

INDIANA READING DIAGNOSTIC ASSESSMENT



# Resource & Intervention Guide



**FIRST GRADE**

Additional Activities and Assessments



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## Materials Included in this Resource & Intervention Guide

The materials included in this manual are organized according to the Indiana Grade 1 Academic Standards for English/Language Arts. In each section you will find:

- **Indiana Grade 1 Academic Standards for English/Language Arts**
- **Assessments:** diagnostic/practice pages for skill areas, checklists, and rubrics
- **Classroom Activities:** activities that you can use to help students develop specific skills and strategies
- **Helpful Materials and Reference Sources:** includes children's books and teaching materials that will help develop specific skills and strategies

## How to Use this Resource & Intervention Guide

**Standards Indicators:** There is a Standards Indicator at the top of each assessment and activity. The Standards Indicators coincide with Indiana's Academic Standards for Grade 1. Refer to these Indicators as you plan your instruction.

**Assessments (Black Line Masters, Checklists, and Rubrics):** Clearly printed Black Line Masters are provided. Photocopy the Black Line Masters and use with students to obtain additional diagnostic information, to give students additional practice on specific skills and strategies, or to record student progress. These masters include "Directions for the Teacher."

**Classroom Activities:** Several instructional activities are included. These activities can be used to teach specific Standard Indicators and strategies. The activities can also be used for practice and to reinforce emerging skills. Stars (☆) indicate ideas for enrichment or extension. All of the activity pages provide a grid to use for record keeping.

**Helpful Materials, Reference Sources, and Further Assessments:** The guide includes a list of helpful materials including selections from children's literature. An annotated list of professional resources, books and articles, and formal and informal diagnostic assessments concludes this section.

## Skills and Strategies Assessed in Indiana in First Grade

### Practice for Improvement

The suggestions for practice in this booklet are intended to provide teachers with some ideas that they can use to help all students improve their ability to apply the strategies essential to becoming successful learners. Students will also be practicing the skills and strategies that are assessed in the *Indiana Reading Diagnostic Assessment – First Grade*.

The suggestions are based on the following basic dimensions of reading:

- **Phonemic Awareness** – understand the relationship between speech sounds and print
- **Systematic Phonics** – ability to decode unfamiliar words
- **Fluency** – ability to read effortlessly for comprehension
- **Background Knowledge and Vocabulary** – ways to foster comprehension
- **Comprehension** – development of active strategies to construct meaning from print
- **Motivation** – development and maintenance of the desire to read and write

In addition to this Resource & Intervention Guide, the Indiana Department of Education provides the following complementary materials:

- **The Phonics Toolkit** – standards-based checklists, instructional suggestions, tips for struggling students, and annotated bibliographies of professional and Internet resources.
- **Academic Standards Resources**
  - **Curriculum Frameworks** – classroom activities aligned with Indiana’s Academic Standards; activities include ideas for enrichment, special needs, connections between content areas, and incorporating technology
  - **Classroom Assessments** – informal Classroom Assessments designed for teachers to measure what students know and what they need to learn in relation to Indiana’s Academic Standards
  - **Marco Polo Lesson Plans** – Internet content for the K-12 teacher and classroom; online resources include panel-reviewed links to top sites in many disciplines, professionally developed lesson plans, classroom activities, and powerful search engines

Access these materials through the Indiana Department of Education’s Web site at [www.indianastandardsresources.org](http://www.indianastandardsresources.org)

**Standard 1****READING: Word Recognition, Fluency, and Vocabulary Development**

Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

**Concepts About Print**

- 1.1.1 Match oral words to printed words.
- 1.1.2 Identify letters, words, and sentences.
- 1.1.3 Recognize that sentences start with capital letters and end with punctuation, such as periods, question marks, and exclamation points.

**Phonemic Awareness**

- 1.1.4 Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).  
Example: Tell the sound that comes at the beginning of the word *sun*. Tell the sound that comes at the end of the word *cloud*. Tell the sound that comes in the middle of the word *boat*.
- 1.1.5 Recognize different vowel sounds in orally stated single-syllable words.  
Example: Say the sound that is in the middle of the word *bit*. Say the sound that is in the middle of the word *bite*. Tell whether this is the same sound or a different sound.
- 1.1.6 Recognize that vowels' sounds can be represented by different letters.
- 1.1.7 Create and state a series of rhyming words.
- 1.1.8 Add, delete, or change sounds to change words.  
Example: Tell what letter you would have to change to make the word *cow* into the word *how*. Tell what letter you would have to change to make the word *pan* into *an*.
- 1.1.9 Blend two to four phonemes (sounds) into recognizable words.  
Example: Tell what word is made by the sounds /b/ /a/ /t/. Tell what word is made by the sounds /f/ /l/ /a/ /t/.

**Decoding and Word Recognition**

- 1.1.10 Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (*a, e, i, o, u*), and blend those sounds into recognizable words.
- 1.1.19 Identify important signs and symbols, such as stop signs, school crossing signs, or restroom symbols, from the colors, shapes, logos, and letters on the signs or symbols.
- 1.1.11 Read common sight words (words that are often seen and heard).
- 1.1.12 Use phonic and context clues as self-correction strategies when reading.
- 1.1.13 Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the *ea* in *eat*) and knowledge of how vowel sounds change when followed by the letter *r* (such as the *ea* in the word *ear*).  
Example: Correctly read aloud the vowel sounds made in words, such as *ear, eat, near, their, or wear*.
- 1.1.14 Read common word patterns (*-ite, -ate*).  
Example: Read words, such as *gate, late, and kite*.
- 1.1.15 Read aloud smoothly and easily in familiar text.

**Vocabulary and Concept Development**

- 1.1.16 Read and understand simple compound words (*birthday, anything*) and contractions (*isn't, aren't, can't, won't*).
- 1.1.17 Read and understand root words (*look*) and their inflectional forms (*looks, looked, looking*).  
Example: Recognize that the *s* added to the end of *chair* makes it mean more than one chair. Recognize that adding *ed* to the end of *jump* makes it mean jumping that happened in the past.
- 1.1.18 Classify categories of words.  
Example: Tell which of the following are fruits and which are vegetables: *bananas, oranges, apples, carrots, and peas*.

# Print Concepts

Standards Indicator  
1.1.2

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

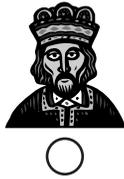


7538

in



1



9707

the



2



9

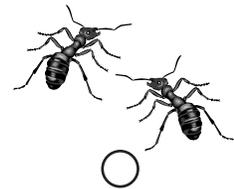
s



3

ants

We see ants.



4

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. ! ?



5

I am big.

iambig

i am big

## Print Concepts: Teacher Directions

**Say:** We are going to look at pictures and parts of sentences. We will do the sample together. Put your finger on the **clock**. In this row there are three pictures. Find the picture of the **dog**. Fill in the circle under the picture of the **dog**. Point to the circle that you filled in. The first picture is a number. The second picture is a word. You should have filled in the last circle under the picture of the **dog**.

1. Put your finger on the **star**. Look at this row. Find the word in this row. Fill in the circle under the word.
2. Put your finger on the **hand**. Look at this row. Find the letter in this row. Fill in the circle under the letter.
3. Put your finger on the **key**. Look at this row. Find the sentence in this row. Fill in the circle under the sentence.
4. Put your finger on the **scissors**. Look at this row. Find the marks you would find at the end of a sentence. Fill in the circle under the marks you would find at the end of a sentence.
5. Put your finger on the **pencil**. Look at this row. Find the correctly written sentence in it. Fill in the circle under the correctly written sentence.

Print Concepts
1. the
2. S
3. We see ants.
4. . ! ?
5. I am big.

# Sentences

Standards Indicator  
1.1.3

Name:

Fill in the circle next to the correctly written sentence.

**Sample**

- he got a new hat
- He got a new hat
- He got a new hat.

1	<ul style="list-style-type: none"><li><input type="radio"/> where is the dog?</li><li><input type="radio"/> Where is the dog?</li><li><input type="radio"/> Where is the dog</li></ul>	5	<ul style="list-style-type: none"><li><input type="radio"/> the clown was funny</li><li><input type="radio"/> the clown was funny?</li><li><input type="radio"/> The clown was funny.</li></ul>
2	<ul style="list-style-type: none"><li><input type="radio"/> I love my new bike!</li><li><input type="radio"/> I love my new bike</li><li><input type="radio"/> i love my new bike</li></ul>	6	<ul style="list-style-type: none"><li><input type="radio"/> His horse fell down.</li><li><input type="radio"/> his horse fell down.</li><li><input type="radio"/> his horse fell down</li></ul>
3	<ul style="list-style-type: none"><li><input type="radio"/> She can run fast</li><li><input type="radio"/> she can run fast,</li><li><input type="radio"/> She can run fast.</li></ul>	7	<ul style="list-style-type: none"><li><input type="radio"/> the kitten is hungry</li><li><input type="radio"/> the kitten is hungry.</li><li><input type="radio"/> The kitten is hungry.</li></ul>
4	<ul style="list-style-type: none"><li><input type="radio"/> What is your name</li><li><input type="radio"/> what is your name?</li><li><input type="radio"/> What is your name?</li></ul>	8	<ul style="list-style-type: none"><li><input type="radio"/> A bee flew away</li><li><input type="radio"/> A bee flew away.</li><li><input type="radio"/> a bee flew away</li></ul>

## Sentences: Teacher Directions

**Say:** We are going to look at sentences. We will do the sample together. Look at the three sentences at the top of the page. Only one of these sentences is written with correct capitalization and punctuation. Read each sentence and fill in the circle next to the sentence that is written correctly.

*Call on a student and encourage a reply.*

**Say:** That is correct. You should have marked the last answer. The last answer begins with a capital letter and ends with the correct punctuation. Complete the rest of the sentences on your own.

Sentences	
1. where is the dog? <u>Where is the dog?</u> Where is the dog	5. the clown was funny the clown was funny? <u>The clown was funny.</u>
2. <u>I love my new bike!</u> I love my new bike i love my new bike	6. <u>His horse fell down.</u> his horse fell down. his horse fell down
3. She can run fast she can run fast, <u>She can run fast.</u>	7. the kitten is hungry the kitten is hungry. <u>The kitten is hungry.</u>
4. What is your name what is your name? <u>What is your name?</u>	8. A bee flew away <u>A bee flew away.</u> a bee flew away

# Phonemic Awareness

Standards Indicator  
1.1.4

Name \_\_\_\_\_

Date \_\_\_\_\_

(Note: Slash marks / / denote that the **sound** of the letter is to be said, not the letter.)

## Beginning Sounds

**Sample Say:** We are going to listen for beginning sounds in words. Say the sound you hear at the beginning of the word *kitten*.

(Pause for student response.)

**Say:** The sound you hear at the beginning of the word *kitten* is the /k/ sound.

			Correct	
1.	[1.1.4]	<b>Say:</b> Say the sound you hear at the beginning of <i>food</i> . /f/ <i>Comments:</i>	<input type="checkbox"/> yes	<input type="checkbox"/> no
2.	[1.1.4]	<b>Say:</b> Say the sound you hear at the beginning of <i>shoe</i> . /sh/ <i>Comments:</i>	<input type="checkbox"/> yes	<input type="checkbox"/> no
3.	[1.1.4]	<b>Say:</b> Say the sound you hear at the beginning of <i>play</i> . /p/ or /pl/ <i>Comments:</i>	<input type="checkbox"/> yes	<input type="checkbox"/> no
4.	[1.1.4]	<b>Say:</b> Say the sound you hear at the beginning of <i>last</i> . /l/ <i>Comments:</i>	<input type="checkbox"/> yes	<input type="checkbox"/> no
5.	[1.1.4]	<b>Say:</b> Say the sound you hear at the beginning of <i>just</i> . /j/ <i>Comments:</i>	<input type="checkbox"/> yes	<input type="checkbox"/> no

## Ending Sounds

**Sample Say:** We are going to listen for ending sounds in words. Say the sound you hear at the end of the word *jump*.

(Pause for student response.)

**Say:** The sound you hear at the end of the word *jump* is the /p/ sound.

			Correct	
1.	[1.1.4]	<b>Say:</b> Say the sound you hear at the end of <i>had</i> . /d/ <i>Comments:</i>	<input type="checkbox"/> yes	<input type="checkbox"/> no

# Phonemic Awareness

Standards Indicator  
1.1.4

2. [1.1.4] **Say:** Say the sound you hear at the end of *hop*. /p/  yes  no  
Comments:

3. [1.1.4] **Say:** Say the sound you hear at the end of *lost*. /t/ or /st/  yes  no  
Comments:

4. [1.1.4] **Say:** Say the sound you hear at the end of *find*. /d/ or /nd/  yes  no  
Comments:

5. [1.1.4] **Say:** Say the sound you hear at the end of *again*. /n/  yes  no  
Comments:

## Medial Sounds

**Sample Say:** We are going to listen to middle sounds in words. Say the sound you hear in the middle of the word *bake*.

(Pause for student response.)

**Say:** The sound in the middle of the word *bake* is /ā/.

Correct

1. [1.1.4] **Say:** Say the sound you hear in the middle of *nap*. /ă/  yes  no  
Comments:

2. [1.1.4] **Say:** Say the sound you hear in the middle of *peek*. /ē/  yes  no  
Comments:

3. [1.1.4] **Say:** Say the sound you hear in the middle of *right*. /ī/  yes  no  
Comments:

4. [1.1.4] **Say:** Say the sound you hear in the middle of *hope*. /ō/  yes  no  
Comments:

5. [1.1.4] **Say:** Say the sound you hear in the middle of *cut*. /ŭ/  yes  no  
Comments:

# Phonemic Awareness

Standards Indicator  
1.1.6

Name \_\_\_\_\_

Date \_\_\_\_\_

## Vowel Sounds

For this activity you will need to make student copies of the Vowel Task Card on page 16. Students will complete the task card as directions are read.

**Sample Say:** We are going to listen for vowel sounds. Listen as I read these words. One of these words will have the same vowel sound as the underlined vowel in the word *tree*. Circle the word that has the same vowel sound as the underlined vowel in *tree*.

*(Show students the sample row and read the words.)*

**Say:** Circle the word that has the same vowel sound as *tree*: *next, seat, red*?

*(Pause while student marks response.)*

**Say:** The word *seat* has the same vowel sound as the word *tree*. Circle the word that has the same vowel sound as *kite*: *give, happy, my*.

*(Pause while student marks response.)*

**Say:** The word *my* has the same vowel sound as the word *kite*.

			Correct
1.	[1.1.6]	<b>Say:</b> Circle the word that has the same vowel sound as <i>cake</i> : <i>day, dad, drive.</i> <i>Comments:</i>	<input type="checkbox"/> yes <input type="checkbox"/> no
2.	[1.1.6]	<b>Say:</b> Circle the word that has the same vowel sound as <i>pet</i> : <i>frog, said, me.</i> <i>Comments:</i>	<input type="checkbox"/> yes <input type="checkbox"/> no
3.	[1.1.6]	<b>Say:</b> Circle the word that has the same vowel sound as <i>hide</i> : <i>fly, man, sit.</i> <i>Comments:</i>	<input type="checkbox"/> yes <input type="checkbox"/> no
4.	[1.1.6]	<b>Say:</b> Circle the word that has the same vowel sound as <i>took</i> : <i>cup, could, nice.</i> <i>Comments:</i>	<input type="checkbox"/> yes <input type="checkbox"/> no
5.	[1.1.6]	<b>Say:</b> Circle the word that has the same vowel sound as <i>rug</i> : <i>some, blue, ran.</i> <i>Comments:</i>	<input type="checkbox"/> yes <input type="checkbox"/> no

Sample A: <u>tree</u>	<u>next</u>	<u>seat</u>	<u>red</u>
Sample B: <u>kite</u>	<u>give</u>	<u>happy</u>	<u>my</u>
1. <u>cake</u>	<u>day</u>	<u>dad</u>	<u>drive</u>
2. <u>pet</u>	<u>frog</u>	<u>said</u>	<u>me</u>
3. <u>hide</u>	<u>fly</u>	<u>man</u>	<u>sit</u>
4. <u>took</u>	<u>cup</u>	<u>could</u>	<u>nice</u>
5. <u>rug</u>	<u>some</u>	<u>blue</u>	<u>ran</u>

# Phonemic Awareness

Standards Indicators  
1.1.7, 1.1.8

Name \_\_\_\_\_

Date \_\_\_\_\_

(Note: Slash marks / / denote that the **sound** of the letter is to be said, not the letter.)

## Rhyming Words

**Sample Say:** We are going to find rhyming words. I am going to say two words that rhyme: *bed, said*. Can you tell me another word (or even a make-believe word) that rhymes with *bed* and *said*?

(Pause for student response.)

**Say:** Now you can help me think of more words that rhyme.

Correct

1. [1.1.7] **Say:** *Cry* and *buy* rhyme. Tell me another word that rhymes with *cry* and *buy*.

yes  no

Comments:

2. [1.1.7] **Say:** *Hop* and *mop* rhyme. Tell me another word that rhymes with *hop* and *mop*.

yes  no

Comments:

3. [1.1.7] **Say:** *Wet* and *pet* rhyme. Tell me another word that rhymes with *wet* and *pet*.

yes  no

Comments:

4. [1.1.7] **Say:** *Take* and *shake* rhyme. Tell me another word that rhymes with *take* and *shake*.

yes  no

Comments:

5. [1.1.7] **Say:** *Kid* and *lid* rhyme. Tell me another word that rhymes with *kid* and *lid*.

yes  no

Comments:

## Phoneme Deletion - Initial Sounds

**Sample Say:** I am going to ask you to say a word without the sound at the beginning. If I say *band* but don't say the /b/ sound, the word is *and*.

(Pause for student response.)

**Say:** If I say the word *mother* but don't say the /m/ sound the word is *other*.

Correct

1. [1.1.8] **Say:** Say the word *cloud* but don't say the /c/ sound. loud

yes  no

Comments:

# Phonemic Awareness

Standards Indicator  
1.1.7, 1.1.8

2. [1.1.8] **Say:** Say the word *seat* but don't say the /s/ sound. eat  yes  no  
*Comments:*

3. [1.1.8] **Say:** Say the word *near* but don't say the /n/ sound. ear  yes  no  
*Comments:*

4. [1.1.8] **Say:** Say the word *pat* but don't say the /p/ sound. at  yes  no  
*Comments:*

5. [1.1.8] **Say:** Say the word *grow* but don't say the /g/ sound. row  yes  no  
*Comments:*

## Phoneme Deletion - Ending Sounds

**Sample Say:** I am going to ask you to say a word without the sound at the end. If I say *heat* but don't say the /t/ sound, the word is *he*. Say the word *same* but don't say /m/.  
(Pause for student response.)  
**Say:** If you say the word *same* but don't say /m/ the word is *say*.

Correct

1. [1.1.8] **Say:** Say the word *cart* but don't say the /t/ sound. car  yes  no  
*Comments:*

2. [1.1.8] **Say:** Say the word *seek* but don't say the /k/ sound. see  yes  no  
*Comments:*

3. [1.1.8] **Say:** Say the word *beach* but don't say the /ch/ sound. bee  yes  no  
*Comments:*

4. [1.1.8] **Say:** Say the word *team* but don't say the /m/ sound. tea  yes  no  
*Comments:*

5. [1.1.8] **Say:** Say the word *line* but don't say the /n/ sound. lie  yes  no  
*Comments:*

# Phonemic Awareness

Standards Indicators  
1.1.8, 1.1.9

Name \_\_\_\_\_

Date \_\_\_\_\_

(Note: Slash marks / / denote that the **sound** of the letter is to be said, not the letter.)

## Phoneme Substitution

**Sample Say:** I am going to ask you to change the sounds in a word. If I say *mouse* and say it again but change the /s/ to a /th/ the word changes to *mouth*. Say the word *sick*. Say it again but change the /k/ to a /t/.

(Pause for student response.)

**Say:** When you say the word *sick* but change /c/ to /t/ the word changes to *sit*.

			Correct
1.	[2.1.1]	<b>Say:</b> Say the word <i>can</i> . Say it again but change the /k/ to /m/. <i>Comments:</i> man	<input type="checkbox"/> yes <input type="checkbox"/> no
2.	[2.1.1]	<b>Say:</b> Say the word <i>wig</i> . Say it again but change the /g/ to /sh/. <i>Comments:</i> wish	<input type="checkbox"/> yes <input type="checkbox"/> no
3.	[2.1.1]	<b>Say:</b> Say the word <i>hog</i> . Say it again but change the /h/ to /d/. <i>Comments:</i> dog	<input type="checkbox"/> yes <input type="checkbox"/> no
4.	[2.1.1]	<b>Say:</b> Say the word <i>cap</i> . Say it again but change the /ă/ to /ŭ/. <i>Comments:</i> cup	<input type="checkbox"/> yes <input type="checkbox"/> no
5.	[2.1.1]	<b>Say:</b> Say the word <i>laugh</i> . Say it again but change the /f/ to /p/. <i>Comments:</i> lap	<input type="checkbox"/> yes <input type="checkbox"/> no

## Blending Phonemes

**Sample Say:** I am going to slowly say each sound in a word. After I say each sound, I want you to blend the sounds together and tell me what the word is.

**Say:** /s/ /ŋ/ /t/ What word is this?

(Pause for student response.)

**Say:** The sounds /s/ /ŋ/ /t/ blend together to make the word *sit*.

			Correct
1.	[1.1.9]	<b>Say:</b> /b/ /ŋ/ /g/ What word is this? <i>Comments:</i> big	<input type="checkbox"/> yes <input type="checkbox"/> no

# Phonemic Awareness

Standards Indicator  
1.1.8, 1.1.9

2. [1.1.9] **Say:** /l/ /ě/ /t/ What word is this? let  yes  no  
Comments:

3. [1.1.9] **Say:** /g/ /ō/ /l/ /d/ What word is this? gold  yes  no  
Comments:

4. [1.1.9] **Say:** /m/ /ā/ /k/ What word is this? make  yes  no  
Comments:

5. [1.1.9] **Say:** /j/ /ŭ/ /s/ /t/ What word is this? just  yes  no  
Comments:

# Consonants-Beginning

Standards Indicators  
1.1.10, 1.1.4

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

Sample



boy

apple

day

pat

1



plant

little

tub

all

2



now

run

under

said

3



stick

nail

ten

hen

4



trip

play

name

line

5



off

food

let

shop

Additional Assessment

## Consonants-Beginning: Teacher Directions

**Say:** We are going to listen to beginning sounds. We will do the sample together. Look at the picture of the **bed** at the top of the page. Look at the four words beside the **bed**. Raise your hand if you can tell me which of the four words begins with the same beginning sound as **bed**.

*Call on a student and encourage a reply.*

**Say:** That's right. You should mark the circle under the word **boy** because **boy** begins with the same beginning sound as **bed**.

Now we will do some more.

1. Look at the picture of the **lamp**. Mark the circle under the word that begins with the same beginning sound as **lamp**.
2. Look at the picture of the **sun**. Mark the circle under the word that begins with the same beginning sound as **sun**.
3. Look at the picture of the **table**. Mark the circle under the word that begins with the same beginning sound as **table**.
4. Look at the picture of the **plant**. Mark the circle under the word that begins with the same beginning sound as **plant**.
5. Look at the picture of the **fish**. Mark the circle under the word that begins with the same beginning sound as **fish**.

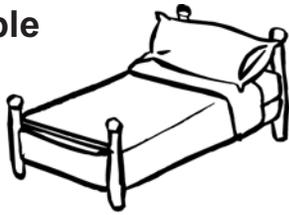
Consonants-Beginning
1. little
2. said
3. ten
4. play
5. food

# Consonants-Beginning

Standards Indicators  
1.1.10, 1.1.4

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

Sample



boy

apple

day

pat

1



squeak

lake

rope

yellow

2



grew

gold

truck

came

3



kitten

look

park

sure

4



tried

rock

stone

near

5



shout

girl

use

hide

## Consonants-Beginning: Teacher Directions

**Say:** We are going to listen to beginning sounds. We will do the sample together. Look at the picture of the **bed** at the top of the page. Look at the four words beside the **bed**. Raise your hand if you can tell me which of the four words begins with the same beginning sound as **bed**.

*Call on a student and encourage a reply.*

**Say:** That's right. You should mark the circle under the word **boy** because **boy** begins with the same beginning sound as **bed**.

Now we will do some more.

1. Look at the picture of the **squirrel**. Mark the circle under the word that begins with the same beginning sound as **squirrel**.
2. Look at the picture of the **king**. Mark the circle under the word that begins with the same beginning sound as **king**.
3. Look at the picture of the **people**. Mark the circle under the word that begins with the same beginning sound as **people**.
4. Look at the picture of the **store**. Mark the circle under the word that begins with the same beginning sound as **store**.
5. Look at the picture of the **shoe**. Mark the circle under the word that begins with the same beginning sound as **shoe**.

Consonants-Beginning
1. squeak
2. came
3. park
4. stone
5. shout

# Consonants-Ending

Standards Indicators  
1.1.10, 1.1.4

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

Sample



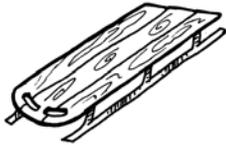
home

very

care

went

1



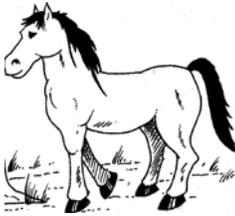
bad

toy

snow

like

2



clown

face

out

hill

3



gum

ran

shoe

jump

4



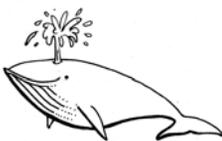
take

know

wet

push

5



saw

squirrel

what

lion

## Consonants-Ending: Teacher Directions

**Say:** We are going to listen to ending sounds. We will do the sample together. Look at the picture of the **heart** at the top of the page. Look at the four words next to the **heart**. Raise your hand if you can tell me which of the four words ends with the same ending sound as **heart**.

*Call on a student and encourage a reply.*

**Say:** That's right. You should mark the circle under the word **went** because **went** ends with the same ending sound as **heart**.

Now we will do some more.

1. Look at the picture of the **sled**. Mark the circle under the word that ends with the same ending sound as **sled**.
2. Look at the picture of the **horse**. Mark the circle under the word that ends with the same ending sound as **horse**.
3. Look at the picture of the **kitten**. Mark the circle under the word that ends with the same ending sound as **kitten**.
4. Look at the picture of the **book**. Mark the circle under the word that ends with the same ending sound as **book**.
5. Look at the picture of the **whale**. Mark the circle under the word that ends with the same ending sound as **whale**.

Consonants-Ending
1. bad
2. face
3. ran
4. take
5. squirrel

# Consonants-Ending

Standards Indicators  
1.1.10, 1.1.4

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

Sample



home

very

care

went

1



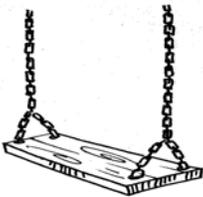
tag

place

last

slow

2



grass

now

calls

long

3



rub

gone

bay

late

4



talk

chair

each

saw

5



dance

bird

find

how

## Consonants-Ending: Teacher Directions

**Say:** We are going to listen to ending sounds. We will do the sample together. Look at the picture of the **heart** at the top of the page. Look at the four words next to the **heart**. Raise your hand if you can tell me which of the four words ends with the same ending sound as **heart**.

*Call on a student and encourage a reply.*

**Say:** That's right. You should mark the circle under the word **went** because **went** ends with the same ending sound as **heart**.

Now we will do some more.

1. Look at the picture of the **glass**. Mark the circle under the word that ends with the same ending sound as **glass**.
2. Look at the picture of the **swing**. Mark the circle under the word that ends with the same ending sound as **swing**.
3. Look at the picture of the **boat**. Mark the circle under the word that ends with the same ending sound as **boat**.
4. Look at the picture of the **watch**. Mark the circle under the word that ends with the same ending sound as **watch**.
5. Look at the picture of the **hand**. Mark the circle under the word that ends with the same ending sound as **hand**.

Consonants-Ending
1. place
2. long
3. late
4. each
5. find

# Vowels

Standards Indicators  
1.1.10, 1.1.5, 1.1.6

Name:

Mark the word that has the same sound as the underlined letter or letters.

Sample

**A**

gave

- apple
- bake
- cat

Sample

**B**

mop

- old
- door
- hot

1

red

- we
- see
- wet

5

each

- bear
- keep
- head

2

hold

- from
- food
- know

6

food

- cook
- door
- soon

3

ust

- cup
- push
- cute

7

ar

- bark
- care
- share

4

huge

- lucky
- cut
- use

8

irst

- tire
- bird
- tried

## Vowels: Teacher Directions

**Say:** We are going to listen to vowel sounds. We will do the sample together. Look at the word at the top of the page after the letter **A**. The word is **gave** and **gave** has an underlined letter. The underlined letter has a certain sound. Now look at the three words next to **gave**. Raise your hand if you know which word has the same sound as the underlined letter in the word **gave**.

*Call on a student and encourage a reply.*

**Say:** That's right. The word **bake** has the same sound as the underlined letter in **gave**. You should mark the circle beside **bake** to show that is the correct answer.

Now look at the word at the top of the page after the letter **B**. The word is **mop** and **mop** has an underlined letter. The underlined letter has a certain sound. Now look at the three words next to **mop**. Raise your hand if you know which word has the same sound as the underlined letter in the word **mop**.

*Call on a student and encourage a reply.*

**Say:** That's right. The word **hot** has the same sound as the underlined letter in **mop**. You should mark the circle beside **hot** to show that is the correct answer.

Now you will do the rest of the questions on this page on your own just like we did in the two samples. In each row, look at the first word and say it quietly to yourself. Listen for the sound that is made by the letter or letters with lines under them. Then read the other three words and choose the word that has the same sound as the underlined letter or letters in the first word. Then mark the circle next to the correct answer.

Vowels
1. wet
2. know
3. cup
4. use
5. keep
6. soon
7. bark
8. bird

# Vowels

Standards Indicators  
1.1.10, 1.1.5, 1.1.6

Name:

Mark the word that has the same sound as the underlined letter or letters.

Sample

**A**

gave

- apple
- bake
- cat

Sample

**B**

mop

- old
- door
- hot

1

toe

- too
- tool
- hole

5

line

- bit
- chin
- kind

2

late

- pat
- day
- saw

6

hill

- they
- fix
- ride

3

black

- said
- has
- how

7

jump

- cut
- you
- jeep

4

rock

- house
- top
- work

8

grow

- no
- down
- for

## Vowels: Teacher Directions

**Say:** We are going to listen to vowel sounds. We will do the sample together. Look at the word at the top of the page after the letter **A**. The word is **gave** and **gave** has an underlined letter. The underlined letter has a certain sound. Now look at the three words next to **gave**. Raise your hand if you know which word has the same sound as the underlined letter in the word **gave**.

*Call on a student and encourage a reply.*

**Say:** That's right. The word **bake** has the same sound as the underlined letter in **gave**. You should mark the circle beside **bake** to show that is the correct answer.

Now look at the word at the top of the page after the letter **B**. The word is **mop** and **mop** has an underlined letter. The underlined letter has a certain sound. Now look at the three words next to **mop**. Raise your hand if you know which word has the same sound as the underlined letter in the word **mop**.

*Call on a student and encourage a reply.*

**Say:** That's right. The word **hot** has the same sound as the underlined letter in **mop**. You should mark the circle beside **hot** to show that is the correct answer.

Now you will do the rest of the questions on this page on your own just like we did in the two samples. In each row, look at the first word and say it quietly to yourself. Listen for the sound that is made by the letter or letters with lines under them. Then read the other three words and choose the word that has the same sound as the underlined letter or letters in the first word. Then mark the circle next to the correct answer.

Vowels
1. hole
2. day
3. has
4. top
5. kind
6. fix
7. cut
8. no

# Short Vowels

Standards Indicators  
1.1.10, 1.1.5

Name:

Mark the word that has the same sound as the underlined letter.

**Sample**

- clock       hot  
                  pig  
                  map

1

wig

- bag  
 fog  
 pick

5

grass

- grow  
 glass  
 green

2

dump

- dark  
 did  
 duck

6

tent

- tan  
 that  
 when

3

pen

- ten  
 run  
 man

7

map

- mop  
 black  
 miss

4

log

- leg  
 dot  
 rug

8

rock

- rack  
 sock  
 sat

## Short Vowels: Teacher Directions

**Say:** We are going to listen to short vowel sounds. We will do the sample together. Look at the word **clock** at the top of the page. The word **clock** has an underlined letter. The underlined letter has a certain sound. Now look at the three words next to **clock**. Raise your hand if you know which word has the same sound as the underlined letter in the word **clock**.

*Call on a student and encourage a reply.*

**Say:** That's right. The word **hot** has the same sound as the underlined letter in **clock**. You should mark the circle beside **hot** to show that is the correct answer.

Now you will do the rest of the questions on this page on your own just like we did in the two samples. In each row, look at the first word and say it quietly to yourself. Listen for the sound that is made by the letter or letters with lines under them. Then read the other three words and choose the word that has the same sound as the underlined letter or letters in the first word. Then mark the circle next to the correct answer.

Short Vowels
1. pick
2. duck
3. ten
4. dot
5. glass
6. when
7. black
8. sock

# Long Vowels

Standards Indicators  
1.1.10, 1.1.5,  
1.1.13, 1.1.14

Name:

Mark the word that matches the picture.

Sample



- top
- trip
- tape

1



- bake
- back
- bike

5



- laugh
- let
- light

2



- cute
- cave
- live

6



- feet
- fit
- first

3



- him
- home
- ham

7



- rat
- run
- rope

4



- lick
- lock
- lake

8



- king
- kite
- cat

## Long Vowels: Teacher Directions

**Say:** We are going to listen to long vowel sounds. We will do the sample together. Look at the picture of the **tape** at the top of the page. Look at the three words next to the **tape**. Raise your hand if you can tell me which of the three words is the word **tape**.

*Call on a student and encourage a reply.*

**Say:** That's right. You should mark the circle under the last word because the last word is the word **tape**.

Now you will do some more on your own. Look at the pictures. Then look at the three words. Mark the circle next to the word that names the picture.

Long Vowels
1. bike
2. cave
3. home
4. lake
5. light
6. feet
7. rope
8. kite

# Word Comprehension

Standards Indicator  
1.1.10-1.1.13

Name:

Mark the word that matches the picture.

Sample



today

book

start

boat

1



leg

near

lion

ton

2



glass

toss

gold

close

3



squirrel

real

smaller

little

4



house

chair

people

happy

5



night

could

kitten

winter

## Word Comprehension: Teacher Directions

**Say:** We are going to find words that name a picture. We will do the sample together. Look at the picture of the **boat** at the top of the page. Look at the four words next to the **boat**. Raise your hand if you can tell me which of the four words is the word **boat**.

*Call on a student and encourage a reply.*

**Say:** That's right. You should mark the circle under the last word because the last word is the word **boat**.

Now you will do some more on your own. Look at each of the pictures. Then look at the four words. Mark the circle under the word that names the picture.

Word Comprehension
1. lion
2. glass
3. squirrel
4. chair
5. kitten

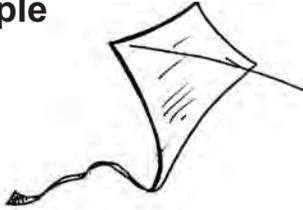
# Picture Comprehension

Standards Indicators  
1.1.10-1.1.12

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

Mark the word that completes the sentence.

## Sample



- A. This is a picture of a \_\_\_\_.
- ball            kite            bike
- 
- B. Let's take it outside to \_\_\_\_.
- ride            read            fly
- 



1

The house sits on a \_\_\_\_.

- road            rock            hill
- 

4

The children are on a \_\_\_\_.

- bike            sled            horse
- 

2

Someone in the house made a \_\_\_\_.

- fire            picture            story
- 

5

They are playing in the \_\_\_\_.

- snow            house            sand
- 

3

What is in front of the house?

- a car            a train            a bike
- 

6

What did the boy lose?

- his turn            his seat            his hat
-

## Picture Comprehension: Teacher Directions

**Say:** We are going to find words that complete a sentence. We will do the sample together. Look at the picture at the top of the page. Then read the sentence next to the A. Pick the word that best completes the sentence.

*Call on a student and encourage a reply.*

**Say:** That's right. You should mark the circle under the word **kite**. The sentence will say: **This is a picture of a kite.**

Now read the sentence next to the B. Pick the word that best completes the sentence.

*Call on a student and encourage a reply.*

**Say:** That's right. You should mark the circle under the word **fly**. The sentence will say: **Let's take it outside to fly.**

Now you will do some more on your own. Look at each of the pictures. Then read the sentences under the picture. Pick the word or words that best answers the question or completes the sentence. There are three questions after each picture. Answer all three questions and then go on to the next picture and questions.

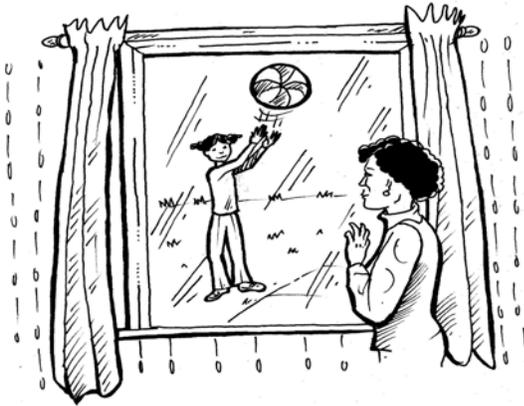
Picture Comprehension	
Picture of a house on a hill	Picture of children on a sled
1. hill	4. sled
2. fire	5. snow
3. bike	6. his hat

# Picture Comprehension

Standards Indicators  
1.1.10-1.1.12

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

Mark the word that completes the sentence.



1

The girl has a \_\_\_\_\_.

- sign      book      ball

4

Jim is playing with a \_\_\_\_\_.

- ball      rabbit      dog

2

Her mother is in the \_\_\_\_\_.

- yard      house      car

5

Who has a funny hat?

- Jim      Sara      the dog

3

Where is the girl?

- outside      inside      at school

6

What is Sara doing?

- jumping      running      drawing

**Picture Comprehension: Teacher Directions**

[NOTE: You may want to refer students to the sample on page 39.]

**Say:** Look at each of the pictures. Then read the sentences under the picture. Pick the word or words that best answers the question or completes the sentence. There are three questions under each picture. Answer all three questions and then go on to the next picture and questions.

Picture Comprehension	
<b>Picture of a mother and girl playing</b>	<b>Picture of a boy and girl playing with a dog</b>
1. ball	4. dog
2. house	5. the dog
3. outside	6. jumping

# Sentence Comprehension

Standards Indicators  
1.1.10-12, 1.2.5

Name:

Mark the sentence that matches the picture.

Sample



- A boy pets the dog.
- The dog is sleeping.
- The dog has a bone.

1



- The fish is swimming away.
- The boy has caught a fish.
- The boy hears a duck.

2



- A boy and girl hold their ball.
- A girl is jumping rope.
- A girl is playing with a ball.

3



- Mrs. Black is watering the grass.
- Jeff is sitting in the sun.
- Mrs. Black calls out to her friends.

## Sentence Comprehension: Teacher Directions

**Say:** We are going to find sentences that tell about a picture. We will do the sample together. Look at the picture at the top of the page. Then read the three sentences next to the picture. Which sentence tells about the picture?

*Call on a student and encourage a reply.*

**Say:** That's right. The sentence that tells about the picture is the last sentence: ***The dog has a bone.*** You should mark the circle next to the last sentence.

Now you will do some more on your own. Look at the picture. Then read the three sentences next to the picture. Mark the circle next to the sentence that tells about the picture.

Sentence Comprehension
1. The boy has caught a fish.
2. A girl is playing with a ball.
3. Mrs. Black is watering the grass.

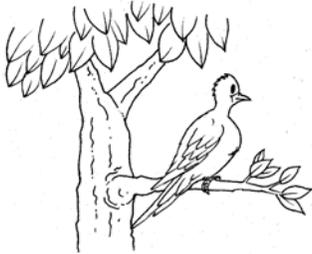
# Sentence Comprehension

Standards Indicators  
1.1.10-12, 1.2.5

Name:

Mark the sentence that matches the picture.

1



- The bird is sitting in the tree.
- The bird is flying high in the sky.
- A cat is running after the bird.

2



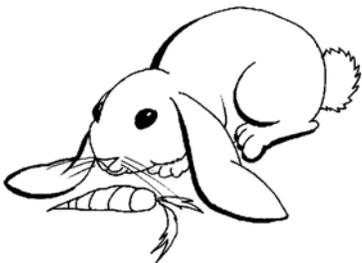
- Tim rides on his bike.
- Tim runs with his kite.
- Tim has to stay in the house.

3



- The cat is in a tree.
- The cat is sleeping.
- A dog runs after the cat.

4



- The rabbit has very long ears.
- Two rabbits hop away.
- The rabbit is in a big cage.

**Sentence Comprehension: Teacher Directions**

[NOTE: You may want to refer students to the sample on page 43.]

**Say:** Look at the picture. Then read the three sentences next to the picture. Mark the circle next to the sentence that tells about the picture.

Sentence Comprehension
1. The bird is sitting in the tree.
2. Tim runs with his kite.
3. The cat is sleeping.
4. The rabbit has very long ears.

# Vocabulary in Context

Standards Indicators  
1.1.10-13, 1.2.5

Name:

Mark the word that completes the sentence.

**Sample**

She is my \_\_\_\_\_.

- pan
- pal
- sad

1

The mouse is very \_\_\_\_\_.

- place
- small
- under

2

Dan read the \_\_\_\_\_.

- book
- school
- hat

3

The big old frog can \_\_\_\_\_.

- up
- green
- jump

4

Sara \_\_\_\_\_ to the park today.

- went
- likes
- fast

5

Chen went \_\_\_\_\_ to play.

- walk
- funny
- out

## Vocabulary in Context: Teacher Directions

**Say:** We are going to find a word that best completes a sentence. We will do the sample together. Look at the sentence at the top of the page. Read the sentence to yourself. Then look at the three words after the sentence. Pick the word that best completes the sentence.

*Call on a student and encourage a reply.*

**Say:** That's right. You should mark the circle next to the middle word, **pal**, because **pal** makes the most sense in the blank in the sentence.

Now you will do some more on your own. Read each sentence. Then read the three words after the sentence. Mark the circle next to the word that best completes the sentence.

Vocabulary in Context
1. small
2. book
3. jump
4. went
5. out

## Teacher Directions

Each student will need a copy of the *Identifying Signs Student Page* (p. 50), a red, a yellow, and a green crayon, and a pencil.

[Sample]

**Say:** We are going to be reading signs today. You will need to listen carefully to look for the sign I ask you find. You will need to have a red crayon, a green crayon, a yellow crayon, and a pencil out on your table (desk).

[1]

**Say:** Find the **stop sign**. Use your red crayon to color the **stop sign**.

[2]

**Say:** Find the sign that means **recycling**. Use your green crayon and color the sign that means **recycling**.

[3]

**Say:** Find the picture that shows an **exit sign**. Use your pencil to draw a door under the **exit sign**.

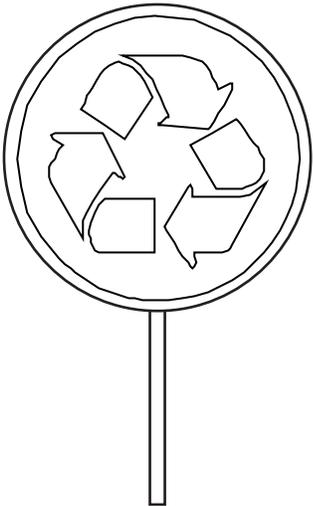
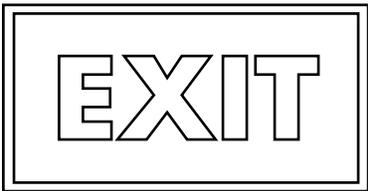
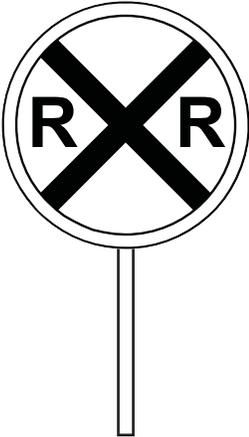
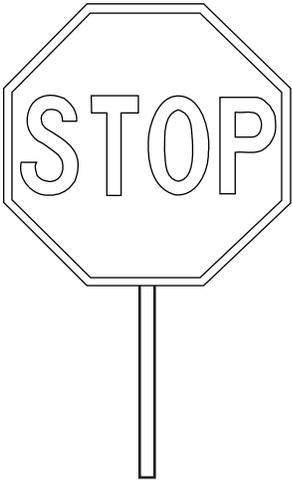
[4]

**Say:** Find the sign that means **people in wheelchairs or with a disability can park here**. Use your pencil and draw a car next to the sign showing that **people in wheelchairs or with a disability can park there**.

[5]

**Say:** Find the sign that means **railroad crossing**. Use your yellow crayon and color the sign that means **railroad crossing**.

Name \_\_\_\_\_



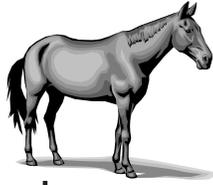
# r-Controlled Vowels

Standards Indicator  
1.1.13

Name:

Mark the word with the same vowel sound as the picture.

Sample



horse

no

your

house

where

1



first

hurt

car

fan

fire

2



park

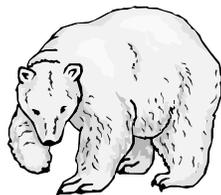
drink

dark

don't

duck

3



bear

big

chair

bee

free

4



shark

wash

art

can

she

## r-Controlled Vowels: Teacher Directions

**Say:** We are going to find words that have the same vowel sound. We will do the sample together. Look at the picture of the **horse** at the top of the page. Then look at the four words after the picture. Pick the word that has the same vowel sound as the word **horse**.

*Call on a student and encourage a reply.*

**Say:** That's right. You should mark the circle next to the second word because **your** has the same vowel sound as **horse**.

Now you will do some more on your own. Look at each picture. Then read the four words after the picture. Mark the circle next to the word that makes the same vowel sound as the word that names the picture.

r-Controlled Vowels
1. hurt
2. dark
3. chair
4. art

# Vowel Digraphs

Standards Indicator  
1.1.13

Name:

Mark the word with the same vowel sound as the picture.

Sample



boat

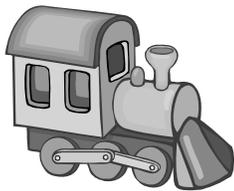
note

got

left

not

1



train

past

plant

plan

plane

2



wood

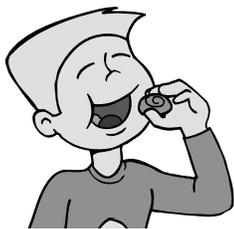
got

put

down

should

3



eat

we

wet

wait

few

4



coat

hat

home

come

can

## Vowel Digraphs: Teacher Directions

**Say:** We are going to find words that have the same vowel sound. We will do the sample together. Look at the picture of the **boat** at the top of the page. Then look at the four words after the picture. Pick the word that has the same vowel sound as the word **boat**.

*Call on a student and encourage a reply.*

**Say:** That's right. You should mark the circle next to the first word because **note** has the same vowel sound as **boat**.

Now you will do some more on your own. Look at each picture. Then read the four words after the picture. Mark the circle next to the word that makes the same vowel sound as the word that names the picture.

Vowel Digraphs
1. plane
2. should
3. we
4. home

# Word Patterns

Standards Indicators  
1.1.14, 1.1.12

Name:

Mark the letter that completes the sentence.

**Sample** The **\_\_oat** ate the tin can.

b            c            g  
○            ○            ○

1

The **\_\_ig** played in the mud.

d            p            w  
○            ○            ○

2

Ben will **\_\_ook** breakfast.

c            b            t  
○            ○            ○

3

The big candle is on **\_\_op** of the cake.

t            b            s  
○            ○            ○

4

I hope Dan will **\_\_end** me a letter.

t            b            s  
○            ○            ○

5

Julia is my **\_\_est** friend.

b            t            r  
○            ○            ○

## Word Patterns: Teacher Directions

**Say:** We are going to find letters that best complete a word. We will do the sample together. Look at the sentence at the top of the page. Read the sentence to yourself. Then look at the three letters under the sentence. Pick the letter that best completes the bold word so that it makes sense in the sentence.

*Call on a student and encourage a reply.*

**Say:** That's right. You should mark the circle under the last letter, **g**, because **g** added to the beginning of the letters **oat** would make the word **goat** and that would make sense in the sentence, **The goat ate the tin can.**

Now you will do some more on your own. Read each sentence. Then read the three letters after the sentence. Mark the circle under the letter that best completes the bold word so that it makes sense in the sentence.

Word Patterns
1. p
2. c
3. t
4. s
5. b

# Fluency Rubric

Standards Indicator  
**1.1.15**

Have the student read a text with which he/she is familiar. As the student reads the text, assign a score for each skill, based on the rubric given. Add the scores for each skill and divide by 4 to find the Student's Average Fluency Score.

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Observer: \_\_\_\_\_ Familiar Text Student Reads: \_\_\_\_\_

	Smoothness/Pacing	Confidence	Accuracy	Expression
<b>4</b>	Student reads all of the familiar text smoothly and continuously. The student pays attention to punctuation marks, and understands how to break text up into meaningful groups of words.	Student appears relaxed/confident and recovers quickly if a mistake is made.	Student self-corrects, or does not make errors when reading familiar text.	Student reads familiar text with appropriate changes in voice pitch/expression that reflect comprehension of the text and add dramatic emphasis to the text.
<b>3</b>	Student reads most of the familiar text smoothly and pays some attention to punctuation marks.	Student appears relaxed/confident, but is slightly flustered by mistakes.	Student makes occasional errors that do not affect the content of the text (e.g., mispronouncing character names).	Student reads familiar text with appropriate changes in voice pitch/expression that reflect comprehension of the text.
<b>2</b>	Student reads familiar text either too quickly or with awkward pauses.	Student appears somewhat nervous and is flustered by mistakes.	Student makes occasional errors that affect the content of the text (e.g., reads "can" for "car").	Student reads familiar text with changes in voice pitch/expression that may not match the text meaning.
<b>1</b>	Student reads familiar text with long extended pauses or by slowly sounding out each word.	Student appears nervous and cannot concentrate to read.	Student makes frequent errors when reading familiar text and text appears to be above student's comfortable reading level.	Student reads familiar text in a monotone voice.
<b>Student's Score</b>				

Student's Average Fluency Score: \_\_\_\_\_

# Fluency Checklist

Standards Indicator  
**1.1.15**

Have the student read a text with which he/she is familiar. As the student reads the text, mark the appropriate column that represents the student's skill level for each skill listed. Refer to the checklist to determine skills in which the student needs development.

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Observer: \_\_\_\_\_ Familiar Text Student Reads: \_\_\_\_\_

	Consistently	Sometimes	Rarely
Student reads familiar text smoothly and continuously.			
Student reads familiar text with natural pauses and breaks.			
Student reads with confidence.			
Student reads familiar text without errors or self corrects.			
Student reads familiar text at an appropriate rate (not too fast or slow).			
Student reads familiar text with appropriate expression (not monotone).			
Student is aware of punctuation and syntax when reading.			
Student comprehends familiar text when it is read.			

# Fluency Assessment 1

Standards Indicator  
**1.1.15**

## TEACHER MASTER COPY

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

Date: \_\_\_\_\_

Observer: \_\_\_\_\_

### The Baby Bird

The baby bird was hopping. The baby bird was hopping away.

1 2 3 4 5 6 7 8 9 10 11

He was looking for something. What could he be looking for?

12 13 14 15 16 17 18 19 20 21 22

He hops over to the tree. Is he looking for a tree?

23 24 25 26 27 28 29 30 31 32 33 34

He hops over to the pond. Is he looking for the pond?

35 36 37 38 39 40 41 42 43 44 45 46

He hops over to the frog. Is he looking for the frog?

47 48 49 50 51 52 53 54 55 56 57 58

The baby bird is coming back. Is he coming back to his nest?

59 60 61 62 63 64 65 66 67 68 69 70 71

The baby bird hops into his nest. He curls up next to the other baby birds.

72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87

Maybe he got sleepy from his walk. He was looking for his home.

88 89 90 91 92 93 94 95 96 97 98 99 100

Additional Assessment

### Reading Fluency Scoring Guide

Number of Words Read

– Number of X's

---

Correct Words Read Per Minute

## Fluency Assessment: Teacher Directions

Give the student a copy of the story. Allow the student to read the story several times so that they become familiar with the text.

Ask the student to begin reading aloud. Time each student for one minute. Listen as the student reads aloud. Use the *Teacher Master Copy* to record the student's fluency. Mark an "X" on each word that meets the following criteria:

- Student asks for assistance.
- Student misreads the word.
- Student skips the word.
- Student adds a word.
- Student takes longer than a 3 second pause.

Tell the student to stop reading when one minute has passed. Make a note on the *Teacher Master Copy* where the student stopped.

Write the number of words that the student read per minute in the *Reading Fluency Scoring Guide*, on the bottom of the *Teacher Master Copy*. Count the number of X's that are marked on the *Teacher Master Copy*. Write the number of X's on the line at the bottom of the page. Subtract the number of X's from the number of words read per minute.

Example:      Words                      Number                      Correct number of  
                    per                      of                      words per minute  
                    minute                      X's                      the student can read

After you subtract you will know the Correct Words Read Per Minute a student can read. Write that number in the key at the bottom of the page. This number is the student's oral reading fluency rate. The table below shows the target rate for students at the beginning, middle, and end of the school year. Readers should perform at or above the target rates for each testing period.

Grade	Beginning of Year Words Correct per Minute	Middle of Year Words Correct per Minute	End of Year Words Correct per Minute
1		10-30	30-50
2	40-60	60-80	80-100

## The Baby Bird

The baby bird was hopping.

The baby bird was hopping away.

He was looking for something.

What could he be looking for?

He hops over to the tree.

Is he looking for a tree?

He hops over to the pond.

Is he looking for the pond?

He hops over to the frog.

Is he looking for the frog?

The baby bird is coming back.

Is he coming back to his nest?

The baby bird hops into his nest.

He curls up next to the other baby birds.

Maybe he got sleepy from his walk.

He was looking for his home.



# Fluency Assessment 2

Standards Indicator  
**1.1.15**

TEACHER MASTER COPY

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

Date: \_\_\_\_\_

Observer: \_\_\_\_\_

## Ben and the Bus

Ben was not happy. He was going to school. It was a  
1 2 3 4 5 6 7 8 9 10 11 12

new school. He did not want to go. The bus came to his  
13 14 15 16 17 18 19 20 21 22 23 24 25

house. Ben got on the yellow bus. He did not smile. He  
26 27 28 29 30 31 32 33 34 35 36 37

wanted his old bus. Ben sat next to a boy. The boy looked  
38 39 40 41 42 43 44 45 46 47 48 49 50

out the window.  
51 52 53

Ben said, "Hi. I am Ben."  
54 55 56 57 58 59

The boy looked at Ben. He said, "Hi. My name is Matt."  
60 61 62 63 64 65 66 67 68 69 70 71

Ben said, "I am sad. You look sad too."  
72 73 74 75 76 77 78 79 80

"My friend moved away," said Matt. "I am sad."  
81 82 83 84 85 86 87 88 89

"I can be your new friend," said Ben.  
90 91 92 93 94 95 96 97

The boys began to smile. Ben wanted to go to school. Matt  
98 99 100 101 102 103 104 105 106 107 108 109

did too.  
110 111

### Reading Fluency Scoring Guide

Number of Words Read

– Number of X's

---

Correct Words Read Per Minute

**Fluency Assessment: Teacher Directions**

Give the student a copy of the story. Allow the student to read the story several times so that they become familiar with the text.

Ask the student to begin reading aloud. Time each student for one minute. Listen as the student reads aloud. Use the *Teacher Master Copy* to record the student’s fluency. Mark an “X” on each word that meets the following criteria:

- Student asks for assistance.
- Student misreads the word.
- Student skips the word.
- Student adds a word.
- Student takes longer than a 3 second pause.

Tell the student to stop reading when one minute has passed. Make a note on the *Teacher Master Copy* where the student stopped.

Write the number of words that the student read per minute in the *Reading Fluency Scoring Guide*, on the bottom of the *Teacher Master Copy*. Count the number of X’s that are marked on the *Teacher Master Copy*. Write the number of X’s on the line at the bottom of the page. Subtract the number of X’s from the number of words read per minute.

Example:      Words                      Number                      Correct number of  
                          per                      of                      words per minute  
                          minute                      X’s                      the student can read

$$\frac{\text{Words per minute}}{\text{Number of X's}} = \text{Correct number of words per minute the student can read}$$

After you subtract you will know the Correct Words Read Per Minute a student can read. Write that number in the key at the bottom of the page. This number is the student’s oral reading fluency rate. The table below shows the target rate for students at the beginning, middle, and end of the school year. Readers should perform at or above the target rates for each testing period.

Grade	Beginning of Year Words Correct per Minute	Middle of Year Words Correct per Minute	End of Year Words Correct per Minute
1		10-30	30-50
2	40-60	60-80	80-100

## Ben and the Bus

Ben was not happy. He was going to school. It was a new school. He did not want to go. The bus came to his house. Ben got on the yellow bus. He did not smile. He wanted his old bus. Ben sat next to a boy. The boy looked out the window.

Ben said, "Hi. I am Ben."

The boy looked at Ben. He said, "Hi. My name is Matt."

Ben said, "I am sad. You look sad too."

"My friend moved away," said Matt. "I am sad."

"I can be your new friend," said Ben.

The boys began to smile. Ben wanted to go to school. Matt did too.



# Contractions

Standards Indicator  
**1.1.16**

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

Sample <b>A</b>	don't <input type="radio"/>	didn't <input type="radio"/>	doesn't <input type="radio"/>	Sample <b>B</b>	it is <input type="radio"/>	it will <input type="radio"/>	he is <input type="radio"/>
<b>1</b>	could <input type="radio"/>	aren't <input type="radio"/>	can't <input type="radio"/>	<b>9</b>	Won't <input type="radio"/>	I'd <input type="radio"/>	I'll <input type="radio"/>
<b>2</b>	there's <input type="radio"/>	they'd <input type="radio"/>	their <input type="radio"/>	<b>10</b>	he's <input type="radio"/>	he'll <input type="radio"/>	here <input type="radio"/>
<b>3</b>	were <input type="radio"/>	we'll <input type="radio"/>	wouldn't <input type="radio"/>	<b>11</b>	its <input type="radio"/>	it'll <input type="radio"/>	it's <input type="radio"/>
<b>4</b>	let us <input type="radio"/>	let go <input type="radio"/>	letters <input type="radio"/>	<b>12</b>	what is <input type="radio"/>	how's <input type="radio"/>	whose <input type="radio"/>
<b>5</b>	I am <input type="radio"/>	are not <input type="radio"/>	are you <input type="radio"/>	<b>13</b>	won't <input type="radio"/>	want <input type="radio"/>	wouldn't <input type="radio"/>
<b>6</b>	done <input type="radio"/>	do not <input type="radio"/>	donut <input type="radio"/>	<b>14</b>	thats <input type="radio"/>	thats' <input type="radio"/>	that's <input type="radio"/>
<b>7</b>	count <input type="radio"/>	won't <input type="radio"/>	couldn't <input type="radio"/>	<b>15</b>	she is <input type="radio"/>	hers <input type="radio"/>	she was <input type="radio"/>
<b>8</b>	I'd <input type="radio"/>	I'm <input type="radio"/>	I'll <input type="radio"/>	<b>16</b>	thing's <input type="radio"/>	don't <input type="radio"/>	does not <input type="radio"/>

### Contractions: Teacher Directions

**Say:** We are going to look at contractions. We will do the sample together. Look at the letter **A** at the top of the page.

*Hold your paper up and point to the letter **A**. Be sure that all of the students have the correct place.*

**Say:** Look at the three words that are next to the letter **A**. Which word is another way of saying **did not**? Fill in the circle under the word that means **did not**.

*Call on a student and encourage a reply.*

**Say:** That's correct, the second word is the word **didn't**. You should mark the circle under the second word because it is another way of saying **did not**.

Let's do the next sample together. Look at the letter **B** at the top of the page.

*Hold your paper up and point to the letter **B**. Be sure that all of the students have the correct place.*

**Say:** Look at the three groups of words that come after the letter **B**. Which choice is another way of saying **he's**?

*Call on a student and encourage a reply.*

**Say:** That's correct, the third choice is **he is**. You should mark the circle under the third choice because it is another way of saying **he's**.

Now we will do some more.

1. Fill in the circle under the word that is another way of saying <b>cannot</b> .	9. Fill in the circle under the word that is another way of saying <b>I will</b> .
2. Fill in the circle under the word that is another way of saying <b>there is</b> .	10. Fill in the circle under the word that is another way of saying <b>he is</b> .
3. Fill in the circle under the word that is another way of saying <b>we will</b> .	11. Fill in the circle under the word that is another way of saying <b>it will</b> .
4. Fill in the circle under the choice that is another way of saying <b>let's</b> .	12. Fill in the circle under the choice that is another way of saying <b>what's</b> .
5. Fill in the circle under the choice that is another way of saying <b>aren't</b> .	13. Fill in the circle under the word that is another way of saying <b>will not</b> .
6. Fill in the circle under the choice that is another way of saying <b>don't</b> .	14. Fill in the circle under the word that is another way of saying <b>that is</b> .
7. Fill in the circle under the word that is another way of saying <b>could not</b> .	15. Fill in the circle under the choice that is another way of saying <b>she's</b> .
8. Fill in the circle under the word that is another way of saying <b>I am</b> .	16. Fill in the circle under the choice that is another way of saying <b>doesn't</b> .

Contractions			
1. can't	5. are not	9. I'll	13. won't
2. there's	6. do not	10. he's	14. that's
3. we'll	7. couldn't	11. it'll	15. she is
4. let us	8. I'm	12. what is	16. does not

# Compound Words

Standards Indicator  
**1.1.16**

Name:

Mark the compound words.

<b>Sample A</b>	<input type="radio"/> glasses <input type="radio"/> doorbell <input type="radio"/> jumping	<b>Sample B</b>	<input type="radio"/> highway <input type="radio"/> window <input type="radio"/> faster
<b>1</b>	<input type="radio"/> anything <input type="radio"/> coming <input type="radio"/> country	<b>7</b>	<input type="radio"/> worker <input type="radio"/> horseback <input type="radio"/> yellow
<b>2</b>	<input type="radio"/> houses <input type="radio"/> kittens <input type="radio"/> doorway	<b>8</b>	<input type="radio"/> grandmother <input type="radio"/> morning <input type="radio"/> beautiful
<b>3</b>	<input type="radio"/> teacher <input type="radio"/> basketball <input type="radio"/> playing	<b>9</b>	<input type="radio"/> carefully <input type="radio"/> something <input type="radio"/> together
<b>4</b>	<input type="radio"/> classroom <input type="radio"/> squirrel <input type="radio"/> brothers	<b>10</b>	<input type="radio"/> winter <input type="radio"/> coldest <input type="radio"/> snowfall
<b>5</b>	<input type="radio"/> grassy <input type="radio"/> cutting <input type="radio"/> treetop	<b>11</b>	<input type="radio"/> someday <input type="radio"/> apple <input type="radio"/> happily
<b>6</b>	<input type="radio"/> turtle <input type="radio"/> lion <input type="radio"/> firefly	<b>12</b>	<input type="radio"/> starting <input type="radio"/> thankful <input type="radio"/> bookend

## Compound Words: Teacher Directions

**Say:** We are going to look at compound words. We will do the sample together. Look at the letter **A** at the top of the page.

*Hold your paper up and point to the letter **A**. Be sure that all of the students have the correct place.*

**Say:** Look at the three words that are next to the letter **A**. Which word is a compound word or made up of two words? Fill in the circle next to the compound word.

*Call on a student and encourage a reply.*

**Say:** That's correct, the second word is the word **doorbell**. You should mark the circle next to the second word because it is made up of the words **door** and **bell**.

Let's do the next sample together. Look at the letter **B** at the top of the page.

*Hold your paper up and point to the letter **B**. Be sure that all of the students have the correct place.*

**Say:** Look at the three words that come after the letter **B**. Which word is a compound word or made up of two words? Fill in the circle next to the compound word.

*Call on a student and encourage a reply.*

**Say:** That's correct, the first word is the word **highway**. You should mark the circle next to the first word because it is made up of the words **high** and **way**.

Now you will do some more on your own. For each of the three choices, mark the circle next to the word that is made by joining two separate words

Compound Words		
1. anything	5. treetop	9. something
2. doorway	6. firefly	10. snowfall
3. basketball	7. horseback	11. someday
4. classroom	8. grandmother	12. bookend

# Inflectional Endings

Standards Indicator  
1.1.17

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

- Sample A**
- telling
  - tell
  - told

- Sample B**
- happily
  - happy
  - happiest

1	<ul style="list-style-type: none"><li><input type="radio"/> runs</li><li><input type="radio"/> ran</li><li><input type="radio"/> running</li></ul>	7	<ul style="list-style-type: none"><li><input type="radio"/> keep</li><li><input type="radio"/> kept</li><li><input type="radio"/> keeps</li></ul>
2	<ul style="list-style-type: none"><li><input type="radio"/> thanking</li><li><input type="radio"/> thanks</li><li><input type="radio"/> thanked</li></ul>	8	<ul style="list-style-type: none"><li><input type="radio"/> sees</li><li><input type="radio"/> see</li><li><input type="radio"/> seen</li></ul>
3	<ul style="list-style-type: none"><li><input type="radio"/> opened</li><li><input type="radio"/> opening</li><li><input type="radio"/> opens</li></ul>	9	<ul style="list-style-type: none"><li><input type="radio"/> hungrier</li><li><input type="radio"/> hungriest</li><li><input type="radio"/> hungry</li></ul>
4	<ul style="list-style-type: none"><li><input type="radio"/> tries</li><li><input type="radio"/> trying</li><li><input type="radio"/> tried</li></ul>	10	<ul style="list-style-type: none"><li><input type="radio"/> slower</li><li><input type="radio"/> slowly</li><li><input type="radio"/> slowest</li></ul>
5	<ul style="list-style-type: none"><li><input type="radio"/> laughed</li><li><input type="radio"/> laughs</li><li><input type="radio"/> laughing</li></ul>	11	<ul style="list-style-type: none"><li><input type="radio"/> coldest</li><li><input type="radio"/> colder</li><li><input type="radio"/> coldly</li></ul>
6	<ul style="list-style-type: none"><li><input type="radio"/> shouted</li><li><input type="radio"/> shouting</li><li><input type="radio"/> shouts</li></ul>	12	<ul style="list-style-type: none"><li><input type="radio"/> pretty</li><li><input type="radio"/> prettiest</li><li><input type="radio"/> prettier</li></ul>

## Inflectional Endings: Teacher Directions

**Say:** We are going to look at word endings. We will do the sample together. Look at the letter **A** at the top of the page.

*Hold your paper up and point to the letter **A**. Be sure that all of the students have the correct place.*

**Say:** Look at the three words that are next to the letter **A**. Which word is **telling**? Fill in the circle next to the word that is **telling**.

*Call on a student and encourage a reply.*

**Say:** That's correct, the first word is the word **telling**. You should mark the circle in front of the first word because it is the word **telling**.

Let's do the next sample together. Look at the letter **B** at the top of the page.

*Hold your paper up and point to the letter **B**. Be sure that all of the students have the correct place.*

**Say:** Look at the three letters that come after the letter **B**. Which word says **happiest**?

*Call on a student and encourage a reply.*

**Say:** That's correct, the third word is the word **happiest**. You should mark the circle in front of the third word because it is the word **happiest**.

Now we will do some more. This time you will work on your own.

1. Fill in the circle in front of the word **running**: He is running very fast.
2. Fill in the circle in front of **thanks**: She always thanks us for gifts.
3. Fill in the circle in front of **opened**: He opened the door slowly.
4. Fill in the circle in front of **tried**: He tried for the fifth time to win.
5. Fill in the circle in front of **laughing**: I am always laughing at her jokes.
6. Fill in the circle in front of **shouted**: He shouted at his brother.
7. Fill in the circle in front of **kept**: He kept the little kitten.
8. Fill in the circle in front of **seen**: That was the worst movie I have ever seen.
9. Fill in the circle in front of **hungry**: He was not as hungry as we were.
10. Fill in the circle before **slowly**: They are walking very slowly.
11. Fill in the circle before **coldest**: It was the coldest room in the house.
12. Fill in the circle before **prettier**: That kitten is prettier than the others.

Inflectional Endings		
1. running	5. laughing	9. hungry
2. thanks	6. shouted	10. slowly
3. opened	7. kept	11. coldest
4. tried	8. seen	12. prettier

# Inflectional Endings

Standards Indicator  
1.1.17

Name:

Complete the sentences.

**Sample**

My mom is \_\_\_\_\_ to the store.

- go
- gone
- going

1 The \_\_\_\_\_ fly in the sky.

- bird
- birds
- bird's

2 Carlos is \_\_\_\_\_ to the park.

- walking
- walks
- walked

3 Dad \_\_\_\_\_ dinner.

- cooked
- cook
- cooking

4 That is the \_\_\_\_\_ star.

- brighting
- brightest
- brightly

5 Kim was \_\_\_\_\_ everywhere for her puppy.

- looks
- looking
- looked

**Inflectional Endings: Teacher Directions**

**Say:** We are going to look at word endings. We will do the sample together. Look at the sentence at the top of the page. Read the sentence to yourself. Then look at the three words after the sentence. Mark the word that best completes the sentence.

*Call on a student and encourage a reply.*

**Say:** That’s right. You should mark the circle next to the last word, **going**, because **going** best completes the sentence. **My mom is going to the store.** Now you will do some more on your own. Read each sentence. Then read the three words after the sentence. Mark the circle next to the word that best completes the sentence.

Inflectional Endings
1. birds
2. walking
3. cooked
4. brightest
5. looking

# Grouping Words

Standards Indicator  
1.1.18

Name:

Mark the word that does not belong.

Sample	me <input type="radio"/>	up <input type="radio"/>	on <input type="radio"/>	in <input type="radio"/>
1	out <input type="radio"/>	in <input type="radio"/>	box <input type="radio"/>	off <input type="radio"/>
2	kitten <input type="radio"/>	story <input type="radio"/>	dog <input type="radio"/>	fish <input type="radio"/>
3	run <input type="radio"/>	jump <input type="radio"/>	car <input type="radio"/>	fly <input type="radio"/>
4	home <input type="radio"/>	quick <input type="radio"/>	slow <input type="radio"/>	fast <input type="radio"/>
5	goat <input type="radio"/>	sheep <input type="radio"/>	pig <input type="radio"/>	hop <input type="radio"/>
6	sleep <input type="radio"/>	bad <input type="radio"/>	sing <input type="radio"/>	play <input type="radio"/>
7	blue <input type="radio"/>	green <input type="radio"/>	friend <input type="radio"/>	red <input type="radio"/>

## Grouping Words: Teacher Directions

**Say:** We are going to look at words that belong together and find the one word that does not belong. We will do the sample together.

Ask a student to read the sample words aloud. Tell the class to listen carefully and mark the word that doesn't belong with the other words in this row.

Tell the students the word that does not belong is the word **me**. Explain that **up**, **on**, and **in** all tell where someone could be. **Me** does not tell where someone could be, so it doesn't belong. Make sure all students have filled in the circle under the word **me**. Tell the students to read the next seven rows by themselves and choose the word in each row that doesn't belong.

Grouping Words
1. box
2. story
3. car
4. home
5. hop
6. bad
7. friend

# Grocery List

Standards Indicator  
**1.1.1**

Teacher  
Tip

**Purpose:** Students will match oral words to printed words.

**Materials:** grocery ads, scissors, construction paper, tape, paper, pencils

**Pre-Activity Preparation:** Cut out colorful grocery ads with large pictures and tape them onto sheets of construction paper.

**Activity:**

1. Tell students that they are going to look through grocery ads. Instruct them to find ten different items that they would like to buy.
  2. Assemble students into small groups. Make sure each group has several ads, paper, and pencils.
  3. Instruct each group to make a grocery list by looking at the ads and writing down the names of ten items they want to buy. Encourage students to get help with spelling if needed.
  4. Have student groups read their lists to other groups. Tell students to point out the picture and the corresponding word on their lists.
- ☆ Encourage students to explain why they chose the items they chose from the grocery ads.



*You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.*

Student's Name	<u>Excellent</u> Matches Oral Words To Printed Words	<u>Developing</u> Matches Some Oral Words To Printed Words	<u>Minimal</u> Cannot Match Oral Words To Printed Words	Date

**Purpose:** Students will identify letters, words, and sentences.

**Materials:** chalkboard/whiteboard, paper, pencils

**Pre-Activity Preparation:**

1. Print all of the uppercase letters of the alphabet in random order near the middle of the board.
2. Print all of the lowercase letters along the bottom of the board, in random order, but not the same order as the uppercase letters.

**Activity:**

1. Direct students' attention to the board. Have the students discuss what they see on the board. Clarify that all the letters of the alphabet are written, but in the wrong order.
  2. Have students label the uppercase, and the lowercase letters.
  3. Tell students that you are going to call on someone to go to the board and find a particular letter.
  4. Call on a student to identify a particular lowercase or uppercase letter. Have the student go to the board and point out the correct letter. If the student is given an uppercase letter, ask him/her to write the lowercase letter above the uppercase letter. Challenge students to write words that begin with their letters.
  5. Have each student who comes to the board call on the next person to find a particular letter and continue the activity in the same manner as above.
- ☆ Have students write sentences using the words on the board.



*You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.*

Student's Name	<u>Excellent</u> Identifies Letters	<u>Developing</u> Identifies Some Letters	<u>Minimal</u> Identifies No/Few Letters	Date

# Sentence Scramble

Standards Indicator  
**1.1.3**

**Purpose:** Students will recognize that sentences start with capital letters and end with punctuation.

**Materials:** sentence strips, marker, scissors, envelopes, tape

**Pre-Activity Preparation:** Write simple sentences, questions, and exclamations on sentence strips (e.g., The cat ran.) Cut apart each word and punctuation mark in each sentence. Mix up each sentence and put in an envelope. Make sure there is one envelope for each student. (You may want to challenge some students with longer sentences.)

**Activity:**

1. Tape one of the cut-apart sentences in the correct order on the board. Have students read the sentence. Discuss how the sentence starts and ends. Talk about the capital letter at the beginning and the punctuation mark at the end. Discuss question marks and exclamation points and when to use them.
  2. Rearrange the sentence and tape it to the board in incorrect order. Have students help put the words into the correct order. Have students begin by finding the first word. Ask students how they know what the first word should be. Remind students that it is capitalized. Have students explain what goes at the end of the sentence. Encourage students to put the remaining words into an order that makes sense in the sentence. Read the sentence in the correct order.
  3. Tell students that they will each receive a cut-apart sentence to put in the correct order. Give each student an envelope. Instruct students to open their envelopes and arrange the parts into complete sentences. Have students place the cut-apart sentences back in the envelope. They may trade sentences with each other when they have a correct sentence.
- ☆ Have students write their own sentences and questions to cut apart and put back together.

*You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.*

Student's Name	<u>Excellent</u> Correctly Orders Sentence Parts	<u>Developing</u> Correctly Orders Some Sentence Parts	<u>Minimal</u> Cannot Order Sentence Parts	Date

# The Sorting Table

Standards Indicator  
**1.1.4**

Teacher  
Tip

**Purpose:** Students will distinguish beginning, middle, and ending sounds in single-syllable words.

**Materials:** three containers, index cards, marker

## Pre-Activity Preparation

1. Create word cards by writing one-syllable words on index cards. Write words that can be grouped together by beginning sounds. Write the number 1 on the back of each card (e.g., write several words that begin with *b*, several that begin with *f*, etc.).
2. Write words that can be grouped by vowel sounds on another group of cards and write the number 2 on the back of each card.
3. Write words that can be grouped by ending sounds on another group of cards and write the number 3 on the back of each card.
4. Label the containers 1, 2, and 3. Place the containers and cards on a table.

## Activity:

1. Explain to students that the sorting table is a place to sort the sounds they hear in words.
  2. Tell students that when they are sorting at container 1 they are to decide what sound is at the beginning of the word. Read a number 1 card and put it in container 1. Tell students to find other words that start with the same sound and put them into container 1 also.
  3. Read a number 2 card. Explain that when they are at container 2, they are looking for words that have the same vowel sounds and should put those words cards into the second container.
  4. Read a number 3 card. Encourage students to put words that have the same final sound as this card in the last container.
  5. Vary the word that is in each container to enable students to practice matching different sounds.
- ☆ Challenge students to make more word cards to add to the center.

*You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.*

Student's Name	<u>Excellent</u> Sorts Words by Phonemic Similarities	<u>Developing</u> Sorts Some Words by Phonemic Similarities	<u>Minimal</u> Cannot Sort Words by Phonemic Similarities	Date

# Pick a Vowel

Standards Indicator  
**1.1.5**

Teacher  
Tip

**Purpose:** Students will recognize different vowel sounds in orally stated single-syllable words.

**Materials:** index cards, marker

**Pre-Activity Preparation:** Make vowel card sets by writing each of the five vowels on separate index cards. Make enough sets for each group to have a set of all five vowels.

**Activity:**

1. Put students into groups of two to three students each. Pass out a set of vowel cards to each group. Explain that they will need these cards to play “Pick a Vowel.”
2. Explain to students that you are going to say a word. They should listen to the word and determine what vowel sound they hear in the word.
3. Encourage students to discuss the vowel sound together and pick a sound that they all agree on.
4. Have students hold up the vowel that they hear in the given word. Continue playing “Pick a Vowel” until students grasp the concept of each vowel sound.
5. Have one student in each group pick a vowel from their set of vowel cards. Instruct the rest of the group to think of words with the chosen vowel sound. Continue the game until everyone gets a chance to “Pick a Vowel.”

Suggested words to use for *Pick a Vowel*:

bat / bit / bet / but

sat / sit / set/

dog / dig / dug

net / not / nut

ran / run / Ron

fill / full / fall / fell

*You can record an individual student’s understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.*

Student’s Name	<u>Excellent</u> Identifies Different Vowel Sounds	<u>Developing</u> Identifies Some Vowel Sounds	<u>Minimal</u> Does Not Identify Vowel Sounds	Date

# Word Cousins

Standards Indicator  
**1.1.6**

Teacher  
Tip



**Purpose:** Students will recognize that vowel sounds can be represented by different letters.

**Materials:** chalkboard/whiteboard

**Activity:**

1. Tell students that they are going to be learning about word cousins. Explain that word cousins are words that have the same vowel sounds. Let students know that they are going to be looking for word cousins.
  2. Choose a vowel pattern to focus on (e.g., long, short, or vowel digraph). Write a word containing the focus vowel sound on the board (e.g., *coat*). Say the word aloud. Underline the letter or letters that make the sound (e.g., *coat*). Write three words beside it, two of which do not have the same sound and one that does, but uses different letters to make the sound (e.g., *vote*, *come*, *hot*).
  3. Have students choose the correct cousin, or word that has the same sound. Circle the letter or letters that make the focus sound.
  4. Continue the exercise with several vowel sounds. Have students pronounce each word to make sure they hear the same sounds.
- ☆ Challenge students to read the focus words and think of more cousins for each word.



You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Excellent</u> Identifies Vowel Sounds	<u>Developing</u> Identifies Some Vowel Sounds	<u>Minimal</u> Cannot Identify Vowel Sounds	Date

**Purpose:** Students will create and state a series of rhyming words.

**Activity:**

1. Read a couplet to students, omitting the last word. Have students finish the couplet with a rhyming word. Use rhymes such as the following:

- ◆ *I think Jane made up that word.  
It's the funniest one I ever \_\_\_\_\_. [heard]*
- ◆ *I'm glad my cousin Willy came.  
He knows how to play that \_\_\_\_\_. [game]*
- ◆ *There's one bad thing about that boat.  
It doesn't seem to want to \_\_\_\_\_. [float]*
- ◆ *I like to feel the sun a lot,  
but yesterday it got too \_\_\_\_\_. [hot]*
- ◆ *Go over the mountain to get to town:  
first climb up, and then come \_\_\_\_\_. [down]*
- ◆ *Betty plays the game the best.  
She plays it better than all the \_\_\_\_\_. [rest]*
- ◆ *In a little while it will get dark,  
so let's get going and leave this \_\_\_\_\_. [park]*



2. Repeat the rhyme several times. Allow different responses.
3. Give students two rhyming words and see if they can create a rhyme similar to the couplets above.

*You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.*

Student's Name	<u>Excellent</u> Can Rhyme Words	<u>Developing</u> Can Rhyme Some Words	<u>Minimal</u> Cannot Rhyme Words	Date

# Ball Toss

Standards Indicator  
**1.1.7**

Teacher  
Tip

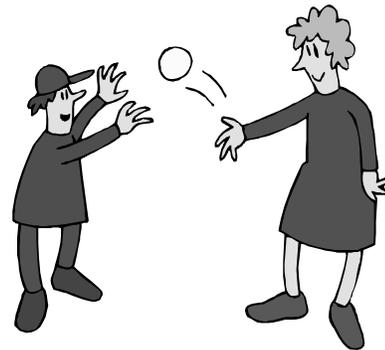


**Purpose:** Students will create and state a series of rhyming words.

**Materials:** ball

**Activity:**

1. Stand in a large circle with students. Tell students that you are going to say a word as you toss the ball and whoever catches the ball must say a rhyming word. (Begin with simple word families, like *\_it* or *\_at* for rhyming.)
2. Say a word and toss the ball to a student.
3. Have students continue tossing the ball to each other as they give rhyming words. Have students sit down if they do not know a rhyming word.
4. Begin each new round with the teacher calling out a new word to rhyme. Continue the game until there is only one student standing.
5. Repeat the game, letting students begin the rhymes.



*You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.*

Student's Name	<u>Excellent</u> Creates Many Rhymes Easily	<u>Developing</u> Creates Some Rhymes	<u>Minimal</u> Cannot Create Rhymes	Date

# The Sound Burglar

Standards Indicator  
**1.1.8**

**Purpose:** Students will add, delete, or change sounds to change words.

**Materials:** chalkboard/whiteboard

**Activity:**

1. Write the following words on the board: *ball, bark, bit, bus, cat, hear, face, hold, and shout*. Have students read the words as a class. Tell students that some words hide inside other words. If the beginning sound is snatched away, there is still a word left behind.
2. Erase the beginning sound of each word. Tell students that the Sound Burglar came and snatched the beginnings away. Have students read the words that the Sound Burglar left behind.
3. Explain that the Sound Burglar also steals the ends of words and leaves words that sound like other words. Say the following words and have students guess the word that the Sound Burglar would leave behind if he stole an ending sound in the word: *crime(cry), seen(see), gold(go), mist(miss), plant(plan)*.
4. Write additional words on the board. (Avoid words that don't sound the same after a letter is taken, such as: *flower(flow), king(kin)*.) Give each student an opportunity to be the Sound Burglar. Have the class read the words left by the Sound Burglar.



*You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.*

Student's Name	<u>Excellent</u> Can Add, Delete, or Change Sounds	<u>Developing</u> Can Add, Delete, or Change Some Sounds	<u>Minimal</u> Cannot Add, Delete, or Change Sounds	Date

# Zippity Do Dah

Standards Indicator  
**1.1.8**

Teacher  
Tip

**Purpose:** Students will add, delete, or change sounds to change words.

**Materials:** chalkboard/whiteboard

**Pre-Activity Preparation:** Write the following song lyric on the board, leaving space between the words in the first and last lines:

*Zippity do dah, zippity ay.  
My, oh my, what a wonderful day!  
Plenty of sunshine headed my way.  
Zippity do dah, zippity ay!*

**Activity:**

1. Have students sing the song aloud with you. Erase the first letter of each of the first four words in the first and last sentences. Call on a volunteer to replace the erased letters with another letter (e.g., *Hippity ho hah, hippity ay*). Sing the new song as a class. Continue replacing the letters with new letters and making new lyrics.
2. Write some of the following blends, in a string, to the side of the lyric: *bl, ch, dr, fl, pl, pr, str, sh, spl, shr, thr*. Encourage students to pick blends to replace the missing letters and sing more new lyrics (e.g., *Thrippity thro thrah, thrippity ay*).
3. Sing a lyric and see if the students can name the beginning letter or blend that they hear.



You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Excellent</u> Can Substitute Letters	<u>Developing</u> Can Substitute Some Letters	<u>Minimal</u> Cannot Substitute Letters	Date



**Purpose:** Students will add, delete, or change sounds to change words.

**Materials:** chalkboard/whiteboard, paper, pencils

**Pre- Activity Preparation:** Write the clue words (italicized words below) on the board.

**Activity:**

1. Tell students that you are going to read a riddle that contains a word clue. They will use the word clue to figure out the answer. (Suggestions for riddles are written below.)
  2. Read one of the riddles to the class. Repeat the clue word.
  3. Explain to students that they may change the clue word in one of three ways: 1) take letters away from the clue word, 2) add letters to the clue word, or 3) change one letter in the clue word.
  4. Give students paper and pencil to write the clue word. Encourage students to play with the word, changing the letters to make a new word that answers the riddle.
  5. Have students raise their hands when they have the answer to the riddle. Allow students that are finished early to help those that are struggling with the clue.
- ★ Challenge students to make up word riddles for the rest of the class to solve.

## Riddle Suggestions

1. What animal is hiding in *paper*? [ape]
2. What gets a *train* all wet? [rain]
3. What would a *nose* like to smell? [rose]
4. How does a *clown* look sad? [frown]
5. What animal is hiding in a *box*? [fox, ox]
6. How can you make a *dot* bark? [dog]
7. How did the *dish* change in order to swim away? [fish]
8. What would make a *pin* dizzy? [spin]
9. How can you change a *bag* that is too small? [big]
10. What happens to a *cat* that eats too much? [fat]

You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Excellent</u> Can Add, Delete, or Change Words	<u>Developing</u> Can Change Some Words	<u>Minimal</u> Cannot Change Words	Date

# Blending Bee

Standards Indicator  
**1.1.9**

**Purpose:** Students will blend two to four phonemes into recognizable words.

**Materials:** chalkboard/whiteboard

**Pre-Activity Preparation:** Make a list of word families on the board (e.g., *\_ap, \_at, \_et, \_ig, \_ob, \_op, \_ot, \_ug, \_un*).

**Activity:**

1. Have students look at the first word family on the board. Tell students to think of a letter that they can put in front of the word family to make a word.
2. Call on students to make as many words as they can think of, listing them under the word family.
3. Repeat the activity with all the word families. Keep a written list on the board of all the words. Review all the words on the board before erasing them.
4. Have a blending bee. Call on each student to make a word from one of the word families. Continue around the room until everyone has a chance to blend a word.



*You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.*

Student's Name	<u>Excellent</u> Blends Phonemes Into Words Easily	<u>Developing</u> Blends Some Phonemes Into Words	<u>Minimal</u> Has Trouble Blending Phonemes	Date

# Tic Tac Word Game

Standards Indicators  
1.1.9-1.1.11

**Purpose:** Students will blend sounds into recognizable words and read sight words.

**Materials:** chalkboard/whiteboard, pencils, paper

**Pre-Activity Preparation:** Make five tic-tac-toe grids on the board. Number them from one to five. Fill in the grids like the examples below:

1. 

	a	
a	r	e
	e	

 2. 

	a	
a	g	o
	o	

 3. 

	e	
e	y	e
	e	

 4. 

	u	
u	s	e
	e	

 5. 

	o	
o	n	e
	e	

**Activity:**

1. Have students look at the grids on the board. Tell them that they are going to make new words from other words. Show students the word *are* written across and down in grid #1.
2. Ask students to help you place letters into the puzzle to make words using the a and e that are already there. Do the first one together. Put in the letter *p* and have students pick a letter to finish the word. Continue with all four letters until you have a complete grid.
3. Continue filling in the next four grids together.
4. Give each student a piece of paper and a pencil. Tell them to make a grid on their papers, like the ones on the board.
5. Make the grid on the board. Write the word *one* across and down the middle of the grid. Have students copy the grid. Tell students to finish the puzzle themselves to make new words.
6. When students have finished the puzzles, fill in the grid on the board.

Possible answers: 1. 

p	a	l
a	r	e
n	e	t

 2. 

m	a	n
a	g	o
p	o	t

 3. 

y	e	t
e	y	e
s	e	l

 4. 

b	u	s
u	s	e
g	e	t

 5. 

h	o	w
o	n	e
p	e	t

*You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.*

Student's Name	<u>Excellent</u> Forms Words Easily	<u>Developing</u> Forms Some Words	<u>Minimal</u> Cannot Form Words	Date

**Purpose:** Students will identify signs and symbols from the colors, shapes, logos, and letters.

**Materials:** paper, markers, scissors

**Pre-activity preparation:**

1. Create a *stop* sign without the word “stop,” *school crossing* sign, a *yield* sign without the word “yield,” a *handicapped parking* sign, and a *camping* sign.
2. Write the following information on the board:  
Signs and Symbols: *red* – stop or caution, *yellow* – warning, *orange* – road construction, *green* – go, *blue* – information, *brown* – recreation

**Activity:**

1. Discuss the information on the board. Explain to students that different colors in traffic signs mean different things: *red* – stop or caution (e.g.: wrong way, stop, yield), *yellow* – warning (e.g.: school crossing, y in the road, railroad crossing), *orange* – road construction, *green* – go (e.g.: street name signs, parking, bike route), *blue* – information (e.g.: handicapped, restroom, library, airport), *brown* – recreation (e.g.: camping, hiking, skiing).
2. Show students the signs.
3. Discuss the color of each sign.
4. Ask students what color these signs in a classroom would be and why: **Walk** (*green* – go), **Don’t Touch** (*yellow* – warning or *red* – stop), **Class Jobs** (*blue* – information), **Playground** (*brown* – recreation)
5. Have students create new signs and symbols using the information they know about colors and their meanings.
6. Have other students guess what a new sign might mean using the knowledge they gained.

[http://safety.fhwa.dot.gov/ped\\_bike/docs/roadsigns\\_top.gif](http://safety.fhwa.dot.gov/ped_bike/docs/roadsigns_top.gif) (a link to pictures of signs)

<http://www.nysgtsc.state.ny.us/Kids/ksignans.htm#red> (this is an online child’s sign quiz)

You can record an individual student’s understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student’s Name	<u>Excellent</u> Identifies most or all important signs and symbols	<u>Developing</u> Identifies some important signs and symbols	<u>Minimal</u> Cannot identify important signs and symbols	Date

# Word Hunt

Standards Indicator  
**1.1.11**

Teacher  
Tip



**Purpose:** Students will read common sight words.

**Materials:** multiple copies of the same story, index cards, marker, pencils

**Pre-Activity Preparation:** Choose a story of which your classroom has multiple copies. Pick several sight words from the story and write them on index cards.

**Activity:**

1. Read the selected story to students. Ask students to follow along as you read.
2. Hold up one of the index cards with a sight word from the story on it. Ask students to raise their hands if they know the word. Call on a student to read the word to the class.
3. Instruct students to look through the story for the sight word. Have students raise their hands when they find the word.
4. Walk around the room and check to make sure students have found the correct word.
5. Allow those students who find the word quickly to give hints to those struggling to find the word. Encourage students to give hints such as: "It's near the top of page \_\_\_\_." Allow time for everyone to locate the word.
6. Continue the word hunt with the rest of the words on the index cards. Confirm that everyone finds each word. Pair struggling students with students who find the words quickly.
7. Give each student an index card. Instruct each student to write a word from the story on the card. Have students trade cards with partners and find their partners' words.



*You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.*

Student's Name	<u>Excellent</u> Identifies Sight Words	<u>Developing</u> Identifies Some Sight Words	<u>Minimal</u> Cannot Identify Sight Words	Date

**Purpose:** Students will use phonic and context clues to self-correct when reading.

**Materials:** student books, chalkboard/whiteboard

**Activity:**

1. Write the words *super smart* on the board. Tell students they are going to practice being super smart readers. Tell them that when they are reading and come to a word that they don't know they need to do two things to think like a super smart reader. Erase the words *super* and *smart* except for the beginning *s*'s.
2. Next to the first *s* write the word *sense* and discuss how readers need to read words that make sense in the sentence. Next to the second *s* write the word *sound*. Discuss how readers need to think of words that sound like the letters on the page when reading.
3. Give the students time to practice reading a few tough sentences from the board such as *The cat hurt her tongue*. Ask the students to help figure out what the last word says. Ask students for ideas that would make sense in the sentence (e.g., *tail*, *paw*, or *tooth*) and write these on the board. Then help students eliminate words that do not match the letter sounds in the word such as *paw*.
4. Help the students sound out and think of more words that would make sense until they come up with the word *tongue*.
5. Follow-up by having students read their own books. Remind them to do the double *s* work of the super smart readers: finding words that make **SENSE** and **SOUND** like the letters.



You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Excellent</u> Uses Phonic and Context Clues	<u>Developing</u> Relies on Phonics Only or Context Only	<u>Minimal</u> Does Not Use Phonic or Context Clues	Date

# Phonic Collages

Standards Indicator  
**1.1.13**

Teacher  
Tip

**Purpose:** Students will read words by using knowledge of vowel digraphs and how vowel sounds change when followed by the letter *r*.

**Materials:** glue sticks, construction paper, newspapers or old worksheets, scissors, chalkboard/whiteboard

**Activity:**

1. Tell students that they each will make a collage of words. Distribute glue sticks, scissors, construction paper, and newspaper or worksheets to students.
2. Write several vowel digraphs on the board. Explain to students that a vowel digraph has two letters working together to make a sound. Write students' examples of words that have digraphs in them on the board (e.g., *boat*, *weak*, etc.).
3. Instruct students to look in the newspapers or worksheets for words like those on the board. Tell students to cut out the words and glue them onto their construction papers in creative designs.
4. Have students circle the vowel digraph in each word.
5. Encourage students to sign their collages and hang them around the room for an art show. Invite other classes to come view the art.
6. Tell students to explain their art to the viewers, reading some of the words and pointing out the vowel digraphs.
7. Have students find other words with blends and *r*-controlled vowels and create more collages.



*You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.*

Student's Name	<u>Excellent</u> Identifies Vowel Digraphs and r-Controlled Vowels	<u>Developing</u> Identifies Some Vowel Digraphs and r-Controlled Vowels	<u>Minimal</u> Does Not Identify Vowel Digraphs and r-Controlled Vowels	Date

**Purpose:** Students will practice reading common word patterns.

**Materials:** large oatmeal container, construction paper, tape, permanent marker, small pieces of paper

**Pre-Activity Preparation:** Wrap a piece of construction paper around a large oatmeal container and tape the seam. Divide the container by drawing four lines—one down the seam and three others equally spaced around the container. In each of the four sections write a word pattern ending (e.g., *\_ice*, *\_ate*) so that the word can be read properly when the container rolls on its side. Write consonants and consonant blends on the small pieces of paper. When finished place the pieces inside the container.

**Activity:**

1. Explain to the class that you have turned an old oatmeal container into a game. Tell the class that they will practice turning words into other words. Show how you can turn the word *oat* into *boat* just by adding a *b*. Ask the class to think of other words that *oat* could be changed into (e.g., *coat*, *float*, *moat*).
2. Tell students they will play a game where they will get to make new words. Have students sit in a circle on the floor. Roll the container to one student. Ask him/her to read the word family that is on the top. Then have the student reach inside and pull out a piece of paper. Ask the student to read the letter(s) on the paper aloud and see if he/she can make a new word by adding these letter(s) to the word on the container. Put the paper back in the container, shake it up, and roll to another student.
3. Roll the container to all the students until everyone has had a turn. Ask the students to help you list words they remember from the game under an appropriate word pattern heading on the board.

*You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.*

Student's Name	<u>Excellent</u> Can Read Many Word Patterns	<u>Developing</u> Can Read Some Word Patterns	<u>Minimal</u> Can Not Read Word Patterns	Date

# Put-Together

Standards Indicator  
**1.1.14**

Teacher  
Tip



**Purpose:** Students will read common word patterns.

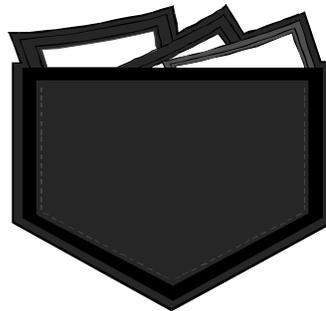
**Materials:** pocket chart, 40-45 3 × 5 index cards

**Pre-Activity Preparation:**

1. Create a set of letter cards, writing all the consonants and common blends on 3 × 5 index cards.
2. Create another set of cards by writing word families such as *\_at* on 3 × 5 index cards.
3. Put word families into the pockets of the pocket chart. Place letter cards near the pocket chart.

**Activity:**

1. Point to one of the word families in the pocket chart. Explain to students that they are seeing a word family and that by adding to it, they can create new words. Have students select a letter or card and add it to the word family to make a new word. Read the new word.
2. Have students take turns putting new letters and blends in front of the word family. Continue until all possible words are made. Have students continue making new words using other word families in the pocket chart.
3. Take the letters out of the pocket one by one and have students reread each new word that they created.



*You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.*

Student's Name	<u>Excellent</u> Blends Letters With Bases	<u>Developing</u> Blends Some Letters With Bases	<u>Minimal</u> Cannot Combine Letters With Base Sounds	Date

**Purpose:** Students will read aloud smoothly and easily in familiar text.

**Materials:** books, chalkboard/whiteboard, paper, crayons, pencils

**Pre-Activity Preparation:** Have students choose a favorite book from home or school that they can read.

**Activity:**

1. Put students into groups of three or four students each. Have students read the books they have chosen to each other. Encourage students to ask and answer questions about the books such as: Why is it your favorite book? What is your favorite part of the story? Do you have other favorite books? Where did you get the book?
2. Create new groups and have students read their books to a different group of students. Have students take turns reading and asking questions about each other's books. Continue changing groups as long as children are interested.
3. Instruct each student to draw a picture of a favorite part in his or her own book. Encourage students to write a sentence or two about the pictures. Have students share the pictures and read the sentences to a friend. Post the pictures around the classroom for everyone to enjoy.



*You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.*

Student's Name	<u>Excellent</u> Reads Fluently	<u>Developing</u> Reads With Some Difficulty	<u>Minimal</u> Cannot Read Fluently	Date

# Contraction Memory

Standards Indicator  
**1.1.16**

**Purpose:** Students will read and understand simple compound words and contractions.

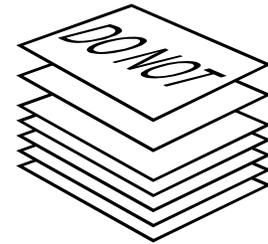
**Materials:** index cards, marker, chalkboard/whiteboard

**Pre-Activity Preparation:** Make several memory games using index cards and contractions.

Write one contraction on an index card and write the two words that make up the contraction on another index card.

**Activity:**

1. Write *cannot* and *can't* on the board. Tell students that sometimes when we talk we shorten two words into one word, like saying *can't* instead of saying *cannot*. Explain that this is called a contraction. Point out the apostrophe in *can't* and explain that the apostrophe shows that letters have been removed to make the contraction. Ask students which letters are represented by the apostrophe in *can't*.
  2. Have students give examples of other contractions that they use. Write the contractions on the board. Write the two words that make up the contraction next to each contraction. Have students review all the contractions.
  3. Divide students into smaller groups. Create as many small groups as there are memory games.
  4. Have each group play Contraction Memory. Tell students that in order to make pairs, they need to match the contraction with the card that shows the two words that make up the contraction.
- ☆ For a variation of this game, make a memory game using index cards and compound words. Write the two base words of a compound word on two different index cards. Tell students that in order to make a match they need to turn over two words that will make a compound word when put together.



*You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.*

Student's Name	<u>Excellent</u> Understands Contractions	<u>Developing</u> Understands Some Contractions	<u>Minimal</u> Does Not Understand Contractions	Date

**Purpose:** Students will read and understand simple compound words and contractions.

**Materials:** Copies of *Root Word Cross-Out Grid* Black Line Master (page 99), pencils, chalkboard/whiteboard, word list of the following words: *look, bark, write, jump, fast, hold, slow, move, talk, drink, hop, walk, stand, pull, play, read*

**Pre-Activity Preparation:** Make one copy per student of the *Root Word Cross-Out Grid* Black Line Master

**Activity:**

1. Ask students whether they know what root words are. Show how the word *keeping* has the root word *keep*. Expand and clarify their understandings.
2. Tell students they will be playing a game with root words and endings. Pass out a *Root Word Cross-Out Grid* to each student.
3. First they will need to prepare their game boards. Ask the student to circle any nine words under the grid. Tell each student to write one of the circled words in each of the squares on the grid.
4. Explain that in the game you will write one root word from your list (e.g., *jump*) on the board and they will check their grids to see if the root of any of their grid words matches the word on the board they have any matching form of the word in the grid squares. Tell students to cross out any matches. Play until one or more students have crossed out all of the words on their grid, or three in a row (whichever you prefer).
5. Have the students read the words from their *Root Word Cross-Out Grids*.

*You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.*

Student's Name	<u>Excellent</u> Can Match All Words To Their Root Words	<u>Developing</u> Matches Some Words To Their Root Words	<u>Minimal</u> Cannot Match Words with Their Root Words	Date

Name \_\_\_\_\_

## ROOT WORD CROSS-OUT


looking  
jumping  
reads  
slowly  
talking  
walks  
player  
talks

barking  
drinks  
fastest  
moved  
reader  
hops  
jumps  
slower

writer  
looks  
holds  
barks  
looked  
jumped  
talked  
jumper

faster  
reading  
barked  
standing  
drinking  
pulling  
walking  
playing

# Mr. Picky Eater

Standards Indicators  
1.1.18, 1.1.16

Teacher  
Tip

**Purpose:** Students will read and understand simple compound words and contractions and classify categories of words.

**Materials:** stuffed animal, chalkboard/whiteboard

**Pre-Activity Preparation:** Choose a particular word skill with which students need practice such as compound words or contractions.

**Activity:**

1. Show students a stuffed animal and tell them that it is Mr. Picky Eater, and he is very hungry. Explain that Mr. Picky Eater eats words, but is very picky about the kind of words he'll eat.
2. Tell students that they will be finding what kinds of words he's hungry for, by trying to feed him different words.
3. Draw a two-column table on the board. Label one column "Yum! Yum!" and the other column "Blechh!"
4. Write a word under "Yum! Yum!" that sets the pattern for the skill to be reviewed. Say, "Mr. Picky Eater gobbled up this word. Can you find him more he will eat?"
5. Write the words that students suggest under the appropriate heading. (Put the correct words under the "Yum! Yum!" column and the others under the "Blechh!" column. Do not tell students why a suggested word has gone under the "Yum! Yum!" or "Blechh!" column. Allow students to discover the pattern themselves.)
6. Have students raise his or her hand when they have determined what kind of words Mr. Picky Eater likes to eat. Call on someone to explain to the rest of the class what kind of words Mr. Picky Eater likes today.
7. Throughout the day, challenge students to find more words with the same pattern. Have students add to the list when they find words that Mr. Picky Eater would eat.

*You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.*

Student's Name	<u>Excellent</u> Understands Compound Words and Contractions	<u>Developing</u> Some Understanding of Compound Words and Contractions	<u>Minimal</u> Does Not Understand Compound Words and Contractions	Date

**Standard 2****READING: Comprehension and Analysis of Nonfiction and Informational Text**

Students read and understand grade-level-appropriate material. The selections in the **Indiana Reading List** ([www.doe.state.in.us/standards/readinglist.html](http://www.doe.state.in.us/standards/readinglist.html)) illustrate the quality and complexity of the materials to be read by students. At Grade 1, in addition to regular classroom reading, students begin to read a variety of nonfiction, such as alphabet books, picture books, books in different subject areas, children's magazines, periodicals, and beginners' dictionaries.

**Structural Features of Informational Materials**

1.2.1 Identify the title, author, illustrator, and table of contents of a reading selection.

1.2.2 Identify text that uses sequence or other logical order.

Example: Explain how an informational text is different from a story. Tell what might be included in an informational book that uses sequence, such as a book on making a bird feeder like *The Bird Table* by Pauline Cartwright.

**Analysis of Grade-Level-Appropriate Nonfiction and Informational Text**

1.2.3 Respond to *who*, *what*, *when*, *where*, *why*, and *how* questions and recognize the main idea of what is read.

Example: After reading or listening to the science book *Gator or Croc* by Allan Fowler, students answer questions about the reptiles and discuss the main ideas.

1.2.4 Follow one-step written instructions.

1.2.5 Use context (the meaning of the surrounding text) to understand word and sentence meanings.

1.2.6 Draw conclusions or confirm predictions about what will happen next in a text by identifying key words (signal words that alert the reader to a sequence of events, such as *before*, *first*, *during*, *while*, *as*, *at the same time*, *after*, *then*, *next*, *at last*, *finally*, *now*, *when* or cause and effect, such as *because*, *since*, *therefore*, *so*).

Example: Read *Bats: Creatures of the Night* by Joyce Milton and discuss what words give clues about predicting where bats could be found or how they locate food.

1.2.7 Relate prior knowledge to what is read.

Example: Before reading *How Much Is a Million* by David Schwartz, discuss students' estimates of large quantities.



Name:

Answer the questions below.

## Get a Pet

Written by: Ann Love  
Pictures by: Tommy Small



## Table of Contents

Small Pets .....	Page 3
Big Pets .....	Page 4
Pick a Pet .....	Page 5
Feed Your Pet .....	Page 6
Walk Your Pet .....	Page 7
Love Your Pet .....	Page 8

2

1

Who is the author of *Get a Pet*?

---

2

Which page is Pick a Pet on?

---

3

What could you learn about on page 7?

---

4

Who drew the pictures for this story?

---

5

On which page would you learn about pet mice?

---

**Text Elements: Teacher Directions**

**Say:** You are going to be looking at two pages from the front of a book called *Get A Pet*. Look at the two pages and answer the questions below. Write your answers on the lines.

Text Elements (accept similar answers)
1. Ann Love is the author.
2. Pick a Pet is on Page 5.
3. You could learn about walking your pet.
4. Tommy Small drew the pictures.
5. On page 3 you could learn about pet mice.

# Sequence: Which One Comes Last?

Standards Indicator  
1.2.2

Name:

Mark the sentence that tells what happened last.

- Sample A**
- The duck got out and dried off.
  - The duck swam in the pond.
  - The duck flew to the pond.
- Sample B**
- I bought Amy a gift.
  - I wrapped the gift.
  - I took the gift to the party.

<b>1</b>	<ul style="list-style-type: none"> <li><input type="radio"/> Then I took off my coat.</li> <li><input type="radio"/> The sun came out.</li> <li><input type="radio"/> I got very hot.</li> </ul>	<b>6</b>	<ul style="list-style-type: none"> <li><input type="radio"/> Carlos got a new bike.</li> <li><input type="radio"/> Carlos rode his new bike.</li> <li><input type="radio"/> Carlos put his bike away.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li><input type="radio"/> Our teacher took out a book.</li> <li><input type="radio"/> She read a story to us.</li> <li><input type="radio"/> She opened it.</li> </ul>	<b>7</b>	<ul style="list-style-type: none"> <li><input type="radio"/> We packed a lunch.</li> <li><input type="radio"/> We went to the park.</li> <li><input type="radio"/> We ate lunch under the trees.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li><input type="radio"/> We won!</li> <li><input type="radio"/> We went to the park.</li> <li><input type="radio"/> We started a game.</li> </ul>	<b>8</b>	<ul style="list-style-type: none"> <li><input type="radio"/> The kittens played.</li> <li><input type="radio"/> Then they took a nap.</li> <li><input type="radio"/> They got very tired.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li><input type="radio"/> We were very sad.</li> <li><input type="radio"/> Our dog ran away.</li> <li><input type="radio"/> Then we found him.</li> </ul>	<b>9</b>	<ul style="list-style-type: none"> <li><input type="radio"/> We picked the new beans.</li> <li><input type="radio"/> Dad planted seeds.</li> <li><input type="radio"/> Plants began to grow.</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li><input type="radio"/> It got cloudy.</li> <li><input type="radio"/> The rain got us wet.</li> <li><input type="radio"/> It started to rain.</li> </ul>	<b>10</b>	<ul style="list-style-type: none"> <li><input type="radio"/> After I ate, I went to school.</li> <li><input type="radio"/> Mom woke me up.</li> <li><input type="radio"/> I ate a big breakfast.</li> </ul>

## Sequence: Which One Comes Last?: Teacher Directions

**Say:** We will be putting sentences in order. We will do the sample together. Find the three sentences next to the letter **A** at the top of the page.

*Be sure that each student has the correct place.*

**Say:** Read the three sentences next to the letter **A**. Which sentence tells what happened last?

*Call on a student and encourage a reply.*

**Say:** That's right. The sentence that tells what happened last is ***The duck got out and dried off.*** You should mark the circle next to that sentence.

Now read the three sentences next to the letter **B**. Which sentence tells what happened last?

*Call on a student and encourage a reply.*

**Say:** That's right. The sentence that tells what happened last is ***I took the gift to the party.*** You should mark the circle next to that sentence.

Now you will do some more on your own. Read the three sentences and pick the sentence that tells what happened last. Mark the circle next to the sentence that tells what happened last.

Sequence: Which One Comes Last?
1. Then I took off my coat.
2. She read a story to us.
3. We won!
4. Then we found him.
5. The rain got us wet.
6. Carlos put his bike away.
7. We ate lunch under the trees.
8. Then they took a nap.
9. We picked the new beans.
10. After I ate, I went to school.

# Reading Comprehension

Standards Indicators

1.2.3, 1.2.5, 1.2.6,  
1.3.5

Name:

Mark the answer that best completes each sentence.

## Sample

### Sara's Day

The sun was high in the sky.  
"It will be a good day," Sara said.  
"We can go to the park.  
We will get to play ball!"



Where will Sara go?

- to the park
- to school
- to a friends house

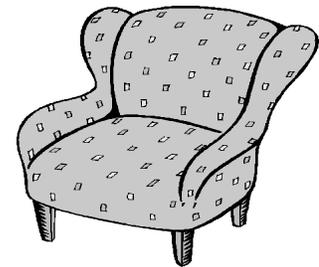


What will Sara do there?

- read a book
- sit in the sun
- play ball

### Millie and the Chair

Grandma always sat in the big chair.  
She worked so hard in her store.  
She would come home and fall asleep in the chair.  
When Grandma was away at work,  
Millie, her cat, got up in the chair.  
Oh! It felt so good!  
She would fall asleep, too.



1

Millie likes to sit in the chair because it \_\_\_\_\_.

- feels so good
- is so little
- makes Grandma mad

3

Where was the chair?

- at the store
- at home
- at school

2

What made Grandma tired?

- sitting in a chair
- working very hard
- coming home

4

Millie is Grandma's \_\_\_\_\_.

- name
- sister
- cat

## Reading Comprehension (“Millie and the Chair”): Teacher Directions

**Say:** We will be reading a story and answering questions about the story. We will do the sample together. Look at the story on the top of the page. Look at the title. Who will read the title aloud?

*Call on a student and encourage a reply.*

**Say:** That’s right. The title is “Sara’s Day.” Now read the story to yourself. Look at the first question. It says: “Where will Sara go?” Read the three choices. Which choice tells where Sara will go?

*Call on a student and encourage a reply.*

**Say:** That’s right. The first choice **to the park** is correct. You should mark the circle before the words **to the park**. The story says that Sara will go to the park. Now read the second question to yourself. Read the three choices. You should mark the circle that is the best answer to the question. You can look back at the story if that will help you answer the question.

*Call on a student and encourage a reply.*

**Say:** That’s right. The story says that Sara will play ball in the park. You should mark the circle before the words **play ball**.

Now you will read another story like this one. Read the story to yourself. Then read each question and the choices after each question. Mark the circle before the words that answer each question.

The last question asks you to draw and write about the story. Read the question. Draw a picture in the box to answer the question. Then write about your picture on the lines below the box.

*Note: There is no sample item for the last question.*

<b>Millie and the Chair</b>
1. feels so good
2. working very hard
3. at home
4. cat
Open-ended question: The drawing could show Millie sitting or sleeping in the chair. Students may produce other drawings that respond to the question. If the students write below the drawing, ask them to read what they wrote.





# Reading Comprehension

Standards Indicators  
1.2.3, 1.2.5, 1.3.5

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

Mark the answer that best completes each sentence.

## Green Paint

Jamal was making a picture.

He had no green paint.

“I will make a yellow sun,” he said.

“I can have a blue sky. But I want green trees.”

“Paint them red,” Sam said.

“I know what to do,” Megan said.

She took the yellow paint. Then she mixed in some blue paint.

The yellow and blue turned into green.

Jamal was very happy.



<p><b>1</b></p>	<p>What color did Jamal need?</p> <p><input type="radio"/> blue</p> <p><input type="radio"/> yellow</p> <p><input type="radio"/> green</p>	<p><b>3</b></p>	<p>Who made the green paint?</p> <p><input type="radio"/> Sam</p> <p><input type="radio"/> Jamal</p> <p><input type="radio"/> Megan</p>
<p><b>2</b></p>	<p>Sam said to make the trees _____.</p> <p><input type="radio"/> red</p> <p><input type="radio"/> green</p> <p><input type="radio"/> yellow</p>	<p><b>4</b></p>	<p>If you mix yellow and blue paint, you will get _____.</p> <p><input type="radio"/> blue</p> <p><input type="radio"/> green</p> <p><input type="radio"/> red</p>

**Reading Comprehension (“Green Paint”): Teacher Directions**

[Note: A sample item is provided on page 107.]

**Say:** Read the story to yourself. Then read each question and the choices after each question. Mark the circle next to the words that best answer each question.

The last question on page 113 asks you to draw and write about the story. Read the question. Draw a picture in the box to answer the question. Then write about your picture on the lines below the box.

Green Paint
1. green
2. red
3. Megan
4. green
Open-ended question: The drawing could show Jamal as a happy, excited, or surprised boy. Students may produce other drawings that respond to the question. If the students write below the drawing, ask them to read what they wrote.





# Reading Comprehension

Standards Indicators  
1.2.3, 1.2.5, 1.3.5

Name:

Mark the answer that best completes each sentence.

## Which Coat?

Mr. Major got a new coat.

Soon it grew very cold outside.

Mr. Major took out his new coat.

“It is very beautiful,” he said.

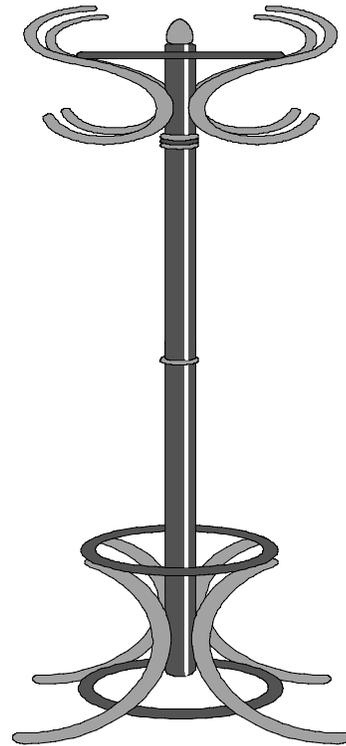
“But I have another coat!”

He got his old coat. There was a big hole in it,  
but it felt so nice!

It was like an old friend.

“My new coat is very nice,” he said.

“I will save it. I will put it on when I dress up.”



<p><b>1</b></p>	<p>Mr. Major got a new ____.</p> <p><input type="radio"/> hold</p> <p><input type="radio"/> family</p> <p><input type="radio"/> coat</p>	<p><b>3</b></p>	<p>Mr. Major will wear his new coat ____.</p> <p><input type="radio"/> all winter long</p> <p><input type="radio"/> when he dresses up</p> <p><input type="radio"/> on top of his old coat</p>
<p><b>2</b></p>	<p>What did Mr. Major think about his old coat?</p> <p><input type="radio"/> It was like an old friend.</p> <p><input type="radio"/> It was very beautiful.</p> <p><input type="radio"/> It was too old to wear.</p>	<p><b>4</b></p>	<p>Another good name for this story is ____.</p> <p><input type="radio"/> When Winter Comes</p> <p><input type="radio"/> Mr. Major's Coats</p> <p><input type="radio"/> No Coat to Put on</p>

**Reading Comprehension (“Which Coat?”): Teacher Directions**

**Say:** Read the story to yourself. Then read each question and the choices after each question. Mark the circle before the words that answer each question.

The last question on page 117 asks you to draw and write about the story. Read the question. Draw a picture in the box to answer the question. Then write about your picture on the lines below the box.

Which Coat?
1. coat
2. It was like an old friend.
3. when he dresses up.
4. Mr. Major’s Coats
Open-ended question: The drawing could show Mr. Major in an old coat with hole or in a nice new coat. Students may produce other drawings that respond to the question. If the students write below the drawing, ask them to read what they wrote.





# Reading Comprehension

Standards Indicators  
1.2.3, 1.2.5

Name:

Mark the answer that best completes each sentence.

## Dinosaurs

Dinosaurs lived long ago.

There were many kinds.

Most were very big animals.

Some could fly.

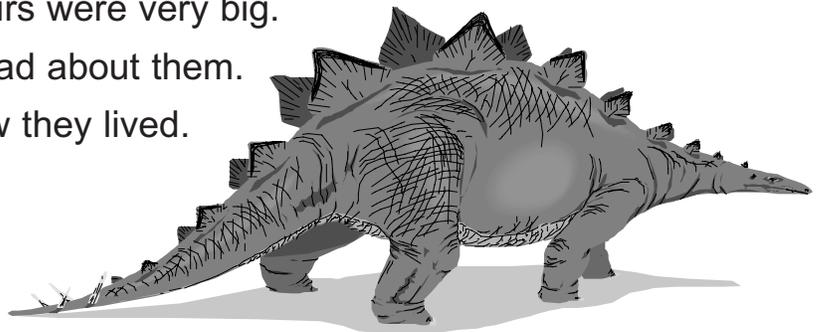
People have found dinosaur bones.

They put them together.

We can see that many dinosaurs were very big.

We can draw them. We can read about them.

We can write stories about how they lived.



<b>1</b>	We know that dinosaurs lived because people _____. <input type="radio"/> have found their bones <input type="radio"/> have seen them <input type="radio"/> can see them today	<b>3</b>	When did dinosaurs live? <input type="radio"/> never <input type="radio"/> not very long ago <input type="radio"/> a long time ago
<b>2</b>	What could some dinosaurs do? <input type="radio"/> draw <input type="radio"/> write <input type="radio"/> fly	<b>4</b>	We know things about dinosaurs from _____. <input type="radio"/> pictures and reading books <input type="radio"/> watching them run <input type="radio"/> feeding bones to them

**Reading Comprehension (“Dinosaurs”): Teacher Directions**

**Say:** Read the story to yourself. Then read each question and the choices after each question. Mark the circle before the words that answer each question.

The last question on page 121 asks you to draw and write about the story. Read the question. Draw a picture in the box to answer the question. Then write about your picture on the lines below the box.

Dinosaurs
1. have found their bones
2. fly
3. a long time ago
4. pictures and reading books
Open-ended question: The drawing could show dinosaurs of different sizes, flying dinosaurs, bones of dinosaurs, or a dinosaur skeleton. Students may produce other drawings that respond to the question. If the students write below the drawing, ask them to read what they wrote.





# Directions

Standards Indicator  
1.2.4

Name:

Read and follow the directions.

**Sample**

Draw a line from the dog to the bone.



1

Put an X on the frog.



2

Draw a flower in the grass.



3

Make a line under the bus.



4

Put a ring around the star.



5

Make a door on the house.



6

Draw a hat on the man.



## Directions: Teacher Directions

**Say:** We are going to read and follow directions. We will do the sample together.

Read the student directions aloud. Call on a volunteer to read the sample sentence aloud. Tell students to use their pencils to do what the directions say (draw a line from the dog to the bone). Show students how a line should be drawn between the dog and the bone. Explain that they will read the next sentences by themselves. Remind students to follow the directions they read.

Directions	
1.	
2.	
3.	
4.	
5.	
6.	

# Vocabulary in Context

Standards Indicators  
1.2.5, 1.1.12

Name:

Mark the answer that best completes each sentence.

**Sample**

She is my \_\_\_\_\_.

- pan
- pal
- sad

1 The boy threw the \_\_\_\_\_.

- two
- ball
- jump

2 A \_\_\_\_\_ needs lots of care.

- puppy
- play
- please

3 Give \_\_\_\_\_ an apple with lunch.

- his
- her
- eat

4 The friends \_\_\_\_\_ a game.

- baked
- jumped
- played

5 Rosa said the water is very \_\_\_\_\_.

- swims
- every
- cold

**Vocabulary in Context: Teacher Directions**

**Say:** We are going to find the word that best completes the sentence. We will do the sample together. Look at the sentence at the top of the page. Read the sentence to yourself. Then look at the three words after the sentence. Mark the circle next to the word that best completes the sentence.

*Call on a student and encourage a reply.*

**Say:** That’s right. You should mark the circle next to the middle word, **pal**, because **pal** best completes the sentence.

Now you will do some more on your own. Read each sentence. Then read the three words after the sentence. Mark the circle next to the word that best completes the sentence.

Vocabulary in Context
1. ball
2. puppy
3. her
4. played
5. cold

# Prediction: What Happens Next?

Standards Indicator  
1.2.6

Name:

Mark the words that tell what will happen next.

**Sample**

It is time to sleep. I will \_\_\_\_\_.

- get my shoes on
- get into bed
- get to school

1

Wally has been playing outside. He is very hungry. Wally will \_\_\_\_\_.

- stay indoors
- go in and eat
- take a nap

2

My head is very cold. I will wear my \_\_\_\_\_.

- good coat
- other shoes
- warm hat

3

We are going to a lake to go fishing. We will get into a \_\_\_\_\_.

- box
- boat
- skyscraper

4

The dog is chasing the squirrel. The squirrel will \_\_\_\_\_.

- run up the tree
- sit by the dog
- fall asleep

5

The window is open. It starts to rain. We will \_\_\_\_\_.

- close the window
- paint the window
- break the window

6

Andy got his ball and bat. He went to the park. He will \_\_\_\_\_.

- play a game
- eat breakfast
- cut the grass

7

Katie will visit the farm. She will see a \_\_\_\_\_.

- shark
- barn
- clown

8

Terry loves baseball. Going to the game will make her \_\_\_\_\_.

- sad
- sorry
- happy

## Prediction: Teacher Directions

**Say:** We are going to find words that tell what happens next. We will do the sample together. Look at the sentence at the top of the page. Read the sentence to yourself. Then read the words next to the sentence. Mark the circle next to the words that tell what will happen next.

*Call on a student and encourage a reply.*

**Say:** That's right. The words that tell what will happen next are **get into bed**. The sentence will say **I will get into bed**. You should mark the circle next to these words.

Now you will do some more on your own. Read the sentences. Then read the words after the sentences. Mark the circle next to the words that tell what will happen next.

Predictions
1. go in and eat
2. warm hat
3. boat
4. run up the tree
5. close the window
6. play a game
7. barn
8. happy

# Prior Knowledge

Standards Indicator  
1.2.7

Name:

Read the story and answer the questions below.

## Going to School

Keiko is six years old. She lives in Japan. Today is the first day of school. She is afraid. Will her teacher give her hard work? Will she feel smart? Will she find a friend to play with outside?

Keiko slowly eats her breakfast. She sees her mother pack a snack. It is what she loves. It is a rice ball and an apple. "Thank you," she tells her mother, "I know I will be happy at snack time!" Her mother smiles and tells her to hurry up. She does not want to be late.

She puts on her backpack. She gets her hat and goes out the door. She walks with her mom. They walk to the train station. They take a short ride. Then Keiko sees her school. Keiko holds her mother's hand. She does not want to let go. Her mother kisses her, and says in her ear, "Remember, rice ball and apple." Keiko smiles and gets off the train to go to school.



1

How are you and Keiko alike?

---

---

2

How was Keiko going to school on the first day different from you going to school on the first day?

---

---

**Prior Knowledge: Teacher Directions**

*Help students read the story. Read the questions and ask students to write their answers below the questions.*

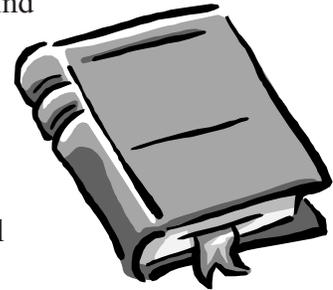
Prior Knowledge
1. Accept any reasonable answer such as: She is six and I am six. I was scared on the first day of school like Keiko.
2. Accept any reasonable answer such as: Keiko rides a train to school, but I ride a bus. I was not scared like Keiko on the first day of school.

**Purpose:** Students will find and name the title, author, illustrator, and table of contents in a reading selection.

**Materials:** classroom reading textbook (or any text available), paper, crayons, pencils

**Activity:**

1. Instruct students to find their reading textbooks and put them on their desks. Tell students to open their books and help them to find the table of contents page. Have students find the page number of one of the stories in their textbooks. Explain that the table of contents page shows the title of the story and on what page it can be found.
2. Have students locate the story in the text. Instruct students to find the title, name of the author, and name of the illustrator. Have students explain the roles of the author and illustrator.
3. Put students into pairs and make sure they have paper, pencils, and crayons. Give each pair a topic to write about and encourage them to brainstorm story ideas together. Assign one person to be the illustrator and one person to be the author. Tell each pair to come up with a title for their story.
4. Bind the stories to make a classroom book. Include a table of contents page that includes the title, author, and illustrator for each story. Place the book in the classroom library for everyone to enjoy.



*You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.*

Student's Name	<u>Excellent</u> Locates All Text Information	<u>Developing</u> Locates Title, Author	<u>Minimal</u> Locates Title	Date

# Sentence Sorting

Standards Indicators  
**1.2.2, 1.2.5**

Teacher  
Tip



**Purpose:** Students will identify text that uses sequence or other logical order and use context to understand word and sentence meanings.

**Materials:** sentence strips, marker, paper clips

**Pre-Activity Preparation:**

1. Write several sequential sentences that explain how to do something. Write the sentences on sentence strips. Mix up the sentences and clip them together.
2. Repeat the above activity making four or five different sentence sets, each set explaining a different sequence of events.

**Activity:**

1. Divide students into four or five small groups and give each group a set of sentences.
2. Explain that they should put the sentences in the correct order so that they make sense.
3. Have students raise their hands when they have their sentences in the correct order. Ask each group to read its sentences aloud when everyone is finished.
4. Have students in other groups listen carefully to each sequence and determine if the sentences are in the correct order. Ask the students to fix the sentences that are not in the correct order (and make them correct).
5. Place the sentence strips in a learning center for student practice.

*You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.*

Student's Name	<u>Excellent</u> Orders Sentences Correctly	<u>Developing</u> Orders Some Sentences Correctly	<u>Minimal</u> Cannot Order Sentences Correctly	Date

**Purpose:** Students will respond to *who*, *what*, and *where* questions.

**Materials:** paper, pencils, crayons

**Pre-Activity Preparation:** Prepare a headline sentence for each student. Create story headlines such as “Ducks Follow Mother Across the Road.”

**Activity:**

1. Explain to students that they are going work on a pretend newspaper. Tell the students that they will be the newspaper illustrators who will draw pictures to accompany the story headlines.
2. Give each student a headline. Make sure every student has paper, pencils, and crayons.
3. Tell each student to read the headline and create a picture that shows *who*, *what*, and *where* details from the headline.
4. Allow students time to complete their pictures. Ask each student to show his or her picture to the class. Ask the student who is in the picture. Ask what is happening and where the picture takes place.
5. Glue the headlines onto the pictures and hang a large newspaper display on the wall.



*You can record an individual student’s understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.*

Student’s Name	<u>Excellent</u> Understands Who, What, and Where Questions	<u>Developing</u> Partially Understands Who, What, and Where Questions	<u>Minimal</u> Does Not Understand Who, What, and Where Questions	Date

# One-Step Director

Standards Indicator  
**1.2.4, 1.7.3**

Teacher  
Tip

**Purpose:** Students will practice following one-step directions.

**Materials:** paper, pencils, bowl

**Activity:**

1. Tell students that they will practice giving and following one-step directions. Give some examples of one-step directions such as *hop on one foot*, *scratch your head*, or *touch your nose*.
2. Divide students into two equal groups. Tell students to sit in two circles on the floor. Assign one person in each group to be the director. Have the director give a one-step direction to the person sitting next to him or her. Encourage students to do their best to follow the directions they are given. When the one-step direction is completed correctly, have that person be the director and give a one-step direction to the person next to him/her.



3. Continue the circle game until each student has had a turn to be the director and follower.
  4. Give each student a small piece of paper and a pencil. Tell each student to write down a one-step direction for someone to follow. Put the directions into a bowl. Tell students that they are each going to draw a paper from the bowl, read it aloud, and perform the direction for the class. Make sure each student has a chance to draw from the bowl and perform a one-step direction for the class.
- ☆ Have each student give two-step directions to another person in a small group.

You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Excellent</u> Easily Follows Directions	<u>Developing</u> Follows Directions Sometimes	<u>Minimal</u> Does Not Follow Directions	Date

**Purpose:** Students will use context to understand word and sentence meanings.

**Materials:** chalkboard/whiteboard

**Pre-Activity Preparation:** Write several sentences on the board where the context gives clues to a missing word. Here are some sample suggestions:

1. My \_\_\_\_\_ is my mom's mother. [grandma]
2. That kitten was so small before he \_\_\_\_\_ so big. [grew]
3. I am not sure if Juan can come over, but \_\_\_\_\_ he can. [maybe]

**Activity:**

1. Tell students that they are going to be detectives like Sherlock Holmes. They will find the missing word in each sentence. Have students look at the first sentence on the board. Ask them to figure out what the missing word is by looking at the rest of the words in the sentence.
  2. Have students raise their hands when they know the missing word. Call on a student to fill in the missing word, and tell how it was discovered. Encourage students to reveal the other words in the sentence that helped them find the missing word.
  3. Have students continue filling in the missing words in the rest of the sentences. Encourage students to tell how they knew the correct words, and note those words in the sentence that helped them.
- ☆ Have each student write his/her own *Sherlock* sentence and see if a friend can find the missing word.



*You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.*

Student's Name	<u>Excellent</u> Easily Identifies Words From Clues	<u>Developing</u> Identifies Some Words From Clues	<u>Minimal</u> Cannot Identify Words From Clues	Date

# Mystery Message

Standards Indicator  
**1.2.5**

Teacher  
Tip



**Purpose:** Students will use context to predict words and understand sentence meaning.

**Materials:** chart paper, markers

**Pre-Activity Preparation:** Write the following Mystery Message (or something similar) on chart paper: *Today is Tuesday. We will have Music this morning. We will \_ing in \_usic. Then \_e will \_o to the library. At the library \_e will \_isten \_o a \_\_ory.*

**Activity:**

1. Show students the Mystery Message. Tell students that they will be solving the Mystery Message.
2. Have students read aloud the first two sentences. Encourage them to use the first two sentences as a clue to the rest of the message.
3. Have students raise their hands if they know the missing letters in the next sentence. Allow the student who guesses the missing letters correctly to fill in the blanks on the chart paper.
4. Continue prompting students to decode the entire message by writing the letters in as they are decoded.
5. Have the student that supplies the last letter in the message go back to the beginning of the message and read it aloud with the class. Instruct the student to move a finger forward as the class reads from syllable to syllable, in order to reinforce the relationship between phonics and comprehension.
6. When you do this activity, leave off beginning sounds initially. Later try omitting ending sounds, blends, digraphs, punctuation marks, or suffixes. Create harder messages as students become more adept.

*You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.*

Student's Name	<u>Excellent</u> Easily Identifies Words From Clues	<u>Developing</u> Identifies Some Words From Clues	<u>Minimal</u> Cannot Identify Words From Clues	Date

**Purpose:** Students will confirm predictions about what will happen next in a text by identifying key words.

**Materials:** book, chalkboard/whiteboard, paper, pencils, crayons

**Activity:**

1. Read an unfamiliar book aloud to students. Stop reading before the problem is resolved and ask students if they know what might happen next.
2. Have students point out a word or words that helped them determine what may happen next. Write these clues on the board.
3. Have students draw a picture of how they think the story will end. Encourage students to write any key words on their pictures that helped them come to their conclusions.
4. Have students share their pictures and predictions with the class.
5. Finish reading the story aloud to students. Discuss how the story ended and the key words that suggested that ending.



*You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.*

Student's Name	<u>Excellent</u> Makes Logical Predictions, Gives Key Words	<u>Developing</u> Makes Predictions w/o Key Words	<u>Minimal</u> Does Not Make Logical Predictions	Date

# Knowing Cats and Dogs

Standards Indicator  
**1.2.7**

**Purpose:** Students will relate prior knowledge to what they are reading.

**Materials:** *Cats, Cats, Cats* and/or *Dogs, Dogs, Dogs* by Leslea Newman, chalkboard/whiteboard, paper, crayons

**Activity:**

1. Write the word *dog* on one side of the board and the word *cat* on another side of the board. Have students brainstorm what they know about dogs and cats and write their descriptions under the correct word.
2. Read one or both of the stories aloud to students. Have students discuss what is real about the way the animals behaved in the book and what is make-believe, based on what they know to be true of cats and dogs.
3. Have students write their own stories about cats and/or dogs. Encourage them to use some make-believe and some reality in their stories. Have students write and illustrate their stories and hang them around the room for everyone to enjoy.



You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Excellent</u> Can Easily Relate Prior Knowledge	<u>Developing</u> Sometimes Relates Prior Knowledge	<u>Minimal</u> Does Not Relate Prior Knowledge	Date

Newman, Leslea. (2001) *Cats, Cats, Cats*. Simon and Schuster.

Newman, Leslea. (2002) *Dogs, Dogs, Dogs*. Simon and Schuster.

**Standard 3****READING: Comprehension and Analysis of Literary Text**

Students read and respond to a wide variety of children’s literature. The selections in the **Indiana Reading List** ([www.doe.state.in.us/standards/readinglist.html](http://www.doe.state.in.us/standards/readinglist.html)) illustrate the quality and complexity of the materials to be read by students. At Grade 1, students begin to read a wide variety of fiction, such as classic and contemporary stories, poems, folktales, songs, plays, and other genres.

**Analysis of Grade-Level-Appropriate Literary Text**

1.3.1 Identify and describe the plot, setting, and character(s) in a story. Retell a story’s beginning, middle, and ending.

Example: Read a story, such as *Arthur’s Prize Reader* by Lillian Hoban. Retell the story, including descriptions of the characters and plot of the story, by telling about what happens to Arthur in the contest that he enters and the one that he helps his sister to enter. Plot the story onto a story map.

1.3.2 Describe the roles of authors and illustrators.

Example: Read a book, such as *The Very Hungry Caterpillar* by Eric Carle or *Where the Wild Things Are* by Maurice Sendak, in which the art is especially important in telling the story. Describe the role of the author and illustrator, and discuss how the pictures help to tell the story.

1.3.3 Confirm predictions about what will happen next in a story.

Example: Read part of a story, such as the *Musicians of Bremen: A Tale from Germany* by Jane Yolen or *Lilly’s Purple Plastic Purse* by Kevin Henkes, and tell what might happen next and how the story might end.

1.3.4 Distinguish fantasy from reality.

1.3.5 Understand what is read by responding to questions (*who, what, when, where, why, how*).



# Story Elements

Standards Indicator  
1.3.1, 1.3.5

Name:

Read the story and answer the questions below.

## Pool Snacks

Max was so happy to be at the pool. He loved to splash. He also liked to get a snack at the pool.

Max walked to the snack bar. What will he get? Will he get ice cream? Will he get popcorn? Max dropped his money. It rolled into the drain.

Max looked in the drain. He could see his money. He could not get it. He was sad. He wanted a snack.

Max's friend Margo came by. "Hi Max!" she said. "Would you like this ice cream cone? I got it for my brother, but he said he did not want it."

"Oh yes!" said Max. "I love ice cream!" "Do you like to splash?" he asked.

"I love to splash!" said Margo. "Let's eat the ice cream and then go splash!"



1 Circle the names of the characters in the story.

2 Underline the setting in the story.

3 What is this story mostly about?

3

---

---

4 What problem did Max have in the middle of the story?

4

---

---

**Story Elements: Teacher Directions**

**Say:** Read the story to yourself. Then read and answer the questions.

Story Elements
1. Max and Margo
2. at the pool
3. A boy trying to get a snack at the pool.
4. Max dropped his money into a drain.

# Authors and Illustrators

Standards Indicator  
1.3.2

Name:

Write a sentence or two to tell a story about what is happening in each picture (like an author) or draw a picture to go with each sentence (like an illustrator).

## Sample



Mrs. Appleton was busy typing a letter to her son.

1



2



3

I was sad at the park.

4

The three friends are happy playing ball.

**Authors and Illustrators: Teacher Directions**

**Say:** You will be doing the work of authors and illustrators. We will look at the sample together. The sample shows a picture of someone at the computer. If you were to write about the picture like an author does, you might write, “Mrs. Appleton was busy typing a letter to her son.”

*Discuss other possibilities.*

**Say:** For the following four items you will do the work of an author and an illustrator. Read and follow the directions at the top of the page.

*Answer any questions students may have about what to do.*

Story Elements
1-2. Sentences should reflect what is going on in the picture. Accept all reasonable sentences as correct. Example: 1. Lisa met her friend Lizzy and said “Hi!”
3-4. Pictures should reflect statements. Accept all pictures that illustrate the sentences as correct.

# Fantasy and Reality

Standards Indicator  
1.3.4

Name:

A fantasy is something that does not really happen. Mark each sentence below that is a fantasy with an "X."

## Sample

\_\_\_\_\_ My cat can fly.

\_\_\_\_\_ My bird can fly.

1

\_\_\_\_\_ The cow mows grass.

\_\_\_\_\_ The cow eats grass.

2

\_\_\_\_\_ A tree grows branches.

\_\_\_\_\_ A boy grows feathers.

3

\_\_\_\_\_ The tree talks to me.

\_\_\_\_\_ The teacher talks to me.

4

\_\_\_\_\_ My hand runs away.

\_\_\_\_\_ My friend runs away.

## Fantasy and Reality: Teacher Directions

**Say:** You will be looking at sentences. Some are fantasy sentences. You will mark an X next to the sentences that are fantasy. Look at the sample. Read the two sentences. Which of these sentences is a fantasy or can not really happen?

*Call on a student and encourage a reply.*

**Say:** That's right you should mark an X next to the sentence that says: **My cat can fly.** Because cats cannot fly, it is a fantasy.

Now you will do some more on your own. Read the sentences and then place an X next to the sentence that is fantasy or can not really happen.

Fantasy and Reality	
1.	<input checked="" type="checkbox"/> The cow mows grass. <input type="checkbox"/> The cow eats grass.
2.	<input type="checkbox"/> A tree grows branches. <input checked="" type="checkbox"/> A boy grows feathers.
3.	<input checked="" type="checkbox"/> The tree talks to me. <input type="checkbox"/> The teacher talks to me.
4.	<input checked="" type="checkbox"/> My hand runs away. <input type="checkbox"/> My friend runs away.



**Purpose:** Students will identify and retell a story’s beginning, middle, and ending.

**Materials:** road map, classroom books, paper, pencil, crayons

**Pre-Activity Preparation:** Use a familiar story to make a story map.

**Activity:**

1. Show students a road map and explain to them that a road map shows how to get from one place to another by showing important roads and different points of interest.
2. Tell students that they are going to make *story maps* to help someone understand the most important ideas and points of interest in the beginning, middle, and end of stories.
3. Have each student choose a familiar story from the classroom library.
4. Pass out paper, crayons, and pencils to each student. Instruct students to begin by folding their papers into three parts. Demonstrate how to fold the paper into three parts (similar to the folding of a brochure).
5. Instruct each student to begin by writing the name of the story on the outside flap of the map and to draw a picture to go with the title.
6. Have students open up their maps to the first section. Instruct each student to write one or two sentences about what happened in the beginning of the story. Have each student draw and write about an important event from the middle of the story in the middle section. Have each student use the last section to write about something important that happened at the end of the story. Encourage students to draw pictures for each part.
7. Have students share their story maps with the rest of the class. Post the maps around the room for everyone to see.

*You can record an individual student’s understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.*

Student’s Name	<u>Excellent</u> Identifies Beginning, Middle and End of story with Details	<u>Developing</u> Identifies Beginning and End of Story, Can Give Some Details	<u>Minimal</u> Cannot Identify Parts of a Story	Date

# The Role of Authors and Illustrators

Standards Indicator  
**1.3.2**

**Purpose:** Students will learn about the roles of authors and illustrators.

**Materials:** variety of familiar books, chalkboard/whiteboard, paper, pencils, crayons, scissors

**Pre-Activity Preparation:** Locate several familiar books by the same author, and several by the same illustrator. Have these books available to show students.

**Activity:**

1. Read one of the above books aloud to students. State the name of the author and discuss that an author is a person who writes books. State the name of the illustrator and discuss that the illustrator is a person who draws pictures to go along with the story.
2. Show students several books by the same author. Talk about the characters and stories by the same author.
3. Show students several books by the same illustrator. Discuss how the illustrations are similar and how they correspond to the story.
4. Draw a simple picture on the board. Encourage the class to brainstorm a part of a story that could go along with the picture. Write the story part on the board.
5. Write a sentence on the board and have the class brainstorm a picture that would go with the sentence.
6. Draw a simple picture on one side of the board. Write a sentence on another side of the board. Give each student a piece of paper, pencil, and crayons. Instruct each student to redraw the picture from the board onto their papers. Have each student write a sentence that goes with the picture.
7. Tell students to write the sentence from the board on their papers and draw pictures that go with it.

*You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.*

Student's Name	<u>Excellent</u> Identifies Roles of Author and Illustrator	<u>Developing</u> Identifies Role of Author or Illustrator	<u>Minimal</u> Does Not Identify Role of Author or Illustrator	Date

**Purpose:** Students will confirm predictions about what will happen next in a story. (e.g., *Stepanie's Ponytail* by Robert N. Munsch)

**Materials:** storybook, paper, pencils, crayons

**Activity:**

1. Give students paper and pencils. (If some students are not capable of writing what might happen next, give crayons and encourage those students to draw what might happen next instead.)
2. Tell students that you are going to read part of a story and when you stop they are to write (or draw) what they think might happen next.
3. Read students the beginning of a story and stop after a few pages, or when something is about to happen.
4. Have students write (or draw) what they think is going to happen next.
5. Read further and have students write (or draw) what they think will happen next.
6. Stop reading before the conflict is resolved and ask student to write what they think will happen at the end.
7. Put students into small groups to discuss the predictions they have made and whether they were correct, close to correct, or not correct at all.
8. Have students use their predictions to write a new version of the story.
9. Ask students to illustrate their stories. Display the finished stories.



*You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.*

Student's Name	<u>Excellent</u> Easily Confirms Predictions about Stories	<u>Developing</u> Confirms Predictions about Stories with Prompting	<u>Minimal</u> Cannot Confirm Predictions about Stories	Date

# Defining Fantasy and Reality

Standards Indicator  
**1.3.4**

**Purpose:** Students will distinguish fantasy from reality.

**Materials:** paper, pencils, chart paper, markers

**Activity:**

1. Make two columns on the chart paper. Write the words *could be* near the top of one column and *could not be* near the top of the other column.
  2. Discuss with students things that really could happen (e.g., ride a horse) and things that could not happen (e.g., fly on a unicorn).
  3. List students' suggestions under the appropriate columns.
  4. Write the word *reality* on top of the *could be* column and *fantasy* on top of the *could not be* column.
  5. Ask students to define reality and fantasy.
  6. Discuss the definitions.
  7. Divide the class into groups — some labeled fantasy groups and others reality groups.
  8. Have each group pick an example under the corresponding column on the board and make up a story about that example.
  9. Share the stories with the class. Discuss what could be real about the fantasy story and what could be changed in the reality story to make it a fantasy.
- ☆ This lesson could be extended into a theater production. Have each group act out the story for the rest of the class; invite parents or the whole school to watch.

You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Excellent</u> Consistently Distinguishes Fantasy from Reality	<u>Developing</u> Distinguishes Fantasy from Reality Some of the Time	<u>Minimal</u> Cannot Distinguish Fantasy from Reality	Date

## **Standard 4**

### **WRITING: Processes and Features**

Students discuss ideas for group stories and other writing. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

#### **Organization and Focus**

- 1.4.1 Discuss ideas and select a focus for group stories or other writing.
- 1.4.2 Use various organizational strategies to plan writing.

#### **Evaluation and Revision**

- 1.4.3 Revise writing for others to read.

#### **Research Process and Technology**

- 1.4.4 Begin asking questions to guide topic selection and ask *how* and *why* questions about a topic of interest.
- 1.4.5 Identify a variety of sources of information (books, online sources, pictures, charts, tables of contents, diagrams) and document the sources (titles).
- 1.4.6 Organize and classify information by constructing categories on the basis of observation.



# My Trip - Writing Prompt

Standards Indicators  
1.4.1 - 1.4.3,  
1.5.1, 1.5.2

Name:

You are going to write about a trip. Think of the best trip you've ever had, or imagine the best trip you could ever have. Describe your trip.

---

Use this space to plan your writing.

- Think of three places you would like to go on a trip. Write your ideas here.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

- I chose number \_\_\_\_\_. I will write about going to \_\_\_\_\_.

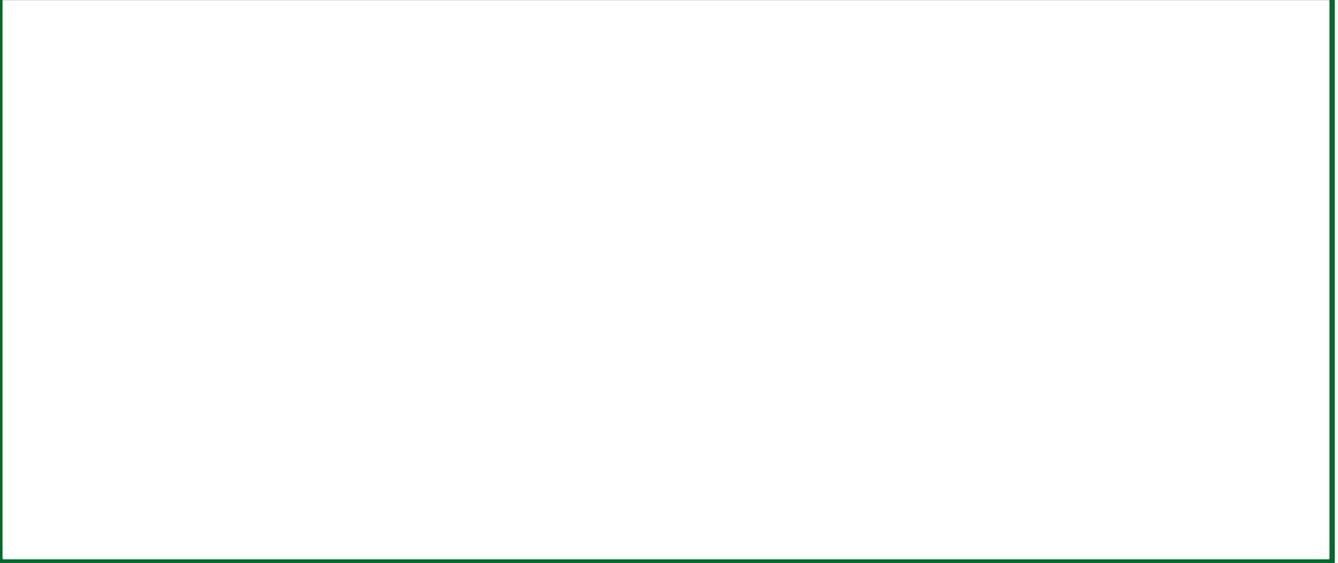
## My Trip - Writer's Checklist

Write your story on the back. When you are done, look over your writing. Place a checkmark in front of each sentence below that is true about your story.

- My sentences are all about my trip.
- My sentences are complete and make sense.
- My writing is easy to read.
- I spelled most of the words right.
- My sentences start with capital letters.
- My sentences end with periods or other end marks.

# My Trip - Draw and Write

Draw and write. Draw a picture of you on your trip. Show who you are with and what you are doing. Underneath the picture, write about what is happening. Be sure to include ideas and details from your plan.



Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are ten sets of these lines provided for writing.

# Writing Rubric

Standards Indicators  
1.4.1 - 1.4.3

Use this rubric to evaluate a student's writing on a specific writing prompt or as a general observation of the student's writing. Rate each standard indicator with a score of 1 to 3 points. Assess students throughout the school year to measure improvements and determine areas where assistance is needed.

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

Date: \_\_\_\_\_

Writing Subject: \_\_\_\_\_

	Planning 1.4.1	Focus 1.4.1	Organization 1.4.2	Revisions 1.4.3
<b>3</b>	Student is able to think of at least three ideas to write about.	Student is able to select an idea and stays with it.	Student independently draws pictures, makes lists, designs webs, or answers questions to organize writing.	Student revises spelling, punctuation, sentence structure, and meaning.
<b>2</b>	Student is able to think of two ideas to write about.	Student selects an idea, but does not stay with it.	Student draws pictures, makes lists, designs webs, or answers questions to organize writing with some assistance.	Student revises spelling and punctuation.
<b>1</b>	Student can think of one or no ideas to write about.	Student can not select one idea.	Student is unable to draw pictures, make lists, design webs, or answer questions to organize writing.	Student revises spelling.
<b>Score</b>				



# Seek and Find

Standards Indicator  
**1.4.5**

Name:

Complete the questions below.

## Sample

Where would you look to find:  
a friend's phone number?

- map
- telephone book
- newspaper

1

Where would you look to find:  
a book on cats?

- library
- telephone book
- dictionary

2

Where would you look to find:  
where milk is on sale?

- map
- newspaper ad
- telephone book

3

Where would you look to find:  
the chapters in a book?

- front cover
- title page
- table of contents

4

Where would you look to find:  
what a spelling word means?

- dictionary
- map
- newspaper ad

5

Where would you look to find:  
directions to get to Texas?

- newspaper ad
- map
- dictionary

6

Where would you look to find:  
who won the game last night?

- telephone book
- library
- newspaper

## Seek and Find: Teacher Directions

**Say:** You are going to be completing questions about where you find information. We will do the first one together. Put your finger on the sample. Read the question to yourself.

*Pause while students read the question.*

**Say:** The sentence says: “**Where would you look to find: a friend’s phone number?**” The answer choices are: **map, telephone book, or newspaper.** Mark your answer.

*Pause while students mark their answers.*

**Say:** Raise your hand if you know where you would look to find a phone number.

*Call on a student and encourage a reply.*

**Say:** That is correct, you would look in a **telephone book** to find a phone number. Now you will do the rest of the sentences on your own. Read each sentence and then mark where you would find the information.

Seek and Find
1. library
2. newspaper ad
3. table of contents
4. dictionary
5. map
6. newspaper

# Who... me?

Standards Indicator  
**1.4.6**

Name:

Read and complete the sentences below.

## Sample

The sun, a tire, and a plate are all \_\_\_\_\_.

- square
- round
- soft
- sharp

1

A sock, a bed, and a shirt are all \_\_\_\_\_.

- soft
- hard
- sharp
- round

2

A desk, a stick, and a stone are all \_\_\_\_\_.

- blue
- round
- soft
- hard

3

A kitten, a sweater, and a peach are all \_\_\_\_\_.

- fuzzy
- sharp
- square
- blue

4

A star, a dime, and a can are all \_\_\_\_\_.

- sharp
- soft
- shiny
- red

## Who... *me*?: Teacher Directions

**Say:** You will be reading words and then deciding how all of the words are the same. We will do the sample together. Look at the sentence at the top of the page. Read the sentence to yourself.

*Give students time to read the sentence.*

**Say:** The sentence says ***The sun, a tire, and a plate are all \_\_\_\_\_***. The choices are ***square, round, soft,*** and ***sharp***. Which one best describes the sun, a tire, and a plate? Fill in the circle next to the word that best completes the sentence.

*Pause while students mark their answers.*

**Say:** Which answer did you choose?

*Call on a student.*

**Say:** That is correct. **The sun, a tire, and a plate are all round.** You should fill in the circle next to the second choice ***round***. You will complete the rest of the sentences on your own.

Who... <i>me</i> ?
1. soft
2. hard
3. fuzzy
4. shiny

**Purpose:** Students will discuss ideas and select a focus for a group story.

**Materials:** chart paper/marker, story, paper, stapler, pencils, crayons

**Pre-Activity Preparation:** Choose a simple book that can serve as a pattern for a class book (e.g., *A Hole is to Dig* by Ruth Kraus, *Cookie's Week* by Cindy Ward, or *10 Black Dots* by Donald Crews). You may also want to share examples of books that follow the same pattern (story siblings) such as *Brown Bear, Brown Bear...* and *Polar Bear, Polar Bear ...* by Bill Martin Jr. or *If You Give a Moose A Muffin* and *If You Give a Pig a Pancake* by L. J. Numeroff.

**Activity:**

1. Read aloud the selected book to students.
2. Tell the class that they will make a class book similar to the story you read. Explain that some parts of the book will be the same and some parts will be different from the story.
3. Explore ways students can change the story — either by changing the characters, the setting, or the action. Discuss what part(s) of the book will remain the same such as sequence, rhyme pattern, characters, etc.
4. Have the class discuss ideas for the parts of the story they want to change.
5. Using the story as a guide, have the class help you create the text for each page in the class book. Write the text in a numbered list on chart paper that will correspond to the pages in the class book. When the list is complete, cut the page ideas apart.
6. Divide the class into small groups. Give each group a 12 x 18 sheet of paper and a section of text. Ask each group to illustrate and copy the text from the strip for the assigned page.
7. Design a cover and staple the student pages together to complete the class book. Share your book with other classes.

*You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.*

Student's Name	<u>Excellent</u> Actively Participates in Group Story Writing	<u>Developing</u> Participates in Group Writing with Prompting	<u>Minimal</u> Does Not Participate in Group Writing	Date

**Purpose:** Students will use various organizational strategies to plan writing.

**Materials:** various pictures of familiar (wild and tame) animals, chalkboard/whiteboard, paper, pencils

**Activity:**

1. Draw a T-chart on the board. (Extend the vertical line down the length of the board.)
2. Hold up one of the animal pictures and ask students to identify.
3. Write the name of the animal, on the top left corner of the T-chart.
4. Ask students what they know about the animal. Write these descriptions under the line on the left side of the T-chart.
5. Write *me* on the top right corner of the T-chart. Have students discuss ways that people are like the animal.
6. List these descriptions on the board, under the line on the right side of the T-chart.
7. Make up a class story, or poem, about how the animal is like a person. Use the ideas from the T-chart.
8. Pass out an animal picture, paper, and pencil to each student.
9. Have students draw their own T-charts on the paper.
10. Instruct each student to write the name of the animal in the picture, in the top left corner of the T-chart. Tell students to list things they know about the animal under the line on the left side of the T-chart.
11. Have each student write *me* on the top right corner of the T-chart.
12. Instruct each student to list ways people are similar to the animal, under the line on the right side of the T-chart.
13. Have students make up their own stories or poems about how the animals are like people. Remind students to use the ideas from their T-charts in their stories.

*You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.*

Student's Name	<u>Excellent</u> Uses Various Organizational Strategies to Plan Writing	<u>Developing</u> Uses Some Organizational Strategies to Plan Writing	<u>Minimal</u> Does Not Use Organizational Strategies to Plan Writing	Date

**Purpose:** Students will revise writing for others to read.

**Materials:** local newspaper, paper, pencils

**Activity:**

1. Tell students that they are going to write a class newspaper. Explain that each student is going to write an article for the newspaper.
2. Show students a local newspaper and talk about the different types of articles in the newspaper: news, sports, and entertainment.
3. Have students choose one of the above topics to write about.
4. Explain that the newspaper needs writers to write the articles and editors to make sure the articles do not have errors.
5. Let students know that once the article is written it usually needs to be revised one or more times before publishing it. Each article needs to have correct information as well as correct grammar and punctuation.
6. Pass out paper and pencils. Instruct students to write the first copy of their articles for the class newspaper.
7. Have students volunteer to be editors. (Option: You become the class editor.) Instruct each editor to mark any factual, grammatical, and/or punctuation errors on the first copy of the article and return it to the writer.
8. Instruct students to correct all errors.
9. Combine all the articles together and create a classroom newspaper. Keep the newspaper available in the classroom for students to read.

*You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.*

Student's Name	<u>Excellent</u> Can Easily Correct Errors and Revise Writing	<u>Developing</u> Corrects Some Errors and/or has Trouble Revising Writing	<u>Minimal</u> Does Not Correct Errors and/or Revise Writing	Date

# How and Why Writing

Standards Indicator  
**1.4.4**

**Purpose:** Students will begin asking questions to guide topic selection and ask how and why questions about a topic of interest.

**Materials:** classroom board, chalk/markers

**Activity:**

1. Draw a table with three columns on the board. Do not label the columns.
  2. Ask students what they would like to write a story about.
  3. List ideas on the board by writing ideas about people in one column, places in another column, and things in another column.
  4. Ask students to look for a pattern in each column, “How do all of these items go together?” Guide students to realize they are broken into specific categories, one list is people, one list is places, and one list is things.
  5. Have each student pick one of the ideas from the board to use in his/her writing.
  6. Have students write their topics on the tops of their papers. Below the topic, have students write one “how” question about the topic and one “why” question about the topic.
  7. Tell students to trade papers with a partner and answer the questions on the papers.
  8. When they are finished, have students return papers to the original owners. Have students write about their topics and include the answers to their questions.
- ☆ Have students look up answers to their questions and share their answers with the class.



*You can record an individual student’s understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.*

Student’s Name	<u>Excellent</u> Easily Asks Questions about a Topic of Interest	<u>Developing</u> Asks a Few Questions about a Topic of Interest	<u>Minimal</u> Does Not Ask Questions about a Topic of Interest	Date

**Purpose:** Students will identify a variety of sources of information and document the sources.

**Materials:** reference materials – school library, paper, pencils

**Pre-Activity Preparation:** Arrange a tour of the school library, having the librarian show students where reference materials are located and how and when to use them.  
(Examples of appropriate reference materials are: books, online sources, pictures, charts, tables of contents, and diagrams.)

**Activity:**

1. Divide students into groups of two.
  2. Give each group paper and pencils.
  3. Take students to the library to see where reference materials are kept and how to use the materials.
  4. Assign each group a specific reference to explore.
  5. Encourage student groups to look for information on a topic that interests them.
  6. Have students list any topic ideas that they find interesting.
  7. Encourage students to write a sentence/paragraph about one topic. Have students also write down the name of the references where they found their information.
  8. Have students look at other reference sources for their topics and write down the names of these sources as well.
- ☆ Create a scavenger hunt in the library for the students. Have students find a fiction book, write down the name and author. Then have students find a nonfiction book, write down name and author etc. Create a list of the items they need to find and have them check off the tasks as they are completed.

<http://www.libraryinstruction.com/learnthelibrary/LearntheLibrary50.ppt>  
power point presentation on the different kinds of books and the parts of books

*You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.*

Student's Name	<u>Excellent</u> Consistently Identifies and Documents Sources of Information	<u>Developing</u> Identifies and Documents Some Sources of Information	<u>Minimal</u> Does Not Document Sources of Information	Date

# Observation and Organization

Standards Indicator  
**1.4.6**

**Purpose:** Students will organize and classify information by constructing categories on the basis of observation.

**Materials:** chalk/marker, classroom board, paper, pencils, and one object for each student (e.g.: stick, stone, flower, pencil)

**Activity:**

1. Give each student paper, pencil and an interesting object to observe.
  2. Have each student observe his/her item closely and write down words to describe it. Prompt students to tell how it feels, looks, smells, etc.
  3. Have students share their observations with the whole class.
  4. Write names of objects and observations on the board.
  5. Have students classify the objects into categories based on their descriptions written on the board: colors, textures, size, shape.
  6. Have students think of different ways to group objects than those written on the board. Have them explain their choices verbally or in writing.
- ☆ Have students each take one of the categories on the board and write the names of (or draw) some other objects that could fit in that category. Have them explain their choices.



*You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.*

Student's Name	<u>Excellent</u> Easily Organizes and Classifies Information Based on Observations	<u>Developing</u> Organizes and Classifies Information Based on Observations with Prompting	<u>Minimal</u> Cannot Organize or Classify Information Based on Observations	Date

**Standard 5****WRITING: Applications (Different Types of Writing and Their Characteristics)**

At Grade 1, students begin to write compositions that describe and explain familiar objects, events, and experiences. Students use their understanding of the sounds of words to write simple rhymes. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 – Writing Process and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

**Using the writing strategies of Grade 1 outlined in Standard 4 – Writing Process and Features, students:**

- 1.5.1 Write brief narratives (stories) describing an experience.  
Example: Write a short story titled *My Friend* describing an experience that is real or imagined.
- 1.5.2 Write brief expository (informational) descriptions of a real object, person, place, or event, using sensory details.  
Example: Write a description of a family member, a pet, or a favorite toy. Include enough details that the reader can picture the person, animal, or object.
- 1.5.3 Write simple rhymes.
- 1.5.4 Use descriptive words when writing.  
Example: Use varied words to describe events, people, and places, such as describing a day as a *sunny day* or *cloudy day*.
- 1.5.5 Write for different purposes and to a specific audience or person.  
Example: Write a thank-you note to the store manager after a field trip to the local supermarket.



# Daily Writing Checklist

Standards Indicators  
1.5.1-3, 1.5.5

Use this checklist to evaluate a student's use of writing in daily classroom activities. Record whether the student consistently, sometimes, or rarely exhibits the listed writing behaviors. Assess students throughout the school year to measure improvements and determine where assistance is needed.

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Writing Subject:** \_\_\_\_\_

Daily Writing Checklist: Writing Purposes and Projects	Rarely	Sometimes	Consistently
Student writes name on papers. 1.5.5			
Student writes name on sign-in/sign-out sheets. 1.5.5			
Student makes signs or labels. 1.5.5			
Student makes lists. 1.5.5			
Student writes notes or letters. 1.5.5			
Student writes in journals. 1.5.5			
Student writes stories. 1.5.1			
Student writes poetry or riddles. 1.5.5			
Student writes simple rhymes. 1.5.3			
Student writes instructions. 1.5.5			
Student writes non-fiction books or papers. 1.5.2			

# Narrative Writing Rubric

Standards Indicators  
1.5.1, 1.5.4, 1.6.2

Use this rubric to evaluate a student's narrative writing. Rate each Standard Indicator with a score of 1-3 points. Assess students throughout the school year to measure improvements and determine where assistance is needed.

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

Date(s) of Writing Sample(s): \_\_\_\_\_

	Narrative 1.5.1	Details 1.5.4	Structure 1.6.2
3	Student writes a complete story.	Student uses many sensory, descriptive words.	Student writes all or mostly complete sentences with correct punctuation.
2	Student describes the beginning and end of a story.	Student uses some descriptive words.	Student writes some complete sentences and/or omits most punctuation.
1	Student describes beginning of the story.	Student does not use descriptive words.	Student does not form sentences.
Score			

Additional Assessment

# Expository Writing Rubric

Standards Indicators  
1.5.1, 1.5.2, 1.5.4,  
1.4.1, 1.6.2

Use this rubric to evaluate a student's expository writing. Rate each Standard Indicator with a score of 1-3 points. Assess students throughout the school year to measure improvements and determine where assistance is needed.

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

Date(s) of Writing Sample(s): \_\_\_\_\_

	<b>Information</b> 1.5.1, 1.5.2	<b>Details</b> 1.5.1, 1.5.4	<b>Structure</b> 1.6.2	<b>Focus</b> 1.4.1
<b>3</b>	Student writes on an informational/factual topic as specified.	Student provides clear, descriptive, sensory details.	Student writes all or mostly complete sentences with correct punctuation.	Student stays on the topic.
<b>2</b>	Student mixes factual information, opinions, and fantasy in writing.	Student provides some basic details.	Student writes some complete sentences and/or omits punctuation.	Student mostly writes on the topic.
<b>1</b>	Student does not write on a factual/informational topic as specified.	Student does not provide details.	Student does not write complete sentences.	Student does not write on the chosen topic.
<b>Score</b>				



# Rhyme Writing

Standards Indicator  
1.5.3

Name:

Choose the word that rhymes with the picture and then follow the directions below.

Sample



- grass
- toes

3



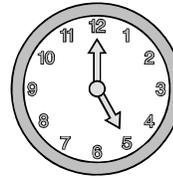
- brick
- duck

1



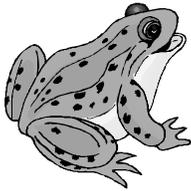
- ball
- hat

4



- sock
- cow

2



- fly
- dog

5



- tree
- ball

6

Write a rhyme about one set of pictures.  
Sample: My toes are as pink as a rose!

---

---

7

Write your own rhyme using any words:

---

---

**Rhyme Writing: Teacher Directions**

**Say:** We are going to find words that rhyme. We will do the sample together. We need to choose a word that rhymes with the word that names the picture. What word rhymes with **rose**?

*Call on a student and encourage a reply. Review what makes two words rhyme if necessary.*

**Say:** That's right **toes** rhymes with **rose**. Now you will read the directions and complete the page on your own.

Rhyme Writing
1. hat
2. dog
3. duck
4. sock
5. tree
6. Accept any rhyme using words above
7. Accept any rhyme.

# Pop Up a Story!

Standards Indicator  
**1.5.1**

**Purpose:** Students will write brief narratives describing an experience.

**Materials:** paper, pencils

**Pre-Activity Preparation:** Choose a role-play scenario that all students can act out such as pretending they are seeds growing, a snow sculpture melting, or popcorn popping.

**Activity:**

1. Tell students that they will be pretending that they are popcorn kernels today. Explain that as you tell the story of their (popcorn) lives, they can act it out. Use details when telling the story and include a beginning, middle, and end. (e.g., “I am opening a jar of popcorn and pouring it into the popper. The kernels are tumbling out of the jar...”)
2. When you have finished telling the story, ask the students questions about their experiences. Ask how it felt to be something else. What were their favorite parts of the story? Ask questions related to sequence such as “What happened after...?” Ask students how the story would be different if certain parts of the story were changed (e.g., “What if I had forgotten to plug the popper in?”).
3. Tell students they will each write a story to tell about the experience of being a kernel of popcorn. Remind them to put the stories in order and include details.
4. Share the stories with the class.
5. Follow the activity on another day by having students write about real experiences they have had. Suggestions for story prompts: Tell about learning to ride a bike. Tell about your favorite trip. Tell about your first day of Kindergarten. Remind students to use details.

*You can record an individual student’s understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.*

Student’s Name	<u>Excellent</u> Independently Writes Narrative	<u>Developing</u> Writes Narrative with Help	<u>Minimal</u> Cannot Write Narrative	Date

# Who, What, Where Can it Be?

Standards Indicator  
**1.5.2**

**Purpose:** Students will write descriptions of a real object, person, place, or event.

**Materials:** index cards, marker, chalkboard/whiteboard, paper, pencils

**Pre-Activity Preparation:** Make four word cards. Write the name of a familiar place on one card, a familiar person, a familiar object, and a familiar event on each of the other cards.

**Activity:**

1. Divide the class into four groups. Place each group far enough away from the other groups so that they do not hear what the other groups are discussing.
2. Give each group one of the word cards, paper, and a pencil.
3. Tell each group to write a list of words that describe what is written on their card. Let students know that these words will be clues for the rest of the class to guess what is being described.
4. Designate one person in each group to write the suggested words down on paper. Prompt students to work together and come up with appropriate words to describe the item.
5. Collect the word cards and papers when students finish.
6. Read the descriptions from one group and have the other groups guess what is being described.
7. Use the descriptive words to write a class paragraph about each item on the board.
8. Have each student write a description of a person, place, event, or object. Encourage students to draw pictures of their items on separate pieces of paper.
9. Place the descriptions and pictures in a learning center and have students match the descriptions to the pictures.

*You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.*

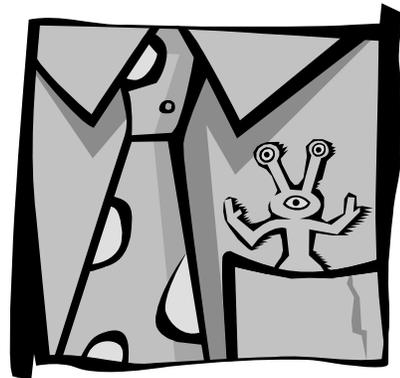
Student's Name	<u>Excellent</u> Easily Writes Descriptions of an Object, Person, Place, or Event	<u>Developing</u> Writes Descriptions of an Object, Person, Place, or Event with Some Prompting	<u>Minimal</u> Cannot Write Descriptions	Date

**Purpose:** Students will write simple rhymes.

**Materials:** drawing paper, crayons, *There's a Wocket in my Pocket* by Dr. Seuss

**Activity:**

1. Read the story *There's a Wocket in my Pocket*. Introduce silly rhyming sentences to students by stating a few examples from the book.
2. Give students several examples such as: *There's a wocket in my pocket. There's a wottle in the bottle. There's a blent in my tent. There's a glox in the box.* Explain to students that rhymes don't always have to be nonsense. *There's a dent in the tent* is an example of a rhyme that isn't nonsense.
3. Let students take turns chanting rhymes and sharing them with each other. Have one student start the rhyme and the next student finish it with a rhyming end.
4. Have students make up variations to the above activity. (You could have students rhyme about something being on, in, beside, or above something else.) Give examples such as: *There's a dindow on the window. There's a hicture above the picture.*
5. Encourage each student to draw a picture and write a rhyme. Have students share their rhymes and drawings with the class.



You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Excellent</u> Can Write a Rhyme	<u>Developing</u> Can Write Some Parts of a Rhyme	<u>Minimal</u> Cannot Write a Rhyme	Date

Dr Seuss. (1974). *There's a Wocket in my Pocket*. Random House.

# Who Hit the Ball?

Standards Indicator  
**1.5.4**

**Purpose:** Students will use descriptive words when writing.

**Materials:** chalkboard/whiteboard, paper, pencils

**Pre-Activity Preparation:** Write the following sentences on the board or a large piece of paper: *She ran. Max is my dog. My bike is fast. Dad is tall. The wind blew. Mom paints.*

**Activity:**

1. Write a simple sentence without details on the board. (e.g., *He hit the ball.*)
2. Discuss the sentence with students. Ask questions such as, “Who hit the ball? How far did he hit the ball?”
3. Tell students that we don’t know any additional information from the sentence because there are no descriptive words to tell us.
4. Work together as a class to make the sentence more descriptive. (e.g., *The smallest boy on the team hit the ball out of the park.*)
5. Write the new sentence on the board and ask the same questions as above. Circle the descriptive words.
6. Discuss how descriptive words help us visualize the sentence.
7. Show students the sentences from the pre-activity preparation and have a student read each sentence to the class.
8. Discuss how these sentences need descriptive words to help readers visualize what is going on in the sentences.
9. Pass out paper and pencils to students.
10. Tell students that their job is to rewrite two of the sentences by adding descriptive words. Have students circle the descriptive words.
11. Have students share their new sentences.

*You can record an individual student’s understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.*

Student’s Name	<u>Excellent</u> Uses Many Descriptive Words When Writing	<u>Developing</u> Uses Some Descriptive Words When Writing	<u>Minimal</u> Does Not Use Descriptive Words When Writing	Date

**Purpose:** Students will write for different purposes and to a specific audience.

**Materials:** paper, pencils, markers, poster board or large paper (1 per student), chalkboard/whiteboard

**Activity:**

Part One

1. Talk to the students about the amount of work it takes to keep a school clean. (You may want to invite a custodian in to tell about the work that needs to be done.) Have the class brainstorm ideas about what individual students could do to help keep the school clean. List these ideas on the board.
2. Tell students that they will be writing letters to the school custodian(s) to tell how each student will help keep the school clean. Ask each student to choose one of the class's ideas or one of his/her own to use in the letter.
3. Review the structure of a letter: greeting, body, closing, etc.
4. Have students write their letters and send them to the custodian(s).

Part Two

1. On another day, have the students design posters to show students in other classes how they can help keep the school clean.
2. Hang the posters around the school.

Part Three

Have a class discussion comparing and contrasting writing letters to custodians and writing posters for the school body.

*You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.*

Student's Name	<u>Excellent</u> Writing Reflects Understanding of Audience or Purpose	<u>Developing</u> Writing Partly Reflects Understanding of Audience or Purpose	<u>Minimal</u> Writing Does Not Reflect an Understanding of Audience or Purpose	Date



**Standard 6****WRITING: English Language Conventions**

Students write using Standard English conventions appropriate to this grade level.

**Handwriting**

1.6.1 Print legibly and space letters, words, and sentences appropriately.

**Sentence Structure**

1.6.2 Write in complete sentences.

**Grammar**

1.6.3 Identify and correctly use singular and plural nouns (*dog/dogs*).

1.6.4 Identify and correctly write contractions (*isn't, aren't, can't*).

1.6.5 Identify and correctly write possessive nouns (*cat's meow, girls' dresses*) and possessive pronouns (*my/mine, his/hers*).

**Punctuation**

1.6.6 Correctly use periods (*I am five.*), exclamation points (*Help!*), and question marks (*How old are you?*) at the end of sentences.

**Capitalization**

1.6.7 Capitalize the first word of a sentence, names of people, and the pronoun *I*.

**Spelling**

1.6.8 Spell correctly three- and four-letter words (*can, will*) and grade-level-appropriate sight words (*red, fish*).



# Handwriting Checklist

Standards Indicator  
1.6.1

Use this checklist to evaluate one writing sample or multiple writing samples done over a period of time.

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

Date(s) of Writing Sample(s): \_\_\_\_\_

Handwriting Checklist	Rarely	Sometimes	Consistently
Student prints letters left to right.			
Student prints legible uppercase (capital) letters.			
Student prints legible lowercase letters.			
Student prints letters in words appropriately close together.			
Student writes words with appropriate spaces between them.			
Student writes sentences with appropriate spaces between them.			
Student uses appropriate pressure with writing implements.			

# Student Handwriting Checklist

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

Date: \_\_\_\_\_

**Directions:** Look at the paper you have written. Place a checkmark after each sentence that is true about your paper.

- I started my words on the left side of the paper. \_\_\_\_\_
- I wrote my letters carefully. \_\_\_\_\_
- My words have spaces between them. \_\_\_\_\_
- My sentences have spaces between them. \_\_\_\_\_
- My paper is neat. \_\_\_\_\_

# General Writing Rubric

Standards Indicators  
1.6.1, 1.6.2, 1.6.6,  
1.6.7, 1.6.8

Use this rubric to evaluate a student's writing sample or a number of writing samples produced over a period of time. Rate each Standard Indicator with a score of 1-4 points. Assess students throughout the school year to measure improvements and determine where assistance is needed.

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

Date(s) of Writing Sample(s): \_\_\_\_\_

	Sentences 1.6.2	Spelling 1.6.8	Punctuation 1.6.6	Capitalization 1.6.7	Handwriting 1.6.1
4	Student writes all complete sentences.	Student spells most sight words and many four-letter words correctly.	Student uses appropriate punctuation (! / . / ?) all of the time.	Student capitalizes beginning of sentences, names, and the word /.	Student has clearly legible writing with appropriate spaces in words, between words, and between sentences.
3	Student writes many complete sentences.	Student spells some sight words and many three-letter words correctly.	Student uses appropriate punctuation (! / . / ?) most of the time.	Student capitalizes the word / and the beginning of names.	Student has legible writing with some minor spacing errors.
2	Student writes some complete sentences.	Student spells some three-letter words correctly.	Student uses appropriate punctuation (! / . / ?) sporadically.	Student capitalizes beginning of names only.	Student has somewhat legible writing with many spacing errors.
1	Student does not write complete sentences.	Student spells some two-letter words correctly.	Student does not use any punctuation.	Student does not use any capital letters or uses all capital letters.	Student has illegible writing and without appropriate spacing in words, between words, and between sentences.
Score					

# Writing Checklist

Standards Indicators  
1.6.2-1.6.8

Use this checklist to evaluate a student's writing sample or a number of writing samples produced over a period of time. Record whether the student consistently, sometimes, or rarely exhibits the listed skills. Assess students throughout the school year to measure improvements and determine where assistance is needed by color coding the dates and performance levels.

**Student Name:** \_\_\_\_\_

**Date(s) of Writing Sample(s):** \_\_\_\_\_

Writing Checklist 1.6.2-1.6.8	Rarely	Sometimes	Consistently
Student writes in complete sentences. 1.6.2			
Student uses singular nouns correctly. 1.6.3			
Student uses plural nouns correctly. 1.6.3			
Student uses contractions correctly. 1.6.4			
Student uses possessive nouns correctly. 1.6.5			
Student uses possessive pronouns correctly. 1.6.5			
Student uses periods correctly. 1.6.6			
Student uses exclamation points correctly. 1.6.6			
Student uses question marks correctly. 1.6.6			
Student capitalizes the first word of a sentence. 1.6.7			
Student capitalizes names of people. 1.6.7			
Student capitalizes the word <i>I</i> . 1.6.7			
Student spells three- and four-letter words correctly. 1.6.8			
Student spells first grade sight words correctly. 1.6.8			

# Contractions

Standards Indicators  
1.6.4, 1.1.16

Name:

Mark the contraction made by the underlined words.

**Sample**

He has not read the book.

- hasn't
- hadn't
- haven't

1 Maria does not like the lions.

- don't
- doesn't
- didn't

2 He would like to play baseball.

- He'd
- He's
- He'll

3 Cody will not go in the water.

- wouldn't
- wasn't
- won't

4 You have stepped on my toe.

- You'll
- You've
- You'd

5 I will do my best.

- I'll
- I'm
- I've

## Contractions: Teacher Directions

**Say:** We are going to look at contractions. We will do the sample together. Look at the sentence at the top of the page. Read the sentence to yourself. Then look at the three contractions after the sentence. Pick the contraction that is another way of saying the underlined words in the sentence.

*Call on a student and encourage a reply.*

**Say:** That's right. You should mark the circle next to the first word because **hasn't** is another way of saying **has not**.

Now you will do some more on your own. Read each sentence. Then read the three words after the sentence. Mark the circle next to the contraction that is another way of saying the underlined words in the sentence.

Contractions
1. doesn't
2. He'd
3. won't
4. You've
5. I'll

# Possessives

Standards Indicator  
1.6.5

Name:

Correctly complete the sentences below to show ownership.

Sample

It is the girl's basketball.



girl



rabbit

1

It is the \_\_\_\_\_ cheese.



frog



mouse

2

These are the \_\_\_\_\_ books.



boy



chair

3

This is the \_\_\_\_\_ pencil.



squirrel



teacher

4

I need the \_\_\_\_\_ tire .



car



duck

5

We saw \_\_\_\_\_ kitten.



Grandma



grass

6

This is the \_\_\_\_\_ house.



tiger



family

## Possessives: Teacher Directions

**Say:** The word ***basketball*** is underlined. Who do you think the basketball belongs to – the girl or the rabbit? That is correct, it probably belongs to the girl. Now complete the sentence next to the pictures to show ownership: It is the \_\_\_ basketball. What word goes in the blank to complete the sentence? You should have written the word *girl's*. The sentence should say: It is the girl's basketball. Now you will do the rest of the page by yourself.

Possessives
1. mouse's
2. boy's
3. teacher's
4. car's
5. Grandma's
6. family's

**Purpose:** Students will print legibly and space letters, words, and sentences appropriately.

**Materials:** big book, graph paper, pencils, overhead projector, overhead pen, graphing transparency, sample sentences

**Activity:**

1. Discuss how letters, words, and sentences are spaced. Use a classroom big book to show students examples of the spacing of letters, words, and sentences.
2. Explain to students that in order for one to be able to read a story, the words need to be written neatly and spaced correctly. On the board or overhead, show an example of a sentence in which the words run together and have students try to decipher it.
3. Display the graph transparency on the overhead projector. Model how to use each square for one letter, and to skip a square between words to make sentences.
4. Rewrite the sloppy sample sentence correctly on the graph transparency. Discuss how much easier the sentence is to read compared to the one that ran together.
5. Pass out graph paper and a pencil to each student.
6. Have students practice writing words and sentences neatly on the graph paper. (e.g., Give students sentence examples to copy onto the graph paper, or have them write their spelling words and a sentence for each spelling word.)



*You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.*

Student's Name	<u>Excellent</u> Prints Legibly and Spaces Letters, Words, and Sentences Appropriately	<u>Developing</u> Usually Prints Legibly and Spaces Letters, Words, and Sentences Appropriately	<u>Minimal</u> Does Not Print Legibly or Space Letters, Words, and Sentences Appropriately	Date

# Guess the Question

Standards Indicator  
**1.6.2**

**Purpose:** Students will practice writing complete sentences.

**Materials:** chalkboard/whiteboard

**Activity:**

1. Tell the class that you will be playing a thinking game today. Ask for a volunteer to be the first thinker. Send the thinker to a place where he/she cannot see the board.
2. Select one student and whisper a question to him/her such as “What color are the walls?” Write the question on the board for the rest of the class to see and read silently. Have the selected student write the answer on the board.
3. Erase the question from the board. Tell the thinker to return and look at the answer on the board. Ask him/her to read the answer and guess the question that was asked. Explain that the answer would make more sense if it was written in a complete sentence. Review how to write a complete sentence. Send the thinker back out and help the student write a complete sentence answer (e.g., *The walls are white.*).
4. Invite the thinker back to guess the question again.
5. Continue with new questions and let each student practice writing a complete sentence answer in response to a question.



You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Excellent</u> Consistently Writes Complete Sentences	<u>Developing</u> Mostly or Sometimes Writes Complete Sentences	<u>Minimal</u> Rarely or Never Writes Complete Sentences	Date

**Purpose:** Students will identify and correctly use singular and plural nouns.

**Materials:** index cards, pictures, glue, marker, socks, chalkboard/whiteboard

**Pre-Activity Preparation:** Assemble various picture cards by gluing pictures of singular items and plural items onto index cards. Try to have singular and plural of same item. Make a set of word cards that names each picture. Make enough cards for each student to get one card. (Half the class should have a picture and half the class a matching word.)

**Activity:**

1. Show students one sock (or similar item) and ask students to name the object.
2. Write *sock* on the board.
3. Hold up two socks and ask students to name the items.
4. Write *socks* on the board.
5. Explain to students that one sock is singular, but two socks are plural.
6. Review the definitions of *singular* (meaning one), and *plural* (meaning more than one).
7. Write *singular* on the left side of the board. Draw a vertical line down the board. Write *plural* on right side.
8. Have students give examples of singular nouns and the same nouns in their plural forms. List them side-by-side on the board under their correct labels.
9. Give each student one of the pre-made index cards.
10. Tell each student to look at his/her card. Explain that if the card has a picture on it, students need to find the matching word card; if it has a word on it, students need to find the matching picture card. Remind students to pay attention to the plural and singular forms to make the correct match.

*You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.*

Student's Name	<u>Excellent</u> Identifies and Correctly Uses Singular and Plural Nouns	<u>Developing</u> Usually Identifies and Uses Singular and Plural Nouns Correctly	<u>Minimal</u> Does Not Identify or Use Singular and Plural Nouns Correctly	Date

# Contraction Bee

Standards Indicators  
**1.6.4, 1.1.16**

**Purpose:** Students will identify and correctly write contractions.

**Materials:** chalkboard/whiteboard, pencils, paper

**Activity:**

1. Write the words *is not* on the board. Have a volunteer read the words and use them in a sentence.
2. Ask another volunteer to put the two words together to make a shorter word.
3. Write the new word *isn't* on the board. Explain how we sometimes put words together when we talk. When we put two words together, it is called a contraction.
4. Have a volunteer use the contraction *isn't* in a sentence.
5. Write several contractions on the board. Have students explain which two words make up each contraction.
6. Put examples of word pairs that can be contractions on the board. Have students state the contractions. Write them on the board next to the word pairs.
7. Have a “Contraction Contest” with students, similar to a spelling bee.
8. Tell students to stand beside their desks. Explain that each student will get a chance to give a contraction when given two words, or give the word pair that makes up a contraction.
9. Go around the room quizzing each student with a contraction or word pair.
10. Continue until everyone has had a chance to be successful.
11. Pass out paper and pencils. Have students take a contraction spelling test. State a contraction and request that students write the two words that make up the contraction. State word pairs and have students write the contractions.

*You can record an individual student’s understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.*

Student’s Name	<u>Excellent</u> Identifies and Correctly Writes Contractions	<u>Developing</u> Usually Identifies and Writes Contractions Correctly	<u>Minimal</u> Does Not Identify or Write Contractions Correctly	Date

# Basket Belongings

Standards Indicator  
**1.6.5**

**Purpose:** Students will practice correctly writing possessive nouns.

**Materials:** laundry basket or large box, students' toys, paper, pencils, crayons, chalkboard/whiteboard

**Pre-Activity Preparation:** Ask each student to bring in a small toy from home.

**Activity:**

1. Collect the students' toys in a basket. Ask one student to pull a toy out of the basket that does not belong to him/her. Have the student hold the item and ask the class, "Whose toy is this?"
2. After the owner is identified, write three sentences on the board showing ownership. (e.g., *The ball belongs to Kayla. Kayla's ball was in the basket. It is her ball in the basket.*)
3. Explain that all three sentences show ownership. Ask a student to find the sentence that shows ownership with an apostrophe. After the sentence is found, erase the other two sentences. Discuss the use of the apostrophe in the sentence.
4. Invite another student to pull an item from the basket. Find the owner, and have the class help you write a sentence on the board using an apostrophe to show ownership of the toy.
5. Let every student pull another student's toy out and determine the owner.
6. Tell students they will be making a book about all of the toys in the basket. Explain that each student will draw a picture of the item he/she pulled from the basket and write a sentence about it that uses an apostrophe to show ownership such as *Dan's Batman was in the basket.*
7. Design a cover and staple all of the pages together in a book for the students to enjoy.

*You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.*

Student's Name	<u>Excellent</u> Writes Possessive Nouns Correctly	<u>Developing</u> Sometimes Writes Possessive Nouns Correctly	<u>Minimal</u> Does Not Write Possessive Nouns Correctly	Date

**Purpose:** Students will correctly use punctuation.

**Materials:** chalkboard/whiteboard, paper, pencil

**Pre-Activity Preparation:** Write several sentences on the board without punctuation.

**Activity:**

1. Have students look at the board and raise their hands if they see something wrong with the sentences written there. Have students explain what they see wrong. Remind students that each sentence needs to have punctuation at the end.
2. Edit the mistakes in the sentences on the board. Tell students that every sentence should end with a period, exclamation point, or question mark. Point out which sentences need question marks (those that ask a question), and which sentences need exclamation points (those that show emotion).
3. Pass out paper and a pencil to each student. Have students write three sentences that should end with a period, three sentences that should end with an exclamation point, and three questions. Tell students to leave off punctuation marks for someone else to correct.
4. Have students exchange papers with friends and edit each other's sentences.



*You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.*

Student's Name	<u>Excellent</u> Consistently Punctuates Sentences Correctly	<u>Developing</u> Punctuates Some Sentences Correctly	<u>Minimal</u> Does Not Punctuate Correctly	Date

**Purpose:** Students will capitalize the first word of sentences, names of people, and the pronoun *I*.

**Materials:** index cards, marker, chalkboard/whiteboard, paper, pencils

**Pre-Activity Preparation:** Use the index cards to make a set of five noun cards for each student or pair of students. Make each set using a combination of proper nouns, common nouns, and the pronoun *I*.

**Activity:**

1. Write a sentence on the board without using capital letters. Include proper nouns and the pronoun *I* in the sentence.
2. Have students help edit the sentence by putting in capitals and punctuation. Discuss capital letters and proper nouns.
3. Write several more sentences with proper nouns on the board. Omit the capital letters. Have students edit the sentences by erasing the lowercase letters and writing the capital letters in their places.
4. Give each student (or pair of students) a set of five word cards, paper, and a pencil.
5. Instruct students to create two or three sentences using their five words correctly and other words of their choice. Remind students to capitalize the first word in a sentence, the proper nouns, and *I*.
6. Share the sentences with the whole class.
7. Place the word cards in a learning center and encourage students to practice writing more sentences.

*You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.*

Student's Name	<u>Excellent</u> Capitalizes the First Words of Sentences, Names of People, and the Pronoun <i>I</i>	<u>Developing</u> Usually Capitalizes the First Words of Sentences, Names of People, and the Pronoun <i>I</i>	<u>Minimal</u> Does Not Capitalize the First Words of Sentences, Names of People, and the Pronoun <i>I</i>	Date

# Monster Spelling

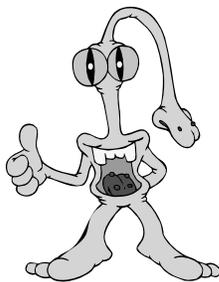
Standards Indicator  
**1.6.8**

**Purpose:** Students will practice spelling three- and four-letter words and grade level appropriate sight words.

**Materials:** list of spelling words, chalkboard/whiteboard

**Activity:**

1. Tell the class that they will be playing a spelling game. Explain that you will put a certain number of blanks on the board and they will tell you the letters that go in the blanks to spell a given word (like the game Hangman). The trick is to spell the word before the monster completely appears and eats the letters.
2. Draw a circle on the board. Tell students that this is the monster's head and every time someone says a letter that doesn't belong in the word, more of the monster's face will appear. Add a part of the face (eyes, hair, etc.) each time an incorrect letter is given. Draw the mouth of the monster last because once the mouth is drawn, the monster eats up any of the letters on the board and the students have to start the word over.
3. Choose a word to begin with and call on volunteers to help spell it.
4. Continue play until the words have all been spelled or the monster is full.



*You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.*

Student's Name	<u>Excellent</u> Consistently Spells Grade Appropriate Words Correctly	<u>Developing</u> Sometimes Spells Grade Appropriate Words Correctly	<u>Minimal</u> Cannot Spell Grade Appropriate Words	Date

**Standard 7****LISTENING AND SPEAKING: Skills, Strategies, and Applications**

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.

**Comprehension**

- 1.7.1 Listen attentively.
- 1.7.2 Ask questions for clarification and understanding.
- 1.7.3 Give, restate, and follow simple two-step directions.

**Organization and Delivery of Oral Communication**

- 1.7.4 Stay on the topic when speaking.
- 1.7.5 Use descriptive words when speaking about people, places, things, and events.

**Speaking Applications**

- 1.7.6 Recite poems, rhymes, songs, and stories.
- 1.7.7 Retell stories using basic story grammar and relating the sequence of story events by answering *who*, *what*, *when*, *where*, *why*, and *how* questions.
- 1.7.8 Relate an important life event or personal experience in a simple sequence.
- 1.7.9 Provide descriptions with careful attention to sensory detail.
- 1.7.10 Use visual aids, such as pictures and objects, to present oral information.



# Listening Comprehension Rubric

Standards Indicators  
1.7.1-1.7.3

Use this rubric to evaluate a student’s listening skills. Rate each Standard Indicator with a score of 1-3 points. Assess students throughout the school year to measure improvements and determine where assistance is needed.

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

Date(s) of Observation: \_\_\_\_\_

	Listening Skills 1.7.1	Questions 1.7.2	Directions 1.7.3
3	Student consistently displays appropriate listening body language and responds correctly (looks at speaker, responds when questioned, can repeat phrases).	Student asks related “What?, Who?, Where?, When?, How?, and Why?” questions for clarification.	Student consistently follows two-step oral directions.
2	Student sometimes displays appropriate listening body language and responds correctly.	Student sometimes asks related “What?, Who?, Where?, When?, How?, and Why?” questions for clarification.	Student sometimes follows two-step oral directions.
1	Student rarely displays appropriate listening body language and rarely responds correctly.	Student does not ask questions or asks unrelated questions.	Student cannot follow two-step oral directions.
Score			

# Classroom Speaking Rubric

Standards Indicators  
1.7.3-1.7.10

Use this rubric to evaluate a student's classroom speaking ability. Rate each Standard Indicator with a score of 1-3 points. Assess students throughout the school year to measure improvements and determine where assistance is needed.

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

Date(s) of Observation: \_\_\_\_\_

Additional Assessment

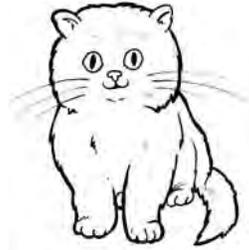
	Focus 1.7.4	Details 1.7.5, 1.7.9	Memorizing and Reciting 1.7.6	Sequence 1.7.7, 1.7.8	Visual Aids 1.7.10	Directions 1.7.3
<b>3</b>	Student stays on topic most of the time.	Student uses descriptive words that enhance the listener's sensory understanding of the person, place, thing, or event being described.	Student memorizes and recites a familiar poem, rhyme, song, or story with one or no errors.	Student retells stories and life experiences in correct sequence with story grammar and can elaborate when asked specific questions.	Student is able to share an object or visual aid while maintaining adequate eye contact with the listener(s).	Student gives and restates two-step directions.
<b>2</b>	Student stays on the topic some of the time.	Student uses some descriptive words when speaking.	Student memorizes and recites a familiar poem, rhyme, song, or story with some errors.	Student mixes up minor events when retelling stories or life experiences, but understands basic flow and use of story grammar (and, then, next, etc.).	Student focuses more on the object or visual aid than the listener(s) while speaking.	Student gives and restates one-step directions.
<b>1</b>	Student does not stay on the topic.	Student does not use descriptive words when speaking.	Student cannot memorize and recite a familiar poem, rhyme, song, or story.	Student retells stories or life experiences in a confusing order.	Student cannot coordinate showing a visual aid and speaking at the same time.	Student cannot give or restate directions.
<b>Score</b>						

**Purpose:** Students will listen attentively.

**Materials:** poem, chalkboard/whiteboard

**Pre-Activity Preparation:** Write a poem with five or more lines on the board, e.g.:

*My little white cat  
Is asleep in my hat.  
My little white cat  
Is asleep on my mat.  
My little white cat  
Chases a rat.  
Now where is  
My little white cat?*



**Activity:**

1. Have students recite the poem together. Point to each word as it is spoken.
2. Erase one word in each line and replace with a blank line.
3. Have students recite the poem again, verbally filling in the blanks with the correct missing words.
4. Continue erasing more words and replacing them with blanks. Have students recite the complete poem each time the words are erased, until they have recited the entire poem by memory.

*You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.*

Student's Name	<u>Excellent</u> Listens Attentively	<u>Developing</u> Has Some Trouble Listening	<u>Minimal</u> Does Not Listen Attentively	Date

# Question Word Cards

Standards Indicator  
**1.7.2**

**Purpose:** Students will ask questions for clarification and understanding.

**Materials:** Story, index cards, pencils

**Pre-Activity Preparation:** Write *who*, *what*, *when*, *where*, *how*, and *why* on index cards. Make one card for each student.

**Activity:**

1. Tell students that you are going to read a story and they need to listen carefully because they will write a question about the story.
2. Read the story aloud to students.
3. Discuss the story.
4. Pass out one word card and pencil to each student.
5. Tell students to think of one question, about the story, that begins with the word on his/her card.
6. Instruct students to turn their word cards over and write their questions on the back of the cards.
7. Allow time for students to ask their questions and choose classmates to give the correct answers.
8. Prompt students to come up with new questions if their questions have already been asked.



*You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.*

Student's Name	<u>Excellent</u> Consistently Asks Questions for Clarification and Understanding	<u>Developing</u> Sometimes/Usually Asks Questions for Clarification and Understanding	<u>Minimal</u> Does Not Ask Questions for Clarification and Understanding	Date

# My House or Yours?

Standards Indicator  
**1.7.3**

**Purpose:** Students will practice giving two-step directions.

**Materials:** *House Outline* Black Line Master, crayons

**Pre-Activity Preparation:** Make a double-sided copy of the *House Outline* (pg 206) Black Line Master for each student.

**Activity:**

1. Divide the class into pairs.
2. Ask one partner from each pair to get six-eight crayons. Then ask the other partner to go get the same colors and number of crayons. Have the partners check to make sure they both have identical sets of crayons.
3. Once the pairs have determined that they have matching crayon sets, ask them to sit back to back. Pass out a house outline to each student. Ask the students to use their crayons and decorate the houses (add windows, etc.)
4. Ask one partner to turn his/her house face down. Without looking at each other, ask the partner who is looking at his/her house to describe it to the partner that has the drawing face down so that he/she can copy it on the second house outline.
5. Ask the students to give two-step directions on how to draw an identical house. (e.g., Take the brown crayon and draw a door as tall as your thumb in the middle of the house.)
6. Have the partners switch roles and ask the other student to give directions on how to draw a house like his/hers while the student listening follows the drawing directions.
7. When both partners have given directions, have them turn face to face and compare drawings. Allow students time to discuss discrepancies with their partners.
8. You can repeat the activity with any similar outline such as a zoo, a lake, etc.

*You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.*

Student's Name	<u>Excellent</u> Consistently Gives Clear Two-Step Directions	<u>Developing</u> Sometimes Gives Clear Two-Step Directions	<u>Minimal</u> Can Not Give Two-Step Directions	Date

Name \_\_\_\_\_



# Notable Speaking

Standards Indicator  
**1.7.4**

**Purpose:** Students will stay on topic when speaking.

**Materials:** index cards, pencils, paper

**Activity:**

1. Have students bring a special object from home to share with the class.
2. Tell students to list on paper what they would like to say about the object they brought to share.
3. Pass out four to five index cards to each student.
4. Instruct students to write a word (or phrase) from their lists on each card. Tell students to choose words or phrases that will help them remember what they want to tell the class.
5. Have students share their objects with a partner and then the class, using their note cards to stay on topic.



*You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.*

Student's Name	<u>Excellent</u> Stays on Topic While Speaking	<u>Developing</u> Has Trouble Staying on Topic While Speaking	<u>Minimal</u> Does Not Stay on Topic While Speaking	Date

# Describing Fantasy Worlds

Standards Indicator  
**1.7.5**

**Purpose:** Students will use descriptive words when speaking.

**Materials:** pictures of theme parks, chalkboard/whiteboard, paper, pencils

**Activity:**

1. Show students the pictures of theme parks you have collected.
2. Have students describe what they see in the pictures. Prompt students to use many descriptive details.
3. Write students' descriptions on the board.
4. Pass out paper and pencils.
5. Tell students to make up their own theme parks, and draw pictures of them.
6. Put students into small groups and encourage each to explain his/her theme park to others in the group. Prompt students to use descriptive words when describing the imaginary park.
7. Have students ask questions about each other's theme parks to encourage them to use descriptive words when speaking.



*You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.*

Student's Name	<u>Excellent</u> Uses Descriptive Words When Speaking	<u>Developing</u> Sometimes Uses Descriptive Words When Speaking	<u>Minimal</u> Does Not Use Descriptive Words When Speaking	Date

# Rhyming Song

Standards Indicator  
1.7.6, 1.1.7

Teacher  
Tip

**Purpose:** Students will create and recite poems, rhymes, and songs.

**Materials:** Chart paper or transparency, chalkboard/whiteboard, paper, pencils, song

**Pre-Activity Preparation:** Choose a silly rhyming song, such as Raffi’s “Down by the Bay” and write the words on chart paper or a transparency.

**Activity:**

1. Have students read the rhyming song together. Play the song so students can hear it. Practice singing the song as a class.
2. Tell students to look at the song and find the rhyming words. Have students raise their hands and share the rhymes they have found.
3. List the rhyming pairs on the board. Talk about how rhyming words can have similar spellings or have the same sound but different spellings.
4. Find rhyming pairs from the song that have the same spellings (arm, farm) and those that are spelled differently (bird, word), but sound the same. Have students underline the words that end with the same spellings.
5. Have students write their own silly rhymes for new verses to the song. Encourage students to sing each other’s verses.



*You can keep a record of how individual students in the group progress with this skill and activity by recording the date that the activity took place in the proper column:*

Student's Name	<u>Excellent</u> Can Easily Create Rhymes	<u>Developing</u> Can Create Some Rhymes	<u>Minimal</u> Cannot Create Rhymes	Date

Raffi (1996) *Singable Songs for the Very Young:*  
*Great with a Peanut-Butter Sandwich*

# My Favorite Book

Standards Indicator  
**1.7.7**

**Purpose:** Students will retell stories using basic story grammar.

**Materials:** six index cards

**Pre-Activity Preparation:** Write each of the words *who*, *what*, *when*, *where*, *why*, and *how*, on separate index cards.

**Activity:**

1. Ask students to think of their favorite stories. Call on a volunteer to tell his/her favorite story to the class.
2. After the student has retold his/her favorite story, pass out the six index cards to random students.
3. Have the students with the index cards stand up one at a time and ask a question or make a statement relating to the word on their cards. For example, a student with the *who* card could say, "Mama Bear, Baby Bear, Papa Bear, and Goldilocks are who were in the story." or "Who saw Goldilocks first?"
4. Let each child share his/her favorite story. Follow up each retelling by having students paraphrase the story in statements or having students ask questions to find out more information.



*You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.*

Student's Name	<u>Excellent</u> Retells Story With Story Grammar	<u>Developing</u> Retells Story With Some Story Grammar	<u>Minimal</u> Cannot Retell Story	Date

# Charting Daily Activities

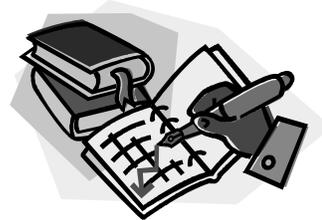
Standards Indicator  
**1.7.8**

**Purpose:** Students will relate personal experiences in simple sequences.

**Materials:** chart paper, marker, paper, pencils

**Activity:**

1. Make a classroom chart listing the class's daily schedule on a large piece of chart paper.
2. Begin by asking students to list the day's activities in the order in which they happen. Make sure all activities are listed and are in the correct order.
3. Number each activity and write the time of day it occurs.
4. Discuss what is done first, next, and last in the day.
5. Quiz students on the order of all the activities. (e.g., ask: "What do we do right before lunch?" or "What do we do after Math?")
6. Post the chart in the front of the classroom for students to refer to throughout the day.
7. Pass out paper and pencils to students.
8. Have students think about what they do at home each morning to get ready for school.
9. Discuss the activities generally needed to get ready for school.
10. Tell each student to make a list of what s/he does each morning.
11. Have students put the lists in order, making sure to number each activity to show the correct sequence.
12. Have students share the sequence of their morning activities with the class.



*You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.*

Student's Name	<u>Excellent</u> Relates Experiences in Simple Sequence	<u>Developing</u> Relates Experiences in Simple Sequence With Prompting	<u>Minimal</u> Does Not Relate Experiences in Sequence	Date

# Potato or Pillow?

Standards Indicator  
**1.7.9**

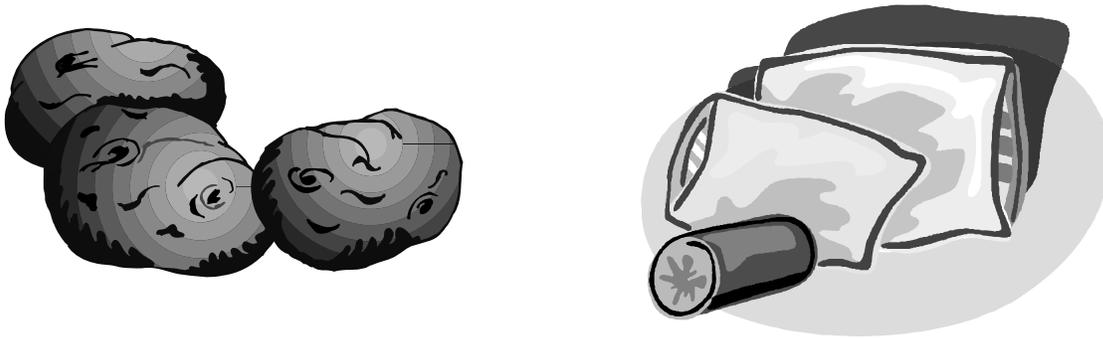
**Purpose:** Students will provide oral descriptions with careful attention to sensory details.

**Materials:** Objects that share similar characteristics (e.g., white items: cotton, pillow, sheet, potato, marshmallow), paper bags to conceal each item, chalkboard/whiteboard

**Pre-Activity Preparation:** Gather items for descriptions and place one item in each bag.

**Activity:**

1. Gather students so that all can see the paper bags. Call one student to choose a bag before looking inside. Once the student has chosen a bag, ask him/her to look inside and use sensory words (touch, feel, taste, look, smell) to describe the item inside.
2. Write the descriptive words the student gives on the board. Have the rest of the class see whether they can guess what the hidden item is.
3. Invite another student to select a new bag and describe the item inside. Allow students to guess the hidden item. Continue until all of the items have been described.
4. Compare the descriptions and discuss how to give specific sensory details.



You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Excellent</u> Gives Clear and Vivid Descriptions	<u>Developing</u> Sometimes Gives Clear or Vivid Descriptions	<u>Minimal</u> Does Not Give Clear or Vivid Descriptions	Date

# Boxed Presentation

Standards Indicator  
**1.7.10**

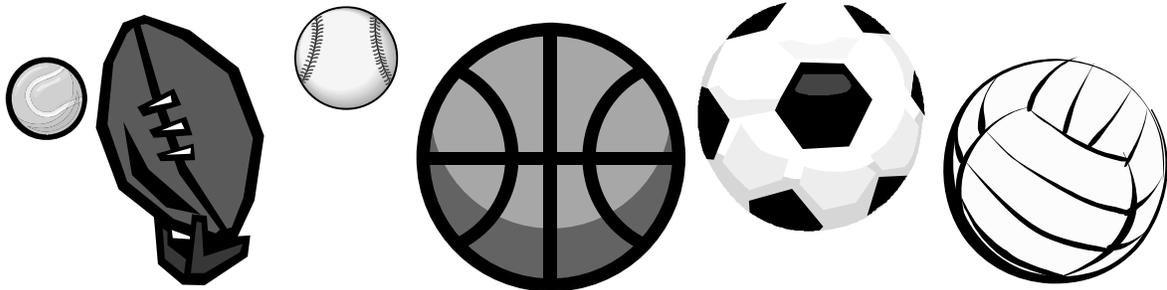
**Purpose:** Students will use visual aids to present oral information.

**Materials:** bucket, balls

**Pre-Activity Preparation:** Collect a variety of balls (e.g., basketball, baseball, soccer ball, volleyball, football, tennis ball, etc.) and place them in a large box.

**Activity:**

1. Show students the box of balls.
2. Explain that each student is going to choose a ball from the box.
3. Tell students to choose a ball with which they are familiar because they will give a presentation about the ball to the class.
4. Instruct students to talk about games to play with the ball, and how to catch, throw, serve, or shoot the ball.
5. Have students use the ball to demonstrate what they are discussing when presenting information.
6. Encourage students to ask questions when the presentation is over.



*You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.*

Student's Name	<u>Excellent</u> Uses Visual Aids to Present Oral Information	<u>Developing</u> Has Difficulty Using Visual Aids to Present Oral Information	<u>Minimal</u> Does Not Use Visual Aids to Present Oral Information	Date



## Standard 1 Reading: Word Recognition, Fluency, and Vocabulary Development

### Children's Books

- A, My Name is Alice* by Jane Bayer. New York: Penguin Putnam Books, 1992.
- Have You Seen My Cat?* by Eric Carle. New York: Simon and Schuster, 1997.
- Hop on Pop* by Dr. Seuss. New York: Random House, 1994.
- Jump, Frog, Jump!* by Robert Kalan et al. New York: Morrow/Avon, 2003.
- Mouse Makes Words: A Phonics Reader* by Kathryn Heling et al. New York: Random House, 2002.
- Not Now! Said the Cow* by Joanne Oppenheim. Milwaukee, WI: Gareth Stevens, Inc., 1997.
- Sheep in a Shop* by Nancy E. Shaw et al. Boston, MA: Houghton Mifflin, 1994.
- The Alphabet Keeper* by Mary Murphy. New York: Random House, 2003.
- The Fox on the Box* by Barbara Gregorich et al. Grand Haven, MI: School Zone Publishing Co., 1984.
- The War Between the Vowels and the Consonants* by Priscilla Turner et al. New York: Farrar, Straus & Giroux, 1999.

### Reference Sources

- Marilyn J. Adams et al. *Phonemic Awareness in Young Children: A Classroom Curriculum*. Baltimore, MD: Paul H. Brookes Publishing Co., 1997. (contains assessment reproducibles)
- Wiley Blevins. *Phonics from A to Z: A Practical Guide*. New York: Scholastic, Inc., 2003.
- Marie Clay. *Concepts About Print: What Have Children Learned About the Way We Print Language?* Portsmouth, NH: Heinemann, 2000.
- Patricia M. Cunningham et al. *Month-by-Month Phonics for First Grade*. Greensboro, NC: Carson-Dellosa Publishing Co., 1997.
- Deborah Ellermeyer et al. *Perfect Poems for Teaching Phonics: Delightful Poems, Lively Lessons, and Reproducible Activities that Teach Key Phonics Skills and Concepts*. New York: Scholastic Inc., 2002.
- Jo Fitzpatrick. *Phonemic Awareness: Playing with Sounds to Strengthen Beginning Reading Skills*. Huntington Beach, CA: Creative Teaching Press, Inc., 1997.
- Gay Su Pinnell et al. *Sing a Song of Poetry: A Teaching Resource for Phonemic Awareness, Phonics, and Fluency*. Portsmouth, NH: Heinemann, 2003.
- Phyllis Trachtenburg *The Reading Teacher*, 43 (9), 648-654. "Using Children's Literature to Enhance Phonics Instruction."
- Timothy V. Rasinski. *The Fluent Reader: Oral Reading Strategies for Building Word Recognition, Fluency, and Comprehension*. New York: Scholastic, Inc., 2003.
- Timothy V. Rasinski and Belinda S. Zimmerman. *Phonics Poetry: Teaching Word Families*. Boston, MA: Allyn and Bacon, 2000.
- Hallie Yopp. *The Reading Teacher*, 48 (6), 538-543, 1995. "Read-aloud books for developing phonemic awareness: An annotated bibliography." (This article lists over 40 books.)

### Further Assessment

- Marie Clay. *Observation Survey*. Portsmouth, NH: Heinemann, 1993. (oral reading accuracy, reading behaviors, and decoding skills.)
- Roland H. Good III and Ruth A. Kaminski. *Dynamic Indicators of Basic Early Literacy Skills*. 6th ed. (DIBELS). University of Oregon: <http://dibels.uoregon.edu>, 2002. (letter naming fluency, phonemic awareness)
- Marica Invernizzi, et. al. *Phonological Awareness Literacy Screening (PALS)*. Charlottesville, VA: University of Virginia, 1999.
- Florence Roswell and Jeanne Chall. *Diagnostic Reading Test of Word Analysis Skills-Revised*. Cambridge, MA: Educator's Publishing Service, 1997.
- Hallie Yopp. *The Reading Teacher*, 49 (1), 20-29, 1995. A Test for Assessing Phonemic Awareness in Young Children. (A copy of the *Yopp-Singer Test of Phoneme Segmentation* is provided and may be photocopied.)

## Standard 2 Reading: Comprehension

### Children's Books

There are many grade-level appropriate books and predictable stories including the following series:

*First Grade Friends* published by Scholastic Inc., New York, NY

*Literacy 2000* published by Rigby Education, Crystal Lake, IL

*Pair-It Books* published by Steck-Vaughn, Inc., Austin, TX

*Rookie Readers* published by Children's Press, Danbury, CT

*Start to Read Library* published by The School Zone Publishing Co.

*Sunshine Books* published by The Wright Group, Bothell, WA

### Reference Sources

Kathryn H. Au et al. *Balanced Literacy Instruction: A Teacher's Resource Book*. Norwood, MA:

Christopher-Gordon Publishing, 2001.

Cathy Collins Block et al. *Learning to Read: Lessons from Exemplary First Grade Classrooms*. New

York: Guilford Publications, Inc., 2001.

Ellen Brooks. *Just Right Books for Beginning Readers: Leveled Booklist and Strategies*. New York:

Scholastic, Inc., 1996.

Alan E. Farstrup et al. *What Research Has to Say About Reading Instruction*. Newark, DE:

International Reading Association, 2002.

Stephanie Harvey and Anne Goudvis. *Strategies that Work: Teaching Comprehension to Enhance*

*Understanding*. Portland, ME: Stenhouse Publishing, 2000. (comprehension)

Jerry L. Johns et al. *Improving Reading: Strategies and Resources*. Dubuque, IA: Kendall/Hunt

Publishing Company, 2001.

Timothy V. Rasinski. *The Fluent Reader: Oral Reading Strategies for Building Word Recognition,*

*Fluency, and Comprehension*. New York: Scholastic, Inc., 2003.

Gail E. Tompkins. *50 Literacy Strategies: Step by Step*. Upper Saddle River, NJ: Prentice Hall, 2003.

Cynthia Conway Waring. *Developing Independent Readers, Grades K-9: Strategy-Oriented Reading*

*Activities for Learners with Special Needs*. West Nyack, NY: The Center For Applied Research  
in Education, 1995.

### Further Assessment

Lois A. Bader. *Bader Reading and Language Inventory*. 4th ed. Upper Saddle River, NJ: Prentice Hall,

2001. (This revised screening tool provides diagnostic information about early reading, word  
identification, phonic knowledge, comprehension, and spelling.)

P.C. Burns and Betty D. Roe. *Informal Reading Inventory: Pre-Primer to Twelfth Grade*. 5th ed.

Boston: Houghton Mifflin, 1999.

Jerry L. Johns. *Basic Reading Inventory*. 7th ed. (BRI-7) Dubuque, IA: Kendall/Hunt Publishing Co.,

1997.

G. D. Spache. *Diagnostic Reading Scales*. Monterey, CA: CTB/McGraw Hill, 1981.

R. W. Woodcock. *Woodcock Reading Mastery Test--Revised*. Circle Pines, MN: American

Guidance Service, 1986.

E. Sutton Flynt and Robert B. Cooter. *Reading Inventory for the Classroom*. 4th ed. Upper Saddle

River, NJ: Prentice Hall, 2001.

## Standard 3 Reading: Literary Response and Analysis

### Children's Books

(Story Structure)

*Chrysanthemum* by Kevin Henkes. New York: HarperCollins, 1996.

*Ira Sleeps Over* by Bernard Waber. Boston, MA: Houghton Mifflin, 1973.

*Miss Smith's Incredible Storybook* by Michael Garland. New York: Penguin Putnam, 2003.

*Stephanie's Ponytail* by Robert Munsch. Madison, WI: Turtleback Books, 1996.

*That's Good! That's Bad!* by Margery Cuyler et al. New York: Henry Holt, 1993.

*Tomas and the Library Lady* by Pat Mora. New York: Alfred A Knopf, Inc., 2000.

(Author's and Illustrator's Roles)

*If You Were A Writer* by Joan Lowery Nixon. New York: Aladdin Publishers, 1995.

*Swimmy* by Leo Lionni. New York: Random House, 1973. (illustrator's role)

*What Do Authors Do?* by Eileen Christelow. Boston, MA: Houghton Mifflin, 1997. (author's role)

*What Do Illustrators Do?* by Eileen Christelow. Boston, MA: Houghton Mifflin, 1999.

### Reference Sources

Cathy Collins Block. *Teaching the Language Arts*. 2nd ed. Boston, MA: Allyn & Bacon, 1997.

J. David Cooper. *Literacy: Helping Children Construct Meaning*. 4th ed. Boston, MA: Houghton Mifflin, 2000.

Bernice E. Cullinan and Lee Galda. *Cullinan and Galda's Literature and the Child*. 3rd ed. Florence, KY: Wadsworth, 2001.

Kathy East. *Inviting Children's Authors and Illustrators: A How-to-Do-It Manual for School and Public Librarians*. NY: Neal-Schuman Publishers, Inc., 1995.

John T. Gillespie. *Best Books for Children: Preschool through Grade Six*. 7th ed. Greenwood Publishing Group, 2001. (themed lists, summaries of books)

Linda B. Gambrell. *Best Practices in Literacy Instruction: Good First Teaching For All Children*. New York: Guilford Press, 1999.

Irene C. Fountas et al. *Guided Reading: Good First Teaching For All Children*. Portsmouth, NH: Heinemann, 1999.

Ellin O. Keene and Susan Zimmermann. *Mosaic of Thought: Teaching Comprehension in a Reader's Workshop*. Portsmouth, NH: Heinemann, 1997.

Carol Otis Hurst and Rebecca Otis. *Carol Hurst's Children's Literature Site: <http://www.carolhurst.com>* (read aloud, thematic lists, professional topics)

Julie M. Jensen and Nancy L. Roser, eds. *Adventuring with Books: A Booklist for Pre-K-Grade 6*. Urbana, IL: National Council of Teachers of English, 2002.

James Preller. *The Big Book of Picture-Book Authors and Illustrators*. New York: Turtleback Books, 2001.

Jo Anne L. Vacca. *Reading and Learning to Read*. 4th ed. Boston, MA: Allyn & Bacon, Inc., 2002.

### Further Assessment

Lois A. Bader. *Bader Reading and Language Inventory*. 4th ed. Upper Saddle River, NJ: Prentice Hall, 2001. (This revised screening tool provides diagnostic information about early reading, word identification, phonic knowledge, comprehension, and spelling.)

Jerry L. Johns. *Basic Reading Inventory*. 7th ed. (BRI-7) Dubuque, IA: Kendall/Hunt Publishing Co., 1997.

Joanne R. Nurss and Mary McGaurran. *Metropolitan Readiness Tests*. 6th ed. (MRT-6) San Antonio, TX: The Psychological Corporation, 1995. (story comprehension subtests)

## Standard 4 Writing: Process

### Children's Books

(Books about writing)

*Arthur Writes a Story* by Marc Brown. New York, Little Brown Children's Books, 1996.

*Flip's Fantastic Journal* by Angelo DeCesare. New York: Penguin Putnam, 1999.

*From Pictures to Words: A Book About Making A Book* by Janet Stevens et al. New York: Holiday House, 1995.

(Wordless books for encouraging story development)

*Deep in the Forest* by Brinton Turkle. New York: Penguin Putnam, 1992.

*Pancakes for Breakfast* by Tomie de Paola. New York: Harcourt Children's Books, 1978.

*One Frog Too Many* by Mercer Mayer. New York: Penguin Putnam, 2003.

*Looking Down* Steve Jenkins. Boston, MA: Houghton Mifflin, 2003.

### Reference Sources

Lucy McCormick Calkins. *The Art of Teaching Writing*. Portsmouth, NH: Heinemann, 1994.

Marcia S. Freeman. *Teaching the Youngest Writers: A Practical Guide*. Gainesville, FL: Maupin House Publishing, 1998.

Dorothy P. Hall et al. *Writing Mini Lessons for First Grade: The Four Blocks Model*. Greensboro, NC: Carson and Dellosa Publishing Co., Inc., 2002.

Bea Johnson. *Never to Early to Write: Adventures in the K-1 Writing Workshop*. Gainesville, FL: Maupin House Publishing, 1998.

Jean Marzollo et al. *Think! Draw! Write!* New York: McGraw-Hill, 2003.

Andrea McCarrier, Gay Su Pinnell, and Irene C. Fountas. *Interactive Writing: How Language & Literacy Come Together, K-2*. Portsmouth, NH: Heinemann, 1999.

Gail E. Tompkins. *Teaching Writing: Balancing Process and Product*. Upper Saddle River, NJ: Prentice Hall, Inc., 2000.

Janiel M. Wagstaff. *Teaching Reading and Writing with Word Walls*. New York: Scholastic Inc., 1999.

### Further Assessment

Marie Clay. *Observation Survey*. Portsmouth, NH: Heinemann, 1993. (writing, story composition.)

Edna Barenbaum and Phyllis Newcomer. *Test of Children's Language (TOCL)*. Austin, TX: PRO-ED Inc., 1996. (writing letters, sentences, and stories.)

*Blackburn-Cramp Developmental Writing Scale*. (available on various Web sites, e.g., ReadingLady.com: <http://www.readinglady.com/wr/Assessment/assessment.html>).

Phyllis Newcomer. *Diagnostic Achievement Battery - 2nd Edition (DAB-2)*. Austin, TX: PRO-ED Inc., 1990. (story writing that describes a sequence of pictures)

Donald Hammill, James Leigh, Nils Pearson, and Taddy Maddox. *Basic Schools Skills Inventory - 3rd Edition (BSSI - 3)*. Austin, TX: PRO-ED Inc., 1998. (A collection of checklists to use in student observations. Writing checklists address left to right progression, writing own name and letters, spelling skills, story generation, and editing.)

## Standard 5 Writing: Applications

### Children's Books

(Books that portray writing for a specific purpose or audience)

*Day of Ahmed's Secret* by Florence P. Heide et al. New York: HarperCollins, 1995.

*Dear Annie* by Judith Caseley et al. New York: HarperCollins, 1994.

*Dear Mr. Blueberry* by James Simon. New York: Simon and Schuster, 1996.

*Quick As a Cricket* by Audrey Wood et al. Madison, WI: Turtleback Books, 1982. (descriptive writing)

*Yours Truly, Goldilocks* by Alma Flor Ada. New York: Simon and Schuster, 2001.

### Reference Sources

Ellen G. Feldgus and Isabell Cardonick. *Kid Writing: A Systematic Approach to Phonics, Journals, and Writing Workshop*. Bethel, WA: The Wright Group, 1999.

Marcia S. Freeman. *Teaching the Youngest Writers: A Practical Guide*. Gainesville, FL: Maupin House Publishing, 1998.

Dorothy P. Hall et al. *Reading/Writing Simple Rhymes: Rhymes with One Spelling Pattern*. Greensboro, NC: Carson-Dellosa Publishing Co. Inc., 2003.

Bea Johnson. *Never Too Early to Write: Adventures in the K-1 Writing Workshop*. Gainesville, FL: Maupin House Publishing, 1999.

Jean Marzollo and Katherine Martin Widmer. *Think! Draw! Write!* New York: McGraw-Hill, 2003. (writing prompts)

Andrea McCarrier, Gay Su Pinnell, and Irene C. Fountas. *Interactive Writing: How Language & Literacy Come Together, K-2*. Portsmouth, NH: Heineman, 1999.

Wilma H. Miller. *Alternative Assessment Techniques for Reading & Writing*. West Nyack, NY: The Center for Applied Research in Education, 2001.

Gail E. Tompkins. *Teaching Writing, Balancing Process and Product*. Upper Saddle River, NJ: Prentice Hall, Inc., 2000.

### Further Assessment:

Edna Barenbaum and Phyllis Newcomer. *Test of Children's Language (TOCL)*. Austin, TX: PRO-ED Inc., 1996. (writing letters, sentences, and stories.)

*Blackburn-Cramp Developmental Writing Scale*. (available on various web sites, e.g., ReadingLady.com: <http://www.readinglady.com/wr/Assessment/assessment.html>).

Donald Hammill, James Leigh, Nils Pearson, and Taddy Maddox. *Basic Schools Skills Inventory - 3rd Edition (BSSI - 3)*. Austin, TX: PRO-ED Inc., 1998. (a collection of checklists to use in student observations, writing checklists address left to right progression, writing own name and letters, spelling skills, story generation and editing.)

Elizabeth Carrow-Woolfolk. *Oral and Written Language Scales (OWLS)*. Circle Pines, MN: American Guidance Service, Inc., 1995. (handwriting, spelling, punctuation, capitalization, syntax, composition)

Roger and Beverly Farr. *Integrated Assessment System - Language Arts Performance Assessment*. TX: Psychological Corporation, 1992. (Skills are assessed on a 1 to 4 scale in comprehension of sentences, picture and story, elaboration on content and command of language and grammar skills. Scoring rubrics are provided.)

## Standard 6 Writing: English Language Conventions

### Children's Books

- Alphabet Under Construction* by Denise Fleming. New York: Henry Holt and Company, 2002.
- The DK Children's Illustrated Dictionary* by John McIlwain. New York: Dorling Kindersley Publishing, Inc., 1994.
- I Can Spell Words with Four Letters* by Anna Nilsen. Boston, MA: Houghton Mifflin, 1998.
- Punctuation Takes a Vacation* by Robin Pulver. New York: Holiday House, Inc., 2003.

### Reference Sources

- Janet Angelillo et al. *A Fresh Approach to Teaching Punctuation: Helping Young Writers Use Conventions with Precision and Purpose*. New York: Scholastic, Inc., 2003.
- Patricia M. Cunningham. *Making Words: Multilevel, Hands on Phonics and Spelling Activities*. New York: McGraw Hill, 2000.
- Joanne M. Landy. *Ready-to-Use Fine Motor Skills and Handwriting Activities for Young Children: Teaching, Remediation, and Assessment*. Paramus, NJ: Prentice Hall, 1999.
- Gay Su Pinnell. *Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom*. Portsmouth, NH: Heinemann, 1988. (vocabulary and word recognition)
- Gladys Rosencrans. *The Spelling Book: Teaching Children How to Spell, Not What to Spell*. Newark, DE: International Reading Association, 1998.
- Rebecca Treiman. *Beginning to Spell: A Study of First Grade Children*. New York: Oxford University Press, Inc., 1992.

### Further Assessment:

- Marie Clay. *Observation Survey*. 2nd ed. Portsmouth, NH: Heinemann, 2002. (spelling)
- Donald Durrell and Jane Catterson. *Durrell Analysis of Reading Difficulty-3rd Edition (DAR)*. San Antonio, TX: Harcourt Brace Educational Measurement, 1980. (spelling and fine motor skills subtests)
- Donald Hammill, James Leigh, Nils Pearson, and Taddy Maddox. *Basic Schools Skills Inventory - 3rd Edition (BSSI - 3)*. TX: PRO-ED Inc., 1998. (A collection of checklists to use in student observations. Writing checklists address left to right progression, writing own name and letters, spelling skills, story generation and editing.)
- Wayne Hresko, Shelley Herron, and Pamela Peak. *Test of Early Written Language -2nd Edition (TEWL-2)* Austin, TX: PRO-ED Inc., 1996. (spelling, story writing from picture prompt).
- Phyllis Newcomer. *Diagnostic Achievement Battery - 2nd Edition (DAB-2)*. TX: PRO-ED Inc., 1990. (rewriting sentences, correctly using appropriate punctuation)

## Standard 7 Listening and Speaking: Skills, Strategies, and Applications

### Children's Books

*Did You Hear About Jake?* by Louise Vitellaro Tidd et al. Brookfield, CT: Millbrook Press, Inc., 1999.  
*How I Spent My Summer Vacation* by Mark Teague. New York: Random House, 1997.  
*The Important Book* by Margaret Wise Brown. New York: HarperCollins, 1990.

### Reference Sources

Suzanne I. Barchers. *Readers Theatre for Beginning Readers*, Portsmouth, NH: Heinemann, 1993.  
Marc Brown et al. *Read-Aloud Rhymes for the Very Young*. New York: Knopf, 1986.  
Beth Handa and Jenifer Wilen. *70 Wonderful Word Family Poems*. New York: Scholastic, Inc., 2003.  
Mary A. Lombardo. *Rhymes, Writing, and Role-Play: Quick and Easy Lessons for Beginning Readers*. Worthington, OH: Linworth Publishing, Inc., 2004.  
Donna E. Norton and Sandra E. Norton. *Language Arts Activities for Children*. 4th ed. Old Tappan, NJ: Prentice Hall, 2002. (This book includes teaching ideas for developing listening comprehension.)

### Further Assessment

Albert H. Brigance. *Brigance Comprehensive Inventory of Basic Skills Revised (CIBS-R)*. North Billerica, MA: Curriculum Associates, Inc., 1999. (This is a collection of assessment tools, with five subtests for listening comprehension. The tests are for auditory discrimination, sentence memory, following oral directions, listening vocabulary and listening comprehension.)  
Elizabeth Carrow-Woolfolk. *Oral and Written Language Scales (OWLS)*. Circle Pines, MN: American Guidance Service, Inc., 1995. (Matching oral descriptions with pictures, and oral expression of verbal description.)  
Donald Hammill, James Leigh, Nils Pearson, and Taddy Maddox. *Basic Schools Skills Inventory - 3rd Edition (BSSI - 3)*. Austin, TX: PRO-ED Inc., 1998. (a collection of checklists to use in student observations, spoken language checklists include speaking and listening skills.)





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