Off? | Can You<br>Stretch<br>the<br>Sound?* |
|-----------------------|--|--------------------------------|--------------------------------------|
| /oi/                  | Lips are rounded (similar 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                                  |
| r-Controlled Phonemes |  |                                |                                      |
| /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!

\*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.

## Short Vowel Signs

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



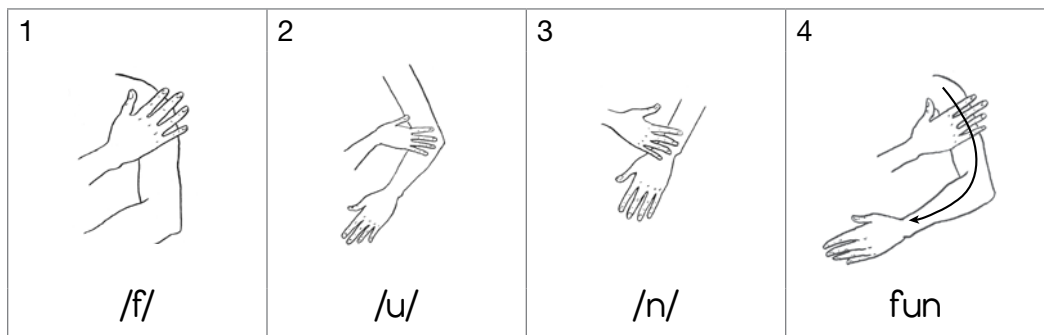
## Blending Motions for Two- to Five-Phoneme Words

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

### Blending Motions for Three-Phoneme Words (Arm Gesture)

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

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

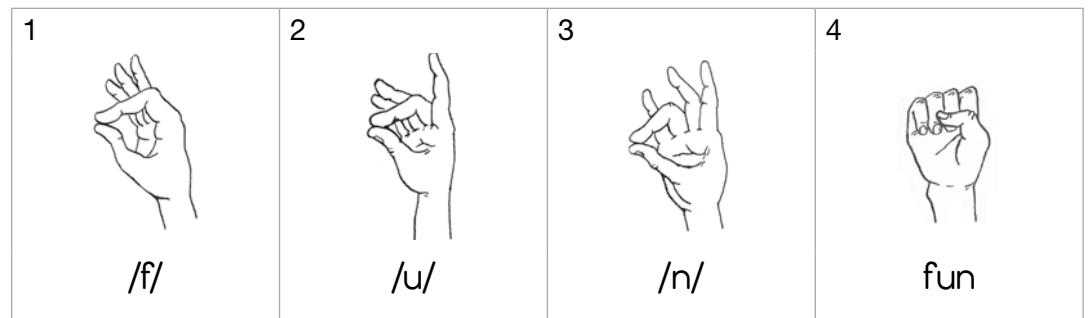


### Blending Motions for Two- to Five-Phoneme Words (Finger Gestures)

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

- Tap your pointing finger against your thumb as you say the first phoneme (e.g., /f/).

- Tap your middle finger against your thumb as you say the second phoneme (e.g., /u/).
- Tap your ring finger against your thumb as you say the third phoneme (e.g., /n/).
- Tapping your pinkie finger against your thumb can be used if the word has a fourth phoneme.
- Make a fist as you say the whole word with the phonemes blended (e.g., *fun*).
- This blending motion can be modified for use with five-phoneme words by tapping fingers on the table, instead of tapping fingers against the thumb.



### Additional Blending Support

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

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

Then sequential blending may reduce the burden on memory.

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

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

Word lists are provided to facilitate selecting words for various exercises. Single-syllable words containing the initial basic code spelling taught for the same sounds are provided. These words may be included in word lists for Review the Sound-Spelling or Push & Say to help students work with the multiple spellings for the same sound.

### Consonant Spelling Alternatives Word Lists

| 'c' > /s/        |                | 's' > /s/                   |                           |              |
|------------------|----------------|-----------------------------|---------------------------|--------------|
| single-syllable* | multi-syllable | single syllable             |                           |              |
|                  |                | Initial Position or Cluster | Final Position or Cluster | Final Plural |
| cent             | center         | sit                         | bus                       | cats         |
| cell             | pencil         | skin                        | desk                      | clumps       |
| cinch            |                | slip                        | dust                      | crops        |
| face             |                | snake                       | fast                      | drinks       |
| mice             |                | snug                        | gas                       | lamps        |
| nice             |                | spot                        | grasp                     | mops         |
| place            |                | song                        | lost                      | nuts         |
| price            |                | spring                      | mask                      | prints       |
| race             |                | squish                      | tusk                      | skunks       |
| rice             |                | stem                        | wisp                      | spots        |
| space            |                | street                      |                           | sticks       |
| twice            |                | swim                        |                           |              |
|                  |                | sun                         |                           |              |

\*At a glance, most of these words appear to include the 'ce' spelling for /s/, however, here the 'c' spells the final /s/ sound within the Magic 'e' separated vowel digraphs.

**Note:** Here are some patterns for you to be aware of.

- 's' is used to spell /s/ in the initial consonant clusters *sk-*, *sl-*, *sm-*, *sn-*, *sp-*, *spl-*, *spr-*, *st-*, *str-*, *sw-*, *squ-* (*skip*, *slip*, *smile*, *snip*, *spin*, *splash*, *spread*, *steep*, *straw*, *swine*, *squint*) and final clusters *-sk*, *-sp*, *-st* (*desk*, *wasp*, *best*, etc.).
- 's' is used at the end of words to mark a plural (*cats*, *hips*) or a verb form (*it fits*, *she skates*).
- 'c' is used at the beginning of words that start with *ce-*, *ci-*, *cy-* (*cent*, *cinnamon*, *Cyprus*), but 's' can be used before those letters as well (*sent*, *sip*, *syrup*).
- 'c' is likely to be pronounced /k/ when followed by 'a', 'o', or 'u' (*cat*, *cot*, *cut*), when part of a consonant cluster (*clip*, *crop*, *scatter*, *fact*), or when at the end of a word or syllable (*picnic*, *mimic*).

| 'ce' and 'se' > /s/ |         |                | 'ss' > /s/      |
|---------------------|---------|----------------|-----------------|
| single-syllable     |         | multi-syllable | single-syllable |
| bounce              | dense   | concept        | class           |
| chance              | else    | percent        | cross           |
| choice              | geese   | princess       | dress           |
| dance               | glimpse | process        | kiss            |
| fence               | goose   | sentence       | mess            |
| force               | horse   | voices         | miss            |
| glance              | house   |                | pass            |
| ounce               | loose   |                | toss            |
| prince              | moose   |                | fuss            |
| since               | rinse   |                |                 |
| voice               | sense   |                |                 |
| wince               | spouse  |                |                 |
|                     | verse   |                |                 |

**Note:** Here are some patterns for you to be aware of.

- **'ss'**, **'ce'**, and **'se'** are used to spell final /s/ that is not a plural marker or a verb form (*dress, prince, house*). These spellings are never used at the beginning of a word.
- **'ss'** is typically used after a "short" vowel sound (*fuss, miss, confess*).
- **'ce'** and **'se'** are typically used after other vowel sounds (*force, choice, horse*) and in consonant clusters (*prince, rinse*).

| 'kn' > /n/  |                | 'n' > /n/        |                |       |
|---|----------------|------------------|----------------|-------|
| single-syllable   | multi-syllable | single-syllable  |                |       |
| knack<br>knee<br>kneel<br>knelt<br>knife<br>knit<br>knock<br>knot | knapsack       | Initial Position | Other Position |       |
|   |                | nap              | blend          | send  |
|   |                | nerve            | cent           | skin  |
|   |                | net              | grand          | snap  |
|   |                | nod              | hunt           | thank |
|   |                | noon             | inch           | then  |
|   |                | north            | pan            | win   |
|   |                | noun             | rain           |       |
|   |                | nut              |                |       |

| 'wh' > /w/      |        |                | 'w' > /w/        |                 |
|-----------------|--------|----------------|------------------|-----------------|
| single-syllable |        | multi-syllable | single syllable  |                 |
| whale           | whip   | wheezing       | Initial Position | Initial Cluster |
| what            | whisk  | whether        | wax              | swim            |
| wheel           | white  | whimper        | web              | swept           |
| when            | whiz   | whisker        | well             | swish           |
| which           | whoop  | whisper        | wig              | switch          |
| while           | whoosh | whither        | wing             |                 |
| whine           |        |                | with             |                 |
|                 |        |                | wood             |                 |
|                 |        |                | worn             |                 |

| 'n' > /ng/      |       |                | 'ng' > /ng/     |
|-----------------|-------|----------------|-----------------|
| single-syllable |       | multi-syllable | single-syllable |
| bank            | rank  | anger          | bang            |
| chunk           | rink  | blanket        | bring           |
| clunk           | sink  | hunger         | hang            |
| drink           | sunk  | longer         | long            |
| flank           | tank  |                | prong           |
| honk            | thank |                | sing            |
| ink             | think |                | spring          |
| link            | trunk |                | strong          |
| oink            | wink  |                | stung           |
| pink            | yank  |                | swing           |
|                 |       |                | thing           |
|                 |       |                | wrong           |



## Chaining Lists

The chains below are reprinted from the Supplemental Materials throughout the Unit 6 Teacher Guide. Chains may be sectioned if students do not sustain attention for the whole chain.

| Consonant Spelling Alternatives | Chains   |
|---------------------------------|--|
| 'c', 'ce', and 'se' > /s/       | <p>mite &gt; mice &gt; dice &gt; lice &gt; lace &gt; lake &gt; fake &gt; face &gt; race &gt; rice</p> <p><b>Note:</b> The change between 'ace' and 'ake' is an opportunity to highlight how the spelling for the final sound is located in the middle of the separated vowel digraph: /s/ &gt; 'c' or /k/ &gt; 'k'.</p> <p>geese &gt; goose &gt; loose &gt; moose &gt; mouse &gt; house &gt; horse</p> <p>chant &gt; chance &gt; dance &gt; lance &gt; glance &gt; gland &gt; land</p>                       |
| 'kn' > /n/                      | <p>knee &gt; kneel &gt; feel &gt; feet &gt; fit &gt; knit &gt; knot &gt; knock &gt; knack &gt; pack</p> <p>knelt &gt; melt &gt; met &gt; set &gt; sat &gt; sack &gt; sock &gt; knock &gt; knot &gt; knit</p>   |
| 'wh' > /w/                      | <p>whip &gt; whim &gt; whiz &gt; whim &gt; wham</p> <p>whine &gt; white &gt; while &gt; whale &gt; wheel</p>   |
| 'n' > /ng/                      | <p>bunk &gt; hunk &gt; chunk &gt; dunk &gt; sunk &gt; sink &gt; mink &gt; pink &gt; plink</p> <p>blank &gt; bank &gt; sank &gt; thank &gt; think &gt; wink &gt; rink &gt; drink &gt; drank</p> <p>funk &gt; fink &gt; link &gt; blink &gt; blank &gt; bank &gt; bunk &gt; dunk &gt; sunk &gt; skunk</p> <p>ink &gt; think &gt; pink &gt; sink &gt; sank &gt; bank &gt; thank &gt; think &gt; link &gt; mink</p>  |
| mixed                           | <p>knife &gt; life &gt; wife &gt; wine &gt; whine &gt; pine &gt; pin &gt; pen &gt; pence &gt; hence</p> <p>job &gt; knob &gt; knot &gt; knock &gt; sock &gt; sick &gt; sip &gt; whip &gt; whiff &gt; whim</p> <p>house &gt; mouse &gt; moose &gt; noose &gt; loose &gt; loop &gt; whoop &gt; whoops</p> <p>check &gt; wreck &gt; wren &gt; when &gt; pen &gt; pence &gt; pounce &gt; bounce &gt; ounce</p> <p>south &gt; mouth &gt; mouse &gt; moose &gt; loose &gt; loot &gt; loop &gt; whoop &gt; whip</p> |

## Phrases and Sentences

The phrases and sentences below are reprinted from the Supplemental Materials throughout the Unit 6 Teacher Guide.

| 'c', 'ce', and 'se' > /s/ |   |
|---------------------------|---|
| 1. cat and mouse          | 11. Dancing is fun!                       |
| 2. no one else            | 12. Crabs have pincers.                   |
| 3. a big house            | 13. A dime is the same as ten cents.      |
| 4. loud voices            | 14. Pam is dressed like a princess.       |
| 5. skin cells             | 15. Let's dance.                          |
| 6. by chance              | 16. Never look a gift horse in the mouth. |
| 7. on the fence           |   |
| 8. long fence             |   |
| 9. Make a good choice.    |   |
| 10. This is a sentence.   |   |

| 'kn' > /n/                            | 'wh' > /w/                           | 'n' > /ng/                     |
|---------------------------------------|--------------------------------------|--------------------------------|
| 1. fork and knife                     | 1. all the while                     | 1. a bunk bed                  |
| 2. knit a scarf                       | 2. spin your wheels                  | 2. a blank slate               |
| 3. sit on your knees                  | 3. while you were out                | 3. an ink pen                  |
| 4. have a knack for it                | 4. black and white                   | 4. a pink face                 |
| 5. under the knife                    | 5. My cat has long whiskers.         | 5. think twice                 |
| 6. This knocked my socks off!         | 6. He spoke in a long whisper.       | 6. Thank you!                  |
| 7. She has her lunch in her knapsack. | 7. My pal is a whiz at math.         | 7. Drink your milk.            |
| 8. Knock on wood!                     | 8. A whale got stranded on the sand. | 8. The ship sank fast.         |
| 9. He made a knot in the rope.        | 9. A bike has two wheels.            | 9. Her cheeks were pink.       |
| 10. This drawer needs a knob.         |                                      | 10. Keep your fingers crossed. |

| Mixed Consonant Spelling<br>Alternative Phrases | Mixed Consonant Spelling Alternative<br>Sentences |   |
|---|---|---|
| 1. make a sad face                              | 1. Our car has a large trunk.                     | 11. There is not a trace of it!                 |
| 2. point with your finger                       | 2. Where can you see a whale?                     | 12. There are ten cents in a dime.              |
| 3. dance a jig                                  | 3. The horse ran a good race.                     | 13. Some pigs have pink skin.                   |
| 4. blink twice                                  | 4. Our skin is made up of cells.                  | 14. The fence keeps the deer out of our garden. |
| 5. scratch your knee                            | 5. Did you fix the fence?                         | 15. I saw a flock of geese outside.             |
| 6. knock on your desk                           | 6. Thank you so much!                             | 16. The car got stuck and spun its wheels.      |
| 7. wink at a pal                                | 7. This page is no longer blank.                  | 17. I will knit you some socks.                 |
| 8. sink down to the ground                      | 8. How much is a tank of gas?                     | 18. He fell and skinned his knee.               |
| 9. think of something nice                      | 9. A skunk can make you stink.                    |   |
| 10. clap your hands twice                       | 10. Who drinks milk with their dinner?            |   |
| 11. glance at a pal                             |   |   |
| 12. honk like a goose                           |   |   |
| 13. bend your knees                             |   |   |
| 14. feel your pulse                             |   |   |
| 15. think hard                                  |   |   |
| 16. thank a pal                                 |   |   |
| 17. hush your voice                             |   |   |
| 18. bounce up and down                          |   |   |

Name: \_\_\_\_\_

Sound-Spellings: Large Letter Cards 1 (Single Letter)

Directions: Copy and cut out these Letter Cards for use with the Unit 6 Section 1 Warm-Up activity Match Me or game Race to the Top.

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

Name: \_\_\_\_\_

Sound-Spellings: Large Letter Cards 2 (Single Letter)

Directions: Copy and cut out these Letter Cards for use with the Unit 6 Section 1 Warm-Up activity Match Me or game Race to the Top.

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

Name: \_\_\_\_\_

Sound-Spellings: Large Letter Cards 3 (Single Letter)

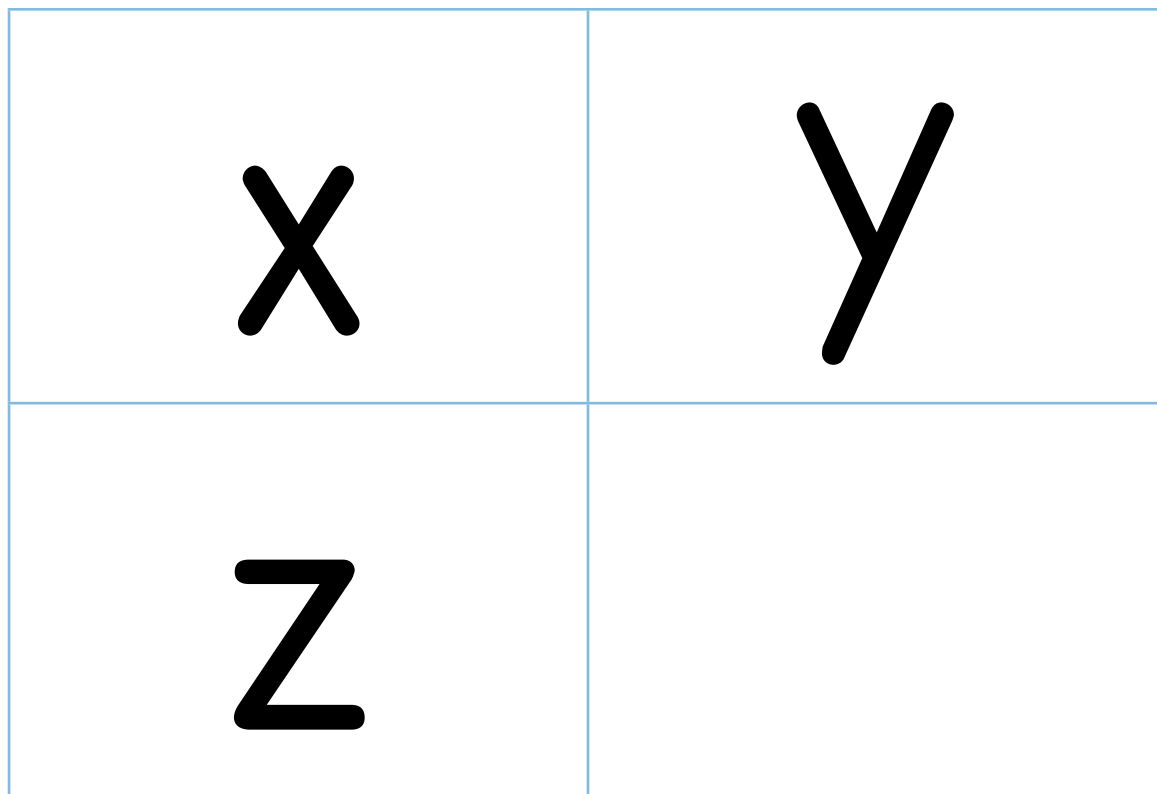
Directions: Copy and cut out these Letter Cards for use with the Unit 6 Section 1 Warm-Up activity Match Me or game Race to the Top.

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

Name: \_\_\_\_\_

Sound-Spellings: Large Letter Cards 4 (Single Letter)

Directions: Copy and cut out these Letter Cards for use with the Unit 6 Section 1 Warm-Up activity Match Me or game Race to the Top.



Name: \_\_\_\_\_

Sound-Spellings: Large Letter Cards 5 (Digraph)

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

Directions: Copy and cut out these Letter Cards for use with the Unit 6 Section 1 Warm-Up activity Match Me or game Race to the Top.



Name: \_\_\_\_\_

Sound-Spellings: Large Letter Cards 6 (Double Letter)

Directions: Copy and cut out these Letter Cards for use with the Unit 6 Section 1 Warm-Up activity Match Me or game Race to the Top.

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

Name: \_\_\_\_\_

Sound-Spellings: Large Letter Cards 7 (Double Letter)

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

Directions: Copy and cut out these Letter Cards for use with the Unit 6 Section 1 Warm-Up activity Match Me or game Race to the Top.

Name: \_\_\_\_\_

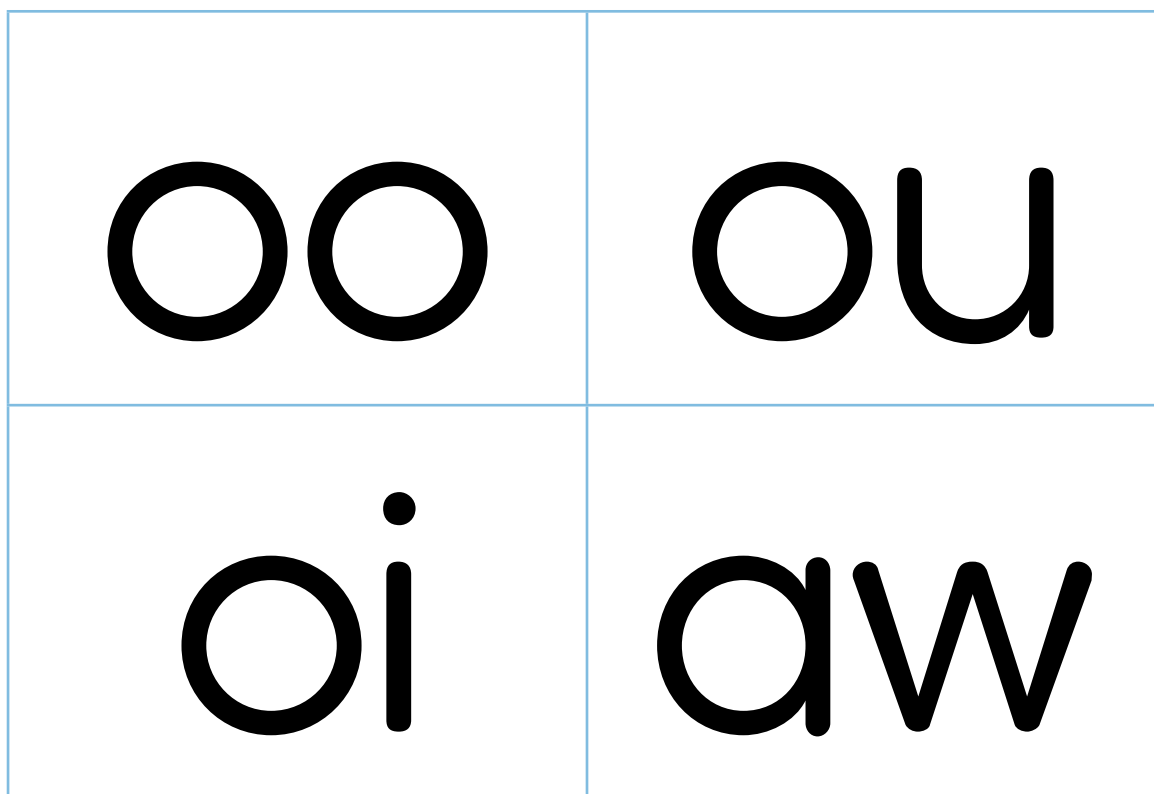
Sound-Spellings: Large Letter Cards 8 (Vowel Digraph)

Directions: Copy and cut out these Letter Cards for use with the Unit 6 Section 1 Warm-Up activity Match Me or game Race to the Top.

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

Name: \_\_\_\_\_

Sound-Spellings: Large Letter Cards 9 (Vowel Digraph)



Directions: Copy and cut out these Letter Cards for use with the Unit 6 Section 1 Warm-Up activity Match Me or game Race to the Top.

Name: \_\_\_\_\_

Sound-Spellings: Large Letter Cards 10 (r-Controlled Vowels)

Directions: Copy and cut out these Letter Cards for use with the Unit 6 Section 1 Warm-Up activity Match Me or game Race to the Top.

er

ar

or

Name: \_\_\_\_\_

Sound-Spellings: Large Letter Cards 11 (Vowel Digraph and -ed)

Directions: Copy and cut out these Letter Cards for use with the Unit 6 Section 1 Warm-Up activity Match Me or game Race to the Top.

tch

ge

ve

wr

-ed

Name: \_\_\_\_\_

Sound-Spellings: Push & Say Sound Boxes

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

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|

Name: \_\_\_\_\_

Sound-Spellings: Push & Say Letter Cards 1

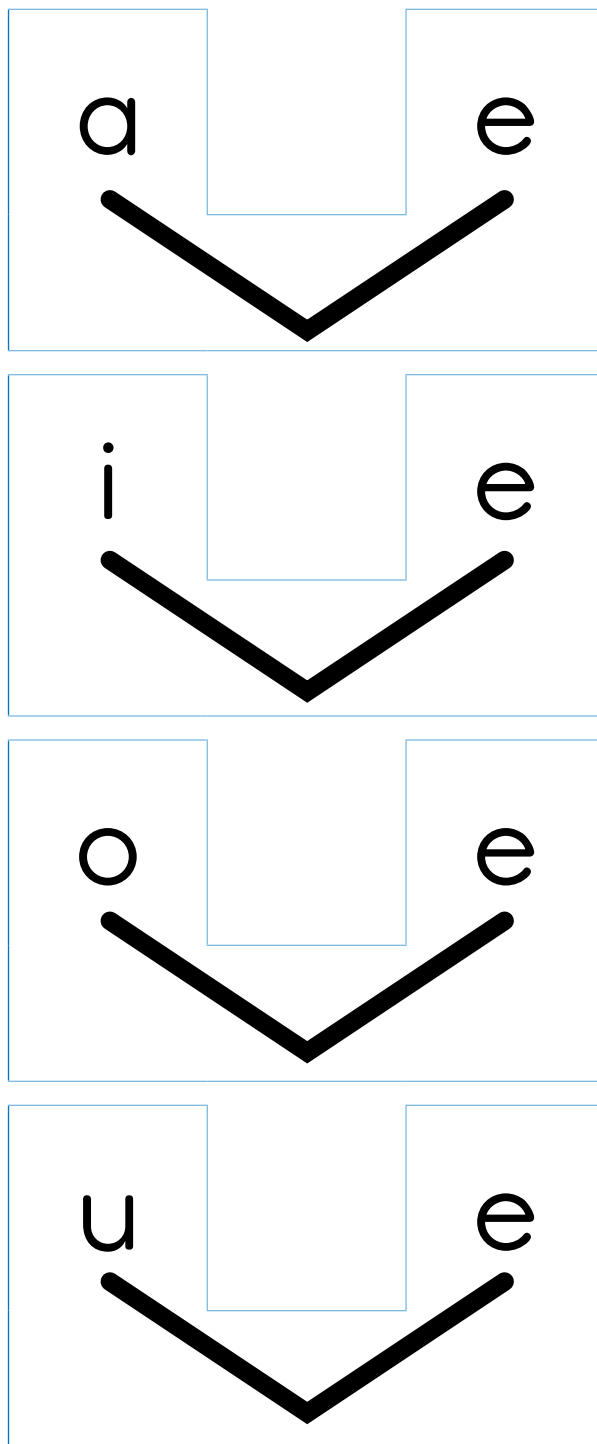
Directions: Copy and cut out the Letter Cards for use with Push & Say. Consonants potentially used more than once when building words are provided twice.

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



Name: \_\_\_\_\_

Sound-Spellings: Push & Say Letter Cards 2



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

Name: \_\_\_\_\_

Sound-Spellings: Push & Say Letter Cards 3

|    |    |    |     |
|----|----|----|-----|
| oo | ou | oi | aw  |
| er | ar | or | -ed |
| pp | bb | cc | gg  |
| tt | dd | rr | tch |
| ge | ve | wr |     |

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

Name: \_\_\_\_\_

Sound-Spellings: BINGO Boards 1

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.

|        |       |       |
|--------|-------|-------|
| sunk   | well  | knack |
| glance | face  | whine |
| drinks | bring | class |

|       |       |       |
|-------|-------|-------|
| worn  | sense | fast  |
| cinch | noon  | knit  |
| what  | think | loose |

Name: \_\_\_\_\_

Sound-Spellings: BINGO Boards 2

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.

|        |        |       |
|--------|--------|-------|
| wheel  | bounce | then  |
| noon   | street | bank  |
| strong | else   | knack |

|       |       |        |
|-------|-------|--------|
| oink  | price | choice |
| knot  | well  | drinks |
| think | sense | what   |

Name: \_\_\_\_\_

Sound-Spellings: BINGO Boards 3

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.

|        |       |        |
|--------|-------|--------|
| yank   | whine | class  |
| glance | knit  | fast   |
| sunk   | price | whoosh |

|       |        |       |
|-------|--------|-------|
| knelt | then   | face  |
| whip  | spots  | north |
| bring | choice | worn  |

Name: \_\_\_\_\_

Sound-Spellings: BINGO Boards 4

|        |       |       |
|--------|-------|-------|
| spots  | whip  | else  |
| knot   | fuss  | oink  |
| strong | cinch | north |

|        |        |        |
|--------|--------|--------|
| wheel  | loose  | street |
| knelt  | yank   | fuss   |
| whoosh | bounce | bank   |

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.

Name: \_\_\_\_\_

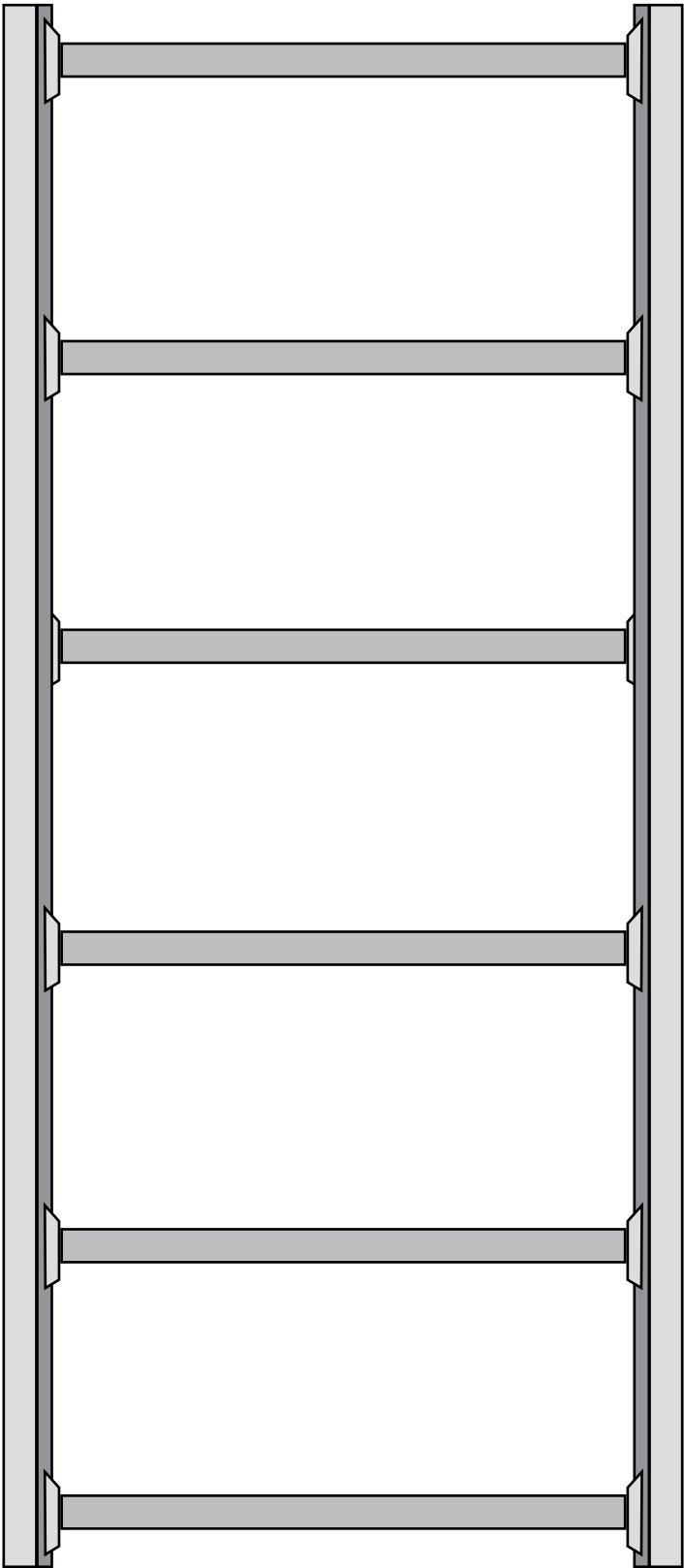
Sound-Spellings: BINGO Cards

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

|        |        |        |        |
|--------|--------|--------|--------|
| cinch  | face   | price  | street |
| fast   | drinks | spots  | bounce |
| choice | glance | else   | loose  |
| sense  | class  | fuss   | knack  |
| knelt  | knit   | knot   | noon   |
| north  | then   | what   | wheel  |
| whine  | whip   | whoosh | well   |
| worn   | bank   | oink   | sunk   |
| think  | yank   | bring  | strong |

Name: \_\_\_\_\_

Sound-Spellings: Race to the Top Game Board



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



Name: \_\_\_\_\_

Word/Picture Cards 1 (Consonant Spelling Alternatives)

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.



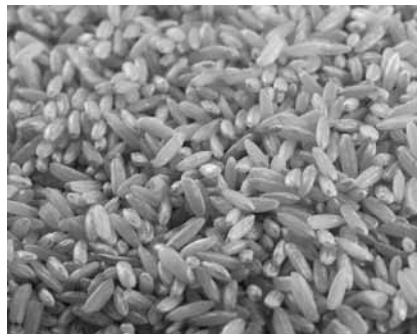
cent



mice



race



rice

Name: \_\_\_\_\_

Word/Picture Cards 2 (Consonant Spelling Alternatives)

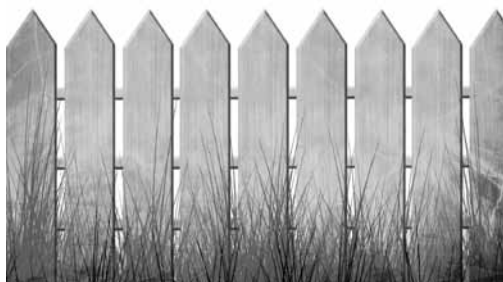
Directions: These Word/Picture Cards are provided for use with the games Race to the Top and Memory. For Race to the Top, copy and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy and cut out, separating word and picture cards.



pencil



dance



fence



prince

Name: \_\_\_\_\_

Word/Picture Cards 3 (Consonant Spelling Alternatives)

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.



geese



horse



house



moose

Name: \_\_\_\_\_

Word/Picture Cards 4 (Consonant Spelling Alternatives)

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.



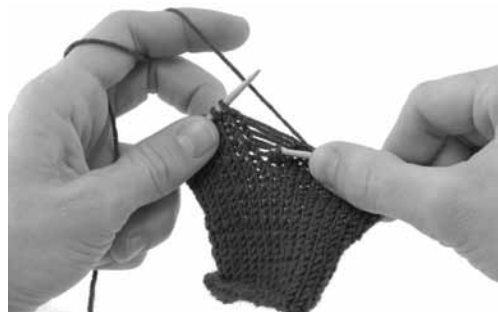
rinse



kneel



knife



knit

Name: \_\_\_\_\_

Word/Picture Cards 5 (Consonant Spelling Alternatives)

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.



knot



whale



wheel

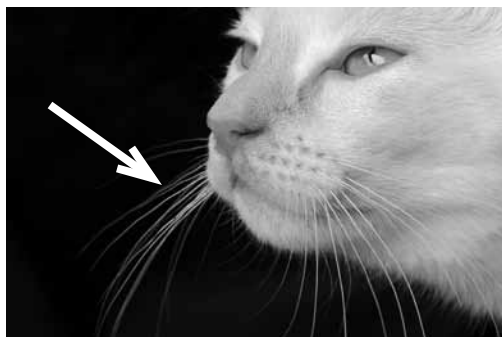


whisk

Name: \_\_\_\_\_

Word/Picture Cards 6 (Consonant Spelling Alternatives)

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.



whisker



whisper



drink



link

Name: \_\_\_\_\_

Word/Picture Cards 7 (Consonant Spelling Alternatives)

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.



sink



tank



trunk

Name: \_\_\_\_\_

Word/Picture Cards 8 (Initial Basic Code Spellings)

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.



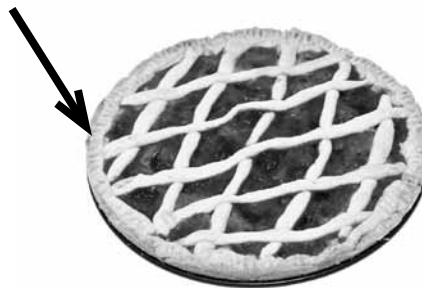
sled



stick



bus



crust



Name: \_\_\_\_\_

Word/Picture Cards 9 (Initial Basic Code Spellings)

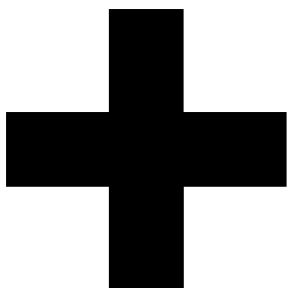
Directions: These Word/Picture Cards are provided for use with the games Race to the Top and Memory. For Race to the Top, copy and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Memory, copy and cut out, separating word and picture cards.



crops



nuts



cross



dress

Name: \_\_\_\_\_

Word/Picture Cards 10 (Initial Basic Code Spellings)

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.



mess



pass



net

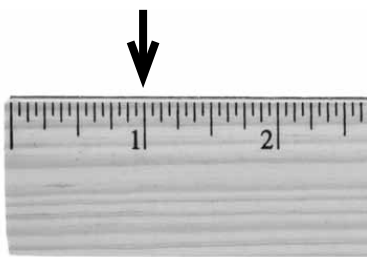


nut

Name: \_\_\_\_\_

Word/Picture Cards 11 (Initial Basic Code Spellings)

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.



inch



pan



rain



web

Name: \_\_\_\_\_

Word/Picture Cards 12 (Initial Basic Code Spellings)

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.



wig



wing



swim



hang

Name: \_\_\_\_\_

Word/Picture Cards 13 (Initial Basic Code Spellings)

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.



prong



sing



swing



# Section II

## Fluency and Comprehension

## Steps for Determining Student Need

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

You may wish to use the following chart by highlighting where students have struggled with particular instructional tasks, demonstrated weak performance on certain assessment components (administered in Lesson 25), and/ or continued to be challenged with Pausing Points used for review. Columns with significant highlighting will indicate:

- which Unit 6 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   | Grammar (Pronouns)   |
|---|--|--|
| <b>As observed during related instructional tasks:</b>                            | <ul style="list-style-type: none"> <li>• Whole Group (Unit 6 Lesson 6)</li> <li>• Reread; Small Group (Unit 6 Lessons 7, 8, 9, 10, 11, 12, 13, 14, 16, 18, 19, 21, 22, 23, 24, 25)</li> <li>• Partner Reading (Unit 6 Lessons 15, 17, 20)</li> </ul> | <ul style="list-style-type: none"> <li>• Nouns and Pronouns (Unit 6 Lessons 7, 9, 13)</li> <li>• Sentence (or Phrase) Building (Unit 6 Lessons 8, 9, 14, 19)</li> <li>• Pronoun Review (Unit 6 Lessons 12, 20, 22)</li> <li>• Plural Noun Review (Unit 6 Lesson 15)</li> <li>• Tense Review (Unit 6 Lesson 21)</li> <li>• Root Words and Endings (Unit 6 Lesson 21)</li> </ul> |
| <b>Or as evidenced by performance on assessment components:</b>                   | Story Comprehension Assessment (Unit 6 Lesson 25)  | N/A  |
| <b>AND if review with related Pausing Points is not enough:</b>                   | <ul style="list-style-type: none"> <li>• Read Decodable Stories</li> <li>• Answer Story Questions in Writing</li> </ul>  | <ul style="list-style-type: none"> <li>• Build Sentences with Adjectives and Prepositions</li> <li>• Identify, Recognize, and Write Pronouns</li> <li>• Read and/or Write Plural Nouns</li> <li>• Identify Verbs in Phrases/Sentences</li> </ul>   |
| <b>Then use Grade 1 Unit 6 Assessment and Remediation Guide resources from...</b> | Section II, Fluency and Comprehension: Fluency and/or Comprehension  | Section II, Fluency and Comprehension: Grammar   |



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

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

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

## Planning for Instruction

The lessons in Section II, Fluency and Comprehension are based on the objectives from Grade 1, Unit 6. 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 6 include:

- ✓ Fluency (reading with comfort and expression)
- ✓ Comprehension (reading with purpose and understanding)
- ✓ 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 exercise Silly Voices or the exercise Two Voices or Play Parts 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.

## 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 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  |
|--|--|
| <b>Warm-Up:</b> Comprehension focus<br><b>Explicit Instruction:</b> Comprehension focus<br><b>Guided Practice (working with skills):</b> Comprehension focus<br><b>Guided Practice (applying skills):</b> Combination from component areas (e.g., a Phonics and a Comprehension activity)<br><b>Independent Practice/Progress Monitoring:</b> Fluency activity (observing for success independently) | <b>Warm-Up:</b> Phonics focus<br><b>Explicit Instruction:</b> Phonics focus<br><b>Guided Practice (working with skills):</b> Phonics focus<br><b>Guided Practice (applying skills):</b> Combination from component areas (e.g., a Phonics and a Fluency activity)<br><b>Independent Practice/Progress Monitoring:</b> 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 6.

### **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**

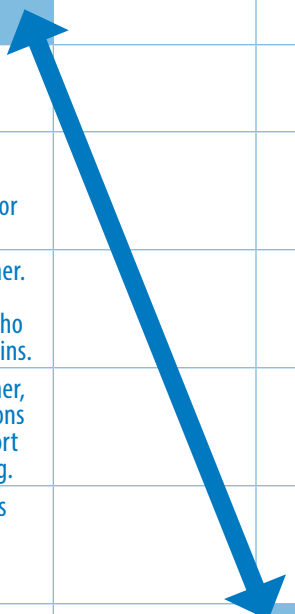
Lessons can be crafted to be more or less difficult by varying the level of instructional support for reading and the format of the text. The chart that follows illustrates how lessons can be designed to be more or less challenging across both dimensions.

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 take 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).

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



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

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

### **Guided Reinforcement Sample Remedial Lesson**

Target: Thinking with Reading—Visualize

| Guided Reinforcement                     | Exercise  | Materials   | Minutes |
|--|---|---|---------|
| <b>Warm-Up</b>                           | <b>Address Prior Knowledge and Set a Purpose</b><br>Text: “Dark Clouds and Wind” (from the <i>Grace Reader</i> ) See Story Comprehension Chart for prompts related to prior knowledge and setting a purpose.  | <i>Grace Reader</i> for each student<br><br>Story Comprehension Chart | 3       |
| <b>Guided Practice (applying skills)</b> | <b>Model Thinking with Reading</b><br>Technique: Visualizing<br>See Master Thinking with Reading Chart for a description of Visualizing and for instructional tips to use throughout Guided Practice.   | Reader for each student<br><br>Master Thinking with Reading Chart     | 12      |
|  | <b>Read with Purpose and Understanding</b><br>Level of Support: Shared<br>Continue reading applying Visualizing. After reading ask the questions from the Story Comprehension Chart for a quick check of comprehension at the literal, inferential, and evaluative level. | Reader for each student<br><br>Story Comprehension Chart              |         |

### Explicit Reteaching Lesson Template

| Explicit Reteaching   | Exercise   | Materials  | Minutes |
|---|--|--|---------|
| <b>Warm-Up</b>  | Choose one Fluency activity from Exercises: <ul style="list-style-type: none"> <li>• <b>Silly Voices</b></li> <li>• <b>Two Voices or Play Parts</b></li> </ul>   | activity dependent   | 3       |
| <b>Explicit Instruction</b>   | <b>Address Prior Knowledge and Set a Purpose</b>   | activity dependent   | 4       |
| <b>Guided Practice (working with skills)</b>  | <b>Model Thinking with Reading</b>   | text for each student<br>Master Thinking with Reading Chart  | 8       |
| <b>Guided Practice (applying skills) OR Independent Practice/ Progress Monitoring</b> | Choose one or two activities or games from Fluency and Comprehension Exercises according to target objectives: Fluency, Comprehension ( <b>Read with Purpose and Understanding</b> ), and/or Grammar. 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      |

### Explicit Reteaching Sample Remedial Lesson

Target: Thinking with Reading—Visualizing

| Explicit Reteaching   | Exercise   | Materials   | Minutes |
|---|--|---|---------|
| <b>Warm-Up</b>  | <b>Two Voices or Play Parts</b><br>Partner students to reread “The Band” with two voices.  | Two Voices copy of “The Band” for each student                        | 3       |
| <b>Explicit Instruction</b>   | <b>Address Prior Knowledge and Set a Purpose</b><br>Text: “The Soccer Game” (from the <i>Grace Reader</i> )<br>See Story Comprehension Chart for prompts related to prior knowledge and setting a purpose.   | <i>Grace Reader</i> for each student<br><br>Story Comprehension Chart | 4       |
| <b>Guided Practice (working with skills)</b>  | Model Thinking with Reading 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><br>Master Thinking with Reading Chart       | 8       |
| <b>Guided Practice (applying skills) OR Independent Practice/ Progress Monitoring</b> | <b>Read with Purpose and Understanding</b><br>Level of Support: Interactive<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><br>Story Comprehension Chart                | 10      |
|   | <b>Grammar: Use a Pronoun</b><br>Complete the Grammar: Use a Pronoun activity.   | sentences typed to display for students<br><br>pronoun notecard sets  |         |

### Comprehensive Reteaching Lesson Template

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

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



## Comprehensive Reteaching Sample Remedial Lesson

Target: Thinking with Reading—Evaluating

| Comprehensive Reteaching                         | Exercise  | Materials  | Minutes |
|--|---|--|---------|
| <b>Warm-Up</b>                                   | <b>Play Parts</b><br>Students reread “The Frog Jumping Contest” in Play Parts format.   | copies of “The Frog Jumping Contest” in Play Parts format                          | 3       |
| <b>Explicit Instruction</b>                      | <b>Address Prior Knowledge and Set a Purpose</b><br>Text: “Whisper” in the <i>Grace Reader</i><br>See Story Comprehension Chart for prompts related to prior knowledge and setting a purpose.   | <i>Grace Reader</i> for each student<br><br>Story Comprehension Chart              | 5       |
| <b>Guided Practice (working with skills)</b>     | <b>Model Thinking with Reading</b><br>Technique: Evaluating<br>See Master Thinking with Reading Chart for a description of Evaluating and for instructional tips to use throughout Guided Practice.   | text for each student<br><br>Master Thinking with Reading Chart                    | 10      |
| <b>Guided Practice (applying skills)</b>         | <b>Read with Purpose and Understanding</b><br>Level of Support: Scaffolded<br>Continue reading applying Evaluating. After reading have students summarize the story by helping you, crafting one sentence each about the beginning, middle, and end of the story.                         | text for each student<br><br>Story Comprehension Chart                             | 12      |
|  | <b>Sound-Spellings: BINGO</b> (Phonics Exercise) In addition to fluency and comprehension objectives, phonics objectives are also targeted with this student group. Alternate consonant spellings are being remediated, therefore students will apply phonics knowledge by playing BINGO. | BINGO Game Set   |         |
| <b>Independent Practice/ Progress Monitoring</b> | Independent Practice: <b>Sound-Spellings: Memory</b> (Phonics Exercise)<br>Student partners play Memory with Word/Picture Cards corresponding to /s/ > ‘s’, ‘c’, ‘ce’, or ‘se’.   | Word/Picture Cards for /s/ > ‘s’, ‘c’, ‘ce’, or ‘se’                               | 10      |
|  | Progress Monitoring: While students play Memory administer Comprehension and Fluency: Progress Monitoring Assessment.   | Student Copy and Record Sheets for Fluency and Comprehension Progress Monitoring 1 |         |

## Fluency and Comprehension Exercises: Fluency

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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

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**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 a story from the *Grace Reader* or other familiar story source.

**Instructions:**

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

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

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

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

## Warm-Up: Two Voices or Play Parts

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

**Materials:**

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

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

**Instructions:**

### Two Voices

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

### Play Parts

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

**Options:**

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

## Fluency and Comprehension 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

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

**Materials:**

- *Grace* Reader
- Story Comprehension Chart

**Preparation:** Select and preview a familiar story from the *Grace* Reader. Gather copies of the text for students and a copy of the Story Comprehension Chart if one is provided for the selected story.

**Note:** With the increased total number of stories in the Reader for Unit 6, Story Comprehension Charts are provided for select stories instead of every title in Materials for Fluency and Comprehension Lessons. These stories may be preferred for comprehension instruction, because of the support offered in the Story Comprehension Charts. However, you can use any story from the *Grace* Reader or other familiar text source for instruction and craft your own questions and prompts.

**Instructions:**

- Provide students with a copy of the selected story.

#### Text Structure

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

#### Content

- Tell students there are important words and ideas in the story.

- Prompt discussion and thinking related to key vocabulary and/or concepts (see Story Comprehension Charts provided in Fluency and Comprehension Materials for suggestions).

### **Set a Purpose**

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

## **Guided Practice: Model Thinking with Reading**

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

### **Materials:**

- Grace Reader
- Master Thinking with Reading Chart
- Story Comprehension Chart

**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:**

- Grace Reader
- Master Thinking with Reading Chart
- Story Comprehension Chart
- sticky notes to mark pages

**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 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 with sticky notes before the lesson.

**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: Grammar (Pronouns)***

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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.

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.

### **Grammar: Pronoun Link**

---

This activity will help students make connections between nouns and their pronouns.

**Materials:**

- sentence pairs typed or written on paper strips for students to read
- optional: string

**Preparation:** Type the sentences or write them on paper strips for students to read. (A sample variety of adapted decodable sentences from the *Grace Reader* are provided.) Students may simply point to nouns and pronouns in the displayed sentences. An option is to create a visual link by providing a length of string for students and having them place one end of the string on the noun and

the other end on its pronoun. Painter's tape on either end of the string will allow students to secure the string where they place it.

**Instructions:**

- Display a sentence pair for students to read. Ask all students to read the sentences to themselves and identify the noun from the first sentence and its pronoun in the second sentence.
- Select one student to read the sentences out loud and point out the noun—pronoun link. An option is to visually mark the link with string.

**Note:** If students need support, you may highlight or underline either the nouns or pronouns. This reduces the demand on students by having them only identify the noun or the pronoun instead of both.

- Repeat with additional sentences.

| Sentence with Noun  | Sentence with Pronoun Link                                |
|---|---|
| <u>Mister Spencer</u> has a farm.                                     | <u>He</u> is a farmer out in the Midwest.                 |
| The <u>corn</u> is ripe.  | Then Mister Spencer harvests <u>it</u> .                  |
| There were some problems with <u>rabbits</u> .                        | <u>They</u> crawl under the fence and munch on plants.    |
| <u>Grace</u> likes the <u>rabbits</u> .                               | <u>She</u> says <u>they</u> are cute. (Two pronoun links) |
| <u>Mister Spencer, Grace, and Jill</u> need the plants in the garden. | "Should <u>we</u> get a dog?" said Mister Spencer.        |
| <u>Pepper</u> gave the rabbits quite a scare.                         | The farmer said, " <u>You</u> are a good dog!"            |

## Grammar: Use a Pronoun

This activity will help students understand how pronouns are used to represent nouns.

**Materials:**

- sentences typed or written on paper strips for students to read
- pronoun sets on notecards

**Preparation:** Write pronouns on notecards for students: *he, she, it, we, they, I, and you*. You may choose to review all or select pronouns within a lesson. Type the sentences or write them on paper strips for students to read. (A variety of adapted decodable sentences from the *Grace Reader* are provided.)

**Instructions:**

- Distribute a set of pronoun cards to each student.
- Display a sentence for students to read. Ask all students to read the sentence to themselves, find the noun, and choose the pronoun card that would correspond to the noun.
- Select one student to read the sentence out loud, identify the noun, and share the pronoun card they selected. Provide reinforcing or corrective feedback.
- Once an appropriate pronoun is identified select one or more students to create an associated sentence using the identified pronoun. For example, for the first sample sentence, students may say, “*He* grows corn.”
- Repeat with additional sentences.

Mister Spencer has a farm. (*he*)

The corn is ripe. (*it*)

There were some problems with rabbits. (*they*)

Grace likes the rabbits. (*she* and *they*)

Mister Spencer, Grace, and Jill need the plants in the garden. (*we* or *they*)

Pepper gave the rabbits quite a scare. (*he*)

**Note:** Craft sentences including student names to prompt use of the pronouns *I* and *you*.



## Fluency and Comprehension Progress Monitoring

### Monitoring: Fluency and Comprehension

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

**Instructions:**

- This assessment should be administered individually.
- If students are unfamiliar with searching for text support for answers (see 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)

- Question 4: Inferential thinking (connecting information from the text to information you already know and explaining answers)
- Question 5: Evaluative thinking (extending beyond the text and defending answers)
- Goal: 6–8 points.
- Scores of 5 or less indicate additional reteaching and reinforcement may be required from *Assessment and Remediation Guide* Unit 6 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 between 89–100%. Scores of 88% or less indicate additional reteaching and reinforcement may be required from *Assessment and Remediation Guide* Unit 6 Section I, Phonics.

Name: \_\_\_\_\_

Fluency and Comprehension: Progress Monitoring 1 (Student Copy)

## The Jumping Fish

Today Grace and Jill are at the lake with their mom. They are bump-bump-bumping on top of the waves.

Grace can feel the wind on her face. It is so strong it makes her blink and squint.

“Look!” Grace says. She points at a big green fish that has jumped up next to them. The fish twists. Then it flops back into the lake, with a big splash.

“That was cool!” Jill says.

But the fish is not finished. It jumps up and makes a big splash, once, twice, three times.

“I think she likes us!” says Jill.

After a **while**, they steer back to the dock. Grace grabs a rope and tosses it onto one of the poles on the dock. Jill helps her tug on the rope. Then they jump out.

Name: \_\_\_\_\_

The Spencers sit down on a blanket and have a picnic next to the lake.

“Mom,” Grace asks, “**why** do you **think** that fish was jumping next to us?”

“Well,” says their mom, “I **think** the fish was scared by the loud sound we made when we went past, and that’s **why** it jumped.”

“No!” says Jill. “That fish liked us! That’s **why** she jumped. She was jumping for us, so we would see **what** a good jumper she is!”

Grace smiles. **What** her mom said makes **sense** to her, but she likes to **think** that the fish was jumping for her and Jill.

Name: \_\_\_\_\_

Place the Student Copy of “The Jumping Fish” for progress monitoring in front of the student. Tell the student he/she will read about Grace, Jill, and their mom on a trip to the lake. Keep a running record on this sheet as the student reads the story.

Record Sheet for Running Record: Progress Monitoring 1

# The Jumping Fish

Today Grace and Jill are at the lake with their mom. They are bump-bump-bumping on top of the waves.

Grace can feel the wind on her face. It is so strong it makes her blink and squint.

“Look!” Grace says. She points at a big green fish that has jumped up next to them. The fish twists. Then it flops back into the lake, with a big splash.

“That was cool!” Jill says.

But the fish is not finished. It jumps up and makes a big splash, once, twice, three times.

“I think she likes us!” says Jill.

After a while, they steer back to the dock. Grace grabs a rope and tosses it onto one of the poles on the dock. Jill helps her tug on the rope. Then they jump out.

The Spencers sit down on a blanket and have a picnic next to the lake.

“Mom,” Grace asks, “why do you think that fish was jumping next to us?”

“Well,” says their mom, “I think the fish was scared by the loud sound we made when we went past, and that’s why it jumped.”

“No!” says Jill. “That fish liked us! That’s why she jumped. She was jumping for us, so we would see what a good jumper she is!”

Grace smiles. What her mom said makes sense to her, but she likes to think that the fish was jumping for her and Jill.

[237 (total words) - \_\_\_\_\_ (# errors)] / 237 (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. Did Grace and Jill’s dad go to the lake? (No, it was Grace, Jill, and their mom.)  | 1. _____ and _____ /2 |
| 2. Did the fish jump by the boat more than once? (Yes, “once, twice, three times”)  | 2. _____ and _____ /2 |
| 3. Did Jill and her mom agree about the fish? (No, mom thought it was scared and Jill thought it liked them.)   | 3. _____ and _____ /2 |
| 4. What is the author describing with the words “bump-bump-bumping”? (the boat bouncing along in the waves)   | 4. _____ /1           |
| 5. Should Grace agree with her mom or her sister? (Students may say her mom because her idea makes sense, or they may say her sister because the fish jumped near them several times. Accept any plausible answer.) | 5. _____ /1           |
|   | Total: _____ /8       |

Name: \_\_\_\_\_

Fluency and Comprehension: Progress Monitoring 1 (continued)

## Uncorrected Errors

### Notes

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

### Accuracy

| Errors | %      | Notes  |
|--------|--------|--|
| 0–10   | 96–100 | Very good. Okay to move on.  |
| 11–27  | 89–95  | Teacher judgment is required to determine if additional instruction from Unit 5 of the <i>Assessment and Remediation Guide</i> is needed, or if the student is ready to move on. |
| 28+    | 0–88   | Weak. Discontinue test. Additional instruction from Unit 5 of the <i>Assessment and Remediation Guide</i> is recommended.  |

### Comprehension

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

Name: \_\_\_\_\_

Fluency and Comprehension: Progress Monitoring 2 (Student Copy)

## Snakes

Grace is in Miss Vincent's class. She has to make a speech on snakes. She takes out a picture of a snake. Then she starts her speech.

"Have you ever seen a snake at the zoo?" Grace asks. "Have you ever seen a snake in your backyard? Were you scared **when** you saw it? Well, snakes can scare you, but they are cool, too. Just do not get too close!

"Snakes have fangs in their mouth and scales on their skin. Lots of snakes shed their skin from time to time. **When** they get too big for their outside skin, they twist out of it. Here is a snake skin I found in my backyard.

"Snakes make their home in dark holes in the ground. But they like the sun, too. **When** the sun is out, snakes like to coil up on rocks and let the sun shine on them.

Name: \_\_\_\_\_

Fluency and Comprehension: Progress Monitoring 2 (Student Copy continued)

“Snakes do not order a sandwich for lunch. They do not like sweets or nuts or chips. They are hunters. They hunt for mice and rats and frogs. If a snake catches a mouse, that will keep it fed for a long time. It will not need food for the rest of the week.

“Snakes are fun, but if you see one, use care. It’s not safe to grab a snake or to get too close to one. Snakes have sharp fangs and they can bite you!”



Name: \_\_\_\_\_

Place the Student Copy of “Snakes” for progress monitoring in front of the student. Tell the student he/ she will read about Grace telling her class about snakes. Keep a running record on this sheet as the student reads the story.

Record Sheet for Running Record: Progress Monitoring 2

# Snakes

Grace is in Miss Vincent’s class. She has to make a speech on snakes. She takes out a picture of a snake. Then she starts her speech.

“Have you ever seen a snake at the zoo?” Grace asks. “Have you ever seen a snake in your backyard? Were you scared when you saw it? Well, snakes can scare you, but they are cool, too. Just do not get too close!

“Snakes have fangs in their mouth and scales on their skin. Lots of snakes shed their skin from time to time. When they get too big for their outside skin, they twist out of it. Here is a snake skin I found in my backyard.

“Snakes make their home in dark holes in the ground. But they like the sun, too. When the sun is out, snakes like to coil up on rocks and let the sun shine on them.

“Snakes do not order a sandwich for lunch. They do not like sweets or nuts or chips. They are hunters. They hunt for mice and rats and frogs. If a snake catches a mouse, that will keep it fed for a long time. It will not need food for the rest of the week.

“Snakes are fun, but if you see one, use care. It’s not safe to grab a snake or to get too close to one. Snakes have sharp fangs and they can bite you!”

[237 (total words) - \_\_\_\_\_ (# errors)] / 237 (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. What does Grace show the class before she starts her speech? (“a picture of a snake”)  | 1. _____ and _____ /2 |
| 2. Do snakes like the dark or the sun? (Both, “they make their home in dark holes,” but like to coil up in “the sun, too.”)   | 2. _____ and _____ /2 |
| 3. What do snakes like to eat? (“mice, rats, frogs”)  | 3. _____ and _____ /2 |
| 4. Do snakes live around Grace’s house? (Yes, she found a snake skin in her backyard.)  | 4. _____ /1           |
| 5. If some snakes are not dangerous, why does Grace tell the class to be careful around all snakes? (Students may say it can be hard to tell the difference between a snake that will bite and one that is harmless, and because snakes have fangs you don’t want to take the chance. Accept any plausible answer.) | 5. _____ /1           |
|   | Total: _____ /8       |

Name: \_\_\_\_\_

## Fluency and Comprehension: Progress Monitoring 2 (continued)

### Uncorrected Errors

#### Notes

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

#### Accuracy

| Errors | %      | Notes  |
|--------|--------|--|
| 0–10   | 96–100 | Very good. Okay to move on.  |
| 11–27  | 89–95  | Teacher judgment is required to determine if additional instruction from Unit 5 of the <i>Assessment and Remediation Guide</i> is needed, or if the student is ready to move on. |
| 28+    | 0–88   | Weak. Discontinue test. Additional instruction from Unit 5 of the <i>Assessment and Remediation Guide</i> is recommended.  |

#### Comprehension

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

## Monitoring: Grammar

Knowledge of pronouns is a necessary foundation 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 7 of the CKLA Program 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:
  - Pronouns (use of: *he, she, it, we, they, I, and you*)
- 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., 75%) with the skill for that day.

For example:

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

### Grammar Progress Monitoring Template

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



## Materials for Fluency and Comprehension Lessons

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

### Fluency

[Silly Voices Cards \(use with the Grace Reader\)](#)

[Two Voices or Play Parts \(Adapted Stories from select stories from the Grace Reader\)\\*](#)

### Comprehension

[Master Thinking with Reading Chart](#)

[Story Comprehension Charts for select stories from the Grace Reader](#)

### Stories from Unit 6 Grace Reader for Fluency\*

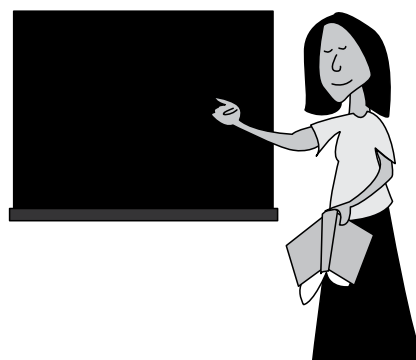
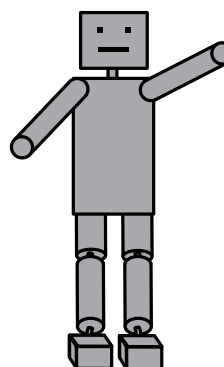
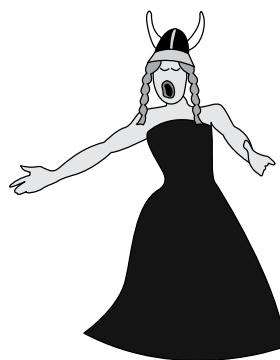
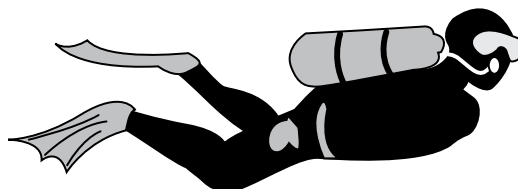
|                        |                            |
|------------------------|----------------------------|
| "Ants"                 | "Supper"                   |
| "The Band"             | "The Frog Jumping Contest" |
| "The Storm"            | "Buster the Pig"           |
| "In the Storm Shelter" | "The Harvest"              |
| "The Visit"            |                            |

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

### Stories from Unit 6 Grace Reader for Comprehension

|                                  |                       |
|----------------------------------|-----------------------|
| "Mister Spencer and the Rabbits" | "Grace the Performer" |
| "The Picnic by the River"        | "The Spinning Wheel"  |
| "The Yard Sale"                  | "Whisper"             |
| "Dark Clouds and Wind"           | "The Harvest Marvel"  |
| "The Soccer Game"                |                       |

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



# Ants

★ Grace came running home after class. She raced into the kitchen.

**Grace:** “Mom! We got an ant farm for our classroom! It’s made of plastic so you can see into it. You can look inside and see what the ants are up to. You can see them when they take bits of food back to their nest. It is so cool because you get a glimpse into the lives of ants.”

★ Mom smiled and nodded. She was glad to see Grace filled with excitement.

**Grace:** “Miss Francis says that ants are insects. All insects have six legs. Bees and termites are insects, too! But they are not as cool as ants! In fact, some ants can lift objects that are one hundred times bigger than they are.”

**Mom:** “Cool! What else did Miss Francis tell you?”

**Grace:** “Ants have a queen but not a king. The queen is the top ant. She is the boss. The rest of the ants feed her and take good care of her.”

**Mom:** “I like the sound of that!”

Directions: Each student reads the lines for a selected character, together completing the story. Narrator lines are indicated by a star.

Name: \_\_\_\_\_

Fluency: Play Parts ("Ants" continued)

**Grace:** "But it's a hard life for her. She has to make lots of eggs. So she has to be deep in the center of the anthill all the time."

★ Grace stopped to inhale.

**Grace:** "Mom, can I run out in the yard and look for ants?"

**Mom:** "Yes, you can."

★ And out Grace ran.



Name: \_\_\_\_\_

Fluency: Two Voices

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

| The Band   |  |
|--|--|
| 1  | 2  |
| <b>Grace and Jill are in a band.</b>                     | <b>Grace and Jill are in a band.</b>   |
| Grace toots on her trumpet.                              |  |
|  | Jill toots on her trombone.  |
| When the children started out,                           |  |
| <b>they did not sound too good.</b>                      | <b>they did not sound too good.</b>  |
|  | Grace and her trombone sounded like a sick moose.  |
| Jill and her trumpet sounded like a flock of geese.      |  |
| <b>The two of them made quite a racket.</b>              | <b>The two of them made quite a racket.</b>  |
|  | It was so bad that Mister Spencer would yell,  |
| <b>"I can't take it!"</b>                                | <b>"I can't take it!"</b>  |
| Then he would run out of the house and hide in the barn. |  |
|  | Since then, the children have gotten a lot better, just as Mister Vance said they would. |
| Mister Vance is the band master.                         |  |
|  | He spends a lot of time with the children, helping them get better.                      |

Name: \_\_\_\_\_

Fluency: Two Voices continued

| The Band   |   |
|--|---|
| 1  | 2   |
| In the spring there is a band concert in the park.                       |   |
|  | Mister Vance gets up on the bandstand and waves his hands.                            |
| The band starts belting out a jazz song.                                 |   |
| <b>They sound good.</b>  | <b>They sound good.</b>   |
|  | Grace hits the notes on her trumpet.  |
| Jill's trombone sounds good, too.  |   |
|  | The drummer is drumming up a storm.   |
| <b>The band is knocking it out of the park.</b>                          | <b>The band is knocking it out of the park.</b>                                       |
| Mister Vance has a big smile on his face. He is proud of Grace and Jill. |   |
|  | Mister Spencer smiles, too. He has gotten tired of spending so much time in the barn. |

## The Storm

★ There is a big storm on the farm. Dark clouds have blocked out the moon and stars. Thunder booms in the darkness. Gusts of wind sweep past the barn. Grace is not scared of the thunder. Jill is not as brave as Grace. Jill yells in a scared voice. She winces when the thunder booms. Her knees knock when the wind gusts.

**Grace:** “What’s the matter, Jill?”

**Jill:** “I’m scared!”

★ Grace hugs her sister and sits next to her on the bed.

**Grace:** “It’s just a summer storm. We will be safe inside the house.”

★ Her big sister’s words make Jill feel better. The hug helps, too. But there is still one thing that has her scared.

**Jill:** “The ducks! Will they be safe out in the storm?”

**Grace:** “Yes, those ducks are smart. When the thunder booms, they scamper off and take shelter.”

**Jill:** “I am glad the ducks have a safe place to run in the storm. That makes me feel better!”

Directions: Each student reads the lines for a selected character, together completing the story. Narrator lines are indicated by a star.

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Fluency: Two Voices

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

| In the Storm Shelter  |  |
|---|--|
| 1   | 2  |
| The Spencers are down in their storm shelter.                     |  |
|   | Outside the shelter, the storm has started.                          |
| <b>The wind gusts.</b><br><b>Thunder cracks and crashes.</b>      | <b>The wind gusts.</b><br><b>Thunder cracks and crashes.</b>         |
| Down in the shelter the Spencers can't tell how bad the storm is. |  |
|   | But the Spencers will be safe down in their storm shelter.           |
| <b>Their storm shelter can stand up to strong storms.</b>         | <b>Their storm shelter can stand up to strong storms.</b>            |
| When the thunder booms, Jill grabs her mom's arm.                 |  |
|   | "I expect it," she says. "But still, it scares me!"                  |
| Her mom hugs her.   |  |
|   | When it sounds like the storm is finished, Mister Spencer peeks out. |
| <b>"It's safe," he says.</b>                                      | <b>"It's safe," he says.</b>   |
| The Spencers step outside.  |  |
|   | Mister Spencer checks the barn.                                      |

Name: \_\_\_\_\_

Fluency: Two Voices continued

| In the Storm Shelter                                    |   |
|---|---|
| 1   | 2   |
| It is fine.   |   |
|   | Grace and Jill pick up some pots that were knocked off the porch by the wind. |
| “Things look to be in good shape,” says Mister Spencer. |   |
|   | “Good!” Mom says.   |
| “Let’s sit down and finish our picnic!”                 | “Let’s sit down and finish our picnic!”                                       |

Name: \_\_\_\_\_

Fluency: Two Voices

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

| The Visit  |   |
|--|---|
| 1  | 2   |
| The Spencers are on a trip to visit their Gran.          |   |
|  | It's a long car ride from the farm.                                       |
| Their dad drives in the morning.                         |   |
|  | Then their mom drives after lunch.  |
| <b>Grace and Jill feel like the trip will never end.</b> | <b>Grace and Jill feel like the trip will never end.</b>                  |
| At last, they get to Gran's place.                       |   |
|  | Grace and Jill run up to their Gran and hug her.                          |
| <b>"It's so nice to see you!" says Gran.</b>             | <b>"It's so nice to see you!" says Gran.</b>                              |
| "Gran," Jill says, "can we run down and swim?"           |   |
|  | After the long car ride, the children need some exercise.                 |
| Gran smiles.   |   |
|  | She grabs her knapsack and points to the flip-flops on her feet and says, |
| <b>"I'm all set!"</b>                                    | <b>"I'm all set!"</b>   |
| Grace and Jill get dressed for swimming.                 |   |

Name: \_\_\_\_\_

Fluency: Two Voices continued

| The Visit   |  |
|---|--|
| 1   | 2  |
|   | They rub sunscreen on their arms and legs.           |
| Mister Spencer helps them rub the sunscreen on their backs.                   |  |
|   | Once the sunscreen is on,                            |
| <b>Grace and Jill run down the path to the cove.</b>                          | <b>Grace and Jill run down the path to the cove.</b> |
| When they get there, they wade in, yelping as the cool waves crash past them. |  |
|   | Grace and Jill splash and ride the waves.            |
| They dig for crabs and pick up shells.  |  |
|   | They toss a frisbee back and forth.                  |
| They munch on snacks and sit in the sun.                                      |  |
| <b>It's fun to visit with Gran.</b>   | <b>It's fun to visit with Gran.</b>                  |



Name: \_\_\_\_\_

Fluency: Two Voices

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

| Supper  |   |
|---|---|
| 1   | 2   |
| <b>Grace invites two of her pals from soccer to visit her house for supper.</b> | <b>Grace invites two of her pals from soccer to visit her house for supper.</b> |
| They are twin sisters.  |   |
|   | Their names are Kim and Jane Knox.  |
| <b>Grace and her mom spend the morning cooking.</b>                             | <b>Grace and her mom spend the morning cooking.</b>                             |
| They gather fresh greens from the garden.                                       |   |
|   | They cook two chickens in a big pan.  |
| They bake fresh corn muffins and a cake.  |   |
|   | Grace gets to crack the eggs and mix the cake.                                  |
| Her mom lets her help whip up the frosting, too.                                |   |
|   | And, best of all,   |
| <b>she gets to lick the spoon when the frosting is finished!</b>                | <b>she gets to lick the spoon when the frosting is finished!</b>                |
| At six a car drives up and toots the horn.                                      |   |
|   | Mister Knox is at the wheel.  |
| <b>"That's them!"</b>   | <b>"That's them!"</b>   |
| Grace shouts.   |   |

Name: \_\_\_\_\_

Fluency: Two Voices continued

| Supper   |   |
|--|---|
| 1  | 2   |
|  | She runs out to meet her classmates.  |
| They sit down for dinner.  |   |
|  | Kim Knox cuts the chicken with her knife.   |
| "Yum!" she says. "This chicken is the best! It's so much better than the stuff our dad makes!" |   |
|  | Jane nods. She would tell Grace how good the chicken is, but her mouth is stuffed with chicken. |
| <b>"Save room for cake!"</b>   | <b>"Save room for cake!"</b>  |
| Grace says.  |   |
|  | After supper Grace brings in the cake she and her mom made.                                     |
| She helps her mom slice up the cake.   |   |
|  | "Ooo!" says Kim. "What sort of cake is it?"   |
| "Red velvet!" says Grace.  |   |
|  | "Yum!" says Kim.  |
| <b>"Can we visit next weekend, too?"</b>   | <b>"Can we visit next weekend, too?"</b>  |

Name: \_\_\_\_\_

Fluency: Play Parts

## The Frog Jumping Contest

★ There is a frog jumping contest at the park this week.

**Ken:** “Did you get a frog for the contest.”

★ Grace nods. She sticks her hand in her bag and grabs her frog. The frog sits on her fingers.

**Ken:** “Cool! What’s his name?”

**Grace:** “It’s a she! Her name is Hopper.”

**Ken:** “I got one, too. His name is Jumper. He has longer legs than Hopper.”

★ Grace and Ken take their frogs to the starting line. They set the frogs down.

**Starter:** “On your mark! Get set! Hop!”

**Ken:** “Jump! Jump!”

★ Jumper hops off. Hopper jumps, too, but she jumps off to the side.

**Grace:** “No, Hopper!”

Directions: Each student reads the lines for a selected character, together completing the story. Narrator lines are indicated by a star.

Name: \_\_\_\_\_

Fluency: Play Parts ("The Frog Jumping Contest" continued)

★ Grace runs and grabs her frog. Then she sets her down with her face pointing at the finish line. Hopper hops off. This time she is lined up and on target. Ken and Grace chase their frogs down the track. The frogs are fast. It is a close race. The two frogs cross the finish line at the same time.

**Ken:** "Did Jumper win?"

**Grace:** "Did Hopper win?"

**Starter:** "We have two winners! Hopper and Jumper crossed the line at the same time. They will share the prize!"

★ The man hands Grace and Ken a cup for their prize. Grace plops Hopper in the cup. Ken adds Jumper. Then they hoist the cup up.

**Ken and Grace:** "Here's to the champs!"

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.

| Buster the Pig   |  |
|--|--|
| 1  | 2  |
| There are contests at the park.  |  |
|  | Grace is at a livestock contest with her dad.  |
| When a livestock contest is held, farmers bring their best sheep and pigs and hope to win a prize.                               |  |
| <b>“Look at the size of that pink pig!” Grace says.</b>  | <b>“Look at the size of that pink pig!” Grace says.</b>  |
|  | “His name is Buster,” says a teen in a white tank standing next to the pig.  |
| He is rubbing the pig’s flank with a rag.  |  |
|  | “And my name is Rod.”  |
| <b>“What are you doing to him?” Grace asks.</b>  | <b>“What are you doing to him?” Grace asks.</b>  |
|  | “I’m grooming him,” says Rod. “Buster needs to look his best so he can win the top prize. Would you like to help?” |
| When it’s time to take Buster out into the ring, Grace rubs him under his chin. Buster likes this so much he oinks and whimpers. |  |
|  | There are lots of pigs in the ring, and they all look good.  |
| A man in a black hat inspects the pigs.  |  |

Name: \_\_\_\_\_

Fluency: Two Voices continued

| Buster the Pig                                       |   |
|--|---|
| 1  | 2   |
|  | His job is to pick which pig he thinks is best.                   |
| That pig will be the winner.                         |   |
| <b>“I hope Buster wins!” Grace says.</b>             | <b>“I hope Buster wins!” Grace says.</b>                          |
| The man looks at the pigs one last time.             |   |
|  | Then he points a finger at Buster and hands the top prize to Rod. |
| <b>“Yippee!” says Grace. “Buster is number one!”</b> | <b>“Yippee!” says Grace. “Buster is number one!”</b>              |

Name: \_\_\_\_\_

Fluency: Two Voices

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

| The Harvest   |  |
|---|--|
| 1   | 2  |
| <b>Mister Spencer must harvest his corn when it is ripe.</b>                | <b>Mister Spencer must harvest his corn when it is ripe.</b>                 |
| He can't let it spoil.  |  |
|   | It's a big job.  |
| <b>Sometimes he has to hire helpers to help him bring in the harvest.</b>   | <b>Sometimes he has to hire helpers to help him bring in the harvest.</b>    |
|   | Grace likes two of the helpers her dad hires.                                |
| Their names are Hank and Cedric.  |  |
|   | When they finish twelfth grade, they plan to be farmers like Mister Spencer. |
| <b>Mister Spencer gets out his big combine and fills the tank with gas.</b> | <b>Mister Spencer gets out his big combine and fills the tank with gas.</b>  |
| Then he starts it up.   |  |
|   | It sends up a puff of black smoke.   |
| The combine is loud.  |  |
|   | But it is good at cutting down corn.   |
| Mister Spencer drives the combine in the morning.                           |  |
|   | After lunch, he lets Hank and Cedric drive.                                  |

Name: \_\_\_\_\_

Fluency: Two Voices continued

| The Harvest  |  |
|--|--|
| 1  | 2  |
| They drive the combine back and forth until all of the corn is cut down.   |  |
|  | Grace rides with them part of the time.  |
| <b>When they are finished with the harvest, Hank spots what looks like a rock sticking up out of the ground.</b> | <b>When they are finished with the harvest, Hank spots what looks like a rock sticking up out of the ground.</b> |
| He bends down and grabs it.  |  |
|  | "What is it?" Cedric asks.   |
| "I think it's a chunk of a pot," says Hank.  |  |
|  | He dusts it off with his fingers and says, "It could be a relic from a long time back in the past!"              |
| <b>Back at the house, Hank hands the pot shard to Grace.</b>   | <b>Back at the house, Hank hands the pot shard to Grace.</b>   |
| "Here," he says. "This is for you. We can't tell, but we think it could be a relic."                             |  |



# Comprehension: Master Thinking with Reading Chart

## Before-Reading Techniques

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

## During-Reading Techniques

| During Reading | Technique          | Description  |
|----------------|--------------------|--|
|                | 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 had six legs?” 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><b>Note:</b> 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><ol style="list-style-type: none"> <li>1. What did you learn from the author? (literal level)</li> <li>2. Make an observation about the information: connect to prior knowledge.</li> <li>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)</li> <li>4. Make a logical judgment relying on your observations and/or inferences. (evaluative level)</li> </ol> <p>Another type of evaluative thinking is to assess the quality of the text and your own enjoyment reading it. Promoting qualitative judgment about text fosters an important life-long learning skill. Prompt qualitative judgment of the text with questions such as: Did you like the story? If so, what did you like about it? Was the story funny? Did it feel good to read the words? Would you like to read another story like it? If not, what didn’t you like about it? Was the story boring? Was it hard to read the words? What other kind of story would you like more?</p> |

## After-Reading Techniques

|               | Technique   | Description  |
|---------------|-------------|--|
| After Reading | Summarizing | <p>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:</p> <p>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.</p>   |
|               | Questioning | <p>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.</p> |

Name: \_\_\_\_\_

Comprehension: Story Comprehension Chart

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

| Before Reading | Technique                                     | Specific Application to “Mister Spencer and the Rabbits”   |
|----------------|---|--|
|                | Activating Prior Knowledge of Text Structure  | Using a book copy, examine knowledge of narrative genre. Prompt student thinking about narrative features: characters (who), setting (where: often requires inference and relies on illustrations), and events/actions (what).   |
|                | Activating Prior Knowledge of Related Content | Pre-assess and support knowledge of key vocabulary: <i>harvest</i> , <i>ripe</i> , <i>mad as a hornet</i> , and <i>Midwest</i><br>Also address concepts with prompts such as: <i>Explain the difference between a farm and a garden.</i>   |
| During Reading | Setting Purpose for Reading                   | Students may read to find out: <i>What do the rabbits do when Mister Spencer gets a dog?</i>   |
|                | Technique                                     | Specific Application to “Mister Spencer and the Rabbits”   |
|                | Monitoring                                    | After reading sections of the text, stop and see if students can demonstrate understanding of the section just read.   |
|                | Visualizing                                   | Using a text copy, read selections and visualize related images. Describe or draw visualizations challenging students to add details.  |
|                | Observing                                     | Prompt observations by starting discussions with questions such as: <i>What do you have to do to take care of a garden?</i>  |
|                | Drawing Inferences                            | Prompt inferences with questions such as: <i>Why did Mister Spencer get so mad about the rabbits munching in his garden?</i> (Notice how the prompt extends from the Observing prompt above. <u>Always help students use information from the text to support their answers.</u> )   |
| After Reading  | Evaluating                                    | Prompt evaluating with questions such as: <i>Did Mister Spencer do the right thing when he got Pepper?</i> (Notice how the prompt extends from the Observing and Drawing Inferences prompts above. <u>Always help students explain/defend their answers.</u> )<br>Prompt qualitative judgment of the text. (See the Master Thinking with Reading Chart for suggestions.) |
|                | Technique                                     | Specific Application to “Mister Spencer and the Rabbits”   |
|                | Summarizing                                   | Ask students to tell you about and/or draw a picture representing the big ideas from the beginning, middle, and end.   |
|                | Questioning                                   | Sample Questions<br>Literal: <i>Who said to leave the rabbits alone?</i><br>Inferential: <i>Did Pepper catch a rabbit?</i> (Accept reasonable answers.)<br>Evaluative: <i>Will the rabbits come back?</i>  |

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

Name: \_\_\_\_\_

Comprehension: Story Comprehension Chart

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

| Before Reading | Technique                                     | Specific Application to “The Picnic by the River”  |
|----------------|---|--|
|                | Activating Prior Knowledge of Text Structure  | Using a book copy, examine knowledge of narrative genre. Prompt student thinking about narrative features: characters (who), setting (where: often requires inference and relies on illustrations), and events/actions (what).   |
|                | Activating Prior Knowledge of Related Content | Pre-assess and support knowledge of key vocabulary: <i>picnic</i> , <i>brushed</i> , and <i>glanced</i><br>Also address concepts with prompts such as: <i>Why do ants try to take picnic food?</i>   |
|                | Setting Purpose for Reading                   | Students may read to find out: <i>Do the ants spoil the picnic?</i>  |
| During Reading | Technique                                     | Specific Application to “The Picnic by the River”  |
|                | Monitoring                                    | After reading sections of the text, stop and see if students can demonstrate understanding of the section just read.   |
|                | Visualizing                                   | Using a text copy, read selections and visualize related images. Describe or draw visualizations challenging students to add details.  |
|                | Observing                                     | Prompt observations by starting discussions with questions such as: <i>Were there a lot of ants or just a few marching off with food?</i>  |
|                | Drawing Inferences                            | Prompt inferences with questions such as: <i>Why were there so many ants?</i> (Notice how the prompt extends from the Observing prompt above. <u>Always help students use information from the text to support their answers.</u> )  |
| After Reading  | Technique                                     | Specific Application to “The Picnic by the River”  |
|                | Summarizing                                   | Ask students to tell you about and/or draw a picture representing the big ideas from the beginning, middle, and end.   |
|                | Questioning                                   | Sample Questions<br>Literal: <i>What were the girls doing while the ants were marching off with food?</i><br>Inferential: <i>When Grace said, “Who asked those ants to this picnic?” did she really think someone invited the ants to the picnic?</i> (Accept reasonable answers.)<br>Evaluative: <i>Should the Spencers put all their food in plastic bags next time?</i> |

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

Name: \_\_\_\_\_

Comprehension: Story Comprehension Chart

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

| Before Reading | Technique                                     | Specific Application to "The Yard Sale"  |
|----------------|---|--|
|                | Activating Prior Knowledge of Text Structure  | Using a book copy, examine knowledge of narrative genre. Prompt student thinking about narrative features: characters (who), setting (where: often requires inference and relies on illustrations), and events/actions (what).   |
|                | Activating Prior Knowledge of Related Content | Pre-assess and support knowledge of key vocabulary: <i>yard sale, coil, selfish, thrilled, bin, and two for the price of one</i><br>Also address concepts with prompts such as: <i>What is the same and different about buying things at a yard sale and buying things at a store?</i>   |
| During Reading | Setting Purpose for Reading                   | Students may read to find out: <i>How does Grace get rewarded for not being selfish?</i>   |
|                | Technique                                     | Specific Application to "The Yard Sale"  |
|                | Monitoring                                    | After reading sections of the text, stop and see if students can demonstrate understanding of the section just read.   |
|                | Visualizing                                   | Using a text copy, read selections and visualize related images. Describe or draw visualizations challenging students to add details.  |
|                | Observing                                     | Prompt observations by starting discussions with questions such as: <i>Why did Jill have to put one book back?</i>   |
|                | Drawing Inferences                            | Prompt inferences with questions such as: <i>How did the man know Grace was interested in another book?</i> (Notice how the prompt extends from the Observing prompt above. <u>Always help students use information from the text to support their answers.</u> )  |
| After Reading  | Evaluating                                    | Prompt evaluating with questions such as: <i>Did Grace deserve to get another book even though she didn't have the money for it?</i> (Notice how the prompt extends from the Observing and Drawing Inferences prompts above. <u>Always help students explain/defend their answers.</u> )<br>Prompt qualitative judgment of the text. (See the Master Thinking with Reading Chart for suggestions.) |
|                | Technique                                     | Specific Application to "The Yard Sale"  |
|                | Summarizing                                   | Ask students to tell you about and/or draw a picture representing the big ideas from the beginning, middle, and end.   |
| After Reading  | Questioning                                   | Sample Questions<br>Literal: <i>Did Grace want to buy the coil of rope?</i><br>Inferential: <i>Is "a sale for sisters who are not selfish" a real kind of sale?</i> (Accept reasonable answers.)<br>Evaluative: <i>What does it tell you about the man, when he let Grace get the second book?</i>   |

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

Name: \_\_\_\_\_

Comprehension: Story Comprehension Chart

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

| Before Reading | Technique                                     | Specific Application to “Dark Clouds and Wind”  |
|----------------|---|---|
|                | Activating Prior Knowledge of Text Structure  | Using a book copy, examine knowledge of narrative genre. Prompt student thinking about narrative features: characters (who), setting (where: often requires inference and relies on illustrations), and events/actions (what).  |
|                | Activating Prior Knowledge of Related Content | Pre-assess and support knowledge of key vocabulary: <i>basement</i> , <i>shutters</i> , and <i>darts</i><br>Also address concepts with prompts such as: <i>What characteristics of storm shelters make them a safe place to be in strong weather?</i>   |
|                | Setting Purpose for Reading                   | Students may read to find out: <i>What made Mister Spencer think the family should take shelter?</i>  |
| During Reading | Technique                                     | Specific Application to “Dark Clouds and Wind”  |
|                | Monitoring                                    | After reading sections of the text, stop and see if students can demonstrate understanding of the section just read.  |
|                | Visualizing                                   | Using a text copy, read selections and visualize related images. Describe or draw visualizations challenging students to add details.   |
|                | Observing                                     | Prompt observations by starting discussions with questions such as: <i>What did you learn about the storm from the text and the illustrations?</i>  |
|                | Drawing Inferences                            | Prompt inferences with questions such as: <i>Did the storm come in quickly?</i> (Notice how the prompt extends from the Observing prompt above. <u>Always help students use information from the text to support their answers.</u> )   |
| After Reading  | Technique                                     | Specific Application to “Dark Clouds and Wind”  |
|                | Summarizing                                   | Ask students to tell you about and/or draw a picture representing the big ideas from the beginning, middle, and end.  |
|                | Questioning                                   | Sample Questions<br>Literal: <i>What did the family do with their picnic when the storm came?</i><br>Inferential: <i>Why did the author start by describing what a beautiful day it was for a picnic?</i> (Accept reasonable answers.)<br>Evaluative: <i>Who is Pepper most important to: Grace or her Dad?</i> |

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



Name: \_\_\_\_\_

Comprehension: Story Comprehension Chart

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

| Before Reading | Technique                                     | Specific Application to "The Soccer Game"  |
|----------------|---|--|
|                | Activating Prior Knowledge of Text Structure  | Using a book copy, examine knowledge of narrative genre. Prompt student thinking about narrative features: characters (who), setting (where: often requires inference and relies on illustrations), and events/actions (what).   |
|                | Activating Prior Knowledge of Related Content | Pre-assess and support knowledge of key vocabulary: <i>run of bad luck, shot, keeper, pouts, left wing, and state champs</i><br>Also address concepts with prompts such as: <i>Discuss the concept of determination. What kinds of things do you feel determined about? How do you show determination?</i>   |
| During Reading | Setting Purpose for Reading                   | Students may read to find out: <i>Grace feels good and bad during the game. What makes her feel good? What makes her feel bad?</i>   |
|                | Technique                                     | Specific Application to "The Soccer Game"  |
|                | Monitoring                                    | After reading sections of the text, stop and see if students can demonstrate understanding of the section just read.   |
|                | Visualizing                                   | Using a text copy, read selections and visualize related images. Describe or draw visualizations challenging students to add details.  |
|                | Observing                                     | Prompt observations by starting discussions with questions such as: <i>What happens when Grace has her "run of bad luck"?</i>  |
|                | Drawing Inferences                            | Prompt inferences with questions such as: <i>How do you know Grace was discouraged?</i> (Notice how the prompt extends from the Observing prompt above. <u>Always help students use information from the text to support their answers.</u> )  |
| After Reading  | Evaluating                                    | Prompt evaluating with questions such as: <i>Do you think Grace would have tried again without the encouragement from Mister Knox and her dad?</i> (Notice how the prompt extends from the Observing and Drawing Inferences prompts above. <u>Always help students explain/defend their answers.</u> )<br>Prompt qualitative judgment of the text. (See the Master Thinking with Reading Chart for suggestions.) |
|                | Technique                                     | Specific Application to "The Soccer Game"  |
|                | Summarizing                                   | Ask students to tell you about and/or draw a picture representing the big ideas from the beginning, middle, and end.   |
|                | Questioning                                   | Sample Questions<br>Literal: <i>When did Grace score her goal?</i><br>Inferential: <i>How do we know everyone is excited about the game?</i> (Accept reasonable answers.)<br>Evaluative: <i>Would you want Grace on your soccer team? Why?</i>   |

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Name: \_\_\_\_\_

Comprehension: Story Comprehension Chart

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

| Before Reading | Technique                                     | Specific Application to "Grace the Performer"   |
|----------------|---|---|
|                | Activating Prior Knowledge of Text Structure  | Using a book copy, examine knowledge of narrative genre. Prompt student thinking about narrative features: characters (who), setting (where: often requires inference and relies on illustrations), and events/actions (what).  |
|                | Activating Prior Knowledge of Related Content | Pre-assess and support knowledge of key vocabulary: <i>perform, mime, mute, act, and stands</i><br>Also address concepts with prompts such as: <i>Think of different kinds of performers. What do they all have in common?</i>  |
|                | Setting Purpose for Reading                   | Students may read to find out: <i>Who does Grace perform for?</i>   |
| During Reading | Technique                                     | Specific Application to "Grace the Performer"   |
|                | Monitoring                                    | After reading sections of the text, stop and see if students can demonstrate understanding of the section just read.  |
|                | Visualizing                                   | Using a text copy, read selections and visualize related images. Describe or draw visualizations challenging students to add details.   |
|                | Observing                                     | Prompt observations by starting discussions with questions such as: <i>What do the kids do to let Grace know they like her act?</i>   |
|                | Drawing Inferences                            | Prompt inferences with questions such as: <i>How does Grace's outfit help her mime act?</i> (Notice how the prompt extends from the Observing prompt above. <u>Always help students use information from the text to support their answers.</u> )   |
| After Reading  | Evaluating                                    | Prompt evaluating with questions such as: <i>Think of another trick Grace could use in her act?</i> (Notice how the prompt extends from the Observing and Drawing Inferences prompts above. <u>Always help students explain/defend their answers.</u> )<br>Prompt qualitative judgment of the text. (See the Master Thinking with Reading Chart for suggestions.) |
|                | Technique                                     | Specific Application to "Grace the Performer"   |
|                | Summarizing                                   | Ask students to tell you about and/or draw a picture representing the big ideas from the beginning, middle, and end.  |
| After Reading  | Questioning                                   | Sample Questions<br>Literal: <i>How does Grace protect herself for the falling trick?</i><br>Inferential: <i>Did all of Grace's tricks work?</i> (Accept reasonable answers.)<br>Evaluative: <i>What could Grace do if her flower did not spray water like it was suppose to?</i>   |

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Name: \_\_\_\_\_

Comprehension: Story Comprehension Chart

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

| Before Reading | Technique                                     | Specific Application to "The Spinning Wheel"  |
|----------------|---|---|
|                | Activating Prior Knowledge of Text Structure  | Using a book copy, examine knowledge of narrative genre. Prompt student thinking about narrative features: characters (who), setting (where: often requires inference and relies on illustrations), and events/actions (what).  |
|                | Activating Prior Knowledge of Related Content | Pre-assess and support knowledge of key vocabulary: <i>arms, shoots hoops, and tosses</i><br>Also address concepts with prompts such as: <i>What makes an event at the park so fun?</i>   |
|                | Setting Purpose for Reading                   | Students may read to find out: <i>What did Grace and Jill do differently at the park?</i>   |
| During Reading | Technique                                     | Specific Application to "The Spinning Wheel"  |
|                | Monitoring                                    | After reading sections of the text, stop and see if students can demonstrate understanding of the section just read.  |
|                | Visualizing                                   | Using a text copy read selections and visualize related images. Describe or draw visualizations challenging students to add details.  |
|                | Observing                                     | Prompt observations by starting discussions with questions such as: <i>How do you win a prize at a park event?</i>  |
|                | Drawing Inferences                            | Prompt inferences with questions such as: <i>Do you always win a prize when you play a game?</i> (Notice how the prompt extends from the Observing prompt above. <u>Always help students use information from the text to support their answers.</u> )  |
|                | Evaluating                                    | Prompt evaluating with questions such as: <i>Was Grace jealous of Jill?</i> (Notice how the prompt extends from the Observing and Drawing Inferences prompts above. <u>Always help students explain/defend their answers.</u> )<br>Prompt qualitative judgment of the text. (See the Master Thinking with Reading Chart for suggestions.) |
| After Reading  | Technique                                     | Specific Application to "The Spinning Wheel"  |
|                | Summarizing                                   | Ask students to tell you about and/or draw a picture representing the big ideas from the beginning, middle, and end.  |
|                | Questioning                                   | Sample Questions<br>Literal: <i>What do the sisters eat together?</i><br>Inferential: <i>Who likes keeping their hands up on the ride the most?</i> (Accept reasonable answers.)<br>Evaluative: <i>Do you think it was a good idea to not ride the Spinning Wheel after eating?</i>   |

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

Name: \_\_\_\_\_

Comprehension: Story Comprehension Chart

| Before Reading | Technique                                     | Specific Application to “Whisper”   |
|----------------|---|---|
|                | Activating Prior Knowledge of Text Structure  | Using a book copy, examine knowledge of narrative genre. Prompt student thinking about narrative features: characters (who), setting (where: often requires inference and relies on illustrations), and events/actions (what).  |
|                | Activating Prior Knowledge of Related Content | Pre-assess and support knowledge of key vocabulary: <i>wool</i> , <i>udder</i> , and <i>plops</i><br>Also address concepts with prompts such as: <i>Where do animals for a livestock contest come from?</i>   |
|                | Setting Purpose for Reading                   | Students may read to find out: <i>What do Grace and Jill like best about the livestock contest?</i>   |
| During Reading | Technique                                     | Specific Application to “Whisper”   |
|                | Monitoring                                    | After reading sections of the text, stop and see if students can demonstrate understanding of the section just read.  |
|                | Visualizing                                   | Using a text copy read selections and visualize related images. Describe or draw visualizations challenging students to add details.  |
|                | Observing                                     | Prompt observations by starting discussions with questions such as: <i>What does Grace notice about the chick when she picks it up?</i>   |
|                | Drawing Inferences                            | Prompt inferences with questions such as: <i>How does the name Grace think of connect to what she noticed about the chick?</i> (Notice how the prompt extends from the Observing prompt above. <u>Always help students use information from the text to support their answers.</u> )  |
|                | Evaluating                                    | Prompt evaluating with questions such as: <i>Suggest another name that would fit for the chick.</i> (Notice how the prompt extends from the Observing and Drawing Inferences prompts above. <u>Always help students explain/defend their answers.</u> )<br>Prompt qualitative judgment of the text. (See the Master Thinking with Reading Chart for suggestions.) |
| After Reading  | Technique                                     | Specific Application to “Whisper”   |
|                | Summarizing                                   | Ask students to tell you about and/or draw a picture representing the big ideas from the beginning, middle, and end.  |
|                | Questioning                                   | Sample Questions<br>Literal: <i>Does Grace get a baby rabbit or a baby chick?</i><br>Inferential: <i>Is wool used to make clothes for warm weather or cold weather?</i> (Accept reasonable answers.)<br>Evaluative: <i>Did Grace need to ask for help thinking of a name for her chick?</i>   |

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

Name: \_\_\_\_\_

Comprehension: Story Comprehension Chart

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

| Before Reading | Technique                                     | Specific Application to "The Harvest Marvel"  |
|----------------|---|---|
|                | Activating Prior Knowledge of Text Structure  | Using a book copy, examine knowledge of narrative genre. Prompt student thinking about narrative features: characters (who), setting (where: often requires inference and relies on illustrations), and events/actions (what).  |
|                | Activating Prior Knowledge of Related Content | Pre-assess and support knowledge of key vocabulary: <i>harvest, fest, legend, tribute, ponder, recognize, spooked, and husks</i><br>Also address concepts with prompts such as: <i>Why is the harvest in the fall an important time of year?</i>  |
|                | Setting Purpose for Reading                   | Students may read to find out: <i>What happens when the Harvest Marvel appears at the Harvest Fest?</i>   |
| During Reading | Technique                                     | Specific Application to "The Harvest Marvel"  |
|                | Monitoring                                    | After reading sections of the text, stop and see if students can demonstrate understanding of the section just read.  |
|                | Visualizing                                   | Using a text copy read selections and visualize related images. Describe or draw visualizations challenging students to add details.  |
|                | Observing                                     | Prompt observations by starting discussions with questions such as: <i>How does it make you feel when something unusual surprises you?</i>  |
|                | Drawing Inferences                            | Prompt inferences with questions such as: <i>How did the kids feel when they saw the Harvest Marvel?</i> (Notice how the prompt extends from the Observing prompt above. <u>Always help students use information from the text to support their answers.</u> )  |
|                | Evaluating                                    | Prompt evaluating with questions such as: <i>Was Hank trying to be scary?</i> (Notice how the prompt extends from the Observing and Drawing Inferences prompts above. <u>Always help students explain/defend their answers.</u> )<br>Prompt qualitative judgment of the text. (See the Master Thinking with Reading Chart for suggestions.) |
| After Reading  | Technique                                     | Specific Application to "The Harvest Marvel"  |
|                | Summarizing                                   | Ask students to tell you about and/or draw a picture representing the big ideas from the beginning, middle, and end.  |
|                | Questioning                                   | Sample Questions<br>Literal: <i>Did Grace mean to knock off the pumpkin mask?</i><br>Inferential: <i>How did Grace figure out the Harvest Marvel was Hank?</i> (Accept reasonable answers.)<br>Evaluative: <i>Will Hank want to be the Harvest Marvel again next year?</i>  |

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# Unit 6

## Assessment and Remediation Guide

Skills Strand  
**GRADE 1**