

INDIANA READING DIAGNOSTIC ASSESSMENT

# Resource & Intervention Guide



**SECOND 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 2 Academic Standards for English/Language Arts. In each section you will find:

- **Indiana Grade 2 Academic Standards for English/Language Arts Assessment Tools:** diagnostic/practice pages for skill areas, checklists, and rubrics
- **Classroom Activities:** activities that you can use to help students develop specific skills and strategies
- **Resources:** includes children's books and teaching materials that will help develop specific skills and strategies

## How to Use this Resource & Intervention Guide

**Standards Indicators:** At the top of each activity and assessment there is a Standards Indicator. The Standards Indicators coincide with the Indiana Academic Standards for Grade 2 ([www.indianastandardsresources.org](http://www.indianastandardsresources.org)). Refer to these Indicators as you plan your instruction.

**Assessment Tools:** Black line masters, checklists, and rubrics are provided. Photocopy and use in class to obtain additional diagnostic information, to give students additional practice on specific skills and strategies, or to record student progress. The directions for the teacher are included in this guide.

**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 to reinforce emerging skills. Stars (☆) indicate ideas for enrichment or extension. All of the activity pages provide a grid to use for record keeping.

**Resources:** The guide contains 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 guide.

## Skills and Strategies Assessed in Indiana at Second Grade

### Practice for Improvement

The ideas for practice in this manual are a resource for teachers to use in helping all students discover the strategies used by successful readers. The skills and strategies that students will learn are also assessed in the Indiana Reading Diagnostic Assessment – Grade 2.

The suggestions address the following basic dimensions of reading:

- **Phonemic awareness** - understand the relationship between speech sounds and print
- **Systematic phonics** - decode unfamiliar words
- **Fluency** - read effortlessly for comprehension
- **Background knowledge and vocabulary** - develop comprehension
- **Comprehension** - develop active strategies for constructing meaning from print
- **Motivation** - develop and maintain the desire to read and write

In addition to this resource 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 including 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.

#### Phonemic Awareness

- 2.1.1 Demonstrate an awareness of the sounds that are made by different letters by:
- distinguishing beginning, middle, and ending sounds in words.
  - rhyming words.
  - clearly pronouncing blends and vowel sounds.

#### Decoding and Word Recognition

- 2.1.2 Recognize and use knowledge of spelling patterns (such as *cut/cutting*, *slide/sliding*) when reading.
- 2.1.3 Decode (sound out) regular words with more than one syllable (*dinosaur*, *vacation*).
- 2.1.4 Recognize common abbreviations (*Jan.*, *Fri.*).
- 2.1.5 Identify and correctly use regular plural words (*mountain/mountains*) and irregular plural words (*child/children*, *mouse/mice*).
- 2.1.6 Read aloud fluently and accurately with appropriate changes in voice and expression.
- 2.1.11 Know and use common word families (such as *-ale*, *-est*, *-ine*, *-ock*, *-ump*) when reading unfamiliar words.

#### Vocabulary and Concept Development

- 2.1.7 Understand and explain common synonyms (words with the same meaning) and antonyms (words with opposite meanings).
- 2.1.8 Use knowledge of individual words to predict the meaning of unknown compound words (*lunchtime*, *lunchroom*, *daydream*, *raindrop*).
- 2.1.9 Know the meaning of simple prefixes (word parts added at the beginning of words such as *un-*) and suffixes (word parts added at the end of words such as *-ful*).
- 2.1.10 Identify simple multiple-meaning words (*change*, *duck*).



# Phonemic Awareness

Standards Indicator  
2.1.1

Name \_\_\_\_\_

Date \_\_\_\_\_

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

## Phoneme Blending

**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/ /ī/ /t/ What word is this?

(Pause for student response.)

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

Correct

1.	[2.1.1]	<b>Say:</b> /w/ /ī/ /n/ What word is this? <i>Comments:</i>	win	<input type="checkbox"/> yes <input type="checkbox"/> no
2.	[2.1.1]	<b>Say:</b> /t/ /ā/ /g/ What word is this? <i>Comments:</i>	tag	<input type="checkbox"/> yes <input type="checkbox"/> no
3.	[2.1.1]	<b>Say:</b> /r/ /ū/ /n/ What word is this? <i>Comments:</i>	run	<input type="checkbox"/> yes <input type="checkbox"/> no
4.	[2.1.1]	<b>Say:</b> /s/ /ō/ /p/ What word is this? <i>Comments:</i>	soap	<input type="checkbox"/> yes <input type="checkbox"/> no
5.	[2.1.1]	<b>Say:</b> /p/ /ē/ /k/ What word is this? <i>Comments:</i>	peek	<input type="checkbox"/> yes <input type="checkbox"/> no

## Sound Segmentation

**Sample Say:** Listen to each sound in the word *read*, /r/ /ē/ /d/.

(Pause slightly between each sound.)

**Say:** Tell me each sound you hear in the word *hat*.

(Pause for student response.)

**Say:** Each sound in the word *hat* is, /h/ /ă/ /t/.

Correct

1.	[2.1.1]	<b>Say:</b> Tell me each sound you hear in the word <i>fan</i> . <i>Comments:</i>	/f/ /ă/ /n/	<input type="checkbox"/> yes <input type="checkbox"/> no
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# Phonemic Awareness

Standards Indicator  
2.1.1

2. [2.1.1] **Say:** Tell me each sound you hear in the word *sheet*.  yes  no  
*Comments:* /sh/ /ē/ /t/

3. [2.1.1] **Say:** Tell me each sound you hear in the word *boots*.  yes  no  
*Comments:* /b/ /ō/ /t/ /z/

4. [2.1.1] **Say:** Tell me each sound you hear in the word *name*.  yes  no  
*Comments:* /n/ /ā/ /m/

5. [2.1.1] **Say:** Tell me each sound you hear in the word *hide*.  yes  no  
*Comments:* /h/ /ī/ /d/

## Beginning Sound Deletion

**Sample Say:** When I say the word *band* without the /b/ sound, it changes into the word *and*.  
Say the word *mother* without the /m/ sound.

(Pause for student response.)

**Say:** The word *mother* without the /m/ sound is *other*.

Correct

1. [2.1.1] **Say:** Say the word *send* without the /s/ sound. end  yes  no  
*Comments:*

2. [2.1.1] **Say:** Say the word *gate* without the /g/ sound. ate  yes  no  
*Comments:*

3. [2.1.1] **Say:** Say the word *nice* without the /n/ sound. ice  yes  no  
*Comments:*

4. [2.1.1] **Say:** Say the word *clock* without the /c/ sound. lock  yes  no  
*Comments:*

5. [2.1.1] **Say:** Say the word *strong* without the /st/ sound. wrong  yes  no  
*Comments:*

# Phonemic Awareness

Standards Indicator  
2.1.1

## Syllables

**Sample** **Say:** A syllable is a word part. The word *cracker* has two syllables or word parts.  
(You may suggest that students clap each word part to help count syllables.)

**Say:** How many syllables does the word *December* have?  
(Pause for student response.)

**Say:** The word *December* has three syllables: *De•cem•ber*.

Correct

1. [2.1.1] **Say:** How many syllables does the word *computer* have? 3  yes  no  
Comments:

2. [2.1.1] **Say:** How many syllables does the word *notebook* have? 2  yes  no  
Comments:

3. [2.1.1] **Say:** How many syllables does the word *alligator* have? 4  yes  no  
Comments:

4. [2.1.1] **Say:** How many syllables does the word *elevator* have? 4  yes  no  
Comments:

5. [2.1.1] **Say:** How many syllables does the word *stairs* have? 1  yes  no  
Comments:

## Medial Sounds

**Sample** **Say:** I am going to say a word and I want you to tell me the sound in the middle of the word. Tell me the sound you hear in the middle of *bake*.

(Pause for student response.)

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

Correct

1. [2.1.1] **Say:** Tell me the sound you hear in the middle of *duck*. /ŭ/  yes  no  
Comments:

2. [2.1.1] **Say:** Tell me the sound you hear in the middle of *night*. /ī/  yes  no  
Comments:

3. [2.1.1] **Say:** Tell me the sound you hear in the middle of *math*. /ă/  yes  no  
Comments:



# Phonemic Awareness

Standards Indicator  
2.1.1

4. [2.1.1] **Say:** Tell me the sound you hear in the middle of *bed*. /ĕ/  
Comments:  yes  no

5. [2.1.1] **Say:** Tell me the sound you hear in the middle of *comb*. /ō/  
Comments:  yes  no

## Ending Sound Deletion

**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. [2.1.1] **Say:** Say the word *arm* but don't say /m/. are  yes  no  
Comments:

2. [2.1.1] **Say:** Say the word *beach* but don't say /ch/. bee  yes  no  
Comments:

3. [2.1.1] **Say:** Say the word *flight* but don't say /t/. fly  yes  no  
Comments:

4. [2.1.1] **Say:** Say the word *tooth* but don't say /th/. two  yes  no  
Comments:

5. [2.1.1] **Say:** Say the word *bust* but don't say /t/. bus  yes  no  
Comments:

# Phonemic Awareness

Standards Indicator  
2.1.1

Name \_\_\_\_\_

Date \_\_\_\_\_

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

## Beginning Sound Substitution

**Sample Say:** Listen as I change a word by changing the sounds. If I say *meat* and say it again but change the /m/ to a /f/ the word changes to *feet*. Say the word *door*. Say it again but change the /d/ to a /p/.

(Pause for student response.)

**Say:** When you say the word *door* but change /d/ to /p/ the word is *poor*.

			Correct
1.	[2.1.1]	<b>Say:</b> Say the word <i>pine</i> . Say it again but change the /p/ to a /v/. <i>Comments:</i> vine	<input type="checkbox"/> yes <input type="checkbox"/> no
2.	[2.1.1]	<b>Say:</b> Say the word <i>clock</i> . Say it again but change the /c/ to a /r/. <i>Comments:</i> rock	<input type="checkbox"/> yes <input type="checkbox"/> no
3.	[2.1.1]	<b>Say:</b> Say the word <i>train</i> . Say it again but change the /t/ to a /sp/. <i>Comments:</i> sprain	<input type="checkbox"/> yes <input type="checkbox"/> no
4.	[2.1.1]	<b>Say:</b> Say the word <i>bird</i> . Say it again but change the /b/ to a /h/. <i>Comments:</i> heard	<input type="checkbox"/> yes <input type="checkbox"/> no
5.	[2.1.1]	<b>Say:</b> Say the word <i>wire</i> . Say it again but change the /w/ to a /f/. <i>Comments:</i> fire	<input type="checkbox"/> yes <input type="checkbox"/> no

## Ending Substitution

**Sample Say:** Listen as I change a word by changing the sounds. 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 /c/ 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>mane</i> . Say it again but change the /n/ to a /k/. <i>Comments:</i> make	<input type="checkbox"/> yes <input type="checkbox"/> no

# Phonemic Awareness

Standards Indicator  
2.1.1

2. [2.1.1] **Say:** Say the word *type*. Say it again but change the /p/ to a /m/.  
Comments: time  yes  no

3. [2.1.1] **Say:** Say the word *wheel*. Say it again but change the /ll/ to a /dl/.  
Comments: weed  yes  no

4. [2.1.1] **Say:** Say the word *cage*. Say it again but change the /g/ to a /v/.  
Comments: cave  yes  no

5. [2.1.1] **Say:** Say the word *road*. Say it again but change the /d/ to a /p/.  
Comments: rope  yes  no

## Medial Substitution

**Sample Say:** Listen as I change a word by changing the sounds. If I say *bag* and say it again but change the /ǎ/ to a /ĩ/ the word changes to *big*. Say the word *dig*. Say it again but change the /ĩ/ to a /ǒ/.

(Pause for student response.)

**Say:** When you say the word *dig* but change /ĩ/ to /ǒ/ the word changes to *dog*.

Correct

1. [2.1.1] **Say:** Say the word *tap*. Say it again but change the /ǎ/ to a /ǒ/.  
Comments: top  yes  no

2. [2.1.1] **Say:** Say the word *rug*. Say it again but change the /ũ/ to a /ǎ/.  
Comments: rag  yes  no

3. [2.1.1] **Say:** Say the word *clock*. Say it again but change the /ǒ/ to a /ĩ/.  
Comments: click  yes  no

4. [2.1.1] **Say:** Say the word *eat*. Say it again but change the /ē/ to a /ǎ/.  
Comments: at  yes  no






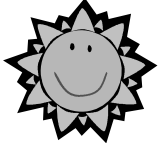
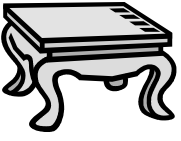


5. [2.1.1] **Say:** Say the word *lit*. Say it again but change the /ĩ/ to a /l/.  
Comments: light  yes  no

# Beginning Consonants

Standards Indicator  
2.1.1

Name:

Fill in the circle under the word that has the same beginning sound as the picture.

Sample		boat <input type="radio"/>	cook <input type="radio"/>	train <input type="radio"/>	pants <input type="radio"/>
1		nice <input type="radio"/>	might <input type="radio"/>	four <input type="radio"/>	house <input type="radio"/>
2		best <input type="radio"/>	girl <input type="radio"/>	here <input type="radio"/>	rain <input type="radio"/>
3		bus <input type="radio"/>	gone <input type="radio"/>	day <input type="radio"/>	joke <input type="radio"/>
4		gift <input type="radio"/>	desk <input type="radio"/>	bake <input type="radio"/>	push <input type="radio"/>
5		have <input type="radio"/>	seat <input type="radio"/>	first <input type="radio"/>	which <input type="radio"/>
6		gold <input type="radio"/>	dark <input type="radio"/>	tail <input type="radio"/>	paint <input type="radio"/>
7		hold <input type="radio"/>	does <input type="radio"/>	cave <input type="radio"/>	song <input type="radio"/>
8		today <input type="radio"/>	laugh <input type="radio"/>	seed <input type="radio"/>	yes <input type="radio"/>

## Beginning Consonants: Teacher Directions

Read the directions below aloud and help students complete the sample.

**Say:** You are going to listen carefully and pick out words that begin with certain sounds. I will say a word that names a picture. You will fill in the circle under the word that begins with the same sound that the picture begins with. First we will do one together.

Put your finger on the picture of the **coat**. Fill in the circle under the word that begins with the sound that you hear at the beginning of the word **coat**.

Give the students time to select their answers and fill in the circles.

**Say:** The words **cook** and **coat** begin with the same sound. Fill in the circle under the word **cook**.

1. Put your finger on the picture of the **mouse**. Fill in the circle under the word that begins with the sound that you hear at the beginning of the word **mouse**.
2. Put your finger on the picture of the **rabbit**. Fill in the circle under the word that begins with the sound that you hear at the beginning of the word **rabbit**.
3. Put your finger on the picture of the **duck**. Fill in the circle under the word that begins with the sound that you hear at the beginning of the word **duck**.
4. Put your finger on the picture of the **bear**. Fill in the circle under the word that begins with the sound that you hear at the beginning of the word **bear**.
5. Put your finger on the picture of the **sun**. Fill in the circle under the word that begins with the sound that you hear at the beginning of the word **sun**.
6. Put your finger on the picture of the **table**. Fill in the circle under the word that begins with the sound that you hear at the beginning of the word **table**.
7. Put your finger on the picture of the **carrot**. Fill in the circle under the word that begins with the sound that you hear at the beginning of the word **carrot**.
8. Put your finger on the picture of the **lion**. Fill in the circle under the word that begins with the sound that you hear at the beginning of the word **lion**.

Beginning Consonants	
1. might	5. seat
2. rain	6. tail
3. day	7. cave
4. bake	8. laugh



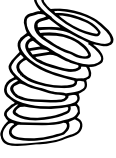







# Beginning Blends and Clusters

Standards Indicator  
2.1.1

Name:

Fill in the circle under the word that begins with the same group of sounds as the picture.

Sample		prize <input type="radio"/>	block <input type="radio"/>	plate <input type="radio"/>	train <input type="radio"/>
1		fresh <input type="radio"/>	broom <input type="radio"/>	fly <input type="radio"/>	play <input type="radio"/>
2		straw <input type="radio"/>	sprout <input type="radio"/>	swing <input type="radio"/>	screen <input type="radio"/>
3		crab <input type="radio"/>	glue <input type="radio"/>	flute <input type="radio"/>	club <input type="radio"/>
4		brick <input type="radio"/>	drop <input type="radio"/>	free <input type="radio"/>	grass <input type="radio"/>
5		string <input type="radio"/>	squish <input type="radio"/>	scream <input type="radio"/>	splash <input type="radio"/>
6		frog <input type="radio"/>	glad <input type="radio"/>	press <input type="radio"/>	grin <input type="radio"/>
7	12	trap <input type="radio"/>	flag <input type="radio"/>	twig <input type="radio"/>	step <input type="radio"/>
8		brake <input type="radio"/>	drain <input type="radio"/>	craft <input type="radio"/>	print <input type="radio"/>

## Beginning Blends and Clusters: Teacher Directions

Read the directions below aloud and help students complete the sample.

**Say:** You are going to listen carefully to the beginning sounds in words. You will fill in the circle under the word that begins with the same group of sounds that you hear in the beginning of the word that names the picture. First we will do one together.

Put your finger on the picture of the **plant**. Which word begins with the same group of sounds you hear at the beginning of the word **plant**? Fill in the circle under the word that begins with the same group of sounds as the word **plant**.

Give the students time to select their answers and fill in the circles.

**Say:** The words **plate** and **plant** both begin with the /p/ sound. You should fill in the circle under the word **plate**.

1. Put your finger on the picture of the **fruit**. Fill in the circle under the word that begins with the same group of sounds as the word **fruit**.
2. Put your finger on the picture of the **spring**. Fill in the circle under the word that begins with the same group of sounds as the word **spring**.
3. Put your finger on the picture of the **clown**. Fill in the circle under the word that begins with the same group of sounds as the word **clown**.
4. Put your finger on the picture of the **broom**. Fill in the circle under the word that begins with the same group of sounds as the word **broom**.
5. Put your finger on the picture of the **screw**. Fill in the circle under the word that begins with the same group of sounds as the word **screw**.
6. Put your finger on the picture of the **grass**. Fill in the circle under the word that begins with the same group of sounds as the word **grass**.
7. Put your finger on the picture of the **twelve**. Fill in the circle under the word that begins with the same group of sounds as the word **twelve**.
8. Put your finger on the picture of the **crown**. Fill in the circle under the word that begins with the same group of sounds as the word **crown**.

### Beginning Blends and Clusters



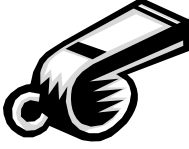






1. fresh	5. scream
2. sprout	6. grin
3. club	7. twig
4. brick	8. craft

# Beginning Digraphs

Standards Indicator  
2.1.1

Name:

Fill in the circle under the word that has the same beginning sound as the picture.

Sample		chip <input type="radio"/>	shed <input type="radio"/>	thin <input type="radio"/>	white <input type="radio"/>
1		cheese <input type="radio"/>	shoe <input type="radio"/>	thing <input type="radio"/>	whale <input type="radio"/>
2		chop <input type="radio"/>	sharp <input type="radio"/>	them <input type="radio"/>	what <input type="radio"/>
3		chin <input type="radio"/>	shop <input type="radio"/>	than <input type="radio"/>	when <input type="radio"/>
4		chair <input type="radio"/>	shark <input type="radio"/>	think <input type="radio"/>	where <input type="radio"/>
5		chain <input type="radio"/>	shy <input type="radio"/>	third <input type="radio"/>	wheel <input type="radio"/>
6		chick <input type="radio"/>	shirt <input type="radio"/>	this <input type="radio"/>	which <input type="radio"/>
7		child <input type="radio"/>	she <input type="radio"/>	thump <input type="radio"/>	why <input type="radio"/>
8		cheat <input type="radio"/>	show <input type="radio"/>	quite <input type="radio"/>	while <input type="radio"/>

## Beginning Digraphs: Teacher Directions

Read the directions below aloud and help students complete the sample.

**Say:** You are going to be listening to words that begin with certain sounds. I will say a word that names a picture. You will fill in the circle under the word that begins with the same beginning sound as the word that names the picture. First we will do one together.

Put your finger on the picture of the **chair**. Look at the words in this row. Fill in the circle under the word that begins with the sound that you hear at the beginning of the word **chair**.

Give the students time to select their answers and fill in the circles.

**Say:** The words **chip** and **chair** begin with the same sound. Fill in the circle under the word **chip**.

1. Put your finger on the picture of the **shell**. Fill in the circle under the word that begins with the sound that you hear at the beginning of the word **shell**.
2. Put your finger on the picture of the **whistle**. Fill in the circle under the word that begins with the sound that you hear at the beginning of the word **whistle**.
3. Put your finger on the picture of the **shower**. Fill in the circle under the word that begins with the sound that you hear at the beginning of the word **shower**.
4. Put your finger on the picture of the **thumb**. Fill in the circle under the word that begins with the sound that you hear at the beginning of the word **thumb**.
5. Put your finger on the picture of the **wheat**. Fill in the circle under the word that begins with the sound that you hear at the beginning of the word **wheat**.
6. Put your finger on the picture of the **ship**. Fill in the circle under the word that begins with the sound that you hear at the beginning of the word **ship**.
7. Put your finger on the picture of the **thirty**. Fill in the circle under the word that begins with the sound that you hear at the beginning of the word **thirty**.
8. Put your finger on the picture of the **queen**. Fill in the circle under the word that begins with the sound that you hear at the beginning of the word **queen**.

Beginning Digraphs	
1. shoe	5. wheel
2. what	6. shirt
3. shop	7. thump
4. think	8. quite

# Beginning Digraphs

Standards Indicator  
2.1.1

Name:

Fill in the circle next to the group of letters that completes the underlined word.

	Have you seen <u>em</u> ?
<b>Sample</b>	<input type="radio"/> sh <input type="radio"/> th <input type="radio"/> wh
<b>1</b>	Please <u>ut</u> the door. <input type="radio"/> ch <input type="radio"/> sh <input type="radio"/> th
<b>2</b>	I don't know <u>ere</u> I put my book. <input type="radio"/> ch <input type="radio"/> th <input type="radio"/> wh
<b>3</b>	Take out a <u>eet</u> of paper. <input type="radio"/> sh <input type="radio"/> th <input type="radio"/> wh
<b>4</b>	<u>ank</u> you for helping me. <input type="radio"/> Sh <input type="radio"/> Th <input type="radio"/> Wh
<b>5</b>	A bicycle has two <u>eels</u> . <input type="radio"/> sh <input type="radio"/> th <input type="radio"/> wh



## Creating Words: Beginning Digraphs: Teacher Directions

Read the directions below aloud and help students complete the sample.

**Say:** You will be reading sentences that have some letters of an underlined word missing. Fill in the circle next to the group of letters that correctly completes the word. We will do one together.

Point to the underlined part of the Sample sentence. The sentence says: **Have you seen     em?** The last word is underlined and missing some beginning letters. Fill in the circle next to the group of letters that completes the underlined word.

Give the students time to select their answers and fill in the circles.

**Say:** The letters **th**, **/th/** belong with the underlined letters **em**. The letters **th** and **em** go together to make the word **them**. The sentence should say: **Have you seen them?** Fill in the circle next to the letters **th**.

Now you will work on your own. Read the sentences silently. Look at the underlined word that is missing letters. Fill in the circle next to the group of missing letters to make a word that belongs in the sentence. You may begin.









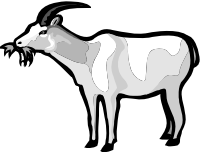
Creating Words: Beginning Digraphs
1. sh
2. wh
3. sh
4. Th
5. wh

# Ending Consonants

Standards Indicator  
2.1.1

Name:

Fill in the circle under the word that ends with the same sound as the picture.

Sample		bag <input type="radio"/>	rake <input type="radio"/>	hot <input type="radio"/>	trip <input type="radio"/>
1		that <input type="radio"/>	hid <input type="radio"/>	bag <input type="radio"/>	talk <input type="radio"/>
2		snap <input type="radio"/>	swim <input type="radio"/>	hope <input type="radio"/>	fin <input type="radio"/>
3		wave <input type="radio"/>	mad <input type="radio"/>	boy <input type="radio"/>	met <input type="radio"/>
4		paid <input type="radio"/>	rain <input type="radio"/>	well <input type="radio"/>	lip <input type="radio"/>
5		blue <input type="radio"/>	day <input type="radio"/>	house <input type="radio"/>	sit <input type="radio"/>
6		must <input type="radio"/>	glad <input type="radio"/>	help <input type="radio"/>	wig <input type="radio"/>
7		when <input type="radio"/>	said <input type="radio"/>	crab <input type="radio"/>	look <input type="radio"/>
8		goes <input type="radio"/>	cook <input type="radio"/>	heard <input type="radio"/>	meet <input type="radio"/>

## Ending Consonants: Teacher Directions

Read the directions below aloud and help students complete the sample.

**Say:** You are going to be listening to words that end with certain sounds. I will say a word that names a picture. You will fill in the circle under the word that ends with the same ending sound as the word that names the picture. First we will do one together.

Put your finger on the picture of the **book**. Fill in the circle under the word in this row that ends with the sound that you hear at the end of the word **book**.

Give the students time to select their answers and fill in the circles.

**Say:** The words **rake** and **book** end with the same sound. You should fill in the circle under the word **rake**.

1. Put your finger on the picture of the **heart**. Fill in the circle under the word that ends with the same sound that you hear at the end of the word **heart**.
2. Put your finger on the picture of the **drum**. Fill in the circle under the word that ends with the same sound that you hear at the end of the word **drum**.
3. Put your finger on the picture of the **bread**. Fill in the circle under the word that ends with the same sound that you hear at the end of the word **bread**.
4. Put your finger on the picture of the **snail**. Fill in the circle under the word that ends with the same sound that you hear at the end of the word **snail**.
5. Put your finger on the picture of the **bus**. Fill in the circle under the word that ends with the same sound that you hear at the end of the word **bus**.
6. Put your finger on the picture of the **map**. Fill in the circle under the word that ends with the same sound that you hear at the end of the word **map**.
7. Put your finger on the picture of the **food**. Fill in the circle under the word that ends with the same sound that you hear at the end of the word **food**.
8. Put your finger on the picture of the **goat**. Fill in the circle under the word that ends with the same sound that you hear at the end of the word **goat**.

Ending Consonants	
1. that	5. house
2. swim	6. help
3. mad	7. said
4. well	8. meet

# Ending Blends

Standards Indicator  
2.1.1

Name:

Fill in the circle under the word that ends with the same group of sounds as the picture.

**Sample**



chick

left

self

drink

1



stamp

sink

hint

most

2



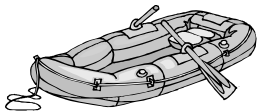
sick

bolt

dress

lost

3



left

self

sent

moth

4



old

milk

bend

harp

5



soft

dump

sent

bush

6



calm

feel

farm

climb

7



lunch

wing

wink

barn

8



front

lift

belt

pat

## Ending Blends: Teacher Directions

Read the directions below aloud and help students complete the sample.

**Say:** You are going to listen for ending sounds in words. Listen carefully because many of the words end in more than one sound. Fill in the circle under the word that ends with the same group of sounds that you hear at the end of the word that names the picture. First we will do one together.

Put your finger on the picture of the **wolf**. At the end of the word **wolf**, you hear the sounds of the letter **l** and the letter **f**. The letters blend together in a group to make the sound **/lf/**. Fill in the circle under the word in this row that ends with the same sounds that you hear at the end of the word **wolf**.

Give the students time to select their answers and fill in the circles.

**Say:** The words **self** and **wolf** both end in the sounds of **/ll** and **/fl**. You should fill in the circle under the word **self**.

1. Put your finger on the picture of the **tent**. Fill in the circle under the word that ends with the same group of sounds that you hear at the end of the word **tent**.
2. Put your finger on the picture of the **salt**. Fill in the circle under the word that ends with the same group of sounds that you hear at the end of the word **salt**.
3. Put your finger on the picture of the **raft**. Fill in the circle under the word that ends with the same group of sounds that you hear at the end of the word **raft**.
4. Put your finger on the picture of the **child**. Fill in the circle under the word that ends with the same group of sounds that you hear at the end of the word **child**.
5. Put your finger on the picture of the **ant**. Fill in the circle under the word that ends with the same group of sounds that you hear at the end of the word **ant**.
6. Put your finger on the picture of the **film**. Fill in the circle under the word that ends with the same group of sounds that you hear at the end of the word **film**.
7. Put your finger on the picture of the **corn**. Fill in the circle under the word that ends with the same group of sounds that you hear at the end of the word **corn**.
8. Put your finger on the picture of the **paint**. Fill in the circle under the word that ends with the same group of sounds that you hear at the end of the word **paint**.

Ending Blends	
1. hint	5. sent
2. bolt	6. calm
3. left	7. barn
4. old	8. front


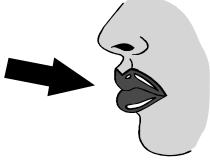

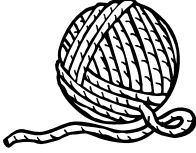







# Ending Digraphs

Standards Indicator  
2.1.1

Name:

Fill in the circle under the word that has the same ending sound as the picture.

Sample		stick <input type="radio"/>	sing <input type="radio"/>	hard <input type="radio"/>	with <input type="radio"/>
1		touch <input type="radio"/>	drift <input type="radio"/>	hard <input type="radio"/>	math <input type="radio"/>
2		check <input type="radio"/>	thing <input type="radio"/>	cord <input type="radio"/>	push <input type="radio"/>
3		sock <input type="radio"/>	craft <input type="radio"/>	talk <input type="radio"/>	long <input type="radio"/>
4		lift <input type="radio"/>	chalk <input type="radio"/>	ring <input type="radio"/>	wish <input type="radio"/>
5		lunch <input type="radio"/>	raft <input type="radio"/>	strong <input type="radio"/>	path <input type="radio"/>
6		luck <input type="radio"/>	lung <input type="radio"/>	bush <input type="radio"/>	moth <input type="radio"/>
7		beach <input type="radio"/>	walk <input type="radio"/>	sing <input type="radio"/>	wash <input type="radio"/>
8		lift <input type="radio"/>	mile <input type="radio"/>	dime <input type="radio"/>	sick <input type="radio"/>

## Ending Digraphs: Teacher Directions

Read the directions below aloud and help students complete the sample.

**Say:** You are going to be listening to words that end with certain sounds. I will say a word that names a picture. You will fill in the circle under the word that ends with the same ending sound as the word that names the picture. First we will do one together.

Put your finger on the picture of the **duck**. Look at the words in this row. Fill in the circle under the word that ends with the sound that you hear at the end of the word **duck**.

Give the students time to select their answers and fill in the circles.

**Say:** The words **stick** and **duck** end with the same sound. Fill in the circle under the word **stick**.

1. Put your finger on the picture of the **mouth**. Fill in the circle under the word that ends with the sound that you hear at the end of the word **mouth**.
2. Put your finger on the picture of the **clock**. Fill in the circle under the word that ends with the sound that you hear at the end of the word **clock**.
3. Put your finger on the picture of the **string**. Fill in the circle under the word that ends with the sound that you hear at the end of the word **string**.
4. Put your finger on the picture of the **trash**. Fill in the circle under the word that ends with the sound that you hear at the end of the word **trash**.
5. Put your finger on the picture of the **swing**. Fill in the circle under the word that ends with the sound that you hear at the end of the word **swing**.
6. Put your finger on the picture of the **rock**. Fill in the circle under the word that ends with the sound that you hear at the end of the word **rock**.
7. Put your finger on the picture of the **sandwich**. Fill in the circle under the word that ends with the sound that you hear at the end of the word **sandwich**.
8. Put your finger on the picture of the **sock**. Fill in the circle under the word that ends with the sound that you hear at the end of the word **sock**.

Ending Digraphs	
1. math	5. strong
2. check	6. luck
3. long	7. beach
4. wish	8. sick

# Ending Digraphs

Standards Indicator  
2.1.1

Name:

Fill in the circle next to the group of letters that completes the underlined word.

<b>Sample</b>	Dad drives a <u>tru</u> ____. <input type="radio"/> ck <input type="radio"/> ng <input type="radio"/> sh
1	Eric sat down on the <u>ben</u> ____ to tie his shoelaces. <input type="radio"/> ch <input type="radio"/> sh <input type="radio"/> th
2	Lisa's favorite season is <u>spri</u> ____. <input type="radio"/> ch <input type="radio"/> ng <input type="radio"/> th
3	Mr. Long will <u>tea</u> ____ us how to play hockey. <input type="radio"/> ch <input type="radio"/> ck <input type="radio"/> th
4	I caught a big <u>fi</u> ____. <input type="radio"/> th <input type="radio"/> sh <input type="radio"/> ch
5	I brush my <u>tee</u> ____ every day. <input type="radio"/> ng <input type="radio"/> sh <input type="radio"/> th

## Creating Words: Ending Digraphs: Teacher Directions

Read the directions below aloud and help students complete the sample.

**Say:** You will be reading sentences that have an underlined word in them. Some letters of the underlined word are missing. Fill in the circle next to the group of letters that completes the word. First we will do one together.

Point to the underlined part of the sample sentence. The sentence says: **Dad drives a tru**. The last word is underlined and missing some letters. Which group of letters below the sentence belongs with the letters **tru** to make a word that makes sense in the sentence? Fill in the circle next to the group of letters that completes the underlined word.

Give the students time to select their answers and fill in the circles.

**Say:** The letters **ck**, /**ck**/ belong with the underlined letters **tru**. The letters **tru** and **ck** go together to make the word **truck**. The sentence should say: **Dad drives a truck**. Fill in the circle next to the letters **ck**.

Now you will work on your own. Read the sentences silently. Look at the underlined word that is missing letters. Fill in the circle next to the group of missing letters that makes a word that belongs in the sentence. You may begin.







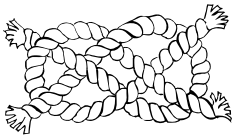


Creating Words: Ending Digraphs
1. ch
2. ng
3. ch
4. sh
5. th

# Long Vowels - A

Standards Indicator  
2.1.1

Name:

Fill in the circle under the picture that has the same vowel sound as the picture.

Sample		stick <input type="radio"/>	camp <input type="radio"/>	lid <input type="radio"/>	made <input type="radio"/>
1		me <input type="radio"/>	kid <input type="radio"/>	bit <input type="radio"/>	drive <input type="radio"/>
2		water <input type="radio"/>	fact <input type="radio"/>	take <input type="radio"/>	rat <input type="radio"/>
3		day <input type="radio"/>	street <input type="radio"/>	ball <input type="radio"/>	rich <input type="radio"/>
4		hope <input type="radio"/>	not <input type="radio"/>	roof <input type="radio"/>	moon <input type="radio"/>
5		test <input type="radio"/>	seat <input type="radio"/>	ten <input type="radio"/>	ship <input type="radio"/>
6		five <input type="radio"/>	lot <input type="radio"/>	rain <input type="radio"/>	know <input type="radio"/>
7		wet <input type="radio"/>	them <input type="radio"/>	hen <input type="radio"/>	free <input type="radio"/>
8		toss <input type="radio"/>	told <input type="radio"/>	fine <input type="radio"/>	stick <input type="radio"/>

## Long Vowels: Teacher Directions

Read the directions below aloud and help students complete the sample.

**Say:** Listen carefully so you can pick out words that have certain vowel sounds. I will say a name for a picture. You will fill in the circle under the word that has the same vowel sound as the word that names the picture. First we will do one together.

Put your finger on the picture of the **lake**. In the word lake, you hear the vowel sound /ā/ (long a sound) in the middle. Which of the words in this row has the same vowel sound that you hear in the middle of the word **lake**? Fill in the circle under the word that has the same vowel sound that you hear in the word **lake**.

Give the students time to select their answers and fill in the circles.

**Say:** The words **made** and **lake** have the same vowel sound. Fill in the circle under the word **made**.

1. Put your finger on the picture of the **bride**. Fill in the circle under the word that has the same vowel sound that you hear in the word **bride**.
2. Put your finger on the picture of the **rain**. Fill in the circle under the word that has the same vowel sound that you hear in the word **rain**.
3. Put your finger on the picture of the **beach**. Fill in the circle under the word that has the same vowel sound that you hear in the word **beach**.
4. Put your finger on the picture of the **road**. Fill in the circle under the word that has the same vowel sound that you hear in the word **road**.
5. Put your finger on the picture of the **tree**. Fill in the circle under the word that has the same vowel sound that you hear in the word **tree**.
6. Put your finger on the picture of the **rope**. Fill in the circle under the word that has the same vowel sound that you hear in the word **rope**.
7. Put your finger on the picture of the **three**. Fill in the circle under the word that has the same vowel sound that you hear in the word **three**.
8. Put your finger on the picture of the **tie**. Fill in the circle under the word that has the same vowel sound that you hear in the word **tie**.

Long Vowels	
1. drive	5. seat
2. take	6. know
3. street	7. free
4. hope	8. fine

# Long Vowels - B

Standards Indicator  
2.1.1

Name:

Fill in the circle under the word that has the same vowel sound as the underlined vowel sound.

Sample	n <u>i</u> ne	di <u>s</u> h	ne <u>t</u>	bi <u>l</u> l	sk <u>y</u>
1	gr <u>e</u> en	ni <u>c</u> e	ge <u>t</u>	ne <u>a</u> t	gr <u>i</u> n
2	pl <u>a</u> y	mai <u>n</u>	pa <u>t</u>	lan <u>d</u>	ea <u>s</u> t
3	to <u>a</u> st	tea <u>r</u>	sto <u>r</u> m	ro <u>d</u> e	to <u>s</u> s
4	tu <u>b</u> e	jo <u>b</u>	tug	cl <u>u</u> e	to <u>e</u>
5	ba <u>k</u> e	ba <u>t</u>	clai <u>m</u>	bo <u>a</u> t	sack
6	ri <u>d</u> e	tigh <u>t</u>	plac <u>e</u>	te <u>n</u>	slip
7	bl <u>u</u> e	bump	suit	blow	lake
8	sn <u>o</u> w	snag	plow	to <u>e</u>	won



## Long Vowels: Teacher Directions

Read the directions below aloud and help students complete the sample.

**Say:** You are going to read words that have certain vowel sounds in them. First you will read a word that has the vowel sound underlined. Then you will find a word that has the same vowel sound as the underlined vowel sound. Fill in the circle under the word that has the same vowel sound as the underlined vowel sound. First we will do one together.

Put your finger on the word **nine**. Point to the underlined part of the word. The word **nine** has the /ī/ (long i) sound underlined. Which word in the row has the same vowel sound that is underlined in the word **nine**. Fill in the circle under the word that has the same vowel sound as the underlined vowel sound.

Give the students time to select their answers and fill in the circles.

**Say:** The words **sky** and **nine** have the same vowel sound. They both have the /ī/ sound. You should fill in the circle under the word **sky**.

Read the next eight questions silently and fill in the circle under the word that has the same vowel sound as the underlined vowel sound.








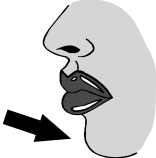

Long Vowels	
1. neat	5. claim
2. main	6. tight
3. rode	7. suit
4. clue	8. toe

# Short Vowels - A

Standards Indicator  
2.1.1

Name:

Fill in the circle under the word that has the same vowel sound as the picture.

Sample		met <input type="radio"/>	flash <input type="radio"/>	cost <input type="radio"/>	shake <input type="radio"/>
1		hope <input type="radio"/>	job <input type="radio"/>	trunk <input type="radio"/>	save <input type="radio"/>
2		luck <input type="radio"/>	reach <input type="radio"/>	give <input type="radio"/>	flute <input type="radio"/>
3		tree <input type="radio"/>	foot <input type="radio"/>	job <input type="radio"/>	best <input type="radio"/>
4		gate <input type="radio"/>	vine <input type="radio"/>	moon <input type="radio"/>	snap <input type="radio"/>
5		step <input type="radio"/>	dust <input type="radio"/>	mask <input type="radio"/>	boot <input type="radio"/>
6		bring <input type="radio"/>	fish <input type="radio"/>	rock <input type="radio"/>	shut <input type="radio"/>
7		mice <input type="radio"/>	won <input type="radio"/>	pin <input type="radio"/>	cage <input type="radio"/>
8		fit <input type="radio"/>	go <input type="radio"/>	spot <input type="radio"/>	sick <input type="radio"/>

## Short Vowels: Teacher Directions

Read the directions below aloud and help students complete the sample.

**Say:** Listen carefully so you can pick out words that have certain vowel sounds. I will say a name for a picture. You will fill in the circle under the word that has the same vowel sound as the picture. First we will do one together.

Put your finger on the picture of the **cat**. In the word **cat** you hear the short **a** vowel sound **/a/**. Which word in this row has the same vowel sound that you hear in the word **cat**? Fill in the circle under the word that has the same vowel sound that you hear in the word **cat**.

Give the students time to select their answers and fill in the circles.

**Say:** The words **flash** and **cat** have the same vowel sound. Fill in the circle under the word **flash**.

1. Put your finger on the picture of the **sock**. Fill in the circle under the word that has the same vowel sound that you hear in the word **sock**.
2. Put your finger on the picture of the **rug**. Fill in the circle under the word that has the same vowel sound that you hear in the word **rug**.
3. Put your finger on the picture of the **jet**. Fill in the circle under the word that has the same vowel sound that you hear in the word **jet**.
4. Put your finger on the picture of the **van**. Fill in the circle under the word that has the same vowel sound that you hear in the word **van**.
5. Put your finger on the picture of the **glass**. Fill in the circle under the word that has the same vowel sound that you hear in the word **glass**.
6. Put your finger on the picture of the **brush**. Fill in the circle under the word that has the same vowel sound that you hear in the word **brush**.
7. Put your finger on the picture of the **chin**. Fill in the circle under the word that has the same vowel sound that you hear in the word **chin**.
8. Put your finger on the picture of the **frog**. Fill in the circle under the word that has the same vowel sound that you hear in the word **frog**.










Short Vowels	
1. job	5. mask
2. luck	6. shut
3. best	7. pin
4. snap	8. spot

# Short Vowels - B

Standards Indicator  
2.1.1

Name:

Fill in the circle under the word that has the same vowel sound as the picture.

Sample		met <input type="radio"/>	flash <input type="radio"/>	cost <input type="radio"/>	shake <input type="radio"/>
1		rush <input type="radio"/>	cute <input type="radio"/>	kiss <input type="radio"/>	send <input type="radio"/>
2		bath <input type="radio"/>	plate <input type="radio"/>	flip <input type="radio"/>	hug <input type="radio"/>
3		rock <input type="radio"/>	teeth <input type="radio"/>	dog <input type="radio"/>	neck <input type="radio"/>
4		size <input type="radio"/>	lick <input type="radio"/>	bank <input type="radio"/>	large <input type="radio"/>
5		rat <input type="radio"/>	noon <input type="radio"/>	net <input type="radio"/>	peek <input type="radio"/>
6		hose <input type="radio"/>	less <input type="radio"/>	not <input type="radio"/>	flag <input type="radio"/>
7		tug <input type="radio"/>	broom <input type="radio"/>	dad <input type="radio"/>	flute <input type="radio"/>
8		cat <input type="radio"/>	pot <input type="radio"/>	grow <input type="radio"/>	belt <input type="radio"/>

## Short Vowels: Teacher Directions

Read the directions below aloud and help students complete the sample.

**Say:** Listen carefully so you can pick out words that have certain vowel sounds. I will say a name for a picture. You will fill in the circle under the word that has the same vowel sound as the picture. First we will do one together.

Put your finger on the picture of the **cat**. In the word **cat** you hear the short **a** vowel sound /ă/. Which word in this row has the same vowel sound that you hear in the word **cat**? Fill in the circle under the word that has the same vowel sound that you hear in the word **cat**.

Give the students time to select their answers and fill in the circles.

**Say:** The words **flash** and **cat** have the same vowel sound. Fill in the circle under the word **flash**.

1. Put your finger on the picture of the **truck**. Fill in the circle under the word that has the same vowel sound that you hear in the word **truck**.
2. Put your finger on the picture of the **hat**. Fill in the circle under the word that has the same vowel sound that you hear in the word **hat**.
3. Put your finger on the picture of the **desk**. Fill in the circle under the word that has the same vowel sound that you hear in the word **desk**.
4. Put your finger on the picture of the **bridge**. Fill in the circle under the word that has the same vowel sound that you hear in the word **bridge**.
5. Put your finger on the picture of the **dress**. Fill in the circle under the word that has the same vowel sound that you hear in the word **dress**.
6. Put your finger on the picture of the **lock**. Fill in the circle under the word that has the same vowel sound that you hear in the word **lock**.
7. Put your finger on the picture of the **drum**. Fill in the circle under the word that has the same vowel sound that you hear in the word **drum**.
8. Put your finger on the picture of the **dog**. Fill in the circle under the word that has the same vowel sound that you hear in the word **dog**.





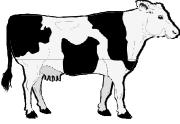



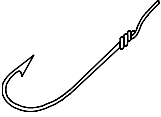
Short Vowels	
1. rush	5. net
2. bath	6. not
3. neck	7. tug
4. lick	8. pot

# Vowel Digraphs

Standards Indicator  
2.1.1

Name:

Fill in the circle under the word that has the same vowel sound as the picture.

Sample		book <input type="radio"/>	cost <input type="radio"/>	food <input type="radio"/>	lock <input type="radio"/>
1		fun <input type="radio"/>	join <input type="radio"/>	cold <input type="radio"/>	seen <input type="radio"/>
2		got <input type="radio"/>	fill <input type="radio"/>	good <input type="radio"/>	now <input type="radio"/>
3		bee <input type="radio"/>	bat <input type="radio"/>	tool <input type="radio"/>	toy <input type="radio"/>
4		clock <input type="radio"/>	brown <input type="radio"/>	dog <input type="radio"/>	note <input type="radio"/>
5		call <input type="radio"/>	hot <input type="radio"/>	proud <input type="radio"/>	boil <input type="radio"/>
6		too <input type="radio"/>	most <input type="radio"/>	rock <input type="radio"/>	show <input type="radio"/>
7		took <input type="radio"/>	grow <input type="radio"/>	frog <input type="radio"/>	ball <input type="radio"/>
8		coat <input type="radio"/>	hot <input type="radio"/>	look <input type="radio"/>	lock <input type="radio"/>

## Vowel Digraphs: Teacher Directions

Read the directions below aloud and help students complete the sample.

**Say:** You are going to be listening carefully to vowel sounds in words. I will say a word that names a picture. You will listen carefully to the vowel sound in the word. Fill in the circle under the word that has the same vowel sound as the picture. First we will do one together.

Put your finger on the picture of the **boot**. /oo/ is the vowel sound you hear in the word **boot**. Which of the words in this row has the same vowel sound /oo/ that you hear in **boot**? Fill in the circle under the word that has the same vowel sound that you hear in the word **boot**.

Give the students time to select their answers and fill in the circles.

**Say:** The words **food** and **boot** have the same vowel sound. They both have the /oo/ sound. You should fill in the circle under the word **food**.

1. Put your finger on the picture of the **coin**. Fill in the circle under the word that has the same vowel sound that you hear in the word **coin**.
2. Put your finger on the picture of the **foot**. Fill in the circle under the word that has the same vowel sound that you hear in the word **foot**.
3. Put your finger on the picture of the **boy**. Fill in the circle under the word that has the same vowel sound that you hear in the word **boy**.
4. Put your finger on the picture of the **cow**. Fill in the circle under the word that has the same vowel sound that you hear in the word **cow**.
5. Put your finger on the picture of the **house**. Fill in the circle under the word that has the same vowel sound that you hear in the word **house**.
6. Put your finger on the picture of the **moon**. Fill in the circle under the word that has the same vowel sound that you hear in the word **moon**.
7. Put your finger on the picture of the **bow**. Fill in the circle under the word that has the same vowel sound that you hear in the word **bow**.
8. Put your finger on the picture of the **hook**. Fill in the circle under the word that has the same vowel sound that you hear in the word **hook**.








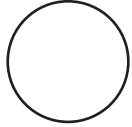

Vowel Digraphs	
1. join	5. proud
2. good	6. too
3. toy	7. grow
4. brown	8. look

# r-Controlled Vowels

Standards Indicator  
2.1.1

Name:

Fill in the circle under the word that has the same vowel sound as the picture.

Sample		born <input type="radio"/>	hard <input type="radio"/>	out <input type="radio"/>	there <input type="radio"/>
1		third <input type="radio"/>	farm <input type="radio"/>	core <input type="radio"/>	short <input type="radio"/>
2		art <input type="radio"/>	were <input type="radio"/>	door <input type="radio"/>	burn <input type="radio"/>
3		corn <input type="radio"/>	laugh <input type="radio"/>	dark <input type="radio"/>	sand <input type="radio"/>
4		hurt <input type="radio"/>	care <input type="radio"/>	skate <input type="radio"/>	more <input type="radio"/>
5		chirp <input type="radio"/>	snore <input type="radio"/>	large <input type="radio"/>	pass <input type="radio"/>
6		purr <input type="radio"/>	band <input type="radio"/>	card <input type="radio"/>	curl <input type="radio"/>
7		for <input type="radio"/>	stir <input type="radio"/>	porch <input type="radio"/>	part <input type="radio"/>
8		dark <input type="radio"/>	hand <input type="radio"/>	north <input type="radio"/>	house <input type="radio"/>



## r-Controlled Vowels: Teacher Directions

Read the directions below aloud and help students complete the sample.

**Say:** You are going to listen carefully and pick out words that have the same vowel sound. I will tell you the name of a picture. You will fill in the circle under the word that has the same vowel sound as the picture. First we will do one together.

Put your finger on the picture of the **cord**. Look at the words in this row. Fill in the circle under the word that has the same vowel sound that you hear in the word **cord**.

Give the students time to select their answers and fill in the circles.

**Say:** The words **born** and **cord** have the same vowel sound. You can hear the same /ôr/ sound in **cord** and in **born**. You should fill in the circle under the word **born**.

1. Put your finger on the picture of the **arm**. Fill in the circle under the word that has the same vowel sound that you hear in the word **arm**.
2. Put your finger on the picture of the **corn**. Fill in the circle under the word that has the same vowel sound that you hear in the word **corn**.
3. Put your finger on the picture of the **scarf**. Fill in the circle under the word that has the same vowel sound that you hear in the word **scarf**.
4. Put your finger on the picture of the **skirt**. Fill in the circle under the word that has the same vowel sound that you hear in the word **skirt**.
5. Put your finger on the picture of the **purse**. Fill in the circle under the word that has the same vowel sound that you hear in the word **purse**.
6. Put your finger on the picture of the **barn**. Fill in the circle under the word that has the same vowel sound that you hear in the word **barn**.
7. Put your finger on the picture of the **circle**. Fill in the circle under the word that has the same vowel sound that you hear in the word **circle**.
8. Put your finger on the picture of the **horse**. Fill in the circle under the word that has the same vowel sound that you hear in the word **horse**.

r-Controlled Vowels	
1. farm	5. chirp
2. door	6. card
3. dark	7. stir
4. hurt	8. north

# Inflectional Endings - A

Standards Indicators  
2.1.2, 2.1.3, 2.1.9

Name:

Fill in the circle next to the word that belongs in the sentence.

Sarah is \_\_\_\_\_ flowers for her mother.

- Sample**
- gather
  - gathers
  - gathering

<p>1</p> <p>At the game, we _____ for the players.</p> <ul style="list-style-type: none"><li><input type="radio"/> cheerily</li><li><input type="radio"/> cheered</li><li><input type="radio"/> cheering</li></ul>	<p>5</p> <p>Did you _____ the ball over the fence?</p> <ul style="list-style-type: none"><li><input type="radio"/> kick</li><li><input type="radio"/> kicking</li><li><input type="radio"/> kicks</li></ul>
<p>2</p> <p>Put on your _____ before you go outside.</p> <ul style="list-style-type: none"><li><input type="radio"/> boots</li><li><input type="radio"/> booted</li><li><input type="radio"/> booting</li></ul>	<p>6</p> <p>Ed washed all the _____ after dinner.</p> <ul style="list-style-type: none"><li><input type="radio"/> dish</li><li><input type="radio"/> dished</li><li><input type="radio"/> dishes</li></ul>
<p>3</p> <p>My dad is _____ my bike.</p> <ul style="list-style-type: none"><li><input type="radio"/> fix</li><li><input type="radio"/> fixer</li><li><input type="radio"/> fixing</li></ul>	<p>7</p> <p>Maria went _____ with her family.</p> <ul style="list-style-type: none"><li><input type="radio"/> camp</li><li><input type="radio"/> camped</li><li><input type="radio"/> camping</li></ul>
<p>4</p> <p>When I pet my dog, he _____ his tail on the floor.</p> <ul style="list-style-type: none"><li><input type="radio"/> thump</li><li><input type="radio"/> thumps</li><li><input type="radio"/> thumping</li></ul>	<p>8</p> <p>Elena _____ her long hair everyday.</p> <ul style="list-style-type: none"><li><input type="radio"/> brush</li><li><input type="radio"/> brushes</li><li><input type="radio"/> brushing</li></ul>

## Inflectional Endings: Teacher Directions

Read the directions below aloud and help students complete the sample.

**Say:** You are going to read some sentences. Each sentence is missing a word. To find the missing word, look at the three words under the sentence. Choose the word that belongs in the sentence. Fill in the circle next to that word. First we will do one together.

Point to the sample at the top of your page and read the sentence silently.

The sentence says **Sarah is \_\_\_\_\_ flowers for her mother.** The line shows where a word is missing. The missing word is one of the words under the sentence. Point to the words that are under the sentence: **gather, gathers, gathering.** Fill in the circle next to the word that belongs in the sentence.

Give the students time to select their answers and fill in the circles.

**Say:** The word **gathering** belongs in the sentence. The sentence should say: **Sarah is gathering flowers for her mother.** You should fill in the circle next to the word **gathering.**

Now you will read the rest of the sentences and word choices silently on your own. Fill in the circle next to the word that belongs in the sentence. You may begin.

Inflectional Endings	
1. cheered	5. kick
2. boots	6. dishes
3. fixing	7. camping
4. thumps	8. brushes

# Inflectional Endings - B

Standards Indicators  
2.1.2, 2.1.3, 2.1.9

Name:

Fill in the circle next to the word that belongs in the sentence.

Sarah is \_\_\_\_\_ flowers for her mother.

- Sample**
- gather
  - gathers
  - gathering

<p>1</p> <p>José _____ the telephone last night.</p> <ul style="list-style-type: none"><li><input type="radio"/> answer</li><li><input type="radio"/> answered</li><li><input type="radio"/> answering</li></ul>	<p>5</p> <p>The kitchen smells good when dad is _____.</p> <ul style="list-style-type: none"><li><input type="radio"/> cooks</li><li><input type="radio"/> cooker</li><li><input type="radio"/> cooking</li></ul>
<p>2</p> <p>Mom _____ the house on Thursdays.</p> <ul style="list-style-type: none"><li><input type="radio"/> clean</li><li><input type="radio"/> cleans</li><li><input type="radio"/> cleaning</li></ul>	<p>6</p> <p>The two _____ broke when they fell.</p> <ul style="list-style-type: none"><li><input type="radio"/> glassy</li><li><input type="radio"/> glassed</li><li><input type="radio"/> glasses</li></ul>
<p>3</p> <p>A ball _____ down the hill.</p> <ul style="list-style-type: none"><li><input type="radio"/> rolled</li><li><input type="radio"/> roller</li><li><input type="radio"/> rolling</li></ul>	<p>7</p> <p>We _____ as our friends drove away.</p> <ul style="list-style-type: none"><li><input type="radio"/> waved</li><li><input type="radio"/> waves</li><li><input type="radio"/> waving</li></ul>
<p>4</p> <p>This telephone _____ very loudly.</p> <ul style="list-style-type: none"><li><input type="radio"/> rings</li><li><input type="radio"/> ringer</li><li><input type="radio"/> ringing</li></ul>	<p>8</p> <p>Many people are _____ in the race.</p> <ul style="list-style-type: none"><li><input type="radio"/> run</li><li><input type="radio"/> runner</li><li><input type="radio"/> running</li></ul>

## Inflectional Endings: Teacher Directions

Read the directions below aloud and help students complete the sample.

**Say:** You are going to read some sentences. Each sentence is missing a word. To find the missing word, look at the three words under the sentence. Choose the word that belongs in the sentence. Fill in the circle next to that word. First we will do one together.

Point to the sample at the top of your page and read this sentence silently.

The sentence says **Sarah is \_\_\_\_\_ flowers for her mother.** The line shows where a word is missing. The missing word is one of the words under the sentence. Point to the words that are under the sentence: **gather, gathers, gathering.** Fill in the circle next to the word that belongs in the sentence.

Give the students time to select their answers and fill in the circles.

**Say:** The word **gathering** belongs in the sentence. The sentence should say: **Sarah is gathering flowers for her mother.** You should fill in the circle next to the word **gathering.**

Now you will read the rest of the sentences and word choices silently on your own. Fill in the circle next to the word that belongs in the sentence. You may begin.

Inflectional Endings	
1. answered	5. cooking
2. cleans	6. glasses
3. rolled	7. waved
4. rings	8. running

# Vocabulary in Context

Standards Indicator  
2.1.3, 2.1.2

Name:

Fill in the circle next to the word that belongs in the sentence.

A puppy needs a good \_\_\_\_\_.

- Sample**
- jumps
  - home
  - next

<p>1 The racer ran _____ around the track.</p> <ul style="list-style-type: none"><li><input type="radio"/> rainy</li><li><input type="radio"/> very</li><li><input type="radio"/> quickly</li></ul>	<p>5 Tim put the _____ on his desk.</p> <ul style="list-style-type: none"><li><input type="radio"/> morning</li><li><input type="radio"/> writes</li><li><input type="radio"/> pencil</li></ul>
<p>2 Trent gathered the eggs _____.</p> <ul style="list-style-type: none"><li><input type="radio"/> worry</li><li><input type="radio"/> hungry</li><li><input type="radio"/> carefully</li></ul>	<p>6 The painter _____ to bring the ladder.</p> <ul style="list-style-type: none"><li><input type="radio"/> brush</li><li><input type="radio"/> forgot</li><li><input type="radio"/> signal</li></ul>
<p>3 The _____ hopped into the forest.</p> <ul style="list-style-type: none"><li><input type="radio"/> forget</li><li><input type="radio"/> garden</li><li><input type="radio"/> rabbit</li></ul>	<p>7 The _____ is a good place to catch fish.</p> <ul style="list-style-type: none"><li><input type="radio"/> cover</li><li><input type="radio"/> river</li><li><input type="radio"/> stair</li></ul>
<p>4 A red _____ rolled down the hill.</p> <ul style="list-style-type: none"><li><input type="radio"/> lesson</li><li><input type="radio"/> spoken</li><li><input type="radio"/> wagon</li></ul>	<p>8 May I ask you a _____?</p> <ul style="list-style-type: none"><li><input type="radio"/> question</li><li><input type="radio"/> pocket</li><li><input type="radio"/> newspaper</li></ul>

**Vocabulary in Context: Teacher Directions**

*Read the directions below aloud and help students complete the sample.*

**Say:** You are going to read some sentences. Each sentence is missing a word. To find the missing word, look at the three words under the sentence. Choose the word that belongs in the sentence. Fill in the circle next to that word. First we will do one together.

Point to the sample at the top of your page and read this sentence silently.

The sentence says: **A puppy needs a good \_\_\_\_\_**. The line shows where a word is missing. The missing word is one of the words under the sentence: **jumps, home, next**. Fill in the circle next to the word that belongs in the sentence.

*Give the students time to select their answers and fill in the circles.*

**Say:** The word **home** belongs in the sentence. The sentence should say: **A puppy needs a good home**. You should fill in the circle next to the word **home**.

Now you will read the rest of the sentences and words on your own. Fill in the circle next to the word that belongs in the sentence. You may begin.

Vocabulary in Context	
1. quickly	5. pencil
2. carefully	6. forgot
3. rabbit	7. river
4. wagon	8. question

# Fluency Rubric

Standards Indicator  
**2.1.6**

Have the student read a text with which he/she is familiar. As the student reads the text, assign a score (1-4) for each skill, based on the rubric below. Add the scores for each skill and divide by 4 to find the Student's Average Fluency Score.

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

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

Text Read: \_\_\_\_\_

	Smoothness/Pacing	Confidence	Accuracy	Expression
<b>4</b>	Student reads all of the familiar text smoothly and continuously, 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 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 or personality 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 <i>can</i> for <i>car</i> ).	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  
**2.1.6**

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 performance for each skill given in the checklist below. Refer to the checklist to determine skills which the student needs to develop.

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

Text Read: \_\_\_\_\_

	Always	Sometimes	Never
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.			
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.			

Additional Assessment

# Fluency Assessment 1

Standards Indicator  
2.1.6

TEACHER MASTER COPY

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

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

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

## Fishing Trip

Anna is excited. She is going to go fishing with her dad.

1 2 3 4 5 6 7 8 9 10 11 12  
Anna has never fished before. When she was little, she had a toy fishing pole. She would  
13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29  
pretend to catch toy fish in the bathtub.

30 31 32 33 34 35 36 37  
But this will be different. She is not sure that she will like catching real fish. They are wet  
38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56  
and slippery. They wiggle and flop.

57 58 59 60 61 62  
Anna's dad will help her put the bait on the hook. That's a  
63 64 65 66 67 68 69 70 71 72 73 74 75  
little scary, too. She will have to be very careful. Her dad will make sure that she does things  
76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94  
safely.

95  
Anna will wear a special floating vest. It is just the right size for her. Anna doesn't want to fall  
96 97 98 99 100 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115  
in the water. Her mom bought her a pair of special shoes with rubber soles. These will keep  
116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131 132 133  
her from slipping.

134 135 136  
Anna's mom has sunscreen to put on Anna's arms and legs and face. She also surprises  
137 138 139 140 141 142 143 144 145 146 147 148 149 150 151 152  
Anna with a new hat. It is a fishing hat with a big brim.

153 154 155 156 157 158 159 160 161 162 163 164 165 166  
Anna and her dad will fish from the shore. Her dad says that they will throw the fish they  
167 168 169 170 171 172 173 174 175 176 177 178 179 180 181 182 183 184 185  
catch back into the water. He doesn't like to keep the fish. He just likes to catch them.  
186 187 188 189 190 191 192 193 194 195 196 197 198 199 200 201 202 203

### Reading Fluency Scoring Guide

Number of Words Read

– Number of X's

---

Correct Words Read per Minute

## Fluency Assessment: Teacher Directions

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

Ask a student to begin reading aloud. Time the 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 one of the following criteria:

- Student asks for assistance.
- Student misreads the word.
- Student skips a 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 stops.

Write the number of words that the student read per minute in the key, 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 number of words per minute that a student can read. Write that number in the box 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

## Fishing Trip

Anna is excited. She is going to go fishing with her dad.

Anna has never fished before. When she was little, she had a toy fishing pole. She would pretend to catch toy fish in the bathtub.

But this will be different. She is not sure that she will like catching real fish. They are wet and slippery. They wiggle and flop.

Anna's dad will help her put the bait on the hook. That's a little scary, too. She will have to be very careful. Her dad will make sure that she does things safely.

Anna will wear a special floating vest. It is just the right size for her. Anna doesn't want to fall in the water. Her mom bought her a pair of special shoes with rubber soles. These will keep her from slipping.

Anna's mom has sunscreen to put on Anna's arms and legs and face. She also surprises Anna with a new hat. It is a fishing hat with a big brim.

Anna and her dad will fish from the shore. Her dad says that they will throw the fish they catch back into the water. He doesn't like to keep the fish. He just likes to catch them.



# Fluency Assessment 2

Standards Indicator  
**2.1.6**

## TEACHER MASTER COPY

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

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

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

### Monkey Fun

“Can we go to the zoo today?” asked Chad. “Please, Mom?” added his sister.

1 2 3 4 5 6 7 8 9 10 11 12 13 14

“O.K., but first we’ll have to get ready,” their mother answered. “I’ll pack a picnic lunch.

15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

Chad, you can fill some water bottles. Kate, you can get our hats and sunscreen because it’s a very sunny morning.”

31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47

Chad, Kate, and their mother rode the city bus to the zoo. The bus had many stops before it finally reached the zoo. By the time they arrived, they were very hungry. They found an

48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70

empty picnic table and ate their lunch quickly. They were so excited to see the animals!

71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86

First they ran off to see the cheetahs and the tigers. Then they walked over to see the monkeys. Next they went to visit the bears. Suddenly Chad stopped and felt his head.

87 88 89 90 91 92 93 94 95 96 97 98 99 100 101 102

“Where’s my hat?” he asked. “Did you forget it on the bus?” his mother asked. “Did you leave it on the picnic table?” said his sister.

103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120

“I don’t know,” Chad said. He looked back on the sidewalk where he had been walking.

121 122 123 124 125 126 127 128 129 130 131 132 133 134 135

Then he looked toward the monkey cage. He smiled and pointed to a monkey wearing his baseball hat!

136 137 138 139 140 141 142 143 144 145 146 147 148 149 150 151 152 153

Everyone began to laugh. “Next time,” Kate said, “I’ll be sure to pack extra hats for the monkeys!”

154 155 156 157 158 159 160 161

162 163 164 165 166 167 168 169 170 171 172 173 174 175 176 177

178 179 180 181 182 183 184 185 186 187 188 189 190 191 192 193

194 195

196 197 198 199 200 201 202 203 204 205 206 207 208 209 210 211 212

213

### Reading Fluency Scoring Guide

Number of Words Read

– Number of X’s

---

Correct Words Read per Minute

## Fluency Assessment: Teacher Directions

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

Ask a student to begin reading aloud. Time the 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 one of the following criteria:

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                    per                      of                      words per minute  
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After you subtract you will know the correct number of words per minute that a student can read. Write that number in the box 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.

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## Monkey Fun

“Can we go to the zoo today?” asked Chad.

“Please, Mom?” added his sister.

“O.K., but first we’ll have to get ready,” their mother answered. “I’ll pack a picnic lunch. Chad, you can fill some water bottles. Kate, you can get our hats and sunscreen because it’s a very sunny morning.”

Chad, Kate, and their mother rode the city bus to the zoo. The bus had many stops before it finally reached the zoo. By the time they arrived, they were very hungry. They found an empty picnic table and ate their lunch quickly. They were so excited to see the animals!

First they ran off to see the cheetahs and the tigers. Then they walked over to see the monkeys. Next they went to visit the bears. Suddenly Chad stopped and felt his head.

“Where’s my hat?” he asked.

“Did you forget it on the bus?” his mother asked.

“Did you leave it on the picnic table?” said his sister.

“I don’t know,” Chad said. He looked back on the sidewalk where he had been walking. Then he looked toward the monkey cage. He smiled and pointed to a monkey wearing his baseball hat!

Everyone began to laugh.

“Next time,” Kate said, “I’ll be sure to pack extra hats for the monkeys!”





# Fluency Assessment 3

Standards Indicator  
**2.1.6**

## TEACHER MASTER COPY

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

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

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

### Jimmy Wants to Be a Drummer

When he was little, he heard the band at a football game. The drummers played during the game. People clapped and stomped their feet.

When the team took a break, the band marched on the field and played music. A drumbeat played for each step. This helped the band stay together.

When the band went back into the stands, the drummers kept playing. They played their drums while sitting in their seats. The crowd was loud and excited. The drumming made the game more fun.

Jimmy's dad was a drummer when he was in school. He played in the marching band. Jimmy hopes that his dad will teach him how to play drums. Jimmy wants to march in the school band when he is older.

### Reading Fluency Scoring Guide

Number of Words Read

– Number of X's

---

Correct Words Read per Minute

## Fluency Assessment: Teacher Directions

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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 number of words per minute that a student can read. Write that number in the box 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.

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## Jimmy Wants to Be a Drummer

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When the team took a break, the band marched on the field and played music. A drumbeat played for each step. This helped the band stay together.

When the band went back into the stands, the drummers kept playing. They played their drums while sitting in their seats. The crowd was loud and excited. The drumming made the game more fun.

Jimmy's dad was a drummer when he was in school. He played in the marching band. Jimmy hopes that his dad will teach him how to play drums. Jimmy wants to march in the school band when he is older.



# Answer Key (pages 65-70)

## Synonyms (page 65)

Sample: present	
1. scare	5. see
2. sick	6. jumped
3. stop	7. happy
4. big	8. sure

## Suffixes (page 70)

Sample: hopeful	
1. safely	5. beautiful
2. quietly	6. colorful
3. slowly	7. gladly
4. careful	8. wonderful

## Antonyms (page 66)

Sample: good	
1. slow	5. dry
2. hot	6. close
3. night	7. down
4. small	8. loud

## Compound Words A (page 67)

Sample: mother	
1. corn	5. day
2. ground	6. one
3. one	7. room
4. out	8. plane

## Compound Words B (page 68)

Sample: mother	
1. light	5. thing
2. yard	6. stairs
3. time	7. ball
4. ship	8. brush

## Prefixes (page 69)

Sample: unhappy	
1. redo	5. unbutton
2. untie	6. reread
3. replay	7. replant
4. unlock	8. misplaced



# Synonyms

Standards Indicator  
2.1.7

Name:

Fill in the circle next to the word that means the same (synonym) as the underlined word.

My mom opened the birthday gift.

A word that means the *same* as gift is \_\_\_\_\_.

**Sample**

- trouble
- present
- candles

<p>1 Loud thunder may <u>frighten</u> you. A word that means the <i>same</i> as <u>frighten</u> is _____.</p> <ul style="list-style-type: none"><li><input type="radio"/> broke</li><li><input type="radio"/> scare</li><li><input type="radio"/> catch</li></ul>	<p>5 The driver did not <u>notice</u> the stop sign. A word that means the <i>same</i> as <u>notice</u> is _____.</p> <ul style="list-style-type: none"><li><input type="radio"/> fair</li><li><input type="radio"/> see</li><li><input type="radio"/> crash</li></ul>
<p>2 The girl stayed in bed when she was <u>ill</u>. A word that means the <i>same</i> as <u>ill</u> is _____.</p> <ul style="list-style-type: none"><li><input type="radio"/> sick</li><li><input type="radio"/> hot</li><li><input type="radio"/> covers</li></ul>	<p>6 The rabbit <u>hopped</u> in the grass. A word that means the <i>same</i> as <u>hopped</u> is _____.</p> <ul style="list-style-type: none"><li><input type="radio"/> jumped</li><li><input type="radio"/> slept</li><li><input type="radio"/> brown</li></ul>
<p>3 We had to <u>end</u> our bike ride when it rained. A word that means the <i>same</i> as <u>end</u> is _____.</p> <ul style="list-style-type: none"><li><input type="radio"/> wheel</li><li><input type="radio"/> try</li><li><input type="radio"/> stop</li></ul>	<p>7 I am <u>glad</u> that you are my friend. A word that means the <i>same</i> as <u>glad</u> is _____.</p> <ul style="list-style-type: none"><li><input type="radio"/> played</li><li><input type="radio"/> upset</li><li><input type="radio"/> happy</li></ul>
<p>4 Elephants are <u>large</u> animals. A word that means the <i>same</i> as <u>large</u> is _____.</p> <ul style="list-style-type: none"><li><input type="radio"/> big</li><li><input type="radio"/> gray</li><li><input type="radio"/> count</li></ul>	<p>8 Mike was <u>certain</u> it was his key. A word that means the <i>same</i> as <u>certain</u> is _____.</p> <ul style="list-style-type: none"><li><input type="radio"/> sure</li><li><input type="radio"/> house</li><li><input type="radio"/> locked</li></ul>



# Antonyms

Standards Indicator  
2.1.7

Name:

Fill in the circle next to the word that is the opposite (antonym) of the underlined word.

Today was a bad day because I hurt my leg.

A word that means the *opposite* of bad is \_\_\_\_\_.

**Sample**

- sore
- good
- night

1	The <u>fast</u> car will win the race. A word that means the <i>opposite</i> of <u>fast</u> is _____. <input type="radio"/> slow <input type="radio"/> drive <input type="radio"/> blue	5	My coat got <u>wet</u> in the rain. A word that means the <i>opposite</i> of <u>wet</u> is _____. <input type="radio"/> storm <input type="radio"/> dry <input type="radio"/> sock
2	Ice keeps my drink <u>cold</u> . A word that means the <i>opposite</i> of <u>cold</u> is _____. <input type="radio"/> oil <input type="radio"/> mix <input type="radio"/> hot	6	<u>Open</u> your book and read the story. A word that means the <i>opposite</i> of <u>open</u> is _____. <input type="radio"/> half <input type="radio"/> tale <input type="radio"/> close
3	The sun shines in the <u>day</u> . A word that means the <i>opposite</i> of <u>day</u> is _____. <input type="radio"/> night <input type="radio"/> star <input type="radio"/> fruit	7	The birds flew <u>up</u> into the sky. A word that means the <i>opposite</i> of <u>up</u> is _____. <input type="radio"/> air <input type="radio"/> fast <input type="radio"/> down
4	A giant is very <u>large</u> . A word that means the <i>opposite</i> of <u>large</u> is _____. <input type="radio"/> walk <input type="radio"/> bad <input type="radio"/> small	8	You must be <u>quiet</u> when a baby is sleeping. A word that means the <i>opposite</i> of <u>quiet</u> is _____. <input type="radio"/> child <input type="radio"/> loud <input type="radio"/> small

# Compound Words - A

Standards Indicator  
2.1.8

Name:

Fill in the circle next to the word that makes a compound word that best completes the sentence.

My grand \_\_\_\_\_ took me to the zoo.

**Sample**

- family
- mother
- sister

<p>1 We always get <u>pop</u> _____ at the movies.</p> <ul style="list-style-type: none"><li><input type="radio"/> cake</li><li><input type="radio"/> corn</li><li><input type="radio"/> crop</li></ul>	<p>5 Kate had her <u>birth</u> _____ party at a pool.</p> <ul style="list-style-type: none"><li><input type="radio"/> swim</li><li><input type="radio"/> week</li><li><input type="radio"/> day</li></ul>
<p>2 Our <u>play</u> _____ has a slide and swings.</p> <ul style="list-style-type: none"><li><input type="radio"/> sand</li><li><input type="radio"/> ground</li><li><input type="radio"/> pal</li></ul>	<p>6 <u>Some</u> _____ ate my cookie!</p> <ul style="list-style-type: none"><li><input type="radio"/> day</li><li><input type="radio"/> how</li><li><input type="radio"/> one</li></ul>
<p>3 Does <u>any</u> _____ have yellow stickers?</p> <ul style="list-style-type: none"><li><input type="radio"/> one</li><li><input type="radio"/> all</li><li><input type="radio"/> blue</li></ul>	<p>7 Our <u>class</u> _____ is down the hall.</p> <ul style="list-style-type: none"><li><input type="radio"/> book</li><li><input type="radio"/> hook</li><li><input type="radio"/> room</li></ul>
<p>4 Anna asked for her sandwich <u>with</u> _____ cheese.</p> <ul style="list-style-type: none"><li><input type="radio"/> at</li><li><input type="radio"/> in</li><li><input type="radio"/> out</li></ul>	<p>8 The <u>air</u> _____ flew above the clouds.</p> <ul style="list-style-type: none"><li><input type="radio"/> plane</li><li><input type="radio"/> mail</li><li><input type="radio"/> snow</li></ul>

# Compound Words - B

Standards Indicator  
2.1.8

Name:

Fill in the circle next to the word that makes a compound word that best completes the sentence.

My grand \_\_\_\_\_ took me to the zoo.

**Sample**

- family
- mother
- sister

1	The <u>moon</u> _____ is brightest during the full moon. <input type="radio"/> light <input type="radio"/> man <input type="radio"/> rays	5	Reading is <u>some</u> _____ I love to do! <input type="radio"/> how <input type="radio"/> one <input type="radio"/> thing
2	Jack likes to play ball in his <u>back</u> _____. <input type="radio"/> bone <input type="radio"/> pack <input type="radio"/> yard	6	You can walk or take the elevator to get <u>down</u> _____. <input type="radio"/> rivers <input type="radio"/> stairs <input type="radio"/> works
3	My father always reads to me at <u>bed</u> _____. <input type="radio"/> time <input type="radio"/> room <input type="radio"/> book	7	Do you want to play <u>base</u> _____ or go skating? <input type="radio"/> ball <input type="radio"/> ice <input type="radio"/> tag
4	We thought the flashing lights were from a <u>space</u> _____. <input type="radio"/> boat <input type="radio"/> lost <input type="radio"/> ship	8	Ed took his <u>paint</u> _____ to art class. <input type="radio"/> brush <input type="radio"/> color <input type="radio"/> time

# Prefixes

Standards Indicator  
2.1.9

Name:

Fill in the circle next to the word that best completes the sentence.

The players were \_\_\_\_\_ when they lost the game.

- Sample**
- unhappy
  - rehappy
  - dishappy

<p>1 Lou had to _____ her homework after she ripped it.</p> <ul style="list-style-type: none"><li><input type="radio"/> predo</li><li><input type="radio"/> redo</li><li><input type="radio"/> undo</li></ul>	<p>5 Please help your brother _____ his coat.</p> <ul style="list-style-type: none"><li><input type="radio"/> disbutton</li><li><input type="radio"/> overbutton</li><li><input type="radio"/> unbutton</li></ul>
<p>2 Don't forget to _____ your shoes before you take them off.</p> <ul style="list-style-type: none"><li><input type="radio"/> distie</li><li><input type="radio"/> pretie</li><li><input type="radio"/> untie</li></ul>	<p>6 Did you _____ your book?</p> <ul style="list-style-type: none"><li><input type="radio"/> disread</li><li><input type="radio"/> reread</li><li><input type="radio"/> unread</li></ul>
<p>3 We will _____ the game that was rained out yesterday.</p> <ul style="list-style-type: none"><li><input type="radio"/> display</li><li><input type="radio"/> unplay</li><li><input type="radio"/> replay</li></ul>	<p>7 Dad had to _____ the flower after the wind storm.</p> <ul style="list-style-type: none"><li><input type="radio"/> displant</li><li><input type="radio"/> misplant</li><li><input type="radio"/> replant</li></ul>
<p>4 Grandpa asked me to _____ the door for him.</p> <ul style="list-style-type: none"><li><input type="radio"/> mislock</li><li><input type="radio"/> prelock</li><li><input type="radio"/> unlock</li></ul>	<p>8 Ricardo was sad because he _____ his favorite ball.</p> <ul style="list-style-type: none"><li><input type="radio"/> displaced</li><li><input type="radio"/> misplaced</li><li><input type="radio"/> preplaced</li></ul>

# Suffixes

Standards Indicator  
2.1.9

Name:

Fill in the circle next to the word that best completes the sentence.

Mark is \_\_\_\_\_ that he will win the race.

- Sample**
- hopes
  - hopeful
  - hopeness

<p>1 She looked both ways and _____ crossed the street.</p> <ul style="list-style-type: none"><li><input type="radio"/> safety</li><li><input type="radio"/> safely</li><li><input type="radio"/> safest</li></ul>	<p>5 Maria made a _____ card for her grandmother.</p> <ul style="list-style-type: none"><li><input type="radio"/> beautiful</li><li><input type="radio"/> beautifully</li><li><input type="radio"/> beauty</li></ul>
<p>2 Please speak _____ in the library.</p> <ul style="list-style-type: none"><li><input type="radio"/> quiets</li><li><input type="radio"/> quietly</li><li><input type="radio"/> quieting</li></ul>	<p>6 Mother told us our costumes looked very _____.</p> <ul style="list-style-type: none"><li><input type="radio"/> colorful</li><li><input type="radio"/> coloring</li><li><input type="radio"/> colors</li></ul>
<p>3 The turtle moves _____ across the grass.</p> <ul style="list-style-type: none"><li><input type="radio"/> slows</li><li><input type="radio"/> slowly</li><li><input type="radio"/> slowing</li></ul>	<p>7 Lucy _____ helped her grandmother with the dishes.</p> <ul style="list-style-type: none"><li><input type="radio"/> glad</li><li><input type="radio"/> gladly</li><li><input type="radio"/> gladness</li></ul>
<p>4 Be _____ when you ride your bike.</p> <ul style="list-style-type: none"><li><input type="radio"/> cares</li><li><input type="radio"/> careful</li><li><input type="radio"/> carefully</li></ul>	<p>8 Beth is a _____ singer.</p> <ul style="list-style-type: none"><li><input type="radio"/> wonderful</li><li><input type="radio"/> wondered</li><li><input type="radio"/> wonderfully</li></ul>

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

**Materials:** none

**Activity:**

1. Tell students that today they will play a word game with a song. Explain that you will sing a word and they will have to think of a word that has a different beginning sound, but the same middle and end sounds. Give students examples such as *ball/hall* and *ring/sing*.
  2. Sing or chant “A-Wording We Will Go” (to the tune of “A-Hunting We Will Go”).  
 Oh a-wording we will go!  
 A-wording we will go!  
 We’ll take the word *ball*, (substitute various one syllable words)  
 and turn it into (pause and solicit student responses) *hall*,  
 And then we’ll say them so: *BALL! HALL!*
  3. Sing more verses using different words.
  4. For an additional activity, sing the song again and ask students to change the middle sounds (pet/pot) or ending sounds (wet/web).
- ★ Have students make up chants like “A-Wording We Will Go” using antonyms and synonyms.



*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> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

\*\*\* Student can identify beginning, middle, and ending sounds consistently.  
 \*\* Student can identify most beginning, middle, and ending sounds.  
 \* Student can only identify beginning sounds or no sounds at all.

**Purpose:** Students will distinguish beginning, middle, and ending sounds in words; and clearly pronounce blends and vowel sounds.

**Materials:** none

**Activity:**

1. Tell students that they are going to use their hands to help them clearly pronounce each sound in a word. Have students knock on their desks as a way to distinguish beginning, middle, and ending sounds. Instruct students to first knock on the left, then middle, and then right side of the desks as they slowly say each sound in a word. Tell students that this stresses beginning, middle, and ending sounds of a word. Have students sweep back over their desks, with their hands, as they blend all the sounds together saying the word.
2. Show students another way to stress beginning, middle, and ending sounds by extending a finger each time they say a different sound in a word. When finished stressing each sound, have students use a sweeping hand motion while they blend all the sounds together to say the word one more time. Show students how this helps to clearly pronounce the word.
3. Put students into small groups of four students each. Have them practice pronouncing their spelling words using both hand blending techniques.



*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> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

\*\*\* Student identifies beginning, middle, and ending sounds in words and clearly pronounces blends and vowel sounds.

\*\* Student identifies some sounds and pronounces most blends and vowel sounds.

\* Student identifies few sounds and cannot pronounce most blends or vowel sounds.

# Circle Around End Sounds

Standards Indicator  
**2.1.1**

**Purpose:** Students will demonstrate an awareness of the sounds at the end of words.

**Materials:** two balls

**Activity:**

- Game 1:** Divide the class into two groups. Have each group sit in a circle on the floor. Tell students that they are going to play a circle game using the **ending** sounds in words. Explain to students that you are going to give each group a target word and each person in the circle is to say another word that ends in the same way. Tell students that they will take turns going around the circle and that each person will say a word that ends in the same way as the target word. Explain that a word can only be used once in the game. Have students continue all around the circle, having the leader go twice. (This allows for a new leader each time.) Continue the game with several new words/new end sounds.
- Game 2:** Give each group a ball. Tell students that they are to throw the ball to the person whose name ends with [target sound or letter]. (Use students' names that have not had a turn yet.) Continue play until everyone has a chance to throw the ball. You may want to challenge a student to give the target sounds .
- Game 3:** Have students play another circle game stating words that begin with the same sound as the sounds at the end of the starting word. Select a student to begin the game and have him/her choose a new starting word. Instruct the next student to say a word that begins with the ending sound of the previous word. Continue play around the circle until everyone has had at least one turn.



*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> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

\*\*\* Student demonstrates an awareness of ending sounds.

\*\* Student demonstrates an awareness of some ending sounds.

\* Student does not demonstrate awareness of ending sounds.



# Collecting Vowels

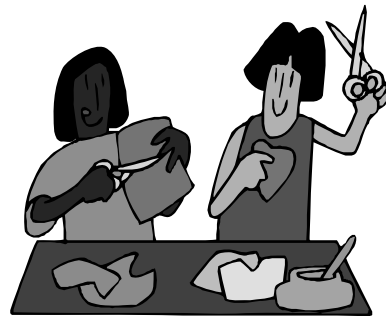
Standards Indicator  
**2.1.1**

**Purpose:** Students will demonstrate an awareness of the sounds that are made by the different vowels.

**Materials:** chalkboard/whiteboard, magazines, scissors, glue, construction paper

**Activity:**

1. Write the word *bug* on the board. Have students read the word. Erase the vowel and replace it with *a*. Have students read the word *bag*. Continue the exercise with all of the vowels. List each word that is made from changing the vowel (e.g., *bug, bag, big, bog, beg*). Have students stress the vowel sound in each word.
2. Divide the class into five groups. Assign each group a different short vowel. Pass out a large piece of construction paper and marker to each group. Instruct students to write their assigned vowel letter on the piece of construction paper.
3. Have magazines, scissors and glue accessible to everyone. Explain to students that they are to make a collage of pictures with their designated vowel sound. Instruct students to look through the magazines for pictures, or draw pictures of their own.
4. Have each group present their poster to the class, sharing the pictures with their designated vowel sound. Hang the posters around the room for future reference.
5. Repeat this activity using long vowel sounds.



*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> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

- \*\*\* Student understands all vowel sounds.
- \*\* Student understands some vowel sounds.
- \* Student does not understand vowel sounds.

# Take a Trip with Blends

Standards Indicator  
**2.1.1**

**Purpose:** Students will demonstrate an awareness of sounds made by initial blends.

**Materials:** chalkboard/whiteboard, pencils, crayons, copies of *Take a Trip with Blends - Trunk* (page 76)

**Pre-Activity Preparation:**

1. Prepare a list of simple words that begin with blends to use for the following activity (e.g., *clap, clown, class / flower, fly, flag*).
2. Make several copies of the outline of a trunk.

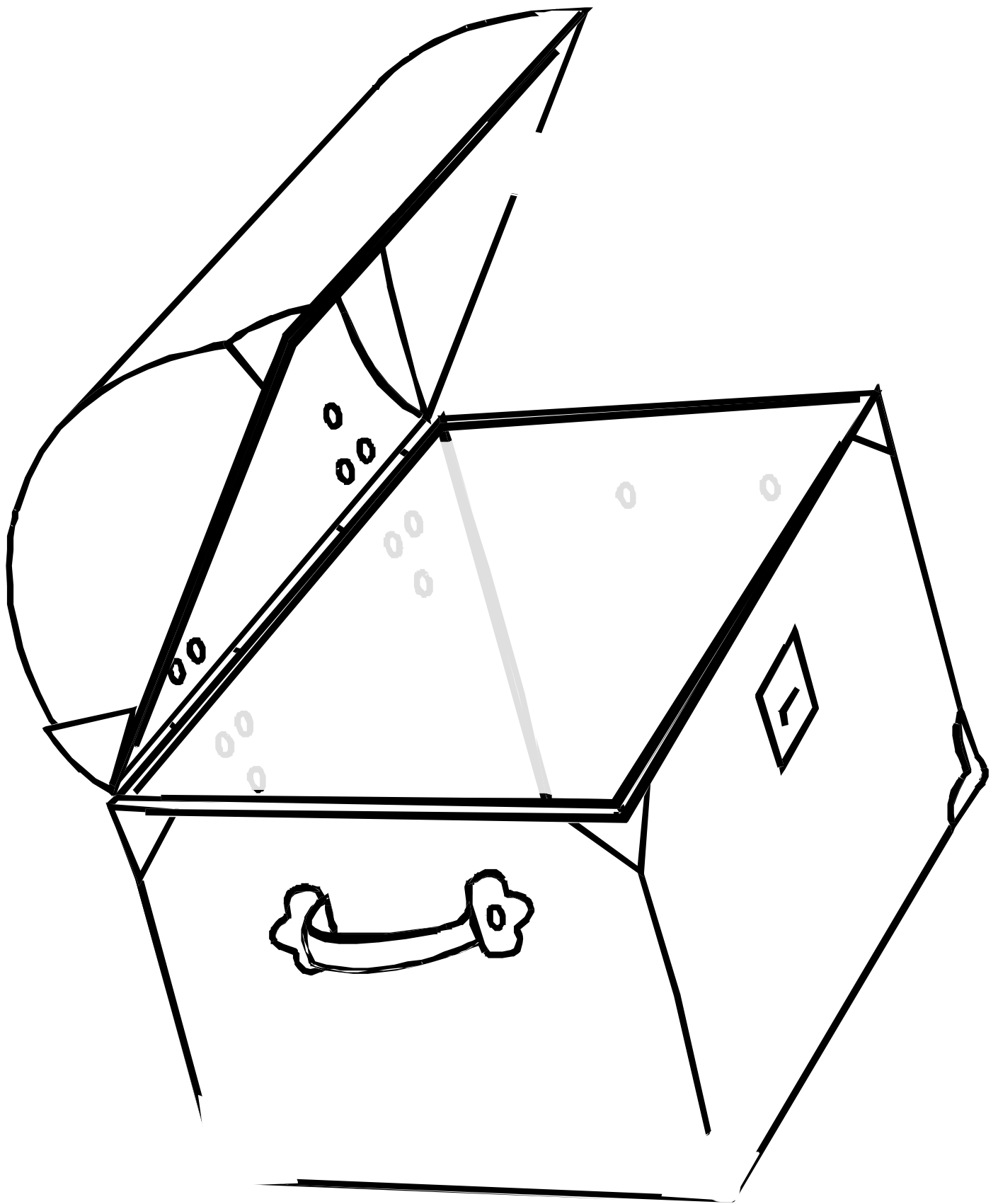
**Activity:**

1. Write the words *still, stamp* and *tree* on the board. Have students raise their hands if they know which two words begin with the same sounds. Clarify that *still* and *stamp* both begin with the blend *st*. Tell students that you are going to say three words. Have students listen carefully to all three words and decide which two start with the same blend. Have students raise their hands when they know the matching word blend. Call on a student to give the correct blend. Continue this exercise with many different blends.
2. Tell students that now you are going to have them listen for a particular blend. Tell the students the target blend. Recite several words. Include words with and without the target blend. Instruct students to raise their hands each time they hear a word with the target blend. Continue this exercise with many different blends.
3. Explain to students that they are now ready to pack a trunk full of blends. Divide the class into groups of four students. Give each student a copy of *Take a Trip with Blends - Trunk* black line master. Designate a beginning sound blend for each group. Have them write the sound blend on their papers. Have groups write words that begin with their blend inside the trunk. Encourage students to draw pictures of each item. Challenge students to create a name for a place to visit that begins with their blend and write it on the trunk.
4. Post the completed trunks in the classroom.

*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> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

- \*\*\* Student demonstrates an awareness of most initial blend sounds.
- \*\* Student demonstrates an awareness of some initial blend sounds.
- \* Student does not demonstrate an awareness of initial blend sounds.



Classroom Activity 2.1.1 Take a Trip with Blends – Trunk

**Purpose:** Students will recognize and use knowledge of spelling patterns when reading words such as *cut/cutting* and *slide/sliding*.

**Materials:** *Lotto Game Boards* black line master (page 79), index cards, chalkboard/whiteboard

**Pre-Activity Preparation:** Use the *Lotto Game Boards* black line master to create game board sets. Refer to the Teacher Directions on the back of the black line master for detailed instructions.

**Activity:**

1. Begin by writing several sets of verbs and their inflectional endings on the board (e.g., *make/making*, *sit/sitting*). Review two spelling rules: (1) When words end in silent *e*, drop the *e* when adding an ending that begins with a vowel (e.g., *slide/sliding*). (2) When a one-syllable word ends in a vowel followed by a consonant, double the consonant before adding an ending that begins with a vowel (e.g., *run/runner*).
2. Tell students they will be playing a matching game by matching words that follow these spelling rules.
3. Put students into groups of four. Give each group a set of game boards and a facedown deck of 36 word cards.
4. Have each student take a turn drawing a word card. If the word on the card is a form of one of the words on the student's game board, he/she covers the game board word with the card. If it is not a match, the card is discarded. (A match is a pair such as *cut/cutting*)
5. Instruct the next player to choose the discarded card or a new card. Play continues until one student in the group has covered his/her game board.
6. Have students rotate game boards within their group and play again.
7. Review the spelling rules reinforced with this activity. Ask students to name pairs of words that follow the first rule. Ask students to name words that follow the second spelling rule.

*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.*

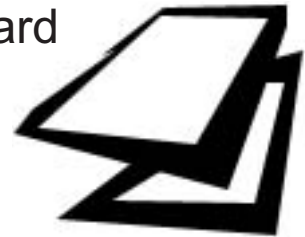
Student's Name	<u>Excellent</u> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

\*\*\* Student correctly matches word pairs AND states a spelling rule that a pair follows.  
 \*\* Student correctly matches word pairs.  
 \* Student cannot match word pairs.



Name \_\_\_\_\_ Date \_\_\_\_\_

# Pattern Pairings Lotto Game Board






## Teacher Directions

1. Make lotto game board sets: Copy four game boards. Write a different word in each square. Include both words that end in silent e (e.g., *slide*, *ride*) and words that are one-syllable with a vowel followed by a consonant (e.g., *cut*, *run*).
2. Make game cards: Copy four blank game boards onto cardstock. Cut the game board apart on the black lines. Use these 36 cards as the game cards. Write a word on each card. Each word on the word cards should be a form of one of the words on the game board (e.g., *sliding*, *runner*).
3. Create enough sets for each group of four students.

## Sample Words

*Silent e words:* make, take, rake, bake, paste, ride, slide, hide, bike, bite, dine, invite, arrive, tame, blame, locate, welcome

*One-syllable words with a vowel followed by a consonant:* cut, run, spin, win, dim, rip, dig, hit, sit, rap, tap, snap, bug, tug, rot

# Rolls off the Tongue

Standards Indicator  
**2.1.3**

**Purpose:** Students will sound out multi-syllable words.

**Materials:** blank number cube (or regular number cube with write-on stickers over the numbers), small prizes, index cards, cups, chalkboard/whiteboard

**Pre-Activity Preparation:**

1. Create a number cube with the number 2 on two sides, the number 3 on three sides, and the number 4 on one side.
2. Collect items for prizes (e.g., erasers, pencils, stickers).
3. Create equal decks of two-, three-, and four-syllable words. Write a 2 on the back of the two syllable words, a 3 on the back of the three syllable words, and a 4 on the back of the four syllable words.

**Activity:**

1. Tell students that they will play a game in which they sound out words with more than one syllable. Show examples of two-, three-, and four-syllable words.
  2. Divide the class into three teams and give each team a cup filled with prizes.
  3. Explain the rules: One person from a team will come to the front of the class to roll the number cube and draw a card. If the number cube lands with a 3 on top, the player draws from the three-syllable word deck.
  4. Instruct the player to read the word to the class. If the word read is incorrect, the player can have a meeting with his/her team to get help and try again. If correct, the team gets as many prizes as syllables in the word and keeps the word card. Return the card to the bottom of the pile if the answer is incorrect again.
  5. Have the next team take a turn. Continue until everyone has had at least one turn to sound out a word. Let each group divide the prizes in their cups among their players, at the end of the game.
  6. Discuss words that were difficult to sound out. List several words and ask students to share ways they sounded them out. Coax students to generalize rules for syllables (e.g., each syllable has a vowel sound, double consonants divide, digraphs and diphthongs stay together).
- ★ Have students use the above number cube to play other word games (e.g., if number 3 is rolled that student needs to recite three words that have the same prefix, suffix, or are synonyms).

*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> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

\*\*\* Student can sound out three-syllable words independently.  
\*\* Student can sound out two-syllable words independently.  
\* Student cannot sound out multi-syllable words yet.



**Purpose:** Students will use common abbreviations.

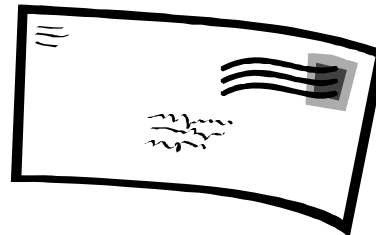
**Materials:** envelopes, chalkboard/whiteboard, pencils, paper, students' addresses, postage stamps

**Pre-Activity Preparation:**

1. Write/type each student's home address without abbreviations on an index card.
2. Send a note to each student's home asking that the student bring a stamp to class.
3. Draw a sample envelope using the school address as the return address and any address as the destination, on the board. (Make sure to use abbreviations in the addresses such as *St.*, *Mr.*, *Mrs.*, *Rd.*, *IN*, *P.O.* and *Ln.*)

**Activity:**

1. Instruct students to write letters to themselves or someone who lives with them.
2. Tell students that they will be sending letters to their homes. Explain that the carrier needs accurate addresses to deliver the letters, but since envelopes are not large, they will use abbreviations on them.
3. Ask the class what *abbreviation* means. Clarify and expand students' prior knowledge if necessary.
4. Show examples of common abbreviations used in the school address.
5. Explain where the return and destination addresses are located.
6. Pass out a home address information card and an envelope to each student.
7. Tell students to write their home addresses in the destination space and the school address in the return address space. Remind students to use proper abbreviations.
8. Have students prepare envelopes for mailing. Mail the letters. Ask students to notify the class when their letters arrive at their homes.



*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> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

\*\*\* Student uses abbreviations correctly on the envelope.  
 \*\* Student uses some abbreviations correctly on the envelope.  
 \* Student does not use any abbreviations or uses only incorrect abbreviations.

**Purpose:** Students will identify and use irregular plurals.

**Materials:** copy of the Mother Goose nursery rhyme *If All the Seas Were One Sea*, chart paper, marker, pencils, crayons, paper

**Pre-Activity Preparation:**

1. Copy the rhyme onto chart paper.
2. Draw a two-column table with column headings of *plural* and *singular* on the board.

**Activity:**

1. Display the prepared rhyme and read it aloud as a class.
2. Tell students that the rhyme has many plurals. Tell students that plural means more than one.
3. Have student volunteers find and circle the plurals in the rhyme. If necessary remind students that not all plurals end in *s*.
4. Copy the circled words into the plural column of the table. Ask students to state the corresponding singular version of each word. Write answers in the singular column. (*seas/sea, men/man*).
5. Have students think of plurals that don't end in *s*. Explain that these are called **irregular plurals**.
6. Give students the singular form of irregular plurals and add the words to the chart. (e.g., *geese/goose, children/child, feet/foot, mice/mouse, teeth/tooth, women/woman, fish/fish*).
7. Have students state the plural form of each word and write it in the correct column.
8. Write the following sentences on the board as a model: *If all the \_\_\_\_\_ were one \_\_\_\_\_ what a big \_\_\_\_\_ that would be. And if all the \_\_\_\_\_ were one \_\_\_\_\_ the \_\_\_\_\_ would be bigger than me!*
9. Instruct students to copy these sentences onto their papers and complete the rhyme with irregular plurals and corresponding singular words from the chart. Encourage students to illustrate the rhymes. Share rhymes with the class.

Grover, Eulalie Osgood, ed. *Mother Goose: the Original Volland Edition* (1988) Random House Publishing.

*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> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

\*\*\* Student correctly identifies plurals and uses irregular plurals correctly.  
 \*\* Student identifies and uses some plurals.  
 \* Student does not understand plurals.

# Make a Recording

Standards Indicator  
**2.1.6**

**Purpose:** Students will read aloud fluently and accurately with appropriate changes in voice and expression.

**Materials:** tape recorder, blank cassette tapes, a children’s audio book, black line master (page 85) *READY TO MAKE A RECORDING* Checklist, classroom books, (Another option is to use a computer for the recording if available.)

**Pre-Activity Preparation:** Obtain cassette tapes. (Allow at least 10 minutes of tape time per student.) Set up a quiet recording area (a cardboard box carrel is helpful). Test recorder. Make copies of *READY TO MAKE A RECORDING* Checklist.

**Activity:**

1. Tell students that they will be listening to a story on a cassette tape to examine how the reader sounds. Play a portion of the story. Ask students, “Did the reader tell you the title? Did the reader know how to read well?” Discuss concepts such as fluency and smoothness. Play more tape and ask, “How does the reader help you imagine the characters?” Emphasize how voice changes distinguish characters. Play more tape and ask, “Did the reader sound interested in the story and show expression?”
2. Inform students that they will make their own cassette tape books for the classroom. Emphasize that to make good tapes, the reader needs to read smoothly, use voice changes for characters, and make the story sound exciting.
3. Ask students to choose a familiar book that they can read easily and would be exciting for others to listen to.
4. Assign partners for practice reading. Allow plenty of time for practice.
5. Instruct one partner to read and the other partner to complete the *READY TO MAKE A RECORDING* Checklist on their partner’s oral reading performance.
6. Have the partners switch roles and repeat the task.
7. When a student is ready, assist with recording. Organize books and newly made tapes in a listening center for classroom enjoyment.

*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> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

\*\*\* Student reads fluently and with expression.  
\*\* Student is mostly fluent or shows little expression when reading.  
\* Student is not fluent or expressive when reading.

Name of Reader \_\_\_\_\_ Name of Listener \_\_\_\_\_

**READY TO MAKE A RECORDING Checklist**

- |   |    |     |
|---|----|-----|
| 1. The reader told me the title of the book.      | no | yes |
| 2. The reader knows all of the words in the book. | no | yes |
| 3. The reader read smoothly.                      | no | yes |
| 4. The reader used changes in voice.              | no | yes |
| 5. I could hear and understand the reader.        | no | yes |



Name of Reader \_\_\_\_\_ Name of Listener \_\_\_\_\_

**READY TO MAKE A RECORDING Checklist**

- |   |    |     |
|---|----|-----|
| 1. The reader told me the title of the book.      | no | yes |
| 2. The reader knows all of the words in the book. | no | yes |
| 3. The reader read smoothly.                      | no | yes |
| 4. The reader used changes in voice.              | no | yes |
| 5. I could hear and understand the reader.        | no | yes |

**Teacher Directions**

Make enough copies of *READY TO MAKE A RECORDING* Checklist so that each student can have one copy. Have each student practice reading a book to a partner. Instruct students to complete the *READY TO MAKE A RECORDING* Checklist as their partners read. Allow students to record themselves reading their books.

# Back Words: Antonyms

Standards Indicator  
**2.1.7**

**Purpose:** Students will state antonyms for common words.

**Materials:** book on opposites (e.g., *Dinosaur Roar!* By Paul/Henrietta Stickland), masking tape, index cards, marker, paper, pencils

**Pre-Activity Preparation:** Write one word of an antonym pair on each index card (e.g., *night, happy, smooth*).

**Activity:**

1. Read the students a book about opposites and introduce the terms *opposite* and *antonym*.
2. Explain that antonyms are opposites. Tell students that they will be playing a guessing game with antonyms. Call on one student to stand and turn his/her back to the class. Tape one of the prepared index cards on his/her back. Ask students that are seated to call out antonyms for the “back word.” Tell the standing student to guess his/her “back word” by listening to the clues from the other students.
3. Continue playing until all students have a chance to stand and guess an antonym.
4. When the game is completed, ask students to list as many antonym pairs as they can on their papers. Review these lists with the class.

Stickland, Paul and Henrietta. (2002) *Dinosaur Roar!* Penguin Putnam Books for Young Readers.



*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> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

- \*\*\* Student correctly identifies most antonyms.
- \*\* Student correctly identifies some antonyms.
- \* Student cannot identify antonyms.

**Purpose:** Students will use knowledge of individual words to predict the meaning of unknown compound words.

**Materials:** sentence strips from the *Compounds All Around* black line master (page 89), pen, scissors, chalkboard/whiteboard

**Pre-Activity Preparation:** Copy the *Compounds All Around* black line master and cut into strips to make one strip for each student. Write a compound word on the first blank and a definition for a different compound word on the next blank. When writing the clues be sure that the last clue leads back to the first clue.

**Activity:**

1. Write the words *playground*, *kickball*, and *snowflake* on the board. Ask the students what is the same about these words. Point out that they are compound words. Explain that a compound word is a word made by joining two words together. Ask students to suggest other compound words. If students are having trouble thinking of words, hint that many sports are compound words.
2. Tell students that they will be playing a game with compound words. Explain that each student will have a compound word on a paper strip and will have to listen carefully to find out who has a definition that matches the compound word. Have the first player read his/her strip: "My word is \_\_\_\_\_. Who has a compound word that means \_\_\_\_\_?" Tell the player who has the answer to read his/her strip. Continue playing until the last clue leads back to the first player.
3. Review definitions of compound words learned in the game.

*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> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

\*\*\* Student is able to determine a logical meaning of a compound word independently.  
 \*\* Student is able to determine a logical meaning for a compound word with assistance.  
 \* Student is not able to determine a logical meaning for a compound word with assistance.

## “Compounds All Around” Sentence Strips

----- ✂ ----- ✂ ----- ✂ ----- ✂ ----- ✂ -----  
My word is \_\_\_\_\_.  
Who has a word that means \_\_\_\_\_ ?

----- ✂ ----- ✂ ----- ✂ ----- ✂ ----- ✂ -----  
My word is \_\_\_\_\_.  
Who has a word that means \_\_\_\_\_ ?

----- ✂ ----- ✂ ----- ✂ ----- ✂ ----- ✂ -----  
My word is \_\_\_\_\_.  
Who has a word that means \_\_\_\_\_ ?

----- ✂ ----- ✂ ----- ✂ ----- ✂ ----- ✂ -----  
My word is \_\_\_\_\_.  
Who has a word that means \_\_\_\_\_ ?

----- ✂ ----- ✂ ----- ✂ ----- ✂ ----- ✂ -----  
My word is \_\_\_\_\_.  
Who has a word that means \_\_\_\_\_ ?

----- ✂ ----- ✂ ----- ✂ ----- ✂ ----- ✂ -----  
My word is \_\_\_\_\_.  
Who has a word that means \_\_\_\_\_ ?

----- ✂ ----- ✂ ----- ✂ ----- ✂ ----- ✂ -----  
My word is \_\_\_\_\_.  
Who has a word that means \_\_\_\_\_ ?

----- ✂ ----- ✂ ----- ✂ ----- ✂ ----- ✂ -----  
My word is \_\_\_\_\_.  
Who has a word that means \_\_\_\_\_ ?

----- ✂ ----- ✂ ----- ✂ ----- ✂ ----- ✂ -----  
My word is \_\_\_\_\_.  
Who has a word that means \_\_\_\_\_ ?

----- ✂ ----- ✂ ----- ✂ ----- ✂ ----- ✂ -----  
My word is \_\_\_\_\_.  
Who has a word that means \_\_\_\_\_ ?

----- ✂ ----- ✂ ----- ✂ ----- ✂ ----- ✂ -----  
My word is \_\_\_\_\_.  
Who has a word that means \_\_\_\_\_ ?

----- ✂ ----- ✂ ----- ✂ ----- ✂ ----- ✂ -----  
My word is \_\_\_\_\_.  
Who has a word that means \_\_\_\_\_ ?

----- ✂ ----- ✂ ----- ✂ ----- ✂ ----- ✂ -----  
My word is \_\_\_\_\_.  
Who has a word that means \_\_\_\_\_ ?

----- ✂ ----- ✂ ----- ✂ ----- ✂ ----- ✂ -----  
My word is \_\_\_\_\_.  
Who has a word that means \_\_\_\_\_ ?



## Teacher Directions

Make enough copies of the black line master so that each student will have one sentence strip. Create a list of compound words. The list should have the same number of words as there are students in your class. Write a compound on the first blank and a definition for a different compound word on the next blank. Make sure that each compound word has a corresponding definition on a different strip. Use some compound words that may not be familiar to your students. Cut the strips apart. Have each student read his/her strip to find the student who has a compound word that matches his/her definition. Have the student with the matching compound word read his/her strip. Continue in this manner until the last clue leads back to the first player.

Example:

-----✂-----  
My word is baseball.  
Who has a word that means flakes of snow ?  
-----✂-----  
My word is snowflake.  
Who has a word that means mail by air ?  
-----✂-----  
My word is airmail.  
Who has a word that means ball and base game ?  
-----✂-----

Suggested compound words:

overlook	clothespin
seasick	daydream
downpour	overcoat
snowshoes	snowdrift
airmail	wristwatch
lifeboat	baseball

**Purpose:** Students will practice adding common suffixes to root words.

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

**Pre-Activity Preparation:** Prepare game cards by making 12 index cards with suffixes (6 suffixes 2 times each) and 36 root word cards (18 root words 2 times each). Suggested suffix cards: [-less] [-ing] [-est] [-er] [-ed] [-ful]. Suggested root word cards: [teach] [care] [small] [pull] [talk] [joy] [hope] [walk] [sing] [paint] [pain] [slow] [play] [quick] [color] [thank] [bright].

**Activity:**

1. Tell students they are going to learn how to use powerful letters called suffixes that are added to the end of words to change meanings. Write the word *pain* on the board. Tell students you can make the word *pain* disappear without erasing any letters. Add “-less” to the end of *pain*. Explain that now the word says *painless* and means *without any pain*.
2. On the board, write six suffixes and example words that demonstrate how each suffix changes meaning (e.g., [-ful] *hopeful* means “full of hope”). Tell students that they are going to play a game with the suffixes from the board.
3. Divide the class into four teams and give each team a facedown deck of nine root word cards. Draw a card from your suffix deck and ask the teams to draw the top card off their decks. Ask teams to raise their hands if they can combine their root word card with your suffix card to make a word and use it in a sentence. If the sentence makes sense, they get to discard the card. Keep playing until all teams have discarded all cards.
4. At the end of the game, ask each student to make a list on a piece of paper of all of the words they remember from the game.

*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> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

- \*\*\* Student can form words with suffixes and use in sentences.
- \*\* Student can form words with suffixes.
- \* Student cannot add suffixes.

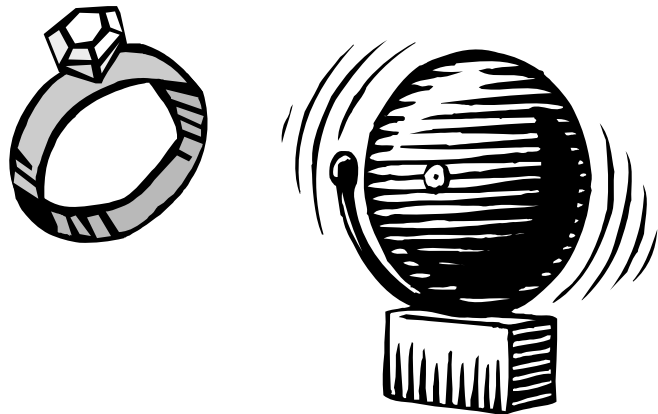
**Purpose:** Students will identify simple multiple-meaning words.

**Materials:** *See the Yak Yak* by Charles Ghigna, chalkboard/whiteboard, paper, crayons, pencils

**Activity:**

1. Read the story *See the Yak Yak* aloud to students. Discuss the multiple meaning words in the book. List the words on the board. Have a student volunteer one sentence for each meaning of the word. Write the sentences on the board next to the matching word.
2. Have students think of other multiple meaning words. List the words on the board (e.g., *star, light, face, pet*). Encourage students to think of two sentences for each word, –one for each meaning of the word. List these on the board next to the matching word.
3. Pass out paper, pencils, and crayons to students. Tell each student to think of a multiple meaning word, and to draw a picture using both meanings in the picture. Encourage each student to also write a description of the multiple meaning picture.
4. Have students share their pictures with the class. Bind the pages and make a classroom book. Title the classroom book *Kids That Kid*.

Ghigna, Charles. (1999) *See the Yak Yak*. Random House Books for Young Readers.



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> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

\*\*\* Student identifies and understands multiple meaning words.

\*\* Student identifies multiple meaning words.

\* Student cannot identify multiple meaning words.

# Tricky Twosome

Standards Indicator  
**2.1.10**

**Purpose:** Students will identify simple multiple meaning words.

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

**Activity:**

1. Hold a ball in your hands and ask the class, “What do I have?” Question further, “Do I have a ball, go to a ball, or play ball?” Discuss how multiple meanings can be confusing. Explain that students need to listen to the whole sentence to figure out the meaning for the word in that sentence.
2. Brainstorm other multiple meaning words. Suggest words such as *park* (*play at the park/park the car*), *change* (*change clothes/correct change*), *bowl* (*I am going to bowl/a bowl of cereal*), and *can* (*metal container/able to*).
3. Ask each student to choose a multiple meaning word and write one sentence for each of the meanings. When finished, instruct students to illustrate confused meanings (e.g., *play a tape* with a person strumming on a roll of cellophane tape or *park a car* illustrated by a car with swing sets on top of it) on the back of their papers.
4. Have students share their serious sentences and silly drawings.



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> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

\*\*\* Student identifies and understands multiple meaning words.

\*\* Student identifies multiple meaning words.

\* Student can not identify multiple meanings words.

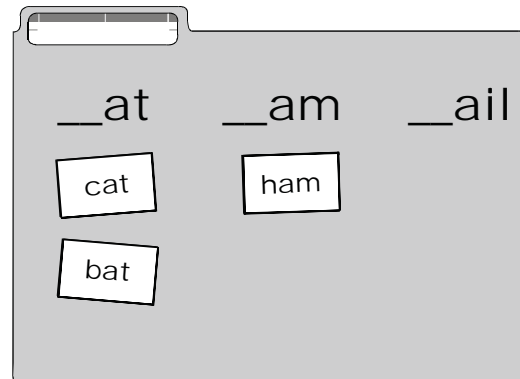
**Purpose:** Students will know common word families and use their knowledge to help decipher unfamiliar words.

**Materials:** 10-12 blank file folders, markers, index cards, chalkboard/whiteboard, paper, pencils

**Pre-Activity Preparation:** Make several word sort games by writing three different word families across the top inside of each file folder. (E.g.: \_\_at, \_\_am, \_\_ail). Use the index cards to make word cards that have a variety of words from the same word families. Store the words in an envelope inside the folder with the same families.

**Activity:**

1. Model the word-sort game on the board by writing \_\_op, \_\_ot, \_\_og across the top of the board.
2. Have students go to the board and write words below each family.
3. Explain to students that they are going to play the same game with word families and word cards at their desks.
4. Divide students into small groups and give each group a word-sort game.
5. Have students work together to put all their words in a column under the correct word family on the game board.
6. Pass out paper and pencils to students.
7. Tell students to record the word families and words from the game on their papers. Encourage students to add any additional words they can think of.
8. Place the word sort games in a center for students to work on during free time. Put paper and pencils in the center for students to use in recording their work.



- ☆ Challenge students to work with word families in the computer center by visiting this website: <http://www.readwritethink.org/materials/wordfamily/>

*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> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

\*\*\* Student easily uses common word families to read new words.  
 \*\* Student sometimes uses common word families to read new words.  
 \* Student does not use common word families to read new words.

**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 2, in addition to regular classroom reading, students read a variety of nonfiction, such as books in many different subject areas, children’s magazines and periodicals, dictionaries, and other reference or technical materials.

**Structural Features of Informational and Technical Materials**

2.2.1 Use titles, tables of contents, and chapter headings to locate information in text.

2.2.11 Identify text that uses sequence or other logical order (alphabetical order or time).

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

2.2.2 State the purpose for reading.

*Example:* Read an informational text about pets to decide what kind of animal would make the best pet.

2.2.3 Use knowledge of the author’s purpose(s) to comprehend informational text.

*Example:* Read an informational text that compares different people, animals, or plants, such as *What Do You Do with a Tail Like This?* by Robin Page and Steve Jenkins.

2.2.4 Ask and respond to questions (*when, who, where, why, what if, how*) to aid comprehension about important elements of informational texts.

*Example:* After reading a short account about the first man on the moon, ask and answer *why, what if, and how* questions to understand the lunar landing.

2.2.5 Restate facts and details or summarize the main idea in the text to clarify and organize ideas.

*Example:* Summarize information learned from a text, such as detail about ant colonies stated in *Ant Cities* by Arthur Dorros or reported about spider webs in *Spider Magic* by Dorothy Hinshaw Patent.

2.2.6 Recognize cause-and-effect relationships in a text.

*Example:* Read an informational book that explains some common scientific causes and effects, such as the growth of a plant from a seed or the effects of different weather patterns, such as too much snow or rain at one time causing flooding.

2.2.7 Interpret information from diagrams, charts, and graphs.

*Example:* Use a five-day weather chart or a weather chart on the Internet to determine the weather for the coming weekend.

2.2.8 Follow two-step written instructions.

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

2.2.10 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*).



# Answer Key (pages 99-110)

## Mrs. Johnson's Room

1. classes
2. Reading
3. Math
4. 5
5. Answers may vary, but should be some type of school class. Some possible answers are: *Science, Social Studies, Physical Education, and English.*

## Jimmy's Kitten

1. get a kitten
2. animal shelter
3. He thought he could not have a kitten.
4. talked loudly
5. Answers may vary, but should be similar to: They keep kittens there that need a home.

## Grapefruit

1. help you grow a tree
2. sun and water
3. not grow
4. years
5. Answers may vary, but should be similar to: You will have a big plant with shiny, green leaves.

## Making Clay

1. make clay
2. spoon
3. Take it out of the pan.
4. you use the stove
5. Cook on low heat and stir.



# Answer Key (pages 99-110)

## Two Beautiful Blue Birds

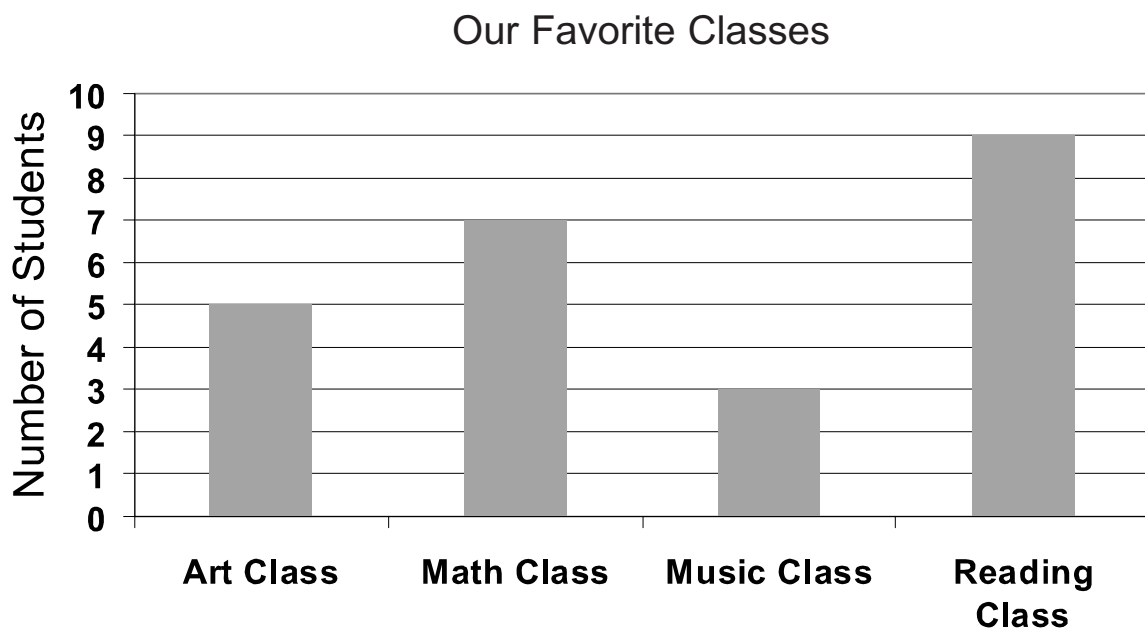
1. how the two birds are alike
2. one has a pretty song
3. cover their ears
4. loud
5. Answers may vary, but should be similar to: The bluebird because it has a beautiful voice. *or* The blue jay because it is louder.
6. A student might correctly choose the blue jay or bluebird to write about, but should use words from the story to tell why (s)he chose the bird. Answers may vary, but should be similar to: Dear Sam, I wish I had a bluebird living in my backyard. Did you know that the bluebird is beautiful? It is blue with a red chest. It has a pretty song and it is not mean. Have you ever seen or heard one? Maybe if I get one in my backyard you can come and see it. Your friend, Alex

# Reading Comprehension

Name:

Read silently and answer the questions below the graph.

## Mrs. Johnson's Room



1

This graph shows students' favorite \_\_\_\_\_.

- foods
- clothes
- classes

2

Which class do the most students like?

- Art
- Music
- Reading

3

Which class do seven students like?

- Art
- Math
- Music

4

How many students like Art class?

- 3
- 5
- 7

5

Read the question. Answer it in the space below.

What other type of class could you add to this graph?

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# Reading Comprehension

Name:

Read silently and answer the questions following the story.

## Jimmy's Kitten

Jimmy wanted a kitten. Mother said he could get one.

"Oh!" Jimmy cried. "Let's go to the pet store now!"

"No, not the pet store," Mother said. Jimmy looked sad. But Mother smiled.

"We'll get your kitten at the city animal shelter," she said. "They keep kittens there who need a home."

"Oh," Jimmy said. "I want to pick out my kitten."

"Yes," Mother said. "The animal shelter has many kittens. Let's go choose a kitten."



1 What does Jimmy want to do?

- play store
- give his kitten away
- get a kitten

2 Jimmy will soon be going to the \_\_\_\_\_.

- pet store
- animal shelter
- city park

3

Why did Jimmy look sad?

- He thought he could not have a kitten.
- The store has no more kittens.
- He does not have a home.

4

In this story, the word cried means \_\_\_\_\_.

- talked loudly
- talked softly
- talked on the phone

5

Read the question. Answer it in the space below.

Why did Jimmy go to the animal shelter to get a kitten?

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# Reading Comprehension

Name:

Read silently and answer the questions following the story.

## Grapefruit

Do you like to eat grapefruit? If you do, I bet you don't eat the seeds. However, you can plant grapefruit seeds.



Put a seed in a pot with soil. After you plant the seed, there are two things to remember:

1. Put the pot in a sunny place.
2. Be sure to water it.

In a few weeks, a little plant will peek up through the soil. In a few months, you will have a big plant! It will have shiny, green leaves. In a few years, you will have a tall grapefruit tree.

**1** This story was written in order to \_\_\_\_\_.

- make you laugh
- help you grow a tree
- plan your breakfast

**2** To grow, the plant will need \_\_\_\_\_.

- sun and water
- grapefruit juice
- someone to dig it up

3

If you put your plant in the dark, it will \_\_\_\_\_.

- grow grapefruit
- lose its seeds
- not grow

4

How long will it take to grow a tall grapefruit tree?

- weeks
- months
- years

5

Read the question. Answer it in the space below.

What should you see in your pot a few months after you plant the seed?

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# Reading Comprehension

Name:

Read silently and answer the questions following the recipe.

## Making Clay

### What you need:



1 cup of flour



1 cup of water



1 teaspoon of cream of tartar



½ cup of salt



1 Tablespoon of oil



food coloring

You use the stove to make this clay. Have a grown-up help you.

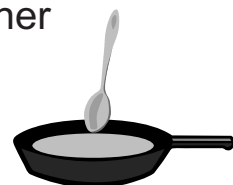
### Step 1

Place all of the things listed above in a pan.



### Step 2

Mix everything together with a spoon.



### Step 3

Cook on low heat and stir.



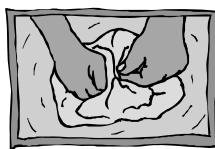
### Step 4

When clay looks bumpy, take it out of the pan. Let it cool.



### Step 5

Add some food coloring. Mix with your hands while warm.



### Step 6

Make things with your clay. Have fun!



1

You use this recipe to learn how to \_\_\_\_\_.

- make clay
- bake cookies
- fry chicken



2

What do you use to mix the items together?

- spoon
- fork
- knife

3

What do you do when the clay looks bumpy?

- Mix it in the pan.
- Take it out of the pan.
- Put it in a bowl and stir.

4

You need a grown-up to help you because \_\_\_\_\_.

- you use a pan
- you use the sink
- you use the stove

5

Read the question. Answer it in the space below.

What is the third thing you do to make clay?

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# Reading Comprehension

Name:

Read silently and answer the questions following the story.

## Two Beautiful Blue Birds



### Blue Jay

A blue jay is a big blue bird.  
It is very beautiful.  
It makes a loud noise.  
It does not sing. It shouts.  
It can be mean to other birds.  
The jay is not called the bluebird.

### Bluebird

The bluebird is mostly blue.  
It is beautiful.  
It's not like the jay. It has a red chest.  
It is smaller than the jay.  
It's not mean.  
The bluebird has a pretty song.

1

The name of this story tells about \_\_\_\_\_.

- how the two birds are alike
- ways the birds are different
- birds that are blue and big

2

The blue jay and the bluebird are different because \_\_\_\_\_.

- one has a pretty song
- they are both beautiful
- the bluebird is mean

**Reading Comprehension: Two Beautiful Blue Birds: Teacher Directions**

Read the following directions aloud.

**Say:** You will be reading some information silently. When you are finished reading, answer questions one through four by filling in a circle next to the correct answer. You will fill in one circle for each question. You will write out the correct answer to questions five and six on the lines below each question.

3

People near blue jays might \_\_\_\_\_.

- cover their ears
- go to sleep
- hold their noses

4

A word in the story that means the *opposite* of quiet is \_\_\_\_\_.

- loud
- mean
- song

5

Read the question. Answer it in the space below.

Which bird would be the best one to wake you up? Tell why.

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6

In this story, you read about two blue birds. Write a letter to your friend. Tell your friend which of these blue birds you would like to have live in your backyard. Use words from the story to tell why you picked that bird.

Write your answer in the space below.

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# Context Clues

Standards Indicator  
2.2.9

Name:

Read each sentence. Using the words in the sentence as clues, fill in the circle next to what the underlined word means.

<b>Sample</b>	The bread did not taste good because it was <u>stale</u> . <input type="radio"/> fresh <input type="radio"/> old <input type="radio"/> wonderful
<b>1</b>	The lion was so <u>exhausted</u> , he fell asleep. <input type="radio"/> tired <input type="radio"/> happy <input type="radio"/> awake
<b>2</b>	Put the apples on the <u>balance</u> to see how heavy they are. <input type="radio"/> a scale to weigh things <input type="radio"/> a tool to wash things <input type="radio"/> a pot to cook things
<b>3</b>	When you talk you use the <u>vocal cords</u> in your throat. <input type="radio"/> part of your body <input type="radio"/> part of a phone <input type="radio"/> part of a car
<b>4</b>	A <u>lever</u> makes it easier to move things. <input type="radio"/> a type of food <input type="radio"/> a type of tool <input type="radio"/> a type of paint
<b>5</b>	There are many small pieces of <u>quartz</u> in the collection of stones. <input type="radio"/> a kind of plant <input type="radio"/> a kind of animal <input type="radio"/> a kind of rock

## Context Clues: Teacher Directions

Read the directions below aloud and help students complete the sample.

**Say:** You are going to read some sentences. Each sentence has a word or group of words underlined. Under the sentence you will find a word or group of words that mean the same as the underlined word. Fill in the circle next to the word or words that mean the same as the underlined word in the sentence. We will do one together for practice.

Point to the sample at the top of your page and read this sentence silently. The sentence says *The bread did not taste good because it was stale*. The underlined word is *stale*. Look at the words under the sentence and find the word that means the same as *stale*. Use the other words in the sentence to help you figure out what *stale* means. Fill in the circle next to the word that means the same as *stale*.

Let's check your answer. The word *old* means the same as *stale*. You should fill in the circle next to the word *old*.

Now you will read the rest of the sentences and answer choices silently on your own. Fill in the circle next to the word or group of words that mean the same as the underlined word. Use the other words in the sentence to help you figure out what the underlined word means. You may begin.

Context Clues
1. tired
2. a scale to weigh things
3. part of your body
4. a type of tool
5. a kind of rock

# Predictions and Context Clues

Standards Indicators  
2.2.9, 2.2.10, 2.3.5

Name:

Fill in the circle next to the word or words that best complete the sentence.

## Sample

Mom was worried that the ketchup on Sky's shirt would \_\_\_\_\_.

- remove a spot
- leave a stain
- erase a mark

1

"It's so hot you could fry an egg on the sidewalk," said Grandma. "Really? I want to try it!" cried Tina as she ran inside to get an egg out of the \_\_\_\_\_.

- sidewalk
- frying pan
- refrigerator

2

The United States president's home is the White House. Many presidents have lived there. George Washington \_\_\_\_\_ in the White House because it was built after he was president.

- had to live
- did not live
- enjoyed being able to live

3

Knowing that Sally was afraid of snakes, her brother hid a rubber snake in her bed. When Sally pulled down her sheets, she gasped and \_\_\_\_\_.

- kissed the snake
- made a rubber snake
- screamed at the snake

4

Because the Tulip Poplar tree grows tall and \_\_\_\_\_, settlers liked to use it to make the walls of their log cabins.

- thorny
- straight
- flowery

5

Jackson the dog could always tell his owner's feelings by the sound of her voice. Jackson knew he was in trouble when he \_\_\_\_\_.

- saw the frown on her face
- heard the boom of her yell
- felt her boots clomping on the floor



## Prediction and Context Clues: Teacher Directions

Read the directions below aloud and help students complete the sample.

**Say:** You are going to read some sentences. Each sentence is missing a word or group of words. To find the missing word or words, look at the three choices beside the sentence. Choose the word or words that belong in the sentence. Fill in the circle next to the word or group of words that correctly completes the sentence. We will do one together for practice.

Point to the sample at the top of your page and read this sentence silently. The sentence says *Mom was worried that the ketchup on Sky's shirt would \_\_\_\_\_*. The line shows where a group of words is missing. The missing words are beside the sentence. Point to the words that are beside the sentence: *remove a spot, leave a stain, erase a mark*. Fill in the circle next to the words that belong in the sentence.

Let's check your answer. The words *leave a stain* correctly complete the sentence. The sentence should say: *Mom was worried that the ketchup on Sky's shirt would leave a stain*. You should fill in the circle next to the words *leave a stain*.

Now you will read the rest of the sentences and word choices silently on your own. Fill in the circle next to the word or group of words that belong in the sentence. You may begin.

Prediction and Context Clues
1. refrigerator
2. did not live
3. screamed at the snake
4. straight
5. heard the boom of her yell

# Identifying Sequence

Standards Indicator  
2.2.11

Name:

Look at each numbered list below. Circle Yes if the list shows sequence. Circle No if the list does not show sequence.

<p><b>Sample A</b></p>	<p><u>How to make the bed</u></p> <ol style="list-style-type: none"> <li>1. put on sheets</li> <li>2. put on blankets</li> <li>3. put on pillow</li> </ol> <p>Does this list show sequence?</p> <p>Yes      No</p>	<p><b>Sample B</b></p>	<p><u>School Supplies</u></p> <ol style="list-style-type: none"> <li>1. pencil</li> <li>2. paper</li> <li>3. markers</li> </ol> <p>Does this list show sequence?</p> <p>Yes      No</p>
<p>1</p>	<p><u>Taking a Test</u></p> <ol style="list-style-type: none"> <li>1. get paper</li> <li>2. write name</li> <li>3. listen to teacher</li> </ol> <p>Does this list show sequence?</p> <p>Yes      No</p>	<p>4</p>	<p><u>Eating Eggs</u></p> <ol style="list-style-type: none"> <li>1. crack</li> <li>2. cook</li> <li>3. eat</li> </ol> <p>Does this list show sequence?</p> <p>Yes      No</p>
<p>2</p>	<p><u>Spelling Words</u></p> <ol style="list-style-type: none"> <li>1. house</li> <li>2. beautiful</li> <li>3. friend</li> </ol> <p>Does this list show sequence?</p> <p>Yes      No</p>	<p>5</p>	<p><u>Wrap a Gift</u></p> <ol style="list-style-type: none"> <li>1. get a box</li> <li>2. wrap with paper</li> <li>3. put a bow on top</li> </ol> <p>Does this list show sequence?</p> <p>Yes      No</p>
<p>3</p>	<p><u>Shopping List</u></p> <ol style="list-style-type: none"> <li>1. one dozen eggs</li> <li>2. two gallons of milk</li> <li>3. one loaf of bread</li> </ol> <p>Does this list show sequence?</p> <p>Yes      No</p>	<p>6</p>	<p><u>Gift Ideas</u></p> <ol style="list-style-type: none"> <li>1. baby doll</li> <li>2. jigsaw puzzle</li> <li>3. jump rope</li> </ol> <p>Does this list show sequence?</p> <p>Yes      No</p>

## Identifying Sequence: Teacher Directions

Read the directions below aloud and help students complete the sample.

**Say:** You are going to read lists of words that follow a sequence and lists of words that do not follow a sequence. Under each group of words you will see a question. The question asks: *Does this list show sequence? Yes or No*. You will read the list of words and circle *Yes* if it shows sequence and *No* if it does not show sequence. First we will do some together.

Put your finger on Sample A. The title says How to make the bed: first put on sheets, second put on blankets, third put on pillow. Does this show a sequence of how to do something in order? Circle *Yes* if it does and *No* if it does not.

Let's check your answer. You should have circled *Yes*. This is the sequence to follow when making a bed. You should have circled *Yes*.

Let's do one more together. Put your finger on Sample B. The title says School Supplies: first a pencil, second paper, and third markers. Does this show a sequence of how to do something in order? Circle *Yes* if it does and *No* if it does not.

Let's check your answer. You should have circled *No*, this does not show sequence, it is just a list of school supplies. You should have circled *No*.

Now you will read the rest of the questions on your own. Circle *Yes* if it shows sequence and *No* if it does not.

Identifying Sequence
1. yes
2. no
3. no
4. yes
5. yes
6. no

**Purpose:** Students will use titles, tables of contents, and chapter headings to locate information in a text.

**Materials:** classroom textbook

**Activity:**

1. Instruct students to take out their \_\_\_\_\_ textbooks. (Have students use a familiar classroom textbook.)
2. Have students explain how they know it is the correct textbook. Clarify that the **title** tells them so.
3. Tell students to open up their books to page \_\_\_\_\_. (Give the page number of the table of contents.) Have students read the title of the page. Explain that the **table of contents** tells the contents (or what is inside) of the book. Clarify that the **table of contents** tells where to find information in the book.
4. Ask students how many chapters are in the book. Have students read the names of the chapters and tell on what page each chapter begins. Encourage students to look at the beginning page of each chapter.
5. Have students find additional information that relates to the table of contents such as: *What chapter would give you information about...? What kind of information would you find in Chapter 2?*
6. As another activity, ask students to get into small groups and quiz each other on information in a different **table of contents**.



*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> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

- \*\*\* Student is able to locate most information in the text using titles, tables of contents, and headings.
- \*\* Student is able to locate some information in the text using titles, tables of contents, and headings.
- \* Student cannot locate information in the text using titles, tables of contents, and headings.

**Purpose:** Students will state the purpose for reading.

**Materials:** book about the seasons, chalkboard/whiteboard, paper, crayons

**Activity:**

1. Tell students that you are going to read them a story about the seasons. Explain that there are very specific things that happen to animals, people, and nature in the different seasons. Have them listen for the many differences between the seasons.
2. Read aloud a story with informational text about the four seasons. Write the names of the four seasons on the board. Discuss the characteristics of each season.
3. Hand out paper and crayons to each student. Tell students that they are going to divide their papers into four sections and draw something from one of the four seasons in each of the sections.
4. Model folding the paper into fourths for students. Have them draw lines along the fold lines to create four equal squares on their papers.
5. Instruct students to label each of the sections with the name of one of the seasons. Tell students to draw pictures of different things that happen in each season, including information they learned from the book. Have each student write a sentence in each section describing the season or a favorite part of that season.
6. Have students share their pictures with the rest of the class, and explain which seasons are their favorites and why. Have students share new information they learned about the seasons from the book. Challenge the class to state the purpose for reading the book on seasons.



*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> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

- \*\*\* Student can clearly state the purpose for reading.
- \*\* Student partially understands the purpose for reading.
- \* Student does not understand the purpose for reading.

**Purpose:** Students will use knowledge of the author’s purpose to comprehend informational text.

**Materials:** informational book (e.g., *Gator or Croc* by Allen Fowler), paper, stapler, pencils, crayons

**Pre-Activity Preparation:** Create a four-page booklet for each student by stapling four quarter sheets of paper together.

**Activity:**

1. Read the informational book aloud to students. Discuss the book and the author’s purpose with students.
2. List important facts which students suggest on the chalkboard. Write details beside each fact.
3. Hand out a pre-made booklet, pencil, and crayons to each student. Explain to students that they are going to make a book showing important information that they learned in the story.
4. Have each student write a title on the first page and one sentence with important information on each of the following pages. Instruct students to illustrate the covers and the pages of their books.
5. Encourage students to share their booklets with the class. Put the information booklets in the class library for others to enjoy.

Fowler, Allen. (1996) *Gator or Croc (Rookie Read About Series)*. Children’s Press.



*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> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

\*\*\* Student comprehends informational text and can explain author’s purpose.  
 \*\* Student comprehends informational text.  
 \* Student does not comprehend informational text.

# Role of the Reporter

Standards Indicator  
**2.2.4**

**Purpose:** Students will develop comprehension skills by asking and responding to questions about informational texts they have read.

**Materials:** variety of grade-level appropriate non-fiction books (e.g., *Duke Ellington* by Andrea Davis Pinkney), index cards, pencils, chalkboard/whiteboard

**Activity:**

1. Tell students that they will have a chance to do a little reporting. Explain that reporters share or relate facts and details about what is happening.
2. Tell students that reporters answer six main questions when reporting. Write the words *who*, *what*, *when*, *where*, *why*, and *how* on the board. Explain that these are the main questions and point out that an easy way to remember them is that they all start with *w*, except for *how* which ends in *w*. Explain that these are called the “W” questions.
3. Write an example of each “W” question on the board (e.g., “Where does this event happen?”, “Who are the people involved?”).
4. Tell students they will be reading books and writing “W” questions about them. Have each student choose and read one short informational book. Instruct students to think of four “W” questions about the books that they have read.
5. Give each student four index cards. Have each student write one question on the front of every index card and the correct answer on the back.
6. Have students read their question/answer cards in small groups. Encourage each student to share an interesting fact with the class.

Pinkney, Andrea Davis. (1988) *Duke Ellington: The Piano Prince and His Orchestra*. Hyperion Books for Children.



*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> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

- \*\*\* Student writes and answers four or more questions about informational text.
- \*\* Student writes and answers two or three questions about the text.
- \* Student writes and answers one or fewer questions about the text.

# Organize with an Outline

Standards Indicator  
**2.2.5**

**Purpose:** Students will restate facts and details in the text to clarify and organize ideas.

**Materials:** informational story, chalkboard/whiteboard, paper, pencils, crayons

**Activity:**

1. Explain to students that you are going to read a story to them that is full of information. Tell students to remember the information so they can rewrite it.
  2. Read the story aloud to students.
  3. Tell students that they are going to help you make an outline of the story. Explain to them that an outline helps organize information.
  4. Write the title of the story at the top of the board. Explain that an outline begins with the title, and then lists the main idea(s) and details.
  5. Draw a large key for main ideas and smaller keys for details on the board. Have students recall the main ideas and details in the story, as you write them into the outline. Add additional keys to organize the information they remember.
- ☆ Have each student use the outline on the board to write a paragraph about the story. Encourage students to draw pictures to go with the paragraphs.



*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> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

\*\*\* Student restates facts and details from a text as well as understands how these ideas are related and organized.

\*\* Student can restate facts and details from a text.

\* Student cannot restate facts or details from a text.



# It Happened Because...

Standards Indicator  
**2.2.6**

**Purpose:** Students will recognize cause-and-effect relationships in a text.

**Materials:** index cards, story that has cause-and-effect relationships in it

**Pre-Activity Preparation:** Prepare *It Happened Because...* cards by writing a cause on an index card and its effect on a different index card. Suggestions for causes and effects are:

- Cars stopped because...the light turned red.
- He needed a bandage because...he skinned his knee.
- The phone rang because...someone was calling.
- We fed the baby because...she cried.

Make at least one card per student.

## Activity:

1. Grab students' attention by ringing a bell, turning out the lights, or whatever the classroom signal is to be quiet. Ask students why everyone became quiet. Clarify that being quiet is the effect of (the classroom signal to be quiet), which is the cause.
2. Give students some examples of cause and effect relationships that are similar to the suggestions above. Allow students to give the effects of different causes.
3. Tell students that they are going to play a cause and effect game. Explain that there are causes and effects written on index cards. Explain that each player will receive an index card; it will be either a cause or an effect. Instruct students to find the causes and effects that go together. Explain that if a student has a cause card, he/she needs to find a partner that has a matching effect card and vice versa.
4. Have students who have found their partners with the correct causes and effects sit down together. Continue until all of the causes and effects have been matched correctly.
5. Have each pair of students stand and read their cause and effect cards to make a complete statement.
6. Follow up this activity by reading a story aloud to students. Encourage them to discuss cause and effect relationships in the text.

*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> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

\*\*\* Student understands cause-and-effect relationships and can state a cause for a specific story event.

\*\* Student understands cause-and-effect relationships and can match causes to effects.

\* Student does not understand cause-and-effect relationships.

# Take a Seat Please

Standards Indicator  
**2.2.7**

**Purpose:** Students will interpret information from diagrams.

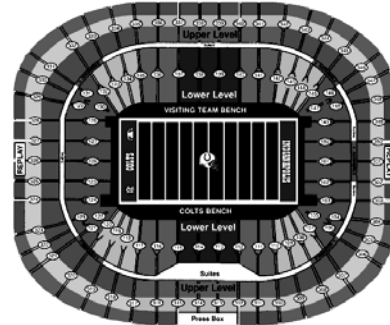
**Materials:** Copies of public venue seating charts, pencils, paper

**Pre-Activity Preparation:** Collect and copy seating charts\* (e.g., Pacers Conseco Fieldhouse, Colts RCA Dome, or Indianapolis Motor Speedway) so that there is one chart for every two students. Prepare questions to ask students about the charts.

**Activity:**

1. Ask the class to imagine winning tickets to see their favorite show. Explain that if they won tickets to see a sporting event, music performance, or show, their tickets would probably note seat assignments. Discuss how maps and diagrams can help them locate their seats. Show the class various seating charts.
2. Select pairs of students to work together. Give each pair a seating chart.
3. Give students the prepared questions for their seating charts. Ask students to find various locations (e.g., Can you find wheelchair access areas?). Ask students interpretive questions (e.g., In which section would you choose to sit and why?).
4. Have each student draw a chart or diagram and explain it to his/her partner. Offer suggestions such as a map of a house, local theater seating chart, diagram of a park, or a stadium seating chart.

\*Note: Often local venue seating charts can be found in phone books. You can also access seating charts online at specific venue sites or general ticket sites such as [www.webtickets.com](http://www.webtickets.com).



*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> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

\*\*\* Student identifies/explains three or more diagram components.  
 \*\* Student identifies/explains one or two diagram components.  
 \* Student cannot identify/explain any diagram component.

# Two-Step Directions

Standards Indicator  
**2.2.8**

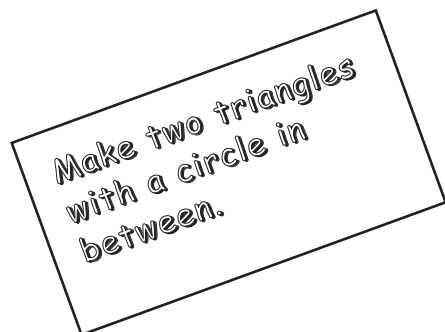
**Purpose:** Students will follow two-step written instructions.

**Materials:** paper, pen, crayons

**Pre-Activity Preparation:** Write a two-step direction for each student in the classroom on a separate sheet of paper. Make the directions easy enough for students to draw.

**Activity:**

1. Instruct students to stand up and twirl around three times. When students have finished twirling ask them to sit on their chairs and listen. Discuss the directions that were just given. Tell students that they followed two-step directions.
  2. Tell students that each will receive a paper with two-step directions written on it.
  3. Pass out two-step direction papers and crayons to students. Instruct each student to read and follow the directions.
- ☆ Collect the papers. Cut off the directions from each paper. Have students match the directions to the appropriate 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> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

- \*\*\* Student can read and follow two-step directions.  
\*\* Student can somewhat read and follow directions.  
\* Student cannot read or follow directions.

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

**Materials:** classroom library, sticky notes, paper, pencils, chalkboard/whiteboard

**Activity:**

1. Have students each choose a book that has some unfamiliar words in it.
2. Tell students that when they are reading they are to look for words that they do not know. When they find one, have students put a sticky note next to the word.
3. Tell students to look at the other words around the unfamiliar word and try to figure out what the word means. Have students write what they think the word means on the sticky note.
4. As a class, discuss the unfamiliar words and the context that was surrounding the word. Discuss what the word means and how they were able to gather meaning from the text even though they were not familiar with the word.
5. Have students record the words and/or definitions on a sheet of paper or in a word diary.



*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> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

- \*\*\* Student easily uses context to understand word and sentence meanings.
- \*\* Student uses context to understand word and sentence meanings with prompting.
- \* Student cannot use context to understand word and sentence meanings.

# If You Give the Teacher a Key Word

Standards Indicators  
**2.2.10, 2.3.5**

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

**Materials:** chart paper, marker, chalkboard/whiteboard, *If You Give a Mouse a Cookie* or any similar Laura Joffe Numeroff book

**Pre-Activity Preparation:** Write the following words on the board: *before, first, during, while, as, at the same time, after, then, next, at last, finally, now, when, because, since, therefore*

**Activity:**

1. Have students read the key words on the board and discuss how they are used in a sentence to tell that something else is going to happen.
  2. Tell students that you are going to read a story and they are to listen for the key words as you read.
  3. Have students raise their hands when they hear one of the key words from the board. (You may have to pause or prompt the class if they are missing the key words.)
  4. Read the story aloud, pausing periodically when you see hands in the air to ask if the class can predict what might happen next.
  5. Use the chart paper to write a story similar to *If You Give a Mouse a Cookie* together as a class. Make sure to use the key words listed on the board.
  6. Read the finished story together and circle the key words.
- ★ Challenge students to find the key words in other texts and predict what might happen next before reading on.



*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> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

\*\*\* Student can draw conclusions and confirm predictions about what will happen next in a text by identifying key words.  
 \*\* Student can draw conclusions and confirm predictions about what will happen next in a text by identifying key words with assistance.  
 \* Student cannot draw conclusions or confirm predictions about what will happen next in a text by identifying key words.

### Standard 3

#### READING: Literary Response and Analysis

Students read and respond to a wide variety of significant works 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 2, students 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

- 2.3.1 Compare plots, settings, and characters presented by different authors.  
*Example:* Read and compare *Strega Nona*, an old Italian folktale retold by Tomie DePaola, with *Ox-Cart Man* by Donald Hall.
- 2.3.2 Create different endings to stories and identify the reason and the impact of the different ending.  
*Example:* Read a story, such as *Fin M’Coul - The Giant of Knockmany Hill*, Tomie DePaola’s retelling of an Irish folktale. Then, discuss different possible endings to the story, such as how the story would change if Fin’s wife had not helped him or if Fin were not a giant.
- 2.3.3 Compare versions of same stories from different cultures.  
*Example:* Compare fairy tales and folktales that have been retold by different cultures, such as *The Three Little Pigs* and the southwestern/Latino version *The Three Little Javelinas* by Susan Lowell, or Cinderella and the African version, *Mufaro’s Beautiful Daughters* by John Steptoe.
- 2.3.4 Identify the use of rhythm, rhyme, and alliteration (using words with repeating consonant sounds) in poetry or fiction.  
*Example:* Listen to or read the rhymes for each letter of the alphabet in *A, My Name Is Alice* by Jane Bayer. Tell what effects the writer uses to make the poems fun to hear.
- 2.3.5 Confirm predictions about what will happen next in a story.
- 2.3.6 Recognize the difference between fantasy and reality.
- 2.3.7 Identify the meaning or lesson of a story.



# Answer Key (pages 131-138)

## Different Cinderellas

1. a story can be told differently
2. a wish come true
3. Sidney Rella never plays football.
4. nice
5. Answers may vary, but should show a difference in all three stories (e.g., They all have a different wish).

## The End of the Wish Fish

1. But Wish Fish got away with a "Whew!"
2. bike
3. wish on a star
4. Lew caught the fish
5. Answers may vary, but should be similar to: The Wish Fish got caught so it was the end of wishing on it.

## Sara's New Room

1. made a lot of noise
2. Sara's new room
3. because two people need a big room
4. "No," Daddy said. "The yellow room is for your brothers."
5. Answers may vary, but should be similar to: The girls would sleep in the green room and the brother would have the sunny yellow room.
6. Answers may vary, but should be similar to: Dear Mrs. White, Sara has a new house and a new bedroom. Her room is upstairs; it is yellow just like the sun. She has a window seat in her new room. She loves her new room, now she can sit in the window in the sunshine. You would love Sara's room too. Sincerely, Jordan.





# Reading Comprehension

Name:

Read silently and answer the questions following the story.

## Different Cinderellas

Do you know the story about Cinderella and her mean stepsisters? The stepsisters go off to a big dance. They make Cinderella stay home. She has to do all the dirty work.

Then a nice, magic lady comes along. She hears Cinderella make a wish. So she sends Cinderella to the dance, too. Cinderella meets a young prince there.

Writers still use this story idea today. Only they change it a little!

In one story, a boy named Sidney Rella dreams of playing football. Along comes a man with magic. Sidney's dream comes true.

Another story tells how a different girl gets her wish. Cinder Elly wants to swim in the Olympic Games. With some help, she gets to go. Cinder Elly wins the gold medal!

Now do you see how the same story can be told in different ways?



1 Someone would read this story to learn how \_\_\_\_\_.

- a story can be told differently
- to swim in the Olympic Games
- to be a good football player

2 Cinderella, Sidney Rella, and Cinder Elly all have \_\_\_\_\_.

- a game to play
- mean step sisters
- a wish come true

3

Which new ending would change the story the most?

- Cinderella dances at the party.
- Sidney Rella never plays football.
- Cinder Elly swims really fast.

4

A word in the story that is the *opposite* of mean is \_\_\_\_\_.

- nice
- wish
- tell

5

What is one way that the stories told here are different from each other?

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# Reading Comprehension

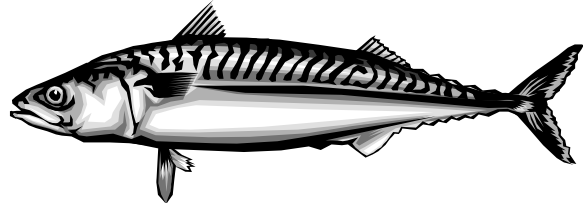
Name:

Read silently and answer the questions following the poem.

## The End of the Wish Fish

1

There once was a long silver fish.  
If you saw it, you got one free wish.  
You could wish what you'd like —  
For new skates or a bike!  
But please! Not for a fish on a dish!



2

There once was a cute kid named Kay.  
She spotted the fish one bright day.  
She wanted a bonnet  
And so wished upon it.  
She got what she wanted, they say.

3

There once was a lucky lad Lew.  
He loved fishing, as many kids do.  
He saw the long shiny fish!  
Then he made one last wish,  
Caught the fish, and left nothing for you.

1

Which of these last lines would change the poem the most?

- But Wish Fish got away with a “Whew!”
- And caught Wish Fish and other fish too.
- So there’s no wishing on Wish Fish for you!

2

What word in the poem rhymes with the word like?

- shiny
- bike
- fish

3

This poem is like stories where people \_\_\_\_\_.

- wish on a star
- swim in the ocean
- wear different hats

4

What happened to the long silver fish?

- The fish swam away on a bike.
- The fish became a lad named Lew.
- Lew caught the fish.

5

Why is the title of this poem a good title?

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# Reading Comprehension

Name:

Read silently and answer the questions following the story.

## Sara's New Room

Sara was excited about the new house. She ran upstairs to find her room.

Sara looked into a blue room. "This room is Daddy's and mine," Mother said.

Then Sara found a green room. "No," she thought. "This room is big. My two brothers need it."

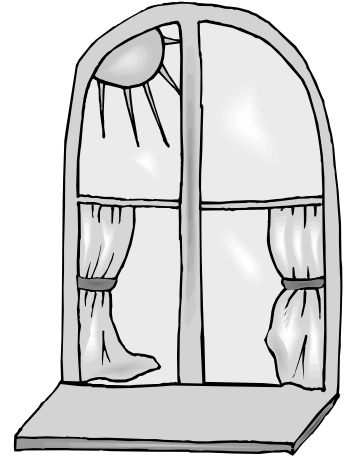
Next she saw a little yellow room. "This room is like the sun!" she said. "There's a seat in the window! I can sit in the sunshine."

Sara ran downstairs. Bamity-bamity-bamity bam!

"Slow down!" Daddy said.

"Come see my room!" Sara cried. She led him upstairs to the yellow room.

"Yes," Daddy said. "This will be Sara's room."



1 We can tell that when Sara ran down the stairs, she \_\_\_\_\_.

- was very quiet
- made a lot of noise
- was very careful

2 Someone would read this story to learn about \_\_\_\_\_.

- Sara's new room
- how to move
- different colors

**Reading Comprehension: Sara’s New Room: Teacher Directions**

Read the following directions aloud.

**Say:** You will be reading some information silently. When you are finished reading, answer questions one through four by filling in a circle next to the correct answer. You will fill in one circle for each question. You will write out the correct answer to questions five and six on the lines below each question.

3

Why did Sara think her brothers should have the green room?

- because her brothers like the color green
- because the two brothers were already in it
- because two people need a big room

4

Which new ending would change the story the most?

- “No,” Daddy said. “The yellow room is for your brothers.”
- “Okay,” Daddy said. “This will be Sara’s room.”
- Daddy said, “The yellow room is for Sara.”

5

How would the story be different if there were two sisters and one brother?

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6

In this story, Sara moves to a new house. Write to your teacher. Tell what Sara's new house looks like on the inside. Use words from the story to help you with your writing.

Write your answer in the space below.

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**Purpose:** Students will compare story elements by different authors.

**Materials:** grade level books with a similar theme (e.g., friendship), transparency, overhead projector, pencils, paper

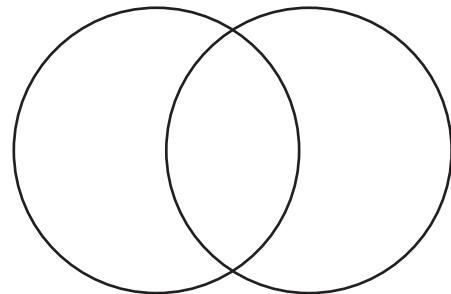
**Pre-Activity Preparation:**

1. Choose two books about friendship such as *We Are Best Friends* by Aliko, or *Chester's Way* by Kevin Henkes.
2. Make transparency of *Comparing Pals* chart on page 140.

**Activity:**

1. Tell students that they will be hearing two stories about friends and that friendship is the theme of both books. Tell students that a theme is what the story is about. Ask the class if they know any themes or subjects from books they have read.
2. Show the class the two books you are going to read. Explain that even though the books look different, there are similarities in the stories. Read one of the stories to the class. Display the *Comparing Pals* (p. 132) chart on the overhead. Complete the left side of the chart as a class. Next read the second story to the class. Complete the second half of the chart as a class.
3. Instruct students to review the chart to decide how the two stories are the same and different. Draw a Venn diagram on a transparency and ask students to help you write similarities in the middle (interlocking) sections and differences in the outer sections of the circles.

Venn Diagram



Aliko. (2001) *We Are Best Friends*. Addison-Wesley Educational Publishers, Inc.  
Henkes, Kevin. (1997) *Chester's Way*. HarperCollins Book 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> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

\*\*\* Student can state at least one similarity AND at least one difference between two stories.  
\*\* Student can state a similarity OR a difference between two stories.  
\* Student can not state a similarity or a difference between two stories.

Note: Adapt this chart for use with different themes.

➔ **COMPARING PALS** ➔  
Friendship Theme

Book Title: _____	Book Title: _____
Where does the story take place?	Where does the story take place?
Who are the characters that are friends in the book?	Who are the characters that are friends in the book?
How do you know the characters are good friends?	How do you know the characters are good friends?
What problem (or problems) do the friends have in the story?	What problem (or problems) do the friends have in the story?
How is the problem resolved?	How is the problem resolved?
Did you like this story? Tally:	Did you like this story? Tally:

How are the two stories about friends the same?

How are the two stories about friends different?

**Purpose:** Students will create different endings to familiar fairy tales and identify the reasons for the new endings.

**Materials:** copy of the fairy tale *Jack and the Beanstalk*, pencil, paper, chalkboard/whiteboard, copies of other familiar fairy tales

**Activity:**

1. Tell students that they will be discussing fairy tales. Make a list on the board of fairy tales they already know.
2. Read *Jack and the Beanstalk*. Question students about what happened at the end of the story. Ask if they think Jack should have taken things from the giant. Discuss how the story would be different if Jack didn't take the hen. Discuss how changing other things could change the ending. Brainstorm ideas for a different ending.
3. Ask students to think of fairy tales that could have different endings. Allow students time to browse through the collection of fairy tales for ideas.
4. Ask each student to raise his/her hand when he/she has chosen a tale to change and has a reason for changing it. After a student states his/her reason for changing the ending to a familiar tale, allow him/her to begin writing the new ending.
5. Share the "new" fairy tales 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> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

\*\*\* Student rewrites ending and identifies reason for the change.  
 \*\* Student rewrites ending but is unclear about the reason.  
 \* Student changes names, places, etc. but not the conclusion.

# Fast as You Can Folktales

Standards Indicators  
**2.3.3, 2.3.7**

**Purpose:** Students will compare versions of the same story from different cultures.

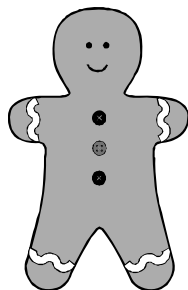
**Materials:** *Gingerbread Boy* variations, two transparencies/overhead projector, pencils, paper

**Pre-Activity Preparation:**

1. Choose one familiar and one unfamiliar variation of the gingerbread boy story.
2. Make a transparency of “*Fast as You Can*” *Folktales* comparison chart on page 143. See page 144 for examples of variations you might use.

**Activity:**

1. Read the least familiar variation of the *Gingerbread Boy* to the students. When finished, ask students if the story reminds them of any other stories they know.
  2. Read the more familiar version. Ask students to tell you what was similar and different in the two stories. Record these ideas on the blank transparency under the headings SIMILARITIES and DIFFERENCES.
  3. Complete the overhead transparency chart with students listing other similarities or differences.
- ★ Using the overhead, devise an outline (title, characters, etc.) for a new version of the folktale. Have students write their own versions using this outline or their own ideas.



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> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

\*\*\* Student states similarities and differences between culturally diverse versions of a story.  
 \*\* Student states similarities or differences between culturally diverse versions of a story.  
 \* Student does not compare culturally diverse versions of a story.

Name \_\_\_\_\_ Date \_\_\_\_\_

## “Fast as You Can” Folktales

Title:	Title:
Characters:	Characters:
Places characters go:	Places characters go:
Repeated phrase:	Repeated phrase:
Ending:	Ending:
Lesson/moral:	Lesson/moral:

## Teacher Directions

Make a transparency copy of the reproducible “*Fast as You Can*” *Folktales*. Choose one familiar and one unfamiliar variation of the *Gingerbread Boy* story to read to the class (see suggestions below). Read both variations to the class. Fill out the information in the comparison chart about both variations. Use the topics from the chart (title, characters, etc.) to create an outline for a new version of the folktale. Have students write their own versions using this outline or their own ideas.

Amoss, Berthe. (1999) *The Cajun Gingerbread Boy*. More Than A Card, Inc.  
Brett, Jan. (1999) *The Gingerbread Baby*. Penguin Putnam, Inc.  
Compestine, Ying Chang. (2001) *The Runaway Rice Cake*. Simon and Schuster Juvenile.  
Galdone, Paul. (2001) *The Gingerbread Boy*. Houghton Mifflin Company.  
Kimmel, Eric A. (2002) *The Runaway Tortilla*. Winslow Press.  
Takayama, Sandi. (1996) *Musubi Man*. Bess Press, Inc.

**Purpose:** Students will practice identifying rhythm in poetry.

**Materials:** poetry books, poems of varying rhythms, pencils

**Pre-Activity Preparation:** Gather poetry books (at least one for every two students) such as *The Beauty of the Beast* by Jack Prelutsky, ed. Select three-five poems with meter (cadence) that will be easy for students to identify such as nursery rhymes or limericks. Children’s poetry anthologies and Internet sites such as [www.poets.org](http://www.poets.org) are helpful resources.

**Activity:**

1. Tell students that today they will learn about rhythm. Tap a rhythm on a table. Ask students to echo the rhythm with clapping.
  2. Explain that words can have rhythm too. Discuss how poets use rhythm in poetry to make music with words. Instruct students to listen to the rhythm of the words as you read a sample poem. Select a line of the poem and ask students to repeat it after you with the same rhythm. Say the line again, omitting words, and show how this changes the rhythm. Share other poems and have the students echo various lines.
- ★ Clarify that rap music combines the rhythm of music and the rhythm of words—it is **Rhythm And Poetry!** Tell students that today they will be selecting poems to rap. Allow students time to read poetry books and select favorite poems. Assign students partners. Ask the partners to choose one of their poems to make a “rap”. Explain that they will have a short time to practice and then they can perform in front of the class. Reassure those who do not want to perform that they can read their poems to the class.

Prelutsky, Jack, ed. (1997) *The Beauty of the Beast*. Alfred A. Knopf Books for Young Readers.

*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> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

\*\*\* Student’s reading or performance reflects an understanding of rhythm and cadence.  
 \*\* Student’s reading or performance reflects a partial understanding of rhythm and cadence.  
 \* Student’s reading or performance reflects no understanding of rhythm and cadence.



# Changing Fantasies

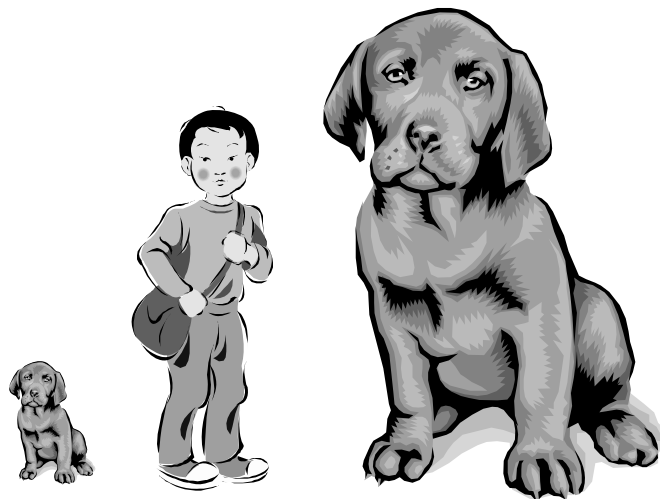
Standards Indicator  
**2.3.6**

**Purpose:** Students will recognize the difference between fantasy and reality.

**Materials:** *Clifford* books, classroom library

**Activity:**

1. Have students read *Clifford* books or any other fantasy stories.
  2. Tell students to find the fantasy parts of the story and change the fantasy parts to something that could really happen.
  3. Put students into small groups to share their new versions of the story.
  4. Give students paper and crayons/markers.
  5. Instruct students to draw their favorite part of the changed story and write what is happening on the bottom of the picture.
  6. Hang the pictures around the classroom for everyone to enjoy.
- ☆ Challenge students to sort classroom books into fantasy and reality groups.



*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> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

- \*\*\* Student easily recognizes the difference between fantasy and reality.
- \*\* Student recognizes the difference between fantasy and reality sometimes.
- \* Student does not recognize the difference between fantasy and reality.

# Slow and Steady Wins the Race

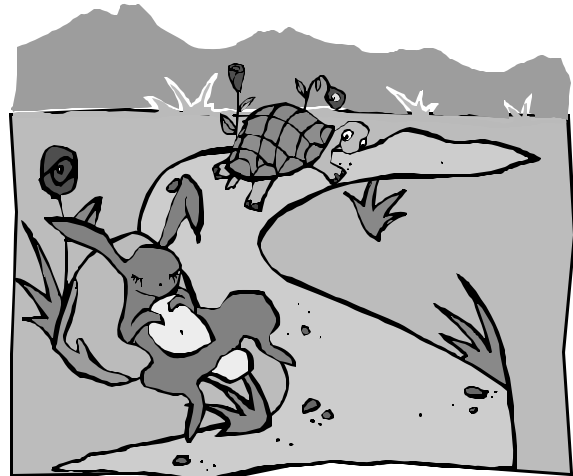
Standards Indicator  
**2.3.7**

**Purpose:** Students will identify the meaning or lesson of a story.

**Materials:** stories, chalkboard/whiteboard, paper, crayons, pencils, book binding materials  
e.g., yarn, hole punch

**Activity:**

1. Read the story *The Tortoise and the Hare* to students.
2. Write these two lessons on the board: *slow and steady wins the race* and *don't count your chickens before they hatch* (or *don't judge a book by its cover*).
3. Have students choose which of the above lessons would be true for *The Tortoise and the Hare*.
4. Discuss what each lesson means.
5. Have students make up a story that would go with *don't count your chickens before they hatch* or *don't judge a book by its cover*.
6. Have students read more stories and identify the lesson or meaning of each.
7. Instruct students to draw a picture of each story and write the lesson underneath it.
8. Bind the pages together and make a class book for all to enjoy.
9. Keep the book in the classroom library or put in the office for visitors to read while waiting.



*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> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

\*\*\* Student identifies the meaning or lesson of a story.  
 \*\* Student identifies the meaning or lesson of a story with prompting.  
 \* Student cannot identify the meaning or lesson of a story.



## **Standard 4**

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

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**

- 2.4.1 Create a list of ideas for writing.
- 2.4.2 Organize related ideas together to maintain a consistent focus.

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

- 2.4.3 Find ideas for writing stories and descriptions in pictures or books.
- 2.4.4 Understand the purposes of various reference materials (such as a dictionary, a thesaurus, or atlas).
- 2.4.5 Use a computer to draft, revise, and publish writing.

#### **Evaluation and Revision**

- 2.4.6 Review, evaluate, and revise writing for meaning and clarity.
- 2.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.
- 2.4.8 Revise original drafts to improve sequence (the order of events) or to provide more descriptive detail.







# Finding Information

Standards Indicator  
2.4.4

Name:

Read the following questions and answer them on the space provided.

1

What is a topic that interests you?

---

2

What could you find out about your topic in a **dictionary**?

---

---

---

3

What could you find out about your topic in an **encyclopedia**?

---

---

---

4

What could you find out about your topic in an **atlas**?

---

---

---

5

What could you find out about your topic in a **thesaurus**?

---

---

---



# Where Do You Look?

Standards Indicator  
2.4.4

Name:

Write a report about a monkey. Go to the library to find information. Read each question below and circle the correct answer.

1

Where would you look to find a picture of a monkey?

a phone book

a thesaurus

an encyclopedia

2

Where would you look to find out how to spell the plural form of *monkey*?

an atlas

a dictionary

a thesaurus

3

Where would you look to find a word that means the same as *big*?

a thesaurus

an atlas

a phone book

4

Where would you look to find a map of Africa?

a dictionary

a phone book

an atlas

5

Where would you look to find information about baby monkeys?

a dictionary

an atlas

an encyclopedia

# Revising Writing Checklist

Standards Indicators  
2.4.6-2.4.8

This checklist may be used with a specific writing activity or as a more informal checklist. You may also use it to keep notes and observations for skills that you observe throughout the year.

Student Name	Student Revises Writing to Improve Clarity and Meaning 2.4.6	Student Uses an Editing Checklist* 2.4.7	Student Revises Writing to Include Descriptive Details 2.4.8	Student Revises Writing to Improve Sequence 2.4.8

Additional Assessment

\*Student Checklist on pg 156.

# Proofreading Checklist

Standards Indicator  
2.4.7

Name:

When you have finished writing, use the following questions to help you make any changes. Read the questions below and circle your answer.

1

Did I spell all of the words correctly?

yes

no

2

Did I capitalize the first word of each sentence?

yes

no

3

Did I end each of my sentences with the correct punctuation?

yes

no

4

Did my sentences stay on the topic and make sense?

yes

no

5

Did I write complete sentences?

yes

no

6

Am I ready to have others read my draft to help me make sure my meaning is clear and that I have included important details?

yes

no

# Step 1 - Idea List

Standards Indicators  
2.4.1, 2.4.3

Name:

Look at the pictures and create a list of ideas. Write your ideas below. Use these ideas for a writing project.

1

Which season is the most fun? Why?

---

---

2

Which season has the best weather? Why?

---

---

3

Which season is the most beautiful? Why?

---

---

4

In which season are animals the busiest? Why?

---

---

5

Which season is your favorite? Why?

---

---

### **Writing Prompt Directions (pages 157-163)**

**Teachers:** Feel free to alter the graphic organizers along with this specific writing assignment in appropriate ways for your class. This assessment may need to be completed over several days. It will help you assess several Standard 4 Indicators. You may also use this as a template and choose another topic that is more relevant to your lesson plans.

**Directions:** Explain to students that they will be completing a writing project. It will include six different activities. After they finish Step 1, they will go to Step 2.

Have several pictures, depicting the four seasons, available for students.

#### **Writing Prompt - Step 1**

Tell students to look at the pictures and begin answering the questions on the Step 1 black line master (page 157). When they finish they may begin Step 2.

#### **Writing Prompt - Step 2**

**Teachers:** Explain to students that they will be completing the story web on page 159 to help them think of ideas for writing. Remind students to only put one idea per “web leg”. Go over the directions with the students.

#### **Writing Prompt - Step 3**

**Teachers:** Explain to students that they will be writing a couple of paragraphs about the topics they have chosen. Remind them to use the ideas that they wrote about in their graphic organizers. Review the directions at the top of the page.

#### **Writing Prompt - Step 4**

**Teachers:** Explain to students that when they finish writing they need to check their work. Have students use the Proofreading Checklist to look for errors. You may wish to go over each of the things they will be looking for during their reviews. After they finish checking they can make their changes and complete their rewrite in Step 5.

#### **Writing Prompt - Step 5**

**Teachers:** Review the directions on the sheet with the students. Remind them to use their best handwriting.

#### **Writing Prompt - Step 6**

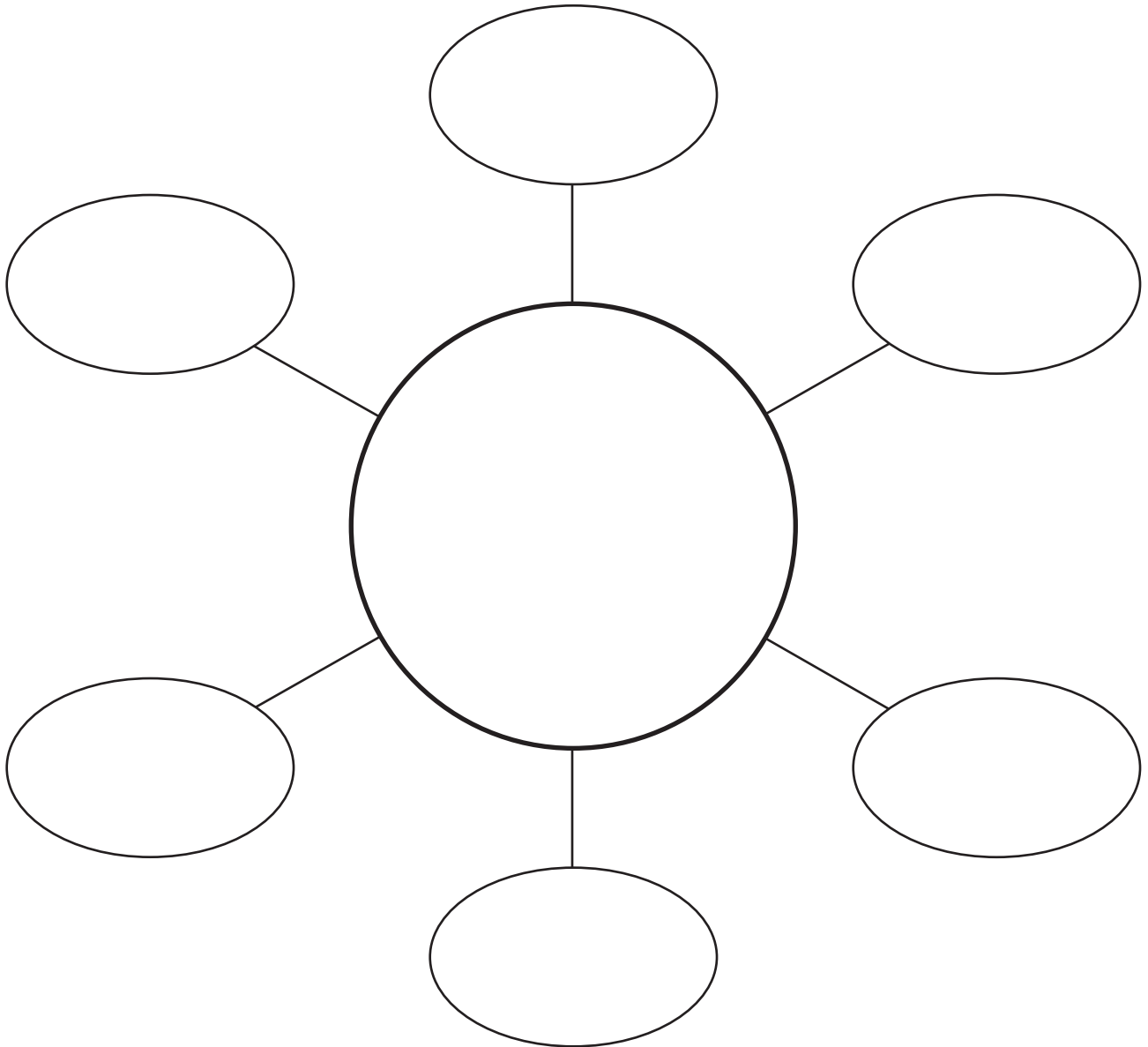
**Teachers:** You may wish to set up a procedure for this editing step in your classroom. For example, students will have “editing partners” with whom they trade papers.

Explain to students that when they finish writing, they need to have someone else check their work. You may wish to go over each of the things they will be looking for during their reviews. After they receive their papers back, they need to correct the items that their classmates found.

# Step 2 - Story Web

Standards Indicator  
2.4.2

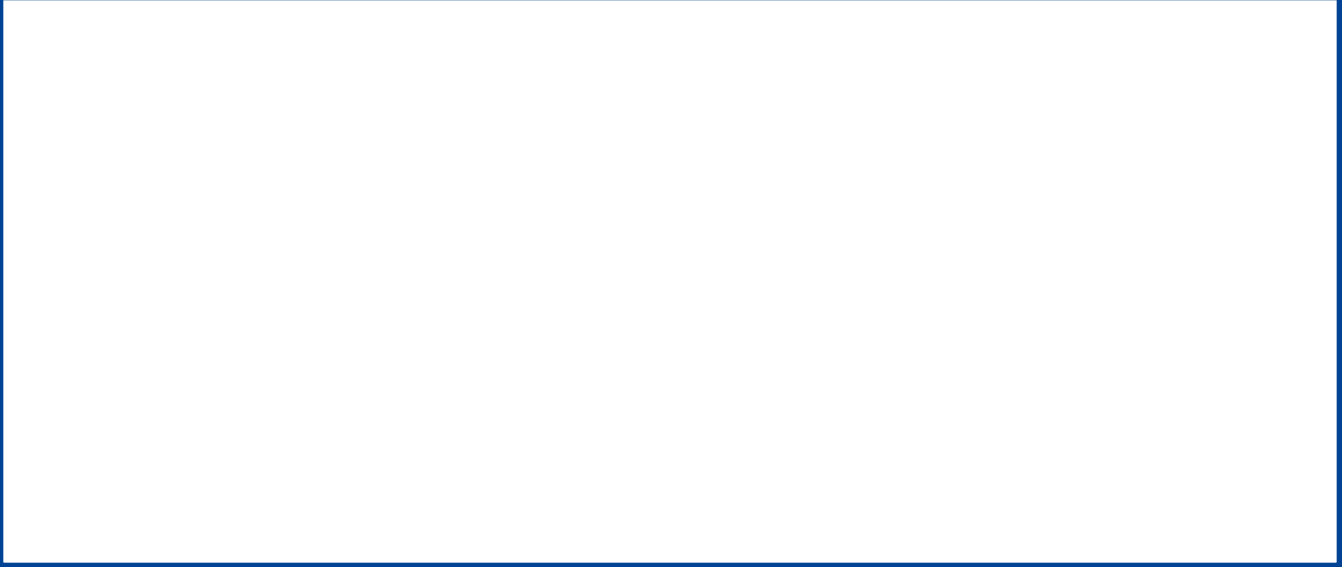
Choose one idea from Step 1 that you would like to write about. Put this idea (your main idea) and details into a story web. Write the main idea in the center (circle) of the web. Write details about the main idea on the legs (ovals) of the web.



# Step 3 - Draw and Write

Standards Indicator  
2.4.2

Draw and write. Draw a picture of your main idea in the box. Use your ideas to write a story about the main idea, on the lines below this box. Be sure to include ideas and details from your story web.



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

## Step 4 - Proofreading Checklist

Standards Indicator  
2.4.7

Proofread your writing using the checklist below.

1	Did I write about my picture? yes                      no
2	Did I spell all the words correctly? yes                      no
3	Did I capitalize the first word of each sentence? yes                      no
4	Did I use correct end punctuation? yes                      no
5	Did I add details? yes                      no
6	Did I use my best handwriting? yes                      no



# Step 5 - Final Draft

Standards Indicators  
2.4.6, 2.4.8

Rewrite your story to provide more details and/or correct any mistakes from the Proofreading Checklist.

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline, repeated 15 times.

# Step 6 - Editing Partners

Standards Indicator  
2.4.7

Have a classmate proofread your writing using the following checklist. Make any changes that you need to on your final paper.

1	Is the writing about the picture? yes                      no
2	Is the main idea supported by details? yes                      no
3	Is the first word of each sentence capitalized? yes                      no
4	Is there punctuation at the end of each sentence? yes                      no
5	Is the spelling correct? yes                      no
6	Is the handwriting easy to read? yes                      no



**Purpose:** Students will organize related ideas together to maintain a consistent focus in their writing.

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

**Pre-Activity Preparation:** Draw a simple word web diagram on the board, leaving the center blank, and drawing five or six legs protruding from the center.

**Activity:**

1. Tell students that they are each going to write a paragraph about a specific topic, but before they begin writing they need to organize their thoughts. Have students brainstorm different ideas for the class to write about. Tell students to think of something simple and familiar to everyone. Take a vote to select the favorite topic.
  2. Write the main idea in the center of the web on the board (e.g., puppies). Explain to students that now they need to add details describing what puppies are like.
  3. Have students express what they know about puppies. Write each idea on one of the legs of the web. Add as many legs as needed to list all of the details.
  4. Have each student use these details to write a paragraph about puppies. Clarify how important it is to write ideas that relate to the main topic and keep the focus on the main topic.
- ★ Have each student make a web and fill in the main idea and supporting details. Ask each student to trade his/her web with a classmate. Have students write paragraphs using each other's ideas. Encourage students to let their classmates know if their webs aren't detailed enough to make paragraphs, and to work together to make more detailed webs.

*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> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

- \*\*\* Student can make a web and write a paragraph with focused details.
- \*\* Student's web and paragraph are somewhat focused.
- \* Student's web and paragraph have many ideas and are not focused.

# An Invitation to Write

Standards Indicators  
**2.4.6, 2.4.8**

**Purpose:** Students will review and revise writing to improve clarity and meaning.

**Materials:** chart paper, construction paper, markers, previously written student drafts, pencils

**Pre-Activity Preparation:**

1. Write a non-detailed paragraph on chart paper (e.g., *My Trip I had a great trip. It was fun. I liked it.*).
2. Create an invitation by folding and decorating a piece of construction paper. Write the words “Come to My Party” on the front. Leave the inside blank.

**Activity:**

1. Show students the party invitation and ask what is missing. Discuss details such as when, where, or who the party is for. Discuss how details and clear writing help us understand what we read. Explain that paragraphs need information just like invitations do.
2. Read the chart paper paragraph and have students ask for more details (e.g., *Where did you go?*). Write down the student questions. Add details to the paragraph by answering as many of the listed questions as possible.
3. Form groups of four to five students. Tell students they will help each other write more detailed papers. Ask each student to pass his/her draft to a student in the group. Have each student read a draft and write one question on the bottom of the draft. Ask students to switch papers again and repeat the activity until everyone in the group has written a question on each draft.
4. Pass drafts back to the owners and instruct students to revise their papers by adding information that will answer the questions written on the bottom.
5. Select a few drafts and revised papers to share with the class. Read them in random order to see if the class can guess which are the first drafts and which have been rewritten for clarity.

*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> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

\*\*\* Student reviews and evaluates others writing AND is able to revise writing by adding details.

\*\* Student reviews and evaluates others writing AND/OR revises writing by adding detail that answers only one question.

\* Student cannot review and evaluate others’ writing AND cannot add details to draft.

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

At Grade 2, students are introduced to letter writing. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Students continue to write simple rhymes and poems. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 – Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

In addition to producing the different writing forms introduced in earlier grades, Grade 2 students use the writing strategies outlined in Standard 4 – Writing Processes and Features to:

- 2.5.1 Write brief narratives based on experiences that:
- move through a logical sequence of events (chronological order, order of importance).
  - describe the setting, characters, objects, and events in detail.
- Example:* Write a story about an experience that took place during a certain season in the year: spring, summer, fall, or winter. Tell the story in the order that it happened and describe it in enough detail so that the reader can picture clearly the place, people, and events.
- 2.5.2 Write a brief description of a familiar object, person, place, or event that:
- develops a main idea.
  - uses details to support the main idea.
- Example:* Write a descriptive piece on a topic, such as *Houses Come in Different Shapes and Sizes*.
- 2.5.3 Write a friendly letter complete with the date, salutation (greeting, such as *Dear Mr. Smith*), body, closing, and signature.
- Example:* Write a letter to the police department in your town asking if someone can come to your classroom to talk about bicycle safety.
- 2.5.4 Write rhymes and simple poems.
- 2.5.5 Use descriptive words when writing.
- 2.5.6 Write for different purposes and to a specific audience or person.
- Example:* Write a description of your favorite book to recommend the book to a friend.
- 2.5.7 Write responses to literature that:
- demonstrate an understanding of what is read.
  - support statements with evidence from the text.
- Example:* Write a description of your favorite character in a book. Include examples from the book to show why this character is such a favorite.

**Research Application**

2.5.8 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:

- uses a variety of resources (books, technology, pictures, charts, tables of contents, diagrams) and documents sources (titles and authors).
- organizes information by categorizing it into single categories (such as size and color) or includes information gained through observation.

*Example:* After making observations and completing research at the library, write a report about animals that live in water or about different modes of transportation.

# My Best Day - Writing Prompt

Standards Indicators  
2.5.1

Name:

Write about your best day ever. Think of the best day you've ever had, or imagine the best day you could ever have. Describe your day from morning to night.

---

Use this space to plan your writing. Then write about your best day on the back of this paper.

- Where are you during your best day?
- What do you do? What happens first? Next? Last?
- Who is with you?
- Why is this the best day ever?

## My Best Day - Writer's Checklist

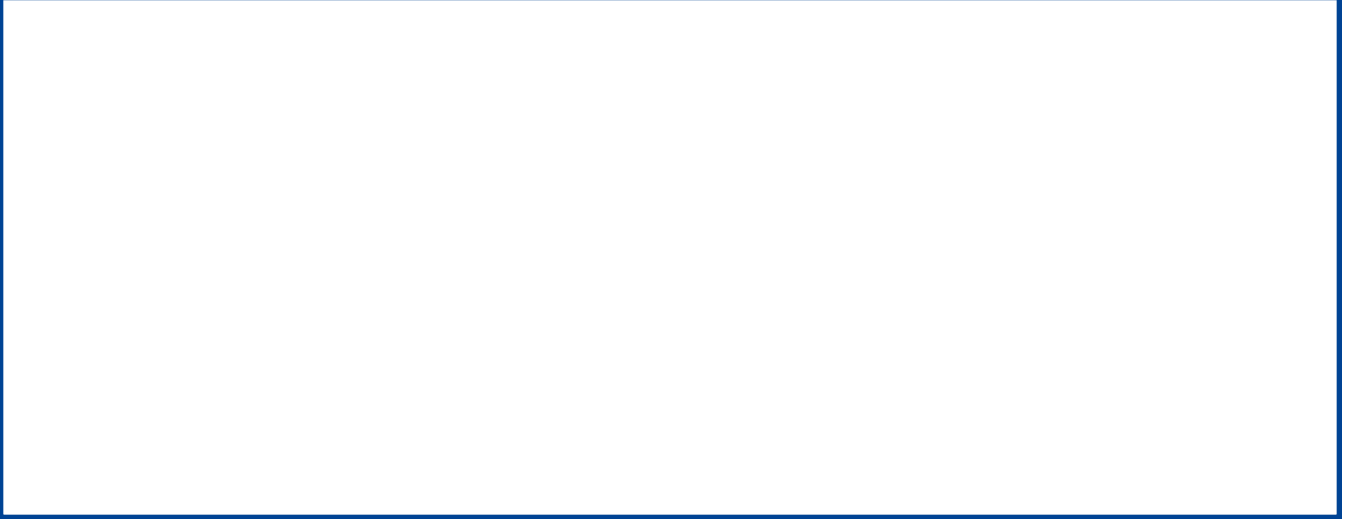
Use this Writer's Checklist after you write on the back.

- Did I write about the best day ever?
- Did I write about the day in the right order?
- Did I add details?
- Did I spell all the words correctly?
- Did I capitalize the first word of each sentence?
- Did I use correct end punctuation?
- Did I use my best handwriting?



# My Best Day - Draw and Write

Draw and write. Draw a picture of what you are doing on your best day ever. Underneath the picture, write about what is happening. Be sure to include ideas and details from your plan.



Handwriting practice lines consisting of multiple sets of solid top and bottom lines with a dashed midline.

Now complete the Writer's Checklist.

# My Favorite Thing - Writing Prompt

Standards Indicators  
2.5.2

Name:

Write about your favorite object. Think of the one thing you own that you love most. It can be a book, a stuffed animal, a picture, or whatever you choose. Describe what it looks like and why it means so much to you.

---

Use this space to plan your writing. Then write about your favorite thing on the back of this paper.

- What is the object? What does it look like?
- Why is it so special?
- Where did you get it?
- When do you like to have it near you?

## My Favorite Thing - Writer's Checklist

Use this Writer's Checklist after you write on the back.

- Did I write about my favorite object?
- Did I use details to support the main idea?
- Did I spell all the words correctly?
- Did I capitalize the first word of each sentence?
- Did I use correct end punctuation?
- Did I use my best handwriting?

# My Favorite Thing - Draw and Write

Draw and write. Draw a picture of your favorite object. Underneath the picture, write about your favorite object. 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.

Now complete the Writer's Checklist.

# I Want to be Like - Writing Prompt

Standards Indicators  
2.5.2

Name:

Write about someone you admire. Describe who this person is and why you want to be just like him or her.

---

Use this space to plan your writing. Then write your paragraph on the back of this paper.

- Who is the person you want to be like?
- What do you like most about this person?
- Where do you see this person?
- Why do you want to be like him or her?

## I Want to be Like - Writer's Checklist

Use this Writer's Checklist after you write on the back.

- Did I write about a person I want to be like?
- Did I add details?
- Did I spell all the words correctly?
- Did I capitalize the first word of each sentence?
- Did I use correct end punctuation?
- Did I use my best handwriting?

# I Want to be Like - Draw and Write

Draw and write. Draw a picture of the person you want to be like. Underneath the picture, write about why you like this person so much. 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.

Now complete the Writer's Checklist.

# Writing Rubric

This rubric may be used with a specific writing activity or as a more informal checklist. You may also date the skills and update as the student progresses in his/her writing to show improvements.

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

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

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

	<b>Ideas</b> 2.4.2, 2.5.2, 2.5.5	<b>Organization</b> 2.5.1, 2.5.2	<b>Sentence Structure</b> 2.5.5, 2.6.2, 2.6.3, 2.6.4	<b>Grammar</b> 2.6.4, 2.6.5, 2.6.6, 2.6.7, 2.6.8, 2.6.9
<b>4</b>	Student is creative and detailed, stays on topic with details that support main ideas.	Student is clearly organized and uses correct sequence of events.	Student writes clear, complete, and descriptive sentences.	Student consistently uses correct grammar and spelling.
<b>3</b>	Student's writing stays on topic and has some details to support main ideas.	Student's writing shows a good attempt at introduction, body, and conclusion.	Student mostly uses complete, descriptive sentences.	Student usually displays capitalization, correct spelling, and punctuation.
<b>2</b>	Student's writing includes some details, but moves away from topic.	Student needs better organization.	Student often uses incomplete, unclear sentences.	Student's writing has many errors in capitalization, punctuation, and spelling.
<b>1</b>	Student does not develop topic and lacks details.	Student's writing has no introduction, body, or conclusion and lacks organization.	Student uses incomplete sentences and lacks description.	Student's writing lacks proper use of grammar skills.
<b>Score</b>				

# Writing Checklist

This checklist may be used with a specific writing activity or as a more informal checklist. You may also date the skills and update as the student progresses in his/her writing to show improvements.

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

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

Criteria	almost always	sometimes	almost never
Student organizes ideas before writing. 2.4.2			
Student stays on topic. 2.4.2			
Student uses details that support topic. 2.5.1, 2.5.2			
Student uses complete sentences. 2.6.2			
Student uses correct capitalization. 2.6.7			
Student uses correct punctuation. 2.6.5, 2.6.6			
Student uses grammar correctly. 2.6.3, 2.6.4			
Student spells words correctly. 2.6.8, 2.6.9			
Student uses computer to draft and revise. 2.4.5			
Student uses computer to publish. 2.4.5			

# Letter Writing - Option A

Standards Indicators  
2.5.3, 2.5.5, 2.5.6

Name:

Write a letter to a friend that tells about your favorite book. Explain what the book is about, and recommend that your friend read it.

---

Use this space to plan your writing. Then write your letter on the back of this paper.

- What is the name of your book?
- What is the book about?
- Where does the story take place?
- Who are the characters?
- Why did you like it so much?

---

Write your letter on the back of this paper.

Use this Writer's Checklist after you write.

- Did I write the date at the top?
- Did I include a greeting?
- Did the body of the letter explain the book?
- Did I use descriptive words?
- Did I include a closing and my name?



# Letter Writing - Option A

Standards Indicators  
2.5.3, 2.5.5, 2.5.6

Write your letter here. Be sure to include ideas from your plan. Use the Writer's Checklist when you are done.

Handwriting practice lines for letter writing, consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid). The lines are arranged in a series of rows, with the first two rows being shorter than the others. The final row is indented further to the right.

# Letter Writing - Option B

Standards Indicators  
2.5.3, 2.5.5, 2.5.6

Name:

Write a letter to a police officer to ask if he/she will visit your classroom and talk about bicycle safety.

---

Use this space to plan your writing.

- Why should a police officer visit your classroom?
- Where could the police officer come for the visit?
- When could the police officer come to your class?
- Why is it important to learn about safety?
- Why would the police officer be a good person to talk about bike safety?

---

Write your letter on the back of this paper.

Use this Writer's Checklist after you write.

- Did I write the date at the top?
- Did I include a greeting?
- Did the body of the letter ask the police officer to come to my classroom?
- Did I describe why the police officer should come?
- Did I include a closing and my name?

# Letter Writing - Option B

Standards Indicators  
2.5.3, 2.5.5, 2.5.6

Write your letter here. Be sure to include ideas from your plan. Use the Writer's Checklist when you are done.

Handwriting practice lines for letter writing, consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid). The lines are arranged in a grid-like pattern across the page, with some lines starting further to the right to create an indented area for the letter body.

# Letter Writing Rubric

This rubric may be used with a specific writing activity or as a more informal checklist. You may also date the skills and update as the student progresses in his/her writing to show improvements.

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

Writing Topic: \_\_\_\_\_

	<b>Letter Writing Format</b> 2.5.3	<b>Sentence Structure</b> 2.6.2, 2.6.3	<b>Spelling and Grammar</b> 2.6.4, 2.6.8, 2.6.9	<b>Body of the Letter</b> 2.4.2
<b>3</b>	Student uses correct letter writing format.	Student uses good sentence structure with few/no errors.	Student has few or no grammar and spelling errors.	Student displays good use of body to explain purpose of letter.
<b>2</b>	Student uses correct letter format with some errors.	Student has some sentence structure errors.	Student has some grammar and spelling errors.	Body of letter is vague in explanation of purpose.
<b>1</b>	Student does not use correct letter writing format.	Student does not use correct sentence structure.	Student has many grammar and spelling errors.	Body of letter does not explain purpose of letter.
<b>Score</b>				

# Rhyming Poetry Writing Rubric

This rubric may be used with a specific writing activity or as a more informal checklist. You may also date the skills and update as the student progresses in his/her writing to show improvements.

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

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

Writing Topic: \_\_\_\_\_

	<b>Ideas</b> 2.5.4, 2.5.5	<b>Rhymes</b> 2.5.4	<b>Grammar</b> 2.6.2, 2.6.3, 2.6.4, 2.6.7, 2.6.8, 2.6.9
<b>3</b>	Student's writing is creative, uses good descriptors, and writes on topic.	Student's writing uses 3 or more rhyming words.	Student's writing displays correct grammar and spelling.
<b>2</b>	Student uses few descriptors, and writes on topic.	Student's writing uses 1-2 rhyming words.	Student's writing displays mostly correct grammar and spelling.
<b>1</b>	Student does not write about given topic.	Student does not use rhyming words.	Student's writing has many errors in grammar and spelling.
<b>Score</b>			

# Rhyme Prompt

Standards Indicators  
2.5.4, 2.4.1

Name:

Write a rhyming poem about a bee that is sitting on your knee.

---

Use this space to make a list of words that rhyme with bee. Then write your rhyming poem on the back of this paper.

## A Bee on My Knee - Writer's Checklist

Use this Writer's Checklist after you write on the back.

- Did I write about a bee?
- Did I spell words correctly?
- Did I capitalize the first word of each phrase?
- Did I use rhyming words?
- Did I use my best handwriting?

# A Bee on My Knee - Draw and Write

Write a poem about the bee. Include some rhyming words from your list. Draw a picture about your poem. Complete the Writer's Checklist on the front.



Handwriting practice lines consisting of multiple sets of solid top and bottom lines with a dashed midline.

# Rhyme Prompt

Standards Indicators  
2.5.4, 2.4.1

Name:

Write a rhyming poem about a rat inside your hat.

---

Use this space to make a list of words that rhyme with rat. Then write your rhyming poem on the back of this paper.

## A Rat in My Hat - Writer's Checklist

Use this Writer's Checklist after you write on the back.

- Did I write about a rat?
- Did I use rhyming words?
- Did I spell words correctly?
- Did I capitalize the first word of each line?
- Did I use my best handwriting?



# A Rat in My Hat - Draw and Write

Write a poem about the rat. Include some rhyming words from your list. Draw a picture about your poem. Complete the Writer's Checklist on the front.



Handwriting practice lines consisting of multiple sets of solid top and bottom lines with a dashed midline.

# Literary Response Rubric

This rubric may be used with a specific writing activity or as a more informal checklist. You may also date the skills and update as the student progresses in his/her writing to show improvements.

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

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

Writing Topic: \_\_\_\_\_

	Comprehension 2.5.7	Organization 2.5.7	Focus 2.5.6
3	Written response demonstrates a clear understanding of the question and of the text read.	Response provides substantial support for conclusions with specific evidence from the text.  (E.g., "I like the character Georgie best because he was funny and clever. He was funny when he played with the kids at the circus and made them laugh. He was clever when he invented the homework machine.")	Response is focused on the question or prompt assigned.
2	Written response demonstrates some understanding of the question and text read.	Response provides some support for conclusions with some evidence from the text.  (E.g., "I like Georgie because he is funny.")	Response is somewhat focused on the question or prompt assigned.
1	Written response demonstrates little or no understanding of the question or text read.	Response is not supported with any evidence from the text.  (E.g., "I like Georgie best. He was the best person in the book.")	Response does not address the question or prompt assigned.
Score			

# Research Application Rubric

This rubric may be used with a specific writing activity or as a more informal checklist. You may also date the skills and update as the student progresses in his/her writing to show improvements.

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

Writing Topic: \_\_\_\_\_

	Resources 2.5.8	Research Topic 2.5.8	Documentation 2.5.8	Information 2.5.8
3	Student uses three or more resources to write report.	Student has a defined topic and sticks with the topic.	Student records author and title of resources.	Student report demonstrates a strong understanding of the information gathered.
2	Student uses one to two resources to write report.	Student has a defined topic, but strays sometimes.	Student records either title or author of resources.	Student report demonstrates a basic understanding of the information gathered.
1	Student does not use any resources to write report.	Student does not have a clearly defined topic.	Student does not record author or title of resources.	Student report shows no understanding of the information gathered.
Score				

**Purpose:** Students will practice writing descriptive paragraphs that have main ideas and supporting detail statements.

**Materials:** transparency, overhead projector, chalkboard/whiteboard, paper, pencils

**Pre-Activity Preparation:** Write a sample descriptive paragraph (five to six sentences) on a transparency.

**Activity:**

1. Draw a large star on the board. Discuss how stars are used to represent good quality (e.g., all-star, starring role).
  2. Explain to students that they are going to use the star's shape to help them create good quality writing. Write *main idea* in the middle of the star on the chalkboard. Have students explain what *main idea* means. Write *detail* on each point of the star. Have students explain what *details* are. Tell students that good, descriptive writing has a main idea that is supported by many details.
  3. Display the sample paragraph on the overhead. Read the paragraph as a class. Ask students what the *main idea* is in the paragraph. Explain how the rest of the details relate to the main idea and give more information, using descriptive words. Fill in another star diagram for your paragraph.
  4. Tell students that they are going to practice writing a descriptive paragraph with a main idea and supporting details together as a class.
  5. Draw a new star on the board. Have students suggest a main idea for the center. Encourage students to give supporting details. Write the details on the points of the star. Have students help you write a paragraph on the board. Use the main idea and details from the star.
  6. Have students make their own stars and fill in the main ideas and supporting details. Tell students to write paragraphs using the information outlined in their stars.
- ★ Have students read published short stories and find main ideas and supporting 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> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

\*\*\* Student's paragraph contains a main idea and at least three supporting sentences.  
 \*\* Student's paragraph contains a main idea and one-two supporting sentences.  
 \* Student's paragraph does not have a main idea.

# “I See Something...”

Standards Indicator  
**2.5.5**

**Purpose:** Students will write brief descriptions that include main ideas supported by descriptive details.

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

**Activity:**

1. Play the game “*I see something ...*” with the class. Choose a familiar classroom object, state its purpose, and then give descriptive details about it. Allow students to guess what object you are describing. Ask students how they figured out what object you were describing.
2. Discuss the importance of descriptive words. Brainstorm categories of details such as *color, size, shape, made of, and reminds me of* and write them on the board.
3. Have each student choose a familiar object to describe. Tell each student to write a statement about the purpose or use of the object. Have students write sentences that include a minimum of three details about their objects.
4. Allow students to share their descriptions by continuing to play the game “*I see something...*” with their peers. Note: This activity could be repeated with descriptions of people, places, or events.



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> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

\*\*\* The student’s description states the purpose of the object AND includes three or more descriptive details.

\*\* The purpose is not clear OR fewer than three supportive details are given.

\* No purpose is included AND fewer than three details are given.

**Purpose:** Students will write responses to literature that demonstrate an understanding of what is read and support them with evidence from the text.

**Materials:** classroom library, paper, pencils

**Activity:**

1. Make sure each student has paper and a pencil.
2. Have each student choose a character in a familiar story that reminds him/her of him/herself.
3. Tell each student to write a description of that character.
4. Have each student write about how he/she is similar to the character, including examples from the story.
5. Have each student write the name of the book and author on his/her paper.
6. Divide students into small groups to share characters with each other.



*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> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

\*\*\* Student writes responses to literature that demonstrate an understanding of what is read and can support it with evidence from the text.  
 \*\* Student writes responses to literature that demonstrate an understanding of what is read and can support it with evidence from the text with assistance.  
 \* Student has trouble writing responses to literature that demonstrate an understanding of what is read and cannot support it with evidence from the text.

# Information Double Dip

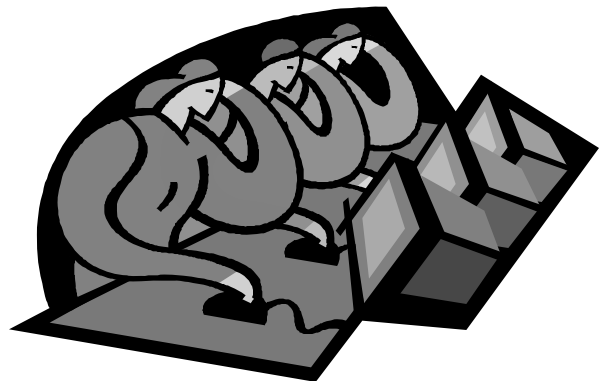
Standards Indicator  
**2.5.8**

**Purpose:** Student will write a research paper that has been developed by researching a variety of resources.

**Materials:** Library research materials, paper, pencils, *Information Double Dip* black line master (page 193)

**Activity:**

1. Have each student choose a sport or animal that he or she would like to research.
2. Have each student research the chosen topic using at least two sources for information.
3. Make sure each student chooses one source from the library or Internet (technology) and one source that is a picture, chart, or diagram.
4. Have each student research the topic and then complete the *Information Double Dip* black line master to document the information and write about 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> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

\*\*\* Student can write a research paper that has been developed by researching a variety of sources.  
 \*\* Student can write a research paper that has been developed by researching a variety of sources with help.  
 \* Student cannot write a research paper that has been developed by researching a variety of sources.

Name \_\_\_\_\_ Date \_\_\_\_\_

## Information Double Dip

Topic \_\_\_\_\_

Information Source I \_\_\_\_\_ (book/technology)

Notes:

---

---

Information Source II \_\_\_\_\_ (picture, chart, diagram or observation)

Notes:

---

---

Report:

---

---

---

---

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## Standard 6

### WRITING: English Language Conventions

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

#### Handwriting

2.6.1 Form letters correctly and space words and sentences properly so that writing can be read easily by another person.

#### Sentence Structure

2.6.2 Distinguish between complete (*When Tom hit the ball, he was proud.*) and incomplete sentences (*When Tom hit the ball.*)

2.6.3 Use the correct word order in written sentences.

#### Grammar

2.6.4 Identify and correctly write various parts of speech, including nouns (words that name people, places, or things) and verbs (words that express action or help make a statement).

Example: Identify the noun and verb in a sentence, such as *Maria* (noun) *and a friend* (noun) *played* (verb) *for a long time.*

#### Punctuation

2.6.5 Use commas in the greeting (*Dear Sam,*) and closure of a letter (*Love,* or *Your friend,*) and with dates (*March 22, 2000*) and items in a series (*Tony, Steve, and Bill*).

2.6.6 Use quotation marks correctly to show that someone is speaking.

- Correct: “You may go home now,” she said.
- Incorrect: “You may go home now she said.”

#### Capitalization

2.6.7 Capitalize all proper nouns (names of specific people or things, such as *Mike*, *Indiana*, *Jeep*), words at the beginning of sentences and greetings, months and days of the week, and titles (*Dr.*, *Mr.*, *Mrs.*, *Miss*) and initials in names.

#### Spelling

2.6.8 Spell correctly words like *was*, *were*, *says*, *said*, *who*, *what*, and *why*, which are used frequently but do not fit common spelling patterns.

2.6.9 Spell correctly words with short and long vowel sounds (*a*, *e*, *i*, *o*, *u*), *r*-controlled vowels (*ar*, *er*, *ir*, *or*, *ur*), and consonant-blend patterns (*bl*, *dr*, *st*).

- short vowels: actor, effort, ink, chop, unless
- long vowels: ace, equal, bind, hoe, use
- *r*-controlled: park, supper, bird, corn, further
- consonant blends: blue, crash, desk, speak, coast



# Answer Key (pages 199-210)

## Complete Sentences A (page 199)

1. A
2. B
3. C
4. A
5. B
6. A

## Complete Sentences B (page 200)

1. A
2. B
3. B
4. A
5. C
6. B

## Sentence Word Order A (page 201)

1. Jared ran home for lunch.
2. Steve's hat is too big.
3. The leaves blew away.
4. The hen laid four eggs.
5. Billy's shoelace was untied.
6. Carlo was eating the apple.

## Sentence Word Order B (page 202)

1. Rosa wanted to go home.
2. Andre's dog is so big.
3. The rabbit hopped away.
4. My jacket is too big.
5. For my birthday I want a new bike. or I want a new bike for my birthday.
6. My dog hides from thunder.

## Parts of Speech A (page 203)

1. C
2. B
3. A
4. B
5. C
6. B

## Parts of Speech B (page 204)

1. C
2. A
3. A
4. B
5. C
6. B

# Answer Key (pages 199-210)

## Commas and Quotation Marks A (page 205)

1. B
2. B
3. A
4. A
5. C
6. A

## Commas and Quotation Marks A (page 206)

1. C
2. B
3. B
4. C
5. A
6. B

## Capitalization A (page 207)

1. C
2. B
3. C
4. C
5. B
6. A

## Capitalization B (page 208)

1. C
2. A
3. C
4. B
5. C
6. A

## Spelling A (page 209)

1. A
2. B
3. C
4. A
5. C
6. B
7. B

## Spelling B (page 210)

1. A
2. C
3. B
4. A
5. B
6. C
7. A

# Complete Sentences - A

Standards Indicator  
2.6.2

Name:

Read the directions and fill in the circle next to the correct answer.

1	<p>Choose the complete sentence.</p> <p>Ⓐ Stan had a big dog. Ⓑ Stan's big dog. Ⓒ Where the big tree is.</p>
2	<p>Choose the complete sentence.</p> <p>Ⓐ Ling's bug caught. Ⓑ Ling caught a bug. Ⓒ Ling a big bug.</p>
3	<p>Choose the complete sentence.</p> <p>Ⓐ Fell down in the wind. Ⓑ Tree in the wind down. Ⓒ The tree fell down in the wind.</p>
4	<p>Choose the complete sentence.</p> <p>Ⓐ My bike is broken. Ⓑ My broken bike. Ⓒ My bike broken.</p>
5	<p>Choose the complete sentence.</p> <p>Ⓐ The yummy picnic today. Ⓑ The picnic was yummy. Ⓒ The was yummy today.</p>
6	<p>Choose the complete sentence.</p> <p>Ⓐ Lela fell asleep quickly. Ⓑ Lela asleep quickly. Ⓒ Lela will asleep quickly.</p>

# Complete Sentences - B

Standards Indicator  
2.6.2

Name:

Read the directions and fill in the circle next to the correct answer.

1

Choose the complete sentence.

- Ⓐ Jose won a big trophy.
- Ⓑ Jose's big trophy.
- Ⓒ Won a big trophy.

2

Choose the complete sentence.

- Ⓐ The hopped away really fast.
- Ⓑ The rabbit hopped away.
- Ⓒ The rabbit away really fast.

3

Choose the complete sentence.

- Ⓐ My dog from home.
- Ⓑ My dog ran away.
- Ⓒ My ran away from me.

4

Choose the complete sentence.

- Ⓐ Seven birds flew overhead.
- Ⓑ Seven big birds overhead.
- Ⓒ Seven birds over the house.

5

Choose the complete sentence.

- Ⓐ The sun hot today.
- Ⓑ The hot was too.
- Ⓒ The sun was too hot.

6

Choose the complete sentence.

- Ⓐ Leroy lost his new.
- Ⓑ Leroy lost his kite.
- Ⓒ Leroy his new kite.

# Sentence Word Order - A

Standards Indicator  
2.6.3

Name:

The words in the sentences below are not in the correct order. Write the words for each sentence in the correct order.

1

Jared ran lunch for home.

---

2

Steve's is too big hat.

---

3

The blew away leaves.

---

4

The hen laid eggs four.

---

5

Billy's was untied shoelace.

---

6

apple the eating was Carlo.

---



# Sentence Word Order - B

Standards Indicator  
2.6.3

Name:

The words in the sentences below are not in the correct order. Write the words for each sentence in the correct order.

1

Rosa home go to wanted.

---

2

Andre's is so big dog.

---

3

The hopped away rabbit.

---

4

My is too big jacket.

---

5

I want a new birthday for my bike.

---

6

thunder from hides My dog.

---

# Parts of Speech - A

Standards Indicator  
2.6.4

Name:

Read the questions and fill in the circle next to the correct answer.

1	In the sentence below, which word is a noun?  Susan ran two miles yesterday.	<input type="radio"/> A ran <input type="radio"/> B two <input type="radio"/> C miles
2	In the sentence below, which word is a verb?  Susan ran two miles yesterday.	<input type="radio"/> A Susan <input type="radio"/> B ran <input type="radio"/> C yesterday
3	Which word is a noun?  The horse jumped and kicked.	<input type="radio"/> A horse <input type="radio"/> B kicked <input type="radio"/> C the
4	Which word is a verb?  The horse jumped and kicked.	<input type="radio"/> A horse <input type="radio"/> B kicked <input type="radio"/> C and
5	Which word is a noun?  Raymond plays the drums loudly.	<input type="radio"/> A the <input type="radio"/> B plays <input type="radio"/> C Raymond
6	Which word is a verb?  Raymond plays the drum loudly.	<input type="radio"/> A drum <input type="radio"/> B plays <input type="radio"/> C the

# Parts of Speech - B

Standards Indicator  
2.6.4

Name:

Read the questions and fill in the circle next to the correct answer.

1

In the sentence below, which word is a noun?

Ian rode his bike to the playground.

- Ⓐ rode
- Ⓑ to
- Ⓒ playground

2

In the sentence below, which word is a verb?

Ian rode his bike to the playground.

- Ⓐ rode
- Ⓑ to
- Ⓒ playground

3

Which word is a noun?

Ella ran and skipped on the playground.

- Ⓐ Ella
- Ⓑ on
- Ⓒ skipped

4

Which word is a verb?

Ella ran and skipped on the playground.

- Ⓐ playground
- Ⓑ ran
- Ⓒ and

5

Which word is a noun?

Ana eats her lunch at noon.

- Ⓐ eats
- Ⓑ at
- Ⓒ lunch

6

Which word is a verb?

Ana eats her lunch at noon.

- Ⓐ lunch
- Ⓑ eats
- Ⓒ Ana

# Commas and Quotation Marks - A

Standards Indicators  
2.6.5, 2.6.6

Name:

Read the questions and fill in the circle next to the correct answer.

1	<p>Which sentence has commas in the right places?</p> <p>(A) Will and, Erin and, Tyler rode the elephant. (B) Will, Erin, and Tyler rode the elephant. (C) Will, Erin and Tyler, rode the elephant.</p>
2	<p>Which sentence has commas in the right places?</p> <p>(A) Jinni's birthday is May, 2, 1998. (B) Jinni's birthday is May 2, 1998. (C) Jinni's birthday is May, 2 1998.</p>
3	<p>Which choice has commas in the right places?</p> <p>(A) Dear Sam, Meet me in the park at noon. Love, Lee</p> <p>(B) Dear Sam Meet me in the park at noon. Love Lee</p> <p>(C) Dear Sam Meet me in the park at noon. Love, Lee</p>
4	<p>Which sentence has quotation marks in the right places?</p> <p>(A) "The park was really fun," said Sara. (B) "The park was really fun, said Sara." (C) The park was really fun, "said Sara."</p>
5	<p>Which sentence has quotation marks in the right places?</p> <p>(A) Where are the car keys? "Bob asked." (B) "Where are the car keys? Bob asked." (C) "Where are the car keys?" Bob asked.</p>
6	<p>Which sentence has quotation marks in the right places?</p> <p>(A) Tela asked, "Will someone please help me?" (B) "Tela asked, will someone please help me?" (C) "Tela asked," Will someone please help me?</p>

Name:

Read the questions and fill in the circle next to the correct answer.

1

Which sentence has commas in the right places?

- Ⓐ Mac, Mary and Taylor, rode their bikes.
- Ⓑ Mac and, Mary and, Taylor rode their bikes.
- Ⓒ Mac, Mary, and Taylor rode their bikes.

2

Which sentence has commas in the right places?

- Ⓐ The ball felt wet slimy and, cold.
- Ⓑ The ball felt wet, slimy, and cold.
- Ⓒ The ball felt, wet, slimy, and cold.

3

Which choice has commas in the right places?

- Ⓐ Dear Jong,  
Please come to my party on Saturday.  
Love Anna
- Ⓑ Dear Jong,  
Please come to my party on Saturday.  
Love, Anna
- Ⓒ Dear Jong  
Please come to my party on Saturday.  
Love, Anna

4

Which sentence has quotation marks in the right places?

- Ⓐ The ice cream was cold, "said Luis."
- Ⓑ "The ice cream was cold said Luis."
- Ⓒ "The ice cream was cold," said Luis.

5

Which sentence has quotation marks in the right places?

- Ⓐ Pilar asked, "Who took my new mittens?"
- Ⓑ "Pilar asked, who took my new mittens?"
- Ⓒ "Pilar asked", Who took my new mittens?

6

Which sentence has quotation marks in the right places?

- Ⓐ "Grandpa said", It is time for cookies!
- Ⓑ Grandpa said, "It is time for cookies!"
- Ⓒ "Grandpa said, It is time for cookies!"

# Capitalization - A

Standards Indicator  
2.6.7

Name:

Read the questions and fill in the circle next to the correct answer.

1	In the sentence below, which word should be capitalized? Mr. and mrs. Yon bought a new car.	<input type="radio"/> (A) new <input type="radio"/> (B) car <input type="radio"/> (C) mrs.
2	In the sentence below, which word should be capitalized? Jessica lives in indiana with her mom.	<input type="radio"/> (A) lives <input type="radio"/> (B) indiana <input type="radio"/> (C) mom
3	In the sentence below, which word should be capitalized? My birthday is in july.	<input type="radio"/> (A) is <input type="radio"/> (B) birthday <input type="radio"/> (C) july
4	Which sentence is capitalized correctly? <input type="radio"/> (A) Eric found a turtle on monday. <input type="radio"/> (B) eric found a turtle on Monday. <input type="radio"/> (C) Eric found a turtle on Monday.	
5	Which sentence is capitalized correctly? <input type="radio"/> (A) My grandma went to mr. David's shop. <input type="radio"/> (B) My grandma went to Mr. David's shop. <input type="radio"/> (C) My grandma went to Mr. david's shop.	
6	Which sentence is capitalized correctly? <input type="radio"/> (A) Kato flew home to Texas. <input type="radio"/> (B) kato flew home to Texas. <input type="radio"/> (C) Kato flew home to texas.	

# Capitalization - B

Standards Indicator  
2.6.7

Name:

Read the questions and fill in the circle next to the correct answer.

1	Which word should be capitalized? The new house was built for mr. Stone.	<input type="radio"/> (A) new <input type="radio"/> (B) house <input type="radio"/> (C) mr.
2	Which word needs to be capitalized? Sierra moved to texas yesterday.	<input type="radio"/> (A) texas <input type="radio"/> (B) yesterday <input type="radio"/> (C) moved
3	Which word needs to be capitalized? It will be summer in june.	<input type="radio"/> (A) summer <input type="radio"/> (B) will <input type="radio"/> (C) june
4	Which sentence is capitalized correctly? <input type="radio"/> (A) Kenton found a Salamander on saturday. <input type="radio"/> (B) Kenton found a salamander on Saturday. <input type="radio"/> (C) Kenton found a salamander on saturday.	
5	Which sentence is capitalized correctly? <input type="radio"/> (A) Check-ups are fun with dr. Katz. <input type="radio"/> (B) Check-ups are fun with dr. katz. <input type="radio"/> (C) Check-ups are fun with Dr. Katz.	
6	Which sentence is capitalized correctly? <input type="radio"/> (A) Ky's birthday is February 15, 1991. <input type="radio"/> (B) Ky's birthday is february, 15, 1991. <input type="radio"/> (C) Ky's Birthday is February, 15 1991.	

# Spelling - A

Standards Indicators  
2.6.8, 2.6.9

Name:

Choose the correct spelling of the word to complete the sentence. Fill in the circle next to your answer.

1	They _____ at the movies.	(A) were (B) where (C) wher
2	Sally _____ the cookies are yummy.	(A) seys (B) says (C) saids
3	We saw the vase _____.	(A) carash (B) carashe (C) crash
4	The _____ flew to the treetop.	(A) bird (B) bid (C) berd
5	Tory's _____ wouldn't float.	(A) baot (B) bot (C) boat
6	Lucy's _____ was in the back row.	(A) desek (B) desk (C) deske
7	I rode a camel _____.	(A) wonce (B) once (C) onse



# Spelling - B

Standards Indicators  
2.6.8, 2.6.9

Name:

Choose the correct spelling of the word to complete the sentence. Fill in the circle next to your answer.

1

\_\_\_\_\_ went to the park yesterday?

- Ⓐ Who
- Ⓑ How
- Ⓒ Woo

2

\_\_\_\_\_ did the dog run away?

- Ⓐ Wy
- Ⓑ Way
- Ⓒ Why

3

Sydney drinks milk from a \_\_\_\_\_.

- Ⓐ staraw
- Ⓑ straw
- Ⓒ staw

4

Harry rode on his new \_\_\_\_\_.

- Ⓐ horse
- Ⓑ hors
- Ⓒ hores

5

Lucy's \_\_\_\_\_ was fun in the snow.

- Ⓐ slede
- Ⓑ sled
- Ⓒ sleid

6

We found a \_\_\_\_\_ in the woods.

- Ⓐ snaak
- Ⓑ snaek
- Ⓒ snake

7

We found a \_\_\_\_\_ big rock!

- Ⓐ great
- Ⓑ garate
- Ⓒ greate

# Penmanship is No Joke

Standards Indicator  
**2.6.1**

**Purpose:** Students will practice making handwriting readable by others.

**Materials:** chalkboard/whiteboard, stapler, joke books, paper, construction paper, pencils, crayons, alphabet chart, copies of *My Handwriting Checklist* black line master (page 212)

**Pre-Activity Preparation:** Gather joke books to display such as *Riddles and More Riddles* by Bennett Cerf and select a couple of jokes/riddles to share.

## Activity:

1. Share a joke with the class. Ask students to close their eyes and quietly think of jokes that they can tell the class. Write the title *Funny Jokes and Silly Riddles* on the board in sloppy handwriting so it resembles **fu rrY juKcsunol sillY rioloIcs**, while the students are thinking. Ask students to open their eyes and have each student tell a joke to someone sitting nearby.
2. Have students read the title written on the board. Ask if the title is easy to read. Tell students what it is supposed to say, and correct the letters and spacing.
3. Ask a few students to share jokes. Write the jokes on the board while modeling legible handwriting, pointing out specific trouble letters (r/n, u/o, crossed t's etc.), and reinforcing guidelines on the checklist.
4. Explain to students that they are going to practice writing each other's jokes in their best handwriting to make joke books. (Reinforce that if their handwriting isn't readable, no one will laugh at the joke books.)
5. Pass out writing paper and copies of *My Handwriting Checklist*. Have each student write a joke from the board on his/her paper. Ask students to check their handwriting for readability using the checklist.
6. When students have finished writing jokes, staple the collection of jokes between pieces of construction paper. Let students design a cover for the joke book.

Cerf, Bennett. (1999) *Riddles and More Riddles*. Random House Inc.

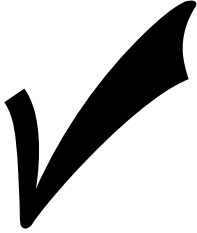
*You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.*

Student's Name	<u>Excellent</u> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

\*\*\* Student follows five - six handwriting guidelines when writing.

\*\* Student follows two - four handwriting guidelines.

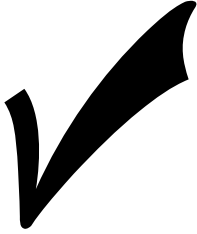
\* Student follows one or fewer guidelines.



### My Handwriting Checklist

- words have spaces between them
- letters in a word are near each other
- letters all have the same slant
- letters have all of their parts
- letters won't be mistaken for different letters
- pencil marks are clear-not too hard, not too soft

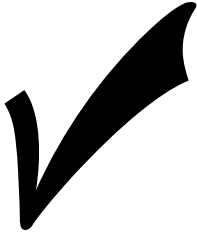
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### My Handwriting Checklist

- words have spaces between them
- letters in a word are near each other
- letters all have the same slant
- letters have all of their parts
- letters won't be mistaken for different letters
- pencil marks are clear-not too hard, not too soft

---



### My Handwriting Checklist

- words have spaces between them
- letters in a word are near each other
- letters all have the same slant
- letters have all of their parts
- letters won't be mistaken for different letters
- pencil marks are clear-not too hard, not too soft

**Purpose:** Students will correctly identify nouns and verbs.

**Materials:** index cards, paper, pencils

**Pre-Activity Preparation:** Create 18 cards with a noun written on each index card. Create another 18 cards with a verb on each card. (Choose nouns and verbs that would be suitable for charades.)

**Activity:**

1. Clarify the definitions of verbs and nouns and practice with some examples.
2. Tell students that they will be playing a game of charades. Remind them that in the game they will not be able to talk, but they have to help the rest of the class guess a word that is written on their cards. Explain that in this game they will be acting out *nouns* and *verbs*. Demonstrate a sign for indicating a verb (like two fingers in a “V”) and a noun. Review other charade signs that students can use in the game (e.g., hand behind ear for “sounds like”).
3. Call a student to the front of the class to draw a card. Ask him/her to first give the clue for the part of speech and then give any other clues. Let the students guess. After the correct answer is given, place the discarded card in a verb stack or noun stack. Continue play until everyone has had a turn.
4. Assign a noun and a verb used in the game to each student. (Some students may have the same words). Ask each student to write a sentence using both 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> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

\*\*\* Student consistently correctly identifies nouns and verbs and can use them in a sentence.  
 \*\* Student identifies nouns and verbs correctly most of the time.  
 \* Student rarely correctly identifies nouns and verbs.

**Purpose:** Students will practice using commas with nouns in a series.

**Materials:** construction paper, wide markers, paper, pencils

**Pre-Activity Preparation:** Make six construction paper signs: Draw an oversized comma [ , ] on three signs and a large period [ • ] on another sign. Write the word *and* on one sign and the words *came to school* on the last sign.

**Activity:**

1. Tell students that they will practice using punctuation in sentences. Have each student write his/her name in large letters on a blank piece of paper.
2. Call two students to the front of the class with their name signs. Ask another student to stand next to them with the sign saying *came to school*. Ask if anything is missing from the sentence: [Student name] [student name] *came to school*. Tell a student to stand with the *and* sign between the student names. Ask a student to stand with the *period* sign in the correct place. Tell students that now it is a complete sentence with correct punctuation.
3. Ask for volunteers to help make a complete sentence with the names of three other students and the other signs. Introduce the comma and explain its placement in the series. Let students take turns making sentences with a series of student names.
4. Ask students to write in complete sentences the answers to questions such as: *What are four foods that you like to eat? What are two places you like to visit?* Collect these sentences to evaluate understanding.

*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> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

\*\*\* Student consistently uses commas correctly in a series.

\*\* Student uses commas in a series correctly most of the time.

\* Student infrequently uses commas correctly in a series.

**Purpose:** Students will practice using quotation marks correctly.

**Materials:** chalkboard/whiteboard, 4 boxes, small objects, tape, paper, pencil, stories with quotations, clipboards

**Pre-Activity Preparation:**

1. Place an object (such as a block or paperclip) inside each box and tape shut.
2. Select a passage full of quotations from any story with quotations such as *The Very Busy Spider* by Eric Carle or *Owl Babies* by Martin Waddell.

**Activity:**

1. Show students a box and ask what they think is in the box. Record their ideas on the board in correct quotation format (e.g. “Maybe it’s a doll,” said Brianna.). Explain to students that you have written their words in a special type of sentence called a quotation that shows that a specific person spoke the words. Examine the quotations with the students, pointing out the quotation mark and comma placement.
2. Read a selected passage and note the quotation mark placement and purpose.
3. Divide the class into three groups. Give a box to two of the groups. Give each student in the third group paper, pencil, and a clipboard. Explain that while the two groups guess what is in their boxes, the third group will walk around the room being *quotation finding spies* who can write down any quotation they hear. Have groups swap boxes and rotate to let another group be the *quotation finding spies*. Continue until all have had a turn recording quotations.
4. Have a few students write their quotations on the board. Check for proper punctuation and assist with revisions.
5. Collect recorded quotations to assess individual understanding.
6. Open the boxes and show the class what is inside.

Carle, Eric. *The Very Busy Spider*. (Penguin Putnam Books for Young Readers: 2000).  
Waddell, Martin. *Owl Babies*. (Candlewick Press: 2002).

*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> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

\*\*\* Student correctly records quotes with comma, ending punctuation, and quotation marks.  
\*\* Student records quotes with some punctuation.  
\* Student records spoken words without punctuation.

# Rolling for Words

Standards Indicator  
**2.6.9**

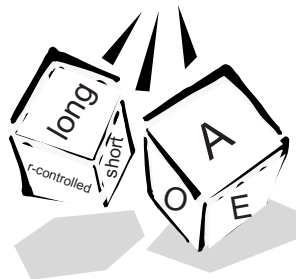
**Purpose:** Students will practice spelling words with short, long, and r-controlled vowel sounds.

**Materials:** two number cubes per group of players, pencils, copies of *Rolling for Words* (page 217) recording sheet,

**Pre-Activity Preparation:** On one blank number cube (or use stickers on top of a pre-made number cube) write a lowercase vowel on each of five sides and a star on the sixth side (*a, e, i, o, u,* and *\**). On the second die, write the word *short* on two sides, the word *long* on two sides, and *r-controlled* on two sides.

## Activity:

1. Tell students that they will play a spelling game. Explain that the goal of the game is to correctly spell as many words as they can. Tell students that they have to spell words with the vowel sound rolled on dice.
2. Demonstrate rolling the cubes. Pretend the cubes land with *e* and *long* displayed on top. Explain that this roll means that the player has to spell a word with the *long e* sound and write it on the recording sheet under the *long vowel words* column. (The player can choose any word such as *tree, speak, knee,* etc. The *\** means free choice of vowel. A word can only be used once during a game.)
3. Divide the class into small groups to play (pairs work best for beginner players). Pass out cubes and recording sheets. Give the students a set amount of time to play and record their words. Circulate around the room and assist during game time.
4. At the end of the allotted time, ask students to tally the number of words they spelled. Ask students to turn in their papers so you can check the spelling of the words on the lists.



*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> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

- \*\*\* Student spells most words correctly.
- \*\* Student spells many words correctly.
- \* Student spells some or no words correctly.

Name \_\_\_\_\_ Date \_\_\_\_\_

### Rolling For Words

	<b>short vowel words</b> (chat, blimp, tug)	<b>long vowel words</b> (speak, flight, wake)	<b>r-controlled vowel words</b> (jars, north, march)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
	<b>TOTAL</b>	<b>TOTAL</b>	<b>TOTAL</b>

	short vowel words
	long vowel words
+	
	r-controlled vowel words

Add the 3 column totals



## Teacher Directions

Have students write words that they spell in the appropriate columns. Tell students that they will spell a word according to the roll of the specially made cubes. One cube should have a different vowel on each side and a star on the sixth side (for a free choice of vowel). The other cube should have the following words written on two sides each: *long*, *short*, and *r-controlled*.

**Example:** A student that rolls a cube with *e* and a cube with *long* on them will spell a word with the long *e* /ē/ sound, such as *feet* or *green*.

**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 point of view or thesis statement. Students use the same Standard English conventions for oral speech that they use in their writing.

**Comprehension**

- 2.7.1 Determine the purpose or purposes of listening (such as to obtain information, to solve problems, or to enjoy humor).
- 2.7.2 Ask for clarification and explanation of stories and ideas.
- 2.7.3 Paraphrase (restate in own words) information that has been shared orally by others.
- 2.7.4 Give and follow three- and four-step oral directions.

**Organization and Delivery of Oral Communication**

- 2.7.5 Organize presentations to maintain a clear focus.
- 2.7.6 Speak clearly and at an appropriate pace for the type of communication (such as an informal discussion or a report to class).
- 2.7.7 Tell experiences in a logical order (chronological order, order of importance, spatial order).
- 2.7.8 Retell stories, including characters, setting, and plot.
- 2.7.9 Report on a topic with supportive facts and details.
- 2.7.12 Use descriptive words when speaking about people, places, things, and events.

**Speaking Applications**

- 2.7.10 Recount experiences or present stories that:
  - move through a logical sequence of events (chronological order, order of importance, spatial order).
  - describe story elements, including characters, plot, and setting.
- 2.7.11 Report on a topic with facts and details, drawing from several sources of information.
- 2.7.13 Recite poems, rhymes, songs, and stories.
- 2.7.14 Provide descriptions with careful attention to sensory detail.



# Listening Comprehension Rubric

Use the rubric to gauge a student’s listening comprehension skills. Rate each column with a score of one to four points. Assess students throughout the school year to measure improvements and determine areas where assistance is needed.

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

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

Topic: \_\_\_\_\_

	<b>Purpose</b> 2.7.1	<b>Clarification</b> 2.7.2	<b>Information</b> 2.7.3	<b>Directions</b> 2.7.4
<b>4</b>	Student always displays appropriate body language (e.g., careful focused attention when information is given) and can consistently state the reason for listening when asked.	Student asks for vocabulary definitions, asks the speaker to expand on the topic, and asks “What?, Who?, Where?, When?, How?, and Why?” questions.	Student summarizes main ideas and provides details.	Student follows three-step oral directions.
<b>3</b>	Student displays appropriate body language most of the time (e.g., focused attention when information is given, relaxed posture during entertainment) suggesting an understanding of the different purposes for listening. Most of the time student can state the reason for listening when asked.	Student asks related “What?, Who?, Where?, and When?” questions for clarification.	Student summarizes key points.	Student follows two-step oral directions.
<b>2</b>	Student sometimes displays appropriate body language (e.g., focused attention when information is given, relaxed posture during entertainment) suggesting an understanding of the different purposes for listening. Student sometimes can state the reason for listening when asked.	Student asks related “What?” questions.	Student repeats various pieces of information.	Student follows one-step oral directions.
<b>1</b>	Student does not display an understanding of the different purposes for listening.	Student does not ask questions or asks unrelated questions.	Student can not repeat or paraphrase.	Student can not follow oral directions.
<b>Score</b>				

# Speaking Rubric - Factual Presentation

Use the rubric to gauge a student's speaking or presentation skills. Rate each column with a score of one to four points. Assess students throughout the school year to measure improvements and determine areas where assistance is needed.

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

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

Topic: \_\_\_\_\_

	<b>Content</b> 2.7.9	<b>Focus</b> 2.7.5	<b>Speech</b> 2.7.6	<b>Pace</b> 2.7.6	<b>References</b> 2.7.11
<b>4</b>	Student's presentation supports the topic with sufficient facts and details.	Student stays on the topic all of the time.	Student's speech is fluid and clearly understandable all of the time.	Student maintains an appropriate speaking pace for the audience and topic.	Student uses at least three sources.
<b>3</b>	Student's presentation supports the topic with some facts and details.	Student stays on the topic most of the time.	Student's speech is clearly understandable most of the time.	Student speaks using an appropriate pace most of the time.	Student uses two sources.
<b>2</b>	Student's presentation includes a few pieces of factual information.	Student stays on the topic some of the time.	Student's speech is understandable some of the time.	Student speaks too quickly or too slowly.	Student uses one source.
<b>1</b>	Student omits factual information from the presentation.	Student does not stay on the topic at all.	Student's speech is not understandable.	Student speaks in an inconsistent pattern with slow pauses and fast bursts.	Student does not use any sources.
<b>Score</b>					

# Speaking Rubric - Event Retelling

Use the rubric to gauge a student's speaking or presentation skills. Rate each column with a score of one to four points. Assess students throughout the school year to measure improvements and determine areas where assistance is needed.

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

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

Topic: \_\_\_\_\_

	<b>Story Elements</b> 2.7.8	<b>Focus</b> 2.7.5	<b>Speech</b> 2.7.6	<b>Language</b> 2.7.12, 2.7.14	<b>Sequence</b> 2.7.7, 2.7.10
<b>4</b>	Student includes all character, setting, and plot details when retelling a story/event.	Student stays on the topic all of the time.	Student's speech is fluid and clearly understandable all of the time.	Student uses many descriptive words and sensory details that bring the event to life.	Student presents events in a logical order that flow from the beginning, to the middle, to the end of the story.
<b>3</b>	Student includes most character, setting, and plot details when retelling a story/event.	Student stays on the topic most of the time.	Student's speech is clearly understandable most of the time.	Student uses some simple descriptive words and sensory details.	Student presents most events in a logical order with only a few errors.
<b>2</b>	Student includes some character, setting, and plot details when retelling a story/event.	Student stays on the topic some of the time.	Student's speech is understandable some of the time.	Student uses only one descriptive word or sensory detail.	Student presents events with a beginning and ending in order, but confuses or omits middle events.
<b>1</b>	Student omits character, setting, and plot information from story/event retelling (E.g., "It was a good story. I liked it a lot. It was funny and made me laugh.").	Student does not stay on the topic at all.	Student's speech is not understandable.	Student omits basic descriptive words and sensory details	Student presents events in random order.
<b>Score</b>					

# Recitation Checklist

Standards Indicators  
2.7.13, 2.7.6

This checklist may be used with a specific recitation activity or as a more informal checklist. You may also use it to keep notes and observations for skills that you observe throughout the year.

Student Name	Student's choice for recitation is appropriate or follows assignment guidelines.	Student appears poised and practiced.	Student maintains an appropriate speaking pace.	Student's memorization is error free.	Student's speaking volume is appropriate.

Additional Assessment

**Purpose:** Students will give and follow three- and four-step oral directions.

**Materials:** paper, crayons

**Activity:**

1. Explain to students that they are going to practice being good listeners and following directions. Tell students that you are going to have them draw specific pictures. Explain that they need to listen to all the directions before they begin.
2. Give students three-step directions about what to draw (e.g., Draw a circle, two squares, and a dog.). Tell students not to begin drawing until all the directions have been given. Monitor each student to make sure the student can follow three-step directions.
3. Have students turn their papers over and listen for four-step directions. Instruct students to listen first and then draw. Monitor each student to make sure the student understands four-step directions.
4. Challenge students to give each other three and four-step directions to follow. Have students follow three- and four-step directions.



*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> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

- \*\*\* Student gives and follows three- and four-step directions.
- \*\* Student follows three- and four-step directions.
- \* Student cannot follow three- and four-step directions.



**Purpose:** Students will organize presentations to maintain a clear focus.

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

**Pre-Activity Preparation:** Have students draw pictures of one of their pets or stuffed animals. Make a cue card by writing *speaking stage* in large letters on an index card. Decide on topics to be covered in the students' presentations and devise focus questions.

**Activity:**

1. Ask students about their experiences speaking in front of people. Glance at your cue card and discuss that speakers sometimes get nervous or excited and forget what they want to say on stage. Explain that they often write down hints to help them remember their ideas to present.
2. Show your index card with the words *speaking stage* on it and explain that these words reminded you to talk about *speaking on stage*. Point out that the words are not a whole sentence, just two words to help you remember what you want to say.
3. Tell students that they will do a presentation about their pets to the class. Explain that to get organized, they will write answers to specific questions about their pets and make reminder cards.
4. On the board, write four focus questions for students to answer during the presentations (e.g., *How did you choose a name for your pet?*). Instruct students to write their answers on paper in complete sentences. Ask students to choose two words from each answer to use as reminders during the presentations. Have them write two words in large print on each index card and number the card with the corresponding question number. Collect students' papers to assist them during the presentations.
5. Tell students to focus the presentations on their answers to the four focus questions. Have students display their pet pictures and talk about their pets using the index cue cards.

*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> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

\*\*\* Student's presentation has a clear focus and answers all questions.  
 \*\* Student's presentation is somewhat focused and answers some questions.  
 \* Presentation lacks focus and answers one or fewer questions..

# Out with Mumblymouth!

Standards Indicator  
**2.7.6**

**Purpose:** Students will practice speaking clearly and at an appropriate pace.

**Materials:** paper, pencils

**Pre-Activity Preparation:** Schedule a person to come to your classroom to be interviewed by the students (e.g., grandparent, town council member).

**Activity:**

1. Whisper some statements to your students so quietly that they cannot understand you. When they ask you to repeat it, say it again but at a very fast pace so the words blend together. While your students are looking confused, start talking naturally, enunciating clearly, and at a pace they can understand. Ask students why they were having difficulty understanding you. Ask students why it is important to speak loudly enough for others to clearly hear you and to talk at an appropriate pace. Share examples of when you would need to talk quietly or loudly, or at a slow or fast pace.
2. Tell students that the class will conduct an interview with a guest about the guest's childhood. Discuss the type of pace the students need to use when interviewing and how loudly they should talk to be clearly understood.
3. Divide students into small groups to brainstorm questions for the interview. Have each group compose a list and share their ideas. Assign each student one of the questions from the group list to use during the interview. Have students practice their interview questions with a partner, using an appropriate pace and speaking clearly.
4. At the scheduled time, introduce the interviewee and have him/her call on students to ask their assigned questions.

*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> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

\*\*\* Student's pace AND volume are appropriate.

\*\* Student's pace OR volume is appropriate.

\* Neither student's pace or volume is appropriate.

# Saturday and Sunday Stories

Standards Indicator  
**2.7.10**

**Purpose:** Students will practice recounting experiences with correct sequencing and story elements.

**Materials:** three pieces of posterboard, marker, index cards

**Pre-Activity Preparation:** Write one story sequence word in the middle of each posterboard: *Beginning, Middle, End*. Write one question on each index card: *Who was in the story?, Where did the story take place?, What happened in the story?.*

**Activity:**

1. Tell students that since school is not in session on weekends, you would like each of them to share something that happened on Saturday or Sunday with the class. Explain that when they are sharing, they are really telling stories. Instruct each student to tell a true story and include information about what happened (plot details), whom he/she was with (characters), and where the story took place (setting). Have students think about what happened at the beginning, middle, and end of their story.
2. Place the three story sequence poster boards on the floor in order. Call on a student to share. Ask the student to stand on the poster board that says *Beginning* and share what happened at the beginning of his/her story. Tell the student to step to the word *Middle* when he/she tells what happened in the middle of the story. When ready to tell the end of the story, he/she should stand on the *End* posterboard.
3. After the student has shared, have the student pass the three index cards to students in the audience. Ask the students who receive the cards to stand up and answer the questions on their cards. Call for applause for the speaker and choose the next student to share.

*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> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

\*\*\* Student's story contains characters, setting, and plot details and is in order.

\*\* Student's story contains some story elements or all three, but not in order.

\* Student's story contains one or fewer elements and is not in order.

**Purpose:** Students will practice presenting facts gathered from several sources of information.

**Materials:** *ABC* books, stapler, construction paper, dictionaries, encyclopedias, non-fiction books on a topic, computers, paper, pencils, glue, scissors, *As Simple as ABC* black line master on page 230

**Pre-Activity Preparation:** Determine the topic for the *ABC* book (e.g., food). Copy one page for each student. Schedule computer time for each student. Create a sample *ABC* book using the black line master on page 230 as a model.

**Activity:**

1. Hold up an *ABC* book and ask students what type of book you are holding. Have students discuss what they expect to find on each page. Tell students that you will be making a group *ABC* book on \_\_\_\_ (e.g., animals). Explain that each child will be responsible for making one book page and sharing this page with the class.
2. Show your sample book page. Pass out the black line master to each student. Tell students that their pages will have three parts: a picture from the Internet, the identifying word from the dictionary, and information from an encyclopedia or non-fiction book.
3. Have each student pull a letter out of a hat to determine what page to complete in the *ABC* book. Have each student choose a food that starts with the chosen letter.
4. Have students complete the *As Simple as ABC* black line master. Provide time and assistance to students for gathering information.
5. Have students share their pages and the sources used to complete their pages with the class. Staple all the pages between construction paper to make a class book.

*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> 5-6+ points	<u>Developing</u> 3-4 points	<u>Minimal</u> <1-2 points	Date

- 1 point: Student's book page has a picture from the Internet.
- 1 point: Student's book page has the name of the animal from the dictionary.
- 3 points: Student's book page has facts from an encyclopedia or book.
- 1 point: Student presents information gathered to the class.

Name from the dictionary: \_\_\_\_\_

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Interesting facts:

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**AS SIMPLE AS ABC**

Glue Picture  
From the Internet Here

# Orange Ya Glad It's Orange?

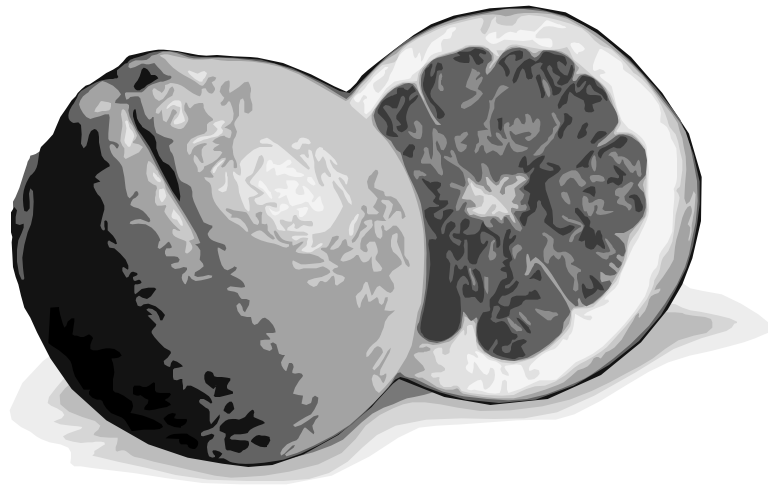
Standards Indicator  
**2.7.12**

**Purpose:** Students will use descriptive words when speaking about people, places, things and events.

**Materials:** 5-6 oranges

**Activity:**

1. Arrange students into 5-6 small groups.
2. Give each group one orange to peel and eat.
3. Have students talk about the orange as they are peeling and eating it.
4. Call on each group to describe their experience. Encourage students to use descriptive words.
5. List the descriptive words on the board.
6. Discuss some of the more descriptive words and how they make you feel. E.g., *juicy* tells you how the orange feels and *sticky* is how your hands feel when you are done peeling the orange.
7. Set up more sensory experiences in a classroom center and encourage students to describe them.



*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> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

\*\*\* Student frequently uses descriptive words when speaking about people, places, things, and events.

\*\* Student sometimes uses descriptive words when speaking about people, places, things, and events.

\* Student does not use descriptive words when speaking about people, places, things, and events.

# Alliteration Poetry

Standards Indicator  
**2.7.13**

**Purpose:** Students will recite poems, rhymes, songs, and stories.

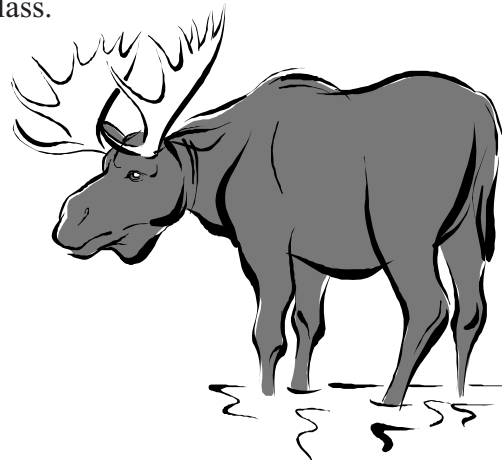
**Materials:** paper, pencils, chalkboard/whiteboard

**Pre-Activity Preparation:** Write this poem on the board:

M is for mouse  
M is for moose,  
 A mouse and moose  
 are running loose  
making merry music  
 in a magical musical house.

**Activity:**

1. Show students the alliteration poem written on the board. (You may want to rewrite this poem and use a letter that no one in the class will be using.)
2. Read the poem together and stress that the underlined words start with the underlined letter.
3. Explain that each student is going to write a poem using the first letter of his or her name and words that start with that letter. Let students know that when they are finished with their poems, they will recite them for the class.
4. Pass out paper and pencils and instruct students to write their own alliteration poems using the first letter of their first names. Give help as needed.
5. Have students recite their poems in front of 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> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

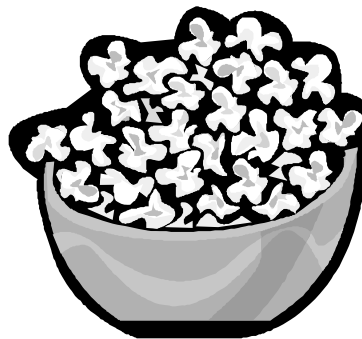
- \*\*\* Student easily recites poems, rhymes, songs, and stories.
- \*\* Student can recite some poems, rhymes, songs and stories.
- \* Student does not recite poems, rhymes, songs and stories.

**Purpose:** Students will provide descriptions with careful attention to sensory detail.

**Materials:** popcorn to pop, chart paper, marker

**Activity:**

1. Write the words *taste, smell, feel, sound, and look* across the board.
2. Tell students that you are going to pop popcorn and they are to pay attention to how it smells, sounds, looks, feels, and tastes.
3. Pop popcorn in the class. (If it is not possible to pop in the classroom bring a bag, right out of the microwave, into the classroom.)
4. Give each student a few kernels.
5. Have students taste, smell, feel, and look at the popcorn carefully.
6. Ask students how the popcorn tastes. Write responses on the board under the word taste.
7. Continue describing the popcorn and writing descriptive words under the correct headings.
8. Call on a volunteer to tell the class how the popcorn tastes using some or all of the words on the board.
9. Continue calling on volunteers to describe how the popcorn smells, feels, sounds, and looks.
10. Write a class story on chart paper describing the popcorn adventure. Make sure the story includes a contribution from each student.



*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> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

- \*\*\* Student can provide descriptions with careful attention to sensory detail.
- \*\* Student can provide descriptions with some attention to sensory detail.
- \* Student cannot provide descriptions with attention to sensory detail.





## Standard 1 Reading: Word Recognition, Fluency, and Vocabulary Development

### Children's Books (specific strategy applications are noted in parentheses)

- Henny Penny* by Paul Galdone. Boston, MA: Houghton Mifflin, 1984. (phonemic awareness)
- "Gator's Out," Said the Trout* by Janie Spaht Gill. Provo, UT: ARO Publishing Co., 1998. (rhyme, phonemic awareness)
- Busy Buzzing Bumblebees and Other Tongue Twisters* by Alvin Schwartz. New York: HarperCollins Children's Book Group, 1992. (fluency, blends, beginning sounds)
- Your Foot's on My Feet* by Marvin Terban. Boston, MA: Houghton Mifflin, 1986. (plurals)
- Too Big, Too Small, Just Right* by Frances Minters. New York: Harcourt Children's Books, 2001. (antonyms/vocabulary)
- Once There Was A Bull...Frog* by Rick Walton. New York: Penguin Putnam Books for Young Readers, 1998. (compound words)
- Word Wizard* by Cathryn Falwell. Boston, MA: Houghton Mifflin, 1998. (word parts and sounds)
- There's An Ant in Anthony* by Bernard Most. New York: HarperCollins Children's Book Group, 1992. (word parts and sounds)
- Pig, Pigger, Piggest* by Rick Walton. Layton, UT: Gibbs Smith Publishers, 2003. (suffixes)
- The Dove Dove: Funny Homograph Riddles* by Marvin Terban. Boston, MA: Houghton Mifflin, 1988. (multiple meanings)

### Reference Sources

- Gay Su Pinnell. *Word Matters: Teaching Phonics and Spelling in the Reading Writing Classroom*. Portsmouth, NH: Heinemann, 1999. (vocabulary and word recognition)
- Timothy V. Rasinski. *The Fluent Reader: Oral Reading Strategies for Building Word Recognition, Fluency, and Comprehension*. New York: Scholastic, Inc., 2003.
- Scholastic Inc. Staff. *Building Literacy with Interactive Charts*. New York: Scholastic Professional Books, 1996. (vocabulary and word recognition)
- Steven Traugh et al. *Short Vowels*. Huntington Beach, CA: CreativeTeaching Press, Inc., 1999. (short vowels)
- Jo Anne L. Vacca, Richard T. Vacca, and Mary K. Grove. *Reading and Learning to Read*. 5th ed. Boston, MA: Allyn & Bacon Inc., 2002. (The appendix includes read-aloud selections for developing phonemic awareness and a list of leveled books matched to Reading Recovery and grade levels.)
- Hallie Yopp. *The Reading Teacher*, 48 (6), 538-543, 1995. ("Read-aloud books for developing phonemic awareness: An annotated bibliography." This article includes a list of over 40 books.)

### Further Assessment

- Lois A. Bader. *Bader Reading and Language Inventory*. 4th ed. Upper Saddle River, NJ: Prentice Hall, 2002. (This newly revised screening tool provides diagnostic information about early reading, word identification, phonic knowledge, comprehension, and spelling.)
- Marie Clay. *An Observation Survey of Early Literacy Achievement*. Portsmouth, NH: Heinemann, 1993. (oral reading accuracy, reading behaviors, and decoding skills)
- Wilma H. Miller. *Alternative Assessment Techniques for Reading & Writing*. Hoboken, NJ: John Wiley & Sons, Incorporated, 2001. (Chapter 2 includes assessment techniques related to phonemic awareness.)
- 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 (specific strategy applications are noted in parentheses)

- If You Grew Up with Abraham Lincoln* by Ann McGovern et al. New York: Scholastic, 1992. (informational text questions)
- Collection of four books: (literary comparison for author's purpose)
- Frogs* by Gail Gibbons. New York: Holiday House, 1993.
  - Frog and Toad are Friends* by Arnold Lobel. New York: Books Wholesalers, Inc., 2002
  - Froggy Learns to Swim* by Jonathon London. New York: Penguin Putnam, 1997.
  - The Frogs Wore Red Suspenders* by Jack Prelutsky (ed.). New York: HarperCollins, 2002.
- First Flight: The Story of Tom Tate and the Wright Brothers (An I Can Read Chapter Book)* by George Shea. New York: HarperCollins, 1997. (table of contents, facts, details)
- Curious George* (series) by H.A. and Margaret Rey. Boston, MA: Houghton Mifflin, 2000-2004. (cause and effect)
- Caps For Sale* by Esphyr Slobodkina. New York: HarperCollins, 1996. (cause and effect)
- Let's Read And Find Out Science Series* (titles such as *Earthquakes; The Sun; Volcanoes* by Franklyn Mansfield Branley). New York: Harper Trophy, 1991, 1998, 2002. (details)
- Mapping Penny's World* by Loreen Leedy. New York: Henry Holt, 2000. (diagrams)

### Reference Sources

- Kathryn H. Au. *Balanced Literacy Instruction: A Teacher's Resource Book*. Norwood, MA: Christopher-Gordon Publishing, 2001.
- Linda B. Gambrell. *Best Practices in Literacy Instruction*. New York: Guilford Publications, Incorporated, 2003.
- Stephanie Harvey et al. *Strategies that Work: Teaching Comprehension to Enhance Understanding*. Portland, ME: Stenhouse Publishing, 2000. (comprehension)
- Jerry L. Johns. *Improving Reading: Strategies and Resources*. Dubuque, IA: Kendall/Hunt Publishing Company, 2001.
- Ellin Oliver Keene, Susan Zimmermann. *Mosaic of Thought: Teaching Comprehension in a Reader's Workshop*. Portsmouth, NH: Heinemann, 1997. (comprehension)

### Further Assessment

- Paul C. Burns et al. *Informal Reading Inventory: Preprimer to Twelfth Grade*. 5th ed. Evanston, IL: McDougal Littell, Incorporated, 1999.
- Robert B. Cooter et al. *Flynt-Cooter Reading Inventory for the Classroom*. 4th ed. Old Tappan, NJ: Macmillan Publishing Company, 2004. [an English-Spanish version is available]
- Roger and Beverly Farr. *Integrated Assessment System - Language Arts Performance Assessment*. San Antonio, TX: Psychological Corporation, 1992. (Skills are assessed in comprehension of sentences, pictures stories, command of language, and grammar skills. Scoring rubrics are provided.)
- Donald Hammill, Wayne Hresko, Jerome Ammer, Mary Cronin, and Sally Quinby. *Hammill Multiability Achievement Test (HaMAT)* Austin, TX: PRO-ED Inc., 1998. (Oral reading of passages and comprehension are assessed using a cloze technique.)
- H.D. Hoover, A.N. Hieronymus, D.A. Frisbie, and S. B. Dunbar. *Iowa Test of Basic Skills (ITBS) Form M*. Itasca, IL: Riverside Publishing Company, 1996. (reading comprehension questions that assess critical thinking and interpretation)
- MAT8 - Metropolitan Achievement Tests, 8th ed. Orlando, FL: Harcourt Educational Measurement, 2000.
- Richard Woodcock and M. Bonner Johnson. *Woodcock-Johnson Psycho-Educational Battery (WJ-R)* Itasca, IL: Riverside Publishing Company, 1989. (reading comprehension using photo identification and modified cloze technique)
- Mary Lynn Woods and Alden J. Moe. *Analytical Reading Inventory: Comprehensive Assessment for All Students Including Gifted and Remedial*. 7th ed. Upper Saddle River, NJ: Macmillan Publishing Company, 2002.

### Standard 3 Reading: Literary Response and Analysis

#### Children's Books (specific strategy applications are noted in parentheses)

*If You Give a Moose a Muffin* by Laura Joffe Numeroff. New York: HarperCollins, 1994. (prediction)

*Strega Nona* by Tomie de Paola. New York: Book Wholesalers, Inc., 2002. (prediction)

*Chicken Soup with Rice* by Maurice Sendak. New York: Scholastic, Inc. 1992. (rhythm, alliteration)

*An Illustrated Treasury of Read Aloud Poems For Young People* by Glorya Hale, ed. New York: Black Dog & Leventhal Publishers, 2003. (rhyme, rhythm, alliteration)

*If I Were In Charge of the World and Other Worries* by Judith Viorst (Fairy Tales Chapter-new endings) New York: Simon and Schuster Children's Publishing, 1984.

#### Collection:

*Goldilocks and the 3 Bears* by Jan Brett. New York: Penguin Putnam Publishers, 1996.

*Leola and the Honeybears* by Melodye Benson Rosales. New York: Scholastic, Inc., 1999.

*Bears Should Share!: Goldilocks and the Three Bears* by Alvin Granowsky. Austin, TX: Raintree Publishers, 1995.

*Goldilocks Returns* by Lisa Campell Ernest et al. New York: Simon & Schuster, 2003.

*Dusty Locks and the Three Bears* by Susan Lowell. New York: Henry Holt & Company, 2004. (literary comparison, cultural variation)

#### Collection:

*Little Red Riding Hood: A Newfangled Prairie Tale* by Lisa Campbell Ernst. New York, Aladdin Paperbacks, 1998.

*Little Red Riding Hood: The Wolf's Tale* by Della Rowland. New York: Book Wholesalers, Inc., 2002.

*Lon Po Po: A Little Red Riding Hood Story from China* by Ed Young. New York: Penguin Putnam, 1996. (literary comparison, cultural variation)

#### Reference Sources

Irene C. Fountas et al. *Guided Reading: A Leveled Book List for Guided Reading K-3*. Portsmouth, NH: Heinemann, 1999.

Jo Anne L Vacca, et al. *Reading and Learning to Read*. 5th ed. Boston, MA: Allyn & Bacon, Incorporated., 2002. (phonemic awareness read aloud list)

#### Further Assessment

Roger and Beverly Farr. *Integrated Assessment System - Language Arts Performance Assessment*. San Antonio, TX: Psychological Corporation, 1992. (Assesses sentence comprehension, picture and story elaboration, and command of language and grammar skills. Skills are assessed on a 1 to 4 scale; scoring rubrics are provided.)

Adele Fiderer. *35 Rubrics & Checklists to Assess Reading and Writing*. New York: Scholastic, Inc., 2003.

H.D. Hoover, A.N. Hieronymus, D.A. Frisbie, and S. B. Dunbar. *Iowa Test of Basic Skills (ITBS) Form M*. Itasca, IL: Riverside Publishing Company, 1996. (reading comprehension questions that assess critical thinking and interpretation)

Florence Roswell and Jeanne Chall. *Diagnostic Assessments of Reading with Trial Teaching Strategies (DARTTS)*. Itasca, IL: Riverside Publishing Company, 1992. (Reading accuracy is assessed through graded reading passages.)

## Standard 4 Writing: Process

### Children's Books (specific strategy applications are noted in parentheses)

*Nothing Ever Happens on 90th St.* by Roni Schotter et al. New York: Scholastic Inc., 1999. (writing strategies)

*Aunt Isabel Tells a Good One* by Kate Duke. New York: Penguin Putnam Books, 1994. (narratives/story elements)

*If You Were A Writer* by Joan Lowery Nixon. New York: Simon and Schuster Children's Publishing, 1995. (writing process)

*What Do Authors Do?* by Eileen Christelow. Boston, MA: Houghton Mifflin, 1997. (writing process)

### Reference Sources

Thomas Harvey. *Harvey's Elementary Grammar and Composition: Harvey's Language Course*. Fenton, MI: Mott Media, 1986.

Jane B Hughley, et al. *Teaching Children to Write*. Upper Saddle River, NJ: Prentice Hall, Inc., 2000.

Jean Marzollo et al. *Think! Draw! Write!* Columbus, OH: McGraw-Hill, 2003. (writing prompts)

Gail E. Tompkins. *Teaching Writing: Balancing Process and Product*. Paramus, NJ: Prentice Hall, PTR 2003. (strategies, writing domains)

Cherlyn Sunflower. *Really Writing!: Ready-To-Use Writing Process Activities for the Elementary Grades*. Hoboken, NJ: John Wiley & Sons, 2002.

### Further Assessment

Edna Barenbaum and Phyllis Newcomer. *Test of Children's Language (TOCL)* Austin, TX: PRO-ED Inc., 1996. (writing letters, sentences, and stories.)

Adele Fiderer. *35 Rubrics & Checklists to Assess Reading and Writing*. New York: Scholastic, Inc., 2003.

Richard Woodcock and M. Bonner Johnson. *Woodcock-Johnson Psycho-Educational Battery (WJ-R)* Itasca, IL: Riverside Publishing Company, 1989. (Written responses to specific instructions, quality of expression is assessed.)

## Standard 5 Writing: Applications

### Children's Books (specific strategy applications are noted in parentheses)

- Stringbean's Trip to the Shining Sea* by Vera B Williams. HarperCollins Childrens Book Group, 1999. (writing purposes/friendly letter)
- Three Days on A River in A Red Canoe* by Vera B. Williams. New York: HarperCollins Childrens Books, 1984. (writing purposes)
- Click Clack Moo: Cows That Type* by Doreen Cronin. New York: Simon & Schuster, 2000. (writing purposes)
- Dear Peter Rabbit* by Alma Flor Ada. New York: Simon & Schuster Children's Publishing, 1997. (friendly letters)
- Messages in the Mailbox: How to Write a Letter* by Loreen Leedy, et al. New York: Holiday House, Inc., 1991. (friendly letters)
- Hairy, Scary Ordinary: What is an Adjective* by Brian P. Cleary, et al. Minneapolis, MN: Lerner Publishing Group, 2003. (descriptive words)
- Many Luscious Lollipops: A Book About Adjectives* by Ruth Heller. New York: Penguin Putnam Books for Young Readers, 1998. (descriptive words)

### Reference Sources

- Jean Marzollo, et al. *Think! Draw! Write!* Columbus, OH: McGraw-Hill, 2003. (writing prompts)
- Jo Ellen Moore. *Read and Understand Stories and Activities*. Monterey, CA: Evan-Moor Educational Publisher, 1997.
- Gail E. Tompkins. *Teaching Writing, Balancing Process and Product*. Paramus, NJ: Prentice Hall, PTR, 2003. (writing domains)

### Further Assessment

- Edna Barenbaum and Phyllis Newcomer. *Test of Children's Language (TOCL)* Austin, TX: PRO-ED Inc., 1996. (writing letters, sentences, and stories)
- Marie Clay. *An Observation Survey of Early Literacy Achievement*. Portsmouth, NH: Heinemann, 1993. (writing, story composition)
- Roger and Beverly Farr. *Integrated Assessment System - Language Arts Performance Assessment*. San Antonio, TX: Psychological Corporation, 1992. (Assesses sentence comprehension, picture and story elaboration, and command of language and grammar skills. Skills are assessed on a 1 to 4 scale; scoring rubrics are provided.)
- Adele Fiderer. *35 Rubrics & Checklists to Assess Reading and Writing*. New York: Scholastic, Inc., 2003.
- Phyllis Newcomer. *Diagnostic Achievement Battery - 2nd Edition (DAB-2)*. Austin, TX: PRO-ED Inc., 1990. (story writing that describes a sequence of pictures)
- Richard Woodcock and M. Bonner Johnson. *Woodcock-Johnson Psycho-Educational Battery (WJ-R)* Itasca, IL: Riverside Publishing Company, 1989. (written responses to specific instructions)



## Standard 6 Writing: English Language Conventions

### Children's Books (specific strategy applications are noted in parentheses)

- Nate the Great* (series) by Marjorie Weinman Sharmat. Westminster, MD: Random House Children's Books. (commas in series, quotations)
- A Mink, A Fink, A Skating Rink: What is a Noun* by Brian P. Cleary. Minneapolis, MN: Lerner Publishing Group, 2003. (nouns)
- To Root, To Toot, To Parachute: What is a Verb* by Brian P. Cleary. Minneapolis, MN: Lerner Publishing Group, 2003. (verbs)
- Merry Go Round: A Book About Nouns* by Ruth Heller. New York: Penguin Putnam Books for Young Readers, 1998.
- Kites Sail High: A Book About Verbs* by Ruth Heller. New York: Penguin Putnam Books for Young Readers, 1998.

### Reference Sources

- Jo Fitzpatrick. *Reading Strategies That Work, Grades 1-3: Helping Young Readers Develop Independent Reading Skills*. Huntington Beach, CA: Creative Teaching Press, Inc., 1998. (general grammar)
- Gladys Rosencrans. *The Spelling Book: Teaching Children How to Spell, Not What to Spell*. Newark, DE: International Reading Association, 1998.

### Further Assessment

- Elizabeth Carrow-Woolfolk. *Oral and Written Language Scales (OWLS)*. Circle Pines, MN: American Guidance Service, Inc., 1995. (handwriting, spelling, punctuation, capitalization, syntax, composition)
- Marie Clay. *An Observation Survey of Early Literacy Achievement*. Portsmouth, NH: Heinemann, 1993. (spelling)
- Adele Fiderer. *35 Rubrics & Checklists to Assess Reading and Writing*. New York: Scholastic, Inc., 2003.
- Donald Hammill, James Leigh, Nils Pearson, and Taddy Maddox. *Basic Schools Skills Inventory - 3rd Edition (BSSI - 3)*. Austin, TX: PRO-ED Inc., 1998. (checklists to use in student observations)
- Donald Hammill and Wayne Hresko. *Comprehensive Scales of Student Abilities (CSSA)*. Austin, TX: PRO-ED Inc., 1994. (Checklists are provided to rate speech, writing and handwriting skills.)
- Donald Hammill, Wayne Hresko, Jerome Ammer, Mary Cronin, and Sally Quinby. *Hammill Multiability Achievement Test (HaMAT)* Austin, TX: PRO-ED Inc., 1998. (Writing sentences from dictation, spelling, punctuation and capitalization are assessed.)
- Harcourt Brace Educational Measurement. *KeyLinks: The Connection Between Instruction and Assessment*. San Antonio, TX: Harcourt Brace Educational Measurement, 1996. (assessing syntax, punctuation, spelling, capitalization and composition)
- H.D. Hoover, A.N. Hieronymus, D.A. Frisbie, and S. B. Dunbar. *Iowa Test of Basic Skills (ITBS) Form M*. Itasca, IL: Riverside Publishing Company, 1996. (spelling, punctuation, capitalization, usage and expression)
- Wayne Hresko, Shelley Herron, and Pamela Peak. *Test of Early Written Language -2nd Edition (TEWL-2)* Austin, TX: PRO-ED Inc., 1996. (spelling, capitalization, punctuation and grammar.)
- Phyllis Newcomer. *Diagnostic Achievement Battery - 2nd Edition (DAB-2)*. Austin, TX: PRO-ED Inc., 1990. (rewriting sentences, correctly using appropriate punctuation)
- Richard Woodcock and M. Bonner Johnson. *Woodcock-Johnson Psycho-Educational Battery (WJ-R)* Itasca, IL: Riverside Publishing Company, 1989. (letter formation, spelling, punctuation, capitalization, antonyms and synonyms.)

## Standard 7 Listening and Speaking: Skills, Strategies, and Applications

### Children's Books (specific strategy applications are noted in parentheses)

- Aunt Isabel Tells a Good One* by Kate Duke. New York: Penguin Putnam Books, 1994. (narratives/story elements)
- Sarah Morton's Day: A Day in the Life of a Pilgrim Girl* by Kate Waters. New York: Scholastic, Inc. 1993. (listening for clarification)
- The Giving Tree* by Shel Silverstein. New York: HarperCollins Children Book Group, 2004. (retell in sequence)
- Pumpkin, Pumpkin* by Jeanne Titherington. New York: Scholastic, Inc, 1999. (retell in sequence)
- Are You My Mother?* by P.D. Eastman. New York: Random House Children's Books, 1998.
- The Snowy Day* by Ezra Jack Keats. New York: Penguin Group Incorporated, 1996.
- Chicka Chicka Boom Boom* by Martin, Bill, Jr. et al. Simon and Schuster Children's Publishing, 2000.
- Buzz Said the Bee* by Wendy Cheyette Lewison et al. New York: Scholastic Incorporated, 1997.
- Sheep in a Jeep* by Nancy Shaw. Boston, MA: Houghton Mifflin Company, 1986.
- There Was an Old Lady Who Swallowed a Fly* by Pam Adams. Auburn, ME: Child's Play International, 2003.

### Reference Sources

- Donna E. Norton and Sandra E. Norton. *Language Arts Activities for Children*. 4th ed. Paramus, NJ: Prentice Hall, 2002. (This book includes many ideas for developing listening comprehension.)

### Further Assessment

- Albert H. Brigance. *Brigance Comprehensive Inventory of Basic Skills (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, Wayne Hresko, Jerome Ammer, Mary Cronin, and Sally Quinby. *Hammill Multiability Achievement Test (HaMAT)* Austin, TX: PRO-ED Inc., 1998. (Writing sentences from dictation, spelling, punctuation and capitalization are assessed.)
- 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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