

# TEACHING READING STRATEGIES

MARK PENNINGTON



**ASSESSMENT  
AND PRACTICE**



**COMPREHENSIVE  
READING  
INTERVENTION  
PROGRAM**



**FEATURING THE**  
*Sam and Friends*  
**GUIDED READING PHONICS BOOKS**

**Teaching Reading Strategies**  
**Reading Intervention Program**  
*featuring the*  
**Sam and Friends Guided Reading Phonics Books**

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▪ Alphabet Cards.....	6 pages
▪ Animal Sound–Spelling and Consonant Blend Phonics Cards .....	9 pages
▪ Outlaw Words Cards.....	12 pages
▪ Rimes Cards.....	9 pages
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##### **2. Game Cards Phone Display**

##### **3. Game Cards Tablet and Chromebook Display**

### **Appendix 3**

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

#### **1. Sam and Friends Booklets to Print**

The 54 books are in booklet order (pages 8-1, 2-7, 6-3, 4-5).

#### **2. Sam and Friends Digital Device Display.....**

432 pages  
The 54 books are in story order and formatted for most phones, tablets, and Chromebooks.

## Teaching Reading Strategies Weeks 15–18 Lessons

Instruction	Time	Resources and Prep
1. Attendance and announcements	3	Computer with display projector and speakers
2. Sound-Spelling Blending (first three days of the week)	7	Sound-Spelling Blending script
3. Small Group Workshops (15 minutes including rotations, four days per week) The teacher leads the guided reading groups and then monitors the Reading Fluency Workshops.	45	Post rotations. Three <i>Sam and Friends</i> books, SCRIP Comprehension Worksheets, Animal Fluency Articles

Students		Workshops		
	<b>Group 1</b>	Sam and Friends Guided Reading Phonics Books	Reading Fluency Practice Level A	SCRIP Comprehension/Vocabulary Worksheets
	<b>Group 2</b>	Reading Fluency Practice Level B	SCRIP Comprehension/Vocabulary Worksheets	Sam and Friends Guided Reading Phonics Books
	<b>Group 3</b>	SCRIP Comprehension/Vocabulary Worksheets	Sam and Friends Guided Reading Phonics Books	Reading Fluency Practice Level C

***Sam and Friends* Guided Reading Phonics Books:** Students read three books per week.

**Reading Fluency Practice:** Students practice two articles per week—two days per article.

**SCRIP Comprehension Worksheets:** Students practice two articles per week on Days 1 and 3.

**Vocabulary Worksheets:** Students work together or individually to complete worksheets on Days 2 and 4.

3. On the last day of the week, the teacher introduces a card game. When students transition to independent play, the teacher mini-conferences with students to review formative assessments.	(45)	Reading, Spelling, and Vocabulary Card Games
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### Week 18: Additional Reading Assessments

The synthetic phonics approach of the *Teaching Reading Strategies* activities will help most of your students to master decoding and improve reading fluency. However, for students still practicing reading fluency with the Level A and lower end of Level B modeled readings at the end of Week 18, administer three more assessments to determine individual needs. Pull these students from their Reading Fluency Workshop and administer the Outlaw Words (Sight Words), Rimes (Word Families), and Sight-Syllables assessments. Each assessment takes about 15 minutes. Grade and record the results on the **Reading Mastery Matrix** and use this data to individualize instruction for the Analytic Phonics Workshop beginning next week as needed.

## Reading and Spelling Assessments

*Teaching Reading Strategies* uses comprehensive whole class reading assessments to help teachers diagnose specific reading strengths and weaknesses for each of their students. Many of the tests include audio files to allow the teacher to supervise the test administration. Assessments are quick to administer and quick to grade and record (one to two minutes per student). Only the “Pets” Fluency Assessment is administered one-on-one (two minutes per student).

Teachers should administer and correct assessments within the first two weeks of instruction. After giving the four placement tests, administer other diagnostic assessments as needed. The Teaching Reading Strategies Lessons indicate what tests to give, when to give them, and to whom the tests should be given.

Once the assessments have been corrected, the errors should be recorded on the **Reading Mastery Matrix** with a / for each component not meeting mastery criteria of 80% for each component. Once the reading deficit has been mastered, the teacher changes the / into an X. The matrix should be posted in the classroom or readily accessible to allow teacher, students, parents or partners, and principals to monitor progress. Setting learning goals will support student “buy-in” and help motivate a consistent work ethic. The data recorded on the **Reading Mastery Matrix** is as much for the student as for the teacher.

Teachers may choose to give some of the same assessments within the last two weeks of instruction as summative assessments to check student progress and provide data for the next year’s teachers.

Following are the diagnostic reading assessments and their approximate administration times. Unless noted, the written assessment is accompanied by an audio file for easy administration:

Assessment	Time
Vowel Sounds Phonics Assessment.....	10:42
Consonant Sounds Phonics Assessment.....	12:07
Diagnostic Spelling Assessment.....	22:38
Individual Fluency Assessment (no audio file).....	2 x # students
Phonemic Awareness Assessments	
▪ Syllable Awareness.....	5:48
▪ Syllable Rhyming.....	5:38
▪ Phonemic Isolation.....	5:54
▪ Phonemic Blending.....	5:53
▪ Phonemic Segmenting.....	5:21
Two Alphabetic Awareness Assessments (no audio file).....	5 each
Outlaw Words (Sight Words) Assessment (no audio file).....	15
Rimes (Word Families) Assessment (no audio file).....	15
Sight Syllables Assessment (no audio file).....	15

## 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               |

### 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               |

### Silent Final e 5/6 Mastery \_\_\_/6

- |         |                       |                          |                          |                       |
|---------|-----------------------|--------------------------|--------------------------|-----------------------|
| ___ 13. | A. vaudy              | B. vawdy                 | C. <u>vady</u> (lady)    | D. viedy              |
| ___ 14. | A. <u>fiay</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. zaen               | B. zein                  | C. <u>zien</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             |



## Diagnostic Spelling Assessment

42.	poodle	The black poodle loved to eat ice cream.	poodle	
43.	overdue	Your library book is overdue.	overdue	
44.	duty	Do your duty to your country.	duty	
45.	brewing	The coffee is always brewing at her house.	brewing	<b>Long /oo/</b>
46.	looked	He looked older than he really was.	looked	
47.	butcher	The local butcher was very skilled.	butcher	<b>Short /oo/</b>
48.	crowded	This school is very crowded.	crowded	
49.	counting	She began counting on her fingers.	counting	<b>/ow/ (cow)</b>
50.	poisoned	The chemical poisoned the water.	poisoned	
51.	destroy	He had to destroy the work of art.	destroy	<b>/oi/</b>
52.	awful	The engine made an awful sound.	awful	
53.	auditorium	The band played in the auditorium.	auditorium	
54.	already	My teacher already knows the answer.	already	
55.	falling	The child kept falling down the stairs.	falling	<b>/aw/</b>
56.	curling	She liked curling her hair with her fingers.	curling	
57.	winter	This winter I want to visit the beach.	winter	
58.	firmly	The student held the handle firmly.	firmly	
59.	alarm	A man set off the car alarm.	alarm	
60.	boring	The television show was very boring.	boring	<b>r-controlled</b>
61.	cucumber	He likes cucumber in his salad.	cucumber	
62.	procedure	The guard followed the procedure.	procedure	
63.	agony	His face showed the agony of defeat.	agony	<b>Hard/Soft</b>
64.	strangely	Her cousin behaved very strangely.	strangely	<b>c and g</b>
65.	spicy	The Mexican food was spicy.	spicy	
66.	identify	No one could identify the stranger.	identify	<b>Soft y</b>
67.	forgetting	I keep forgetting where I placed my glasses.	forgetting	<b>Consonant</b>
68.	commitment	The coach questioned his commitment.	commitment	<b>Doubling</b>
69.	dodgeball	The children could not play dodgeball.	dodgeball	
70.	advantage	We had the advantage of playing at home.	advantage	<b>/j/</b>
71.	believe	I will believe it when I see it.	believe	
72.	receive	Did you receive the letter?	receive	<b>“ic”/“ei”</b>
73.	radios	We listened to our radios.	radios	
74.	bushes	They found the child hiding in the bushes.	bushes	
75.	ladies	The ladies softball team won their game.	ladies	
76.	bookshelves	They dusted the bookshelves.	bookshelves	
77.	women	The women volunteered for the carnival.	women	<b>Plurals</b>
78.	guide	Her family trains guide dogs for the blind.	guide	
79.	designed	Her mom designed the new school sign.	designed	<b>Silent Letters</b>
80.	skating	I had my birthday party at the skating rink.	skating	<b>Drop/Keep</b>
81.	wisely	She wisely asked the teacher for help.	wisely	<b>Final e</b>
82.	catcher	The catcher tagged the runner out.	catcher	
83.	touchdown	Our players scored the winning touchdown.	touchdown	<b>/ch/</b>
84.	gigantic	The gigantic boulder blocked the road.	gigantic	
85.	sunken	The pirates searched for sunken treasure.	sunken	<b>/k/</b>



# **“Pets” Fluency Assessment**

Name \_\_\_\_\_

11	Pets are nice. Pets live with us. They can be good friends. Pets make people happy. They can be very fun.		
21	Some pets are very smart. Many can be trained to do what people say. Pets may come to us when we call. Some can do special tricks. Some even seem to talk to us with a “bark,” a “meow,” or a “chirp.”		
32	Many people enjoy life more with pets. Pets can be good company. Pets can help people feel less lonely. Some pets help us feel better. Pets can even help us get more exercise.		
44	Not all animals make good pets. Most wild animals are afraid of people. Others could be dangerous, like large cats or bears. It would be too hard to care for some animals. They might need a special place to live or special food to eat.		
57	Pets and owners must make a good match. People need to think carefully about some things before getting a pet. A pet owner needs to have a good place for a pet to live. A small apartment may be perfect for a fish or hamster, but not for a large dog or cat. Also, some pets cost more to keep than others. Large pets eat more than small ones, and their cost of medical care can be expensive. People need to consider how much time they will be able to spend with their pets. Pets need plenty of human attention to stay happy.		
63	The most popular pets worldwide are dogs and cats. There are slightly more cats than dogs. Birds, hamsters, turtles, snakes, lizards, and fish are also the pets of choice for many people. In the last few years pets have become more “exotic.” Many people are now keeping ferrets and monkeys as pets. Most local governments have laws restricting which pets are acceptable in their communities.		
74	Pet owners need to be responsible with their pets. Adult pets need to be spayed or neutered to prevent unplanned litters. According to the Humane Society, over three million unwanted pets are put to sleep each year. Also, mixed breed cats and dogs can make wonderful pets. In fact, some of the best pets can be adopted from local animal shelters at little cost. Pets are valuable friends and need our very best care.		
86			
96			
109			
125			
141			
154			
170			
188			
205			
219			
234			
244			
259			
275			
290			
303			
309			
325			
338			
354			
371			
383			
	Total Number of Words Read	Total Number of Words Read	
	- Total Number of Mistakes	- Total Number of Mistakes	
	= Total Number of Words Read	= Total Number of Words Read	

## Phonemic Isolation Assessment

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The purpose of this whole class assessment is to determine whether students can hear isolated vowel sounds and identify placement within words. The words are not printed on the **Phonemic Isolation Assessment** because this is a sounds recognition phonemic awareness test.

### Directions/Recording/Mastery

Pass out the **Phonemic Isolation Assessment** to students. The teacher may play the audio file: [Phonemic Isolation Assessment](#) or administer the assessment using this script: Say–“This is a short test to see if you can hear the same sound in a pair of words and tell if that sound is at the beginning, middle, or end of both words. Let’s practice together. The words are *map* and *cat*. Is the same sound at the beginning, middle, or end of the words? *map* and *cat* [Wait for student response.] The correct answer is “middle,” because the /ă/ sound is in the middle of the two words *map* and *cat*. Let’s try another pair. The words are *blow* and *throw*. Is the same sound at the beginning, middle, or end of the words? *blow* and *throw* [Wait for student response.] The correct answer is “end,” because the long /ō/ sound is at the end of the two words *blow* and *throw*.

On your test, find the Example and point to it. [Confirm that all students have pointed to the Example.] Shade in the beginning circle, middle circle, or end circle to show where the same sound is located. The words are *eat* and *east*–Circle beginning, middle, or end–*eat* and *east*. [Wait for students to shade in their answers.] You should have shaded in the beginning circle because the /ē/ sound is at the beginning of the word. Let’s start with Number One. Ready? The words are *stay* and *weigh*. Circle beginning, middle, or end– *stay* and *weigh*.” Follow this script for the rest of the test.

Once the assessments have been scored, record a / on the **Reading Mastery Matrix** for each student not meeting the mastery criteria of 80%.

### Test Items/Answers

1.	stay	weigh	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
2.	cube	mute	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
3.	act	ask	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	grew	threw	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
5.	odd	off	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	sit	kick	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
7.	sigh	try	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
8.	egg	edge	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	bread	stretch	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
10.	doubt	loud	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

## Sound-by-Sound Blending

Week 4 Sounds	Spellings	Sound-Spelling Blending Words
Ending consonant blends	_nt (n't), _lt	end, fast, went, can't, punt, felt, hilt, fund, last, bent, felt, lint, lent, hint <i>Sam and Friends Book #10</i>
	_mp, _sk, _lp	ant, ump, limp, task, disk, help, gulp, can't, felt, hint, lamp, Alps, limp <i>Sam and Friends Book #11</i>
	_ft, _ld, _ng	ask, raft, lift, held, weld, gong, lung, wimp, task, gulp, left, sung, song <i>Sam and Friends Book #12</i>
Week 5 Sounds	Spellings	Sound-Spelling Blending Words
Ending consonant blends	_lk, _nch, _pt	milk, elk, lunch, ranch, kept, wept, raft, held, hung, silk, bench, kept <i>Sam and Friends Book #13</i>
	_nk, _sp	hunch, silk, dunk, honk, gasp, wisp, sunk, hulk, hasp, bunk, lisp, wept <i>Sam and Friends Book #14</i>
“th” voiced* consonant digraph	th_	kept, this, hunk, lisp, them, than, that, ranch, they, then, held, than <i>Sam and Friends Book #15</i>
Week 6 Sounds	Spellings	Sound-Spelling Blending Words
“th” unvoiced** consonant digraph	th_, _th	then, that, thin, thump, path, moth, this, they, thud, sunk, with, long <i>Sam and Friends Book #16</i>
“sh” unvoiced** consonant digraph	sh_	this, thin, shed, ship, shaft, shop, shack, then, them, shift, should <i>Sam and Friends Book #17</i>

\*The voiced consonant sound has a slight /uh/ sound. With consonant blends (two or more sounds), the second letter pronunciation is softer than the first.

\*\*The unvoiced consonant is made solely with air.

## Directions for Reading Games

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### Cards 1–43: Animal Sound-Spelling Cards

- **Concentration:** Divide students into groups of four or five. Two students select the 22 color Animal Sound-Spelling Cards, shuffle, and place face down on a desk or table. The other students mix the card placements. Players take turns turning two cards face-up to find and collect matches. If a match is found, the player must point to picture and say the animal name to pick up the cards. If no match is found or the student doesn't say the name, the cards are turned over and the next player selects. Winner of the game has the most matches. When finished, two students select the 21 black Animal Sound-Spelling Cards for the next round.
- **Names and Sounds:** Students spread out the Animal Sound-Spelling Cards face up and in order on their desks or tables.  
**Round 1** The teacher says a name; students pick up and show the card.  
**Round 2** The teacher says a sound; students pick up and show the card.  
**Round 3** The teacher says a name or a sound; students pick up and show the card.
- **Names, Sounds, and Spellings:** Students  
Students spread out the Animal Sound-Spelling Cards face up and in order on their desks or tables.  
**Round 1** The teacher says a name or a sound; students pick up and show the card.  
**Round 2** The teacher says a spelling (say “blank” for a blank); students pick up and show the card.  
**Round 3** The teacher says a name, sound, or spelling; students pick up and show the card.
- **Bingo:** Students pick any 25 of the #s 1–43 Animal Sound-Spelling Cards and shuffle this deck. Students arrange these cards on desks or tables in 5 rows x 5 columns, except for the Reader. The Reader picks the card from the top of the deck and says the animal name, sound, or spelling and students turn over the corresponding card, etc. The first student turning over 5 in a row horizontally, vertically, or diagonally says “Bingo!” and wins the game. Spread the cards out and play again!
- **Pick the Cards:** Use cards #s 14–43. The Reader is given the Weeks 4–5 Sound-by-Sound Blending Instructional Sequence from the teacher. The Reader reads any word from the Sound-by-Sound Blending (Weeks 4–5). Students find and lay out the cards which spell the word in left to right order. For example, if the Reader says, “quick,” the winner would be the first to lay out the “quail, umbrella, iguana, camel” cards from left to right. First one done is the winner for that round. Play again!
- **Plus (+) and Minus (–):** Pick out and shuffle cards #s 14–43. The object of the game is to form words, using the most cards. For the first round, players draw three cards from the top of their decks, place them horizontal (left to right) on the desk or table, and rearrange the cards if they spell a word. The People Manager begins play. For the rest of the rounds, players draw and play one card per turn, but they can rearrange their cards at any time to form and re-form words. Players can add cards onto existing words to form vertical (up and down) words. When a player who has drawn and played four green short vowel cards draws the last of the five cards, the game ends and players count the number of cards they used to form words to declare the winner.

## Context Clues Vocabulary Strategies and Practice

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Using context clues to figure out the meaning of unknown words as you read will help build your vocabulary and increase your reading comprehension. The **FP'S BAG SALE STRATEGIES** will improve your ability to use context clues.

When you come to an unknown word, first apply these steps: **FP'S BAG**.

**Finish** the sentence.

*See how the word fits into the whole sentence.*

**Pronounce** the word out loud.

*Sometimes hearing the word will give you a clue to meaning.*

**Syllables**—Examine each word part.

*Word parts can be helpful clues to meaning.*

**Before**—Read the sentence before the unknown word.

*The sentence before can hint at what the word means.*

**After**—Read the sentence after the unknown word.

*The sentence after can define, explain, or provide an example of the word.*

**Grammar**—Determine the part of speech.

*Pay attention to where the word is placed in the sentence, the ending of the word, and its grammatical relationship to other known words for clues to meaning.*

Next search for surrounding word clues which identify one of the **SALE** (Synonym, Antonym, Logic, Example) context clues categories. Knowing the category the unknown word belongs to will help you define the unknown word.

**Synonym**—Sometimes an unknown word is defined by the use of a word that is similar in meaning. *Synonyms may appear in apposition, in which case commas, dashes, or parentheses are used.*

Example: The **wardrobe**, or closet, was filled with clothes.

*Often a sentence will have two clauses with one clause listing the word and the other clause defining it.*

Example: Spaghetti is a **carbohydrate**, a rich source to provide energy.

**Antonym**—Sometimes an unknown word is defined by the use of word that is different or opposite in meaning. *Antonym clues will often use Transition Words e.g. however, not, but, in contrast, etc.*

Example: He signaled a **looey**, not a right turn.

**Logic**—Sometimes an unknown word is explained by the use of other words. *Your own knowledge*

*about the content and text structure may provide clues to meaning.*

Example: He petted the **canine**, and then made her sit up and beg for a bone.

**Example**—Sometimes an unknown word is defined by example words or is used as part of list of similar examples. *Example clues will often use Transition Words e.g. for example.*

Example: Adventurous, **rowdy**, and crazy pioneers all found their way out West.

Put together the **FP'S BAG SALE** clues to guess the meaning of the unknown word.

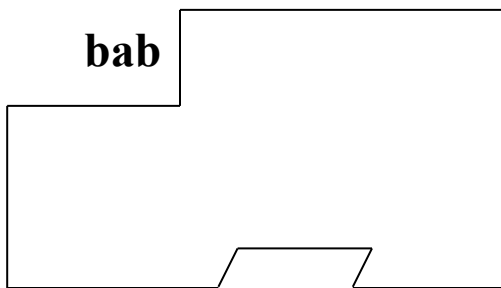
## Vowel Transformers

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**Vowel Transformers** is an interactive whole class activity designed to teach the open, closed, silent final *e*, and vowel team syllable rules. The rules are learned inductively through examples. Nonsense syllables are used in the activity because remedial readers frequently have extensive sight word vocabularies. Begin this activity in the ninth week of instruction.

### Preparation

A display projector is required for this activity. Cut out a card from black construction paper with one corner cut off as a rectangle to isolate each word part. Also cut a bottom flap to slide the card against the screen or projector. Make several of these cards.



### Directions

1. Isolate each syllable on the display. Students say the word part, as soon as the syllable is isolated on the display. Use the whole class responses to adjust to the correct pronunciation.
2. Remind students to “Don’t shout, but don’t whisper. Use your six-inch voices.”
3. Don’t state the syllable rule until the whole class has mastered the examples.
4. Mark where you leave off to know where to begin instruction the next time.

### Week 9: Open and Closed Syllables

A vowel at the end of a syllable (CV) usually has a long vowel sound. This pattern is called an *open syllable*. The syllable following begins with a consonant. Example: **be-low**.

A vowel before a syllable-ending consonant (VC) is usually short. This pattern is called a *closed syllable*. The syllable following begins with a consonant. Example: **bas-ket**.

### Weeks 10–11: Silent Final *e* Syllable Rule

The silent final *e* makes the vowel before a long sound, if only one consonant sound is between the two (VCe). For example, lately.

### Weeks 12–13: Vowel Teams Syllable Rule

Usually keep vowel teams together in the same syllable. **For example, beau-ty.**

**Open and Closed Syllables, Silent Final e, and Vowel Teams**

stode-stodde-stod-sto-stoid

pludde-plud-plu-plude-plue

fa-fabe-fay-fab-fabbe

cref-cre-creffe-crefe-creef

fi-fid-fie-faid-fidde

fomme-fome-foy-fo-fom

brufe-bruf-brue-bruffe-bru

dag-da-dagge-dage-daw



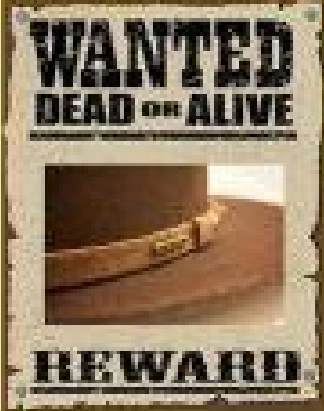
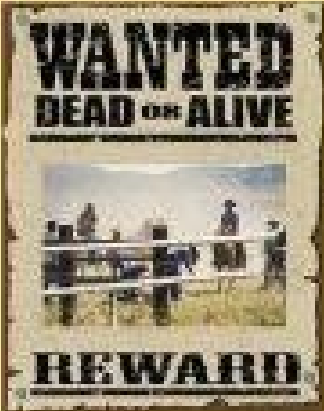
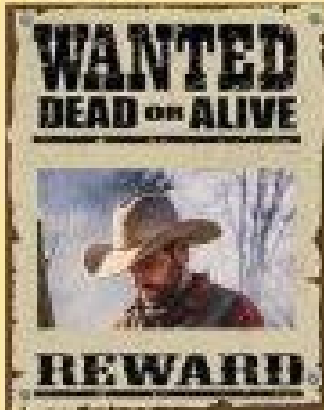
## Schwa Syllable Division Answers

- |                      |                        |                  |
|----------------------|------------------------|------------------|
| 1. a/bóut            | 2. pré/par/a/to/ry     | 3. móun/tain     |
| 4. kí/t/en           | 5. cém/e/te/ry         | 6. mís/chie/vous |
| 7. éa/si/ly          | 8. en/gi/néer          | 9. vé/hi/cle     |
| 10. gál/lo/ping      | 11. wél/come           | 12. pór/poi/ses  |
| 13. ap/plí/ca/ble    | 14. rep/re/sén/ta/tive | 15. ná/tu/ral    |
| 16. math/e/má/tic    | 17. dí/a/gram          | 18. pér/se/cute  |
| 19. dis/cóv/er/y     | 20. i/mág/i/nar/y      | 21. in/vís/i/ble |
| 22. wón/der/ful      | 23. sóph/o/more        | 24. mél/o/dy     |
| 25. de/lí/ber/ate/ly | 26. sým/pho/ny         | 27. trá/v/el/ing |

**Teaching Hint:** Unaccented vowel sounds frequently have the *schwa* sound, especially when there is only one letter in the syllable. All vowels can have the *schwa* sound.

## Guided Practice: How to Identify the Main Idea and Determine Importance

If you created a wanted poster to catch an outlaw, back in the Wild, Wild, West, you would want to include a photograph (or illustration) that shows the most identifiable features of the outlaw. You would not include the less important details.

How to Teach Main Idea	
	TOO SPECIFIC
	TOO GENERAL
	MAIN IDEA

A **too specific** visual is the outlaw's cowboy hat. It is too narrowly focused on one part of the whole. Good readers identify less important details which are too specific to support the main idea(s) and, so are less important to remember. This and the next poster would not help you catch your outlaw.

A **too general** visual might be that of the outlaw and his friends in the background. It includes too many details of which the outlaw is just one. Good readers identify less important statements which are too broadly focused to be either the main idea(s) or a key support detail or idea.

The **“just right”** balance of enough needed detail, but not too much, best identifies the outlaw. The visual shows the key points and important details. Good readers identify the main idea(s), as well as relevant and important key details and ideas in reading text. You might just catch your outlaw with this poster.

# Reading Strategy Worksheet #1

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## **FOCUS: How to Identify the Main Idea and Determine Importance**

The main idea is the key point that an author wants to make about a topic in a section of text or in the whole text. In articles, reports, essays, and textbooks, authors use paragraph divisions or subtitles to introduce new main ideas. Paragraphs are built upon the main ideas, known as the topic sentence, which usually is stated in the first sentence.

The key supporting details or ideas must be important to understanding the main idea. If a support detail or idea implies (suggests) the main idea, it is key. If it does not directly suggest the main idea or adds additional information, it is a minor detail and is less important to remember.

## **PRACTICE**

**Directions:** Read the paragraph below. Place a checkmark in the box next to the main idea.

Fish can be wonderful pets, but they do require a lot of care. For freshwater fish, their water must be kept fresh. This means that fish owners have to change water often. Usually, people buy filters for larger fish tanks if they keep more than a few fish. The filter keeps the water fresh by circulating it continuously. The chemical balance and temperature of the water must be appropriate. Otherwise, the fish can get sick and die. Online resources can help people create the right chemical balance and temperature for their fish tanks or bowls.

**Directions:** Place a checkmark in the box to identify the main idea of the paragraph above.

- ☐ For freshwater fish, their water must be kept fresh.
- ☐ The chemical balance and temperature of the water must be appropriate.
- ☐ Fish can be wonderful pets, but they do require a lot of care.

**Directions:** Place a checkmark in the boxes to identify two important details in the paragraph above.

- ☐ Fish owners have to change the water often.
- ☐ For freshwater fish, their water must be kept fresh.
- ☐ The chemical balance and temperature of the water must be appropriate.

## **WRITE**

**Directions:** Read the following paragraph and identify the main idea and two most important details in the space provided below.

Raccoons are mainly forest animals. They climb trees with their sharp claws. Climbing helps them escape from other animals. Other raccoons live close to people in towns. Raccoons like to eat the same food as people. Mainly, raccoons can be found in the forest or in towns.

**Main Idea:** \_\_\_\_\_

**Important Detail:** \_\_\_\_\_

**Important Detail:** \_\_\_\_\_

## Syllable Awareness and Syllable Manipulation Workshops

Form a group of students who did not achieve mastery (80%) on the **Syllable Awareness Assessment**. Tell these students that they will practice putting together and breaking apart word parts. Explain that some of the word parts will be whole words and these are called base words; others are only parts of words and these are called prefixes, incomplete roots, and suffixes.

Use the following word list for the **Make ‘em Count! Say and Divide**, and **Drop It** workshop activities. Some of the syllables have been divided by pronunciation or inflected endings e.g., start-ed, and some of the syllables have been chiefly divided by *morphemes* i.e., meaning-based word parts.

ab-tract	mi-cro-phone	ac-tion	pro-to-type
arch-way	ad-ding	au-to-mat-ic	ben-e-fit
be-fore	bi-ol-o-gy	cir-cle	col-umn
com-ment	chron-ol-o-gy	het-er-o-ge-ne-ous	psych-ol-o-gist
con-vince	cur-rent	de-feat	dif-fer
dis-pute	quad-run-ner	du-et	dis-con-nect-ing
en-ter	ex-it	hy-per-ac-tiv-it-y	sub-mar-ine
pro-tect	quad-plex	kil-o-me-ter	re-peat
dis-pro-por-tion-ate	sub-tract-ion	sum-mit	sur-vi-vor
trans-por-ta-tion	tri-bal	un-der-stand	with-out
fac-tion	for-give-ness	im-prove-ment	mid-dle
mis-use	pan-cake	sup-ply	in-va-der
per-fect-ly	por-tion	post-age	pre-view
lime-ade	ad-age	dis-a-ble	im-par-tial
cra-dle	free-dom	col-lect-ive	eat-en
ap-pear-ance	mut-ant	smart-est	fin-ess
dark-ness	blank-et-ed	traf-fic	mis-fit
pan-ic	rad-ish	ac-tive-ly	wrin-kle
hope-less-ness	out-let	slow-ly	pave-ment
full-ness	joy-ous-ly	debt-or	ma-ple
friend-ship	hand-some-ly	na-tion	men-tor-ing
in-vent-or	by-ways	han-dle	cir-cum-vent-ed

### Make ‘em Count!

**Teacher:** “Let’s see if you can count the number of word parts in the word I say. A word part is also called a *syllable*. Let’s practice. I’ll say the word and you repeat it. The word is *table*.” [Do not isolate the syllables.]

**Students:** “table”

**Teacher:** “How many?”

**Students:** “Two”

## Spelling Pattern Worksheet #92

*/ion/* “sion”

**FOCUS** When a suffix sounds like */shun/* and follows an *l* or *s*, spell “sion” (expulsion, mission). Also, when the suffix sounds like */zyun/*, spell “sion” (explosion).

**SORT** Write each word in the correct column.

permission	confusion	compulsion	supervision	conversion	concession
impression	invasion	decision	discussion	division	propulsion

*/shun/* after *l* or *s* “sion” Spellings

*/zyun/* “sion” Spellings

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**SEARCH** In a book find four words with */ion/* “sion” 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 */ion/* “sion” spelling found in each jumbled word.

sionxelup	_____ ssesnio	_____
sasoinp	_____ nocsoinluv*	_____

\*Bonus

**WRITE** Compose a sentence using three of your own */ion/* “sion” spelling words.






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# Silent Final e Phonics Workshops

## Phonics Workshop 1

- Take out the bear, seagull, and red long vowel Animal Sound-Spelling Cards and have students do the same from their deck of cards. Spread out these red long vowel 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. Have the students follow this procedure. Cue students by saying Name? (pause for their answer) Sound? Note that the brackets indicate different spellings including the sound. For example, with the eagle card spellings include “ei” as in *either* and “cei” as in *receive*.

<b>long /a/</b> as in ape a _ay a_e ai_		<b>long /e/</b> as in eagle e _ee ea [c]ei _ie_ e_e _y		<b>long /i/</b> as in ibex i _igh i_e _y _ie		<b>long /o/</b> as in okapi o o_e _oe oa_ ow		<b>long /u/</b> as in mule u u_e _ew _ue	
1		2		3		4		5	

- Point to the silent final *e* spelling on the ape card and say “a blank e” as you touch the *a*, the *blank*, and the *e*. Tell students to do the same. Follow the same procedure for the “i\_e,” “o\_e,” and “u\_e” spellings. Tell students that a consonant goes in the *blank* for these spellings. Also tell students that the “e\_e” spelling is not listed on the eagle card, because it is rarely used.
- Pass out the Workshop #1 worksheets and teach the **Silent Final e Rule #1** with the example sentence.
- Spread out the bear, ape, and seagull cards in order and tell students to do the same with their cards. Point to the picture on the first card and say “bear”; the /sound/ and say /b/ (not *buh*); the spelling and say “b.” Point to the picture on the second card and say “ape”; the /sound/ and say /ā/; the spelling and say “a blank e.” Point to the picture on the third card and say “seagull”; the /sound/ and say /s/; the spelling and say “s.”

<b>/b/</b> as in bear b		<b>long /a/</b> as in ape a _ay a_e ai_		<b>/s/</b> as in seagull s c[e,i,y]	
19		1		33	

## Vocabulary Worksheet #13

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### Multiple Meaning Words

**Directions:** Write the number of the definition that best matches the use of each vocabulary word in the sentence below.

#### Vocabulary Words    Definitions

- |             |                                       |
|-------------|---------------------------------------|
| right (adj) | 1. Something that is true or correct. |
| right (n)   | 2. A legally protected liberty.       |

Our nation's Founding Fathers were right \_\_\_\_ to include the right \_\_\_\_ to a jury trial in the Sixth Amendment to the U.S. Constitution.

### Greek and Latin Word Parts: Prefixes, Roots, and Suffixes

**Directions:** For each prefix, root, or suffix, write an example word which includes the word part. Then use the word part meanings to help you write your own definition of the vocabulary word.

Prefix	Root	Suffix	Meaning	Example Words
in			in or into	_____
	sist		to stand	_____
insist _____				

### Language Resources: Dictionary and Thesaurus

**Directions:** Consult a dictionary to divide the vocabulary word into syl/la/bles, mark its primary accent, list its part of speech, and write its primary definition. Compare to your definition above.

insist ( ) \_\_\_\_\_  
\_\_\_\_\_

**Directions:** Consult a dictionary to write two inflected forms of the vocabulary word.

Inflected Form \_\_\_\_\_ Inflected Form \_\_\_\_\_

### Idioms (non-literal expression used by a certain language group)

**Directions:** As used in the following sentence, interpret or explain the meaning of this idiom: "egg on your face." You made a bad choice and messed up. Now everyone knows and you've got egg on your face.

\_\_\_\_\_



## Vocabulary Worksheet #14

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### Word Relationships: Degree

**Directions:** Write one or two sentences using both vocabulary words. Use **SALE** (Synonym, Antonym, Logic, Example) context clues to show the related meanings of each word.

Vocabulary Words	Definitions
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distressed (adj)	Physical or mental suffering.
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apprehensive (adj)	Uneasy about something that might happen.
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### Connotations: Shades of Meaning

**Directions:** Write the vocabulary words where they belong on the ←Connotation Spectrum. →

Vocabulary Words	Definitions
------------------	-------------

scorching (adj)	Very hot.
-----------------	-----------

lukewarm (adj)	Slightly warm or at room temperature.
----------------	---------------------------------------



### Academic Language

**Directions:** Describe the vocabulary words in each box.

<b>Vocabulary Word:</b> data (n) <b>Definition:</b> Facts and statistics collected to support conclusions.	<b>Similar to...</b>
<b>Different than...</b>	<b>Example, Characteristics, or Picture:</b>

<b>Vocabulary Word:</b> derive (v) <b>Definition:</b> To get from something else.	<b>Similar to...</b>
<b>Different than...</b>	<b>Example, Characteristics, or Picture:</b>

## Animal Fluency Article Timings

Name \_\_\_\_\_

[illegible]

### # of Words Read in Two-Minute Timing

## Animal Fluency Article

## “The Ape” Reading Fluency #1

8	The ape is a very interesting animal. One	<b>orangutan</b> <b>Sumatra</b> <b>Borneo</b> <b>omnivore</b> <b>endangered</b> <b>species</b>	
16	type of ape is the orangutan. Male orangutans		
25	can weigh as much as two normal size humans.		
32	Females weigh about half as much. Orangutans		
41	have long, strong arms and their hands and feet		
50	are shaped like hooks. They are shaggy and have red hair.		
52	Orangutans used to live all over Southeast		
59	Asia. Now they only live in a few rain forests on the islands of		
73	Sumatra and Borneo. Orangutans swing from tall trees to move		
83	around. It is warm where these animals live, but not too warm. There		
96	is a lot of rain there, so trees and plants grow very tall and big.		
111	Orangutans are <i>omnivores</i> , since they eat some birds and small		
121	mammals. However, they mostly eat plants, like fruit and leaves, instead of		
133	meat. Their diet consists of mostly fruit. The fruits they tend to prefer have a		
148	lot of sugar in them. Figs are the favorite fruit of the orangutans. Figs come		
164	from trees and they are easy for orangutans to pick and eat. Orangutans also		
179	eat lots of young leaves from many trees in their habitat.		
189	Unlike many other animals, orangutans are single adults, so they have		
200	no family structure. Mother orangutans raise their children one at a time. The		
213	baby rides on its mother's back for three years at the start of its life. There, it		
230	learns how to pick food and protect itself from danger. Female orangutans		
242	usually have one baby every six years. Older male orangutans may fight each		
255	other for the attention of the available female orangutans.		
264	The territory of an adult orangutan is not clearly established, as is the case with many animals. Often,		
282	orangutan territories will overlap. However, this does not mean that orangutans are social animals. They limit		
298	their social interaction to feeding, mating, and calling each other. Only rarely will orangutans get in fights with		
316	each other over food or territory. In these fights, the apes will demonstrate their strength by destroying		
333	branches, charging at each other, and biting each other until one gives up.		
346	Due to deforestation of the rain forest (cutting down trees for grazing or farmland), orangutans are		
362	becoming more and more endangered with each day. Palm oil farmers have cut down much of the forest on		
381	Sumatra and Borneo. Some people even capture orangutans to use them as pets in their homes. Orangutans are		
399	already on international endangered species lists, and their habitat has been increasingly threatened by		
413	humans, mainly through the deforestation of the rain forest.		
422			
	Total Number of Words Read	Total Number of Words Read	
	- Total Number of Mistakes	- Total Number of Mistakes	
	= Total Number of Words Read	= Total Number of Words Read	

## “The Eagle” Comprehension Worksheet #2

The eagle is a huge bird. One type of eagle is the bald eagle. This bird of prey has a large yellow beak shaped like a hook and a pure white head. Its body is brown with a white tail. Female bald eagles are much bigger than males.

Bald eagles live all over North and South America. They make their nests near rivers, ponds, and lakes. There they can find many fish. Bald eagles build the biggest nests of any bird in America. Mostly, the birds stay away from people. Some birds move their nests frequently.

Bald eagles eat whatever they can find. But, mostly they eat fish. Some of their favorite meals are trout and salmon. To catch fish, bald eagles swoop down over the water and grab the fish with their feet, called **talons**. If the fish is too heavy for the eagle to carry, it might have to swim in the water. Many eagles aren't able to swim very well. Sometimes, bald eagles will steal their food from other birds that are smaller.

At about five years old, bald eagles find mates. They pick partners as their mates for life. Sometimes, if the pair cannot have a baby, they will find new partners. Babies are hatched from eggs in their nests, which are made from twigs and branches. Nests are usually in trees near open water. Mother and father eagles will take turns watching the eggs while the mate finds food or adds on to the nest.

The bald eagle is also an important symbol of the United States of America. It is known as the national bird of the United States. In 1782, the Continental Congress named the bald eagle as the national bird. Ben Franklin once wrote that he thought that it was a bad choice. He said the bald eagle was too cowardly to **symbolize** the nation. Instead, he suggested the turkey. Today, the bald eagle appears on official seals of the United States on the backs of several coins. It was on the back of the quarter until 1999, with its head turned towards an olive branch.

The bald eagle used to be a common sight in the United States. But, over the nation's history, this eagle's population has slowly decreased. This decrease is due to hunting and the use of pest spray by farmers. Many farmers used to spray DDT to reduce pests on their crops. This spray, when breathed by eagles, made them unable to have babies. Fortunately, the bald eagle population has begun to increase since DDT was **banned** as a pest spray. The bald eagle was officially removed from the list of endangered species in 1995.

### Interpret



(1) Why might bald eagles move their nests so often?

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### Re-think



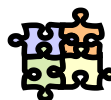
(2) Why might eagles be poor swimmers?

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### Connect



(3) Why would the location near water be important?

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### Summarize



(4) Summarize the selection of the bald eagle as the national bird.

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### Predict



(5) Why might the future of the bald eagle be safer than that of other endangered species?

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## Writing Strategy Worksheet #9: Paragraph Organization

Sometimes the (3) topic sentence is placed in the middle an article, report, textbook, or essay paragraph. The more specific (4) and (5) sentences begin the paragraph to introduce the main idea of the (3) topic sentence. Another set of (4) and (5) sentences adds additional support to finish the paragraph.

### CONNECT TO READING

Good readers are like police detectives, first looking for the usual placement of the main idea in the first sentence of a paragraph, but if it's not there, they carefully examine further evidence in the rest of the paragraph to find it.

### PRACTICE

**Directions:** Number the sentences in the following paragraph.

( ) To conclude his Civil War novel, *Red Badge of Courage*, Stephen Crane wrote, “Over the river a golden ray of sun came through the hosts of leaden rain clouds.” ( ) In this example, he “golden ray” symbolizes hope while the “leaden rain clouds” symbolizes the horrors of the battlefield. ( ) Throughout the book, Crane uses symbols to appeal to the reader’s senses. ( ) For example, the symbol of the blood-red setting sun represents death, but also an end to battle. ( ) The reader can see the red sunset and feel the relief of the day ending as the sun sets.

### WRITE

**Directions:** Write a five-sentence (4)-(5)-(3)-(4)-(5) paragraph to respond to this **Writing Prompt:** **How does music affect young people?**

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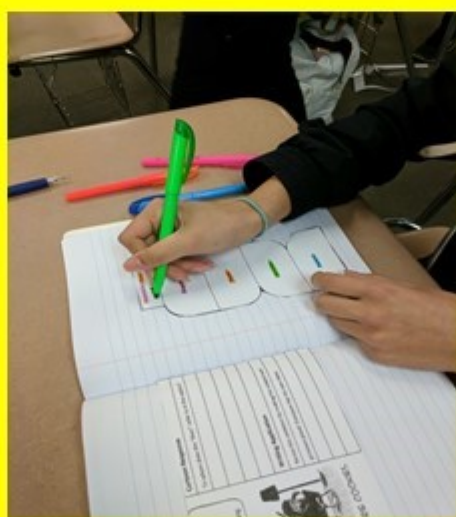
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# Sam and Friends

## 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 Running Record

## Collection F: Syllable Juncture and Derivational Influences Book #48

<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>Sam has a report due on Monday on the history of and future of recycling plastics. Sam has to research the problem of plastic wastes and recycling and then prove his point of view with evidence.</p> <p>Sam's teacher suggested that he should first read an article titled "The Simple Plastic Principle: What is Possible." Sam read the article and checked out many of the links to other articles. One link took him to a company that writes research reports for students for \$100.00. The site promises an <u>A</u> paper on any research report. One of the reports was even titled "The History of Recycling Plastics."</p> <p>Sam found some good articles on the history of recycling plastics. One website had charts and tables that he plans to use in his report. Plus, graphics take up a lot of space on a paper and will make his report seem longer.</p> <p>Sam decides to ask Tom for help. Tom is good at history and helps tutor Deb, Kit, and Sam in their Tuesday study group. Tom even reads history books just for fun. Not Sam. Sam thinks history is boring. "Who wants to study a bunch of dead people?" Sam always asks. Tom]</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>						



# Sam and Friends



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Mark Pennington

Illustrated by David Rickert

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In the Oakhills High School small theater, Deb's debate is just beginning. Deb's parents, Kit, and Sam are there to support Deb and the Oakhills debate team.

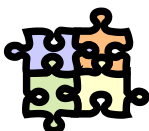
Sam does not know it yet, but he has just made a major blunder. His new girlfriend, Kit, is an amazing athlete. What Sam doesn't know is that Kit has just made the boys varsity basketball team at Oakhills.

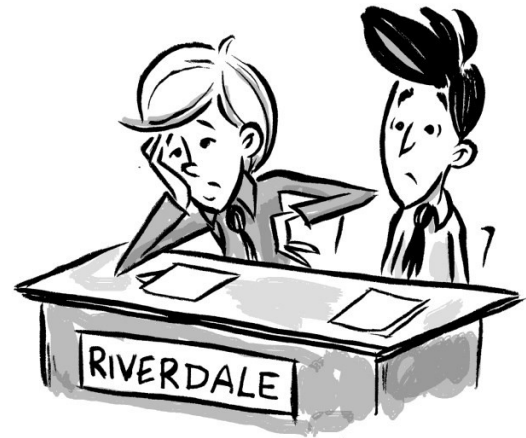
After reading the debate topic of "Gender Equity in High School Sports," Sam whispers to Kit that boys sports are more important than girls sports as a matter of fact. Kit is shocked, but has no time to respond to Sam as the head judge has just welcomed the audience and reminded everyone to silence their cell phones and end any conversations.

Oakhills High School has two girls on the starting debate team. Deb has been selected by her debate coach as the captain of the Oakhills Debate Team. The opposing debate team from Riverdale High School has two boys as starters. One of the boys looks like he doesn't want to be there at all. His name tag reads "Jughead (Substitute Debater)." The Riverdale team is from City Center and won the debate with Oakhills last year.

Connect

Why would Kit be shocked at Sam's opinion?





As home team, the Oakhills debaters will argue that girls sports should have as much funding as boys sports in high schools. The visiting team will argue against that view.

Sam shakes his head and whispers to Kit, "Too bad for Deb. Oakhills is going to lose this one big time." Kit just stares at the stage and does not respond to Sam.

The debate lasts for one hour. The Riverdale team was soundly beaten on all debate points.

Deb was fantastic. The judges declare Oakhills to be the winner. Sam, Kit, and Deb's parents all hug Deb. They invite Sam and Kit to go out to dinner with them. Both agree.

"I can always eat," says Sam.

Kit glares at Sam, but says nothing to him. She starts chatting with Deb and her parents about how well Deb did in the debate.

**Interpret** Why does Kit glare at Sam and say nothing to him?



When they get into the car, the teenagers sit in back. Kit chats with Deb but ignores Sam. Sam is very quiet.

Deb's parents pull up in front of The Clothes Shed.

"Dad, the store is closed. Why did you drive here?"

"We aren't here to shop; we are here to eat," says her dad.

"This Chinese place has gotten some great reviews." says Deb's mom. "We thought we all should celebrate after your victory."

"Yes, let's celebrate Deb!" says Kit.



**Re-think** Why would Sam be very quiet after the debate?



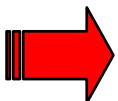
The food is fantastic. The girls talk non-stop throughout dinner. Deb's parents mostly listen. Sam munches egg rolls and cashew chicken, but seems in a world of his own.



After dinner, Deb's dad interrupts the girls and says, "Sam, you've been awfully quiet tonight. What did you think of the debate?" Deb looks at Sam, but Kit looks down at her lap with a frown.

"Well, to be honest, when I read the debate topic and saw that our team had the pro argument in favor of gender equity, I felt bad for Deb. I thought that it was obvious that boys sports at the high school level were much more important than girls sports, and so boys teams should get much more funding than girls teams. But, boy was I wrong."

**Predict** How will Kit react to Sam's announcement?



Kit leans forward. "Wow," she says. "You really changed your mind, Sam?"

"Actually, Deb changed my mind," says Sam.

"Good students keep open minds and change their views when they learn new evidence," says Deb's father.

"Well, now I can share my news," says Kit. "I just made the Oakhills Boys Varsity Basketball Team."

"Shouldn't that be changed to the Oakhills Varsity Basketball Team?" asks Sam.

"Some day that might happen," says Kit.

"It will be fun watching you play against all of those boys," says Sam. "Too bad that the Oakridge Ladies Varsity Basketball Team will have to play without you, though."

"You know, I was so focused on making the boys team that I never really thought about that," says Kit.

The tea and fortune cookies are served.

Kit opens up her fortune cookie and reads it out loud: "Follow your heart and you will make a wise decision."

"Sounds like good advice," says Deb.

"Thanks so much for inviting us to celebrate Deb's debate victory," says Sam.



Deb's mother pays the bill and the group walks out to the car. As they are walking, Kit grabs Sam's hand. Deb winks at Kit and gives her two thumbs up.

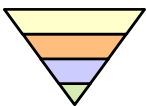
"Sam, you got me thinking and so did that fortune cookie. I've decided to play for the Ladies Varsity Basketball Team , not the boys team."

"Well, the boy's coach will miss you, but the girl's coach will love your decision," says Sam.



**Summarize**

Re-tell this story in your own words.





Name \_\_\_\_\_

Soft /c/      c[e,i,y]      above      floor

### Word Fluency

build	muscle	center	cinch	above
cyclone	only	floor	four	front
above	cedar	door	cigar	floor
cyst	thought	above	enough	gentle
cell	pretty	ginger	beautiful	floor
very	decimeter	truth	any	above
cylinder	lose	build	cider	edgy
guy	muscle	cement	listen	floor
whole	legacy	license	cent	budge

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

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

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