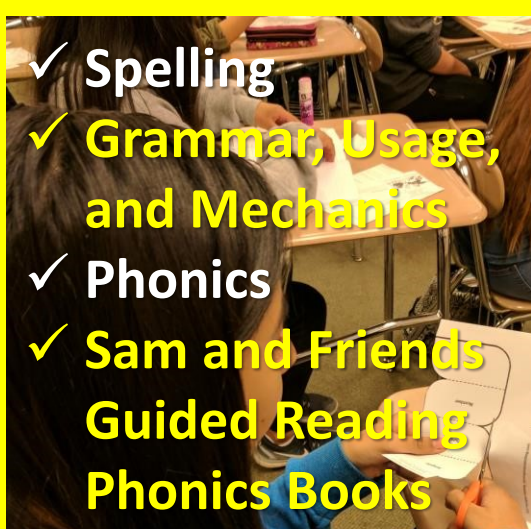
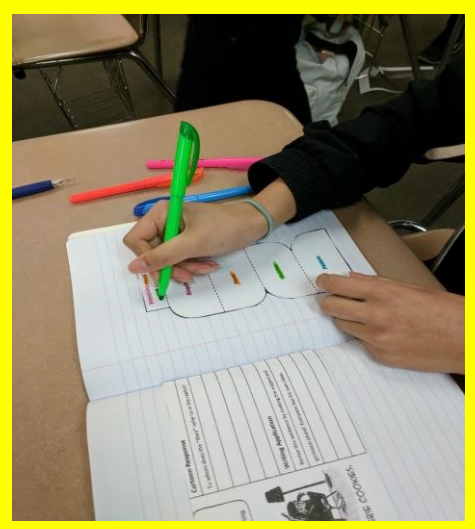




Literacy Centers

Grades 4, 5, 6, 7, 8



- ✓ Spelling
- ✓ Grammar, Usage, and Mechanics
- ✓ Phonics
- ✓ Sam and Friends Guided Reading Phonics Books

INTERVENTION

Students *catch up* while they *keep up* with grade-level instruction.



Aligned to the Common Core Standards

Remedial Spelling Literacy Center

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Diagnostic Spelling Assessment Mastery Matrix

Sound-Spellings as in the word:	Long /oo/		Short /oo/		/ow/		/oi/		/aw/		r-controlled Vowels				Hard/Soft c and g								
	rooster		woodpecker		cow		koi		hawk		ermine	arm	orca	cut	juicy	get	gem						
Worksheet #s	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64
Teacher																							
Class																							
Student Names	oo	_ue	u	_ew	oo	_u_	_ow	ou_	oi_	_oy	aw	au	al	all	ur	er	ir	ar	or	Hard c	Soft c	Hard g	Soft g
Totals																							

Sound-Spelling Instructional Patterns Scope and Sequence

Short Vowel Sounds	Long <i>i</i> Sound Vowels	<i>aw</i> Sound Vowels
1. u	31. i	52. aw
2. o	32. <u>igh</u>	53. au
3. i	33. <u>y</u>	54. al
4. e	34. <u>ie</u>	55. all
5. a		
6. ea		
	Long <i>o</i> Sound Vowels	<i>r</i>-controlled Vowels
Silent Final <i>e</i>	35. o	56. ur
	36. <u>oe</u>	57. er
7. Long <i>i</i> Sound <u>i_e</u>	37. <u>oa_</u>	58. ir
8. <u>a_e</u>	38. <u>ow</u>	59. ar
9. <u>u_e</u>		60. or
10. <u>o_e</u>	Long <i>u</i> Sound Vowels	
11. <u>u_e</u>	39. u	Hard/Soft <i>c</i> and <i>g</i> Sounds
12. <u>_se</u>	40. <u>_ew</u>	
13. <u>_le</u>	41. <u>_ue</u>	61. Hard <i>c</i>
14. <u>_ve</u>		62. Soft <i>c</i>
15. Long <i>e</i> <u>i_e</u>	<i>oo</i> Sound as in <i>rooster</i>	63. Hard <i>g</i>
	42. <u>oo</u>	64. Soft <i>g</i>
Consonant Digraph Sounds	43. <u>_ue</u>	
16. sh	44. <u>u</u>	Soft <i>y</i>
17. ch and <u>_tch</u>	45. <u>_ew</u>	65. Long /i/
18. th		66. Long /e/
19. wh <u>_</u>	<i>oo</i> Sound as in <i>woodpecker</i>	
20. ph	46. <u>oo</u>	Consonant Doubling
	47. <u>_u_</u>	67. Doubled
Long <i>a</i> Sound Vowels		68. Not Doubled
21. a	<i>ow</i> Sound as in <i>cow</i>	
22. <u>_ay</u>	48. <u>_ow</u>	/j/
23. <u>ai_</u>	49. <u>ou_</u>	69. “dge”
24. <u>ei_</u>		70. “ge”
	<i>oi</i> Sound	
Long <i>e</i> Sound Vowels		“ie”/“ei”
25. e	50. <u>oi_</u>	71. “ie”
26. ee	51. <u>_oy</u>	72. “ei”
27. [c]ei		
28. <u>_y</u>		
29. ea		
30. i-Vowel		

Sound-Spelling Patterns Instructional Scope and Sequence

Plurals

/ion/

73. Add *s* after Vowel-*o* and *y* 92. */ion/* “sion”
74. Add “es” after */x/*, */ch/*, */sh/*, */s/*, and */z/* 93. */ion/* “cian”
75. Change *y* to *i* and add “es” 94. */ion/* “tion”
76. Change “fe” to “ves”
77. Irregular Plurals

Long *o* Sound Vowels

Silent Letters

95. Short Vowel-Consonant-*le*
96. Other Vowels-Consonant-*le*

78. “mb”
79. “gn”

Schwa

Final *e*

97. Short Schwa
98. Long Schwa

80. Drop Final *e* before Suffix
81. Keep Final *e*

“able”/“ible”

/ch/

99. “able”
100. “ible”

82. */ch/* “tch”
83. */ch/* “ch”

“ance”/“ence”

Consonant Digraph Sounds

101. “ance”
102. “ence”

84. */k/* “c” and “ck”
85. */k/* “k”

Final *y*

86. Drop Final *y* before Suffix
87. Keep Final *y* before Suffix

l, f, s, z

88. Double *l, f, s, z*
89. Drop *l* with “all,” “till,” and “full”

Greek Spellings

90. “rh”
91. “ch”

Spelling Pattern Worksheet #34

Long *i* Sound “_ie”

FOCUS The long *i* sound heard in *ibex* can be spelled “_ie” as in *lie*.

SORT Write each word in the correct column.

marine	untie	fries	died	believe	conceive
pies	copied	tried	science	piece	puppies

Long *i* “_ie” Spellings

Other “ie” Spellings

JUMBLE Write the word with the long *i* “_ie” spelling found in each jumbled word.

iedd _____ tdie _____
srice _____ detriun* _____

*Bonus

SEARCH In a book find four words with long *i* “_ie” spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____ p. ____ _____ p. ____
_____ p. ____ _____ p. ____

WRITE Compose a sentence using three of your own long *i* “_ie” spelling words.

Spelling Pattern Worksheet #101

“ant,” “ance,” and “ancy”

FOCUS End a word with the suffixes “ant,” “ance,” or “ancy” (not “ent,” “ence,” or “ency”) if the root before has a hard /c/ or /g/ sound (significant, elegance, vacancy). as in Also, spell “ant,” “ance,” or “ancy” if the root ends with “ear” or “ure” (clearance, insurance).

SORT Write each word in the correct column.

attendance	ingredient	applicant	clearance	circumference	endurance
decency	assurance	reference	intelligent	confidence	mutant

“ance” Spellings

“ence” Spellings

SEARCH In a book find four words with “ance” spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____ p. ____ _____ p. ____

_____ p. ____ _____ p. ____

JUMBLE Write the word with the “ance” spelling found in each jumbled word.

sssaattin _____ cnyega _____

nterap _____ stncebusa* _____

*Bonus

WRITE Compose a sentence using two of your own “ance” spelling words.

Phonics Literacy Center

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Consonant Digraphs Phonics Workshops

Literacy Center 1

- Take out the sheep, whale, python, and cheetah blue consonant digraph Animal Sound-Spelling Cards and have students do the same from their deck of cards. Spread out these blue consonant digraph cards in order on a desk, table, or projector and tell your students to do the same with their cards.
- Practice the names and sounds of each card. Point to the picture when saying the name. Point to the /sound/ when saying the sound. Make sure to pronounce each consonant digraph as one sound. Don't elongate the digraph sounds (*shuh*, *whuh*, *thuh*, *chuh*). Have the students follow this procedure. Cue students by saying Name? (pause for their answer) Sound? (pause for their answer).

<u>/sh/</u>	<u>/hw/</u>	<u>/th/</u>	<u>/ch/</u>
as in sheep	as in whale	as in python	as in cheetah
<u>sh</u>	<u>wh</u>	<u>th</u>	<u>ch</u> <u>tch</u>
<u>ti</u>		<u>ci</u>	
40	41	42	43




- Teach your students that these Animal Sound-Spelling Cards each have spellings with two or three consonants, but each spelling makes only one sound. Tell students that all other consonants each say their own sounds, even when combined.
- Write “sh” on a piece of paper or the board as shown below. Point to the spelling and say /sh/. Now write “st” to the right of the “sh” and say /s/ /t/ as two separate sounds. Now blend the /s/ /t/, making sure not to elongate the /t/ as *tuh*. Ask student how many sounds are in “sh” (1) and how many sounds are in “st” (2). Point to both spellings and have students practice the pronunciation of the consonant digraph “sh” and the consonant blend “st.” Continue the same procedure to contrast the other consonant digraph and consonant blend pairs.

sh st hw bl th nd ch ng

- Teach the group how to complete the word making activity and write a word(s) on a 3 x 5 card for them to make words.
- Assign leadership roles for the Consonant Digraphs Phonics Workshops, and tell students to put away their cards.

Literacy Center 2

- Take out the sheep, whale, python, and cheetah blue consonant digraph Animal Sound-Spelling Cards. Spread out these blue consonant digraph cards in order on a desk, table, or projector and tell your students to do the same with their cards.
- Practice the names, sounds, and spellings of each card. Point to the picture when saying the name. Point to the /sound/ when saying the sound. Point to each of the letters when saying the spellings. Cue students by saying Name? (pause for their answer) Sound? (pause for their answer) Spelling? (pause for their answer).

<u>/sh/</u>	<u>/hw/</u>	<u>/th/</u>	<u>/ch/</u>
as in sheep	as in whale	as in python	as in cheetah
<u>sh</u>	<u>wh</u>	<u>th</u>	<u>ch</u> <u>tch</u>
<u>ti</u>			
<u>ci</u>	41	42	43

- Teach students that there are less common consonant digraphs. Write the following list on a piece of paper or the board. Point under the first consonant digraph “_mb” and say the sound. Repeat with students saying the “_mb” out loud. Say, “as in” and point to *limb* and have students say the example word. Continue with this procedure for the rest.

_mb limb ph graph
 _dge edge _tch scratch
 _ck tack _ng lung
 kn_ know wr_ write

- Pass out the Workshop #1 worksheets and students put away their cards. Read the Definition and explain the directions. (Students may use multiple books for the Book Search!).
- Students complete the worksheet collaboratively, using their assigned leadership roles.
- When finished, the Task Manager gets the answers from the teacher and students self-correct and revise their answers.
- When corrections have been completed, the Task Manager returns the answers and gets the new word(s) for the word making activity on a 3 x 5 card and the group completes the activity until it's time to clean up neatly and completely.

Consonant Digraphs Phonics Workshop #1

Definition: Consonant digraphs are two or three consonants in the same syllable that together make only one sound.

1. Read the following words to hear the one sound of the consonant digraphs. Then underline the consonant digraphs in the following words:

chop	this	bath	hush
which	church	ship	hash
shush	why	white	with
thick	hitch	cash	these
shake	thin	wish	much
crash	chime	thing	ship

2. **Book Search!** Find words with these consonant digraphs: *ch*, *sh*, *_wh*, and *th*

Book Titles: _____

ch 1. _____ p. ____

sh 2. _____ p. ____

wh_ 3. _____ p. ____

th 4. _____ p. ____

and with these less common consonant digraphs.

_mb or *ph* 5. _____ p. ____

_dge or *_tch* 6. _____ p. ____

_ck or *_ng* 7. _____ p. ____

kn_ or *wr_* 8. _____ p. ____

Consonant Digraphs Phonics Assessment

Directions

Test students individually, saying “Pronounce these real and nonsense words.” (Pronunciation clues for the nonsense words are listed in parentheses). Nonsense words require students to decode. Using both real and nonsense words helps ensure test validity.

Preparation

Set aside a quiet table or desk, away from other students, to assess each student individually. Run off enough teacher copies for each student and make one laminated student copy. Inform students of the testing order in advance, so that each student will automatically come up to you without disrupting the class. The test should only take 30 seconds to give and then 30 seconds to grade and review results with the student.

Grading

Mark errors with an **X** in the space provided only if the specific phonics skill is mispronounced. In other words, don't mark it wrong if the student mispronounces part of the word that you are not assessing.

Mastery Criterion

Mastery criterion is 80%, or 8 correct out of 10. If the reading deficit has been mastered, change the / into an **X** on the **Phonics Mastery Matrix**. Show the student his or her own progress on the chart, and assign the next phonics skill to be addressed (if any).

If the student does not meet the mastery criterion, inform the student that this phonics skill will be reviewed later. Remind the student (and yourself) that sometimes mastering a skill simply takes more practice. Return to the un-mastered phonics skill, using the same lessons after one of the other phonics skills is mastered to build student self-confidence.

Student Name _____ Test Date _____

___ 1. chug	___ 6. maycher (rhymes with <i>nature</i>)
___ 2. shad (rhymes with <i>brad</i>)	___ 7. teeshob (tee-shob)
___ 3. whib (rhymes with <i>fib</i>)	___ 8. nuwhek (nu-whek)
___ 4. chess	___ 9. thunder
___ 5. lashing	___ 10. rather

/aw/

as in hawk
aw

au

al

all

10



/er/

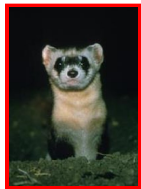
as in ermine

ur

er

ir

11



/ar/

as in armadillo

ar

12



/or/

as in orca

or

13



short /a/

as in anteater

a

14



short /e/

as in elephant

e

ea

15



short /i/

as in iguana

i

16



short /o/

as in otter

o

17

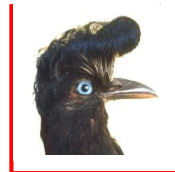


short /u/

as in umbrella bird

u

18



/b/

as in bear

b

19



Remedial Grammar, Usage, and Mechanics Literacy Center

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Diagnostic Grammar and Usage Assessment Mastery Matrix

Categories:	Parts of Speech						Sentence Structure						Pronouns										
Worksheet #s	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Teacher	Proper Nouns	Common Nouns	Pronouns	Adjectives	Verbs	Adverbs	Prepositional Phrases	Coordinating Conjunctions	Subordinating Conjunctions	Correlative Conjunctions	Simple and Complete Subjects	Compound Subjects	Simple and Complete Predicates	Compound Predicates	Simple Sentences / Types of Sentences	Compound Sentences	Complex Sentences	Compound-Complex Sentences	Fixing Fragments	Fixing Run-Ons	Subject Case Pronouns	Object Case Pronouns	Intensive and Reflexive Pronouns
Class																							
Student Names																							
Totals																							

Grammar, Usage, and Mechanics Worksheets and Workshops

Parts of Speech Workshop	#1	Proper Nouns
	#2	Common Nouns
	#3	Pronouns
	#4	Adjectives
	#5	Verbs
	#6	Adverbs
	#7	Prepositional Phrases
	#8	Coordinating Conjunctions
	#9	Subordinating Conjunctions
	#10	Correlative Conjunctions
Sentence Structure Workshop	#11	Simple and Complete Subjects
	#12	Compound Subjects
	#13	Simple and Complete Predicates
	#14	Compound Predicates
	#15	Simple Sentences / Types of Sentences
	#16	Compound Sentences
	#17	Complex Sentences
	#18	Compound-Complex Sentences
	#19	Fragments
	#20	Run-Ons
Pronoun Usage Workshop	#21	Subject Case Pronouns
	#22	Object Case Pronouns
	#23	Intensive and Reflexive Pronouns
	#24	Pronoun–Antecedents
	#25	Who, Whose, Whom, That, Which
	#26	Indefinite People Pronouns
	#27	Indefinite Size or Amount Pronouns

Grammar, Usage, and Mechanics Worksheets and Workshops

Modifiers Workshop	#28	Past Participles
	#29	Present Participles
	#30	Dangling / Misplaced Modifiers
	#31	Short Comparative Modifiers
	#32	Short Superlative Modifiers
	#33	Long and “_ly” Comparative Modifiers
	#34	Long and “_ly” Superlative Modifiers
Verb Tenses and Forms Workshop	#35	Linking and Helping Verbs
	#36	Modals
	#37	Past Tense Verbs
	#38	Past Progressive Verbs
	#39	Past Perfect Verbs
	#40	Present Tense Verbs
	#41	Present Progressive Verbs
	#42	Present Perfect Verbs
	#43	Future Tense Verbs
	#44	Future Progressive Verbs
#45	Future Perfect Verbs	
Commas Workshop	#46	Commas with Speaker Tags
	#47	Commas with Appositives
	#48	Commas within Series
	#49	Commas with Introductions
	#50	Commas with Geography
	#51	Commas with Nouns of Direct Speech
	#52	Commas with Conjunctions
	#53	Commas in Letters
#54	Commas with Coordinate Adjectives	
Capitalization Workshop	#55	Capitalization of People / Characters
	#56	Capitalization of Places
	#57	Capitalization of Things
	#58	Capitalization of Holidays and Dates
	#59	Capitalization of Organizations and Businesses
	#60	Capitalization of Language and People Groups
#61	Capitalization of Events and Historical Periods	

Grammar, Usage, and Mechanics Worksheets and Workshops

Quotation Marks and Underlining (Italics) Workshop	#62	Movie and Television Show Titles	
	#63	Book / Magazine / Newspaper / Website Titles	
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	#65	Play / Work of Art Titles	
	#66	Book Chapter Titles	
	#67	Article Titles	
	#68	Short Story / Document Titles	
	#69	Direct Quotations	
	Additional Punctuation Workshop	#70	Apostrophes (Contractions)
		#71	Semicolons
#72		Parentheses / Dashes	
#73		Apostrophes (Singular Possessives)	
#74		Apostrophes (Plural Possessives)	
#75		Colons	
#76		Periods with Abbreviations / Initials / Acronyms	
#77		Exclamation Points	

Grammar, Usage, and Mechanics Worksheet #25

FOCUS Who, Whose, Whom, That, Which

When to use **who**, **whose**, **whom**, **what**, and **which** can be tricky in a sentence.

CONNECT TO WRITING

Is it *who*, *whose*, or *whom*?

The pronoun *who* is a subject case pronoun. The pronoun *who* refers to a “do-er” in the sentence.

Example: *Who* is the best teacher?

Trick–Try substituting *he* for *who* and rephrase, if necessary. If it sounds right, use *who*.

The pronoun *whose* is a possessive case pronoun. The pronoun *whose* shows ownership and refers to a noun or pronoun before it.

Example: The teacher, whose classroom is at the back of the school, always locks her door.

The pronoun *whom* is an object case pronoun. It receives the action of a “do-er” in the sentence.

Examples: *Whom* did Joan love?

I like *whom* you gave the award. To *whom* does this letter concern?

Trick–Try substituting *him* for *whom* and rephrase, if necessary. If it sounds right, use *whom*.

Is it *that* or *which*?

The pronoun *that* can refer to people or things; the pronoun *which* can only refer to things.

Use the pronoun *that* when the clause is needed to understand the rest of the sentence.

Example: The movie *that* we watched was entertaining.

Use the pronoun *which* in clauses that provide additional, but not necessary information.

Example: That dog, which is friendly, was easy to train.

PRACTICE

Fill in the blanks with the following pronouns: *who*, *whose*, *whom*, *that*, or *which*

1. Joni Eareckson Tata, _____ is both an artist and singer, has no use of her hands nor legs.
2. Bobby and James, _____ family lives next door to me, are twins.
3. Josh showed her some pants _____ she purchased at the store.
4. “Blowin’ in the Wind,” _____ is a protest song, has been recorded frequently.
5. _____ did his sister meet at the party?

WRITE

Compose your own sentence with a *who* or *whom*, a *whose*, and a *that* or a *which*.

Grammar, Usage, and Mechanics Worksheet #44

FOCUS Future Progressive Verbs

The **future progressive verb tense** is used to show an ongoing action in the future.

CONNECT TO WRITING

The future progressive verb tense shows an ongoing action that will be completed over a period of time.

Example: Dante *will be watching* the playoff game tonight.

The future progressive verb tense can also show a repeated action that will *not* be completed. The future progressive uses *will be* + the base form of the verb + “__ing” to match both singular and plural nouns and pronouns.

Example: They *will be trying* some new ideas in the classroom.

PRACTICE

Change the verbs in the following sentences to the future progressive verb tense in the spaces provided.

1. We will run the mile in P.E. today.

2. I thought of you as you celebrate your birthday.

3. Danya and Darla have watched the movie tonight.

4. They had been volunteering every weekend at the shelter.

WRITE

Write your own sentence with the future progressive verb tense.

Sam and Friends Guided Reading Phonics Books

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Vowel Sounds Phonics Assessment (Teacher Pages)

TEACHER DIRECTIONS: Read each underlined word three times. Use the (rhyme) as a key to correct pronunciation. Do not elongate the vowel sounds.

- ___ 1. A. hox B. hix C. hux (ducks) D. hax
- ___ 2. A. pem B. pum C. pim D. pom (mom)
- ___ 3. A. gud B. ged C. gid (bid) D. gad
- ___ 4. A. meg B. mig C. mog D. mag
- ___ 5. A. kes B. kus C. kos D. kas (pass)
- ___ 6. A. suef B. seaf (deaf) C. saef D. sif

Sam and Friends Phonics Books #s 1-8 Short Vowels 5/6 Mastery ___/6

- ___ 7. A. bin B. bine (fine) C. bian D. byan
- ___ 8. A. diak B. dak C. dake D. diek
- ___ 9. A. yut B. yeat C. yute (chute) D. yiout
- ___ 10. A. toup B. tope (rope) C. teop D. taop
- ___ 11. A. buot B. बात C. buit D. bute (mute)
- ___ 12. A. fene (bean) B. feun C. fen D. faen

Sam and Friends Phonics Books #s 25-34 Silent Final e 5/6 Mastery ___/6

- ___ 13. A. vaudy B. vawdy C. vady (lady) D. viedy
- ___ 14. A. fay (bay) B. fiay C. foay D. fuay
- ___ 15. A. kaek B. keak C. kik D. kaik (rake)
- ___ 16. A. bein (rain) B. boan C. bian D. baun
- ___ 17. A. motfew B. motfe (motley) C. motfeu D. motfoa
- ___ 18. A. jeu B. jiu C. jeo D. jee (me)
- ___ 19. A. cid B. ceid (need) C. cide D. ceud
- ___ 20. A. kybo B. kybi C. keby (freebie) D. keyb
- ___ 21. A. deat (meat) B. diut C. dight D. diegt
- ___ 22. A. zean B. zein C. zine (bean) D. zen
- ___ 23. A. pioson B. piason C. piuson D. pison (bison)
- ___ 24. A. beu B. bigh (high) C. bei D. bia
- ___ 25. A. ceter B. caeter C. cyter (writer) D. couter

- ___ 26. A. mip B. miap C. mippe D. miep (wipe)
- ___ 27. A. biuped B. beoped C. boped (moped) D. baoped
- ___ 28. A. koel (goal) B. kuol C. kiol D. kaol
- ___ 29. A. moip B. mup C. moop D. moap (soap)
- ___ 30. A. kow (show) B. kuiw C. keiw D. kaw
- ___ 31. A. puwtest B. poutest C. poitest D. putest (cutest)
- ___ 32. A. kuo B. kuh C. kew (few) D. kau
- ___ 33. A. bau B. bui C. bue (view) D. beo

Sam and Friends Phonics Books #s 25-34

Long Vowels 17/21 ___/21

- ___ 34. A. goot (boot) B. guite C. giot D. gueth
- ___ 35. A. croi B. crue (blue) C. crau D. criu
- ___ 36. A. saeyt B. soty C. siuty D. suty (duty)
- ___ 37. A. taed B. tewd (food) C. tid D. teed
- ___ 38. A. wut (foot) B. waht C. weut D. wat
- ___ 39. A. muek B. mowk C. mook (book) D. mauk
- ___ 40. A. mayl B. mawl C. mool D. mowel (towel)
- ___ 41. A. sud B. soad C. soud (loud) D. siud
- ___ 42. A. pown B. poun C. poan D. poin (coin)
- ___ 43. A. luy loy (boy) C. lowy D. luyh
- ___ 44. A. bawn (dawn) B. ban C. boun D. bown
- ___ 45. A. loind B. loond C. lound D. laund (fond)
- ___ 46. A. algo (also) B. owlgo C. ailgo D. argo
- ___ 47. A. rael B. roul C. rall (tall) D. rial
- ___ 48. A. loirt B. loort C. lawrt D. lort (sort)
- ___ 49. A. gar B. gur (fur) C. gier D. gor
- ___ 50. A. dorb B. dowb C. derv (serve) D. darb
- ___ 51. A. tir (sir) B. ture C. teer D. tier
- ___ 52. A. morve B. marve (carve) C. merve D. mawrv

Sam and Friends Phonics Books #s 35-44

Diphthongs and r-controlled Vowels 16/19 ___/19

Name _____

Long e e, _ee, ea, _ie_, [c]ei, _y their busy

Word Fluency

said	height	babies	limeade	thin
heard	another	ocean	cleanest	genie
relief	this	love	busy	want
buy	slowly	says	rainfall	son
their	delays	mother	conceive	move
gleeful	with	heard	reindeer	said
busy	father	cutie	wolf	shut
defeat	between	their	does	some
beneath	they	busy	their	shot

30 Second Timings (# of Words Correct)

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

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Sam and Friends



Mark Pennington

Illustrated by David Rickert

Deb is so glad to have a friend like Kit. Kit and Deb are two peas in a pod. But they aren't exactly the same: Kit loves to run, but Deb loves to shop.

They do each like to read, talk, and go to coffee shops. Deb drinks tea by the pot. Kit gulps coffee by the liter. Both have to be busy.

Kit and Deb are simply the best of friends.

The friends post the time and place on their own Facebook pages. They text and tweet their friends. Within an hour, Kit and Deb have their job done. The Coffee Club is ready to begin.

Kit and Deb can't wait until next week!



Re-think Why are Deb and Kit such good friends?



Summarize Re-tell this story in your own words.





The friends meet at Extreme Coffee on Friday mornings to talk and read. Extreme Coffee has the best tea and coffee in the city.

This week Kit really wants to talk with Deb. Kit tells Deb that she sometimes feels stuck at the ranch. Deb knows that. Kit lives a long way from the city. Kit and Deb really miss seeing their other friends. They also want to make more friends.

Kit and Deb come up with a plan. They want to create a club to meet other ladies their own age in the city.

"Why not have the club meet here?" Kit says.

"Let's name it the 'Coffee Club,'" Deb suggests.
"Let's ask the boss if it's okay."

The boss says that he will keep the back of coffee shop open just for their Coffee Club. Kit and Deb decide to begin the Coffee Club next week. The boss of Extreme Coffee will help pass on the details of the club to those ladies who come in his coffee shop that week.

Predict How will other ladies learn about Kit and Deb's club?



Deb and Kit go talk to the boss of Extreme Coffee and ask if they can have a Coffee Club meeting each week.

The boss says that they could meet in the back of his coffee shop, but that they would have to meet Sunday evenings when the shop is not busy.

"It might work best to meet at night," says Kit. "A lot of my friends work until six each day."

"Sunday night would work for me," says Deb. "Let's meet at eight. We might get sleepy past nine," says Deb.

"Not with your coffee and my tea," kids Kit, "but let's meet from eight to nine."

The boss gives the okay for eight o'clock. The Coffee Club is on!

"We have to have a goal with the club," says Deb. "Why are we meeting?"

"That's easy," says Kit. "It's a friendship club."

"That's it!" says Deb. "And as friends, we can share shopping secrets," says Deb.

"As friends, we can discuss fitness tips," adds Kit.

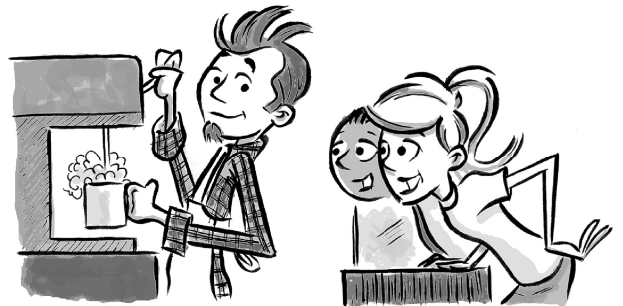
"We can also gossip!" says Deb.

"We can also talk about men," both Deb and Kit say at the same time.

"We don't even have to talk," adds Kit.

Deb smiles when she sees what Kit means.

"Speaking of men," says Kit, "We need to talk about Sam and me..."



Connect



Why did the boss say they had to meet at night?

Interpret



What does Kit mean by "We don't even have to talk"?

8 Groups, 5 Rotations (100 Minutes Total) per Day, 4 Days per Week, 6 Grade-level Academic Literacy Centers, 3 Remedial Literacy Centers, and 1 Guided Reading Literacy Center

Day 1											
Group 1	Reading	Writing	Language Conventions	Remedial Spelling	Phonics	Group 5	Vocabulary	Spelling and Syllabication	Study Skills	Remedial Grammar and Mechanics	Guided Reading
Group 2	Phonics	Reading	Writing	Language Conventions	Remedial Spelling	Group 6	Guided Reading	Vocabulary	Spelling and Syllabication	Study Skills	Remedial Grammar and Mechanics
Group 3	Remedial Spelling	Phonics	Reading	Writing	Language Conventions	Group 7	Remedial Grammar and Mechanics	Guided Reading	Vocabulary	Spelling and Syllabication	Study Skills
Group 4	Language Conventions	Remedial Spelling	Phonics	Reading	Writing	Group 8	Study Skills	Remedial Grammar and Mechanics	Guided Reading	Vocabulary	Spelling and Syllabication

Day 2											
Group 1	Vocabulary	Spelling and Syllabication	Study Skills	Remedial Grammar and Mechanics	Guided Reading	Group 5	Reading	Writing	Language Conventions	Remedial Spelling	Phonics
Group 2	Guided Reading	Vocabulary	Spelling and Syllabication	Study Skills	Remedial Grammar and Mechanics	Group 6	Phonics	Reading	Writing	Language Conventions	Remedial Spelling
Group 3	Remedial Grammar and Mechanics	Guided Reading	Vocabulary	Spelling and Syllabication	Study Skills	Group 7	Remedial Spelling	Phonics	Reading	Writing	Language Conventions
Group 4	Study Skills	Remedial Grammar and Mechanics	Guided Reading	Vocabulary	Spelling and Syllabication	Group 8	Language Conventions	Remedial Spelling	Phonics	Reading	Writing

Literacy Centers Group Norms

be **HEROIC!**

BE	H ard-working	Do your best work on each lesson or activity. Work the whole time.
BE	E ngaged	Do your fair share of the work. Complete your assigned leadership role.
BE	R esponsible	Do all parts of the lesson or activity for each literacy center. Focus on your learning and that of others in your group.
BE	O rganized	Keep all lesson or activity materials where they belong. Clean up neatly and completely.
SHOW	I nitiative	Begin the literacy center lesson or activity as soon as you sit down. Encourage others to complete their assigned leadership roles.
BE	C ollaborative	Work together in quiet voices and practice kindness. Help without doing others' work.

Literacy Centers

LEADERSHIP ROLES

Reader

Read the lesson or activity out loud in a quiet voice. Pause to allow the group to think and respond. Re-read sections if necessary.

Clarifier

Refer to the task card to begin the lesson or activity and help the group perform its tasks. Ask the teacher if help is needed on the directions.

Task Manager

Write down the beginning and ending times. Manage how much time should be spent on each part of the lesson or activity. Make sure that every part is completed and done well.

People Manager

Keep all group members focused on the lesson or activity and talking in quiet voices. Make sure every student contributes and performs their leadership roles. Ask the teacher for help if the group needs it.