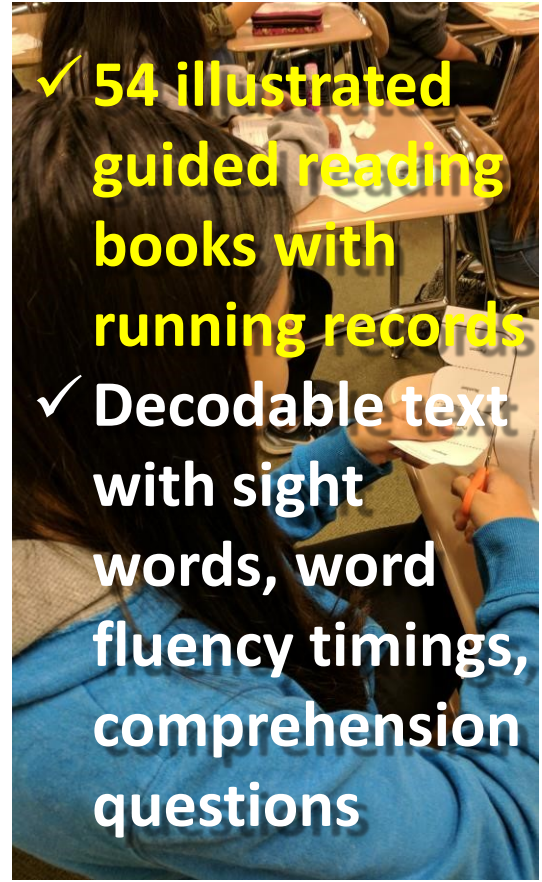
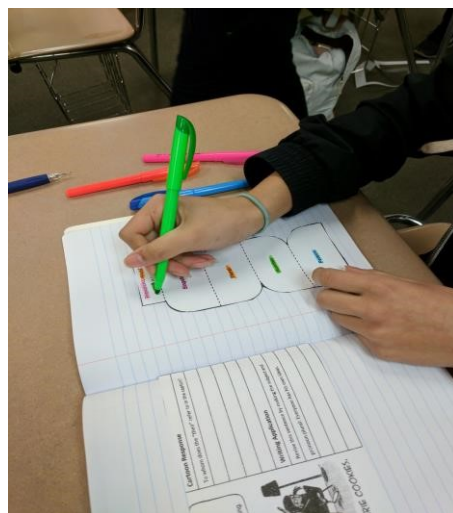
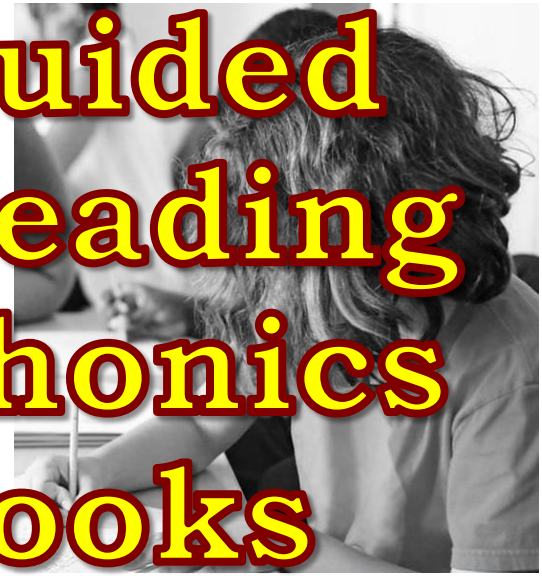


# Sam and Friends



## Guided Reading Phonics Books



- ✓ 54 illustrated guided reading books with running records
- ✓ Decodable text with sight words, word fluency timings, comprehension questions



# **Sam and Friends** Guided Reading Phonics Books

## Table of Contents

<b>Instructional Component</b>	<b>Pages</b>
Introduction.....	1
Design and Instructional Components.....	2
Diagnostic Assessments for Screening and Guided Reading Placement.....	3
Running Records Assessments.....	4–5
Pre-teaching.....	6
How to Teach a Guided Reading Group with the.....	7
<b>Sam and Friends</b> Guided Reading Phonics Books	
How to Print the <b>Sam and Friends</b> Guided Reading Phonics Books.....	8

### **Sound-Spellings and Sight Words Instructional Sequence**

Collection A: Short Vowels and Consonants Books 1-8.....	9
Collection B: Consonant Blends and Digraphs (Part 1) Books 9-16.....	10
Collection C: Consonant Blends and Digraphs (Part 2) Books 17-24.....	11
Collection D: Long Vowels and Silent Final <i>e</i> Books 25-34.....	12
Collection E: <i>r</i> -controlled Vowels and Diphthongs Books 35-44.....	13
Collection F: Syllable Juncture and Derivational Influences Books 45-54.....	14

### **Diagnostic Assessments**

Vowel Sounds Phonics Assessment.....	15–19
Consonant Sounds Phonics Assessment.....	20–24
Literacy Center Rotations.....	25–33
Pre-Teaching the SCRIP Comprehension Strategies with 5 Fairy Tales.....	34–38

### **Sam and Friends Phonics Books**

<b>Sam and Friends</b> Guided Reading Phonics Books .....	39–254
Running Records.....	255–305
Guided Reading Phonics Books Resources for Literacy Centers .....	306–311

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

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

- |         |                       |                       |                        |                       |
|---------|-----------------------|-----------------------|------------------------|-----------------------|
| ___ 7.  | A. bin                | B. <u>bine</u> (fine) | C. bian                | D. byan               |
| ___ 8.  | A. diak               | B. dak                | C. <u>dake</u>         | D. diek               |
| ___ 9.  | A. yut                | B. yeat               | C. <u>yute</u> (chute) | D. yiout              |
| ___ 10. | A. toup               | B. <u>tope</u> (rope) | C. teop                | D. taop               |
| ___ 11. | A. buot               | B. बात                | C. buit                | D. <u>bute</u> (mute) |
| ___ 12. | A. <u>fene</u> (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. <u>vady</u> (lady)    | D. viedy              |
| ___ 14. | A. <u>fay</u> (bay)   | B. fiay                  | C. foay                  | D. fuay               |
| ___ 15. | A. kaek               | B. keak                  | C. kik                   | D. <u>kaik</u> (rake) |
| ___ 16. | A. <u>bein</u> (rain) | B. boan                  | C. bian                  | D. baun               |
| ___ 17. | A. motfew             | B. <u>motfe</u> (motley) | C. motfeu                | D. motfoa             |
| ___ 18. | A. jeu                | B. jiu                   | C. jeo                   | D. <u>jee</u> (me)    |
| ___ 19. | A. cid                | B. <u>ceid</u> (need)    | C. cide                  | D. ceud               |
| ___ 20. | A. kybo               | B. kybi                  | C. <u>keby</u> (freebie) | D. keyb               |
| ___ 21. | A. <u>deat</u> (meat) | B. diut                  | C. dight                 | D. diegt              |
| ___ 22. | A. zean               | B. zein                  | C. <u>zine</u> (bean)    | D. zen                |
| ___ 23. | A. pioson             | B. piason                | C. piuson                | D. pison (bison)      |
| ___ 24. | A. beu                | B. <u>bigh</u> (high)    | C. bei                   | D. bia                |
| ___ 25. | A. ceter              | B. caeter                | C. <u>cyter</u> (writer) | D. couter             |

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

### **Sam and Friends Phonics Books #s 25-34**

Long Vowels 17/21 \_\_\_/21

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

### **Sam and Friends Phonics Books #s 35-44**

Diphthongs and r-controlled Vowels 16/19 \_\_\_/19

## Consonant Sounds Phonics Assessment (Teacher Pages)

**TEACHER DIRECTIONS:** Read each underlined word three times. Do not elongate the consonant sounds.

- |         |                |                 |                 |                 |
|---------|----------------|-----------------|-----------------|-----------------|
| ___ 1.  | A. <u>shud</u> | B. sced         | C. slod         | D. swud         |
| ___ 2.  | A. cwib        | B. clab         | C. <u>cheb</u>  | D. creb         |
| ___ 3.  | A. woud        | B. wyed         | C. wrid         | D. <u>whid</u>  |
| ___ 4.  | A. <u>thog</u> | B. trig         | C. teng         | D. tuog         |
| ___ 5.  | A. teelg       | B. trong        | C. <u>theeg</u> | D. traeg        |
| ___ 6.  | A. bwom        | B. <u>blam</u>  | C. baim         | D. bhum         |
| ___ 7.  | A. buix        | B. blox         | C. <u>brux</u>  | D. beux         |
| ___ 8.  | A. chid        | B. cwed         | C. clud         | D. <u>cred</u>  |
| ___ 9.  | A. dief        | B. <u>dref</u>  | C. dlif         | D. dwof         |
| ___ 10. | A. <u>clim</u> | B. chom         | C. crum         | D. cwim         |
| ___ 11. | A. <u>flon</u> | B. famn         | C. frun         | D. foln         |
| ___ 12. | A. fouz        | B. faez         | C. fliz         | D. <u>fraz</u>  |
| ___ 13. | A. ghup        | B. gaep         | C. <u>glup</u>  | D. grop         |
| ___ 14. | A. glus        | B. <u>gres</u>  | C. ghos         | D. geas         |
| ___ 15. | A. pwet        | B. phit         | C. prot         | D. <u>plit</u>  |
| ___ 16. | A. plav        | B. phev         | C. <u>prov</u>  | D. pouv         |
| ___ 17. | A. <u>scad</u> | B. slod         | C. sted         | D. smad         |
| ___ 18. | A. srib        | B. <u>screb</u> | C. swelb        | D. scurb        |
| ___ 19. | A. scrim       | B. sharm        | C. strem        | D. <u>shrim</u> |
| ___ 20. | A. stof        | B. swif         | C. <u>skof</u>  | D. shef         |
| ___ 21. | A. <u>slun</u> | B. swun         | C. ston         | D. shen         |
| ___ 22. | A. stos        | B. shas         | C. snus         | D. <u>smos</u>  |
| ___ 23. | A. stul        | B. <u>snul</u>  | C. smel         | D. stol         |
| ___ 24. | A. stiv        | B. scev         | C. <u>spiv</u>  | D. hov          |
| ___ 25. | A. sprex       | B. sloux        | C. scrix        | D. <u>splex</u> |
| ___ 26. | A. scret       | B. <u>sprat</u> | C. shrut        | D. smaft        |
| ___ 27. | A. sneb        | B. smub         | C. <u>squb</u>  | D. scib         |

- |         |                 |                |          |                 |
|---------|-----------------|----------------|----------|-----------------|
| ___ 28. | A. <u>stog</u>  | B. scog        | C. shug  | D. slig         |
| ___ 29. | A. shrom        | B. squam       | C. scrim | D. <u>stram</u> |
| ___ 30. | A. stin         | B. <u>swen</u> | C. shon  | D. sken         |
| ___ 31. | A. <u>thrid</u> | B. thold       | C. trusd | D. twird        |
| ___ 32. | A. twaz         | B. thoz        | C. touz  | D. <u>troz</u>  |
| ___ 33. | A. <u>twaf</u>  | B. trif        | C. thef  | D. toaf         |

### **Sam and Friends Phonics Books #s 17-24**

#### **Consonant Blends and Digraphs (Part 2) 27/33 \_\_\_/33**

- |         |                |                |                 |                |
|---------|----------------|----------------|-----------------|----------------|
| ___ 34. | A. lult        | B. lirt        | C. <u>luft</u>  | D. lest        |
| ___ 35. | A. perd        | B. pusd        | C. pand         | D. <u>peld</u> |
| ___ 36. | A. mork        | B. <u>molk</u> | C. meck         | D. mosk        |
| ___ 37. | A. <u>hulm</u> | B. horm        | C. huim         | D. hims        |
| ___ 38. | A. sawp        | B. <u>selp</u> | C. surp         | D. sesp        |
| ___ 39. | A. bist        | B. boft        | C. burt         | D. <u>bult</u> |
| ___ 40. | A. rurp        | B. rilp        | C. ronp         | D. <u>rimp</u> |
| ___ 41. | A. lurch       | B. lonsh       | C. <u>lanch</u> | D. lamph       |
| ___ 42. | A. <u>tond</u> | B. tuld        | C. tusd         | D. tord        |
| ___ 43. | A. malg        | B. <u>mang</u> | C. murg         | D. mumg        |
| ___ 44. | A. <u>denk</u> | B. dack        | C. delk         | D. dosk        |
| ___ 45. | A. fept        | B. fost        | C. <u>funt</u>  | D. fult        |
| ___ 46. | A. <u>sept</u> | B. suft        | C. sest         | D. solt        |
| ___ 47. | A. pulk        | B. pock        | C. pank         | D. <u>posk</u> |
| ___ 48. | A. <u>risp</u> | B. rimp        | C. ruwp         | D. relp        |
| ___ 49. | A. gilt        | B. <u>gast</u> | C. gart         | D. guft        |
| ___ 50. | A. baln        | B. bosn        | C. <u>bawn</u>  | D. birn        |

### **Sam and Friends Phonics Books #s 9-16**

#### **Consonant Blends and Digraphs (Part 1) 14/17 \_\_\_/17**



**8 Groups, 4 Rotations (60 Minutes Total) per Day, 4 Days per Week, 6 Literacy Centers, 1 Guided Reading Literacy Center 2 Days per Week and 1 Remedial (or other) Center 2 Days per Week**

Day 1									
Group 1	Guided Reading	Reading	Writing	Language Conventions	Group 5	Remedial Center	Vocabulary	Spelling & Syllabication	Study Skills
Group 2	Writing	Guided Reading	Language Conventions	Reading	Group 6	Spelling & Syllabication	Remedial Center	Study Skills	Vocabulary
Group 3	Reading	Language Conventions	Guided Reading	Writing	Group 7	Vocabulary	Study Skills	Remedial Center	Spelling & Syllabication
Group 4	Study Skills	Writing	Vocabulary	Guided Reading	Group 8	Language Conventions	Spelling & Syllabication	Reading	Remedial Center
Day 2									
Group 1	Remedial Center	Vocabulary	Spelling & Syllabication	Study Skills	Group 5	Guided Reading	Reading	Writing	Language Conventions
Group 2	Spelling & Syllabication	Remedial Center	Study Skills	Vocabulary	Group 6	Writing	Guided Reading	Language Conventions	Reading
Group 3	Vocabulary	Study Skills	Remedial Center	Spelling & Syllabication	Group 7	Reading	Language Conventions	Guided Reading	Writing
Group 4	Language Conventions	Spelling & Syllabication	Reading	Remedial Center	Group 8	Study Skills	Writing	Vocabulary	Guided Reading
Day 3									
Group 1	Guided Reading	Reading	Writing	Language Conventions	Group 5	Remedial Center	Vocabulary	Spelling & Syllabication	Study Skills
Group 2	Writing	Guided Reading	Language Conventions	Reading	Group 6	Spelling & Syllabication	Remedial Center	Study Skills	Vocabulary
Group 3	Reading	Language Conventions	Guided Reading	Writing	Group 7	Vocabulary	Study Skills	Remedial Center	Spelling & Syllabication
Group 4	Study Skills	Writing	Vocabulary	Guided Reading	Group 8	Language Conventions	Spelling & Syllabication	Reading	Remedial Center

## “The Boy Who Cried Wolf”

There once was a naughty shepherd boy who lived in a small village. One day this boy was sitting at the top of a hill and was very bored. As he watched the sheep under his care, he came up with an idea to entertain himself. He turned in the direction of the village and at the top of his lungs he began screaming, "Wolf! Wolf! The Wolf is after the sheep!"

The villagers immediately left their business and came running up the hill to help the boy scare the wolf away. But when they made it to the top of the hill, they found no wolf. Instead, they found the naughty boy laughing at the joke that he played on them.

"Never cry 'wolf,' shepherd boy," **scolded** the villagers, "when there's no wolf!" They went back to the village very angry.

The very next day, the naughty boy was bored again. "I wonder if the trick will work again" he thought. He went up to the top of the hill, turned toward the village, and once again screamed, "Wolf! Wolf! The wolf is after the sheep!" Once again, he howled with laughter as he watched the villagers run up the hill to help him scare the wolf away.

When the villagers again found no wolf, they scolded the boy once more saying, "Save your screaming for when there really is something wrong! Don't ever cry 'wolf' when there is no wolf!" But the boy just laughed and watched them go down the hill to the village once more.

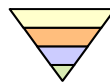
The next day, the naughty shepherd boy was again very bored. As he was dreaming up more mischief, he heard the bleating of his sheep. He ran toward the sound and then he saw what caused the sheep to cry. A huge wolf was **prowling** about his flock of sheep. Once again, he ran to the top of the hill and shouted, "Wolf! Wolf! The wolf is after the sheep!"

But the villagers had learned their lesson. They all said, "There goes that naughty shepherd boy playing his games once again." So the villagers didn't come. At sunset, some of the villagers wondered why the shepherd boy hadn't yet brought the sheep down to the village. They went up the hill to find the boy. They found him with his head down crying. Then they found out why he was crying. The flock was **scattered** everywhere and two sheep were dead.

"I cried out, 'Wolf!' Why didn't you help me?"

An old man responded, "That's what happens to those who lie. Sooner or later, no one believes them."

Summarize



(1) Summarize why the boy lied.

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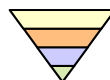
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Summarize



(2) Summarize how the villagers responded to the boy's lies.

---

---

---

---

---



Name \_\_\_\_\_

\_sh unvoiced                      who                      would

### Word Fluency

friend	clothes	mash	shush	move
gosh	from	give	people	won
want	mesh	love	would	of
wish	bought	says	hour	shin
who	ocean	shack	where	come
could	cash	heard	wolf	who
said	would	work	lash	shut
water	should	father	does	hour
money	gush	who	would	shot

### 30 Second Timings (# of Words Correct)

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

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# Sam and Friends



Mark Pennington

Illustrated by David Rickert

18

Deb was sad, and Kit was mad. The friends went back to The Clothes Shed. And a cop went with them.

---

The friends had left The Clothes Shed with a bag full of clothes to have lunch on the dock. They sat on a bench to have lunch. Deb put the bag of clothes next to them on the deck.

"Deb felt a bump," said Kit to the cop.

"And then what?" asks the cop.

"Some man got the bag and ran past us to the end of the dock," said Deb. "It was a man who has a big gash on his left leg, up on the shin," said Kit.

Tom, Sam, and Pug walk to The Clothes Store with the cop. Back at The Clothes Shop, the cop gives the bag of clothes to Deb.

"This dog got the man who had the bag of clothes," says the cop.

"Pug did?" asks Kit.

"Yes, that dog did," says the cop.

Deb gives Pug a big hug.

**Interpret** Why did Deb get bumped?



**Summarize** Re-tell this story in your own words.



Back at Sam's, Tom texts Sam and asks if Sam wants to fish at the docks. Sam does. The friends pick long rods for ocean fish and jump in Tom's van with Pug. Then they head to the ocean.

The friends got to the docks and sat on a bench to fish. Pug was with them next to the bench.

"If Pug got his wish, that dog would fish with us," said Tom.



**Re-think** Do Tom and Sam know that Deb and Kit are at the docks?



A man with a bag in his hand runs past Sam, Tom, and Pug. on the dock. Then a cop runs past them and says, "Get that man!"

Sam says, "Get him, Pug!" Pug is quick and runs fast.

**Predict** What will Pug do?



Name \_\_\_\_\_

Schwa e, \_ea\_ doubt half

### Word Fluency

whose	other	frozen	item	laugh
travel	only	ocean	four	front
half	open	laugh	strategy	want
taken	eye	doubt	certainly	prove
label	rough	curtain	tough	half
very	stolen	world	above	doubt
tinsel	floor	eye	hidden	about
build	half	enemy	muscle	doubt
whole	problem	dampen	enamel	alone

### 30 Second Timings (# of Words Correct)

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

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# Sam and Friends



Mark Pennington

Illustrated by David Rickert

50

The winter season seems short this year. Tom, Kit, Sam, and Deb are all busy with band, sports, school, or jobs.

Kit's varsity basketball team made the playoffs with eleven wins and seven losses and won its first playoff game against Markeberry Prep.

In the second playoff game against favored Brandeman Technical, Kit scored seventeen points to lead the Trojans in a come-from-behind victory.

Now the Trojans have a chance to make history. They are playing for the state championship!

This Friday the Trojans play for the state championship against number-one ranked Bonneville High School. The local television station has chosen to interview Kit about the upcoming game.



**Interpret** Why was Kit chosen to be interviewed?



The Oakhills player inbounds the ball to Kit at mid-court as the coach said, but the Bonneville center fights through the screen at the free throw line and there is no one to pass to. The crowd is on their feet, counting down the seconds: "Six, five, four, three...!"

Kit glances at Sam, standing in the stands, and heaves the ball from half court. It's a buzzer-beater! A three point shot and Oakhills has won the state championship! Kit is the hero!



**Summarize** Re-tell this story in your own words.



Oakhills plays tough without their starting point guard and the two other guards who fouled out. Bonneville is ahead by three points with only six seconds remaining in the game when their center delivers a hard foul on the Oakhills back-up point guard. The referees call for an injury timeout while the Oakhills fans all boo the All-American center. Tom boos the loudest and bangs on his bass drum until the referee warns him to stop. The injured player is carried off the floor.

The Oakhills coach looks over at Kit and shakes his head, "No." Kit pulls off the ice bag and limps to the scorer's table to check into the game. Kit steps up to the free throw line to shoot for the injured player and swishes her shot. Oakhills is now down by just two points with six seconds still on the clock, and Oakhills will take out the ball at half court.

The Oakhills coach calls his last timeout and draws up a desperation play to tie the game and send it into overtime.

"We only have time for one quick pass after the inbound," explains the coach. "Kit, you will take the inbound pass at midcourt and lob the ball into our center behind the screen at the free throw line. Catch and release."

**Re-think** Why did the coach look over at Kit on the bench?



**Connect** Why is Sam going to give Pug a bath?



"This is reporter Sam Costedale for KGAG news, interviewing the starting point guard on the Lady Trojans Varsity Basketball Team. Kit, you have your biggest challenge of the season this Friday night, facing unbeaten Bonneville on their home court. How has your coach prepared your team to face off against the best player in the state?"

"It's going to be tough, no doubt. Playing against a six-foot four All-American center would be a challenge for any team, especially in that Bonneville gym. But, our coach has a game plan and we might just have a few tricks up our sleeves."

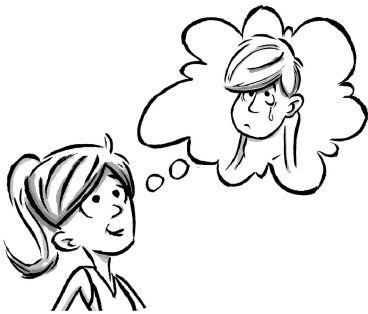
"Well, that sounds interesting, Kit. KGAG will be televising the game, so tune in Oakhills sports fans. This Friday night at seven. This is Sam Costedale, live at Oakhills High School."





Sam texts his girlfriend, Kit. "You were great in the interview. I miss you!" (Kit's coach has been running two-a-day practices for the last week and Sam hasn't seen Kit outside of school ever since.

Kit is happy to know that Sam misses her. She tells him that after the season is over on Friday they will be able to spend more time together.



Kit's friends are so excited for her. Deb posts the interview on her Facebook page and highlights of Kit's season on Instagram. Tom has seen every one of Kit's games because he is in the pep band. He can recite all of her statistics: Kit is averaging sixteen points, ten assists, and three steals per game.

Friday night arrives and the Bonneville High School gym is packed for the state championship game.

**Predict** Will Oakhills win the state championship?



Bonneville gets off to an early lead thanks to their All-American center's twenty points by halftime. Oakhills has gotten too many fouls, trying to guard her.

In the second period, two of the Oakhills guards have fouled out. But the Oakhills team has narrowed the point margin. Kit has ten assists to go with her eleven points. On a driving lay-up Kit evens the score at 42–42, but she twists her ankle on the play. The coach calls a timeout and pulls her out of the game. Kit sits on the bench with an ice bag to watch the rest of the game.



# Sam and Friends Guided Reading Phonics Books Running Record

## Collection C: Consonant Blends and Digraphs (Part 2) Book #18

<b>E = Errors    SC = Self-Correction</b> <b>M = Meaning    S = Structure    V = Visual</b>			<b>E</b>	<b>SC</b>	<b>E</b> <b>M S V</b>	<b>SC</b> <b>M S V</b>
<p>Deb was sad, and Kit was mad. The friends went back to The Clothes Shed. And a cop went with them.</p> <p>The friends had left The Clothes Shed with a bag full of clothes to have lunch on the dock. They sat on a bench to have lunch. Deb put the bag of clothes next to them on the deck.</p> <p>"Deb felt a bump," said Kit to the cop.</p> <p>"And then what?" asks the cop.</p> <p>"Some man got the bag and ran past us to the end of the dock," said Deb. "It was a man who has a big gash on his left leg, up on the shin," said Kit.</p> <p>The cops want to get that man. The man robs people who shop at The Clothes Shed.</p> <p>The cop said that they would put a cop on the docks, and with some luck, Deb would get back the bag of clothes.</p> <p>Back at Sam's, Tom texts Sam and asks if Sam wants to fish at the docks. Sam does. The friends pick long rods for ocean fish and jump in Tom's van with Pug. Then they head to the ocean.</p> <p>The friends got to the docks and sat on] 200</p>						
<b>E Rate</b>	<b>A Rate</b>	<b>SC Rate</b>	<b>Total</b>	<b>Total</b>	<b>Word Fluency</b>	
E = ____ /200	200 – (E ÷ 2) = ____%	SC + E ÷ SC = 1: ____			____ # Correct	
<p><b>Running Record Observations</b>    <input type="checkbox"/> Phonics focus mastery    <input type="checkbox"/> Sight words focus mastery</p> <p><input type="checkbox"/> Read in meaningful word groups, not word by word    <input type="checkbox"/> Read with automaticity (little sounding-out)</p> <p><input type="checkbox"/> Read with inflection, not monotone    <input type="checkbox"/> Paused at commas and stopped at periods</p> <p><input type="checkbox"/> Good concentration, not distracted    <input type="checkbox"/> Good posture    <input type="checkbox"/> Good tracking, minimal eye movement</p> <p><input type="checkbox"/> Text dependence, little reliance on context or picture clues</p> <p><b>Whole Story</b> Re-tell and/or SCRIP comprehension questions comments: _____</p> <p>_____</p> <p><b>Comments/Interventions/Resources:</b> _____</p> <p>_____</p>						

# Sam and Friends Guided Reading Phonics Books Running Record

## Collection F: Syllable Juncture and Derivational Influences Book #50

<b>E = Errors    SC = Self-Correction</b> <b>M = Meaning    S = Structure    V = Visual</b>			<b>E</b>	<b>SC</b>	<b>E</b> <b>M S V</b>	<b>SC</b> <b>M S V</b>
<p>The winter season seems short this year. Tom, Kit, Sam, and Deb are all busy with band, sports, school, or jobs.</p> <p>Kit's varsity basketball team made the playoffs with eleven wins and seven losses and won its first playoff game against Markeberry Prep.</p> <p>In the second playoff game against favored Brandeman Technical, Kit scored seventeen points to lead the Trojans in a come-from-behind victory.</p> <p>Now the Trojans have a chance to make history. They are playing for the state championship!</p> <p>This Friday the Trojans play for the state championship against number-one ranked Bonneville High School. The local television station has chosen to interview Kit about the upcoming game.</p> <p>"This is reporter Sam Costedale for KGAG news, interviewing the starting point guard on the Lady Trojans Varsity Basketball Team. Kit, you have your biggest challenge of the season this Friday night, facing unbeaten Bonneville on their home court. How has your coach prepared your team to face off against the best player in the state?"</p> <p>"It's going to be tough, no doubt. Playing against a six-foot four All-American center would be a challenge for any team, especially in that Bonneville gym. But, our coach has a game plan and we might]</p> <p>200</p>						
<b>E Rate</b>	<b>A Rate</b>	<b>SC Rate</b>	<b>Total</b>	<b>Total</b>	<b>Word Fluency</b>	
E = ____ /200	200 – (E ÷ 2) = ____%	SC + E ÷ SC = 1: ____			____ # Correct	
<p><b>Running Record Observations</b></p> <div> <input type="checkbox"/> Phonics focus mastery           <input type="checkbox"/> Sight words focus mastery         </div> <div> <input type="checkbox"/> Read in meaningful word groups, not word by word           <input type="checkbox"/> Read with automaticity (little sounding-out)         </div> <div> <input type="checkbox"/> Read with inflection, not monotone           <input type="checkbox"/> Paused at commas and stopped at periods         </div> <div> <input type="checkbox"/> Good concentration, not distracted           <input type="checkbox"/> Good posture           <input type="checkbox"/> Good tracking, minimal eye movement         </div> <div> <input type="checkbox"/> Text dependence, little reliance on context or picture clues         </div> <p><b>Whole Story</b> Re-tell and/or SCRIP comprehension questions comments: _____</p> <p>_____</p> <p><b>Comments/Interventions/Resources:</b> _____</p> <p>_____</p>						

# Literacy Centers Group Norms

# be **HEROIC!**

BE	<b>H</b> ard-working	Do your best work on each lesson or activity. Work the whole time.
BE	<b>E</b> ngaged	Do your fair share of the work. Complete your assigned leadership role.
BE	<b>R</b> 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	<b>O</b> rganized	Keep all lesson or activity materials where they belong. Clean up neatly and completely.
SHOW	<b>I</b> nitiative	Begin the literacy center lesson or activity as soon as you sit down. Encourage others to complete their assigned leadership roles.
BE	<b>C</b> 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.

**Guided  
Reading**

**Guided  
Reading**

**Guided  
Reading**