

# Unit 3

## Assessment and Remediation Guide

Core Knowledge Language Arts® • Skills Strand



Core Knowledge®

GRADE 1





# Unit 3

## Assessment and Remediation Guide

Skills Strand

**GRADE 1**

Core Knowledge Language Arts®



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# Section I

## Phonics



## Steps for Determining Student Need

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

You may wish to use the following chart by highlighting where students have struggled with particular instructional tasks, demonstrated weak performance on certain assessment components (administered in Lessons 5, 10, 15, and 19), and/or continued to be challenged with Pausing Points used for review. Significant highlighting will indicate:

- the Unit 3 objective (top row) in need of reinforcement or remediation.
- the corresponding *Assessment and Remediation Guide* section (bottom row) where you will find appropriate instructional resources.

IF student struggles with...	Sound-Spellings (Vowel Digraphs)
<p><b>As observed during related instructional tasks:</b></p>	<ul style="list-style-type: none"> <li>• Introduce Spelling Words (Unit 3 Lessons 1, 6, 11)</li> <li>• Minimal Pairs (Unit 3 Lessons 1, 15)</li> <li>• Teacher Modeling (Unit 3 Lessons 1, 5, 9, 12, 15)</li> <li>• Writing the Spelling/Word Box (Unit 3 Lessons 1, 5, 12)</li> <li>• Spelling Review (Unit 3 Lesson 2)</li> <li>• Dictation with Words (Unit 3 Lesson 2)</li> <li>• Sound Off (Unit 3 Lessons 3, 9, 12)</li> <li>• The Short Vowel Sounds (Unit 3 Lesson 4)</li> <li>• I'm Thinking of Something (Unit 3 Lesson 5)</li> <li>• Spelling Word Review (Unit 3 Lesson 7)</li> <li>• The Tricky Spelling 'oo' (Unit 3 Lesson 7)</li> <li>• Speedy Sound Hunt (Unit 3 Lessons 9, 18)</li> <li>• Writing the Spellings/Matching Words and Pictures (Unit 3 Lesson 9)</li> <li>• Teacher Chaining (Unit 3 Lessons 10, 11, 18)</li> <li>• Wiggle Cards (Unit 3 Lessons 11, 14, 15, 19)</li> <li>• Yes or No?/Fill in the Blank (Unit 3 Lesson 11)</li> <li>• Vowel Spellings Review (Unit 3 Lesson 12)</li> <li>• Sound Riddles (Unit 3 Lesson 13)</li> <li>• Large Card Chaining (Unit 3 Lessons 13, 14, 17)</li> <li>• How Many Sounds? (Unit 3 Lessons 14, 17)</li> <li>• Writing the Sounds/Matching (Unit 3 Lesson 15)</li> <li>• Complete the Sentence (Unit 3 Lesson 17)</li> </ul>
<p><b>Or as evidenced by performance on assessment components:</b></p>	<p>Weekly Spelling Assessments (Unit 3 Lessons 5, 10, 15)            Word Recognition Assessment (Unit 3 Lesson 19)</p>
<p><b>AND IF review with related Pausing Points is not enough:</b></p>	<ul style="list-style-type: none"> <li>• Recognize and Isolate the Sounds Taught in Unit 3</li> <li>• Distinguish Similar Sounds</li> <li>• Recognize and Write the Digraphs Taught in Unit 3</li> <li>• Read Words That Contain Vowel Digraphs Taught in Unit 3</li> <li>• Write Words That Contain Vowel Digraphs Taught in Unit 3</li> <li>• Spell Words That Contain Vowel Digraphs Taught in Unit 3</li> <li>• Read and/or Write Phrases or Sentences</li> </ul>
<p><b>Then use Grade 1 Unit 3 Assessment and Remediation Guide resources from...</b></p>	<p>Section I, Phonics</p>

## Step 2: Confirm the earliest point of code knowledge weakness

If code knowledge is weak, then use the provided Units 1–3 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 1–3 Phonics Scope and Sequence

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

**Note:** The sounds /oo/ and /oo/ are both spelled ‘oo’. Students will practice sounding out the tricky spelling ‘oo’. A tricky spelling is a grapheme that can be pronounced more than one way.

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

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

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

### ***Planning for Instruction***

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The lessons in Section I, Phonics are based on the objectives from Grade 1, Unit 3. 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 3 is:

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

### **Lesson Template Section Descriptions**

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

#### ***Warm-Up Activities***

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

#### ***Explicit Instruction***

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

A single objective should be the primary focus of any remedial instruction session. If you are using the Comprehensive Reteaching Lesson Template and students need remediation with Phonics and Comprehension, then rotate

the focus selected for the Warm-Up, Explicit Instruction, and related Guided Practice (working with skills) throughout a series of sessions. A rotating focus may look like this:

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

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

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

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

Guided Practice (applying skills) provides a flexible opportunity for practice with other activities from the Exercises section. If a single objective is the focus for remediation (e.g., vowel digraph sound-spellings), then corresponding activities should be selected for this portion of the Guided Reinforcement or Explicit Reteaching lesson template. If multiple objectives are the focus for remediation, then assorted activities under Exercises may be selected from Phonics (Section I) and Fluency and Comprehension (Section II) of Unit 3.

### ***Independent Practice/Progress Monitoring***

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

## Dimensions of Difficulty

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

<i>Least Difficult</i>	Distinguishing between Distinct Vowel Sounds (e.g., /ee/ and /oi/)	Distinguishing between Minimal Pairs (e.g., /aw/ and /o/)
Read and spell three-phoneme words		
Read and spell words with consonant clusters		<i>Most Difficult</i>

For the introduction to long vowel sound-spellings, students are first taught the most common or least ambiguous spellings for each sound. With the introduction of /oo/ > ‘oo’, /oo/ > ‘oo’, /ou/ > ‘ou’, /oi/ > ‘oi’, and /aw/ > ‘aw’, the following contrasts may prove difficult for some students:

- The minimal pair /ue/ > ‘u\_e’ and /oo/ > ‘oo’: The sound difference can be difficult for students to distinguish. The phoneme /ue/ is actually a sound combination: /y/ + /oo/. You can praise students who recognize this sound combination on their own, and pointing out the /y/ sound at the beginning of /ue/ may help students distinguish /ue/ from /oo/.
- The minimal pair /aw/ > ‘aw’ and /o/ > ‘o’: The sound difference can be difficult for students to distinguish. Think of the phoneme /aw/ as the /o/ getting pulled by a /w/. For /o/ the mouth is wide open. Pronouncing /aw/ is like starting with /o/ and shifting the articulation with the jaw and lips pulled slightly forward toward the articulation for /w/. This is a subtle difference, and feeling the difference in articulation may be easier than hearing the sound difference. In fact, /aw/ and /o/ are the same sound in some regional dialects.
- The tricky spelling ‘oo’: Students have now been introduced to two sounds that are both spelled ‘oo’ (/oo/ and /oo/). Not only do /oo/ and /oo/ share a spelling, but the phonemes can be challenging to distinguish, particularly depending on co-articulation effects (the way surrounding letters within a word effect pronunciation). Help students notice how the lips are pushed out for /oo/ as in *soon* and how the sound for /oo/ is made down in the throat as in *look*. Feeling the difference in articulation, may be easier than hearing the sound difference.

## Lesson Templates and Sample Remedial Lessons

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

### Guided Reinforcement Lesson Template

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

Guided Reinforcement	Exercise	Materials	Minutes
Warm-Up	<b>Match Me</b>	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: /oo/ > 'oo' and /oo/ > 'oo'

Guided Reinforcement	Exercise	Materials	Minutes
Warm-Up	<p><b>Match Me</b></p> <p>Play Match Me with:</p> <p>/oo/ &gt; 'oo'</p> <p>/oo/ &gt; 'oo'</p> <p>It will be a little silly to play Match Me with only one Letter Card. This is purposeful to highlight the two sounds corresponding to the spelling 'oo'.</p>	Large Letter Cards 'oo'	3
Guided Practice (applying skills)	<p><b>Sound-Spellings: Making Words</b></p> <p>Complete two Making Words pages. One filling in the template for 'oo' &gt; /oo/ and the other for 'oo' &gt; /oo/.</p>	<p>Making Words ('oo' &gt; /oo/ and 'oo' &gt; /oo/)</p> <p>copies of Extension page for each student</p>	12



**Explicit Reteaching Lesson Template**

Explicit Reteaching	Exercise	Materials	Minutes
<b>Warm-Up</b>	<b>Match Me</b>	Large Letter Cards	3
<b>Explicit Instruction</b>	<b>Review the Sound-Spelling</b>	Grade 1 Code Flip Books Articulation Chart Word List	4
<b>Guided Practice (working with skills)</b>	<b>Chaining</b>	Chaining List Large Letter Cards (optional) writing materials for teacher and students	8
<b>Guided Practice (applying skills) OR Independent Practice/ Progress Monitoring</b>	Choose one or two activities or games from Phonics Exercises. 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: /aw/ > 'aw' contrasted with /o/ > 'o'

Explicit Reteaching	Exercise	Materials	Minutes
<b>Warm-Up</b>	<p><b>Match Me</b>                      Play Match Me with:                      /aw/ &gt; 'aw'                      /o/ &gt; 'o'                      /oi/ &gt; 'oi'                      /ou/ &gt; 'ou'</p>	Large Letter Cards: 'aw', 'o', 'oi', and 'ou'	3
<b>Explicit Instruction</b>	<p><b>Review the Sound-Spelling</b>                      Review /aw/ &gt; 'aw' and /o/ &gt; 'o'</p>	Grade 1 Code Flip Books Articulation Chart Word List	4
<b>Guided Practice (working with skills)</b>	<p><b>Chaining</b>                      Chaining list targeting /aw/ &gt; 'aw':                      jaw &gt; raw &gt; caw &gt; paw &gt; law &gt; laws &gt; lawn &gt; dawn &gt; pawn &gt; yawn (consonants: 'j', 'w', 'r', 'c', 'p', 'l', 's', 'n', 'd', 'y' and vowel: 'a')</p>	Chaining List dry erase board, marker, and eraser for teacher and each student	8
<b>Guided Practice (applying skills) OR Independent Practice/ Progress Monitoring</b>	<p><b>Sound-Spellings: Push &amp; Say</b>                      Word List for /aw/ &gt; 'aw' with contrasting /o/ &gt; 'o' words: jaw—job, law—log, paw—pop, raw—rot, saw—sock, claw—clock, dawn—dot, draw—drop, fawn—fog, hawk—hot, crawl—crop (Given the large variety of letters needed for spelling, have students use the Sound Boxes worksheet in a plastic sleeve with a dry erase marker for writing words instead of pushing Letter Cards.)</p>	Sound Boxes worksheet in a plastic sleeve with dry erase marker for each student	10
	<p><b>Sound-Spellings: Phrase and Sentence Baseball</b>                      Phrase and Sentences List: /aw/ &gt; 'aw'</p>	Phrases and Sentences List /aw/ > 'aw' chalkboard and chalk	

## Comprehensive Reteaching Lesson Template

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

**Comprehensive Reteaching Sample Remedial Lesson**

Target: /oi/ > 'oi'

Comprehensive Reteaching	Exercise	Materials	Minutes
<b>Warm-Up</b>	<p><b>Match Me</b>                      Play Match Me with:                      /oo/ &gt; 'oo'                      /oo/ &gt; 'oo'                      /ou/ &gt; 'ou'                      /oi/ &gt; 'oi'                      /aw/ &gt; 'aw'</p>	Large Letter Cards: 'oo', 'ou', 'oi', and 'aw'	3
<b>Explicit Instruction</b>	<p><b>Review the Sound-Spelling</b>                      Review /oi/ &gt; 'oi'</p>	Grade 1 Code Flip Books Articulation Chart Word List	5
<b>Guided Practice (working with skills)</b>	<p><b>Chaining</b>                      Chaining list targeting /oi/ &gt; 'oi': spoil &gt; soil &gt; oil &gt; coil &gt; coin &gt; join &gt; joint &gt; joints &gt; points &gt; point                      (consonants: 's', 'p', 'l', 'c', 'n', 'j', 't' and vowel: 'oi')</p>	Chaining List dry erase board, marker, and eraser for teacher and each student	10
<b>Guided Practice (applying skills)</b>	<p><b>Grammar: Noun or Verb Game</b>                      (Fluency and Comprehension: Grammar Exercise)</p>	list of nouns and verbs	12
<b>Independent Practice/ Progress Monitoring</b>	<p>Independent Practice: Fluency: <b>Two Voices or Play Parts</b>                      Reread "The Bag of Coins" with play parts (Fluency and Comprehension: Fluency Exercise).</p>	Play Parts copies of "The Bag of Coins"	10
	<p>Progress Monitoring: While students read "The Bag of Coins," complete Sound-Spelling Progress Monitoring Assessment.</p>	Word Cards and Record Sheets for Sound-Spelling Progress Monitoring 1	

## Phonics Exercises

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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

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

**Materials:**

- Large Letter Cards

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

**Instructions:**

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

### Explicit Instruction: Review the Sound-Spelling

---

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

**Materials:**

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

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

**Instructions:**

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

### **Guided Practice: Chaining**

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

**Materials:**

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

**Preparation:** Select a chaining list targeting sound-spellings in need of remediation from Materials for Phonics Lessons. Gather writing materials (e.g., dry erase boards and markers) for both teacher and students. If you wish to display letter cards for the letters used in the chain, copy and cut the required Large Letter Cards from Materials for Phonics Lessons.

**Instructions:**

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

#### ***Chaining for Reading***

- Start with chaining for reading. (Decoding tends to be less challenging than encoding.) Tell students you will use the letters to write words for them to read.
- Write the first word and tell students to look at the letters from left to right. As they look at the letters, they need to remember the sounds the letters stand for and blend the sounds together to make the word.

- Make the letter change needed for the next word and describe the change as it is made. For example, changing *men* to *moon* say, “Now I’m changing the /e/ sound in the middle of the word to the /oo/ 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 *round* to *bound* students may say, “I changed the ‘r’ at the beginning to ‘b’.”
- Continue until the chain is complete.
- If support is needed, model breaking the sounds apart and writing the letters for each sound.

## ***Phonics Exercises: Other Guided Practice for Sound-Spellings***

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

### **Sound-Spellings: Push & Say**

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#### **Materials:**

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

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

### Instructions:

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

**Note:** If students will build words with double-letter sound-spellings, remind them of the spelling used for /f/, /l/, /s/, and /k/ when those sounds occur at the end of words (i.e., ‘ff’, ‘ll’, ‘ss’, and ‘ck’). Students should use the Letter Cards with double-letter spellings when this occurs. Similarly, for the digraph spellings for the long vowel sounds taught in Grade 1 so far are provided on Letter Cards: ‘ee’, ‘oo’, ‘ou’, ‘oi’, ‘aw’, and magic ‘e’ spelling. For the magic ‘e’ sound-spellings of /ae/ > ‘a\_e’, /ie/ > ‘i\_e’, /oe/ > ‘o\_e’, and /ue/ > ‘u\_e’, Letter Cards with two connected squares are provided. Tell students the magic ‘e’ will cover the sound box for the final spelling position, always resulting in one more sound box being filled than the total number of sounds in words with magic ‘e’ sound-spellings.

- Say a word, such as *join*.
- 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: Making Words

---

### Materials:

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

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

**Note:** Some pages allow for making words including a final 's' (e.g., *zooms* or *roots*).

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

### Instructions:

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

## Making Words Lists

('oo' > /oo/)	b r l / z oo n / s t m									
('oo' > /oo/)	b h s / r oo t / c d k									
('ou')	c r p / l ou ch / t n d									
('oi')	b l n / c oi t / j p s									
('aw')	c r d / l aw n / j y f									
Sample: ( 'ou' )	<table border="1"><tr><td>c</td><td>r</td><td>p</td></tr><tr><td>l</td><td>ou</td><td>ch</td></tr><tr><td>t</td><td>n</td><td>d</td></tr></table>	c	r	p	l	ou	ch	t	n	d
c	r	p								
l	ou	ch								
t	n	d								

## Sound-Spellings: BINGO

### Materials:

- BINGO game set
- nine tokens per student

**Preparation:** Copy a BINGO game set (boards and cards) from Materials for Phonics Lessons. Cut the BINGO Cards. Gather tokens for 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. 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

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**Materials:**

- Word/Picture Cards

**Preparation:** Select Word/Picture Cards from Materials for Phonics Lessons according to the sound-spellings targeted for remediation. Copy and cut out cards onto darker colored paper, otherwise students can see the images through the paper when they are turned over. The word and picture side of the cards should be cut apart.

**Instructions:**

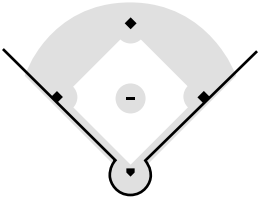
- Model how to mix up the cards, lay them out, and take turns turning pairs over to look for matches.
- The goal is to match the word with its corresponding image.
- As students become comfortable with the game they may be able to play it independently.

## Sound-Spellings: Phrase and Sentence Baseball

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### 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

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### Materials:

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

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

### Instructions:

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

- 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
bride and groom	Is a girl a bride or groom?
hit the books	This does not mean to actually hit the books. What does it mean?
We made it here in good time!	Does that mean you got there fast or slow?
He is in good shape.	What can you do to be “in good shape?”

## Phonics Progress Monitoring

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### Monitoring: Sound-Spellings

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

**Preparation:** Copy the page of words with 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 vowel digraph 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 3 Assessment and Remediation Guide* Section I, Phonics.

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

Vowel Digraph Word Reading: Progress Monitoring 1

food	loud	coil
boo	scoop	jaw
took	count	cool

Record Sheet for Vowel Digraph Word Reading: Progress Monitoring 1

Word	Student Pronunciation				
Sample: food					
1. loud	/l/	/ou/	/d/	-	____ /1
2. coil	/k/	/oi/	/l/	-	____ /1
3. boo	/b/	/oo/	-	-	____ /1
4. scoop	/s/	/k/	/oo/	/p/	____ /1
5. jaw	/j/	/aw/	-	-	____ /1
6. took	/t/	/oo/	/k/	-	____ /1
7. count	/k/	/ou/	/n/	/t/	____ /1
8. cool	/k/	/oo/	/l/	-	____ /1
<b>Total Correct</b>					____ /8

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

'oo' > /oo/ (3, 4, 8) \_\_\_\_ /3

'ou' > /ou/ (1, 7) \_\_\_\_ /2

'aw' > /aw/ (5) \_\_\_\_ /1

'oo' > /oo/ (6) \_\_\_\_ /1

'oi' > /oi/ (2) \_\_\_\_ /1

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

Vowel Digraph Word Reading: Progress Monitoring 2

food	noon	foil
shook	too	pouch
law	boots	sound

Record Sheet for Vowel Digraph Word Reading: Progress Monitoring 2

Word	Student Pronunciation				
Sample: food					
1. noon	/n/	/oo/	/n/	-	____ /1
2. foil	/f/	/oi/	/l/	-	____ /1
3. shook	/sh/	/oo/	/k/	-	____ /1
4. too	/t/	/oo/	-	-	____ /1
5. pouch	/p/	/ou/	/ch/	-	____ /1
6. law	/l/	/aw/	-	-	____ /1
7. boots	/b/	/oo/	/t/	/s/	____ /1
8. sound	/s/	/ou/	/n/	/d/	____ /1
<b>Total Correct</b>					____ /8

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

'oo' > /oo/ (1, 4, 7) \_\_\_\_ /3

'ou' > /ou/ (5, 8) \_\_\_\_ /2

'aw' > /aw/ (6) \_\_\_\_ /1

'oo' > /oo/ (3) \_\_\_\_ /1

'oi' > /oi/ (2) \_\_\_\_ /1



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

Vowel Digraph Word Reading: Progress Monitoring 3

food	pound	room
saw	join	good
stool	south	zoo

Record Sheet for Vowel Digraph Word Reading: Progress Monitoring 3

Word	Student Pronunciation				
Sample: food					
1. pound	/p/	/ou/	/n/	/d/	____ /1
2. room	/r/	/oo/	/m/	-	____ /1
3. saw	/s/	/aw/	-	-	____ /1
4. join	/j/	/oi/	/n/	-	____ /1
5. good	/g/	/oo/	/d/	-	____ /1
6. stool	/s/	/t/	/oo/	/l/	____ /1
7. south	/s/	/ou/	/th/	-	____ /1
8. zoo	/z/	/oo/	/l/	-	____ /1
<b>Total Correct</b>					____ /8

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

'oo' > /oo/ (2, 6, 8) \_\_\_\_ /3

'ou' > /ou/ (1, 7) \_\_\_\_ /2

'aw' > /aw/ (3) \_\_\_\_ /1

'oo' > /oo/ (5) \_\_\_\_ /1

'oi' > /oi/ (4) \_\_\_\_ /1

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

Vowel Digraph Word Reading: Progress Monitoring 4

food	tool	noun
smooth	paw	wool
moo	round	soil

Record Sheet for Vowel Digraph Word Reading: Progress Monitoring 4

Word	Student Pronunciation				
Sample: food					
1. tool	/t/	/oo/	/l/	-	____ /1
2. noun	/n/	/ou/	/n/	-	____ /1
3. smooth	/s/	/m/	/oo/	/th/	____ /1
4. paw	/p/	/aw/	-	-	____ /1
5. wool	/w/	/oo/	/l/	-	____ /1
6. moo	/m/	/oo/	-	-	____ /1
7. round	/r/	/ou/	/n/	/d/	____ /1
8. soil	/s/	/oi/	/l/	-	____ /1
<b>Total Correct</b>					____ /8

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

'oo' > /oo/ (1, 3, 6) \_\_\_\_ /3

'ou' > /ou/ (2, 7) \_\_\_\_ /2

'aw' > /aw/ (4) \_\_\_\_ /1

'oo' > /oo/ (5) \_\_\_\_ /1

'oi' > /oi/ (8) \_\_\_\_ /1

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

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

### ***Instructional Planning Materials***

**Articulation Chart**

**Short Vowel Signs**

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

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

### ***Sound-Spelling Exercises Materials***

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

**Sound Boxes for Push & Say**

**Push & Say Letter Cards**

**Making Words Template and Extension Page**

**BINGO Game Sets**

**Race to the Top Game Board**

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

## Articulation Chart

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

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

### *New Phonemes*

Phoneme	Articulation Features (Notice in the Mirror)	Is Your Voice On or Off?	Can You Stretch the Sound?*
/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
/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

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

### Previously Taught Phonemes

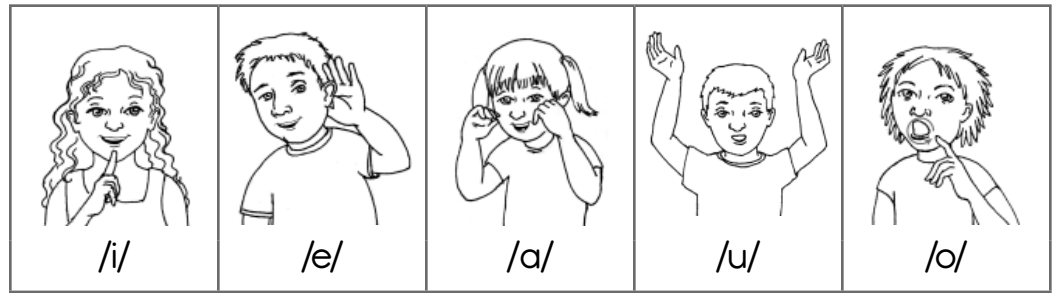
Phoneme	Articulation Features (Notice in the Mirror)	Is Your Voice On or Off?	Can You Stretch the Sound?*
/p/	Lips are pressed together and the air “pops” out (Note this is the same as /b/.)	Off	No
/k/	Back of the tongue touches the roof of the mouth, lips are open a little, and the air “pops” out (Note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

Phoneme	Articulation Features (Notice in the Mirror)	Is Your Voice On or Off?	Can You Stretch the Sound?*
/j/	The rim of the tongue taps against the roof of the mouth, lips are open a little, the corners of the lips are pulled up (as if doing a teeny smile), and the air is released with friction (Note this is the same as /ch/.)	On	No
/y/	Tongue pushes against the sides of the upper teeth as air passes through with minimal friction	On	Yes
/x/	This sound is actually two sounds that roll together /k/ and /s/. Tongue starts touching the roof of the mouth and rolls forward a bit to push air out in a stream behind the upper teeth. Lips remain open a little.	Off	No
Digraph Phonemes			
/ch/	The rim of the tongue taps against the roof of the mouth, lips are open a little, the corners of the lips are pulled up (as if doing a teeny smile), and the air is released with friction (Note this is the same as /j/.)	Off	No
/sh/	The rim of the tongue gently touches the roof of the mouth, and lips are pushed out as air is forced noisily through the space between	Off	Yes
/th/	Place the tip of the tongue between the upper and lower teeth as air is forced noisily through the space between (Note this is the same as /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

\*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/ place finger below lips

/e/ pretend not to hear

/a/ pretend to cry

/u/ raise arms above head

/o/ circle open mouth with finger

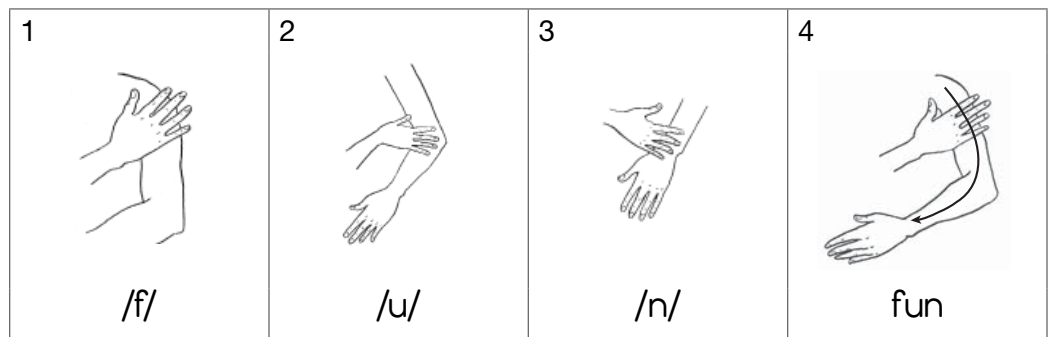
## Blending Motions for Two- to Five-Phoneme Words

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

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

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

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

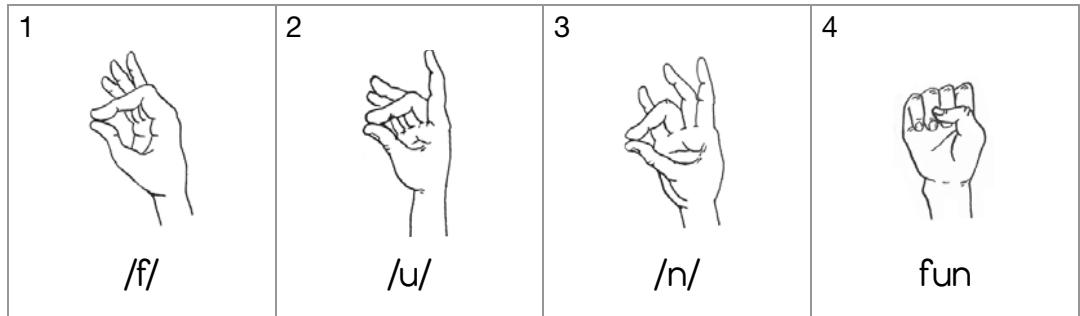


### Blending Motions for Two- to Five-Phoneme Words (Finger Gestures)

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

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

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



### Additional Blending Support

If students struggle to hold all of the individual sounds in their mind before final blending, Then sequential blending may reduce the burden on memory.

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



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

Word Lists are provided to facilitate selecting words for various exercises. The lists are organized by the scope and sequence of sound-spelling correspondences taught in Grade 1.

### Vowel Digraph Word Lists

'oo' > /oo/				
two-phoneme	three-phoneme		four-phoneme	
boo	boot	room	broom	spook
too	cool	root	droop	spoon
zoo	food	shoot	scoop	stool
	loon	soon	smooth	stoop
	mood	tool		troop
	moon	tooth		
	noon	zoom		
	pool			

'oo' > /oo/			
two-phoneme	three-phoneme		four-phoneme
n/a	book	hook	brook
	cook	look	crook
	foot	nook	stood
	good	shook	
	hood	took	
	hoof	wood	
		wool	

'ou' > /ou/				
two-phoneme	three-phoneme		four-phoneme	
ouch	couch	pouch	bound	pound
our	foul	pout	cloud	proud
out	loud	shout	count	round
	mouth	south	crouch	sound
	noun		found	spout
			mount	

'oi' > /oi/				
two-phoneme	three-phoneme		four-phoneme	
oil	boil coil coin foil	join soil toil void	broil hoist joint	moist point spoil

'aw' > /aw/			
two-phoneme	three-phoneme		four-phoneme
jaw law paw raw saw	claw dawn draw	fawn hawk yawn	crawl

### Chaining Lists

The chains below are reprinted from the Supplemental Materials throughout the Unit 3 Teacher Guide. Chains may be sectioned if students do not sustain attention for the whole chain.

Vowel Digraph	Chains
'oo' > /oo/	poof > pool > cool > tool > fool > food > mood > moon > noon > soon hoot > root > shoot > boot > booth > tooth > too > moo > moon > noon root > room > zoom > loom > bloom > boom > broom > brood
'oo' > /oo/	crook > brook > book > look > took > cook > hook > hood > wood good > hood > hook > book > look > shook > nook > cook > took good > wood > hood > hook > book > nook > cook > took > look > shook book > look > took > nook > shook > cook > hook > hood > good > goods
'ou' > /ou/	band > bound > sound > round > found > hound > pound > mound > mount > count trout > grout > gout > out > ouch > couch > pouch > pout > out > shout
'oi' > /oi/	spoil > soil > oil > coil > coin > join > joint > joints > points > point soil > foil > boil > broil > broils > roils > coils > boils
'aw' > /aw/	paw > pawn > dawn > drawn > prawn > brawn > brawl > bawl > shawl jaw > raw > caw > paw > law > laws > lawn > dawn > pawn > yawn

Vowel Digraph	Chains
mixed	<p><b>'oo' &gt; /oo/, and 'oi':</b>  spoon &gt; spook &gt; spool &gt; spoil &gt; soil &gt; toil &gt; tool &gt; fool &gt; foil &gt; oil  mood &gt; moo &gt; too &gt; tool &gt; toil &gt; coil &gt; coin &gt; join &gt; joint &gt; point</p> <p><b>'oo' &gt; /oo/, 'oi', and 'ee':</b>  join &gt; coin &gt; coil &gt; cool &gt; pool &gt; spool &gt; spoon &gt; soon &gt; seen &gt; sheen</p> <p><b>'oo' &gt; /oo/, 'oi', and 'ou':</b>  spout &gt; pout &gt; pouch &gt; pooch &gt; pool &gt; cool &gt; coil &gt; boil &gt; oil &gt; soil  foul &gt; fool &gt; foil &gt; coil &gt; toil &gt; tool &gt; tools &gt; pools</p> <p><b>'oo' &gt; /oo/, 'ou', and 'ee':</b>  loop &gt; coop &gt; hoop &gt; hoot &gt; shoot &gt; shout &gt; sheet &gt; sheep &gt; jeep &gt; deep</p> <p><b>'oo' &gt; /oo/, 'ou', and 'e' &gt; /e/:</b>  hound &gt; round &gt; bound &gt; mound &gt; mend &gt; men &gt; moon &gt; boon &gt; boot &gt; bout</p> <p><b>'oo' &gt; /oo/, 'ou', and 'ee':</b>  foot &gt; feet &gt; sheet &gt; shout &gt; out &gt; ouch &gt; pouch &gt; couch &gt; crouch &gt; grouch</p> <p><b>'oi' and 'aw':</b>  coin &gt; join &gt; loin &gt; lawn &gt; law &gt; raw &gt; paw &gt; pawn</p> <p><b>'oo' &gt; /oo/, and 'aw':</b>  raw &gt; law &gt; lawn &gt; loon &gt; loot &gt; boot &gt; boo &gt; boom &gt; boon &gt; moon</p>

### Phrases and Sentences

The phrases and sentences below are reprinted from the Supplemental Materials throughout the Unit 3 Teacher Guide.

'oo' > /oo/	'oo' > /oo/	'ou' > /ou/	'oi' > /oi/
1. mop and broom	1. a good job	1. clouds and sun	1. boil the fish
2. bride and groom	2. made of wood	2. let the cat out of the bag	2. cook in oil
3. moon and sun	3. off the hook	3. word of mouth	3. a moot point
4. have a sweet tooth	4. hit the books	4. a long, soft couch	4. point and click
5. cool as a cat	5. cook a lot of food	5. twist and shout	5. flip a coin
6. Can I get three scoops?	6. Will you help me look it up?	6. Is the sun out yet?	6. Join the fun!
7. That bus can zoom!	7. She shook hands with him.	7. The plate is round.	7. The snake can coil up.
8. I am in a bad mood.	8. Look at that big plane!	8. I had trout at lunch.	8. Do not point!
9. The rose is in bloom.	9. We made it here in good time!	9. What is that sound?	9. This cake is so moist!
10. Will we have lunch at noon?	10. He is in good shape.	10. I found a lost pup.	10. Can we broil hot dogs?

'aw' > /aw/	Mixed Vowel Digraph Phrases		
1. deer and fawn	1. big room	11. a big yawn	20. loud mouth
2. a big yawn	2. toss a coin	12. the round moon	21. see saw
3. the crack of dawn	3. lost and found	13. look at the clouds	22. run south
4. the last straw	4. draw a man	14. bills and coins	23. thick woods
5. swoop down like a hawk	5. red books	15. two good cooks	24. sweet sound
6. Beth sits on the lawn.	6. loud mouth	16. boil the food	25. soft couch
7. Dogs and cats have paws.	7. a big yawn	17. lunch at noon	26. strong jaw
8. I saw him run home.	8. boil crabs in a pot	18. a cat's paw	27. lost and found
	9. up and down	19. big foot	28. fawn and deer
	10. meet us at two		

Mixed Vowel Digraph Sentences		
1. The moon is round.	8. He is in a good mood.	15. Sit down on the bench!
2. Do not shout!	9. What have you found?	16. Which cloud looks like a dog?
3. The ground is so wet.	10. There should be two books left.	17. Would you join the cub scouts?
4. Look at that black cat!	11. The wind shook the trees.	18. Let the cat out of the bag.
5. We went to the brook.	12. What a soft couch!	
6. When will it boil?	13. I have red boots.	
7. I need a spoon.	14. What is that sound?	

Directions: Copy and cut out these Letter Cards for use with the Unit 3 Section 1 Warm-Up activity Match Me or game Race to the Top.

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

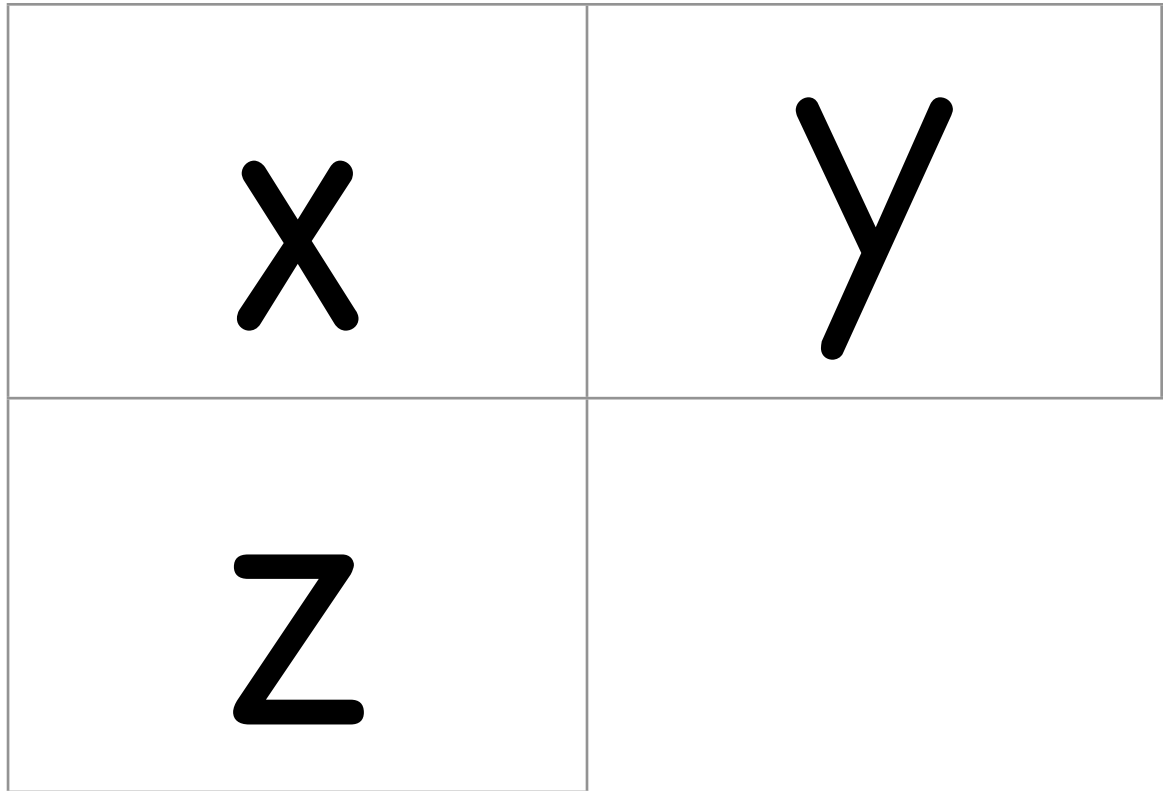
Directions: Copy and cut out these Letter Cards for use with the Unit 3 Section 1 Warm-Up activity Match Me or game Race to the Top.

i	j
k	l
m	n
o	p

Directions: Copy and cut out these Letter Cards for use with the Unit 3 Section 1 Warm-Up activity Match Me or game Race to the Top.

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

Directions: Copy and cut out these Letter Cards for use with the Unit 3 Section 1 Warm-Up activity Match Me or game Race to the Top.





Directions: Copy and cut out these Letter Cards for use with the Unit 3 Section 1 Warm-Up activity Match Me or game Race to the Top.

ch	sh
th	qu
ng	

Directions: Copy and cut out these Letter Cards for use with the Unit 3 Section 1 Warm-Up activity Match Me or game Race to the Top.

ck	<u>bb</u>
<u>dd</u>	ff
gg	ll
mm	ss

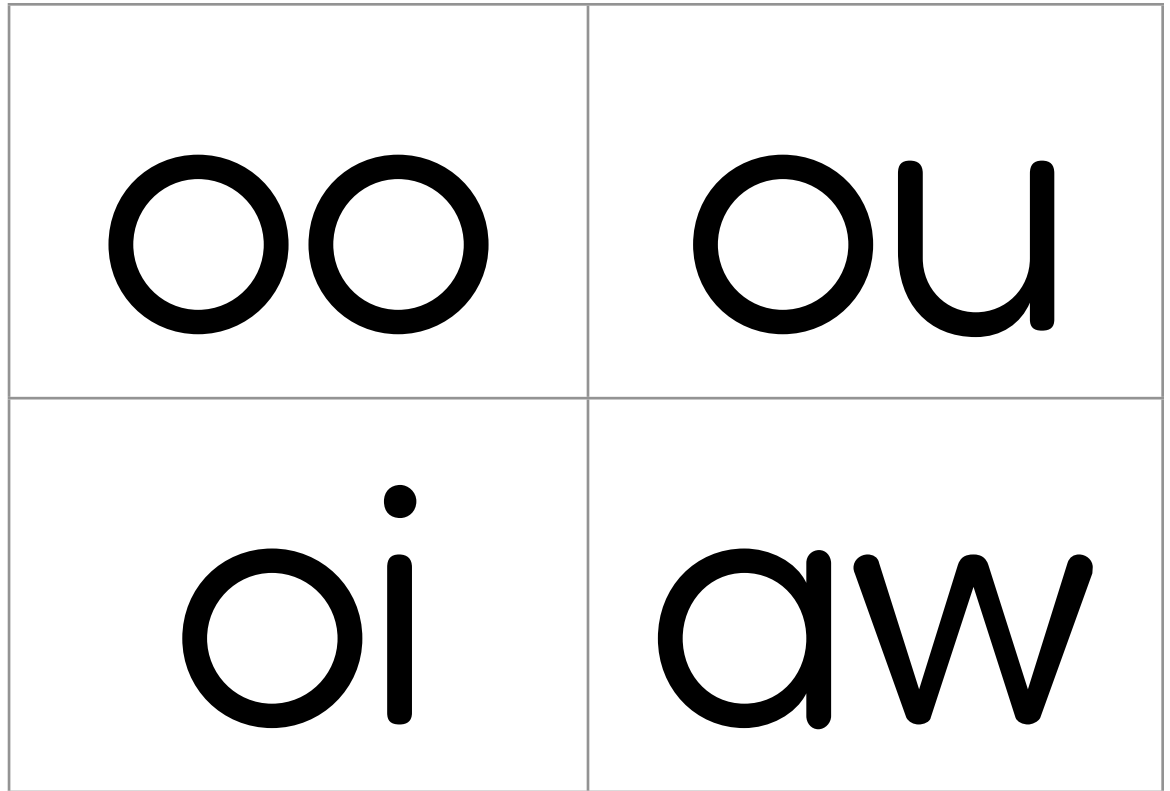
Directions: Copy and cut out these Letter Cards for use with the Unit 3 Section 1 Warm-Up activity Match Me or game Race to the Top.

cc	nn
pp	rr
tt	zz

Directions: Copy and cut out these Letter Cards for use with the Unit 3 Section 1 Warm-Up activity Match Me or game Race to the Top.

ee	a_e
i_e	o_e
u_e	

Directions: Copy and cut out these Letter Cards for use with the Unit 3 Section 1 Warm-Up activity Match Me or game Race to the Top.



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

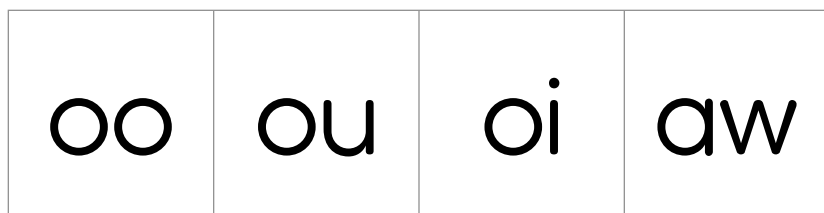
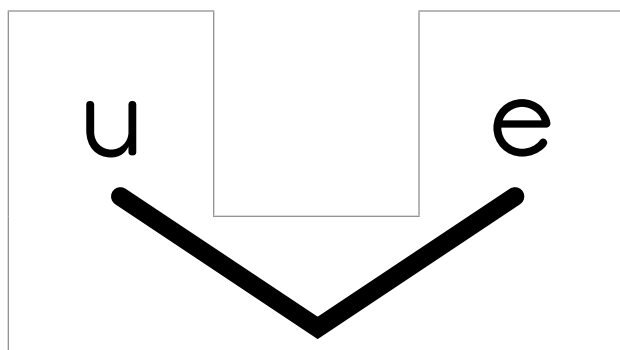
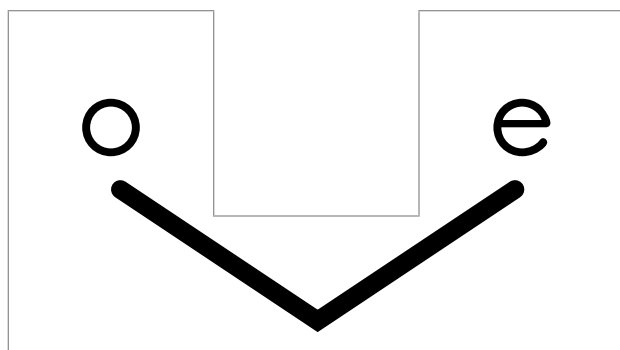
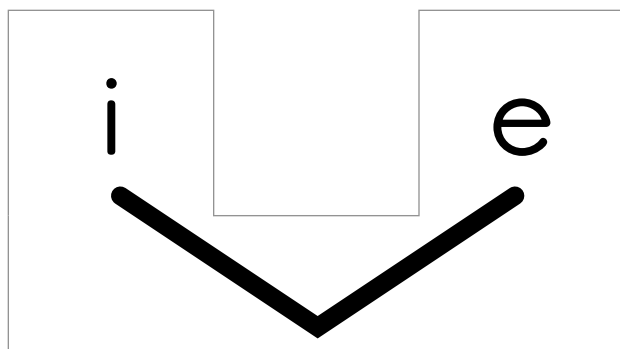
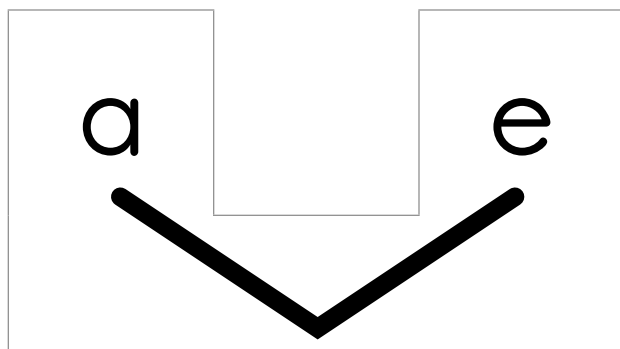
Sound-Spellings: Push & Say Sound Boxes

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

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

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



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



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

Sound-Spellings: Making Words Template

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


\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

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

Sound-Spellings: Making Words Extension Page

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

The page contains two columns of handwriting practice lines. Each column has eight sets of lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

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.

foil	bound	zoom
cool	foul	paw
hoist	good	room

point	out	mood
droop	found	south
hawk	boo	shook

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

Sound-Spellings: BINGO Boards 2

droop	crawl	spout
south	look	cool
tooth	point	out

good	foil	spook
tooth	shout	hawk
found	hoist	mood

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.

bound	shout	boo
paw	room	foul
spook	foil	look

crawl	tooth	spout
good	hawk	zoom
south	cool	foul

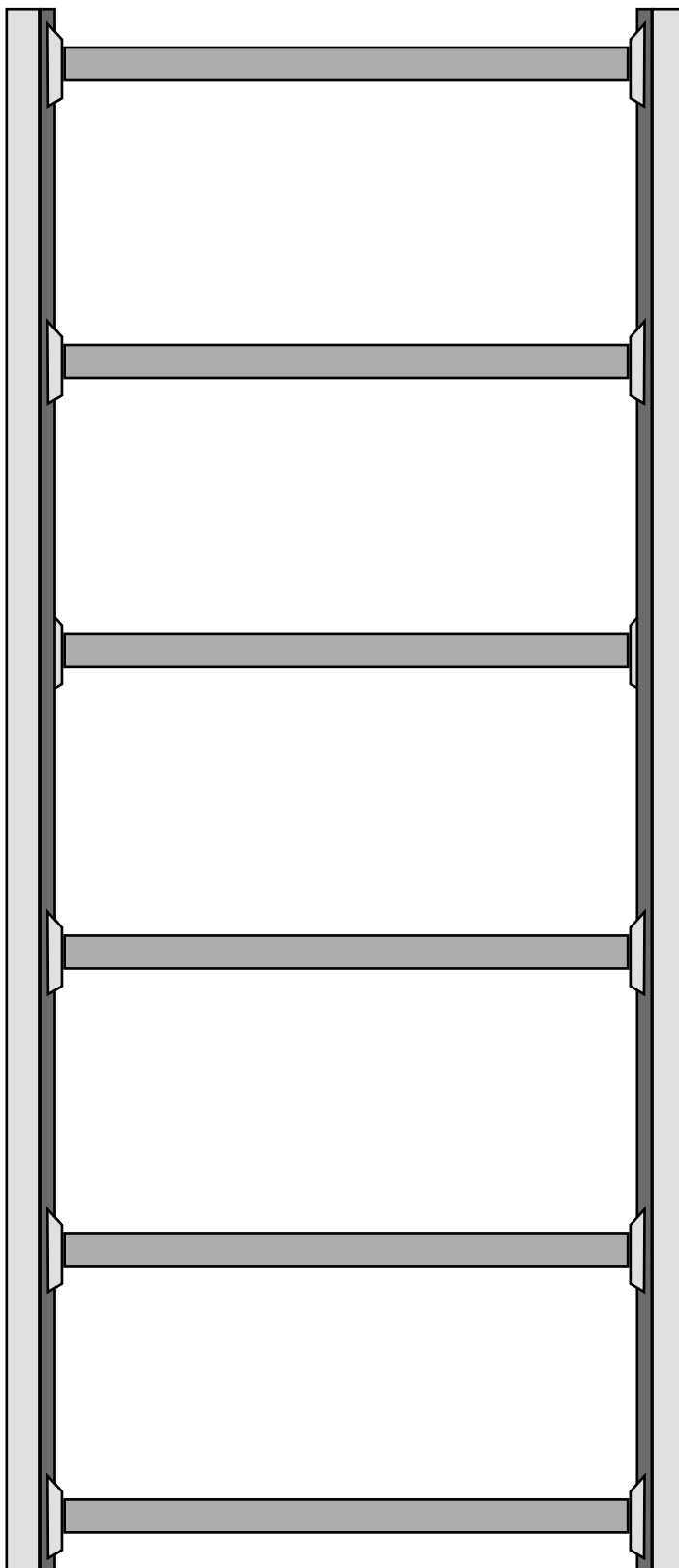
Directions: Copy and cut out the game boards (card stock is recommended to allow for reuse). Students apply phonics knowledge by reading words to play the traditional game BINGO.

shout	mood	spout
shook	point	zoom
crawl	spook	bound

found	droop	look
boo	out	room
paw	shool	hoist

boo	cool	mood	room
tooth	zoom	droop	spook
good	look	shook	out
foul	shout	south	bound
found	spout	foil	hoist
point	paw	hawk	crawl

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



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



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



tools



boot



moon



pool

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.



root



tooth

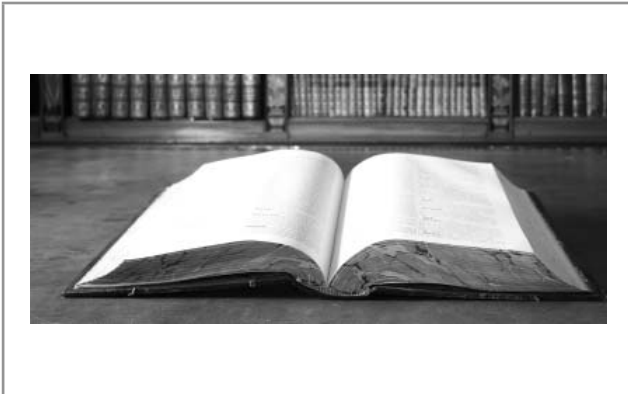


broom

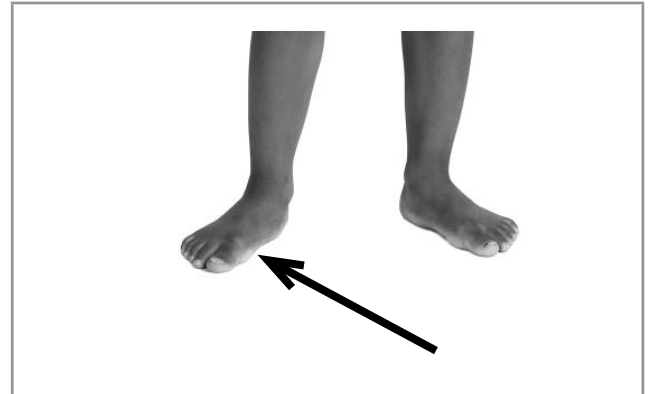


spoon

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.



book



foot



hood



wood

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.



couch



mouth



shout



cloud

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.



crouch



spout



boil



coin

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.



point



saw



claw



hawk

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

- which Unit 3 objectives (top row) are in need of reinforcement or remediation.
- the corresponding *Assessment and Remediation Guide* section (bottom row) in which you will find appropriate instructional resources.

IF student struggles with...	Fluency and/or Comprehension	Tricky Words	Grammar (Verbs: present and past)
<b>As observed during related instructional tasks:</b>	<ul style="list-style-type: none"> <li>• Demonstration Story/Whole Group (Unit 3 Lessons 1, 10, 16)</li> <li>• Partner Reading (Unit 3 Lesson 3)</li> <li>• Reread/Small Group (Unit 3 Lessons 4, 6, 8, 9, 12, 13, 14, 17, 18)</li> </ul>	<ul style="list-style-type: none"> <li>• Tricky Word Cards (Unit 3 Lessons 2, 7, 10)</li> <li>• Tricky Word Review/ Practice (Unit 3 Lessons 5, 18)</li> <li>• Tricky Word Baseball Game (Unit 3 Lessons 11, 16)</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying Verbs (Unit 3 Lessons 8, 10)</li> <li>• Identifying Present- and Past-Tense Verbs (Unit 3 Lessons 13, 16)</li> </ul>
<b>Or as evidenced by performance on assessment components:</b>	Reading Comprehension Assessment (Unit 3 Lesson 19)	N/A	N/A
<b>AND if review with related Pausing Points is not enough:</b>	<ul style="list-style-type: none"> <li>• Read Decodable Stories</li> <li>• Answer Story Questions in Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Read Tricky Words</li> <li>• Write Tricky Words</li> </ul>	<ul style="list-style-type: none"> <li>• Identify Verbs</li> <li>• Identify Verbs in the Past and Present Tense</li> </ul>
<b>Then use Grade 1 Unit 3 <i>Assessment and Remediation Guide</i> resources from...</b>	Section II, Fluency and Comprehension: Fluency and/or Comprehension	Section II, Fluency and Comprehension: Tricky Words	Section II, Fluency and Comprehension: Grammar

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

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

- guided reinforcement with 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

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The lessons in Section II, Fluency and Comprehension are based on the objectives from Grade 1, Unit 3. 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 3 include:

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

## Lesson Template Section Descriptions

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

### ***Warm-Up Activities***

Warm-Up activities prepare students for instruction and focus student attention on following directions. A Warm-Up activity should begin each remedial instruction session regardless of the lesson template selected. The 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 Tricky Words or grammar is needed, related activities or games may be used in the Guided Practice (applying skills) portion of the lesson templates.

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

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

### Guided Practice (working with skills)

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

### Guided Practice (applying skills)

Guided Practice (applying skills) provides a flexible opportunity for practice with other activities from the Exercises section. If comprehension is the primary focus for remediation, then this portion of the lesson provides time for completing the comprehension exercise, Read with Purpose and Understanding, extending from Guided Practice (working with skills). If multiple objectives are the focus for remediation, then assorted activities under Exercises may be selected from Phonics (Section I) and Fluency and Comprehension (Section II) of Unit 3.

### ***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**

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

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

Instead, small groups of students may:

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

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

## Lesson Templates and Sample Remedial Lessons

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

### *Guided Reinforcement Lesson Template*

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

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

**Guided Reinforcement Sample Remedial Lesson**

Target: Fluency (expressive reading)

Guided Reinforcement	Exercise	Materials	Minutes
<b>Warm-Up</b>	<p><b>Silly Voices</b> Reread “The Dog and the Ox” with silly voices.</p>	<p>Text Copies of “The Dog and the Ox”  Silly Voices cards</p>	3
<b>Guided Practice (applying skills)</b>	<p><b>Two Voices or Play Parts</b> Student group of two reads with two voices for “The Dog and the Ox.” Work with groups of two, targeting expressive reading, while other student pairs play Race to the Top.</p>	<p>copies of Two Voices for “The Dog and the Ox”</p>	12
	<p><b>Tricky Words: Race to the Top</b> Play Race to the Top to reinforce Tricky Word knowledge.</p>	<p>Race to the Top Game Board and game pieces  Tricky Word Cards</p>	

### Explicit Reteaching Lesson Template

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

**Explicit Reteaching Sample Remedial Lesson**

Target: Thinking with Reading-Drawing Inferences

Explicit Reteaching	Exercise	Materials	Minutes
<b>Warm-Up</b>	<p><b>Silly Voices</b> Read the familiar story “The Hares and the Frogs” with silly voices.</p>	<p>Text Copy of “The Hares and the Frogs” for each student</p> <p>Silly Voices Cards</p>	3
<b>Explicit Instruction</b>	<p><b>Address Prior Knowledge and Set a Purpose</b> Text: Text copy of “The Two Mules” See Story Comprehension Chart for prompts related to prior knowledge and setting a purpose.</p>	<p>Text Copy of “The Two Mules” for each student</p> <p>Story Comprehension Chart</p>	4
<b>Guided Practice (working with skills)</b>	<p><b>Model Thinking with Reading</b> Technique: Drawing Inferences See Master Thinking with Reading Chart for a description of Drawing Inferences and for instructional tips to use throughout Guided Practice.</p>	<p>text for each student</p> <p>Master Thinking with Reading Chart</p>	8
<b>Guided Practice (applying skills) OR Independent Practice/ Progress Monitoring</b>	<p><b>Read with Purpose and Understanding</b> Level of Support: Interactive 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.</p>	<p>text for each student</p> <p>Story Comprehension Chart</p>	10
	<p><b>Grammar: Wiggle Card Verbs</b> Use Wiggle Cards to prompt students to identify verbs.</p>	<p>Wiggle Cards</p>	



### Comprehensive Reteaching Lesson Template

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

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

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

**Comprehensive Reteaching Sample Remedial Lesson**

Target: Thinking with Reading—Evaluating

Comprehensive Reteaching	Exercise	Materials	Minutes
<b>Warm-Up</b>	<b>Two Voices</b> Student partners read Two Voices for “The Dog and the Mule.”	copies of Two Voices for “The Dog and the Mule”	3
<b>Explicit Instruction</b>	<b>Address Prior Knowledge and Set a Purpose</b> Text: Text Copy of “The Fox and the Grapes” See Story Comprehension Chart for prompts related to prior knowledge and setting a purpose.	Text Copy of “The Fox and the Grapes” for each student  Story Comprehension Chart	5
<b>Guided Practice (working with skills)</b>	<b>Model Thinking with Reading</b> Technique: Evaluating See Master Thinking with Reading Chart for a description of Evaluating and for instructional tips to use throughout Guided Practice.	text for each student  Master Thinking with Reading Chart	10

Comprehensive Reteaching	Exercise	Materials	Minutes
Guided Practice (applying skills)	<p><b>Read with Purpose and Understanding</b></p> <p>Level of Support: Scaffolded</p> <p>Continue reading applying Evaluating. After reading have students draw a series of three pictures illustrating the beginning, middle, and end of the story. Ask students to use one main sentence to tell you about each picture to practice summarizing skills.</p>	<p>text for each student</p> <p>Story Comprehension Chart</p>	12
	<p><b>Sound-Spellings: Phrase and Sentence Read, Write, and Share</b> (Phonics Exercise)</p> <p>In addition to fluency and comprehension objectives, phonics objectives are also targeted with this student group. Vowel digraph sound-spellings are being remediated, therefore students will apply phonics knowledge by reading and writing words with /oo/ &gt; 'oo' and /oo/ &gt; 'oo'.</p>	<p>Phrases and Sentences List for /oo/ &gt; 'oo' and /oo/ &gt; 'oo'</p> <p>dry erase board and marker for each student</p>	
Independent Practice/ Progress Monitoring	<p>Independent Practice: <b>Sound-Spellings: Memory</b> (Phonics Exercise)</p> <p>Student partners play Memory with Word/Picture Cards for /oo/ &gt; 'oo' and /oo/ &gt; 'oo'.</p>	<p>Vowel Digraph Word/Picture Cards for /oo/ &gt; 'oo' and /oo/ &gt; 'oo'</p>	10
	<p>Progress Monitoring: While students play Memory administer Comprehension and Fluency: Progress Monitoring Assessments.</p>	<p>Student Copy and Record Sheets for Fluency and Comprehension Progress Monitoring 1</p>	

## ***Fluency and Comprehension Exercises: Fluency***

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

### **Warm-Up: Silly Voices**

---

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

**Materials:**

- Silly Voices Cards
- copies of familiar story

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

**Instructions:**

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

Partner reading options may include:

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

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

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

## Warm-Up: Two Voices or Play Parts

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

**Materials:**

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

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

**Instructions:**

### *Two Voices*

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

### *Play Parts*

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

**Options:**

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

## ***Fluency and Comprehension Exercises: Comprehension***

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

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

### **Explicit Instruction: Address Prior Knowledge and Set a Purpose**

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

**Materials:**

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

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

**Instructions:**

- Provide students with a copy of the selected story.

**Text Structure**

- Tell students the story for today’s lesson fits a narrative/story structure. Core elements are the characters (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

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

**Materials:**

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

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

**Instructions:**

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

## Guided Practice: Read with Purpose and Understanding

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

**Materials:**

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

**Preparation:** Establish an appropriate level of support for reading (see Dimensions of Difficulty) and reference the Master Thinking with Reading Chart from Materials for Fluency and Comprehension Lessons to select a Thinking with Reading technique to target for after reading. Preview the selected text to prepare for student use of the technique during the remainder and after reading of the chosen text. It may be helpful to mark the text at stopping points before the lesson. Sticky notes may be put on pages in the book copy and the text copy is provided with the text already arranged in sections.

**Instructions:**

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

## ***Fluency and Comprehension Exercises: Tricky Words***

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

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

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

### **Explicit Instruction: Review the Sound-Spelling**

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

**Materials:**

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

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



**Instructions:**

- Provide students with a copy of the selected Review the Sound-Spelling page(s).
- Say and have students echo the Tricky Words.
- Segment each Tricky Word, helping students notice which sounds are spelled as we would expect and which ones are not.
- Letter outlines are provided for each Tricky Word. Have students trace the letter formation within the outlines or entirely color in the outlines.
  - Use green for letters matching learned sound-spellings and red for letters pronounced differently than expected.
  - Red signals students to stop and think for spots with tricky spellings.
  - The outlines provide an opportunity to review letter formation and may serve as tracing practice if placed in a clear plastic sleeve and a dry erase marker is used.
- Sentences are provided for reading, spelling, and letter formation practice with the Tricky Words. Support students in completing the included practice items.

**Unit 3 Tricky Word Sound-Spelling Pages**

Sound-Spelling Page 1	should, down
Sound-Spelling Page 2	would, because
Sound-Spelling Page 3	could, because*

\*The Tricky Word *because* is used twice to provide a second word choice for Sound-Spelling Page 2 and 3.

Tricky Word Teaching Tips	
<b>should</b>	<ul style="list-style-type: none"> <li>• 'sh' &gt; /sh/ as expected</li> <li>• 'oul' &gt; /oo/</li> <li>• 'd' &gt; /d/ as expected</li> </ul>
<b>would</b>	<ul style="list-style-type: none"> <li>• 'w' &gt; /w/ as expected</li> <li>• 'oul' &gt; /oo/</li> <li>• 'd' &gt; /d/ as expected</li> </ul>
<b>could</b>	<ul style="list-style-type: none"> <li>• 'c' &gt; /k/ as expected</li> <li>• 'oul' &gt; /oo/</li> <li>• 'd' &gt; /d/ as expected</li> </ul>
<b>down</b>	<ul style="list-style-type: none"> <li>• 'd' &gt; /d/ as expected</li> <li>• 'ow' &gt; /ou/ (Students have not learned this sound-spelling yet.)</li> <li>• 'n' &gt; /n/ as expected</li> </ul>
<b>because</b>	<ul style="list-style-type: none"> <li>• 'b' &gt; /b/ as expected</li> <li>• 'e' &gt; /ee/ (or the schwa sound; Students have not learned these sound-spellings yet.)</li> <li>• 'c' &gt; /k/ as expected</li> <li>• 'au' &gt; /u/ (or /aw/; Students have not learned this sound-spelling yet.)</li> <li>• 'se' &gt; /z/ (Students have not learned this sound-spelling yet.)</li> </ul>

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

### **Tricky Word Sorts**

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

#### **Materials:**

- set of Tricky Word Cards

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

#### **Instructions:**

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

- Unit 3 Tricky Words are noted in bold. Tricky Words from previous units are included to facilitate review with any previously taught Tricky Words.

**Note:** The Tricky Words *you*, *your*, and *down* are not included because they do not yet fit into a Tricky Word feature group. Also, there is not yet a category for the ‘e’ > schwa, ‘au’ > /u/ (or /aw/), or ‘se’ > /z/ sound-spellings in *because*. Students will only hear the ‘e’ in *because* as the /ee/ sound if the pronunciation is deliberately made; it is the unaccented vowel sound in the multi-syllabic word, which tends to weaken to the schwa sound.

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

## Tricky Words: BINGO

For this game, students apply learned Tricky Word knowledge to read words as they play the traditional game BINGO. The Unit 3 Tricky Words are mixed in with previously taught Tricky Words for a larger bank of words. Whereas the Tricky Word card set includes all the Tricky Words taught in Grade 1 Units 1 through 3, the BINGO word cards omit the Unit 1 Tricky Words that appear more frequently in print. Therefore, the game reinforces Tricky Word knowledge for the words students have seen the least and may be struggling with the most.

### Materials:

- BINGO game set
- nine tokens per student

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

**Instructions:**

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

### Tricky Words: Race to the Top

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

**Materials:**

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

**Preparation:** Copy and cut out Tricky Word Cards from Materials for Fluency and Comprehension Lessons. Tricky Word Cards from Unit 1 and Unit 2 are also provided if select words continue to require review. Gather a container from which the cards can be drawn if desired. Copy Race to the Top game boards from Materials for Fluency and Comprehension Lessons. We recommend copying and cutting the images from card stock to allow for reuse. Also gather objects for students to use as game pieces (e.g., different colored cubes, various coins, odd-shaped buttons, etc.).

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

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

**Instructions:**

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

**Tricky Words: Memory**

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

**Materials:**

- double set of Tricky Word Cards

**Preparation:** Copy and cut out a double set of Tricky Word Cards from Materials for Fluency and Comprehension Lessons onto darker colored paper, otherwise students can see the images through the paper when they are turned over. Tricky Word Cards from Unit 1 and Unit 2 are also provided if select words continue to require review.

**Instructions:**

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

## ***Fluency and Comprehension: Grammar (Verbs)***

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

The exercises provided are recommended for the Guided Practice sections of the Lesson Templates to provide reinforcement of grammar knowledge. If students are in need of a foundational understanding of nouns, access the exercises from Unit 1 of the *Assessment and Remediation Guide* under Section II, Fluency and Comprehension: Grammar.

## Grammar: Wiggle Card Verbs

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This game will help students identify verbs.

### Materials:

- Wiggle Cards
- Optional: writing materials for students

**Preparation:** Gather or prepare Wiggle Cards. (Wiggle Card phrases from the Unit 3 Teacher Guide lessons are provided.)

### Instructions:

- Have students sit so that it is easy for them to stand up or move (e.g., sitting in a circle on the rug as compared to in chairs at a table).
- Tell students you will show them Wiggle Cards and they should first perform the action.
- Signal students to sit back down. Next have them look at the same Wiggle Card and indicate when they identify the verb in the phrase (e.g., thumbs up or raised hand). Then select a student to say or point to the verb in the phrase.
- Repeat with additional Wiggle Cards.
- Option: Instead of having students say or point to the verb within Wiggle Card phrases, have students write the verb (e.g., on a dry erase board) to identify it each time.

- |                          |                             |                        |
|--------------------------|-----------------------------|------------------------|
| 1. twist and shout       | 1. count to five            | 1. count out loud      |
| 2. use a fan to cool off | 2. look at a pal            | 2. coil like a snake   |
| 3. cook a lot of food    | 3. point to me              | 3. jump up and down    |
| 4. look at the book      | 4. smell the fresh blooms   | 4. look up             |
| 5. shout your name       | 5. make a “hoot hoot” sound | 5. join hands          |
| 6. look down             | 6. jump from foot to foot   | 6. bloom like a rose   |
| 7. act like a cat        | 7. point to your teeth      | 7. crawl on the ground |
| 8. count to ten          | 8. sweep with a broom       | 8. point to your nose  |
| 9. wave at me            |                             |                        |

## Grammar: Noun or Verb Game

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This game will help students identify verbs and distinguish verbs from nouns.

### Materials:

- list of nouns and verbs

**Preparation:** Prepare a list of nouns and verbs. If students are still developing their concept of a noun, start with common nouns and include proper nouns as students are ready. If students are still developing their concept of a verb, start with present-tense verbs and include past-tense verbs as students are ready.

### Instructions:

- Have students sit so that it is easy for them to stand up or move (e.g., sitting in a circle on the rug as compared to in chairs at a table).
- Tell students you will say either a noun or a verb. If you say a noun, students should sit still. However, verbs are action words, so if you say a verb, students should show you the action.
- If students are successful with identifying and discriminating nouns and verbs, then the students could take turns providing a noun or verb for the game.





# Fluency and Comprehension Progress Monitoring

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## Monitoring: Fluency and Comprehension

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

**Instructions:**

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

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

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

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

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

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

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

- Question 4: Inferential thinking (connecting information from the text to information you already know and explaining answers)
- Question 5: Evaluative thinking (extending beyond the text and defending answers)
- Goal: 6–8 points.
- Scores of 5 or less indicate additional reteaching and reinforcement may be required from the *Unit 3 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 3 Assessment and Remediation Guide* Section I, Phonics.

# The Fox and the Hen

A hen sat in a tree. A red fox ran up to the tree.

“Did they tell you?” said the fox.

“Tell me me what?” said the hen.

“They have made a **law**,” said the fox. The **law** says that we must all be pals. Dogs are not to chase cats. They must be pals. Cats are not to chase rats. They must be pals. Dog and cat, fox and hen, snake and rat must all be pals! So jump down here and let me hug you!”

“Well, that **sounds** swell!” said the hen. “But, all the same, I will sit up here a bit.”

Then the hen said, “What’s that I see?”

“Where?” said the fox. “What is it?”

“It **looks** like a pack of dogs,” said the hen.

“Dogs!” said the fox. “Then I must get **out** of here!”

“Stop!” said the hen. “The **law** says that dog and fox must be pals. So you are safe!”

But the fox did not stop. He ran off.

The hen just smiled.

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

Place the Student Copy of “The Fox and the Hen” for progress monitoring in front of the student. Tell the student he/she will read a story called “The Fox and the Hen.” Tell the student the story is about a fox trying to trick a hen. Keep a running record on this sheet as the student reads the story.

Record Sheet for Running Record: Progress Monitoring 1

## The Fox and the Hen

A hen sat in a tree. A red fox ran up to the tree.

“Did they tell you?” said the fox.

“Tell me what?” said the hen.

“They have made a law,” said the fox. The law says that we must all be pals. Dogs are not to chase cats. They must be pals. Cats are not to chase rats. They must be pals. Dog and cat, fox and hen, snake and rat must all be pals! So jump down here and let me hug you!”

“Well, that sounds swell!” said the hen. “But, all the same, I will sit up here a bit.”

Then the hen said, “What’s that I see?”

“Where?” said the fox. “What is it?”

“It looks like a pack of dogs,” said the hen.

“Dogs!” said the fox. “Then I must get out of here!”

“Stop!” said the hen. “The law says that dog and fox must be pals. So you are safe!”

But the fox did not stop. He ran off.

The hen just smiled.

[171 (total words) – \_\_\_\_ (# errors)]/171 (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 the hen sit? (in a tree)	1. _____ and _____ /2
2. What did hen tell fox she saw? (a pack of dogs)	2. _____ and _____ /2
3. What did fox do when he thought dogs were coming? (ran off)	3. _____ and _____ /2
4. Did the fox tell the hen the truth? (No. There is no law about all animals being friends. It was a trick.)	4. _____ /1
5. Was there really a pack of dogs coming? (Students may say <i>yes</i> because the hen was safe and didn’t need to lie, or they may say <i>no</i> because the hen played a trick on the fox, too. Accept any plausible answer.)	5. _____ /1
	Total: _____ /8

## Uncorrected Errors

### Notes

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

### Accuracy

Errors	%	Notes
0–7	96–100	Very good. Okay to move on.
8–19	89–95	Teacher judgment is required to determine if additional instruction from the <i>Unit 3 Assessment and Remediation Guide</i> is needed, or if the student is ready to move on.
20+	0–88	Weak. Discontinue test. Additional instruction from the <i>Unit 3 Assessment and Remediation Guide</i> is recommended.

### Comprehension

Points	Notes
7 or 8	Very good. Okay to move on.
6	Good. Okay to move on.
5	Fair. Consider discontinuing test and providing additional instruction from the <i>Unit 3 Assessment and Remediation Guide</i> , especially if accuracy numbers are also lagging. If student is not overly frustrated, you may wish to move on.
0–4	Weak. Discontinue test. Additional instruction from the <i>Unit 3 Assessment and Remediation Guide</i> is recommended.

# The Fox and the Crane

The fox **saw** the crane and said, “Crane, will you have lunch with me?”

The crane said, “I will.”

The crane came and sat down with the fox in his den.

The fox was up to a trick. He gave the crane some **food**, but he gave it to him in a flat stone dish. The crane could not get the **food** because of the shape of his bill. The fox smiled at his trick. He ate up all of his **food**.

The next week the crane **saw** the fox and said, “Fox, will you have lunch with me?”

The fox said, “That would be **good**. I will.”

This time the crane was up to a trick. He gave the fox milk, but he gave it to him in a glass with a long, thin neck. The fox could not get the milk because of the shape of his nose.





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

**Note:** Caution, “The Fox and the Crane” passage is used for a Unit 3 Student Performance Assessment in Lesson 19. It should not be selected for progress monitoring until after it has been used for assessment in Lesson 19, and then only if students performed poorly on it the first time.

Place the Student Copy of “The Fox and the Crane” for progress monitoring in front of the student. Tell the student he/she will read a story called “The Fox and the Crane.” Tell the student the story is about a fox and a crane having lunch together. Keep a running record on this sheet as the student reads the story.

Record Sheet for Running Record: Progress Monitoring 2

## The Fox and the Crane

The fox saw the crane and said, “Crane, will you have lunch with me?”

The crane said, “I will.”

The crane came and sat down with the fox in his den.

The fox was up to a trick. He gave the crane some food, but he gave it to him in a flat stone dish. The crane could not get the food because of the shape of his bill.

The fox smiled at his trick. He ate up all of his food.

The next week the crane saw the fox and said, “Fox, will you have lunch with me?”

The fox said, “That would be good. I will.”

This time the crane was up to a trick. He gave the fox milk, but he gave it to him in a glass with a long, thin neck.

The fox could not get the milk because of the shape of his nose.

[150 (total words) – \_\_\_\_ (# errors)]/150 (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. Did the fox and crane play together? (No, they had lunch.)	1. ____ and ____ /2
2. Was there food or milk in the flat dish for the crane? (food)	2. ____ and ____ /2
3. When the crane could not eat, what did the fox do? (smiled and ate up his food)	3. ____ and ____ /2
4. Was the fox being nice when he invited the crane to lunch? (No, because he planned to trick him.)	4. ____ /1
5. Should the crane have played the trick on the fox? (Students may say <i>yes</i> because the fox tricked him first, or <i>no</i> because tricks make people feel bad. Accept any plausible answer.)	5. ____ /1
	Total: ____ /8

## Uncorrected Errors

### Notes

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

### Accuracy

Errors	%	Notes
0–6	96–100	Very good. Okay to move on.
7–17	89–95	Teacher judgment is required to determine if additional instruction from the <i>Unit 3 Assessment and Remediation Guide</i> is needed, or if the student is ready to move on.
18+	0–88	Weak. Discontinue test. Additional instruction from the <i>Unit 3 Assessment and Remediation Guide</i> is recommended.

### Comprehension

Points	Notes
7 or 8	Very good. Okay to move on.
6	Good. Okay to move on.
5	Fair. Consider discontinuing test and providing additional instruction from the <i>Unit 3 Assessment and Remediation Guide</i> , especially if accuracy numbers are also lagging. If student is not overly frustrated, you may wish to move on.
0–4	Weak. Discontinue test. Additional instruction from the <i>Unit 3 Assessment and Remediation Guide</i> is recommended.

# The Tree and the Reeds

A **proud** tree **stood** next to a grove of reeds. When a gust of wind came, the reeds bent in the wind. But the **proud** tree did not bend at all. It **stood** up to the wind.

“It is **too** bad that you can’t stand up to the wind as I can!” said the tree to the reeds.

“We bend so that we will not crack,” said the reeds.

“There is no wind that can crack me!” said the tree in its pride.

“We shall see!” said the reeds.

The next week a big wind came. The tree was brave. It **stood** up a long time. But the gusts of wind were **too** strong. At last, there was a **loud** crack. The tree fell with a crash.

The reeds bent in the strong wind, but they did not crack. They still stand by the **brook**. You can see them wave in the wind next to the **roots** of the tree.



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

Place the Student Copy of “The Tree and the Reeds” for progress monitoring in front of the student. Tell the student he/she will read a story called “The Tree and the Reeds.” Tell the student the story is about a tree and reeds in the wind. Keep a running record on this sheet as the student reads the story.

Record Sheet for Running Record: Progress Monitoring 3

## The Tree and the Reeds

A proud tree stood next to a grove of reeds. When a gust of wind came, the reeds bent in the wind. But the proud tree did not bend at all. It stood up to the wind.

“It is too bad that you can’t stand up to the wind as I can!” said the tree to the reeds.

“We bend so that we will not crack,” said the reeds.

“There is no wind that can crack me!” said the tree in its pride.

“We shall see!” said the reeds.

The next week a big wind came. The tree was brave. It stood up a long time. But the gusts of wind were too strong. At last, there was a loud crack. The tree fell with a crash.

The reeds bent in the strong wind, but they did not crack. They still stand by the brook. You can see them wave in the wind next to the roots of the tree.

[160 (total words) – \_\_\_\_ (# errors)]/160 (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. How many trees were there? (one)	1. _____ and _____ /2
2. What did the tree say about the wind? (“There is no wind that can crack me.” Accept paraphrasing.)	2. _____ and _____ /2
3. What made the tree crack and crash? (a big strong wind)	3. _____ and _____ /2
4. Why did the reeds stand longer than the tree? (They bent in the wind without cracking.)	4. _____ /1
5. Which is stronger: the tree or the reeds? (Students may say the tree because it did not bend, or the reeds because they did not crack.) Accept any plausible answer.	5. _____ /1
	Total: _____ /8

## Uncorrected Errors

### Notes

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

### Accuracy

Errors	%	Notes
0–7	96–100	Very good. Okay to move on.
8–18	89–95	Teacher judgment is required to determine if additional instruction from the <i>Unit 3 Assessment and Remediation Guide</i> is needed, or if the student is ready to move on.
19+	0–88	Weak. Discontinue test. Additional instruction from the <i>Unit 3 Assessment and Remediation Guide</i> is recommended.

### Comprehension

Points	Notes
7 or 8	Very good. Okay to move on.
6	Good. Okay to move on.
5	Fair. Consider discontinuing test and providing additional instruction from the <i>Unit 3 Assessment and Remediation Guide</i> , especially if accuracy numbers are also lagging. If student is not overly frustrated, you may wish to move on.
0–4	Weak. Discontinue test. Additional instruction from the <i>Unit 3 Assessment and Remediation Guide</i> is recommended.

# The Moon

The moon said, “I wish I had a dress. Mom, will you make me a dress?”

The moon’s mom said, “I will not make you a dress, my sweet.”

“Why not?” said the moon.

“Because you wax and you wane,” said the moon’s mom. “One week you are big and round. The next week you are thin. One week you are all there. The next week there is just a bit of you. No one can make a dress that will fit you in all of your shapes!”





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

Place the Student Copy of “The Moon” for progress monitoring in front of the student. Tell the student he/she will read a story called “The Moon.” Tell the student the story is about the Moon wanting a dress. Keep a running record on this sheet as the student reads the story.

Record Sheet for Running Record: Progress Monitoring 4

## The Moon

The moon said, “I wish I had a dress. Mom, will you make me a dress?”

The moon’s mom said, “I will not make you a dress, my sweet.”

“Why not?” said the moon.

“Because you wax and you wane,” said the moon’s mom.

“One week you are big and round. The next week you are thin. One week you are all there. The next week there is just a bit of you. No one can make a dress that will fit you in all of your shapes!”

$[88 \text{ (total words)} - \text{ \_\_\_\_} (\# \text{ errors})] / 88 \text{ (total words)}$   
= \\_\\_\\_\\_ % accuracy

Record Sheet for Understanding: Progress Monitoring 4

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

1. Does the moon want a hat? (No, she wants a dress.)	1. _____ and _____ /2
2. Who did the moon ask to make her a dress? (Mom)	2. _____ and _____ /2
3. How does the moon change? (wax and wane; from big and round to thin; all there to a bit; accept paraphrasing)	3. _____ and _____ /2
4. If the moon’s mom made her a dress could she wear it all the time? (No, because she changes shape.)	4. _____ /1
5. Do you think the moon is sad when her mom does not make her a dress? (Students may say <i>yes</i> because she wanted one, or <i>no</i> because she realizes it would not fit. 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
0–3	96–100	Very good. Okay to move on.
4–10	89–95	Teacher judgment is required to determine if additional instruction from the <i>Unit 3 Assessment and Remediation Guide</i> is needed, or if the student is ready to move on.
11+	0–88	Weak. Discontinue test. Additional instruction from the <i>Unit 3 Assessment and Remediation Guide</i> is recommended.

### Comprehension

Points	Notes
7 or 8	Very good. Okay to move on.
6	Good. Okay to move on.
5	Fair. Consider discontinuing test and providing additional instruction from the <i>Unit 3 Assessment and Remediation Guide</i> , especially if accuracy numbers are also lagging. If student is not overly frustrated, you may wish to move on.
0–4	Weak. Discontinue test. Additional instruction from the <i>Unit 3 Assessment and Remediation Guide</i> is recommended.

## Monitoring: Tricky Words

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

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

**Instructions:**

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

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

- 5 points—excellent
  - 4 points—good
  - 3 points—fair
  - Less than 3 points—poor
- Goal: Achieve scores of Good or Excellent (4 points or higher).
  - Scores of 3 or less indicate additional reteaching and reinforcement is required from the *Unit 3 Assessment and Remediation Guide* Section II, Fluency and Comprehension: Tricky Words.
  - Examine whether the student succeeded in reading words correctly on the second attempt. If so, the student may be rushing and may benefit from explicit instruction to slow down and look at each letter in a word sequentially, left to right.

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

Tricky Word Reading: Progress Monitoring

	should
would	could
down	because

Record Sheet for Tricky Word Reading: Progress Monitoring

Word	Student Pronunciation					
Sample: student name						
1. should	/sh/	/oo/	/d/	-	-	____ /1
2. would	/w/	/oo/	/d/	-	-	____ /1
3. could	/c/	/oo/	/d/	-	-	____ /1
4. down	/d/	/ou/	/n/	-	-	____ /1
5. because	/b/	/ee/ or /□/	/k/	/u/ or /aw/	/z/	____ /1
<b>Total Correct</b>						____ /5

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

## Monitoring: Grammar

Knowledge of verbs is a necessary foundational skill for understanding with reading and spelling in Grade 1. However, grammar skills will continue to develop as students progress with the Grade 1 scope and sequence. Lingering challenges with grammar should be addressed, but should not hold a student back from advancing to Unit 4 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:
  - Verb identification
  - Differentiation of present- and past-tense verbs
- Observational records of general performance during instruction may be kept under Remediation Sessions. We recommend recording the date of observation and an overall ranking of how the student performed with the skill that day:

**NYR:** Not Yet Ready

**P:** Progressing

**R:** Ready

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

For example:

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

**Grammar Progress Monitoring Template**

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

## **Materials for Fluency and Comprehension Lessons**

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

### **Fluency**

**Silly Voices Cards (use Comprehension: Text Copy stories)**

**Two Voices or Play Parts (Adapted Stories from *Fables Reader*)\***

### **Comprehension**

**Master Thinking with Reading Chart**

**Stories from *Fables Reader* (Text Copies\*\*) with Story Comprehension Charts**

### **Tricky Words**

**Word List**

**Review the Sound-Spelling Pages**

**Tricky Word Cards**

**BINGO Game Set**

**Race to the Top Game Board**

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

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

### **Stories from Unit 3 Fables Reader**

“King Log and King Crane”

“The Two Dogs”

“The Hares and the Frogs”

“The Two Mules”

“The Dog and the Mule”

“The Bag of Coins”

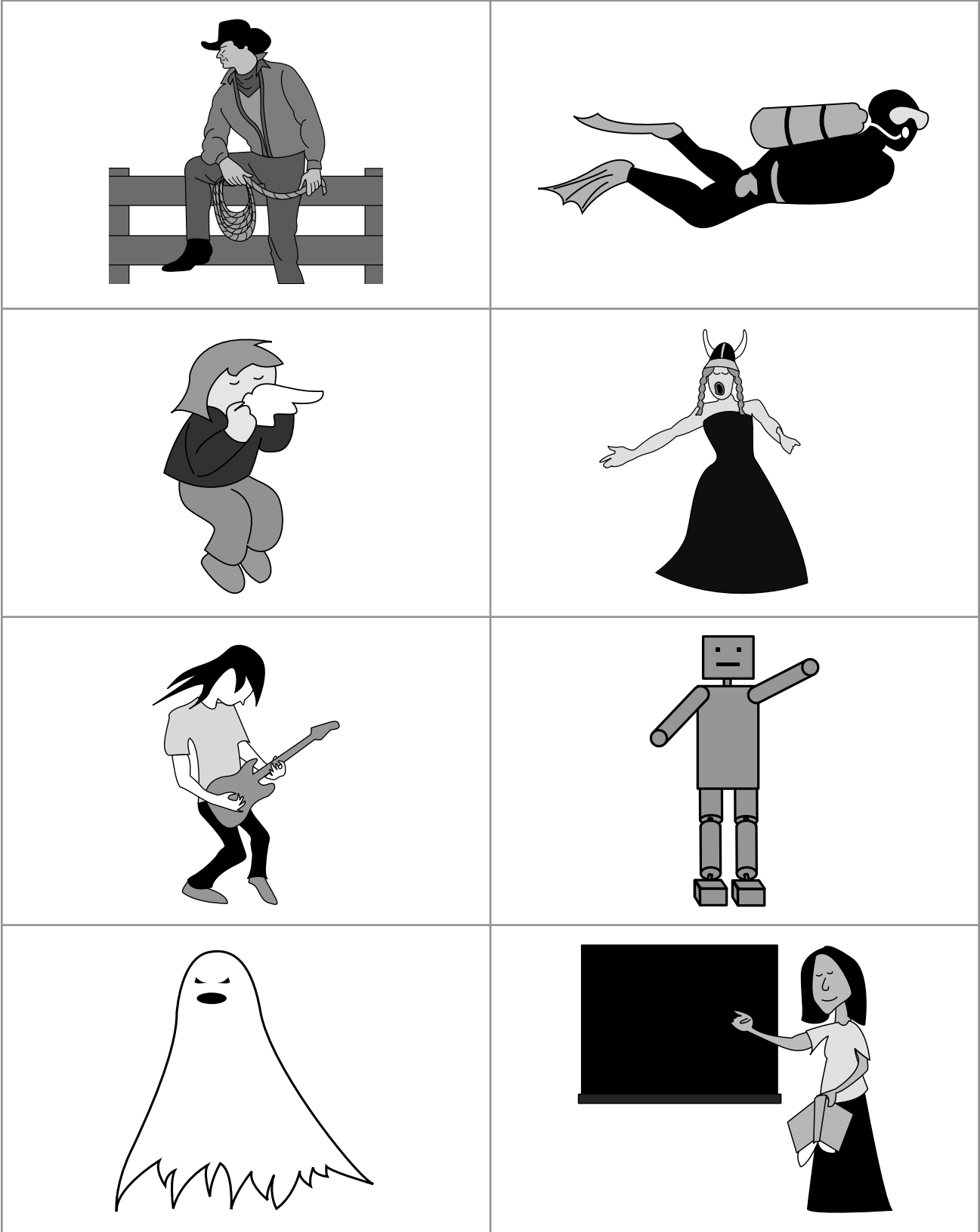
“The Dog and the Ox”

“The Fox and the Grapes”

**Note:** Fables are stories written to teach a moral. To effectively communicate the moral or the lesson of the story, examples of both appropriate and inappropriate behavior are often attributed to the animal characters. As students read and discuss text that describes inappropriate behavior, it is important that teachers guide students in recognizing the negative consequences that eventually occur as a result of the inappropriate behavior. The comprehension instruction associated with these fables has been intentionally constructed to call students’ attention to the fact that inappropriate or mean-spirited behavior is undesirable and often leads to unwanted consequences. Students should come away from each story with an appreciation for the positive appropriate behavior encouraged by the moral. Instructional guidance, particularly prompts and questions, is provided in both the Teacher Guide and the Story Comprehension Charts within the *Assessment and Remediation Guide*.



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





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

Fluency: Play Parts

## King Log and King Crane

**Frogs:** “We wish we had a king! We need a king! We must have a king!”

★ The frogs spoke to the gods.

**Frogs:** “We ask you, the gods, to send us a king!”

**Gods:** “The frogs are fools. As a joke, let us send them a big log to be their king.”

★ The gods got a big log and let it drop. The log fell in the pond and made a big splash. The frogs were scared of the log.

**Frogs:** “King Log is strong! We must hide from him in the grass!”

★ As time went by, the frogs came to see that King Log was tame. He did not bite. He did not run. He just sat there.

**Frog 1:** “King Log is not a strong king! I wish we had a strong king!”

**Frog 2:** “I do, too! We must have a strong king!”

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

★ The frogs spoke to the gods.

**Frogs:** “We ask you, the gods, to send us a strong king, and send him soon.”

★ This time the gods sent a crane to be king of Frog Land. King Crane was not like King Log. He did not just sit there. He ran fast on his long legs, and he ate lots of the frogs. The frogs were sad.

**Frogs:** “King Crane is a bad king. We miss King Log! He was a fine king. We made a bad trade!”

★ The frogs spoke to the gods.

**Frogs:** “We ask you, the gods, to send us back King Log!”

★ The gods were mad.

**Gods:** “Fools! You said you must have a strong king. We sent you one. He is yours to keep!”

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

Fluency: Play Parts

## The Two Dogs

★ Once two dogs met. One of them was a tame dog who made his home with men. One was a dog who ran free. The dog who ran free stared at the tame dog.

**Thin Dog:** “Why is it that you are so plump and I am so thin?”

**Plump Dog:** “Well, I am plump because the men feed me. I do not have to run all the time to get my food. My job is to keep the home safe when the men are in their beds. When they wake up, they feed me scraps of food from their plates.”

**Thin Dog:** “Your life must be a fine life. I wish my life were like yours.”

**Plump Dog:** “If you will help me keep the home safe, I bet the men will feed you, too.”

**Thin Dog:** “I will do it!”

★ But just as the thin dog said this, the moon shone on the neck of the plump dog.

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

**Thin Dog:** "What is that on your neck?"

**Plump Dog:** "I am on a rope when the moon is up."

**Thin Dog:** "Rope? Do they keep you on a rope?"

**Plump Dog:** "Yes. When the sun shines, the men let me run free, but when the moon is up, they keep me on a rope. I can not run and be free when the moon is up, but it is not so bad."

**Thin Dog:** "No, no! I will not have a rope on my neck. You can be plump. I will be free!"

★ And the thin dog ran off.

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

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

The Hares and the Frogs	
1	2
<b>Three hares stood in the grass.</b>	<b>Three hares stood in the grass.</b>
"I am sad," one of them said. "I wish we were brave."	
	"So do I," said the next one. "But we are not brave."
"A splash in the brook scares us."	
	"The wind in the grass scares us."
<b>"We are scared all the time."</b>	<b>"We are scared all the time."</b>
"Yes," said the last one.	
<b>"It is sad to be a hare."</b>	<b>"It is sad to be a hare."</b>
	Just then there was a splash in the brook.
The splash scared the hares.	
	They ran off to hide.
As they ran, they scared a bunch of frogs.	

The Hares and the Frogs	
1	2
	"Look," said one of the hares.
<b>"The frogs are scared of us!"</b>	<b>"The frogs are scared of us!"</b>
"Yes, they are!" said the next hare.	
	"They are scared of us! Well, I'm glad I am not a frog!"
"Yes!" said the last hare.	
<b>"In the end, it is good to be a hare!"</b>	<b>"In the end, it is good to be a hare!"</b>



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

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

The Two Mules	
1	2
<b>Once a man went on a trip with two mules.</b>	<b>Once a man went on a trip with two mules.</b>
He set five packs on one mule	
	and five packs on the next one.
The black mule was strong.	
	The mule with spots was not as strong,
<b>and by noon, he was tired.</b>	<b>and by noon, he was tired.</b>
The mule with the spots felt the packs press on his back	
	and he could not keep up with the black mule.
The mule with the spots spoke to the black mule.	
	"I hate to ask," he said, "but
<b>"would you help me with my packs?"</b>	<b>"would you help me with my packs?"</b>
The black mule did not stop to help the mule with spots.	

The Two Mules	
1	2
	"I have my five packs and you have your five," he said.
The mule with spots went on as long as he could.	
	At last, he fell and could not get up.
The man set all ten of the packs on the black mule.	
	"What a fool I was!" the black mule said.
<b>"I did not help the mule with spots when I should have."</b>	<b>"I did not help the mule with spots when I should have."</b>
"If I had, I would not have to lift all of his packs"	
	"as well as mine."

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

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

<b>The Dog and the Mule</b>	
1	2
<b>Once there was a man who had a dog and a mule.</b>	<b>Once there was a man who had a dog and a mule.</b>
The man gave the dog scraps of food from his plate.	
	He let the dog lick his spoon.
The dog would sit on the man's lap and lick him.	
	The man would rub the dog and kiss him.
<b>The mule would look in and see the dog on the man's lap.</b>	<b>The mule would look in and see the dog on the man's lap.</b>
He felt sad.	
	He felt left out.
"The man feeds me," said the mule, "but I do not get food from his plate."	
	"I am left out because I am a mule."
"I should act like a dog."	
	"If I do that, the man will like me just as much as he likes the dog."

<b>The Dog and the Mule</b>	
<b>1</b>	<b>2</b>
<b>So the mule left his pen and went in the man's home.</b>	<b>So the mule left his pen and went in the man's home.</b>
He set his feet on the man's lap and gave the man a big, wet lick.	
	The man was scared.
He gave a shout and let his plate drop.	
	It broke with a crash.
The man fell down, too.	
	When the man got up, he was mad at the mule.
<b>He made the mule run back out to his pen.</b>	<b>He made the mule run back out to his pen.</b>

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

Fluency: Play Parts

## The Bag of Coins

★ Once two men went on a trip. One of them found a bag of coins on the ground, at the foot of a tree.

**Man with the Bag:** “Look what I found! It is a bag of coins!”

**Next Man:** “Good! We can count the coins and see what we have!”

**Man with the Bag:** “No. The coins in this bag are not our coins. They are my coins. I found them. They are all mine!”

★ Just then there was a loud shout. There were a bunch of men and they were mad.

**Bunch of Men:** “Look! There is a man with the bag. He stole our coins! Get him!”

★ The man with the coins was scared.

**Man with the Bag:** “Those men are mad. If they see us with the coins, we will be in a bad spot.”

**Next Man:** “No, no. If they see you, you will be in a bad spot. Those are not our coins. Those are your coins. You found them. They are all yours.”

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



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

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

The Dog and the Ox	
1	2
Once a dog took a nap on a pile of straw in a box.	
<b>But the straw in the box was not a bed.</b>	<b>But the straw in the box was not a bed.</b>
	When the ox came home, he saw the straw in his food box.
But he could not get to the straw because the dog was on top of it.	
	“Dog,” said the ox, “could you sleep up in the loft? I would like to munch on the straw in my food box.”
<b>The dog woke up, but he would not get off the straw.</b>	<b>The dog woke up, but he would not get off the straw.</b>
He was mad that the ox woke him up.	
	At last, a man came in and saw the dog on the straw.
“Bad dog!” said the man.	
<b>“You did not need that straw, but you would not let the ox have it!”</b>	<b>“You did not need that straw, but you would not let the ox have it!”</b>
	“Shame on you! Get up!”





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

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

The Fox and the Grapes	
1	2
A fox saw a bunch of ripe grapes that hung from the branch of a tree.	
	The fox said, "Those grapes look good. I will get them and make them my lunch."
The fox stood up on his back legs,	
<b>but he could not grab the grapes.</b>	<b>but he could not grab the grapes.</b>
	The fox ran and made a big jump,
<b>but he still could not grab the grapes.</b>	<b>but he still could not grab the grapes.</b>
At last, the fox sat down on the ground.	
	"What a fool I am!" said the fox.
"I can tell that those grapes are sour."	
<b>"They would not have made a good lunch."</b>	<b>"They would not have made a good lunch."</b>

# Comprehension: Master Thinking with Reading Chart

## Before-Reading Techniques

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

## During-Reading Techniques

	Technique	Description
During Reading	Monitoring	During reading, stop and think after sections of text to evaluate whether you are understanding the text or not. Students often do not put effort into making meaning while reading without being explicitly taught and reminded to do so. This is especially true of readers who have to devote a great deal of cognitive energy to decoding, and who may be less intrinsically motivated to read. Encourage students to begin sharing their thinking with, “That makes sense because...” Presenting a related scenario that does not make sense may help students engage in this reflection. For example: If the dog went to the vet, first ask, “Does it make sense for a dog to go to the vet?” Then ask, “Would it make sense if the author told us the dog called the vet?” Monitoring helps 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).” <b>Note:</b> Drawing Inferences takes Observing a step further. Instead of simply relating information from the text to prior knowledge, observations are used to draw logical conclusions related to the text. Conclusions may not always be clearly right or wrong but should be defensible. In this way, the thinking required for Drawing Inferences is a bridge to the thinking required for evaluative questions.
	Evaluating	During and after reading reflect on previous observations and inferences to generate logical judgments about the text. Answers are typically not clearly right or wrong but should be defensible. Scaffolding evaluative thinking may take an idea from the text and follow this progression: <ol style="list-style-type: none"> <li>1. What did you learn from the author? (Literal level)</li> <li>2. Make an observation about the information: connect to prior knowledge.</li> <li>3. Draw a conclusion: share something the author didn’t tell you, but you can figure out because of your observation (prior knowledge). (Inferential level)</li> <li>4. Make a logical judgment relying on your observations and/or inferences. (Evaluative level)</li> </ol> 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	<p>After reading, reconstruct an abbreviated version of the text highlighting the big ideas. Students tend to offer specific recall of ideas, often in random order. Prompting students to think about the beginning, middle, and end of early narrative texts can help them structure ideas sequentially. Through discussion, encourage students to connect the details they remember to a big idea for each section, which promotes summarization skills and higher level thinking. For example:</p> <ul style="list-style-type: none"> <li>• Details—In the beginning, there was a cat and a dog and a pig and a hog</li> <li>• Summary—We met the four animals in the story.</li> </ul>
	Questioning	<p>During and after reading, answer and ask questions related to the text. Questions promoting meaningful comprehension include literal (remembering information as stated in the text), inferential (providing accurate responses based on connecting prior knowledge and information from the text), and evaluative (making appropriate judgments supported by the text). For literal questions, encourage students to go back to the text to show you where the author provides the information to answer the question: you may ask, “Please find and read the line in the story showing the answer.” For inferential questions, encourage students to defend their response using combinations of information from the text and prior knowledge. For evaluative questions, encourage students to explain their logic. Often answers are not right or wrong, but explanations should stem from the text and be plausible.</p>

## King Log and King Crane

Once the frogs said, “We wish we had a king! We need a king! We must have a king!”

The frogs spoke to the gods. They said, “We ask you, the gods, to send us a king!”

“The frogs are fools,” said the gods. “As a joke, let us send them a big log to be their king.”

The gods got a big log and let it drop. The log fell in the pond and made a big splash.

The frogs were scared of the log. They said, “King Log is strong! We must hide from him in the grass!”

As time went by, the frogs came to see that King Log was tame. He did not bite. He did not run. He just sat there.

“King Log is not a strong king!” said one frog.

“I wish we had a strong king!”

“I do, too!”

“We must have a strong king!”

The frogs spoke to the gods. They said, “We ask you, the gods, to send us a strong king, and send him soon!”

This time the gods sent a crane to be king of Frog Land. King Crane was not like King Log. He did not just sit there. He ran fast on his long legs, and he ate lots of the frogs. The frogs were sad.

“King Crane is a bad king,” they said. “We miss King Log! He was a fine king. We made a bad trade!”

The frogs spoke to the gods. They said, “We ask you, the gods, to send us back King Log!”

The gods were mad. “**Fools!**” they said. “You said you must have a strong king. We sent you one. He is yours to keep!”

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

Comprehension: Story Comprehension Chart

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

	Technique	Specific Application to “King Log and King Crane”
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: <i>crane, gods, fools, and tame</i> Also address concepts with prompts such as: <i>What are the differences between a god and a king?</i>
	Setting Purpose for Reading	Students may read to find out: <i>Which king do the frogs like best?</i>
	Technique	Specific Application to “King Log and King Crane”
During Reading	Monitoring	The stories are divided into sections. After each section, stop and see if students can recall the information from the section just read.
	Visualizing	Using a text copy, read selections and visualize related images. Describe or draw visualizations challenging students to add details.
	Observing	Prompt observations by starting discussions with questions such as: <i>How would you react if a huge splash surprised you?</i>
	Drawing Inferences	Prompt inferences with questions such as: <i>Why did the frogs think the log was not a strong king?</i> (Notice how the prompt extends from the Observing prompt above. <u>Always help students use information from the text to support their answers.</u> )
	Evaluating	Prompt evaluating with questions such as: <i>Do you think the frogs act like fools?</i> (Notice how the prompt extends from the Observing and Drawing Inferences prompts above. <u>Always help students explain/defend their answers.</u> ) Prompt qualitative judgment of the text. (See the Thinking with Reading Chart at the beginning of Instructional Resources for suggestions.)
	Technique	Specific Application to “King Log and King Crane”
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: <i>What did the frogs do when they were scared of King Log?</i> Inferential: <i>Why were the frogs sad with King Crane?</i> (Accept reasonable answers.) Evaluative: <i>Was it fair for the gods to feel mad at the frogs?</i>

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





## The Two Dogs

Once two dogs met. One of them was a tame dog who made his home with men. One was a dog who ran free.

The dog who ran free stared at the tame dog and said, “Why is it that you are so plump and I am so thin?”

“Well,” said the tame dog, “I am plump because the men feed me. I do not have to run all the time to get my **food**. My job is to keep the home safe when the men are in their beds. When they wake up, they feed me scraps of **food** from their plates.”

“Your life must be a fine life,” said the thin dog. “I wish my life were like yours.”

The plump dog said, “If you will help me keep the home safe, I bet the men will feed you, **too**.”

“I will do it!” said the thin dog.

But just as the thin dog said this, the moon shone on the neck of the plump dog.

The thin dog said, “What is that on your neck?”

“I am on a rope when the moon is up,” said the plump dog.

“Rope?” said the thin dog. “Do they keep you on a rope?”

“Yes,” said the plump dog. “When the sun shines, the men let me run free, but when the moon is up, they keep me on a rope. I can not run and be free when the moon is up, but it is not so bad.”

“No, no!” said the thin dog, as he ran off. “I will not have a rope on my neck. You can be plump. I will be free!”

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

Comprehension: Story Comprehension Chart

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

	Technique	Specific Application to "The Two Dogs"
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: <i>plump</i> , <i>scraps</i> , <i>tame</i> , and <i>free</i> . Also address concepts with prompts such as: <i>What is a 'watch dog'?</i> (e.g., dog) and some not so common pets (e.g., lizard).
	Setting Purpose for Reading	Students may read to find out: <i>What do the dogs learn from each other?</i>
	Technique	Specific Application to "The Two Dogs"
During Reading	Monitoring	The stories are divided into sections. After each section, stop and see if students can recall the information from the section just read.
	Visualizing	Using a text copy, read selections and visualize related images. Describe or draw visualizations challenging students to add details.
	Observing	Prompt observations by starting discussions with questions such as: <i>What are ways people take care of pets, other than giving them food?</i>
	Drawing Inferences	Prompt inferences with questions such as: <i>Which is more important to the thin dog: food or being free?</i> (Notice how the prompt extends from the Observing prompt above. <u>Always help students use information from the text to support their answers.</u> )
	Evaluating	Prompt evaluating with questions such as: <i>Are both dogs happy?</i> (Notice how the prompt extends from the Observing and Drawing Inferences prompts above. <u>Always help students explain/defend their answers.</u> ) Prompt qualitative judgment of the text. (See the Thinking with Reading Chart at the beginning of Instructional Resources for suggestions.)
	Technique	Specific Application to "The Two Dogs"
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: <i>What do the men feed the plump dog?</i> Inferential: <i>What did the thin dog think about being kept on a rope?</i> (Accept reasonable answers.) Evaluative: <i>Does the plump dog wish he was free?</i>

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



## The Hares and the Frogs

Three hares stood in the grass.

“I am sad,” one of them said. “I wish we were brave.”

“So do I,” said the next one. “But we are not brave. A splash in the brook scares us. The wind in the grass scares us. We are scared all the time.”

“Yes,” said the last one. “It is sad to be a hare.”

Just then there was a splash in the brook. The splash scared the hares. They ran off to hide. As they ran, they scared a bunch of frogs.

“Look,” said one of the hares. “The frogs are scared of us!”

“Yes, they are!” said the next hare. “They are scared of us! Well, I’m glad I am not a frog!”

“Yes!” said the last hare. “In the end, it is good to be a hare!”

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

Comprehension: Story Comprehension Chart

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

	Technique	Specific Application to "The Hares and the Frogs"
<b>Before Reading</b>	Activating Prior Knowledge of Text Structure	Using a book copy, examine knowledge of narrative genre. Prompt student thinking about narrative features: characters (who), setting (where: often requires inference and relies on illustrations), and events/actions (what).
	Activating Prior Knowledge of Related Content	Pre-assess and support knowledge of key vocabulary: <i>brook</i> and <i>bunch</i> Also address concepts with prompts such as: <i>Does being brave mean you are not scared?</i>
	Setting Purpose for Reading	Students may read to find out: <i>How do the frogs change how the hares feel about themselves?</i>
	Technique	Specific Application to "The Hares and the Frogs"
<b>During Reading</b>	Monitoring	The stories are divided into sections. After each section, stop and see if students can recall the information from the section just read.
	Visualizing	Using a text copy, read selections and visualize related images. Describe or draw visualizations challenging students to add details.
	Observing	Prompt observations by starting discussions with questions such as: <i>What other things might scare the frogs?</i>
	Drawing Inferences	Prompt inferences with questions such as: <i>Could the frogs scare any different animals?</i> (Notice how the prompt extends from the Observing prompt above. <u>Always help students use information from the text to support their answers.</u> )
	Evaluating	Prompt evaluating with questions such as: <i>Are the frogs scared or brave?</i> (Notice how the prompt extends from the Observing and Drawing Inferences prompts above. <u>Always help students explain/defend their answers.</u> ) Prompt qualitative judgment of the text. (See the Thinking with Reading Chart at the beginning of Instructional Resources for suggestions.)
	Technique	Specific Application to "The Hares and the Frogs"
<b>After Reading</b>	Summarizing	Ask students to tell you about and/or draw a picture representing the big ideas from the beginning, middle, and end.
	Questioning	Sample Questions Literal: <i>What scares the hares?</i> Inferential: <i>What is the same about a splash and the wind that scares the hares?</i> (Accept reasonable answers.) Evaluative: <i>Would a thunderstorm scare the hares?</i>

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

## The Two Mules

Once a man went on a trip with two mules. He set five packs on one mule and five packs on the next one.

The black mule was strong. The mule with spots was not as strong, and by noon, he was tired. The mule with the spots felt the packs press on his back and he could not keep up with the black mule.

The mule with the spots spoke to the black mule. "I hate to ask," he said, "but would you help me with my packs?"

The black mule did not stop to help the mule with spots.

"I have my five packs and you have your five," he said.

The mule with spots went on as long as he could. At last, he fell and could not get up.

The man set all ten of the packs on the black mule.

"What a fool I was!" the black mule said. "I did not help the mule with spots when I should have. If I had, I would not have to lift all of his packs as well as mine."

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

Comprehension: Story Comprehension Chart

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

	Technique	Specific Application to "The Two Mules"
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: <i>set, packs, and fool</i> Also address concepts with prompts such as: <i>What does it mean to be 'compassionate'?</i>
	Setting Purpose for Reading	Students may read to find out: <i>What happens to all the packs?</i>
	Technique	Specific Application to "The Two Mules"
During Reading	Monitoring	The stories are divided into sections. After each section, stop and see if students can recall the information from the section just read.
	Visualizing	Using a text copy, read selections and visualize related images. Describe or draw visualizations challenging students to add details.
	Observing	Prompt observations by starting discussions with questions such as: <i>What can you do if you are strong?</i>
	Drawing Inferences	Prompt inferences with questions such as: <i>Did the mule with spots have to be strong to keep going until he fell?</i> (Notice how the prompt extends from the Observing prompt above. <u>Always help students use information from the text to support their answers.</u> )
	Evaluating	Prompt evaluating with questions such as: <i>Are there different ways you can be strong?</i> (Notice how the prompt extends from the Observing and Drawing Inferences prompts above. <u>Always help students explain/defend their answers.</u> ) Prompt qualitative judgment of the text. (See the Thinking with Reading Chart at the beginning of Instructional Resources for suggestions.)
	Technique	Specific Application to "The Two Mules"
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: <i>How many packs did each mule start with?</i> Inferential: <i>How would you describe the black mule?</i> (Accept reasonable answers.) Evaluative: <i>If the black mule had helped earlier, what might have happened instead?</i>

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



## The Dog and the Mule

Once there was a man who had a dog and a mule. The man gave the dog scraps of **food** from his plate. He let the dog lick his **spoon**. The dog would sit on the man's lap and lick him. The man would rub the dog and kiss him.

The mule would **look** in and see the dog on the man's lap. He felt sad. He felt left **out**.

"The man feeds me," said the mule, "but I do not get **food** from his plate. I'm left **out** because I am a mule. I should act like a dog. If I do that, the man will like me just as much as he likes the dog."

So the mule left his pen and went in the man's home. He set his feet on the man's lap and gave the man a big, wet lick.

The man was scared. He gave a **shout** and let his plate drop. It broke with a crash. The man fell down, **too**.

When the man got up, he was mad at the mule. He made the mule run back **out** to his pen.

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

Comprehension: Story Comprehension Chart

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

	Technique	Specific Application to "The Dog and the Mule"
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: <i>pen</i> Also address concepts with prompts such as: <i>Is a mule wild or tame?</i>
	Setting Purpose for Reading	Students may read to find out: <i>Does the mule get special attention from the man?</i>
	Technique	Specific Application to "The Dog and the Mule"
During Reading	Monitoring	The stories are divided into sections. After each section, stop and see if students can recall the information from the section just read.
	Visualizing	Using a text copy, read selections and visualize related images. Describe or draw visualizations challenging students to add details.
	Observing	Prompt observations by starting discussions with questions such as: <i>Name other animals that live in a pen.</i>
	Drawing Inferences	Prompt inferences with questions such as: <i>Why does the man like a kiss from the dog but not from the mule?</i> (Notice how the prompt extends from the Observing prompt above. <u>Always help students use information from the text to support their answers.</u> )
	Evaluating	Prompt evaluating with questions such as: <i>What could the mule do to make the man happy?</i> (Notice how the prompt extends from the Observing and Drawing Inferences prompts above. <u>Always help students explain/defend their answers.</u> )  Prompt qualitative judgment of the text. (See the Thinking with Reading Chart at the beginning of Instructional Resources for suggestions.)
	Technique	Specific Application to "The Dog and the Mule"
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: <i>What made the mule feel left out?</i> Inferential: <i>Why did the man fall down when the mule jumped on him?</i> (Accept reasonable answers.) Evaluative: <i>When you feel jealous, what could you do to feel better?</i>

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

## The Bag of Coins

Once two men went on a trip. One of them **found** a bag of **coins** on the **ground**, at the **foot** of a tree.

“**Look** what I **found**!” he said. “It is a bag of **coins**!”

“**Good**!” said the next man. “We can **count** the **coins** and see what we have!”

“No,” said the man with the bag. “The **coins** in this bag are not **our** **coins**. They are my coins. I **found** them. They are all mine!”

Just then there was a **loud shout**. There were a bunch of men and they were mad.

“**Look**!” they **shouted**. “There is a man with the bag. He stole **our** **coins**!”

“Get him!” said the rest.

The man with the **coins** was scared. “Those men are mad,” he said. “If they see us with the **coins**, we will be in a bad spot.”

“No, no,” said the man next to him. “If they see you, you will be in a bad spot. Those are not **our** **coins**. Those are your **coins**. You **found** them. They are all yours.”

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

Comprehension: Story Comprehension Chart

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

		Technique	Specific Application to "The Bag of Coins"
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: <i>foot of a tree</i> and <i>a bad spot</i> Also address concepts with prompts such as: <i>Why is sharing hard sometimes? What is good about sharing?</i>
		Setting Purpose for Reading	Students may read to find out: <i>Is the man glad he found a bag of coins?</i>
		Technique	Specific Application to "The Bag of Coins"
During Reading		Monitoring	The stories are divided into sections. After each section, stop and see if students can recall the information from the section just read.
		Visualizing	Using a text copy, read selections and visualize related images. Describe or draw visualizations challenging students to add details.
		Observing	Prompt observations by starting discussions with questions such as: <i>Why is a bag of coins special?</i>
		Drawing Inferences	Prompt inferences with questions such as: <i>Why didn't the other man want to help when the bunch of men said "Get him!"?</i> (Notice how the prompt extends from the Observing prompt above. <u>Always help students use information from the text to support their answers.</u> )
		Evaluating	Prompt evaluating with questions such as: <i>Would you have helped when the bunch of men said "Get him!"?</i> (Notice how the prompt extends from the Observing and Drawing Inferences prompts above. <u>Always help students explain/defend their answers.</u> ) Prompt qualitative judgment of the text. (See the Thinking with Reading Chart at the beginning of Instructional Resources for suggestions.)
		Technique	Specific Application to "The Bag of Coins"
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: <i>Where did the man find the bag of coins?</i> Inferential: <i>Did the man steal the bag of coins? (Accept reasonable answers.)</i> Evaluative: <i>What should the man with the bag of coins do now?</i>

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

## The Dog and the Ox

Once a dog **took** a nap on a pile of **straw** in a box. But the **straw** in the box was not a bed.

When the ox came home, he **saw** the **straw** in his **food** box. But he could not get to the **straw** because the dog was on top of it.

“Dog,” said the ox, “could you sleep up in the loft? I would like to munch on the **straw** in my **food** box.”

The dog woke up, but he would not get off the **straw**. He was mad that the ox woke him up.

At last, a man came in and **saw** the dog on the **straw**.

“Bad dog!” said the man. “You did not need that **straw**, but you would not let the ox have it! Shame on you! Get up!”

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

Comprehension: Story Comprehension Chart

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

		Technique	Specific Application to "The Dog and the Ox"
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: <i>straw</i> and <i>loft</i> Also address concepts with prompts such as: <i>How is straw used on a farm?</i>
		Setting Purpose for Reading	Students may read to find out: <i>Who helps the ox?</i>
		Technique	Specific Application to "The Dog and the Ox"
During Reading		Monitoring	The stories are divided into sections. After each section, stop and see if students can recall the information from the section just read.
		Visualizing	Using a text copy, read selections and visualize related images. Describe or draw visualizations challenging students to add details.
		Observing	Prompt observations by starting discussions with questions such as: <i>How can getting hungry change your mood?</i>
		Drawing Inferences	Prompt inferences with questions such as: <i>Was the ox rude or polite to the dog?</i> (Notice how the prompt extends from the Observing prompt above. <u>Always help students use information from the text to support their answers.</u> )
		Evaluating	Prompt evaluating with questions such as: <i>Was the ox patient?</i> (Notice how the prompt extends from the Observing and Drawing Inferences prompts above. <u>Always help students explain/defend their answers.</u> ) Prompt qualitative judgment of the text. (See the Thinking with Reading Chart at the beginning of Instructional Resources for suggestions.)
		Technique	Specific Application to "The Dog and the Ox"
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: <i>Why was the dog mad?</i> Inferential: <i>What did the man think about the dog when he found him?</i> (Accept reasonable answers.) Evaluative: <i>Do you think the dog will sleep in the food box again?</i>

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

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

Comprehension: Text Copy

## The Fox and the Grapes

A fox **saw** a bunch of ripe grapes that hung from the branch of a tree.

The fox said, “Those grapes **look good**. I will get them and make them my lunch.”

The fox **stood** up on his back legs, but he could not grab the grapes.

The fox made a hop, but he could not grab the grapes.

The fox ran and made a big jump, but he still could not get the grapes.

At last, the fox sat down on the **ground**.

“What a **fool** I am!” said the fox. “I can tell that those grapes are **sour**. They would not have made a **good** lunch.”

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

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

Comprehension: Story Comprehension Chart

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

	Technique	Specific Application to "The Fox and the Grapes"
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: <i>ripe</i> , <i>fool</i> , and <i>sour</i> Also address concepts with prompts such as: <i>What does it mean to make an excuse?</i>
	Setting Purpose for Reading	Students may read to find out: <i>How does the fox end up feeling about the grapes?</i>
	Technique	Specific Application to "The Fox and the Grapes"
During Reading	Monitoring	The stories are divided into sections. After each section, stop and see if students can recall the information from the section just read.
	Visualizing	Using a text copy, read selections and visualize related images. Describe or draw visualizations challenging students to add details.
	Observing	Prompt observations by starting discussions with questions such as: <i>What kinds of foods get sour?</i>
	Drawing Inferences	Prompt inferences with questions such as: <i>How do you know when food is sour: can you taste it, see it, smell it?</i> (Notice how the prompt extends from the Observing prompt above. <u>Always help students use information from the text to support their answers.</u> )
	Evaluating	Prompt evaluating with questions such as: <i>Did the fox really know if the grapes were sour?</i> (Notice how the prompt extends from the Observing and Drawing Inferences prompts above. <u>Always help students explain/defend their answers.</u> ) Prompt qualitative judgment of the text. (See the Thinking with Reading Chart at the beginning of Instructional Resources for suggestions.)
	Technique	Specific Application to "The Fox and the Grapes"
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: <i>Where did fox sit down?</i> Inferential: <i>Did the fox try his best to get the grapes?</i> (Accept reasonable answers.) Evaluative: <i>Did the fox say, "They would not have made a good lunch" because it was true or as an excuse?</i>

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



## Tricky Words: Word List

Unit 3 Tricky Words	
because down	could should would

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



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

Tricky Words: Review the Sound-Spelling 1 (*should* and *down*)

should  
down

should

down

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

1. Can Dad get \_\_\_\_\_ the hill on the bike?
2. We \_\_\_\_\_ let the frog go back in the pond.
3. \_\_\_\_\_ Kim set the bag  
\_\_\_\_\_ on the ground?
4. Josh \_\_\_\_\_ sit \_\_\_\_\_  
on the rug.



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

Tricky Words: Review the Sound-Spelling 2 (*would* and *because*)

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

would  
because

would

because

1. I \_\_\_\_\_ like to get the box.
2. Help me \_\_\_\_\_ it is a big box.
3. Do not drive the truck \_\_\_\_\_ we  
\_\_\_\_\_ like to run to the pond.
4. The cat \_\_\_\_\_ fall  
\_\_\_\_\_ the branch is not strong.



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

Tricky Words: Review the Sound-Spelling 3 (*could* and *because*)

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

could

because

could

because

1. Mom woke up \_\_\_\_\_ the dog was loud.  
\_\_\_\_\_
2. \_\_\_\_\_ Jim sleep in the big bed?  
\_\_\_\_\_
3. He \_\_\_\_\_ not grab the fish  
\_\_\_\_\_ it swam by so fast.  
\_\_\_\_\_
4. Dad said \_\_\_\_\_ it was hot, we  
\_\_\_\_\_ go for a swim.  
\_\_\_\_\_





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

Tricky Words: Word Cards 1 (taught in Unit 3)

because	down
could	should
would	

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

Tricky Words: Word Cards 2 (taught in Units 1 and 2)

a	all	are
be	by	do
from	have	he
here	I	is
me	my	no
of	once	one
said	says	she

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

so	some	the
their	there	they
to	two	was
we	were	what
when	where	which
who	why	word
you	your	

me	here	could
says	would	why
they	by	she

be	two	once
my	their	could
because	their	he

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

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

would	why	we
once	because	your
some	he	be

some	you	who
down	says	me
they	by	should

no	they	you
my	down	should
why	me	says

your	would	two
she	their	because
some	here	you

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

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

who	down	by
your	we	she
should	two	here

who	once	be
he	my	could
their	no	we

Directions: Copy (card stock is recommended to allow for reuse) and cut out the word cards for use with BINGO Boards. **Note:** This BINGO card set contains the words utilized on the BINGO Board, which is not all of the Tricky Words taught in Grade 1 Units 1–3.

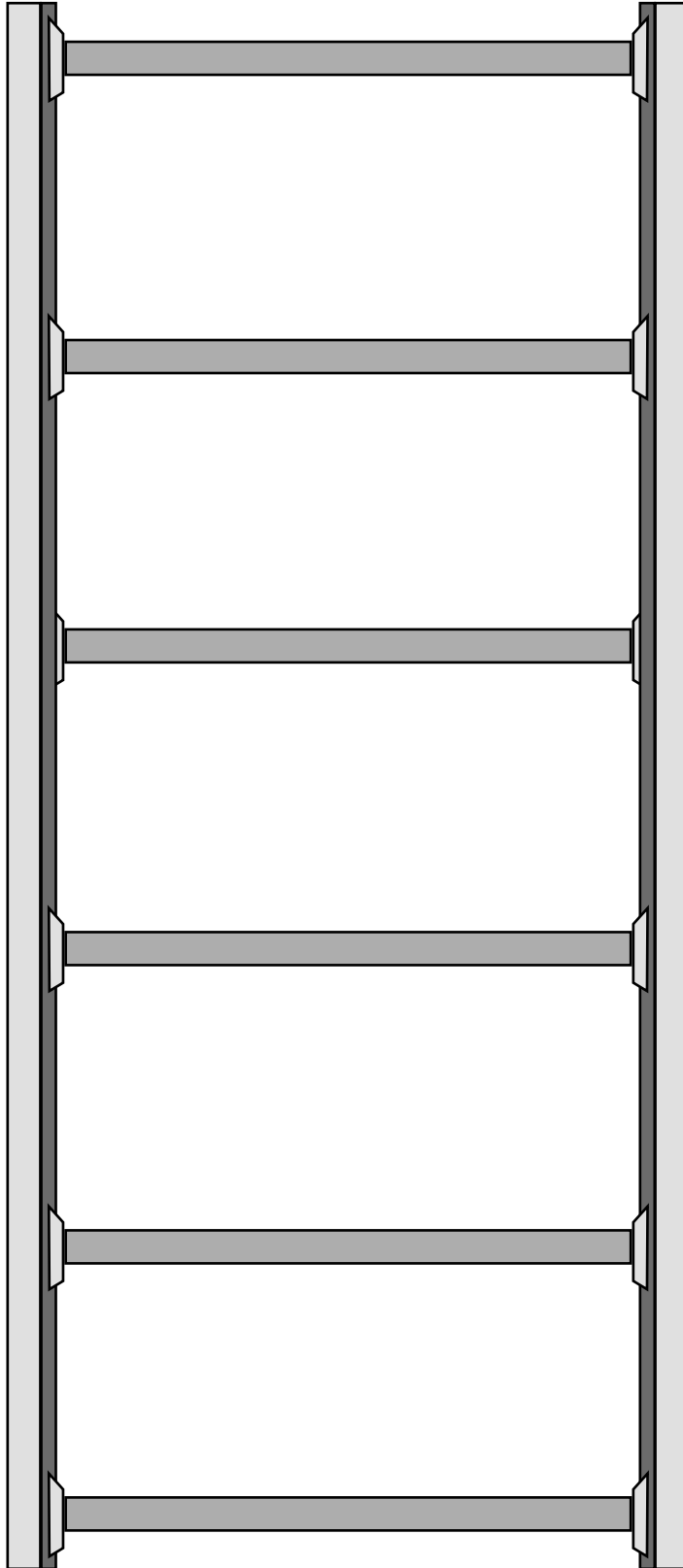
because	down	could
should	would	be
by	he	me
my	she	their
they	we	you
your	here	no
once	says	some
two	who	why



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

Tricky Words: Race to the Top Game Board

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





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# Unit 3

## Assessment and Remediation Guide

Skills Strand  
**GRADE 1**