Unit 5
Assessment and Remediation Guide

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Skills Strand

GRADE 1

Core Knowledge Language Arts®

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Unit 5
Assessment and Remediation Guide

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 22), and/or continued to be challenged with Pausing Points used for review. Significant highlighting will indicate:

- the Unit 5 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:	• Introduce Spelling Words (Unit 5 Lessons 1, 6, 11, 16) • Complete the Sentence; Sound Riddles; Tongue Twister; Hearing Initial Sounds; I'm Thinking of Something; Sound Discrimination Game (Unit 5 Lessons 1, 4, 6, 11, 13, 16, 19) • Spelling Alternatives; Spellings for…; The Tricky Spelling (Unit 5 Lessons 1, 3, 4, 5, 7, 9, 11, 12, 13, 14, 16, 19) • Root Words (Unit 5 Lessons 1, 3, 5) • Segmenting and Blending Two-Syllable Words (Unit 5 Lessons 2, 7, 21) • Sound Dictation (Unit 5 Lessons 3, 18, 21) • Sister Sounds; Minimal Pairs (Unit 5 Lessons 3, 12, 14) • Spelling Tree (Unit 5 Lessons 4, 8, 10, 16, 17) • Teacher Modeling (Unit 5 Lessons 6, 8) • Fill in the Blank; Tricky Spelling Practice; Count the /r/ Sounds; Practice (Unit 5 Lessons 6, 9, 13, 14, 16, 21) • Baseball Game (Unit 5 Lesson 10) • Word Sort (Unit 5 Lessons 11, 12, 19) • Wiggle Cards (Unit 5 Lesson 20)
Or as evidenced by performance on assessment components:	Weekly Spelling Assessments (Unit 5 Lessons 5, 10, 15, 20) Word Recognition Assessment (Unit 5 Lessons 22)
AND IF review with related Pausing Points is not enough:	• Segment and Blend Two-Syllable Words • Distinguish Similar Sounds • Recognize and/or Write the Spellings Taught in Unit 5 • Understand That Some Sounds Have Spelling Alternatives • Read and/or Write Words with the Tricky Spellings 'g' and 'ed' • Read Words That Contain Spelling Alternatives • Read Phrases • Read and Write Sentences
Then use Grade 1 Unit 5 *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 1–5 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 1–5 Phonics Scope and Sequence

Unit 1 Lessons	Code Knowledge
1–16	Single-Letter Sound-Spellings (e.g., 's' > /s/; includes consonant clusters)
17–20	Digraph Sound-Spellings
23–24	Double-Letter Sound-Spellings (e.g., 'ck' > /k/ and 'ff' > /f/)
Unit 2 Lessons	**Code Knowledge**
1	/ee/ spelled 'ee' as in *seed*
3	/ae/ spelled 'a_e' as in *cake*
6	/ie/ spelled 'i_e' as in *line*
8	/oe/ spelled 'o_e' as in *hope*
12	/ue/ spelled 'u_e' as in *cube*
Unit 3 Lessons	**Code Knowledge**
1	/oo/ spelled 'oo' as in *soon*
5	/oo/ spelled 'oo' as in *look*
9	/ou/ spelled 'ou' as in *shout*
12	/oi/ spelled 'oi' as in *oil*
15	/aw/ spelled 'aw' as in *paw*
Unit 4 Lessons	**Code Knowledge**
1	/er/ spelled 'er' as in *her*
4	/ar/ spelled 'ar' as in *car*
7	/or/ spelled 'or' as in *for*
Unit 5 Lessons	**Code Knowledge**
6	/ch/ spelled 'tch' as in *patch*
8	/j/ spelled 'g' or 'ge' as in *gem* or *stage*
14	/v/ spelled 've' as in *sleeve*
16	/r/ spelled 'wr' as in *wrench*

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

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

- guided reinforcement with the Phonics (Section I) component, then you are ready to plan using the Guided Reinforcement Lesson Template.

- explicit reteaching with the Phonics (Section I) component, then you are ready to plan using the Explicit Reteaching Lesson Template.

- comprehensive reteaching, including instruction with Fluency and Comprehension (Section II), additionally follow the steps for Determining Student Need in the Fluency and Comprehension section. Determining student need across the sections will then inform planning using the Comprehensive Reteaching Lesson Template.

Planning for Instruction

The lessons in Section I, Phonics are based on the objectives from Grade 1, Unit 5. 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 5 is:

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

Lesson Template Section Descriptions

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

Warm-Up Activities

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

Explicit Instruction

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

A single objective should be the primary focus of any remedial instruction session. If you are using the Comprehensive Reteaching Lesson Template and students need remediation with Phonics and Comprehension, then rotate the focus selected for the Warm-Up, Explicit Instruction, and related Guided

Practice (working with skills) throughout a series of sessions. A rotating focus may look like this:

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

Guided Practice (working with skills)

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

Guided Practice (applying skills)

Guided Practice (applying skills) provides a flexible opportunity for practice with other activities from the Exercises section. If a single objective is the focus for remediation (e.g., 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 5.

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.

Least Difficult	Sounds with Few Spelling Alternatives (e.g., /h/ and /x/)	Sounds with Multiple Spelling Alternatives (e.g., /k/ and /j/)
Read and spell single-syllable words		
Read and spell multi-syllable words		*Most Difficult*

Lesson Templates and Sample Remedial Lessons

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

Guided Reinforcement Lesson Template

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

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

Guided Reinforcement Sample Remedial Lesson

Target: /ch/ > 'tch' or /j/ > 'g' or 'ge'

Guided Reinforcement	Exercise	Materials	Minutes
Warm-Up	**Match Me** Play Match Me with: /ch/ > 'ch' or 'tch' /j/ > 'j', 'g', or 'ge'	Large Letter Cards 'ch', 'tch', 'j', 'g', and 'ge'	3
Guided Practice (applying skills)	**Sound-Spellings: Phrase and Sentence Baseball** Use phrases and sentences from the /ch/ > 'tch' and the /j/ > 'g' or 'ge' list.	phrases and sentences typed to display for students chalkboard timer	12

Explicit Reteaching Lesson Template

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

Explicit Reteaching Sample Remedial Lesson

Target: /v/ > 've' contrasted with /v/ > 'v'

Explicit Reteaching	Exercise	Materials	Minutes
Warm-Up	**Match Me** Play Match Me with: /ch/ > 'ch', or 'tch' /j/ > 'j', 'g', or 'ge' /v/ > 'v' or 've' /r/ > 'r', 'rr', or 'wr'	Large Letter Cards: 'ch', 'tch', 'j', 'g', 'ge', 'v', 've', 'r', 'rr', and 'wr'	3
Explicit Instruction	**Review the Sound-Spelling** Review /v/ > 'v' or 've'	Grade 1 Code Flip Books Articulation Chart Word List	4
Guided Practice (working with skills)	**Chaining** Chaining Pairs targeting /v/ > 've': nerve > serve sleeve > sleep shelf > shelve (consonants: 'n', 've', 's', 'l', 'p', 'f '; digraph: 'sh'; and vowels: 'er', 'ee')	Chaining List, dry erase board, marker, and eraser for teacher and each student	8
Guided Practice (applying skills) OR Independent Practice/ Progress Monitoring	**Sound-Spellings: Race to the Top** Word/Picture Cards for /v/ > 've' and /v/ > 'v'	Word/Picture Cards for /v/ > 've' and /v/ > 'v' Race to the Top Game Boards game pieces	10
	Progress Monitoring: While students play Race to the Top complete Sound-Spelling Progress Monitoring Assessment.	Word Cards and Record Sheets for Sound-Spelling Progress Monitoring 1	

Comprehensive Reteaching Lesson Template

Explicit Reteaching	Exercise	Materials	Minutes
Warm-Up	If Phonics Focus: **Match Me** If Fluency and Comprehension Focus, choose one: (see Section II, Fluency and Comprehension) • **Silly Voices** • **Two Voices or Play Parts**	activity dependent	3
Explicit Instruction	If Phonics Focus: **Review the Sound-Spelling** If Fluency and Comprehension Focus: **Address Prior Knowledge and Set a Purpose** (see Section II, Fluency and Comprehension)	activity dependent	5
Guided Practice (working with skills)	If Phonics Focus: **Chaining** If Fluency and Comprehension Focus: **Model Thinking with Reading** (see Section II, Fluency and Comprehension)	activity dependent	10
Guided Practice (applying skills)	Choose one or two activities or games from Exercises sections according to target objectives across components: • If Phonics Focus (see Phonics Exercises) • If Fluency and Comprehension Focus: **Read with Purpose and Understanding** (see Section II, Fluency and Comprehension)	activity dependent	12
Independent Practice/ Progress Monitoring	Activities with which students have demonstrated independence may engage students when progress monitoring with individuals is needed.	activity dependent Progress Monitoring worksheets	10

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

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

Comprehensive Reteaching Sample Remedial Lesson

Target: /r/ > 'r' or 'wr'

Comprehensive Reteaching	Exercise	Materials	Minutes
Warm-Up	**Match Me** Play Match Me with: /ch/ > 'ch', or 'tch' /j/ > 'j', 'g', or 'ge' /v/ > 'v' or 've' /r/ > 'r', 'rr', or 'wr'	Large Letter Cards: 'ch', 'tch', 'j', 'g', 'ge', 'v', 've', 'r', 'rr', and 'wr'	3
Explicit Instruction	**Review the Sound-Spelling** Review /r/ > 'r' or 'wr'	Grade 1 Code Flip Books Articulation Chart Word List	5
Guided Practice (working with skills)	**Chaining** Chaining List including /r/ > 'wr': wish > wing > wring > wrung > wrong > song (consonants: 'w', 'wr', 's', digraphs 'sh', 'ng', and vowels: 'i', 'u', and 'o') Highlight the importance of spelling as a signal for meaning: *wring/ring* and *wrung/rung*.	Chaining List dry erase board, marker, and eraser for teacher and each student	10
Guided Practice (applying skills)	**Fluency: Two Voices or Play Parts** Partner students to read "Two Good Things and One Bad Thing" in Play Parts format.	copies of "Two Good Things and One Bad Thing" in Play Parts format	12
Independent Practice/ Progress Monitoring	Independent Practice: Use the Guided Practice exercise **Grammar: Say a Sentence with . ! or ?** (Fluency and Comprehension: Grammar Exercise) and record student performance with punctuation for sentence types on the Grammar Observational Chart	sentences typed to display for students ending punctuation notecard sets	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 5 sound-spellings may include:

1. /p/ – 'p' and 'pp'
2. /b/ – 'b' and 'bb'
3. /k/ – 'c', 'k', 'cc', 'ck'
4. /g/ – 'g' and 'gg'
5. /ch/ – 'ch' and 'tch'
6. /j/ – 'j', 'g', 'ge'
7. /t/ – 't', 'tt', 'ed'
8. /d/ – 'd', 'dd', 'ed'
9. /f/ – 'f' and 'ff'
10. /v/ – 'v' and 've'
11. /r/ – 'r', 'rr', 'wr'
12. /l/ – 'l' and 'll'

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 *bark* to *barge* say, "Now I'm changing the /k/ sound at the end of the word to the /j/ sound. What word did I make now?"

- Continue until the chain is complete.

- If support is needed, model the sounds and blending. Also encourage students to use the blending motions they have learned.

Chaining for Spelling

- Next use the same or an alternate chain for spelling. Tell students you will say words for them to write, and for each new word they will only need to change one sound.

- Say the first word and tell students to break the word up into sounds and write the letters for each sound from left to right.

- Provide the next word and have students explain the change they had to make from the previous word. For example, changing *path* to *patch* students may say, "I changed the 'th' at the end to 'tch'."

- Continue until the chain is complete.

- If support is needed, model breaking the sounds apart and writing the letters for each sound.

Phonics Exercises: Other Guided Practice for Sound-Spellings

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

Sound-Spellings: Push & Say

Materials:

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

Preparation: Copy the Sound Boxes page, and copy and cut a set of Push & Say Letter Cards for each student from Materials for Phonics Lessons. Reference the Word Lists from Materials for Phonics Lessons to create a word list targeting sound-spellings in need of remediation. 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 new consonant alternative spellings from Unit 5 (i.e., 'tch', 'ge', 've', and 'wr') 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. One specific distinction is required for 'ge' spellings. If the word contains a long vowel magic 'e' 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'.

- Say a word, such as *page*.
- 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 5 includes mostly words with the new consonant spelling alternatives: 'tch' > /ch/, 'g' or 'ge' > /j/, 've' > /v/, and 'wr' > /r/, as well as, for contrast, a few words with the initial basic code spellings taught for the same sounds: 'ch' > /ch/, 'j' > /j/, 'v' > /v/, and 'r' > /r/.

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: 'tch' > /ch/, 'g' or 'ge' > /j/, 've' > /v/, and 'wr' > /r/. 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: 'ch' > /ch/, 'j' > /j/, 'v' > /v/, and 'r' > /r/. 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: 'tch' > /ch/, 'g' or 'ge' > /j/, 've' > /v/, and 'wr' > /r/. 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: 'ch' > /ch/, 'j' > /j/, 'v' > /v/, and 'r' > /r/. 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
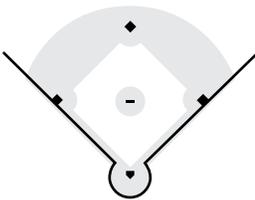
Preparation: Select phrases and/or sentences from the lists provided in Materials for Phonics Lessons according to the sound-spellings targeted for remediation. Type the phrases and/or sentences or write them on paper strips for students to read. Draw a baseball diamond on the board, and divide students 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 students' view and have them write either the entire phrase or sentence or a select word on their writing surface. Again students signal when they are finished with a thumbs-up. Select one student to show or spell aloud their writing.

- Share: Ask students a question related to the phrase or sentence. Again, students signal with a thumbs-up when they are prepared to respond. Select one student to share their response.

- Repeat the Read, Write, Share steps with the next phrase or sentence.

Sample questions related to phrases and sentences for the Share step.	
Phrase or Sentence	**Share Question**
be in charge	Who is in charge at _____ (e.g., a pool)?
tug on your sleeve	Show me a tug on your sleeve.
My sister likes to act on stage.	What does someone in your family like to do?
Wring out your wet socks!	How could socks get wet?

Phonics Progress Monitoring

Monitoring: Sound-Spellings

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

Preparation: Copy the page of words with the 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:

- 8 points—excellent

- 6 or 7 points—good

- 5 points—fair

- Less than 5 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 (6 points or higher).

- Scores of 5 or less indicate additional reteaching and reinforcement is required from the Unit 5 *Assessment and Remediation Guide* Section I, Phonics.

Name: _____

cage	itch	starve
write	match	forge
wrist	you've	lunge

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

Word	Student Pronunciation				
Sample: cage					
1. itch	/i/	/ch/		-	____ /1
2. starve	/s/	/t/	/ar/	/v/	____ /1
3. write	/r/	/ie/	/t/	-	____ /1
4. match	/m/	/a/	/ch/	-	____ /1
5. forge	/f/	/or/	/j/	-	____ /1
6. wrist	/r/	/i/	/s/	/t/	____ /1
7. you've	/y/	/oo/	/v/	-	____ /1
8. lunge	/l/	/u/	/n/	/j/	____ /1
Total Correct					____ /8

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

'tch' > /ch/ (1, 4) ____ /2   'g' or 'ge' > /j/ (5, 8) ____ /2

've' > /v/ (2, 7) ____ /2   'wr' > /r/ (3, 6) ____ /2

Name: _____

cage	large	solve
fetch	wrung	twelve
switch	wrench	charge

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

Word	Student Pronunciation					
Sample: cage						
1. large	/l/	/ar/	/j/	-	-	_____ /1
2. solve	/s/	/o/	/l/	/v/	-	_____ /1
3. fetch	/f/	/e/	/ch/	-	-	_____ /1
4. wrung	/r/	/u/	/ng/	-	-	_____ /1
5. twelve	/t/	/w/	/e/	/l/	/v/	_____ /1
6. switch	/s/	/w/	/i/	/ch/	-	_____ /1
7. wrench	/r/	/e/	/n/	/ch/	-	_____ /1
8. charge	/ch/	/ar/	/j/	-	-	_____ /1
Total Correct						_____ /8

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

'tch' > /ch/ (3, 6) _____ /2   'g' or 'ge' > /j/ (1, 8) _____ /2

've' > /v/ (2, 5) _____ /2   'wr' > /r/ (4, 7) _____ /2

Name: _____

cage	serve	scratch
wrong	huge	botch
wreck	we've	barge

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

Word	Student Pronunciation					
Sample: cage						
1. serve	/s/	/er/	/v/	-	-	_____ /1
2. scratch	/s/	/k/	/r/	/a/	/ch/	_____ /1
3. wrong	/r/	/o/	/ng/	-	-	_____ /1
4. huge	/h/	/ue/	/j/	-	-	_____ /1
5. botch	/b/	/o/	/ch/	-	-	_____ /1
6. wreck	/r/	/e/	/k/	-	-	_____ /1
7. we've	/w/	/ee/	/v/	-	-	_____ /1
8. barge	/b/	/ar/	/j/	-	-	_____ /1
Total Correct						_____ /8

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

'tch' > /ch/ (2, 5) _____ /2   'g' or 'ge' > /j/ (4, 8) _____ /2

've' > /v/ (1, 7) _____ /2   'wr' > /r/ (3, 6) _____ /2

Name: _____

cage	wrote	pitch
I've	carve	wrap
batch	age	germ

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

Word	Student Pronunciation			
Sample: cage				
1. wrote	/r/	/oe/	/t/	_____ /1
2. pitch	/p/	/i/	/ch/	_____ /1
3. I've	/ie/	/v/	-	_____ /1
4. carve	/k/	/ar/	/v/	_____ /1
5. wrap	/r/	/a/	/p/	_____ /1
6. batch	/b/	/a/	/ch/	_____ /1
7. age	/ae/	/j/	-	_____ /1
8. germ	/j/	/er/	/m/	_____ /1
Total Correct				_____ /8

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

'tch' > /ch/ (2, 6) _____ /2   'g' or 'ge' > /j/ (7, 8) _____ /2

've' > /v/ (3, 4) _____ /2   'wr' > /r/ (1, 5) _____ /2

Materials for Phonics Lessons

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

Instructional Planning Materials

Articulation Chart

Short Vowel Signs

Blending Motions for Two- to Five-Phoneme Words

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

Sound-Spelling Exercises Materials

Large Letter Cards (for Match Me and Race to the Top)

Sound Boxes for Push & Say

Push & Say Letter Cards

BINGO Game Set

Race to the Top Game Board

Word/Picture Cards (for Race to the Top and Memory)

Articulation Chart

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

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

Phoneme	Articulation Features (Notice in the Mirror)	Is Your Voice On or Off?	Can You Stretch the Sound?*
/p/	Lips are pressed together and the air "pops" out (Note this is the same as /b/.)	Off	No
/k/	Back of the tongue touches the roof of the mouth, lips are open a little, and the air "pops" out (Note this is the same as /g/.)	Off	No
/g/	Back of the tongue touches the roof of the mouth, lips are open a little, and the air "pops" out (Note this is the same as /k/.)	On	No
/n/	Tip of the tongue touches the bump behind the upper teeth and lips are open a little (Air goes through your nose! Pinch your nose and you'll cut off the sound.)	On	Yes
/a/	Mouth is open wide and the tongue is low in the front of the mouth	On	Yes
/i/	Mouth is open wide and jaw is higher than for /a/	On	Yes
/o/	Mouth is open wide and jaw is lower than for /a/	On	Yes
/t/	Tip of the tongue taps behind the upper teeth, lips are open a little, and the air "pops" out (Note this is the same as /d/.)	Off	No
/d/	Tip of the tongue taps behind the upper teeth, lips are open a little, and the air "pops" out (Note this is the same as /t/.)	On	No
/m/	Lips are together (Air goes through your nose! Pinch your nose and you'll cut off the sound.)	On	Yes
/f/	Upper teeth gently touch the lower lip as air is forced noisily through the space between (Note this is the same as /v/.)	Off	Yes
/v/	Upper teeth gently touch the lower lip as air is forced noisily through the space between (Note this is the same as /f/.)	On	Yes
/s/	Front of the tongue cups the roof of the mouth, and lips are open a little as air is forced noisily through the space between (Note this is the same as /z/.)	Off	Yes
/z/	Front of the tongue cups the roof of the mouth, and lips are open a little as air is forced noisily through the space between (Note this is the same as /s/.)	On	Yes
/h/	Mouth is open wide and the tongue is low in the front of the mouth as air is forced noisily through the space between the vocal folds	Off	No
/b/	Lips are pressed together and the air "pops" out (Note this is the same as /p/.)	On	No
/l/	Tip of the tongue touches the bump behind the upper teeth and lips are open a little as air passes through with minimal friction	On	Yes
/r/	Tongue is curled back and lips are open a little as air passes through with minimal friction (Take care not to pronounce the r-controlled vowel sound /er/. Instead, pronounce with a clean /r/ sound like at the beginning of red.)	On	Yes
/w/	Lips are rounded and the back of the tongue is raised as air is forced noisily through the space between	On	Yes
/e/	Mouth is open wide and jaw is in a middle/neutral position (For /i/ and /a/ the jaw is higher and for /o/ the jaw is lower.)	On	Yes
/u/	Mouth is open wide and jaw is in a low position (The jaw is higher for all the other short vowels.)	On	Yes
/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 (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 (Notice in the Mirror)	Is Your Voice On or Off?	Can You Stretch the Sound?*
/oi/	Lips are rounded (similar to /oe/) and shifts to the articulation for /ee/ with the corners pulled up (like a smile)	On	Yes
/aw/	Mouth is open wide and jaw is low (as for /o/) and shifts incompletely to the articulation for /w/ with lips pulled slightly forward	On	Yes
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.
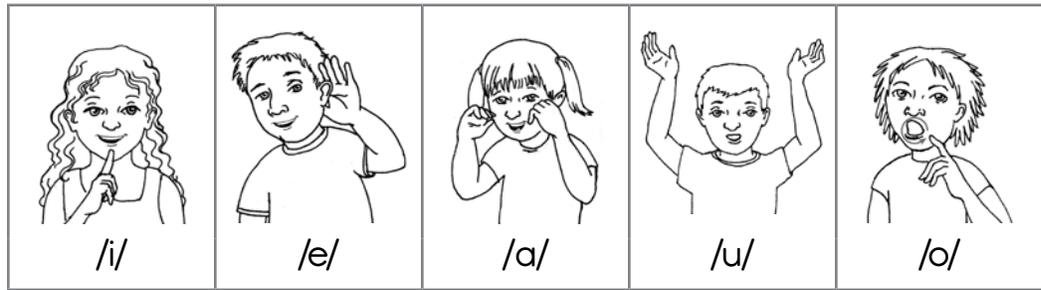
| /i/	/e/	/a/	/u/	/o/
place finger below lips	pretend not to hear	pretend to cry	raise arms above head	circle open mouth with finger

Blending Motions for Two- to Five-Phoneme Words

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

Blending Motions for Three-Phoneme Words (Arm Gesture)

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

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

| 1	2	3	4
/f/	/u/	/n/	fun
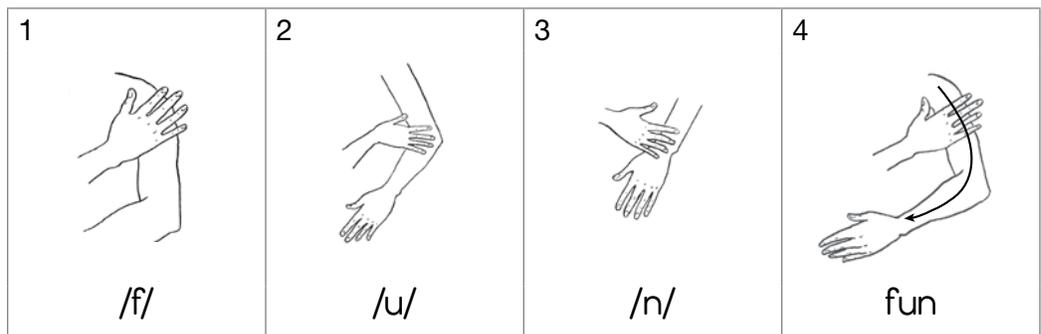
Blending Motions for Two- to Five-Phoneme Words (Finger Gestures)

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.

1	2	3	4
/f/	/u/	/n/	fun
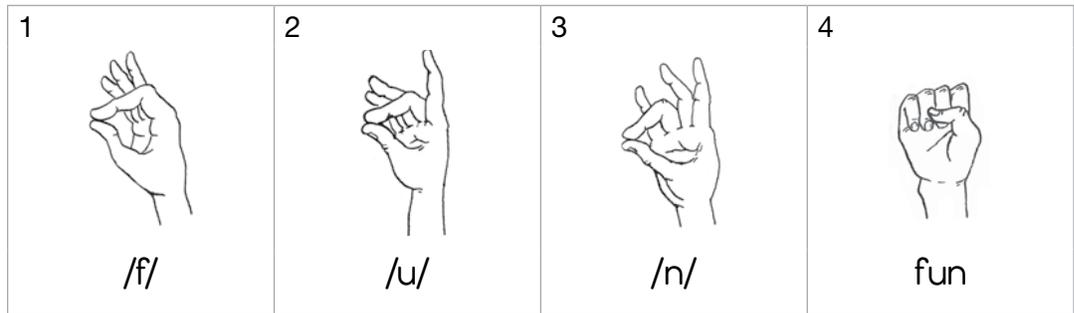
Additional Blending Support

If students struggle to hold all of the individual sounds in their mind before final blending,	Then sequential blending may reduce the burden on memory.
1. /s/ 2. /a/ 3. /n/ 4. /d/ 5. blend: *sand*	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

'tch' > /ch/			'ch' > /ch/	
single syllable		**multi-syllable**	**single syllable**	
batch	patch	kitchen	bench	chunk
botch	pitch	pitcher	couch	inch
catch	scratch	scratches	chat	lunch
fetch	stretch		chart	march
itch	switch		cheek	perch
match	wretch		chop	

Note: Several of the single-syllable words can be made into a multi-syllable word by making it plural with 'es' or adding the suffix 'ing' or 'er'. The same holds true for select words from the subsequent word lists when the suffix 'ing' or 'er' is added.

'g' or 'ge' > /j/			'j' > /j/	
single syllable		**multi-syllable**	**single syllable**	
age	huge	larger	jam	job
barge	large	largest	jaw	join
cage	lunge	legend	jeep	joke
charge	marge	magic	jerk	jug
forge	page		jet	jump
gem	stage			
germ				

've' > /v/			'v' > /v/	
single syllable		**multi-syllable**	**single syllable**	
carve	solve	ourselves	van	vet
I've	starve	themselves	vase	vine
nerve	twelve		veer	void
serve	we've		verb	vote
shelves	you've		vest	
sleeve				

'wr' > /r/			'r' > /r/	
single syllable		**multi-syllable**	**single syllable**	
wrap	write	wrapper	raft	ripe
wreck	wrong	wretched	rag	room
wren	wrote	written	rate	rope
wring	wrung		raw	rot
wrist			reed	round
			rib	run
			ring	rush

Chaining Lists

The chains below are reprinted from the Supplemental Materials throughout the Unit 5 Teacher Guide. Chains may be sectioned if students do not sustain attention for the whole chain.

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

Consonant Spelling Alternatives	Chains
'tch' > /ch/	hitch > ditch > itch > pitch > patch > latch > hatch > batch > match > catch snatch > snitch > stitch > stick > slick > lick > lack > latch > match > patch hip > hitch > hatch > hutch > hug > hut > hat > bat > batch > patch > pitch > ditch bag > batch > catch > match > hatch
'g' or 'ge' > /j/	age > page > rage > cage > sage > stage > stale barn > barge > charge > large > Marge > merge gorge > forge > form > farm > charm > charge > large ate > ape > age > page > cage > car > bar > barge > large > lard hem > gem > gems > germs > terms > term > perm
've' > /v/	**Chaining Pairs**: nerve > serve sleeve > sleep car > carve shelf > shelve shelves > elves
'wr' > /r/	write > wrote > tote > tone > lone wish > wing > wring > wrung > wrong > song neck > wreck > wren > wrench > bench
multi-syllable words	**'tch' > /ch/:** kitch·en > hidd·en > writt·en > rott·en > rott·ing > runn·ing swimm·ing > dress·ing > batt·ing > batt·er > farm·er > pitch·er > pitch·ing switch·es > ditch·es > itch·es > hitch·es **'g' > /j/:** mag·ic > trag·ic > pan·ic > pan·ther

Phrases and Sentences

The phrases and sentences below are reprinted from the Supplemental Materials throughout the Unit 5 Teacher Guide.

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

'tch' > /ch/	'g' or 'ge' > /j/	've' > /v/	'wr' > /r/
1. catch me if you can	1. a large class	1. serve it up	1. a ship·wreck
2. switch sides	2. plunge into the pool	2. carve out some time	2. wrap the gift
3. hatch a plan	3. be in charge	3. nerves of steel	3. wrong time
4. mix and match	4. lunge and stretch	4. solve the prob·lem	4. writt·en word
5. A stitch in time saves nine.	5. magic trick	5. sleeve·less dress	5. hand and wrist
6. The duck eggs will hatch soon.	6. She likes to cook with sage.	6. I've got it!	6. wring it out
7. Spot fetched the stick.	7. Would you like a large scoop?	7. At twelve, we will stop for lunch.	7. Would you like to write a book?
8. Who will pitch in this game?	8. What page are you on?	8. They saved them·selves some time.	8. That is the wrong num·ber!
9. Do his socks match?	9. The flame singed the tree branch.	9. You've got to see this!	9. Did he twist his wrist when he swung the bat?
10. Did you scratch the bug bite?	10. Can you see germs?	10. In the win·ter, we need scarves and hats.	10. Wring out the mop so it will not drip.

Mixed Consonant Spelling Alternatives Phrases	Mixed Consonant Spelling Alternatives Sentences	
1. scratch your nose	1. He plunged into the pool.	11. My sis·ter likes to act on stage.
2. bend your wrists	2. We can solve the prob·lem.	12. Can you solve this math prob·lem?
3. stretch your arms	3. The dog fetched the stick.	13. I wrote a long lett·er to my mom.
4. tug on your sleeve	4. The beep·ing sound got on my nerves.	14. This dress has short sleeves.
5. pinch your nose	5. Germs can make you sick.	15. The car end·ed up in the ditch.
6. stand rig·id	6. Will you write me a lett·er?	16. Can you switch the TV off?
7. jump twelve times	7. What is on the next page?	17. Where is the ketch·up?
	8. Who is the best pitch·er?	18. The ship wrecked in the storm.
	9. The dog scratched his neck.	19. A stitch in time saves nine.
	10. We had dinn·er in the kitch·en.	20. Wring out your wet socks!

a	b
c	d
e	f
g	h

i	j
k	l
m	n
o	p

r	s
t	u
v	w

x

y

z

ch	sh
th	qu
ng	

ck	bb
dd	ff
gg	ll
mm	ss

cc	nn
pp	rr
tt	zz

ee	a_e
i_e	o_e
u_e	

Directions: Copy and cut out these Letter Cards for use with the Unit 5 Section I Warm-Up activity Match Me or game Race to the Top.

oo	ou
oi	aw

Directions: Copy and cut out these Letter Cards for use with the Unit 5 Section I Warm-Up activity Match Me or game Race to the Top.

er

ar

or
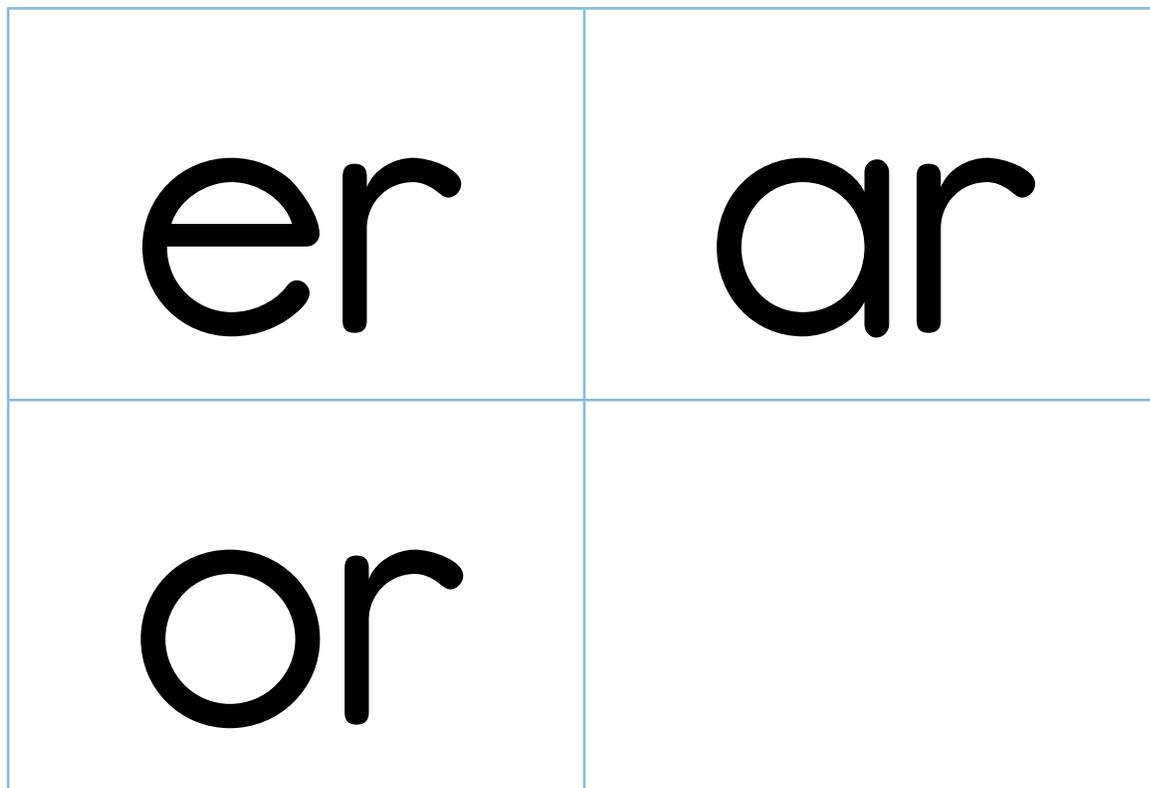
tch	ge
ve	wr
-ed	

Name: _____

Directions: Use this page for Push & Say. Students represent sounds with Letter Cards.
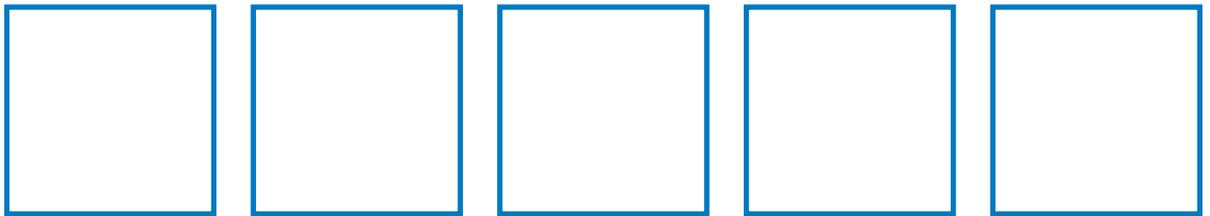
a	b	b	c	d	d
e	f	g	g	h	i
j	k	k	l	m	m
n	n	o	p	p	r
s	s	t	t	u	v
w	x	y	z	z	ch
sh	sh	th	qu	ng	ck
ff	ll	ss	ee		

a   e

i   e

o   e

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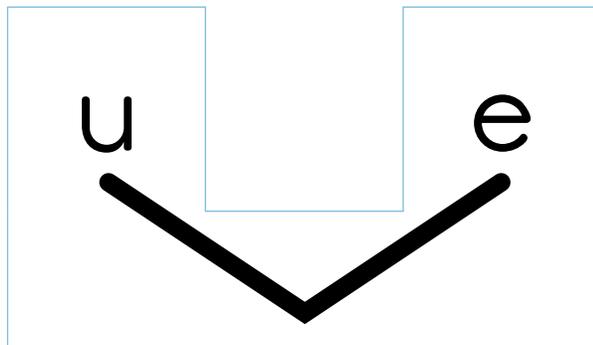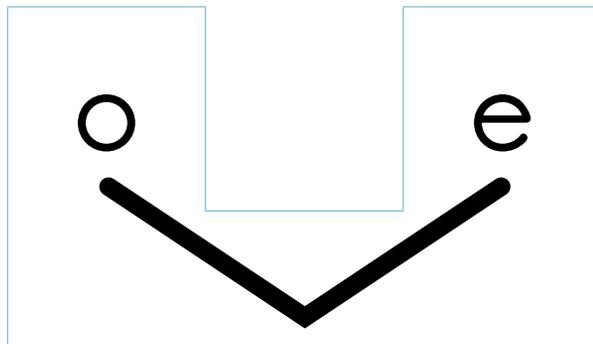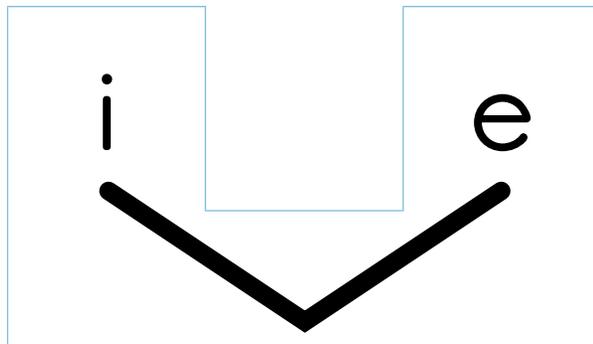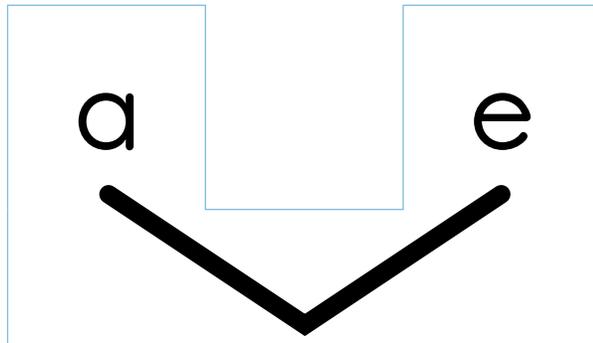
oo	ou	oi	aw
er	ar	or	-ed
pp	bb	cc	gg
tt	dd	rr	tch
ge	ve	wr	

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

gem	wrong	jaw
wrapped	nerve	couch
solve	stretch	vine

age	verb	pitch
rush	march	wrong
switch	sleeve	page

wrote	large	we've
pitch	room	age
wrap	jaw	switch

wrapped	wrote	march
catch	page	joke
solve	couch	verb

march	rush	large
wrong	catch	wrap
nerve	verb	stretch

vine	we've	gem
joke	pitch	wrapped
large	wrote	page

age	sleeve	solve
switch	jaw	room
we've	rush	catch

room	stretch	sleeve
nerve	joke	vine
gem	wrap	couch

catch	pitch	stretch
switch	couch	march
age	gem	large
page	jaw	joke
nerve	sleeve	solve
we've	verb	vine
wrap	wrong	wrote
wrapped	room	rush
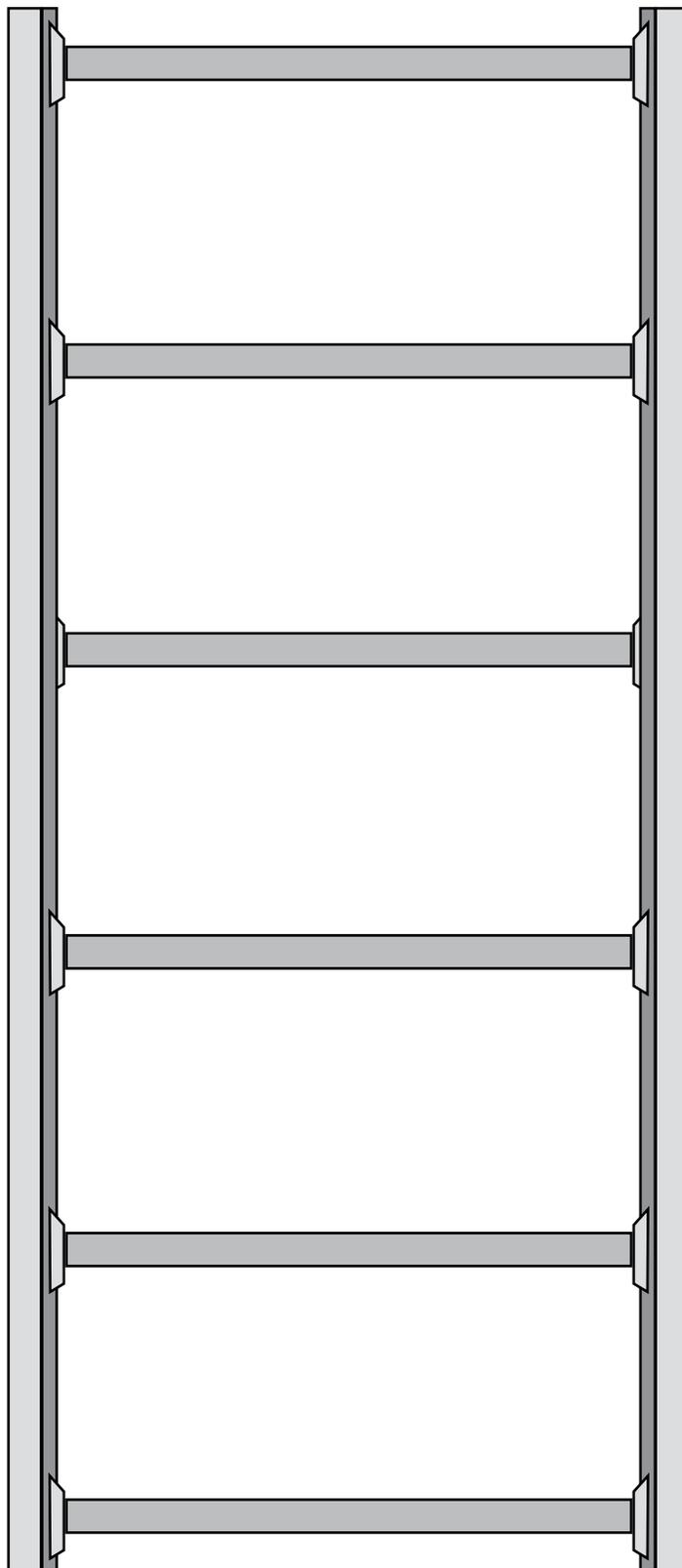
Directions: Copy this page for the game Race to the Top.

catch

match

patch

stretch

kitchen

cage

gem

page

stage

magic

carve

nerve

shelves

sleeve

12

twelve

wrapped

wreck

wrench

wrist

write

bench

chop

inch

lunch

van

vase

vest

vet

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.
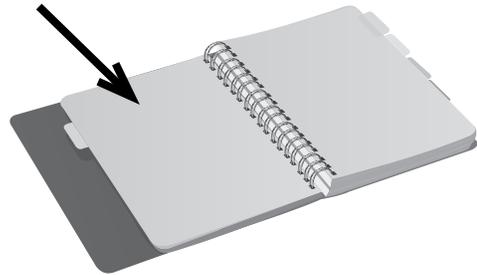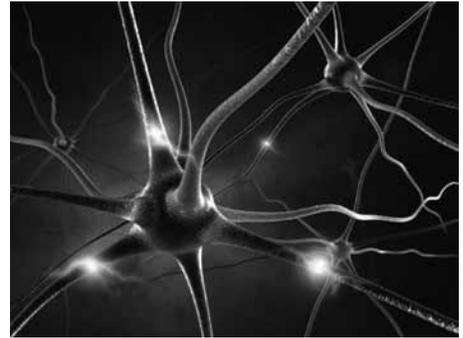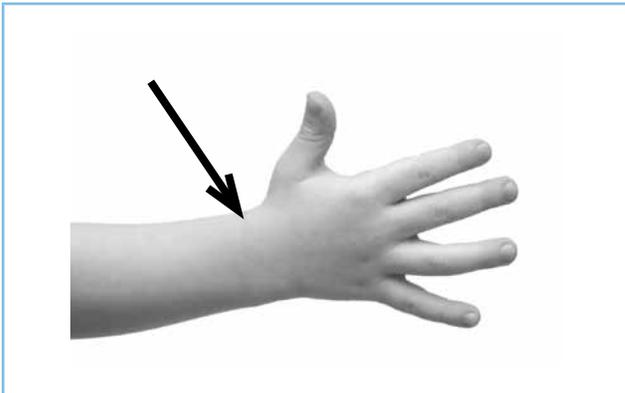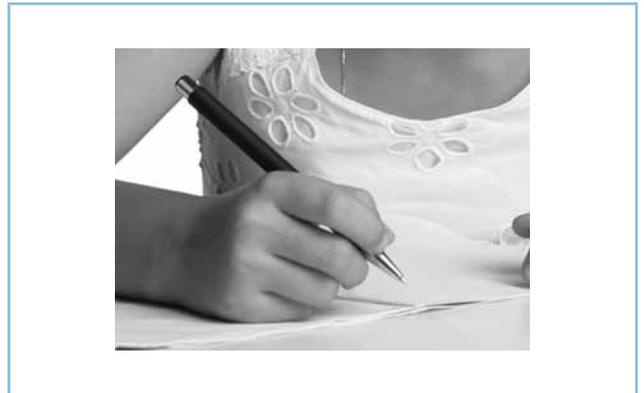

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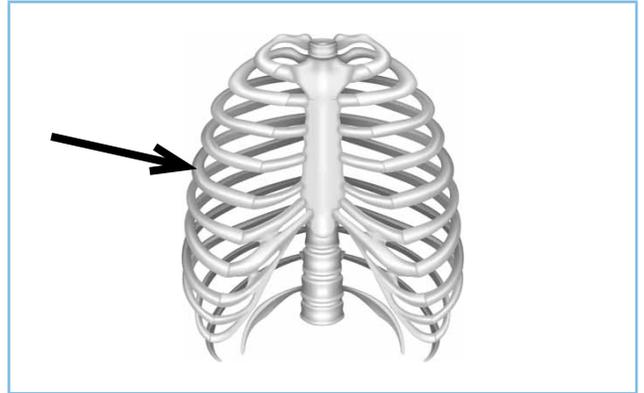
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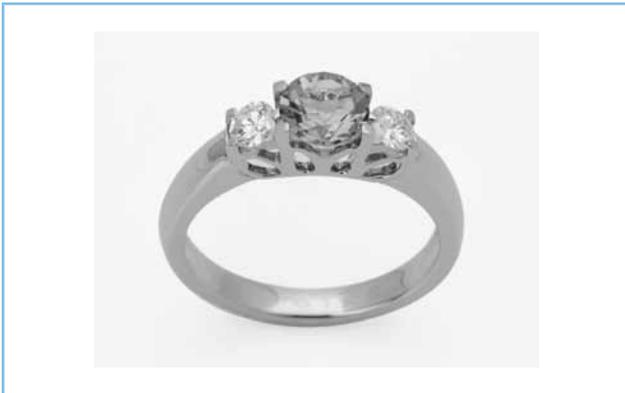
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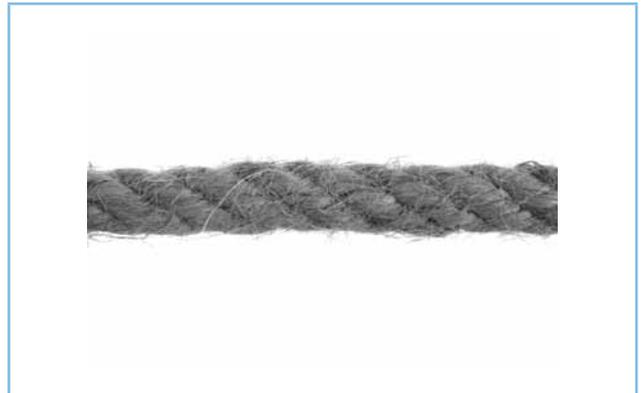
rope

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 22), and/ or continued to be challenged with Pausing Points used for review. Columns with significant highlighting will indicate:

- which Unit 5 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 (sentence types and endings: *–s, –es, –ing, –ed*)
As observed during related instructional tasks:	• Whole Group (Unit 5 Lesson 2) • Partner Reading (Unit 5 Lessons 7, 8, 15, 19, 20, 21, 22) • Reread; Small Group (Unit 5 Lessons 4, 6, 9, 10, 12, 13, 14, 17)	• Plural Nouns (Unit 5 Lessons 1, 2) • Statements, Questions, and Exclamations (Unit 5 Lessons 3, 5, 7, 11, 13, 14) • Plural Review (Unit 5 Lesson 9) • The –ed Dance (Unit 5 Lesson 12) • Sentence Building (Unit 5 Lessons 18, 19) • Adjective Review (Unit 5 Lesson 20)
Or as evidenced by performance on assessment components:	N/A	Grammar Assessment (Unit 5 Lesson 22)
AND if review with related Pausing Points is not enough:	• Read Decodable Stories • Answer Story Questions in • Writing	• Identify and/or Write Statements, Questions, and Exclamations • Build Sentences
Then use Grade 1 Unit 5 *Assessment and Remediation Guide* resources from…	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 5. 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 5 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
Warm-Up: Comprehension focus **Explicit Instruction**: Comprehension focus **Guided Practice (working with skills)**: Comprehension focus **Guided Practice (applying skills)**: Combination from component areas (e.g., a Phonics and a Comprehension activity) **Independent Practice/Progress Monitoring**: Fluency activity (observing for success independently)	**Warm-Up**: Phonics focus **Explicit Instruction**: Phonics focus **Guided Practice (working with skills)**: Phonics focus **Guided Practice (applying skills)**: Combination from component areas (e.g., a Phonics and a Fluency activity) **Independent Practice/Progress Monitoring**: Progress Monitoring Assessment for Phonics

Guided Practice (working with skills)

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

Guided Practice (applying skills)

Guided Practice (applying skills) provides a flexible opportunity for practice with other activities from the Exercises section. If comprehension is the primary focus for remediation, then this portion of the lesson provides time for completing the comprehension exercise, Read with Purpose and Understanding, extending from Guided Practice (working with skills). If multiple objectives are the focus for remediation, then assorted activities under Exercises may be selected from Phonics (Section I) and Fluency and Comprehension (Section II) of Unit 5.

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 taking equal turns (e.g., page by page).
3. Read aloud as a group chorally (all voices together) or individually (voices jumbled as students read at different paces).

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

Lesson Templates and Sample Remedial Lessons

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

Guided Reinforcement Lesson Template

Guided Reinforcement	Exercise	Materials	Minutes
Warm-Up	Choose one Fluency activity from Fluency and Comprehension Exercises: • **Silly Voices** • **Two Voices or Play Parts**	activity dependent	3
Guided Practice (applying skills)	Choose one or two activities or games from Fluency and Comprehension Exercises according to target objectives: Fluency, Comprehension, 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—Drawing Inferences

Guided Reinforcement	Exercise	Materials	Minutes
Warm-Up	**Address Prior Knowledge and Set a Purpose** Text: "In the Cave" (from the *Kate's Book* Reader) See Story Comprehension Chart for prompts related to prior knowledge and setting a purpose.	*Kate's Book* Reader for each student Story Comprehension Chart	3
Guided Practice (applying skills)	**Model Thinking with Reading** Technique: Drawing Inferences See Master Thinking with Reading Chart for a description of Drawing Inferences and for instructional tips to use throughout Guided Practice.	Reader for each student Master Thinking with Reading Chart	12
	Read with Purpose and Understanding Level of Support: Scaffolded Continue reading applying Drawing Inferences. 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 Story Comprehension Chart	

Explicit Reteaching	Exercise	Materials	Minutes
Warm-Up	Choose one Fluency activity from Exercises: • **Silly Voices** • **Two Voices or Play Parts**	activity dependent	3
Explicit Instruction	**Address Prior Knowledge and Set a Purpose**	activity dependent	4
Guided Practice (working with skills)	**Model Thinking with Reading**	text for each student Master Thinking with Reading Chart	8
Guided Practice (applying skills) OR Independent Practice/ Progress Monitoring	Choose one or two activities or games from Fluency and Comprehension Exercises according to target objectives: Fluency, Comprehension (**Read with Purpose and Understanding**), and/or Grammar. Activities with which students have demonstrated independence may engage students when progress monitoring with individuals is needed.	text for each student Story Comprehension Chart activity dependent Progress Monitoring worksheets	10

Explicit Reteaching Sample Remedial Lesson

Target: Thinking with Reading—Visualizing

Explicit Reteaching	Exercise	Materials	Minutes
Warm-Up	**Two Voices or Play Parts** Partner students to reread "A Letter from Kate" with two voices.	Two Voices copy of "A Letter from Kate" for each student	3
Explicit Instruction	**Address Prior Knowledge and Set a Purpose** Text: "Jack's Tale" (from the *Kate's Book* Reader) See Story Comprehension Chart for prompts related to prior knowledge and setting a purpose.	*Kate's Book* Reader for each student Story Comprehension Chart	4
Guided Practice (working with skills)	**Model Thinking with Reading** Technique: Visualizing See Master Thinking with Reading Chart for a description of Visualizing and for instructional tips to use throughout Guided Practice.	text for each student Master Thinking with Reading Chart	8
Guided Practice (applying skills) OR Independent Practice/ Progress Monitoring	**Read with Purpose and Understanding** Level of Support: Interactive Continue reading applying Visualizing. After reading ask the questions from the Story Comprehension Chart for a quick check of comprehension at the literal, inferential, and evaluative level.	text for each student Story Comprehension Chart	10
	Grammar: Practice (Plurals) Complete Grammar Practice 10.	copies of Grammar Practice 10 for each student	

Comprehensive Reteaching Lesson Template

Comprehensive Reteaching	Exercise	Materials	Minutes
Warm-Up	If Phonics Focus: **Match Me** If Fluency and Comprehension Focus choose one activity from Exercises: • **Silly Voices** • **Two Voices or Play Parts**	activity dependent	3
Explicit Instruction	If Phonics Focus: **Review the Sound-Spelling** (see Section I, Phonics) If Fluency and Comprehension Focus: **Address Prior Knowledge and Set a Purpose**	activity dependent	5
Guided Practice (working with skills)	If Phonics Focus: **Chaining** (see Section I, Phonics) If Fluency and Comprehension Focus: **Model Thinking with Reading**	activity dependent	10
Guided Practice (applying skills)	Choose one or two activities or games from Fluency and Comprehension Exercises according to target objectives across components: • If Phonics Focus (see Exercises under Section I, Phonics) • If Fluency and Comprehension Focus: **Read with Purpose and Understanding**	activity dependent	12
Independent Practice/ Progress Monitoring	Activities with which students have demonstrated independence may engage students when progress monitoring with individuals is needed.	activity dependent Progress Monitoring worksheets	10

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

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

Comprehensive Reteaching Sample Remedial Lesson

Target: Thinking with Reading—Monitoring

Comprehensive Reteaching	Exercise	Materials	Minutes
Warm-Up	**Silly Voices combined with Play Parts** Students reread "The Offer" in Play Parts format and select a silly voice to use for their character.	copies of "The Offer" in Play Parts format Silly Voices cards	3
Explicit Instruction	**Address Prior Knowledge and Set a Purpose** Text: "The Big Dig" in the *Kate's Book* Reader See Story Comprehension Chart for prompts related to prior knowledge and setting a purpose.	*Kate's Book* Reader for each student Story Comprehension Chart	5
Guided Practice (working with skills)	**Model Thinking with Reading** Technique: Monitoring See Master Thinking with Reading Chart for a description of Monitoring and for instructional tips to use throughout Guided Practice.	text for each student Master Thinking with Reading Chart	10
Guided Practice (applying skills)	**Read with Purpose and Understanding** Level of Support: Shared Continue reading applying Monitoring. After reading have students summarize the story by helping you craft one sentence each about the beginning, middle, and end of the story.	text for each student Story Comprehension Chart	12
	Sound-Spellings: BINGO (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	
Independent Practice/ Progress Monitoring	Independent Practice: **Sound-Spellings: Memory** (Phonics Exercise) Student partners play Memory with Word/Picture Cards for /ch/ > 'tch', /ch/ > 'ch', /j/ > 'g' or 'ge, and /j/ > 'j'.	Word/Picture Cards for /ch/ > 'tch', /ch/ > 'ch', /j/ > 'g' or 'ge', and /j/ > 'j'	10
	Progress Monitoring: While students play Memory administer Comprehension and Fluency: Progress Monitoring Assessments.	Student Copy and Record Sheets for Fluency and Comprehension Progress Monitoring 1	

Fluency and Comprehension Exercises: Fluency

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

Warm-Up: Silly Voices

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

Materials:

- Silly Voices cards
- copies of familiar story

Preparation: Copy and cut a set of Silly Voices cards and select a story from *Kate's Book* 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.

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

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

Materials:

- *Kate's Book* Reader
- Story Comprehension Chart

Preparation: Select and preview a familiar story from the *Kate's Book* 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 the 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 *Kate's Book* 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 to the story.

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

Set a Purpose

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

Guided Practice: Model Thinking with Reading

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

Materials:

- *Kate's Book* 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:

- *Kate's Book* 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
(Sentence Types and Endings: –s, –es, –ing, –ed)

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. If students are in need of a foundational understanding of verbs, access the exercises from Unit 3 of the *Assessment and Remediation Guide* under Section II, Fluency and Comprehension: Grammar. If students are in need of a foundational understanding of adjectives, access the exercises from Unit 4 of the *Assessment and Remediation Guide* under Section II, Fluency and Comprehension: Grammar.

Grammar: Say a Sentence with . ! or ?

This game will help students understand sentence types and practice the inflection signaled by ending punctuation.

Materials:

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

- ending punctuation sets on notecards

Preparation: Write ending punctuation on notecards for students: sets including a period, question mark, and exclamation point. Type the sentences without ending punctuation or write them on paper strips for students to read. (A sample variety of decodable sentence types from the *Kate's Book* Reader are provided below.)

Instructions:

- Distribute a set of ending punctuation cards to each student.

- Display a sentence for students to read and have them indicate which ending punctuation is most appropriate by holding up the corresponding punctuation card. Select one student to read the sentence out loud to demonstrate inflection accordingly. Point out to students the different tone of voice and location of emphasis within the sentence for different sentence types.

- Repeat with additional sentences.

Statement (.)	Question (?)	Exclamatory (!)
I missed Mom and Dad ___	I said, "What's that ___"	You can hike for a mile and not see one tree ___
Nan took me on hikes ___	What sort of coin is it ___	Goodness ___
It could be made of silver ___	When was it made ___	
There's no date on the coin ___		

Grammar: Grammar Practice

Practice pages addressing all the grammar elements assessed in Unit 5 are included.

- Nouns, Verbs, and Adjectives: The Grade 1 *Assessment and Remediation Guide* provides resources for remediating the concept of nouns in Unit 1, verbs in Unit 3, and adjectives in Unit 4. Here the practice pages allow for review and promote familiarity with the assessment format.

- Punctuation: Students have been reading and writing with ending punctuation throughout Grade 1. More explicit instruction is facilitated with the previous Say a Sentence exercise and the practice pages allow for review and promote familiarity with the assessment format.

- Plurals—When instructing with the practice pages for plurals point out:
  - The ending 's' is generally pronounced as voiceless /s/ when it follows a voiceless sound as in *ships*, *hats*, *trucks*, *cuffs*, and *baths*.
  - It is generally pronounced as voiced /z/ when it follows a voiced sound in *dogs*, *globs*, *beds*, *hens*, *shelves*, *bars*, *stings*, and *drums*.
  - The ending *–es* is pronounced /ez/ and follows the sounds /sh/, /zh/, /j/, /s/, /z/, and /x/, as in *dishes*, *beaches*, *bridges*, *prizes*, *houses*, and *foxes*. If a word ends in 'sh', 'ch', 's', or 'x', students will add 'es' to make the word plural. Note that the addition of the plural marker *–es* turns a one-syllable word into a two-syllable word.
- Endings *–ed* and *–ing*—When instructing with the practice pages for *–ed* and *–ing*, point out:
  - If there is a short vowel word that ends in a single consonant, it will change to a double-letter spelling (e.g., *chip* changes to *chipping*).
  - There are words that do not follow this pattern due to the number of ending consonants or type of vowel sound (e.g., *hunt* > *hunted*).

Materials:
- Grammar Practice page
- pencils for students

Preparation: Select and copy a Grammar Practice page. Gather pencils for students.

Instructions:
- Provide students with a copy of the selected Grammar Practice page.
- Support students appropriately as they read the words or sentences and complete the task on the page.
- If students struggle with reading the text, initially read it for them to allow their cognitive focus on the grammar concept.
- Once completed, have students reread the page to you for reading practice and to check their responses. Reinforcement for correct responses and feedback for incorrect responses is more effective when it is immediate.

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 the 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 the Unit 5 Assessment and Remediation Guide Section II, Fluency and Comprehension.

  Note: The Running Record and Understanding assessments follow the format of an informal reading inventory, which provides a comprehensive evaluation of reading skills. Student performance with word recognition is also scored. The goal is scores within 89–100%. Scores of 88% or less indicate additional reteaching and reinforcement may be required from the Unit 5 Assessment and Remediation Guide Section I, Phonics.

We Are TV Stars

We drove back to Nan's cab·in and got there just in time to see our·sel**ve**s on TV.

The TV man said, "This is Ro**g**·er Fle**tch**·er. I'm stand·ing here in the Bad·lands, <u>where</u> two children have found the bones of a T. rex."

Then Max and I saw our·sel**ve**s on TV.

"Woo-hoo!" I shout·ed. "We are TV stars!"

Then came the part <u>where</u> the TV man asked Max his name, and Max looked like he was scared of the mike.

"Max, you goof!" I said. "<u>Why</u> did you jump back like that?"

Max just shrugged.

Next the TV man asked me my name.

I said, "I'm Kate." Then I waved.

"Max," said the TV man, "<u>where</u> did you spot the bone?"

Max said, "It was stick·ing out of the side of a cliff."

"What did you use to dig it out?"

"We used our forks!" said Max.

Then we saw the close-up of Max and me with our forks.

"So there you have it!" said the TV man. "I'm Rog·er Fle**tch**·er with a tale of two chil·dren, two forks, and one lar**ge** T. rex!"

Name: _____

Place the Student Copy of "We Are TV Stars" for progress monitoring in front of the student. Tell the student he/she will read about Kate and Max being on TV. Keep a running record on this sheet as the student reads the story.

Record Sheet for Running Record: Progress Monitoring 1

We Are TV Stars

We drove back to Nan's cabin and got there just in time to see ourselves on TV.

The TV man said, "This is Roger Fletcher. I'm standing here in the Badlands, where two kids have found the bones of a T. rex."

Then Max and I saw ourselves on TV.

"Woo-hoo!" I shouted. "We are TV stars!"

Then came the part where the TV man asked Max his name, and Max looked like he was scared of the mike.

"Max, you goof!" I said. "Why did you jump back like that?"

Max just shrugged.

Next the TV man asked me my name.

I said, "I'm Kate." Then I waved.

"Max," said the TV man, "where did you kids spot the bone?"

Max said, "It was sticking out of the side of a cliff."

"What did you use to dig it out?"

"We used our forks!" said Max.

Then we saw the close-up of Max and me with our forks.

"So there you have it!" said the TV man. "I'm Roger Fletcher with a tale of two kids, two forks, and one large T. rex!"

[184 (total words) – _____ (# errors)] / 184 (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. Where did Kate and Max see themselves on TV.? (Nan's cabin)	1. _____ and _____ /2
2. What did Max look like he was scared of? (the mike)	2. _____ and _____ /2
3. What did Max and Kate hold up for the camera? (forks)	3. _____ and _____ /2
4. Who was the most excited about being on TV? (Kate, she said, "Woo-hoo! We are TV stars.")	4. _____ /1
5. Was Max good on TV? (Students may say *yes* because he answered all the questions, or they may say *no* because he jumped back from the mike. Accept any plausible answer.)	5. _____ /1
	Total: _____ /8

Uncorrected Errors

Notes

- Are there punctuation-related errors [e.g., recognition of dialogue marked by quotations, apostrophes for contractions or possessives, intonation for declarative (.), exclamatory (!), or interrogative (?) sentences]?

- Are there errors with Tricky Words?

- Are there errors related to particular categories of sound-spelling correspondences: single letter, consonant clusters, consonant digraphs, double letter, or vowel digraphs?

- Are errors consistently in the initial, medial, or final position of the word?

- Does the student need to sound out words, or are the words said in a blended fashion?

- Does the student lose his/her place?

Accuracy

Errors	%	Notes
0–8	96–100	Very good. Okay to move on.
9–21	89–95	Teacher judgment is required to determine if additional instruction from the Unit 5 *Assessment and Remediation Guide* is needed, or if the student is ready to move on.
22+	0–88	Weak. Discontinue test. Additional instruction from the Unit 5 *Assessment and Remediation Guide* is recommended.

Comprehension

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

Nan's Book

Max and I and the T. rex were on TV six times. I was glad when it came to an end. Af·ter you smile and wave a fork six times, it gets to be less fun.

One morn·ing, Nan hand·ed me a book and said, "Let's drive to the book shop."

"Nan," I said, "why do you need to get a book at the book shop when you have this one?"

"I just fin·ished that one," Nan said. "I liked it a lot. And it just so happ·ens that the man who **wr**ote it will be at the book shop to·d<u>ay</u>. I'd like to meet him."

In the car I looked at the book. It said "Dust Up, b<u>y</u> Stan Bend·er."

"What sort of book is this?" I asked.

"It's a west·ern," said Nan.

"What's a west·ern?"

"It's a book set out here in the West."

"Is there an out·law in the book like Bart?"

"There's an out·law," said Nan, "but he's not like Bart."

"Why not?"

"He has bad mann·ers!" said Nan.

I looked at the last pa**g**e and saw the pa**g**e num·ber: 305.

"Yikes!" I said. "This is a long book!"

"It is," said Nan. "But it felt short to me b<u>e</u>·c<u>ause</u> I liked it so much. I was sad when I got to the end!"

I start·ed to look in·side the book, but just then Nan said, "Here we are!"

Name: _____

Place the Student Copy of "Nan's Book" for progress monitoring in front of the student. Tell the student he/she will read about a book Nan liked very much. Keep a running record on this sheet as the student reads the story.

Record Sheet for Running Record: Progress Monitoring 2

Nan's Book

Max and I and the T. rex were on TV six times. I was glad when it came to an end. After you smile and wave a fork six times, it gets to be less fun.

One morning, Nan handed me a book and said, "Let's drive to the book shop."

"Nan," I said, "why do you need to get a book at the book shop when you have this one?"

"I just finished that one," Nan said, "I liked it a lot. And it just so happens that the man who wrote it will be at the book shop today. I'd like to meet him."

In the car I looked at the book. It said, "Dust Up, by Stan Bender."

"What sort of book is this?" I asked.

"It's a western," said Nan.

"What's a western?"

"It's a book set out here in the West."

"Is there an outlaw in the book like Bart?"

"There's an outlaw," said Nan, "but he's not like Bart."

"Why not?"

"He has bad manners!" said Nan.

I looked at the last page and saw the page number: 305.

"Yikes!" I said. "This is a long book!"

"It is," said Nan. "But it felt short to me because I liked it so much. I was sad when I got to the end!"

I started to look inside the book, but just then Nan said, "Here we are!"

[233 (total words) – _____ (# errors)] / 233 (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 kind of book was Nan's book? (a western)	1. _____ and _____ /2
2. Why was the outlaw in the book different than Bart? (he has bad manners)	2. _____ and _____ /2
3. Where are Nan and Kate going to meet the author? (the book shop)	3. _____ and _____ /2
4. Is Kate interested in Nan's book? (yes, she asks several questions about it)	4. _____ /1
5. Do you think Nan's book is a long book? (Students may say *yes* because it is 305 pages or *no* because there are longer books. Accept any plausible answer.)	5. _____ /1
	Total: _____ /8

Uncorrected Errors

Notes

- Are there punctuation-related errors [e.g., recognition of dialogue marked by quotations, apostrophes for contractions or possessives, intonation for declarative (.), exclamatory (!), or interrogative (?) sentences]?

- Are there errors with Tricky Words?

- Are there errors related to particular categories of sound-spelling correspondences: single letter, consonant clusters, consonant digraphs, double letter, or vowel digraphs?

- Are errors consistently in the initial, medial, or final position of the word?

- Does the student need to sound out words, or are the words said in a blended fashion?

- Does the student lose his/her place?

Accuracy

Errors	%	Notes
0–10	96–100	Very good. Okay to move on.
26–11	89–95	Teacher judgment is required to determine if additional instruction from the Unit 5 *Assessment and Remediation Guide* is needed, or if the student is ready to move on.
27+	0–88	Weak. Discontinue test. Additional instruction from the Unit 5 *Assessment and Remediation Guide* is recommended.

Comprehension

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

The Book Shop

In the book shop, there was a big stack of books. Next to the books sat Stan Bend·er, the man who **wr**ote the books. He had a pen in his hand and a big smile on his lips.

"You'd smile too if your book was sell·ing as well as his is!" Nan said.

Nan and I went and stood in line to meet Stan Bend·er.

Nan shook hands with him and said, "I'**ve** got twel**ve** of y<u>our</u> books. This one was y<u>our</u> best book yet!"

The man smiled and said, "That's sweet of you! I hope you will pick up my next one, too!"

"I will!" said Nan.

Then the man **wr**ote, "Best wish·es, Stan Bend·er," in Nan's book.

"Mis·ter Bend·er," I asked, "<u>how</u> hard was it to **wr**ite that book?"

"Well," he said, "this one was not all that hard. The last one I did was a lot hard·er."

As we got back in the car, I said, "Nan, I'd like to **wr**ite a book."

"What sort of book would it be?" Nan asked.

"Well," I said, "Max and I found the T. rex."

"Yes, you did," said Nan.

"And you and I found that coin."

"Yes," said Nan.

"And we are out here in the West."

"Yes."

"So it could be a bones and coins and west·ern sort of book."

"Why not?" said Nan. "If you **wr**ite it, I will make the pic·<u>tures</u>."

I said, "Shake on it!" Then we shook hands.

Name: _____

Place the Student Copy of "The Book Shop" for progress monitoring in front of the student. Tell the student he/she will read about meeting an author. Keep a running record on this sheet as the student reads the story.

Record Sheet for Running Record: Progress Monitoring 3

The Book Shop

In the book shop, there was a big stack of books. Next to the books sat Stan Bender, the man who wrote the books. He had a pen in his hand and a big smile on his lips.

"You'd smile too if your book was selling as well as his is!" Nan said.

Nan and I went and stood in line to meet Stan Bender.

Nan shook hands with him and said, "I've got twelve of your books. This one was your best book yet!"

The man smiled and said, "That's sweet of you! I hope you will pick up my next one, too!"

"I will!" said Nan.

Then the man wrote, "Best wishes, Stan Bender," in Nan's book.

"Mister Bender," I asked, "how hard was it to write that book?"

"Well," he said, "this one was not all that hard. The last one I did was a lot harder."

As we got back in the car, I said, "Nan, I'd like to write a book."

"What sort of book would it be?" Nan asked.

"Well," I said, "Max and I found the T. rex."

"Yes, you did," said Nan.

"And you and I found that coin."

"Yes," said Nan.

"And we are out here in the West."

"Yes."

"So it could be a bones and coins and western sort of book."

"Why not?" said Nan. "If you write it, I will make the pictures."

I said, "Shake on it!" Then we shook hands.

[244 (total words) – _____ (# errors)] / 244 (total words)
= _____ % accuracy

Record Sheet for Understanding: Progress Monitoring 3

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

1. What did Kate ask the author? ("How hard was it to write that book?"; accept paraphrasing)	1. _____ and _____ /2
2. What does Kate want to write about? (name at least two: her visit out West, finding the T. rex, finding the coin)	2. _____ and _____ /2
3. What is Nan going to do to help Kate create a book? (make the pictures)	3. _____ and _____ /2
4. Did the author like what Nan said about his books? (yes, he smiled and said, "That's sweet of you!")	4. _____ /1
5. Will writing a book be hard for Kate? (Students may say *yes* because writing takes a lot of time or *no* because she knows what she wants to write about. Accept any plausible answer.)	5. _____ /1
	Total: _____ /8

Uncorrected Errors

Notes

- Are there punctuation-related errors [e.g., recognition of dialogue marked by quotations, apostrophes for contractions or possessives, intonation for declarative (.), exclamatory (!), or interrogative (?) sentences]?

- Are there errors with Tricky Words?

- Are there errors related to particular categories of sound-spelling correspondences: single letter, consonant clusters, consonant digraphs, double letter, or vowel digraphs?

- Are errors consistently in the initial, medial, or final position of the word?

- Does the student need to sound out words, or are the words said in a blended fashion?

- Does the student lose his/her place?

Accuracy

Errors	%	Notes
0–10	96–100	Very good. Okay to move on.
11–28	89–95	Teacher judgment is required to determine if additional instruction from the Unit 5 *Assessment and Remediation Guide* is needed, or if the student is ready to move on.
29+	0–88	Weak. Discontinue test. Additional instruction from the Unit 5 *Assessment and Remediation Guide* is recommended.

Comprehension

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

Monitoring: Grammar

Knowledge of nouns, verbs, adjectives, punctuation, plurals, and verb tense 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 6 if the student is otherwise prepared. Therefore, specific performance standards are not designated; a sample system for collecting progress monitoring data is provided instead.

- Individual records should be kept for students in need of grammar remediation.

- Fill in the Skill column with the grammar targets for assessment:

  - Noun identification

  - Verbs identification

  - Adjectives identification

  - Punctuation (sentence types: period for declarative, question mark for question, exclamation point for exclamatory)

  - Plural

  - Verb tense (use of endings: –ed and –ing)

- Observational records of general performance during instruction may be kept under Remediation Sessions. We recommend recording the date of observation and an overall ranking of how the student performed with the skill that day:

> **NYR**: Not Yet Ready
>
> **P**: Progressing
>
> **R**: Ready

- A more formal assessment may be completed with students one-on-one. Often instructional tasks can be adjusted from a learning tool to an assessment tool by simply having the student complete a handful of items without assistance. Under Progress Monitoring we recommend recording the date of assessment and the performance score (e.g., ¾ or 75%) with the skill that day.

For example:

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

Grammar Progress Monitoring Template

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

Materials for Fluency and Comprehension Lessons

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

Fluency

Silly Voices Cards (use with the *Kate's Book* Reader)

Two Voices or Play Parts (Adapted Stories from select stories from the *Kate's Book* Reader)*

Comprehension

Master Thinking with Reading Chart

Story Comprehension Charts for select stories from the *Kate's Book* Reader

Grammar

Practice Pages

> **Nouns and Verbs**
>
> **Adjectives**
>
> **Punctuation**
>
> **Plurals**
>
> **Endings: *–ed* and *–ing***

Stories from Unit 5 Kate's Book *Reader for Fluency*

"A Letter from Kate"	"The Campsite"
"The Coin Shop"	"The Visit"
"The Offer"	"Two Good Things and One Bad Thing"

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

Stories from Unit 5 Kate's Book *Reader for Comprehension*

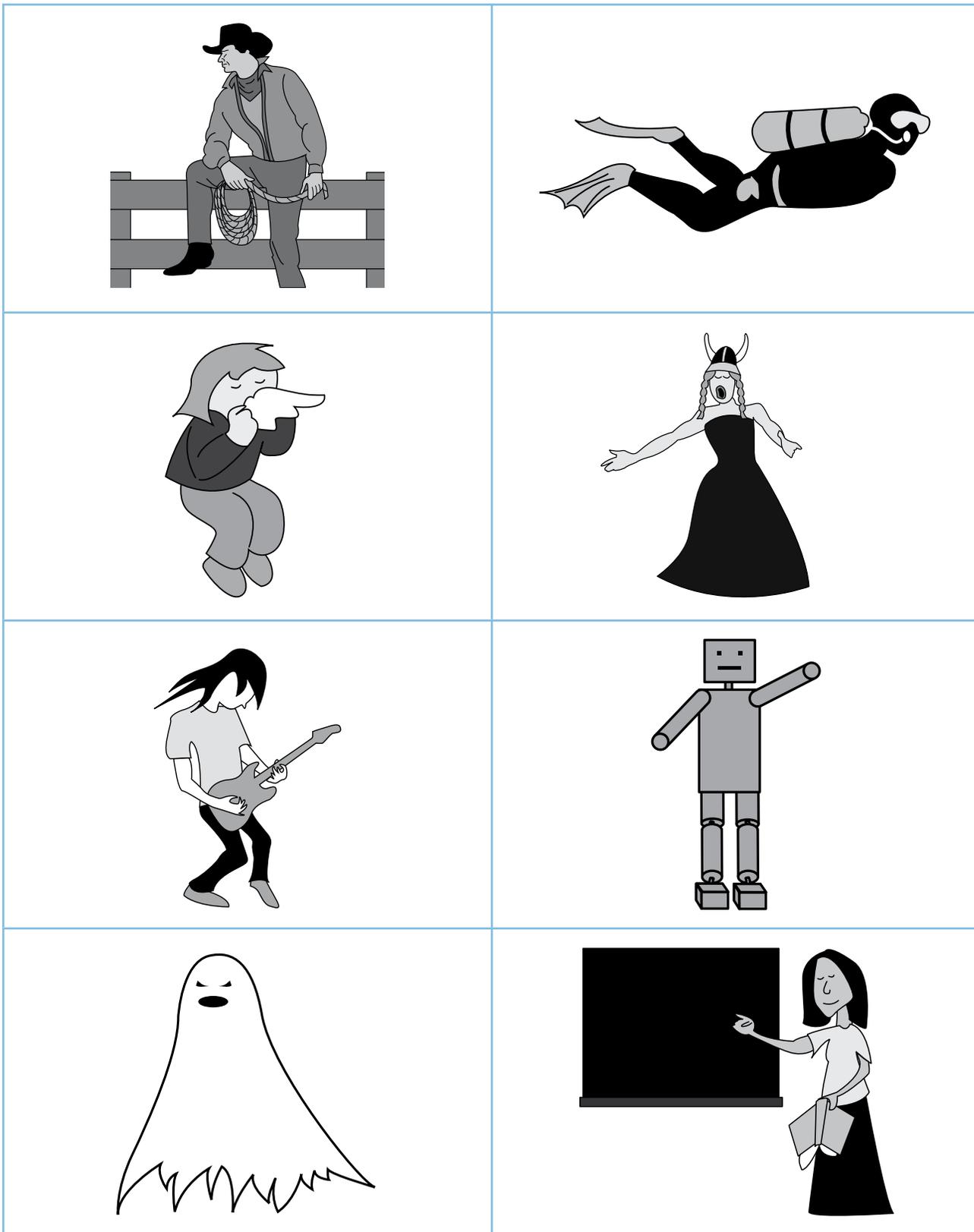|	
"In the Cave"	"The Bone Man"
"You Never Can Tell"	"The Big Dig"
"Jack's Tale"	"The Scoop"
"The Hike	

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

Name: _____

A Letter from Kate	
1	**2**
I'm Kate Skipper,	
	and this is my book!
This book tells what I did last summer when I was nine.	**This book tells what I did last summer when I was nine.**
My mom and dad took me to visit with my Nan.	
	Nan is my mom's mom.
She is an artist,	
	and she has a cabin out in the West.
At the start of my time with Nan, I was sad.	**At the start of my time with Nan, I was sad.**
It seemed like it would be a boring summer.	
	But in the end I had a lot of fun.
I made this book to tell you all the fun stuff I did last summer.	
	When I finished it, Nan made the art.
You have the book we made in your hands.	
I hope you like it!	**I hope you like it!**

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.

Name: _____

The Coin Shop

Kate: Nan drove us to the coin shop. The man in the coin shop was a pal of hers. His name was Jack.

Nan: "Jack, this is Kate Skipper. I'm Kate's nan. She's out here for the summer. We went for a hike, and Kate found a coin in a cave."

Jack: "Well, Miss Skipper, let's have a look at it."

Kate: I handed him the coin. Jack set it under a looking glass and switched on a lamp.

Jack: "Let's see. It's got some scratches on it. But I can tell that it's a Spanish coin. It's made of silver, too."

Nan: "When was it made?"

Jack: "There's no date on the coin. But I'll bet it dates back to the sixteen hundreds. The Spanish minted a big batch of coins like this one back then."

Nan: "Goodness!"

Kate: "Is that a long time back in the past?"

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

Jack: "Yes. Let me run and fetch my book on Spanish coins. There's just one thing I need you to tell me, Miss Skipper."

Kate: "What's that?"

Jack: "Are there a lot of coins like this one in that cave?"

Kate: "No, we found just this one."

Jack: "That's a shame."

Kate: "Why?"

Jack: "If there were a lot of coins, you and your Nan would be rich! I could sell a coin like this for three hundred bucks!"

Nan: "Three hundred bucks?"

Jack: Nods.

Kate: "Yippee! I'm rich!"

The Offer

Kate: I was sitting in the kitchen, scratching a large bug bite on my leg, when Nan came in.

Nan: "I just spoke with Jack. He made us an offer."

Kate: "What sort of offer?"

Nan: "He offered to take us camping with him and Max."

Kate: "Who is Max?"

Nan: "Max is nine, like you. Jack is his granddad."

Kate: "What would we do?"

Nan: "Well, we would hike, look at rocks, cook lunch and dinner outside, look at the stars, and sleep in a tent."

Kate: "Gee, that sounds like fun! When can we start?"

Nan: "Tomorrow morning!"

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

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 Campsite	
1	**2**
Jack came and picked us up in his truck..	
	We drove to a campsite in the Badlands.
"Nan," I said, "what's up with that name	
—the Badlands?"	**—the Badlands?"**
	"Well," said Nan, "legend has it that a long time back, farmers came out here looking for farmland. When they saw all of the rocks and sand and stone, they said,
'This is bad land! We can't plant crops here!'	**'This is bad land! We can't plant crops here!'**
	And the name Badlands just sort of stuck."
"It's bad land for farming," said Jack. "But it's good land for camping!"	
	When we got to the campsite, we had to unpack
sleeping bags,	
	tents,
lanterns,	

The Campsite	
1	**2**
	matches,
and lots of food.	
We lugged it all to the campsite.	**We lugged it all to the campsite.**
Jack chose a spot to set up camp.	
	Max and I helped set up the tents.
It took us a long time.	**It took us a long time.**
For dinner we had hot dogs.	
	We stuck them on sticks and held them in the fire.
My hot dog got all black because I left it in there too long.	
	Max gave me one of his.
That was when I said to myself,	
"Max is OK!"	**"Max is OK!"**

The Visit

Jack: "It's time to pack up the food."

Kate: We stuffed the food into a large pack with a rope on it. Jack tossed the rope up into a tree and hoisted the food pack up so that it was hanging ten feet off of the ground.

Max: "Paw-paw, why do we have to keep the food up in a tree?"

Jack: "Because it will keep the food safe from foxes and raccoons that would like to snack on it."

Kate: After that, we crawled into the tents, flipped off our lanterns, and went to sleep. Nan and I slept well until a loud clatter outside woke us up. "What was that?"

Nan: "I can't tell."

Kate: Nan hugged me close to her. Jack ran outside with his lantern.

Jack: "Get out of here! Scram! Get lost!"

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

Kate: When we went out, we saw Jack and Max standing there. Jack had his lantern.

Nan: "Jack, who came to visit?"

Jack: "I did not see it, but I'm betting it was a fox who was looking for some scraps of food. He bumped into the pots and pans. The clatter of the pots and pans must have scared him off."

Max: "Is that why we hoisted the food pack up in the tree?"

Jack: "That's why!"

Two Good Things and One Bad Thing

Nan: "I just spoke with Ron Fitch, the bone man. I've got three things to tell you. Two of them are good things that you will like. One is a bad thing that you will not like."

Kate: "Tell me one of the good things."

Nan: "Mister Fitch got the test back. The bone that you and Max found is a T. rex bone!"

Kate: "Yippee! I am glad that is solved. Max will be so thrilled that he has a T. rex bone!"

Nan: "Well, that brings me to the bad thing."

Kate: "What is it?"

Nan: "The bad thing is that you and Max will not get to keep the bone for yourselves."

Kate: "Why not? Did we do something wrong?"

Nan: "Well, it's because you found the bone in a state park. There is a law that says that you can't dig up bones in state parks and keep them for yourself."

Kate: "Bummer! So who gets to keep it?"

Nan: "The state. Mister Fitch and his helpers will keep the bone and dig up the rest of the bones, too. And that brings me to the last thing."

Kate: "This is a good thing?"

Nan: "Yes."

Kate: "Tell me!"

Nan: "They would like you and Max to visit them when they are digging up the bones. And they would like the two of you to pick out a name for the T. rex that you found."

Kate: "Cool!"

Comprehension: Master Thinking with Reading Chart

Before-Reading Techniques

<table>
<tr><td rowspan="3">Before Reading</td><th>Technique</th><th>Description</th></tr>
<tr><td>Activating Prior Knowledge of Text Structure</td><td>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.</td></tr>
<tr><td>Activating Prior Knowledge of Related Content</td><td>Before reading, activate knowledge of vocabulary and concepts related to the information in the text to support students' ability to make meaning during reading.</td></tr>
<tr><td>Setting Purpose for Reading</td><td>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.</td></tr>
</table>

During-Reading Techniques

Technique	Description
During Reading	
Monitoring	During reading, stop and think after sections of text to evaluate whether you are understanding the text or not. Students often do not put effort into making meaning while reading without being explicitly taught and reminded to do so. This is especially true of readers who have to devote a great deal of cognitive energy to decoding, and who may be less intrinsically motivated to read. Encourage students to begin sharing their thinking with, "That makes sense because…" Presenting a related scenario that does not make sense may help students engage in this reflection. For example: If the dog went to the vet, first ask, "Does it make sense for a dog to go to the vet?" Then ask, "Would it make sense if the author told us the dog called the vet?" Monitoring helps students self-correct decoding errors. Consider if a student reads "bit ox ran on" instead of "but ox ran on." If the student is monitoring, he/she may think, "bit ox ran on" doesn't make sense, prompting review of the text for correction.
Visualizing	During reading, stop and develop images in your mind relating to the text provided by the author. Developing rich imagery helps readers remember and think deeper about the text. Prompt students to close their eyes when visualizing. Provide time for thinking before having students share their visualizations. Encourage students to begin with, "In my head I saw…" Challenge students to add details to their visualizations, without deviating from the text. For example, if a student says she sees three cats, ask: "Where are the cats?" "Do the cats all have collars on?" "What color are the cats?" If deviations from the text do occur, prompt self-reflection by asking, "Does your picture match what the author told us?"
Observing	During and after reading, relate information from the text to information you already know. Encourage students to begin with, "Something I already know about this is…" Stopping to reflect on reading and connect ideas and information to prior knowledge helps readers remember and learn from the text.
Drawing Inferences	During and after reading, use prior knowledge and information from the text to draw conclusions. Encourage students to begin with, "The author didn't tell me this, but I think (logical conclusion) because I know (connecting information from the text and prior knowledge)." **Note**: Drawing Inferences takes Observing a step further. Instead of simply relating information from the text to prior knowledge, observations are used to draw logical conclusions related to the text. Conclusions may not always be clearly right or wrong but should be defensible. In this way, the thinking required for Drawing Inferences is a bridge to the thinking required for evaluative questions.
Evaluating	During and after reading reflect on previous observations and inferences to generate logical judgments about the text. Answers are typically not clearly right or wrong but should be defensible. Scaffolding evaluative thinking may take an idea from the text and follow this progression: 1. What did you learn from the author? (Literal level) 2. Make an observation about the information: connect to prior knowledge. 3. Draw a conclusion: share something the author didn't tell you, but you can figure out because of your observation (prior knowledge). (Inferential level) 4. Make a logical judgment relying on your observations and/or inferences. (Evaluative level) 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?

After-Reading Techniques

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

Name: _____

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

	Technique	Specific Application to "In the Cave"
Before Reading	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: *hike, shimmer, spot, "Well, I'll be!"*, and *expert.* Also address concepts with prompts such as: *What do you do on a hike?*
	Setting Purpose for Reading	Students may read to find out: *Who saw the coin first?*

	Technique	Specific Application to "In the Cave"
During Reading	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: *What do different coins you use look like?*
	Drawing Inferences	Prompt inferences with questions such as: *How is the coin Kate found similar or different from coins you know?* (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: *Do you think the coin Kate found is very old or not so old?* (Notice how the prompt extends from the Observing and Drawing Inferences prompts above. <u>Always help students explain/defend their answers.</u>) Prompt qualitative judgment of the text. (See the Master Thinking with Reading Chart for suggestions.)

	Technique	Specific Application to "In the Cave"
After Reading	Summarizing	Ask students to tell you about and/or draw a picture representing the big ideas from the beginning, middle, and end.
	Questioning	Sample Questions Literal: *Who are they going to show the coin to?* Inferential: *Did the storm last very long?* (Accept reasonable answers.) Evaluative: *Would a squirrel like to live near Nan out West?*

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: _____

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

	Technique	Specific Application to "You Never Can Tell"
Before Reading	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: *chat, stretched, robber, nodded, dime*, and *rare.* Also address concepts with prompts such as: *What kind of a story is a legend? Old or new? Fact or fiction?*
	Setting Purpose for Reading	Students may read to find out: *How is Kate's Spanish coin like a dime?*
	Technique	**Specific Application to "You Never Can Tell"**
During Reading	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: *What is the inside of a cave like?*
	Drawing Inferences	Prompt inferences with questions such as: *Why did Kate and Nan go in the cave? What are other reasons to go inside a cave?* (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: *Why might it be easy to lose a coin in a cave?* (Notice how the prompt extends from the Observing and Drawing Inferences prompts above. <u>Always help students explain/defend their answers.</u>) Prompt qualitative judgment of the text. (See the Master Thinking with Reading Chart for suggestions.)
	Technique	**Specific Application to "You Never Can Tell"**
After Reading	Summarizing	Ask students to tell you about and/or draw a picture representing the big ideas from the beginning, middle, and end.
	Questioning	Sample Questions Literal: *Who said, "You never can tell"?* Inferential: *Why did Nan say, "then he was not such a good robber"?* (Accept reasonable answers.) Evaluative: *Do you think a dime could be worth three hundred dollars some day?*

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: _____

	Technique	Specific Application to "Jack's Tale"
Before Reading	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: *ginger snaps, drawn, outlaws, strongbox, top hat, sharp dresser, tipped his hat, gents, nabbed, did his time*, and *let him back out.* Also address concepts with prompts such as: *Why might people steal money?*
	Setting Purpose for Reading	Students may read to find out: *Is Jack's story true?*
	Technique	**Specific Application to "Jack's Tale"**
During Reading	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: *What do robbers usually say and do when they steal something?*
	Drawing Inferences	Prompt inferences with questions such as: *Did Bart behave like a typical robber?* (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: *Was Bart a gentleman?* (Notice how the prompt extends from the Observing and Drawing Inferences prompts above. <u>Always help students explain/defend their answers.</u>) Prompt qualitative judgment of the text. (See the Master Thinking with Reading Chart for suggestions.)
	Technique	**Specific Application to "Jack's Tale"**
After Reading	Summarizing	Ask students to tell you about and/or draw a picture representing the big ideas from the beginning, middle, and end.
	Questioning	Sample Questions Literal: *What would robbers steal from a stagecoach?* Inferential: *What made Bart change?* (Accept reasonable answers.) Evaluative: *If you were a stagecoach driver a long time ago, what would you think if you saw a man in a jacket and top hat come riding up to you?*

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: _____

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

	Technique	Specific Application to "The Hike"
Before Reading	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: *a bit, drifted off*, and *carve.* Also address concepts with prompts such as: *Why don't you find a whole animal body when you find a bone in the ground?*
	Setting Purpose for Reading	Students may read to find out: *Do the forks work for digging?*

	Technique	Specific Application to "The Hike"
During Reading	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: *What kinds of animals might live in the West where Kate and Max are hiking?*
	Drawing Inferences	Prompt inferences with questions such as: *Did the bone they found come from a large or a small animal?* (Notice how the prompt extends from the Observing prompt above. <u>Always help students use information from the text to support their answers.</u>)
	Evaluating	Prompt evaluating with questions such as: *What kind of animal might the bone have come from?* (Notice how the prompt extends from the Observing and Drawing Inferences prompts above. <u>Always help students explain/defend their answers.</u>) Prompt qualitative judgment of the text. (See the Master Thinking with Reading Chart for suggestions.)

	Technique	Specific Application to "The Hike"
After Reading	Summarizing	Ask students to tell you about and/or draw a picture representing the big ideas from the beginning, middle, and end.
	Questioning	Sample Questions Literal: *What did Max want to go look for?* Inferential: *Why did Max and Kate fall down?* (Accept reasonable answers.) Evaluative: *Do you think Max was disappointed that what they found was not a rock?*

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: _____

	Technique	Specific Application to "The Bone Man"
Before Reading	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: *college, T. rex, jeepers, sweet!, all wiped out, "…looked at me like I was from Mars"*, and *tests*. Also address concepts with prompts such as: *If an animal doesn't exist anymore, how do we know they used to exist?*
	Setting Purpose for Reading	Students may read to find out: *What does Kate learn from the bone man?*
	Technique	**Specific Application to "The Bone Man"**
During Reading	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: *Kate wrapped up the bone, what else could you do to protect it?*
	Drawing Inferences	Prompt inferences with questions such as: *How did the bone man feel when he saw the bone?* (Notice how the prompt extends from the Observing prompt above. Always help students use information from the text to support their answers.)
	Evaluating	Prompt evaluating with questions such as: *Is the bone a special find?* (Notice how the prompt extends from the Observing and Drawing Inferences prompts above. Always help students explain/defend their answers.) Prompt qualitative judgment of the text. (See the Master Thinking with Reading Chart for suggestions.)
	Technique	**Specific Application to "The Bone Man"**
After Reading	Summarizing	Ask students to tell you about and/or draw a picture representing the big ideas from the beginning, middle, and end.
	Questioning	Sample Questions Literal: *Where did they go to meet the bone man?* Inferential: *Why did Max think it was odd that Kate asked what a T. rex was?* (Accept reasonable answers.) Evaluative: *Who was more excited about the bone, the bone man or Max?*

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: _____

<table>
<tr><th></th><th>Technique</th><th>Specific Application to "The Big Dig"</th></tr>
<tr><td rowspan="3">Before Reading</td><td>Activating Prior Knowledge of Text Structure</td><td>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).</td></tr>
<tr><td>Activating Prior Knowledge of Related Content</td><td>Pre-assess and support knowledge of key vocabulary: expose, lab, site, plaster, and picks.

Also address concepts with prompts such as: How did the T. rex bones get stuck in rock?</td></tr>
<tr><td>Setting Purpose for Reading</td><td>Students may read to find out: What is the process for digging out the bones?</td></tr>
<tr><th></th><th>Technique</th><th>Specific Application to "The Big Dig"</th></tr>
<tr><td rowspan="5">During Reading</td><td>Monitoring</td><td>After reading sections of the text, stop and see if students can demonstrate understanding of the section just read.</td></tr>
<tr><td>Visualizing</td><td>Using a text copy, read selections and visualize related images. Describe or draw visualizations challenging students to add details.</td></tr>
<tr><td>Observing</td><td>Prompt observations by starting discussions with questions such as: What is the difference between digging in dirt and digging in rock?</td></tr>
<tr><td>Drawing Inferences</td><td>Prompt inferences with questions such as: What could happen to the bones if they work too fast digging them out? (Notice how the prompt extends from the Observing prompt above. <u>Always help students use information from the text to support their answers.</u>)</td></tr>
<tr><td>Evaluating</td><td>Prompt evaluating with questions such as: Why will it take so long to dig out the bones? (Notice how the prompt extends from the Observing and Drawing Inferences prompts above. <u>Always help students explain/defend their answers.</u>)

Prompt qualitative judgment of the text. (See the Master Thinking with Reading Chart for suggestions.)</td></tr>
<tr><th></th><th>Technique</th><th>Specific Application to "The Big Dig"</th></tr>
<tr><td rowspan="2">After Reading</td><td>Summarizing</td><td>Ask students to tell you about and/or draw a picture representing the big ideas from the beginning, middle, and end.</td></tr>
<tr><td>Questioning</td><td>Sample Questions
Literal: Why do they wrap the blocks of stone in plaster?
Inferential: Why do they need a large crane? (Accept reasonable answers.)
Evaluative: Why did Kate suggest the name T. Max?</td></tr>
</table>

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

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

	Technique	Specific Application to "The Scoop"
Before Reading	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: *charging, shoot some film, mike*, and *a close up*. Also address concepts with prompts such as: *Why do people do interviews?*
	Setting Purpose for Reading	Students may read to find out: *What did the TV man want to know from Kate and Max?*
	Technique	**Specific Application to "The Scoop"**
During Reading	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: *How do you look when someone startles you?*
	Drawing Inferences	Prompt inferences with questions such as: *Did Max get more comfortable talking with the TV man?* (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: *Was Max afraid of the TV man?* (Notice how the prompt extends from the Observing and Drawing Inferences prompts above. <u>Always help students explain/defend their answers.</u>) Prompt qualitative judgment of the text. (See the Master Thinking with Reading Chart for suggestions.)
	Technique	**Specific Application to "The Scoop"**
After Reading	Summarizing	Ask students to tell you about and/or draw a picture representing the big ideas from the beginning, middle, and end.
	Questioning	Sample Questions Literal: *What did Kate do when she said her name?* Inferential: *Why did the TV man talk to Nan and Jack first?* (Accept reasonable answers.) Evaluative: *Do you think the TV man left quickly?*

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.

1. Mom and dad took me.

2. Nan has a cab·in.

3. We hiked.

4. I saw hills.

5. We went in·to a cave.

6. Nan point·ed to a spot.

1. I grabbed it.

2. Bring the coin.

3. I dropped it.

4. Nan drove.

5. Kate found a coin.

6. He swi**tch**ed on a lamp.

1.   I **wr**ote the book.

2.   Nan helped me.

3.   Max fixed mis·takes.

4.   Nan got her brush.

5.   She made the art.

6.   I went home.

1. The man drove.

2. Kate has a hat.

3. They made a ba**tch**.

4. Jack ran.

5. Get up the ladd·er.

1. Can I pet the dog?

2. Nan asked for the plate.

3. I kept the book.

4. He sang.

5. Mom sat on a rock.

1. He went camping.

2. Tim hid in the ki**tch**·en.

3. Dad jumped.

4. She took a vest.

5. Kate was on a sta**ge**.

1. Who is Jack_____

2. He has a truck_____

3. The room is huge_____

4. We went camp·ing_____

5. What did you bring_____

Grammar: Practice 8 (Punctuation)

1. Mom said it was nice____

2. When did she get home____

3. Why is it dark____

4. I saw it and said, "Wow___"

5. The lake has fish____

Directions: Have students practice writing question marks, exclamation points, and periods on the handwriting line provided. Then use the ending punctuation to complete each sentence.
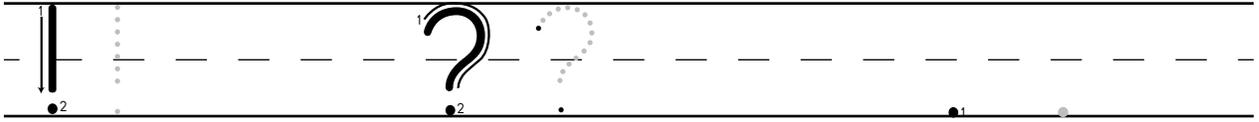
6. Can the jeep drive fast ____

7. That is so cool ____

8. I could be **wr**ong ____

9. He got a book off the shelf ____

10. Where did Mom take it ____

yard	wing	step	cliff
kiss	flag	match	flash

–s	**–es**

bzzzzzzzzzzz

Directions: Have students write the root word from the plural forms on the handwriting lines to the right.

verbs

_____

glasses

_____

pots

_____

wishes

_____

fangs

_____

snacks

_____

bars

_____

patches

_____

inch	yawn	hip	box
lick	boss	bed	pig

–s	**–es**

bzzzzzzzzzz

Directions: Have students write the root word from the plural form on the handwriting lines to the right.

hens   _____

foxes   _____

rocks   _____

tubs   _____

brushes   _____

lamps   _____

forms   _____

pouches   _____

Directions: Have students write the combined root word and ending on the handwriting lines to the right. Then have students circle the word if they had to double the final consonant. (This occurs when final 'p', 'b', 'g', or 't' directly follows a short vowel sound.)

join + ed

chop + ing

march + ing

add + ed

drag + ed

sing + ing

Directions: Have students write the combined root word and ending on the handwriting lines to the right. Then have students circle the word if they had to double the final consonant. (This occurs when final 'p', 'b', 'g', or 't' directly follows a short vowel sound.)

sleep + ing

catch + ing

sob + ed

pass + ed

cut + ing

jump + ed

Directions: Have students write the combined root word and ending on the handwriting lines to the right. Then have students circle the word if they had to double the final consonant. (This occurs when final 'p', 'b', 'g', or 't' directly follows a short vowel sound.)

stop + ing

beep + ed

itch + ing

wreck + ing

pull + ed

chat + ing

Directions: Have students write the combined root word and ending on the handwriting lines to the right. Then have students circle the word if they had to double the final consonant. (This occurs when final 'p', 'b', 'g', or 't' directly follows a short vowel sound.)

dig + ing

_____

stuff + ed

_____

zoom + ed

_____

point + ing

_____

stretch + ing

_____

scrub + ed

_____

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Unit 5
Assessment and Remediation Guide

Skills Strand
GRADE 1

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