FROM CHAOS TO CLARITY:

The Reading Intervention Starter Kit

Find the gaps. Know what to teach.
Start making an impact TODAY.



With Jen Bengel

Hello there!

Hi, I'm Jen Bengel, the creator behind the Out of This World Literacy™ curriculum. I started developing these resources in 2012 while working as a Literacy Collaborative Coordinator, driven by a passion to support teachers with meaningful, research-based materials.

At the time, I was leading a lot of theory-heavy professional development, but the teachers I worked with were craving practical, ready-to-use support. So, I spent that summer—yes, in my pajamas!—writing the very first reading and writing unit. And just like that, Out of This World Literacy™ was born!

I specialize in designing literacy resources for older students who need continued support with foundational reading skills. My materials are thoughtfully created to be age-appropriate, respectful, and engaging—never babyish. My goal is to empower striving readers by helping them build confidence, strengthen their skills, and experience success without shame. I believe every learner deserves the dignity of materials that honor where they are and support where they're going.

My Educational Background Includes:

1. A **Bachelors Degree** in Elementary Education (K-8)
   *** University of Wisconsin-Oshkosh*
2. A **Graduate Degree** in Reading Education (K-12)
   *** University of South Alabama*
3. A **Post-Graduate Degree** as a Literacy Collaborative Coordinator.
   *** I trained with Irene Fountas and her colleagues at Lesley University in Cambridge, MA*

Ever since I began OOTWL, my motto has always been...

Every student who learns from a resource I've created is MY STUDENT too.

I deeply value the responsibility of supporting teachers as they educate students around the world. It's truly an honor to partner with you, and I'm so grateful for the opportunity to help make this your best year yet!

Happy Teaching!

Jen Bengel



Out of this World LITERACY Professional Development Inquiries

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Today's Main Goals

1. Know the child
2. Know the gap.
3. Know what to do about it.

REMEMBER:

You are not expected to fix everything. That is impossible and it is not your job. Your job is to know what is the next most important thing the child needs and focus on that.

THE PROBLEM IS NOT TIME.

- If you had an extra 20 minutes a day, would all your problems disappear?
- Certainly no.
- The problem is not time. The problem is clarity.

MY GOAL TODAY…

- Not to give you more time.
- It is to give you a clear starting point.
- It is not just about teaching reading.
- It is about teaching the reader.

STEP 1: KNOW THE CHILD.

- Students don't make reading progress because we know their reading level.
- They make reading progress because we know *them*.
- Before we close reading gaps we have to close relationship gaps
- Life is about relationships.
- And kids don't learn from people they don't like.

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THE SCIENCE BEHIND LEARNING

Students learn best when they feel:

- Safe
- Known
- Successful
- Valued

WHEN STUDENTS BELIEVE THEIR TEACHER GENUINELY KNOWS AND CARES ABOUT THEM, THEY'RE MORE LIKELY TO...

- Take risks while reading.
- Attempt difficult words
- Keep trying after mistakes
- Read aloud
- Ask questions
- Accept corrective feedback without shutting down

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Step 1: Know the Child.

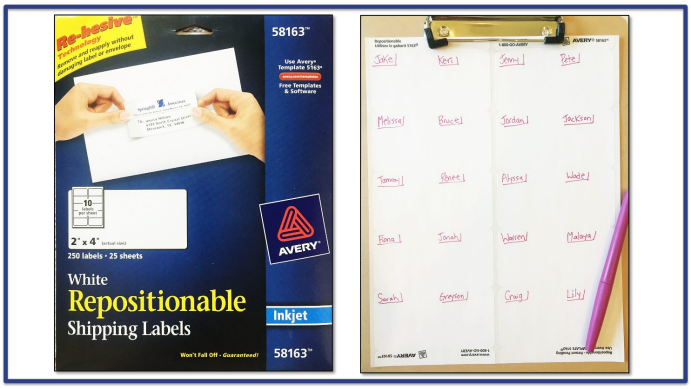
4 Things to Know About Every Reader

1: DISCOVER THEIR INTERESTS

When you discover what students get really excited about, you can use those interests in reading. They like horse? Find books about horses.

2: KNOW THEIR READING ATTITUDE

Conduct quick reading attitude surveys to learn just how your students feel about reading. Remind them there are no wrong answers and it is a safe space to tell how they truly feel.





3: FIND THEIR STRENGTHS

What CAN they do? Every student has strengths. It's your job to find them and use their strengths to build reading confidence, identity, stamina and growth.

4: FIND THEIR GOALS

What do they want to do as readers? If they haven't thought of any reading goals, guide them to set some goals for reading this year.

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Find Reading Interests Through Movement

1: FOUR CORNERS



Step 1: Label 4 corners of the room by writing these titles on paper.

1. Love reading
2. Sometimes
3. Only if I have to
4. I'd rather clean my room

Step 2: Students walk to the corner they feel most matches their reading attitude.

Step 3: Ask students to share why they made their choice.

Step 4: Take notes on who is in which corner. Idea: Match motivated readers with a reluctant reader for reading buddies or peer tutors.

2: THIS OR THAT



Instruct students to move to the left or the right for each choice.

1. Books or Movies
2. Read alone or Read together
3. Fiction or Nonfiction
4. Reading or Math
5. Funny or Scary
6. Dog Man or Harry Potter
7. Sports or Animals
8. Read aloud or Read silently
9. Read or Write
10. Chapter book or short story

3: FIND SOMEONE WHO...



Students mingle around the room as they find someone who...

1. Read 3 books this summer.
2. Loves graphic novels.
3. Has a library card.
4. Likes poetry.
5. Likes mystery.

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Find Reading Interests Through Movement

4: READING SPEED DATING



Assign kids a partner. Set the timer for one minute. Switch partners after each minute.

1. Favorite book and character
2. If I wrote a book it would be about...
3. Best place to read
4. One word to describe reading
5. How I choose a book to read

5: BOOK WALK



- Scatter books around the room. Students simply browse the books for 5 minutes.
- Then discuss, which one caught your eye? Tell me more.
- This is so powerful!
- Take notes as you observe them interact with the books and note which they preferred and why.

6: EMOJI CORNERS



Put giant emojis in corners and have students walk to how they feel about each question.

1. How do you feel when someone asks you to read aloud?
2. How do you feel about reading?
3. How do you feel when someone asks about what you are reading?

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BEFORE WE ASSESS READERS…

We must KNOW readers.

BEFORE WE CLOSE ACHIEVEMENT GAPS…

We must build relationship bridges.

BECAUSE EVERY CHILD DESERVES MORE THAN INSTRUCTION…

They deserve to feel seen.

A LITTLE THEORY

How do students learn best?

By connecting new learning to what they already know.

Where should teaching occur?

The most learning occurs when we are just outside of what we already know.

Teachers, we are so valuable to our students.

How we present opportunities for our students to learn directly affects whether they learn or not.

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Step 2: Know the Gap.

Don't guess. Screen. Know the gap so you know the next step.

REMEMBER

- You don't need to know everything about a reader.
- You just need to know enough to make tomorrow's lesson better than today's.

Imagine Two 3rd Graders

YES
NO
MAYBE

STUDENT A	STUDENT B
Struggle through every page	Also struggles through every page.
Reads slowly	Reads slowly
Avoids reading aloud	Avoids reading aloud

They look exactly the same. But are they?

Imagine Two 3rd Graders

YES
NO
MAYBE

STUDENT A	STUDENT B
Can't decode vowel teams.	Decodes beautifully...but doesn't understand what they read.

If we give both students the same intervention, one will continue to struggle.

THAT'S WHY WE SCREEN.

- Not to give more tests. To stop guessing.
- Not to label students.
- Not to collect paperwork.
- Not to fill binders.
- Not to grade.
- We screen to answer one important question:
- What should I teach tomorrow?

DON'T ASSESS EVERYTHING

- You don't need an 8-hour assessment battery.
- You need enough information to begin helping.

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6 Steps to a Reading & Comprehension Screening

STEP 1

- Decide what text you will have the student read. If the student is in third grade for example, you may have them read a passage on a second grade level to see where they are at. Since this is the start of the school year you may want to try the grade below..

STEP 2

- Ask the student to read the passage silently. When they finish, have them read the passage out loud.
- Pro Tip: If they have more than 5 errors in the first paragraph or they get stuck where it's too difficult, stop them and try again with a lower level.

STEP 3

- Ask: Tell me what you just read. If they pause say, tell me more.
- Student then answers comprehension questions independently.
- Take notes as they retell.

STEP 4

- Grade the assessment and track data on the chart.

STEP 5

- Use the results to identify each student's baseline reading ability.

STEP 6

- Use additional passages for a 2nd or 3rd data point if you are unsure of where to begin instruction.

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2 Quick Phonics Screeners

DON'T FORGET

- There is no comprehension without decoding.
- The reading passage and comprehension will tell us if a student is struggling.
- The phonics screener will tell us why they are struggling.

1: PHONICS SPELLING ASSESSMENT

- Ask students to spell a list of carefully chosen words that align to specific phonics patterns.
- Students who score below 60% will be flagged for phonics instruction.

2: PHONICS ORAL ASSESSMENT

- For those students who scored low on the spelling assessment, pull them individually and ask them to read aloud a list of words carefully designed to match specific phonics patterns..
- If a student struggles to sound out and read a word correctly and with automaticity, you know that the student needs instruction with that specific phonics skill.

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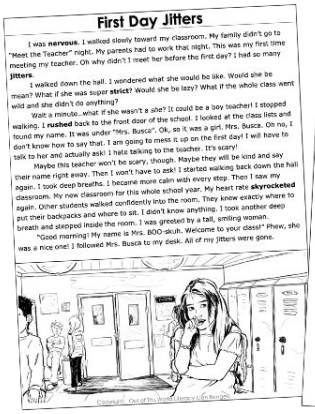
Putting it all Together

Putting it all Together



First Day Jitters

I was **nervous**. I walked slowly toward my classroom. My family didn't go to "Meet the Teacher" night. My parents had to work that night. This was my first time meeting my teacher. Oh why didn't I meet her before the first day? I had so many **jitters**.

I walked down the hall. I wondered what she would be like. Would she be mean? What if she was super **strict**? Would she be lazy? What if the whole class went wild and she didn't do anything?

Wait a minute...what if she wasn't a she? It could be a boy teacher! I stopped walking. I **rushed** back to the front door of the school. I looked at the class lists and found my name. It was under "Mrs. Busca". Ok, so it was a girl, Mrs. Busca. Oh no, I don't know how to say that. I am going to mess it up on the first day! I will have to talk to her and actually ask! I hate talking to the teacher. It's scary!

Maybe this teacher won't be scary, though. Maybe they will be kind and say their name right away. Then I won't have to ask! I started walking back down the hall again. I took deep breaths. I became more calm with every step. Then I saw my classroom. My new classroom for this whole school year. My heart rate **skyrocketed** again. Other students walked confidently into the room. They knew exactly where to put their backpacks and where to sit. I didn't know anything. I took another deep breath and stepped inside the room. I was greeted by a tall, smiling woman.

"Good morning! My name is Mrs. BOO-skuh. Welcome to your class!" Phew, she was a nice one! I followed Mrs. Busca to my desk. All of my jitters were gone.

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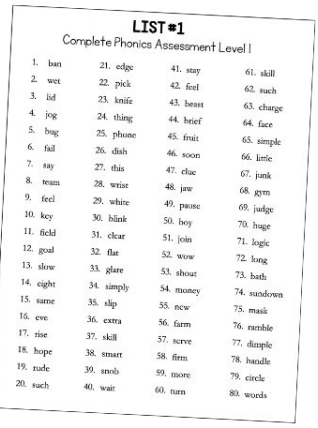

LIST #1

Complete Phonics Assessment Level I

1. ban	21. edge	41. stay	61. skill
2. wet	22. pick	42. feel	62. such
3. lid	23. knife	43. beast	63. charge
4. jog	24. thing	44. brief	64. face
5. bug	25. phone	45. fruit	65. simple
6. fail	26. dish	46. soon	66. little
7. say	27. this	47. clue	67. junk
8. team	28. wrist	48. jaw	68. gym
9. feel	29. white	49. pause	69. judge
10. key	30. blink	50. boy	70. huge
11. field	31. clear	51. join	71. logic
12. goal	32. flat	52. wow	72. long
13. slow	33. glare	53. shout	73. bath
14. eight	34. simply	54. money	74. sundown
15. same	35. slip	55. new	75. mask
16. eve	36. extra	56. farm	76. ramble
17. rise	37. skill	57. serve	77. dimple
18. hope	38. smart	58. firm	78. handle
19. rude	39. snob	59. more	79. circle
20. such	40. wait	60. turn	80. words

#1 Reading Passage

↕

#2 Overall Reading Ability

↕

#3 Phonics Screener

↕

#4 Specific Skill Gap

↕

#5 Targeted Instruction

↕

#6 GROWTH!

WHAT HAPPENS IF WE SKIP SCREENING?

- Guessing
- Wrong groups
- Wrong lessons
- Wasted time
- Student frustration
- Teacher frustration

WHAT HAPPENS IF WE KNOW THE GAP?

- Instruction becomes easier
- Students experience success sooner
- Confidence grows
- Achievement gaps begin to close

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THE INSIDE SCOOP: GETTING TO KNOW YOU!

Name: _____ Date: _____

Directions: I want to get to know you—not just as a student, but as a person. Your interests, strengths, and preferences matter and help me make our time together more meaningful. Take a few minutes to share what makes you, *you*! Your answers will help me better understand how to support you in reading, writing, and everything in between. The more I know about what motivates and matters to you, the better we can learn together. This is a chance for me to learn more about what you like, how you learn, and what helps you feel successful. There are no right or wrong answers—just be honest!

---

1. What do you like to do when you are not in school?

_____

_____

2. What is something you could spend hours doing and never get bored?

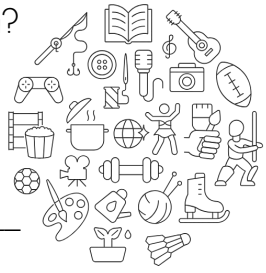
_____

_____

3. If you could have a whole weekend to yourself, how would you spend it?

FRI	SAT	SUN
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

4. What is a hobby or activity you enjoy that most people do not know about you?



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---

1. What are two of your favorite TV shows and movies?



1. _____
2. _____



1. _____
2. _____

2. What do you spend the most time doing on your phone?



_____

_____

_____

3. Do you like to play video games? Which ones?

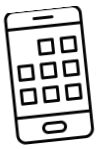


_____

_____

_____

4. What apps and websites do you enjoy the most? Why?



Apps _____

_____

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_____

Websites



_____

_____

_____

_____

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THE INSIDE SCOOP: GETTING TO KNOW YOU!

Name: _____ Date: _____

Directions: I want to get to know you—not just as a student, but as a person. Your interests, strengths, and preferences matter and help me make our time together more meaningful. Take a few minutes to share what makes you, *you*! Your answers will help me better understand how to support you in reading, writing, and everything in between. The more I know about what motivates and matters to you, the better we can learn together. This is a chance for me to learn more about what you like, how you learn, and what helps you feel successful. There are no right or wrong answers—just be honest!

---

1. What is your favorite subject in school? Why?



_____

_____

2. What subject or activity do you wish you could do more of?



_____

_____

3. What is something at school that feels frustrating or boring to you?

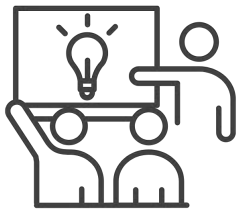


_____

_____

_____

4. Do you prefer working alone, with a partner, or in a group?



_____

_____

_____

5. What can I do to make reading better for you this year?



_____

_____

_____

_____

_____

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THE INSIDE SCOOP: GETTING TO KNOW YOU!

Name: _____ Date: _____

Directions: I want to get to know you—not just as a student, but as a person. Your interests, strengths, and preferences matter and help me make our time together more meaningful. Take a few minutes to share what makes you, *you*! Your answers will help me better understand how to support you in reading, writing, and everything in between. The more I know about what motivates and matters to you, the better we can learn together. This is a chance for me to learn more about what you like, how you learn, and what helps you feel successful. There are no right or wrong answers—just be honest!

---

1. What is something you are really good at?

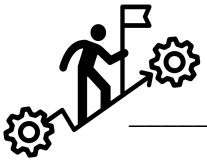


_____

_____

_____

2. What is something you are working to get better at?



_____

_____

_____

_____

3. If a teacher really wanted to help you, what would they need to understand about?



_____

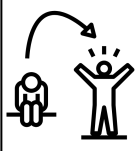
_____

_____

_____

_____

4. What motivates you to keep trying, even when something is hard?



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25 QUESTIONS: WHAT IS YOUR ATTITUDE TOWARDS READING?

DIRECTIONS: Use these questions before, during and after teaching to build trust, individualize instruction, show students their voices matter and have honest conversations.

TO UNDERSTAND MINDSET AND MOTIVATION

- [ ] 1. What kind of reading feels easiest for you? What feels hardest?
- [ ] 2. Do you ever enjoy reading? If yes, what kind of books or topics?
- [ ] 3. When reading gets tough, what do you usually do?
- [ ] 4. How do you feel when you're asked to read aloud? Why?
- [ ] 5. If you could change one thing about reading at school, what would it be?

TO REFLECT ON WHAT THEY DO KNOW

- [ ] 6. What are some things you feel confident about when you read?
- [ ] 7. Are there any reading strategies you already use that help you?
- [ ] 8. Do you know how to figure out some words without help? How do you do that?
- [ ] 9. What types of words or books feel easiest for you to read?
- [ ] 10. Can you tell me about a time reading felt just right or even fun? What made it that way?

TO REFLECT ON WHAT THEY STRUGGLE WITH OR DO NOT KNOW

- [ ] 11. What parts of reading feel the most confusing or frustrating?
- [ ] 12. Are there certain sounds or types of words that always trip you up?
- [ ] 13. What do you usually do when you get stuck on a word or sentence?
- [ ] 14. When reading doesn't make sense, what do you think gets in the way?
- [ ] 15. Are there any reading skills or strategies you wish you understood better?

TO ENCOURAGE METACOGNITION AND OWNERSHIP

- [ ] 16. What's something you're still trying to figure out as a reader?
- [ ] 17. What do you think would help you feel more successful during reading time?
- [ ] 18. If you had to teach someone else how to read better, what would you show them first?
- [ ] 19. What's one goal you have for your reading this week?
- [ ] 20. How do you feel about reading today, and what would make it feel better next time?

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25 QUESTIONS: WHAT IS YOUR ATTITUDE TOWARDS READING?

TO SHOW YOU CARE

- [ ] 21. What's one thing you wish your teachers understood about you as a reader?
- [ ] 22. Is there anything in reading class that makes you feel nervous or frustrated?
- [ ] 23. What do you need from me to make reading a little easier for you today?

TO EMPOWER AND INVOLVE

- [ ] 24. If you could change one thing about the way we do reading in class, what would it be?
- [ ] 25. What would make reading feel more "you"?

ADDITIONAL QUESTIONS I WANT TO ASK STUDENTS

- [ ] _____
- [ ] _____
- [ ] _____
- [ ] _____
- [ ] _____

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READING ATTITUDE ORAL ASSESSMENT

Name: _____ **Date:** _____

Say to Student: 'I am going to ask you some questions about reading so that I can get a better understanding of how you feel about reading. There is no wrong answer. Be as honest as you can. It will help me know how I can. Best help you in reading this year'

**** Remember to phrase your questions as* supportive, non-judgmental, and age-appropriate *Repeat questions as needed. If necessary, say 'tell me more' to prompt further responses. Write answers in the spaces provided.*

---

1. What kind of reading feels easiest for you? What feels hardest?

To Understand Mindset and Motivation

2. Do you ever enjoy reading? If yes, what kind of books or topics?

To Understand Mindset and Motivation

3. When reading gets tough, what do you usually do?

To Understand Mindset and Motivation

4. How do you feel when you're asked to read aloud? Why?

To Understand Mindset and Motivation

5. If you could change one thing about reading at school, what would it be?

To Understand Mindset and Motivation

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READING ATTITUDE ORAL ASSESSMENT

6. What are some things you feel confident about when you read?

To Reflect On What They Do Know

7. Are there any reading strategies you already use that help you?

To Reflect On What They Do Know

8. Do you know how to figure out some words without help? How do you do that?

To Reflect On What They Do Know

9. What types of words or books feel easiest for you to read?

To Reflect On What They Do Know

10. Can you tell me about a time reading felt just right or even fun? What made it that way?

To Reflect On What They Do Know

11. What parts of reading feel the most confusing or frustrating?

To Reflect On What They Struggle With Or Do Not Know

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READING ATTITUDE ORAL ASSESSMENT

12. Are there certain sounds or types of words that always trip you up?

To Reflect On What They Struggle With Or Do Not Know

13. What do you usually do when you get stuck on a word or sentence?

To Reflect On What They Struggle With Or Do Not Know

14. When reading doesn't make sense, what do you think gets in the way?

To Reflect On What They Struggle With Or Do Not Know

15. Are there any reading skills or strategies you wish you understood better?

To Reflect On What They Struggle With Or Do Not Know

16. What's something you're still trying to figure out as a reader?

To Encourage Metacognition and Ownership

17. What do you think would help you feel more successful during reading time?

To Encourage Metacognition and Ownership

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READING ATTITUDE ORAL ASSESSMENT

18. If you had to teach someone else how to read better, what would you show them first?

To Encourage Metacognition and Ownership

19. What's one goal you have for your reading this week?

To Encourage Metacognition and Ownership

20. How do you feel about reading today, and what would make it feel better next time?

To Encourage Metacognition and Ownership

21. What's one thing you wish your teachers understood about you as a reader?

To Show You Care

22. Is there anything in reading class that makes you feel nervous or frustrated?

To Show You Care

23. What do you need from me to make reading a little easier for you today?

To Show You Care

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READING ATTITUDE ORAL ASSESSMENT

24. If you could change one thing about the way we do reading in class, what would it be?

To Empower and Involve

25. What would make reading feel more "you"?

To Empower and Involve

FINAL THOUGHTS...

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Reading Attitude Assessment

Name: _____ Date: _____

Question	Positive Response (3 Points) ✓	Mixed Response (2 Points) ✓	Negative Response (1 point) ✓	No Response (0 points) ✓
1. Mindset and Motivation				
2. Mindset and Motivation				
3. Mindset and Motivation				
4. Mindset and Motivation				
5. Mindset and Motivation				
6. What They Know				
7. What They Know				
8. What They Know				
9. What They Know				
10. What They Know				
11. What They Don't Know				
12. What They Don't Know				
13. What They Don't Know				
14. What They Don't Know				
15. What They Don't Know				
16. Metacognition				
17. Metacognition				
18. Metacognition				
19. Metacognition				
20. Metacognition				
21. To Show You Care				
22. To Show You Care				
23. To Show You Care				
24. Empower and Involve				
25. Empower and Involve				
Circle One:				Total Score: ____ /60

54-60
Extremely Positive Reader
Likely motivated to learn. Would make a great leader.

48-53
Positive Reader
A few words of encouragement will likely be all that is needed.

36-47
Somewhat Positive Reader
Requires a positive environment that celebrates effort along with growth.

< 36
Negative Reader
Will likely need intervention-level support with motivation, confidence and belief in his/her abilities.

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LANGUAGE TO PRAISE EFFORT, NOT JUST ACCURACY

EFFORT-BASED PRAISE

- "I noticed how hard you worked through the tough part. That kind of effort is what helps you grow."
- "You didn't give up, even when it got tricky. That's impressive."
- "You pushed through even though it wasn't easy—well done."
- "The way you stuck with it today shows how committed you are."

ENGAGEMENT-BASED PRAISE

- "You were really tuned in during that reading. I could see your brain working."
- "You asked great questions today—that shows you're really thinking like a reader."
- "I noticed you stayed focused the whole time. That kind of attention makes a big difference."
- "You were fully in it today—thank you for bringing your energy to the group."

WILLINGNESS TO TRY

- "I appreciate how open you were to trying something new."
- "You took a risk reading that aloud, and that takes courage."
- "You didn't know the word, but you gave it a shot anyway—that's how readers grow."
- "You didn't let the challenge stop you—you leaned into it."

COMBINATION PRAISE: EFFORT + ATTITUDE

- "It's not about being perfect—it's about showing up and trying, and you did that today."
- "Your effort + your attitude = real progress. Keep going."
- "Trying something hard is brave—and today, you were really brave."

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LANGUAGE TO CONNECT YOUR OWN STRUGGLES

TO BUILD TRUST THROUGH VULNERABILITY

- "I remember what it was like to struggle with...(reading, spelling, writing, specific skill)."
  - "When I was your age, reading was really hard for me too. I'd look at the page and just hope no one called on me. It made me feel so embarrassed, even though I was trying my best. ."
- "It used to feel like everyone else 'got it' except me..."
  - *"I used to wonder how everyone else made reading look so easy. I didn't know back then that struggling doesn't mean you're not smart–it just means you learn differently."*
- "I didn't love reading until someone helped me see I could do it..."
  - *"I started to enjoy reading only when someone slowed things down and believed I could get better. That made a huge difference for me."*

TO MODEL GROWTH MINDSET AND NORMALIZE STRUGGLE

- "Struggling is part of learning something new."
  - *"Every strong reader had to work through some hard stuff to get better. The important thing is you're here, and you're trying. That's how the real growth happens."*
- "I had to take it one step at a time, just like you are."
  - *"I didn't suddenly wake up loving to read. I built it step by step–little by little. You're on that same path now."*

TO AFFIRM AND ENCOURAGE

- "You're not alone. I get it."
  - *"I know what it feels like to be nervous about reading in front of others. I want you to know this is a safe space–no judgment, just support."*
- "I'm not here to test you–I'm here to help you grow."
  - *"You don't have to be perfect. You just have to be open to learning. That's the only thing I needed to change my own story too."*

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LANGUAGE TO INVITE REFLECTION AND FEEDBACK

TO ENCOURAGE REFLECTION ON LEARNING

- "What part of today's lesson felt easiest for you? What felt hardest?"
- "Can you tell me one thing you learned today that you didn't know before?"
- "Was there a moment you felt proud of yourself today? What was happening?"
- "If we could do this again tomorrow, what would you want to do the same or differently?"
- "What's one thing that helped you today when things got tricky?"

TO BUILD AWARENESS OF STRENGTHS AND STRUGGLE

- "What's something you've gotten better at in reading lately?"
- "Is there anything you're still finding confusing or frustrating?"
- "Which strategy do you think helped you most today—breaking the word down, using the pictures, or sounding it out?"
- "What do you notice about yourself when reading gets hard?"

TO PROMOTE METACOGNITION (THINKING ABOUT THINKING)

- "What was going through your mind while you were reading that word/text?"
- "How do you decide when to keep going or when to ask for help?"
- "When something doesn't make sense while reading, what do you usually do?"

TO INVITE FEEDBACK ON THE LESSON OR MATERIALS

- "How did this book feel for you? Too easy? Too hard? Just right?"
- "Was this activity helpful? Would you like to do more like it or try something else?"
- "What kind of reading or practice do you enjoy most?"
- "Do you have ideas for what we should try next time?"

TO SHOW RESPECT AND BUILD TRUST

- "I really value your thoughts—your feedback helps me be a better teacher."
- "You're the expert on how your brain learns. I'm listening."
- "Thanks for being honest. That helps me understand how to support you better."

BONUS TIP: USE SENTENCE STARTERS TO SCAFFOLD RESPONSES:

- "One thing I noticed about myself today was…"
- "When I got stuck, I…"
- "Something I want to get better at is…"

These questions and phrases show students that their experiences matter—and that reading growth is a **shared process**, not something they have to do alone.

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Reading Attitude Survey

Name: _____ **Date:** _____

Directions: Readers often form opinions about how much they enjoy reading. Answer each statement by circling a number from 1-10. Number 1 means you strongly disagree with the statement and number 10 means you strongly agree.

1. I enjoy reading in school.
1 2 3 4 5 6 7 8 9 10

2. I enjoy reading at home.
1 2 3 4 5 6 7 8 9 10

3. I think I'm a good reader.
1 2 3 4 5 6 7 8 9 10

4. My friends think I'm a good reader.
1 2 3 4 5 6 7 8 9 10

5. I learn about new things when I read.
1 2 3 4 5 6 7 8 9 10

6. I like to read with friends.
1 2 3 4 5 6 7 8 9 10

7. I like to read alone.
1 2 3 4 5 6 7 8 9 10

8. I'm comfortable reading aloud in class.
1 2 3 4 5 6 7 8 9 10

9. I don't have a problem finding books to read.
1 2 3 4 5 6 7 8 9 10

10. I like fiction books more than nonfiction.
1 2 3 4 5 6 7 8 9 10

11. I like it when my teacher reads to the class.
1 2 3 4 5 6 7 8 9 10

12. I am nervous about reading class this year.
1 2 3 4 5 6 7 8 9 10

13. I read a lot of books over the summer.
1 2 3 4 5 6 7 8 9 10

14. I read every day at home.
1 2 3 4 5 6 7 8 9 10

15. I don't have a problem finishing a f book.
1 2 3 4 5 6 7 8 9 10

One thing I am looking forward to in reading is…

_____

_____

_____

_____

One question I have about reading this year is…

_____

_____

_____

_____

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Reading Attitude Survey

Answer the following statements by checking whether you agree, disagree.

Name: _____ Date: _____

	Agree	Disagree
1. I enjoy reading in school.	☐	☐
2. I enjoy reading at home.	☐	☐
3. I think I'm a good reader.	☐	☐
4. My friends think I'm a good reader.	☐	☐
5. I learn about new things when I read.	☐	☐
6. I like to read with friends.	☐	☐
7. I like to read alone.	☐	☐
8. I'm comfortable reading aloud in class.	☐	☐
9. I don't have a problem finding books to read.	☐	☐
10. I like fiction books more than nonfiction.	☐	☐
11. I like it when my teacher reads to the class.	☐	☐
12. I am nervous about reading this year.	☐	☐
13. I read a lot of books over the summer.	☐	☐
14. I read every day at home.	☐	☐
15. I don't have a problem finishing a book.	☐	☐

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Reading Survey Data

1: *strongly disagree* 2 3 4 5 6 7 8 9 10: *Strongly agree*

Student Name	Question #1	Question #2	Question #3	Question #4	Question #5	Question #6	Question #7	Question #8	Question #9	Question #10	Question #11	Question #12	Question #13	Question #14	Question #15	Total /150

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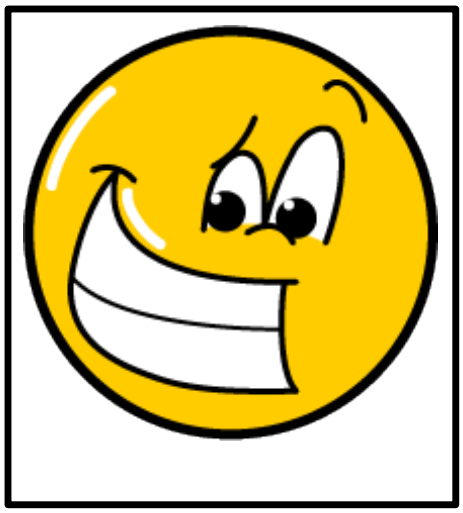
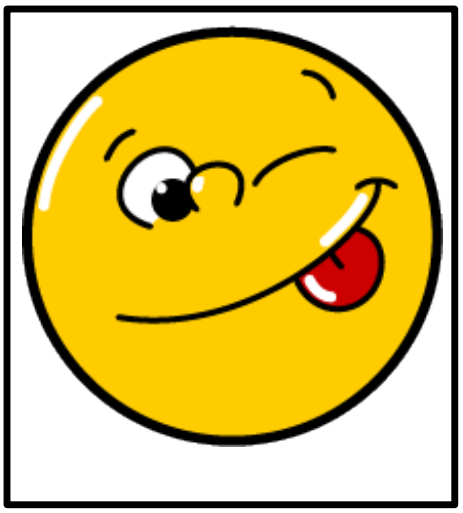
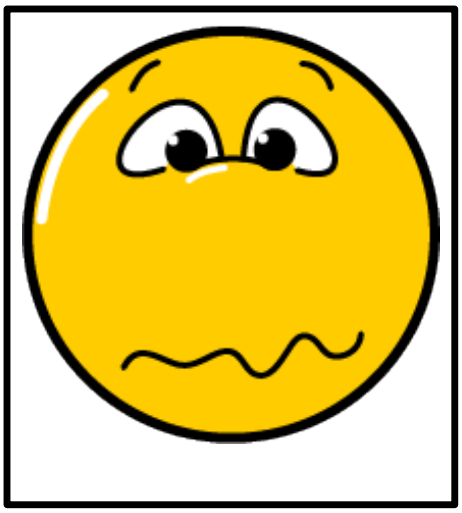
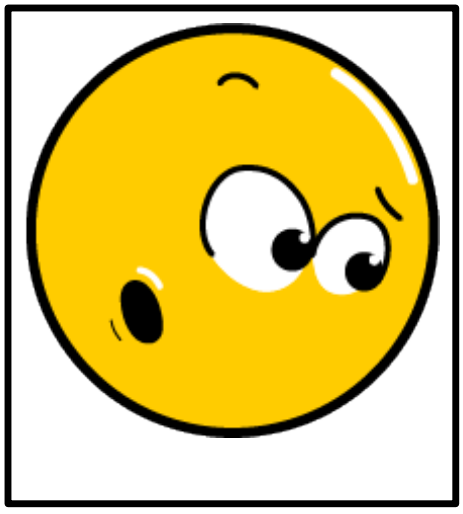
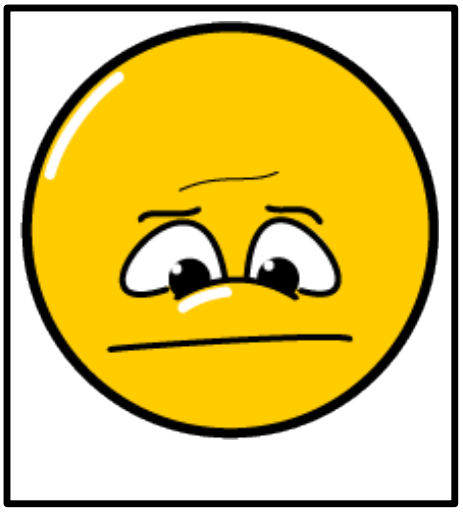
Connect Quickly with Emojis

Directions: Laminate these emoji cards. Lay them on the table and ask each student to pick and emoji based on their day. Ask them why they picked that emoji.





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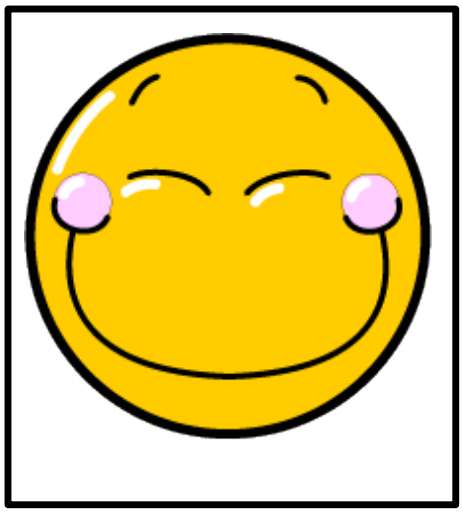




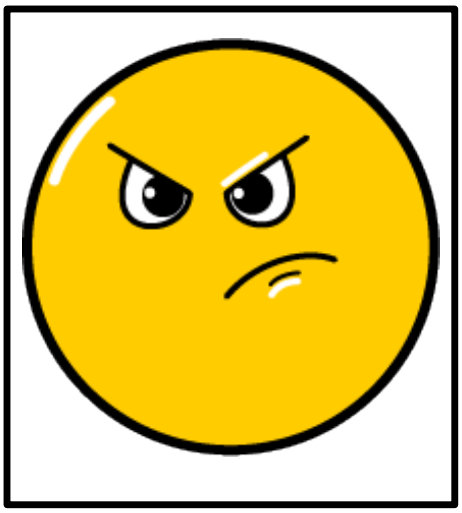
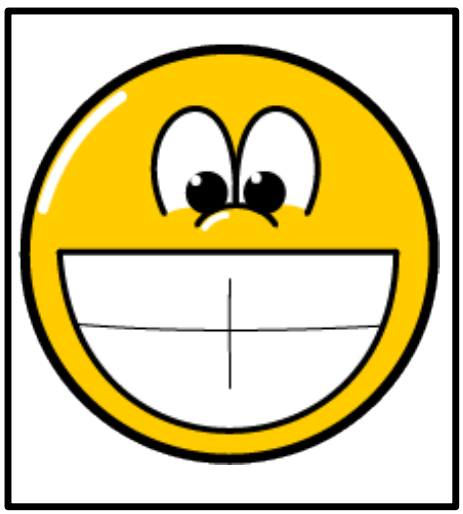



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LIST #1

Complete Phonics Assessment Level I

1. ban
2. wet
3. lid
4. jog
5. bug
6. fail
7. say
8. team
9. feel
10. key
11. field
12. goal
13. slow
14. eight
15. same
16. eve
17. rise
18. hope
19. rude
20. such
21. edge
22. pick
23. knife
24. thing
25. phone
26. dish
27. this
28. wrist
29. white
30. blink
31. clear
32. flat
33. glare
34. simply
35. slip
36. extra
37. skill
38. smart
39. snob
40. wait
41. stay
42. feel
43. beast
44. brief
45. fruit
46. soon
47. clue
48. jaw
49. pause
50. boy
51. join
52. wow
53. shout
54. money
55. new
56. farm
57. serve
58. firm
59. more
60. turn
61. skill
62. such
63. charge
64. face
65. simple
66. little
67. junk
68. gym
69. judge
70. huge
71. logic
72. long
73. bath
74. sundown
75. mask
76. ramble
77. dimple
78. handle
79. circle
80. words

Name: _____ Date: _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____
31. _____
32. _____
33. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____

Name: _____ Date: _____

41. _____
42. _____
43. _____
44. _____
45. _____
46. _____
47. _____
48. _____
49. _____
50. _____
51. _____
52. _____
53. _____
54. _____
55. _____
56. _____
57. _____
58. _____
59. _____
60. _____
61. _____
62. _____
63. _____
64. _____
65. _____
66. _____
67. _____
68. _____
69. _____
70. _____
71. _____
72. _____
73. _____
74. _____
75. _____
76. _____
77. _____
78. _____
79. _____
80. _____

Phonics Spelling Assessment

Student	LIST 1:	LIST 2:

Phonics Oral Assessment- List #1

Name: _____ Date: _____

Word	Correct ✓	Incorrect *(how the word was read)*	Phonics Skill
1. ban			Short vowel CVC /a/
2. wet			Short vowel CVC /e/
3. lid			Short vowel CVC /i/
4. jog			Short vowel CVC /o/
5. bug			Short vowel CVC /u/
6. fail			Long vowel pairs /ai/
7. say			Long vowel pairs /ay/
8. team			Long vowel pairs /ea/
9. feel			Long vowel pairs /ee/
10. key			Long vowel pairs /ey/
11. field			Long vowel pairs /ie/
12. goal			Long vowel pairs /oa/
13. slow			Long vowel pairs /ow/
14. eight			Long vowel pairs /ei/
15. same			Magic –e with the vowel –a
16. eve			Magic –e with the vowel –e
17. rise			Magic –e with the vowel –i
18. hope			Magic –e with the vowel –o
19. rude			Magic –e with the vowel –u
20. such			consonant digraph -ch

Phonics Oral Assessment- List #1

Name: _____ Date: _____

Word ✓	Correct	Incorrect *(how the word was read)*	Phonics Skill
21. edge			consonant digraph -ch
22. pick			consonant digraph -ck
23. knife			consonant digraph -kn
24. thing			consonant digraph -ng
25. phone			consonant digraph -ph
26. dish			consonant digraph -sh
27. this			consonant digraph -th
28. wrist			consonant digraph -wr
29. white			consonant digraph -wh
30. blink			Consonant Blend /bl/
31. clear			Consonant Blend /cl/
32. flat			Consonant Blend /fl/
33. glare			Consonant Blend /gl/
34. simply			Consonant Blend /pl/
35. slip			Consonant Blend /sl/
36. extra			Consonant Blend /tr/
37. skill			Consonant Blend /sk/
38. smart			Consonant Blend /sm/
39. snob			Consonant Blend /sn/
40. wait			vowel digraph pattern -ai

Phonics Oral Assessment- List #1

Name: _____ Date: _____

Word ✓	Correct	Incorrect *(how the word was read)*	Phonics Skill
41. stay			vowel digraph pattern -ay
42. feel			vowel digraph pattern -ee
43. beast			vowel digraph pattern -ea
44. brief			vowel digraph pattern /ie/
45. fruit			vowel digraph pattern /ui/
46. soon			vowel digraph pattern /oo/
47. clue			vowel digraph pattern /ue/
48. jaw			vowel diphthong pattern /aw/
49. pause			vowel diphthong pattern /au/
50. boy			vowel diphthong pattern /oy/
51. join			vowel diphthong pattern /oi/
52. wow			vowel diphthong pattern /ow/
53. shout			vowel diphthong pattern /ou/
54. money			vowel diphthong pattern /ey/
55. new			vowel diphthong pattern /ew/
56. farm			R-Controlled Vowel –ar
57. serve			R-Controlled Vowel –er
58. firm			R-Controlled Vowel –ir
59. more			R-Controlled Vowel –or
60. turn			R-Controlled Vowel –ur

Phonics Oral Assessment- List #1

Name: _____ Date: _____

Word ✓	Correct	Incorrect *(how the word was read)*	Phonics Skill
61. skill			Double final consonants
62. such			Consonant pattern – ch ending
63. charge			Consonant pattern – ge ending
64. face			Words with the –s sound spelled as -c
65. simple			Consonant pattern – le ending
66. little			Middle double consonants
67. junk			Consonant pattern – nk ending
68. gym			Words with the –j sound spelled as -g
69. judge			Words with the /j/ sound spelling -dg
70. huge			Words with the /j/ sound spelling -ge
71. logic			Words with the /j/ sound spelling -gi
72. long			Consonant pattern – ng ending
73. bath			Words with –th as a voiceless sound
74. sundown			vowel diphthong pattern /ow/
75. mask			Consonant pattern – sk ending

Phonics Oral Assessment- List #1

Name: _____ Date: _____

Word ✓	Correct	Incorrect *(how the word was read)*	Phonics Skill
76. ramble			Words with consonant + -ble
77. dimple			Words with consonant + -ple
78. handle			Words with consonant + -dle
79. circle			Words with consonant + -cle
80. words			–z sound spelled as –s

LIST #2

Complete Phonics Assessment Level 2

1. dash
2. help
3. link
4. cost
5. lump
6. brain
7. today
8. scream
9. sleep
10. money
11. believe
12. upload
13. below
14. weight
15. grade
16. delete
17. smile
18. broke
19. confuse
20. watchful
21. budget
22. bucket
23. doorknob
24. holding
25. trophy
26. lavish
27. other
28. wrongful
29. whistle
30. library
31. secret
32. dragon
33. afraid
34. angry
35. provide
36. describe
37. spark
38. strategy
39. sweater
40. details
41. repay
42. carefree
43. fearful
44. believe
45. guilt
46. shook
47. value
48. awkward
49. because
50. destroy
51. point
52. rundown
53. without
54. journey
55. threw
56. harsh
57. energy
58. direction
59. horse
60. survive
61. confess
62. ditch
63. message
64. voice
65. smile
66. sudden
67. crank
68. giant
69. dodge
70. damage
71. fragile
72. strong
73. mouth
74. knowledge
75. whisk
76. trouble
77. couple
78. bundle
79. spectacle
80. dessert

Phonics Oral Assessment- List #2

Name: _____ Date: _____

Word ✓	Correct	Incorrect *(how the word was read)*	Phonics Skill
1. dash			Short vowel CVCC /a/
2. help			Short vowel CVCC /e/
3. link			Short vowel CVCC /i/
4. cost			Short vowel CVCC /o/
5. lump			Short vowel CVCC /u/
6. brain			Long vowel pairs /ai/
7. today			Long vowel pairs /ay/
8. scream			Long vowel pairs /ea/
9. sleep			Long vowel pairs /ee/
10. money			Long vowel pairs /ey/
11. believe			Long vowel pairs /ie/
12. upload			Long vowel pairs /oa/
13. below			Long vowel pairs /ow/
14. weight			Long vowel pairs /ei/
15. grade			Magic –e with the vowel –a
16. delete			Magic –e with the vowel –e
17. smile			Magic –e with the vowel –i
18. broke			Magic –e with the vowel –o
19. confuse			Magic –e with the vowel –u
20. watchful			consonant digraph -ch

Phonics Oral Assessment- List #2

Name: _____ Date: _____

Word ✓	Correct	Incorrect *(how the word was read)*	Phonics Skill
21. budget			consonant digraph -ch
22. bucket			consonant digraph -ck
23. doorknob			consonant digraph -kn
24. holding			consonant digraph -ng
25. trophy			consonant digraph -ph
26. lavish			consonant digraph -ph
27. other			consonant digraph -th
28. wrongful			consonant digraph -ng
29. whistle			consonant digraph -ph
30. library			Consonant Blend /bl/
31. secret			Consonant Blend /cr/
32. dragon			Consonant Blend /dr/
33. afraid			Consonant Blend /fr/
34. angry			Consonant Blend /gr/
35. provide			Consonant Blend /pr/
36. describe			Consonant Blend /scr/
37. spark			Consonant Blend /sp/
38. strategy			Consonant Blend /st/
39. sweater			Consonant Blend /sw/
40. details			vowel digraph pattern -ai

Phonics Oral Assessment- List #2

Name: _____ Date: _____

Word ✓	Correct	Incorrect *(how the word was read)*	Phonics Skill
41. repay			vowel digraph pattern -ay
42. carefree			vowel digraph pattern -ee
43. fearful			vowel digraph pattern -ea
44. believe			vowel digraph pattern /ie/
45. guilt			vowel digraph pattern /ui/
46. shook			vowel digraph pattern /oo/
47. value			vowel digraph pattern /ue/
48. awkward			vowel diphthong pattern /aw/
49. because			vowel diphthong pattern /au/
50. destroy			vowel diphthong pattern /oy/
51. point			vowel diphthong pattern /oi/
52. rundown			vowel diphthong pattern /ow/
53. without			vowel diphthong pattern /ou/
54. journey			vowel diphthong pattern /ey/
55. threw			vowel diphthong pattern /ew/
56. harsh			R-Controlled Vowel –ar
57. energy			R-Controlled Vowel –er
58. direction			R-Controlled Vowel –ir
59. horse			R-Controlled Vowel –or
60. survive			R-Controlled Vowel –ur

Phonics Oral Assessment- List #2

Name: _____ Date: _____

Word ✓	Correct	Incorrect *(how the word was read)*	Phonics Skill
61. confess			Double final consonants
62. ditch			Consonant pattern – ch ending
63. message			Consonant pattern – ge ending
64. voice			Words with the –s sound spelled as -c
65. smile			Consonant pattern – le ending
66. sudden			Middle double consonants
67. crank			Consonant pattern – nk ending
68. giant			Words with the –j sound spelled as -g
69. dodge			Words with the /j/ sound spelling -dg
70. damage			Words with the /j/ sound spelling -ge
71. fragile			Words with the /j/ sound spelling -gi
72. strong			Consonant pattern – ng ending
73. mouth			Words with –th as a voiced sound
74. knowledge			Silent letter -k
75. whisk			Consonant pattern – sk ending

Phonics Oral Assessment- List #2

Name: _____ Date: _____

Word ✓	Correct	Incorrect *(how the word was read)*	Phonics Skill
76. trouble			Words with consonant + -ble
77. couple			Words with consonant + -ple
78. bundle			Words with consonant + -dle
79. spectacle			Words with consonant + -cle
80. dessert			–z sound spelled as – s

Passages and Reading Levels

Professionally Leveled By Lexile® and OOTWL®

Passage Title	Word Count	Lexile Level	F&P Level	AR Level	DRA Level	Grade Level
First Day Jitters	307	450L	J	2.5	20	2.5
Morning Meeting	272	550L	M	3.0	28	3.0
Second Grade Goals	285	470L	K	2.6	24	2.6
Monkey Bar Master	283	470L	K	2.6	24	2.6
Class List	301	470L	K	2.6	24	2.6
Rule the School	287	550L	M	3.0	28	3.0
My Silent Protest	309	510L	L	2.8	24	2.8
Fourth Grade First	289	590L	M	3.2	28	3.2
Penmanship	285	540L	M	3.0	28	3.0
A Teacher Like Me	272	570L	M	3.2	28	3.2
Coming Back	274	560L	M	3.1	28	3.1
Is Bigger Better?	310	550L	M	3.0	28	3.0
Locker Trouble	255	510L	L	2.8	24	2.8
Lucia Conquers Middle School	263	700L	Q	4.1	38	4.1
A Sea of Navy Blue	316	620L	O	3.5	30	3.5
Friend Shifts	292	560L	M	3.1	28	3.1
Pass	285	460L	K	2.5	24	2.5
Prize Box	307	490L	K	2.7	24	2.7
Backyard Beach	260	550L	M	3.0	28	3.0
Dameon's Advice	310	610L	N	3.3	30	3.3

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Reading Comprehension Assessment

Name: _____ Date: _____

Passage Title	Grade Level	Date	Vocab.	Comp.	Writing 1 *no response* 2 *basic* 3 *proficient* 4 *advanced*	Overall Score
First Day Jitters	2.5		/5	/4		/13
Morning Meeting	3.0		/5	/4		/13
Second Grade Goals	2.6		/5	/4		/13
Monkey Bar Master	2.6		/5	/4		/13
Class List	2.6		/5	/4		/13
Rule the School	3.0		/5	/4		/13
My Silent Protest	2.8		/5	/4		/13
Fourth Grade First	3.2		/5	/4		/13
Penmanship	3.0		/5	/4		/13
A Teacher Like Me	3.2		/5	/4		/13
Coming Back	3.1		/5	/4		/13
Is Bigger Better?	3.0		/5	/4		/13
Locker Trouble	2.8		/5	/4		/13
Lucia Conquers Middle School	4.1		/5	/4		/13
A Sea of Navy Blue	3.5		/5	/4		/13
Friend Shifts	3.1		/5	/4		/13
Pass	2.5		/5	/4		/13
Prize Box	2.7		/5	/4		/13
Backyard Beach	3.0		/5	/4		/13
Dameon's Advice	3.3		/5	/4		/13

Baseline Reading Assessment

Date Administered to the Class: _____

Passage Title: _____ Grade Level Equivalent: _____

Student	Vocab.	Comp.	Writing 1 *no response* 2 *basic* 3 *proficient* 4 *advanced*	Overall Score	Reading Level: *Advanced, On, Below*
	/5	/4		/13	
	/5	/4		/13	
	/5	/4		/13	
	/5	/4		/13	
	/5	/4		/13	
	/5	/4		/13	
	/5	/4		/13	
	/5	/4		/13	
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	/5	/4		/13	
	/5	/4		/13	
	/5	/4		/13	
	/5	/4		/13	
	/5	/4		/13	
	/5	/4		/13	
	/5	/4		/13	

Recommended Assessments: Follow these simple steps

1. Choose the grade level you are teaching.
2. Print or digitally assign the passage that matches your grade level.
3. Have all students read and respond to the grade level passage. *You may assign 2-3 passages to analyze more than one score.
4. Grade each assessment and use the following data tracking pages for a quick assessment of each students' reading ability level.
5. Begin a formal benchmark assessment with readers working on the lowest levels.
6. Use additional passages for active learning while you individually benchmark students.

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Scoring Guide for Baseline Reading Assessment

Use the following guide to determine if readers are above, on, or below grade level reading expectations. *Remember…this is a quick assessment and is meant to give an overall view. A Benchmark Assessment will still be needed to determine a more extensive understanding of each reader.

Vocabulary Score:

5/5- Above Grade Level

4/5- Above Grade Level

3/5- On Grade Level

2/5- Below Grade Level

1/5- Below Grade Level

0/5- Below Grade Level

Comprehension Score:

4/4- Above Grade Level

3/4- On Grade Level

2/4- Below Grade Level

1/4- Below Grade Level

0/4- Below Grade Level

Writing Score:

1	2	3	4
no response	*basic*	*proficient*	*advanced*

4- Above Grade Level

3- On Grade Level

2- On Grade Level

1- Below Grade Level

Overall Score:

13/13- Above Grade Level

12/13- Above Grade Level

11/13- On Grade Level

10/13- On Grade Level

9/13- On Grade Level

8/13- On Grade Level

7/13- On Grade Level

6/13- Below Grade Level

5/13- Below Grade Level

4/13- Below Grade Level

3/13- Below Grade Level

2/13- Below Grade Level

1/13- Below Grade Level

0/13- Below Grade Level

2nd Grade Baseline Reading Assessment

Date Administered to the Class: _____

Passage Title: First Day Jitters Grade Level Equivalent: 2.5

Student	Vocab.	Comp.	Writing 1 *no response* 2 *basic* 3 *proficient* 4 *advanced*	Overall Score	Reading Level: *Advanced, On, Below*
	/5	/4		/13	
	/5	/4		/13	
	/5	/4		/13	
	/5	/4		/13	
	/5	/4		/13	
	/5	/4		/13	
	/5	/4		/13	
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	/5	/4		/13	
	/5	/4		/13	
	/5	/4		/13	
	/5	/4		/13	
	/5	/4		/13	
	/5	/4		/13	

3rd Grade Baseline Reading Assessment

Date Administered to the Class: _____

Passage Title: Morning Meeting Grade Level Equivalent: 3.0

Student	Vocab.	Comp.	Writing 1 *no response* 2 *basic* 3 *proficient* 4 *advanced*	Overall Score	Reading Level: *Advanced, On, Below*
	/5	/4		/13	
	/5	/4		/13	
	/5	/4		/13	
	/5	/4		/13	
	/5	/4		/13	
	/5	/4		/13	
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	/5	/4		/13	
	/5	/4		/13	
	/5	/4		/13	
	/5	/4		/13	
	/5	/4		/13	
	/5	/4		/13	
	/5	/4		/13	

4th Grade Baseline Reading Assessment

Date Administered to the Class: _____

Passage Title: Lucia Conquers Middle School Grade Level Equivalent: 4.1

Student	Vocab.	Comp.	Writing 1 *no response* 2 *basic* 3 *proficient* 4 *advanced*	Overall Score	Reading Level: *Advanced, On, Below*
	/5	/4		/13	
	/5	/4		/13	
	/5	/4		/13	
	/5	/4		/13	
	/5	/4		/13	
	/5	/4		/13	
	/5	/4		/13	
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	/5	/4		/13	
	/5	/4		/13	
	/5	/4		/13	
	/5	/4		/13	

First Day Jitters

I was **nervous**. I walked slowly toward my classroom. My family didn't go to "Meet the Teacher" night. My parents had to work that night. This was my first time meeting my teacher. Oh why didn't I meet her before the first day? I had so many **jitters**.

I walked down the hall. I wondered what she would be like. Would she be mean? What if she was super **strict**? Would she be lazy? What if the whole class went wild and she didn't do anything?

Wait a minute…what if she wasn't a *she*? It could be a boy teacher! I stopped walking. I **rushed** back to the front door of the school. I looked at the class lists and found my name. It was under "Mrs. Busca". Ok, so it was a girl. Mrs. Busca. Oh no, I don't know how to say that. I am going to mess it up on the first day! I will have to talk to her and actually ask! I hate talking to the teacher. It's scary!

Maybe this teacher won't be scary, though. Maybe they will be kind and say their name right away. Then I won't have to ask! I started walking back down the hall again. I took deep breaths. I became more calm with every step. Then I saw my classroom. My new classroom for this whole school year. My heart rate **skyrocketed** again. Other students walked confidently into the room. They knew exactly where to put their backpacks and where to sit. I didn't know anything. I took another deep breath and stepped inside the room. I was greeted by a tall, smiling woman.

"Good morning! My name is Mrs. BOO-skuh. Welcome to your class!" Phew, she was a nice one! I followed Mrs. Busca to my desk. All of my jitters were gone.



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First Day Jitters

Name: _____ Date:_____

Vocabulary Check:

Write the correct letter next to each word that matches its definition.

1._____nervous

2._____jitters

3._____strict

4._____rushed

5._____skyrocketed

A. did something very fast and maybe messily

B. went way up; increased a lot

C. feelings, sometimes felt in your body, of being very nervous or afraid

D. feeling unsure or scared

E. really wants rules to be followed exactly

Multiple Choice...You Decide:

Circle the BEST answer for each of the multiple-choice questions below.

1. Why didn't the narrator go to "Meet the Teacher" night?
   a. They didn't know what day it was.
   b. They were too scared to go.
   c. Their parents worked that night.
   d. They forgot.

2. Which word best describes the narrator?
   a. rude
   b. kind
   c. energetic
   d. fearful

3. How does the narrator calm down?
   a. by taking deep breaths
   b. by talking to the counselor
   c. by journaling
   d. none of the above

4. What makes the jitters go away?
   a. seeing their teacher's name
   b. They know their teacher.
   c. a friend in their class
   d. Mrs. Busca was nice.

In Your Own Words:

Share your thinking about the story after reading.

How I feel about this story: *(color one)* 

Because: _____

_____

_____

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Morning Meeting

Geena was almost done with her morning work. Then music started playing **throughout** the classroom. She looked up and around at her classmates. The music paused.

"Now that I have your attention," the teacher spoke, "let me explain. Every morning, you'll start with your morning work. Then, when you hear the music start to play, you can come to the carpet for our morning meeting. Sit in a circle!" The music started playing again. Everyone **timidly** walked to the carpet. It took some time, but Geena found a seat. A couple seats away was a much larger, curly-haired boy. She felt kind of scared of him. The teacher asked everyone to share their name and their favorite thing to do at home. Geena listened to the other kids. They shared about playing games, watching TV, or riding bikes. Then, the curly-haired boy was sharing.

"I'm Gerald and I like to draw anime characters," he shared in a quiet, kind voice. Everyone else seemed **uninterested** in this information. But Geena's eyebrows shot up. He liked anime?? That's what Geena was going to share too!

"I like to draw anime characters too!" she **exclaimed** out of turn. A smile appeared on Gerald's face. He didn't seem as scary and big anymore.

"Wow, the same activity! When you have a connection with someone, instead of blurting out or interrupting, you can make a "link" with your fingers like this." The teacher showed with her fingers. "Then they know you agree or think the same."

Geena **blushed** and made a link with her fingers. She didn't care if she blurted. She might have a new friend!



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Morning Meeting

Name: _____ Date:_____

Vocabulary Check:

Write the correct letter next to each word that matches its definition.

1._____throughout

2._____timidly

3._____uninterested

4._____exclaimed

5._____blushed

A. in a shy way; nervously

B. shouted or said loudly

C. became red, usually in the cheeks

D. in every part of something

E. doesn't like or care about something

Multiple Choice...You Decide:

Circle the BEST answer for each of the multiple-choice questions below.

1. When does this story likely take place?
   a. the last day of school
   b. 12th grade
   c. at the end of the school day
   d. the first day of school

2. What did Gerald and Geena have in common?
   a. They liked the same show.
   b. They liked drawing anime.
   c. They liked ice cream.
   d. They had curly hair.

3. Why did Geena blush?
   a. The boy was rude to her.
   b. She had blurted.
   c. She gave the wrong answer.
   d. She was angry.

4. What was author's message?
   a. Believe in yourself.
   b. Listen to the teacher.
   c. Teamwork is important.
   d. Don't make judgments before you know someone.

In Your Own Words:

Share your thinking about the story after reading.

How I feel about this story: *(color one)* 

Because: _____

_____

_____

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Second Grade Goals

"It is the first day of school. But I want you to think way far ahead. Think about the last day of school. Your last day of second grade. You will be nine months older. You will be nine months smarter. What do you want to be able to do? What do you want to work on all school year long? This will be your goal for second grade!" Mr. Stern seemed very excited.

Jermaine thought about this. Nine months from now? That seemed so far away. It made him think about last year. That was the end of first grade. In first grade Jermaine added and subtracted. He still couldn't **handle** very big numbers, but he was pretty good at math. In science they had planted grass. He **wondered** if this year he could plant something bigger. Maybe he could plant a vegetable! Hmm, but what if they didn't study plants in second grade science?

Jermaine turned his thoughts to reading. '*Ugh*,' was his **immediate** thought. Reading was so hard. Jermaine had the alphabet memorized. He knew all the letters and their sounds. But sometimes, the letters didn't make the sounds they were supposed to! How was he supposed to deal with that? It was **tricky**.

Jermaine kept thinking for a while about all the different subjects. But he kept coming back to reading. He knew in his heart that he needed to work on reading more. He put his pencil to the paper.

"My goal for second grade is to read a whole, entire book!" He even added an exclamation point, to help **motivate** himself with excitement. Jermaine gave his paper to Mr. Stern. It was done. '*Here goes second grade!*' he thought.



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Second Grade Goals

Name: _____ Date:_____

Vocabulary Check:

Write the correct letter next to each word that matches its definition.

1._____handle

2._____wondered

3._____immediate

4._____tricky

5._____motivate

A. encourage to do something

B. right away

C. manage or take care of

D. thought about something

E. sort of difficult

Multiple Choice...You Decide:

Circle the BEST answer for each of the multiple-choice questions below.

1. What is Jermaine thinking about?
   a. different school subjects
   b. recess activities
   c. his favorite teacher
   d. why he has to do this assignment

2. Which subject does Jermaine like the least?
   a. math
   b. science
   c. reading
   d. social studies

3. What is Jermaine's goal?
   a. to subtract 3-digit numbers
   b. to read an entire book
   c. to grow a vegetable
   d. to measure with a ruler

4. Which word best describes Jermaine?
   a. determined
   b. kind
   c. fearful
   d. anxious

In Your Own Words:

Share your thinking about the story after reading.

How I feel about this story: *(color one)* 

Because: _____

_____

_____

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Monkey Bar Master

Children screamed happily. They ran across the blacktop. They scattered to the playground, grassy field, and swings. They had **survived** the first morning of the school year. Now it was time for recess.

Chloe stared out at all of her **options**. She could play tag on the playground. She could climb up the rock wall. She could swing back and forth. Then she stared down the monkey bars. Those monkey bars were her **enemy**. Last year, she had tried to make it across. She had tried almost every day. Was it time to give it up?

No, Chloe thought. *I grew a whole three inches this summer. This is the perfect time to try again.*

Chloe marched over to those orange, shiny, squiggly monkey bars. She climbed the ladder. She reached for the first bar. She could already tell this was going to be easier. The bar felt so much closer than it normally did. She let her body fall forward. Her grip was tight. She fell. Her **momentum** pushed her left arm to the next bar. She grabbed it easily. Chloe's confidence grew.

Soon Chloe was swinging as easily as a monkey. She even skipped one of the bars! Her arms were long and strong. Her hands were growing tired though. They started to sweat. The sun was shining hot and bright.

Only three bars left, Chloe thought to herself. *I can do this.* Swing one, swing two. *My hand is slipping! Make it quick!* Swing three. Chloe **stumbled** onto the ladder. She quickly gripped the orange bars on the side. She almost fell off the ladder. She turned to face the monkey bars. *Finally, I've mastered them,* she thought to herself.



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Monkey Bar Master

Name: _____ Date: _____

Vocabulary Check:

Write the correct letter next to each word that matches its definition.

1. _____ survived
2. _____ options
3. _____ enemy
4. _____ momentum
5. _____ stumbled

A. a person against you

B. lived through something difficult

C. tripped

D. choices

E. energy and motion

Multiple Choice...You Decide:

Circle the BEST answer for each of the multiple-choice questions below.

1. Why did Chloe decide to try again?
   a. She is 3 inches taller this year.
   b. She didn't want to be made fun of.
   c. She wouldn't be able to next year.
   d. Her sister dared her.

2. Right away, Chloe knew this would be
   a. funny
   b. harder
   c. easier
   d. terrifying

3. What caused Chloe's hand to slip?
   a. Her hands were getting tired.
   b. She started to sweat.
   c. The sun was hot and bright.
   d. all of the above

4. What was the author's message?
   a. Monkey bars are for toddlers.
   b. Keep working toward your goals.
   c. Chloe is strong.
   d. Stay in school.

In Your Own Words:

Share your thinking about the story after reading.

How I feel about this story: *(color one)* 

Because: _____

_____

_____

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Class List

I **examined** the list on the wall. There were so many names! They were **organized** by last name. I remembered learning how to put words in alphabet order last year. I started looking for Kipchilat.

"Hamer, James, Jones, Jyles…Kipchilat!" I had found my last name. I looked at the heading above the list. Mrs. Raymond. Hm, I hadn't heard of her. I scanned the rest of the class list. I wanted to see who else was in my class this year. "Jake, Franck, Charlee, Emily, Elise…" I didn't **recognize** any of the other names. Who were these people? I changed lists. This one said Mr. Banker at the top. I read the names.

"Amy, Neema, Lyla, Thomas…" It was all of my friends' names! They were all in Mr. Banker's class! I stopped reading. A wave of sadness washed over me. I felt it go from the top of my head to my stomach. I felt **uneasy**. I was slowly **realizing** what this school year might be like. I was going to be in a class without my best friends.

I turned away from the list. I walked down the hallway and out the front door. I wanted to be alone. I sat down against the wall of the school. I started crying.

"Tania, is that you?" It was Neema. She had come to see the class lists too. "What's wrong?" She sat down next to me. I explained the lists. "That is awful! Maybe you can switch classes? But even if you can't, we can still play at recess! And maybe at lunch! And there are some cool kids in your class too. Franck is my neighbor!"

"Really?" I said quietly.

"Really! He's pretty cool. I bet you'll be friends." I was still sad, but felt a little hope.



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Class List

Name: _____ Date:_____

Vocabulary Check:

Write the correct letter next to each word that matches its definition.

1._____examined

2._____organized

3._____recognize

4._____uneasy

5._____realizing

A. arranged in a neat and orderly way

B. nervous or unsure

C. understanding; getting it

D. see something or someone that you know

E. looked at closely

Multiple Choice...You Decide:

Circle the BEST answer for each of the multiple-choice questions below.

1. What list is Tania examining?
   a. a list of everyone in the school
   b. a cast list for the musical
   c. a menu
   d. the class lists for the new school year

2. Why did Tania feel uneasy?
   a. She didn't make the musical.
   b. She feels sick.
   c. All her friends are in another class.
   d. She hates her teacher.

3. What mood is created in the story?
   a. calm
   b. anxious
   c. joyful
   d. eerie

4. What was the main idea of the story?
   a. Be optimistic.
   b. Stick with your friends.
   c. Be real.
   d. No one is perfect.

In Your Own Words:

Share your thinking about the story after reading.

How I feel about this story: *(color one)* 

Because: _____

_____

_____

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Rule the School

Adiya could **barely** sleep last night. But when she woke up this morning, she wasn't even that tired. She was too excited. It was the first day of fifth grade!

Adiya wasn't **necessarily** excited for school. School was just…okay. She made okay grades in her classes. Her teachers were okay. The school lunch was…well, maybe that was less than okay. Overall, school was just school. But this year, Adiya knew it was going to be different.

It was going to be different because Adiya was a fifth grader now. She had **mastered** every other grade and now it was her turn to rule the roost. Fifth graders got to go on *two* field trips every year. Fifth graders had first claim on the playground at recess. Fifth graders got to sit in the back at assemblies—all the better to sneak messages and notes to her best friends. Fifth graders got to create their own science projects and **submit** them into the district-wide science fair! Last year, someone made a battery out of an orange! Adiya hadn't liked school very much so far, but she knew this was going to be the best year yet.

Adiya finished getting ready before heading down to breakfast. Her hair was in a perfect ponytail with a bow around it. She **scarfed** down her cereal and eggs and rushed out the door.

"Adiya! Do you have your school supplies?!" her mom shouted out the door.

"Got 'em right here mom!" Adiya replied, as she patted her backpack. Adiya felt confident and prepared. She was going to rule the school. She found her friends at the bus stop. They chatted excitedly about how amazing this year was going to be.



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Rule the School

Name: _____ Date:_____

Vocabulary Check:

Write the correct letter next to each word that matches its definition.

1._____barely

2._____necessarily

3._____mastered

4._____submit

5._____scarfed

A. just a little bit

B. ate very fast

C. overcame; totally finished and done well

D. turn in

E. in a needed way

Multiple Choice...You Decide:

Circle the BEST answer for each of the multiple-choice questions below.

1. How does Adiya feel about fifth grade?
   a. unsure
   b. confident
   c. terrified
   d. bored

2. Why does Adiya think fifth grade is great?
   a. There are two field trips.
   b. There is less recess.
   c. There is more recess.
   d. There is no homework.

3. What was the main idea of the story?
   a. The principal rules the school.
   b. Fifth graders are better than fourth graders.
   c. Fifth grade is the best grade.
   d. Adiya wanted to be class president.

4. Why does Adiya rush breakfast?
   a. She doesn't like breakfast.
   b. She's late.
   c. She's excited for fifth grade.
   d. Breakfast is her favorite.

In Your Own Words:

Share your thinking about the story after reading.

How I feel about this story: *(color one)* 

Because: _____

_____

_____

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My Silent Protest

Inhale. Exhale. What is better than the smell of fresh air? It fills up my lungs. It energizes me. It brings a smile to my face. My eyes light up. I stare up at the sun. Then I look away because my eyes *can not* handle that much light. Whoops, now I'm seeing stars. I blink a few times. Slowly my vision returns. I am staring out across the **glorious** blacktop behind my school. I smile again, because it's recess time!

Recess is the perfect break from a **rigid** school day. We have freedom to choose what we do. We can use the playground or swings or basketball hoops. Or we can sit under a tree and just talk the whole time. Recess is a breath of fresh air. And this year, I will need to treasure it even more.

Why? Because I'm getting *less recess* than last year. Less recess! It's ridiculous! I am in fifth grade now. **Apparently** that means we don't need as much recess time. They say ten and eleven year-olds have longer attention **spans**. I don't know about that. School doesn't hold my attention very long—except for science. I could learn about the earth, animals, and plants all day long. I love doing experiments too.

Anyway, fifth grade was supposed to be this amazing year. Finally, I'm in the top grade at elementary school. I have a good group of friends. I'll probably do even cooler science experiments. But…they're taking away our recess.

Okay, not *all* of our recess. But any recess feels like all of it! It is the best part of the day, the cherry on top, and the icing on the cake. I think I will just not pay attention for those fifteen minutes of the day when we were *supposed* to have recess. It will be my silent **protest**.



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My Silent Protest

Name: _____ Date:_____

Vocabulary Check:

Write the correct letter next to each word that matches its definition.

1._____glorious

2._____rigid

3._____apparently

4._____spans

5._____protest

A. goes from one side to the other

B. as far as one can tell

C. not able to change easily; not flexible

D. to say or do something against something else

E. amazing; should be admired

Multiple Choice...You Decide:

Circle the BEST answer for each of the multiple-choice questions below.

1. How does the narrator feel about recess?
   a. They're nervous about it.
   b. They hate it.
   c. They love it.
   d. They are scared of recess.

2. How does the narrator feel about school?
   a. It's boring.
   b. It's exciting.
   c. It's boring except for science.
   d. It's tense.

3. Why is the narrator upset?
   a. Someone took the last swing.
   b. School is boring.
   c. Science is boring.
   d. They're getting less recess.

4. How is the narrator protesting?
   a. with signs
   b. They won't pay attention part of the school day.
   c. marching around the school
   d. writing to the principal

In Your Own Words:

Share your thinking about the story after reading.

How I feel about this story: *(color one)* 

Because: _____

_____

_____

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Fourth Grade First

Ms. Hansen finished reading the page in front of her out loud. Then she closed the book.

"No!" I **blurted** out. Everyone turned around to look at me. I blushed, but Ms. Hansen smiled.

"Don't worry. You'll get to hear the ending. This was just the beginning of our novel that we'll be reading for the first month of the year." First month?? We were going to read that chapter book in just one month? I couldn't believe it. I **rarely** picked out books that big. Graphic novels were **usually** what I liked. Those were bigger sometimes, but mostly because they had pictures. So I was surprised I even liked this book that Ms. Hansen was reading. It's just that, the main character…she sounded just like me. My parents thought coming to America would be this great thing. But lots of it had actually been hard. Finally, there was a book for class that wasn't just about making friends or going on vacation. It was a story like mine.

Ms. Hansen **assigned** the next four chapters for us to read as homework. Four chapters?? Oh my-lanta. Thankfully, she let us start reading during class. I read during every free minute too. I was done before **dismissal**! I skipped home to a night free from homework. But all night, I just kept thinking about the main character of the book, Mia, and her parents, and how their new life was going to go.

Before I knew it, it was three weeks later. We only had four chapters left to read! "Ms. Hansen, I've *never* read a book with this many pages and this few pictures before! Fourth grade is starting off great. Thanks for picking such an amazing book!"



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Fourth Grade First

Name: _____ Date:_____

Vocabulary Check:

Write the correct letter next to each word that matches its definition.

1._____blurted
2._____rarely
3._____usually
4._____assigned
5._____dismissal

A. gave to do
B. not very often; hardly at all
C. said loudly and suddenly
D. happens regularly
E. the time one can leave

Multiple Choice...You Decide:

Circle the BEST answer for each of the multiple-choice questions below.

1. Why did the narrator blurt out, "No!"?
   a. They didn't like the book.
   b. They wanted Ms. Hansen to keep reading.
   c. They saw Ms. Hansen almost get a paper cut.
   d. They were dreaming.

2. Why did the narrator like the book?
   a. It was a fantasy novel.
   b. It was different from their life.
   c. They connected with the story.
   d. It had a cool cover.

3. What do we know about the narrator's family?
   a. They inspired a book.
   b. They value school.
   c. There are three of them.
   d. Their parents are immigrants.

4. Why is the story called "Fourth Grade First"?
   a. The narrator reads a book like this one for the first time.
   b. They go from fourth to first grade.
   c. They go from first to fourth grade.
   d. It's their first time at school.

In Your Own Words:

Share your thinking about the story after reading.

How I feel about this story: *(color one)* 

Because: _____

_____

_____

Copyright: Out of This World Literacy (Jen Bengel)

Penmanship

Great ideas, Bruno! Please work on writing more clearly. I want to be able to read your amazing thoughts!

It was the same as always. Bruno's teacher wanted him to work on his *penmanship.* Ugh. Bruno was tired of it. Why did it matter if his handwriting was a little messy? Obviously they **managed** to make out most of what he said! And anyway, computers were going to **phase** out handwriting eventually. He knew everyone would be using iPads and keyboards in the future—not pen and paper!

Later that night, Bruno was studying for his social studies test. He was a great notetaker and had filled up several pages in his notebook. The test was on the American **Revolution**. He was trying to remember why the colonies wanted to separate from Britain. He **scoured** his notes for the answer.

Colonies were tired of the tuxes they had to pay to Britain. Tuxes? Could that really be it? Bruno **supposed** the British were pretty fancy. Maybe they liked payment in fancy things? And he remembered the colonists were great at making homemade goods. Bruno added it to his notecard for the test and moved on. The next day, Bruno zoomed through his test. But later, his teacher asked him to come up to her desk.

"Bruno, the colonists were not paying the British in *tuxes.* I thought it was just your messy penmanship again, but every time you wrote the word, it clearly said tuxes! Did you mean taxes?" Bruno's eyes grew big. He looked back at his notes.

Oh my word, he thought. *It wasn't tuxes, it was taxes! I couldn't read my own handwriting. I really DO need to work on my penmanship!*



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Penmanship

Name: _____ Date:_____

Vocabulary Check:

Write the correct letter next to each word that matches its definition.

1._____managed

2._____phase

3._____revolution

4._____scoured

5._____supposed

A. getting rid of or overthrowing a government

B. move things along little by little

C. was able to do something

D. assumed; thought true; guessed with evidence

E. looked closely and searched

Multiple Choice...You Decide:

Circle the BEST answer for each of the multiple-choice questions below.

1. Why was Bruno annoyed at the beginning?
   a. His sister was nagging him.
   b. He got a bad grade.
   c. His mom told him to stop the TV.
   d. His teacher commented on his penmanship.

2. Which word best describes Bruno?
   a. lazy
   b. hard-working
   c. perfectionist
   d. kind

3. What letter did Bruno mistake for a 'u'?
   a. a
   b. e
   c. o
   d. y

4. How did Bruno realize penmanship was important?
   a. He couldn't read his own notes.
   b. He believed his teacher.
   c. His sister helped him.
   d. He thought more about it.

In Your Own Words:

Share your thinking about the story after reading.

How I feel about this story: *(color one)* 

Because: _____

_____

_____

Copyright: Out of This World Literacy (Jen Bengel)

A Teacher Like Me

"Lonnniiiieeee!" my mom called out. Her tone was very **frantic**. I rolled over and looked at the clock! Oh no! I was late for school…and it was the first day! I quickly dressed and raced down the stairs. My mom's eyes were **boring** into me as a I grabbed my backpack and a pop-tart and dashed out the door. Thankfully, I lived close enough that I could walk to school, or in this case, run.

I walked into homeroom about 30 seconds after the first bell rang. My hair was **tousled** and I was practically sweating from my run.

"This has to be a record, Lonnie. Normally you get in at least a few days of timeliness," Cam muttered at me as I walked to the remaining desk.

"Whatever, Cam. I still look more presentable than you," I clapped back. Cam was always giving me a hard time. But I think he just felt insecure himself.

I sat down and tried to calm my breathing while I looked around for the teacher. Surprisingly, I couldn't find her. She was new this year and everyone was anxious to see what she would be like. I'd heard rumors that she was actually pretty cool. The whole class started getting louder and louder as time passed without a teacher to quiet us.

An entire five minutes later, she came **bustling** into the room. Her hair almost looked as messy as mine!

"Pardon my tardiness," she gasped. "There was an accident on the way here!" I noticed the coffee spilled on her papers and her **disheveled** attire. I smiled. *Finally, a teacher just like me.*



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A Teacher Like Me

Name: _____ Date:_____

Vocabulary Check:

Write the correct letter next to each word that matches its definition.

1._____frantic

2._____boring

3._____tousled

4._____bustling

5._____disheveled

A. messy; not in order

B. wild and panicky

C. making a hole in something

D. moving in a busy way

E. not tidy; windblown; usually refers to hair

Multiple Choice...You Decide:

Circle the BEST answer for each of the multiple-choice questions below.

1. How does Lonnie's mom feel?
   a. relaxed
   b. frustrated
   c. depressed
   d. chill

2. What can we infer about Lonnie?
   a. He's generally late.
   b. He's usually on time.
   c. He loves school.
   d. He's a morning person.

3. What kind of figurative language is "My mom's eyes were boring into me…"?
   a. personification
   b. simile
   c. hyperbole
   d. allusion

4. How does Lonnie feel about the new teacher?
   a. disappointed that she is messy
   b. disappointed that she was late
   c. glad that she is different from him
   d. glad that she is like him.

In Your Own Words:

Share your thinking about the story after reading.

How I feel about this story: *(color one)* 

Because: _____

_____

_____

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Coming Back

Vivian ended summer with a grin and a glowing tan. She had spent the last couple months in Mexico with all of her **extended** family. It was an absolute blast! They had amazing food, fun in the sun, and tons of time with abuelita—Vivian's grandmother. Her abuela only spoke Spanish. Vivian had become very **accustomed** to speaking and listening in her first language. She almost forgot how to speak English. When their plane landed back in Minnesota, the flight attendant said, "Have a great day!" Vivian almost replied with, "Gracias!" but she stopped herself. She thought, *Wait, what is it in English?* She ended up not saying anything at all and walked past the attendant.

Coming back to school was just as tricky. The teacher asked a question and called on Vivian. Vivian started **spewing** her thoughts in Spanish.

"Parece que la personaje…" Vivian started **trailing off** as she realized her teacher was giving her a blank stare. The teacher was **utterly** confused. Vivian blushed. *That was so embarrassing,* she thought. She looked around and realized her classmates were all giving her the same stare as her teacher—all except one. Nelson, in the back row, had been listening to her, smiling. They made eye contact. He smiled and nodded at Vivian. Vivian turned back to the teacher. "I'm sorry. I was speaking Spanish all summer and I guess I forgot to switch back in my brain." The teacher's face quickly switched to a smile. Then someone behind Vivian said,

"Wow! That's so cool. I wish *I* could speak Spanish." Vivian immediately relaxed. She looked back at Nelson. He gave her a wink.



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Coming Back

Name: _____ Date:_____

Vocabulary Check:

Write the correct letter next to each word that matches its definition.

1._____extended

2._____accustomed

3._____spewing

4._____trailing off

5._____utterly

A. absolutely; really

B. used to

C. bursting out

D. larger

E. becoming softer and softer until stopping

Multiple Choice...You Decide:

Circle the BEST answer for each of the multiple-choice questions below.

1. What does *abuela* mean?
   a. mom
   b. grandma
   c. aunt
   d. able

2. Why was Vivian embarrassed?
   a. She gave the wrong answer.
   b. Someone made fun of her.
   c. She said a bad word.
   d. No one understood her.

3. What can we infer about Nelson?
   a. He speaks Spanish too.
   b. He is clueless.
   c. He doesn't pay attention.
   d. He hates the teacher.

4. What can we learn from Vivian's story?
   a. Don't judge a book by its cover.
   b. Don't mix different parts of your life.
   c. Don't speak too fast.
   d. Be proud of who you are.

In Your Own Words:

Share your thinking about the story after reading.

How I feel about this story: *(color one)* 

Because: _____

_____

_____

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Is Bigger Better?

"You're going to have so much fun in middle school. There are so many more activities and clubs. You have more teachers to ask for help. And there are more kids to make friends! Middle school is just so much bigger. There will be more **opportunities** for you." Jason's mom was talking to him from the front seat of her car. He was sort of listening. She had already said these things **several** times before. Jason wasn't sure if he agreed with her.

Jason liked his elementary school. He knew every square inch of that place. He knew which drinking fountains had the best water pressure. He knew the fastest way from lunch to the playground. He knew everyone in his classes, even if he wasn't the best of friends with any of them. The teachers were nice too. There was only one teacher every year that he really had to get to know. Jason wasn't so sure that bigger was really better. Middle school seemed **intimidating**. There were almost three times the number of kids as there were at his elementary school.

Jason's mom pulled up to the drop-off door. "Alright sweetie, have a great day!" She smiled and waved as Jason exited the car quickly. He didn't need other kids hearing his mom call him "sweetie". The double doors **loomed** before him, but he followed the mass of other middle schoolers into the foyer. He felt like a little fish in a big pond. Eighth graders towered over him and didn't even notice when they pushed him out of the way with their commanding steps. It was overwhelming, to say the least. One push got him out of the **fray** of students. He took a breath. "I do *not* think bigger is better. At least not yet," Jason said to no one. He was trying to be positive.



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Is Bigger Better?

Name: _____ Date:_____

Vocabulary Check:

Write the correct letter next to each word that matches its definition.

1._____opportunities
2._____several
3._____intimidating
4._____loomed
5._____fray

A. chances
B. a busy place of activity
C. many
D. scary; feels threatening
E. appeared large, dark, and shadowy

Multiple Choice...You Decide:

Circle the BEST answer for each of the multiple-choice questions below.

1. How does Jason's mom feel about middle school?
   a. worried for Jason
   b. excited for Jason
   c. pessimistic
   d. like it's just another normal day

2. How does Jason feel about middle school?
   a. unsure
   b. excited
   c. confident
   d. apathetic

3. Which of the following is an example of figurative language?
   a. He was sort of listening.
   b. …pulled up to the drop-off door.
   c. He knew every square inch…
   d. It was overwhelming…

4. "Like a little fish in a big pond" is what type of figurative language?
   a. idiom
   b. metaphor
   c. hyperbole
   d. simile

In Your Own Words:

Share your thinking about the story after reading.

How I feel about this story: *(color one)* 

Because: _____

_____

_____

Copyright: Out of This World Literacy (Jen Bengel)

Locker Trouble

Three…thirteen…eleven. Emile tugged. The lock didn't budge. He tugged again—locked. He tugged quickly three times in a row.

"Ow!" Emile had banged his knuckles against the locker in his **aggressive** attempts to pull the padlock open. He grabbed them with his other hand to ease the pain. Emile took a deep breath. This padlock was becoming his **nemesis**. Ever since starting sixth grade, Emile had struggled to open his locker **consistently**. He had been late to class more than once because he couldn't switch out his books in time! This had to stop. Emile started going to work on the padlock again.

"Whoa, whoa, whoa," someone cried out. Emile turned and saw Camille walking up with a raised eyebrow. "What do you think you're doing?" she asked.

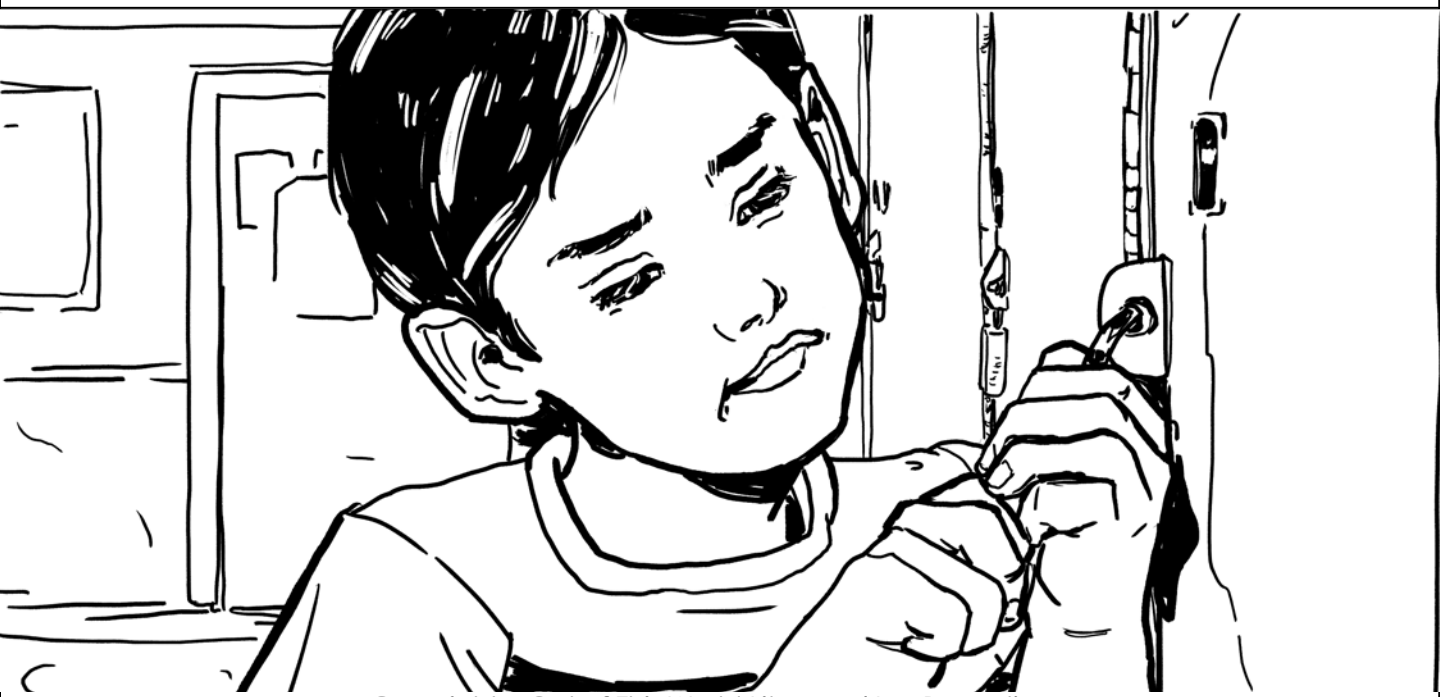
"Trying to open my locker! This padlock is so tricky!" Emile said in **exasperation**.

"I think *you're* being tricky," Camille laughed. "You can't just go right left right. You have to go all the way past zero on the second turn. Didn't they teach you anything at sixth grade orientation?"

"Apparently not," Emile said with a dry tone. "But maybe you could?"

"Alright, but just this once. You have to watch carefully!" Camille **chided**. Emile started watching, but then a voice called down the hallway.

"Hey, you two! Passing time is over—get to class!" It was the principal. Emile and Camille glanced at each other and then dashed toward their classrooms. It seemed Emile was going to be having locker trouble for a while.



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Locker Trouble

Name: _____ Date:_____

Vocabulary Check:

Write the correct letter next to each word that matches its definition.

1._____aggressive

2._____nemesis

3._____consistently

4._____exasperation

5._____chided

A. extreme annoyance

B. scolded; loudly talked to about what they did wrong

C. enemy

D. regularly; every time

E. looks ready to attack; overly forceful

Multiple Choice...You Decide:

Circle the BEST answer for each of the multiple-choice questions below.

1. What is a padlock?
   a. a lock on a door handle
   b. a place to keep animals
   c. a lock that unhooks with a dial
   d. a soft and cushy lock

2. Why had Emile been late to class?
   a. Camille distracted him.
   b. He got lost.
   c. He couldn't get his locker open.
   d. He slept in.

3. What was Emile doing wrong?
   a. He wasn't going all the way past zero.
   b. He wasn't spinning the dial at all.
   c. He had the wrong numbers.
   d. He was tugging too hard.

4. Why does Camille say something?
   a. She notices Emile's weird outfit.
   b. She notices Emile isn't working the padlock correctly.
   c. The principal tells her to.
   d. She bumped into Emile.

In Your Own Words:

Share your thinking about the story after reading.

How I feel about this story: *(color one)* 

Because: _____

_____

_____

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Lucia Conquers Middle School

"Alright, that's the bell. See you all tomorrow," the teacher announced. The class erupted into chatting and backpacks zipping. Lucia collected her planner, notebook, textbook, and many different colors of pens and highlighters. She placed them **precisely** in her messenger bag in a way that no corners would be bent and no caps would be lost. She marched out of the classroom into the hallway without stopping to chat to a single classmate. Lucia was focused. Nothing was going to **sidetrack** her success.

Lucia stopped at her locker to exchange materials. She also checked her schedule. It was taped to the inside of her locker door and **denoted** the class locations and materials needed. She grabbed the necessary books and started making her way to English, with three minutes of passing time to spare.

This middle school business felt empowering to Lucia. So many of Lucia's classmates were getting lost in the hallways and struggling to open their lockers. But Lucia? She was made for the high levels of planning and organization middle school required. Elementary school had been a breeze and a bore. Middle school was where Lucia blossomed.

Five assignments for three different classes? Lucia had them color-coded into her planner and finished a week in advance. Back-to-back classes on opposite ends of the building? Lucia knew the fastest paths to get there based on hallway traffic flow. This was the sort of thing Lucia *loved*: a plan to develop and a **territory** to **conquer**.

She was Lucia. She was a middle schooler. She was ready to take on the world.



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Lucia Conquers Middle School

Name: _____ Date: _____

Vocabulary Check:

Write the correct letter next to each word that matches its definition.

1. _____ precisely
2. _____ sidetrack
3. _____ denoted
4. _____ territory
5. _____ conquer

A. showed
B. take over
C. exactly
D. an area of land
E. distract; get off course

Multiple Choice...You Decide:

Circle the BEST answer for each of the multiple-choice questions below.

1. What word best describes Lucia?
   a. organized
   b. laid back
   c. shy
   d. spontaneous

2. Which of the following would you guess Lucia values the most?
   a. looks
   b. friendship
   c. academics
   d. social status

3. How did Lucia feel in elementary school?
   a. excited
   b. curious
   c. engaged
   d. bored

4. How is Lucia different from her peers?
   a. Her peers are struggling in middle school.
   b. Her peers are highly organized.
   c. Her peers have color-coded schedules.
   d. Lucia is not happy like them.

In Your Own Words:

Share your thinking about the story after reading.

How I feel about this story: *(color one)* 

Because: _____

_____

_____

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A Sea of Navy Blue

I look in the mirror and pull down my vest. *Nope, not better*. I tuck it in instead. *Better*. I still spend about five more minutes turning every which way and checking my reflection. I have to look good from all angles! And it's not easy in this uniform.

Today is my first day of middle school and my mom decided to send me to a school that requires uniforms. How annoying. I have to wear a vest over a button-up shirt with a **pleated** skirt that does *not* hit me at the right height. I pull it up some more to make it high-waisted. It helps a little.

I sigh and decide it's good enough. I think I'm going to be late if I keep messing with it. But I get to school and realize I'm a few minutes early. Even with all the **fussing**, I guess uniforms make outfit decisions a little quicker.

As I walk the halls, I realize it's hard to pick out the people I know since we're all wearing the same clothes. But I also notice that everyone else looks just about as **frumpy** as I feel. I feel a little better, knowing that we're sort of all in this together.

"Hey Jes!" Paige is waving at me from down the hall. How did she see me from so far away? Thankfully, my best friend has to **endure** this uniform situation with me. We walk to the windows to stand and chat.

"How'd you see me in this sea of navy blue?" I ask.

"Oh come on, it's not that bad. And your hair was a giveaway," she replies. I almost forgot—my hair has streaks of pink. I've had it for so many years that it doesn't even occur to me anymore that it's wildly different from most people. I guess my uniform doesn't **restrict** all forms of expression.



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A Sea of Navy Blue

Name: _____ Date: _____

Vocabulary Check:

Write the correct letter next to each word that matches its definition.

1._____pleated

2._____fussing

3._____frumpy

4._____endure

5._____restrict

A. old-fashioned

B. has creased folds, kind of like an accordion fold

C. making a big deal about something

D. control; limit

E. live through; survive; suffer

Multiple Choice...You Decide:

Circle the BEST answer for each of the multiple-choice questions below.

1. Why is Jes fussing with her outfit?
   a. It's the wrong uniform.
   b. She doesn't like how it fits her.
   c. It's three sizes too big.
   d. She loves it.

2. How does Paige most likely feel about the uniforms?
   a. She hates them.
   b. She doesn't have a strong opinion.
   c. She loves them.
   d. She thinks they're cute.

3. Which of the following is a positive aspect of uniforms noted by Jes?
   a. They aren't distracting.
   b. It doesn't take long to decide her outfit.
   c. The color complements her eyes.
   d. She looks good in the skirt.

4. Which of the following is a negative aspect of uniforms noted by Jes?
   a. They let her still have pink hair.
   b. They have stripes.
   c. She feels frumpy.
   d. Paige likes them.

In Your Own Words:

Share your thinking about the story after reading.

How I feel about this story: *(color one)* 

Because: _____

_____

_____

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Friend Shifts

Carmela waved me over to sit by her in history class. Phew! I was glad I would have a friend in this class. History was not my strong suit. We tried to **covertly** whisper and catch up on our summers while Mr. Willett lectured. Lunch was right after class, so we headed for the cafeteria as soon as the bell rang.

I assumed Carmela and I would sit together with my best friend Angelica, just like we used to. But I tracked Angelica sitting at a round table and didn't see Carmela sitting near her. I **scanned** the cafeteria and noticed Carmela's big, curly hair joining a long table of artists and theater kids. Puzzled, I didn't know what to do for a moment. Then Angelica saw me standing awkwardly and waved, thinking I hadn't seen her. I walked over and sat across from her.

"How come Carmela didn't sit with us?" I asked Angelica.

"I don't know. Maybe she made some new friends. I heard she tried out for the fall musical. She **apparently** has an amazing voice!"

I almost felt hurt. Was Carmela **shifting** friend groups? Would I hang out with Carmela again? I didn't know. But I didn't sense any hard feelings from her. And I knew I'd always have a buddy in history class. Maybe that's how some friendships were—**situational**. Not every friend had to be permanent.

I looked at Angelica across the lunch table. Other friends were permanent though. Angelica smiled and took a bite of her sandwich. I hoped our friendship would last, but who knew what seventh grade would bring? I decided I could only do my best to be a good friend to Angelica. That's all we could do—be a good friend.



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Friend Shifts

Name: _____ Date:_____

Vocabulary Check:

Write the correct letter next to each word that matches its definition.

1._____covertly

2._____scanned

3._____apparently

4._____shifting

5._____situational

A. as far as one knows

B. changing

C. looked around at everything

D. only in some instances, places, scenarios

E. secretly

Multiple Choice...You Decide:

Circle the BEST answer for each of the multiple-choice questions below.

1. Why was the narrator puzzled?
   a. Carmela wasn't by Angelica.
   b. Carmela didn't say hi.
   c. Angelica sat somewhere new.
   d. She couldn't find Angelica.

2. Why does Carmela sit somewhere else?
   a. She doesn't like the narrator.
   b. She made new friends.
   c. She doesn't like Angelica.
   d. She doesn't like those tables.

3. Why does the narrator almost feel hurt?
   a. She doesn't like the theater kids.
   b. Angelica bullied her.
   c. Carmela bullied her.
   d. She's not sure if Carmela will hang out with her again.

4. What was the main idea of the story?
   a. Don't let people walk over you.
   b. Friends should always be loyal.
   c. Friendships can change.
   d. Middle school stinks.

In Your Own Words:

Share your thinking about the story after reading.

How I feel about this story: *(color one)* 

Because: _____

_____

_____

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Pass

Here we go again, Tabitha thought to herself. It was time for morning meeting. This happened in all the classrooms. Tabitha knew this. She still didn't like it.

Every year, Tabitha tried not to speak at morning meeting. She was starting her **streak** again this year. It had been about a month. Every day the teacher asked a question. Every day, students took turns answering. They went around in their circle, sharing. It got to Tabitha. Tabitha said, "Pass." She said it every time. Sometimes, other kids passed too. But Tabitha passed every time.

Today was no different. The teacher asked, "What is your favorite ice cream flavor?" Kids took turns sharing. Many said chocolate chip cookie dough. A few said mint chocolate chip. There were some **rare**, weird ones. Then it got to Tabitha.

"Pass," she said. Some of the kids looked annoyed. Why did she have to pass every time? But the teacher just smiled and nodded. She looked at the next student in the circle to share. Tabitha relaxed. Her turn was over.

The next day, the same **routine** started again. The class came to the carpet. They sat in a circle. The teacher held the talking object. "Okay, today I want to ask you…What is your favorite **breed** of dog?" Some of the students looked confused. Tabitha did not. It was actually a really good question. Tabitha knew all about dog breeds. The teacher showed a picture of many different dog breeds. Students could choose from there. Tabitha didn't need the pictures. She knew her favorite already—golden retriever. But would she share? She could always start the streak again tomorrow. Tabitha **debated**. The talking object got closer and closer.



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Pass

Name: _____ Date:_____

Vocabulary Check:

Write the correct letter next to each word that matches its definition.

1._____streak

2._____rare

3._____routine

4._____breed

5._____debated

A. getting or doing something over and over, in a row

B. not common

C. argued or went back and forth

D. type of animal

E. a regular set of steps, done usually

Multiple Choice...You Decide:

Circle the BEST answer for each of the multiple-choice questions below.

1. What is the morning meeting routine?
   a. Everyone greets each other.
   b. The students ask questions.
   c. Everyone sits at their desk.
   d. Everyone answers a question.

2. How does Tabitha feel about morning meeting?
   a. She is interested in it.
   b. She is excited about it.
   c. She is annoyed by it.
   d. She is curious about it.

3. Why didn't Tabitha look confused?
   a. She wasn't listening.
   b. She knew dog breeds really well.
   c. She was thinking about something else.
   d. She studied last night.

4. What is Tabitha debating?
   a. whether she should speak or not
   b. which dog breed she likes
   c. who has the best response
   d. what question to ask

In Your Own Words:

Share your thinking about the story after reading.

How I feel about this story: *(color one)* 

Because: _____

_____

_____

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Prize Box

Today was the day. Today Athena was going to get a prize from the prize box. All week Ms. Kelly had been giving out prizes. Athena paid **attention**. She noticed who Ms. Kelly gave prices to. One way Ms. Kelly gave prizes was for writing really well. Students who won prizes capitalized the beginnings of their sentences. They also used periods to end their sentences. And they wrote a lot—like A LOT.

Athena's new goal was to be an amazing writer. She wanted a prize so bad. She started writing in her notebook. She was very careful. She capitalized the beginnings of her sentences. She tried really hard to remember which nouns were proper. She capitalized those too! She placed her finger after *every word* to make sure she left spaces. She kept writing and writing and writing. She wrote almost two pages! This was going to be good. Athena felt confident. She had to win a prize.

Athena walked up to Ms. Kelly with a huge **grin**. Ms. Kelly looked up from her desk. Athena opened her notebook and showed her writing. Ms. Kelly's eyebrows went up. Her smile reached for her cheeks. She was **impressed**.

"Wow, Athena! You did *amazing* on this assignment! I can tell you really tried to write your best." And that was it. She smiled at Athena. Athena smiled back. Ms. Kelly returned to her grading. Athena stood there for a few seconds. Then she felt awkward. She went back to her desk. Athena **slumped** over her notebook. Why didn't she get a prize? Athena **moped** the rest of the day. When she packed up to go home, she went to her mailbox. There, she saw a pencil and a sticker. They had a note with them too. *Great job writing today! –Ms. Kelly* Athena grinned. Today was the day!



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Prize Box

Name: _____ Date:_____

Vocabulary Check:

Write the correct letter next to each word that matches its definition.

1._____attention

2._____grin

3._____impressed

4._____slumped

5._____moped

A. walked or sat around sad and rejected

B. amazed

C. big smile

D. noticing and listening to something

E. fell and rounded over

Multiple Choice...You Decide:

Circle the BEST answer for each of the multiple-choice questions below.

1. Why does Athena try to write well?
   a. She wants to impress her crush.
   b. She wants to be a writer some day.
   c. She wants to win a prize.
   d. She wants to perfect her penmanship.

2. What does Athena do to write well?
   a. She traces her letters.
   b. She only uses lowercase letters.
   c. She doesn't leave spaces after words.
   d. She uses capital letters correctly.

3. Why did Athena mope?
   a. She impressed Ms. Kelly.
   b. Ms. Kelly gave her a prize.
   c. Ms. Kelly didn't give her a prize.
   d. Her friends didn't notice her writing.

4. What were the pencil and sticker for?
   a. for acing the math test
   b. for Athena's birthday
   c. for doing a kind deed
   d. for Athena's nice writing

In Your Own Words:

Share your thinking about the story after reading.

How I feel about this story: *(color one)* 

Because: _____

_____

_____

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Backyard Beach

”Aren’t you just ecstatic to start fifth grade?!” I asked Mimi. We were **lounging** on towels in the backyard. We pretended we were at the beach. Where we lived, there wasn’t a beach for miles. The backyard beach would have to do.

“I don’t know. I mean, isn’t it going to be just like every other year?” Mimi **surmised**.

“Are you kidding?! It’s going to be so much better!” I exclaimed. “We’ll get to go to Valley Fair for our field trip at the end of the year!”

“Ok, that’s one thing, and it’s way at the end. What else will be different, really?”

“We get to switch classes sometimes, so we won’t be stuck with the same teacher all day,” I replied. “And fifth grade science means we get to be in the science fair! That’s a chance to win first place and a prize! I heard it’s a huuuuge gift card this year.”

“Ok, I guess that’s nice,” Mimi agreed. “But is that really all that’s better about fifth grade?”

“Well, I forgot the best thing,” I said, looking at Mimi. “It’s also our final year as best friends in elementary school. Next year we go to middle school and who knows what will change? This is a moment in time we’ll never get back.” I raised my eyebrows with my best puppy dog eyes. Mimi **whipped** her head to look at me.

“Oh my gosh, don’t get all **sappy** on me,” Mimi punched my shoulder. We laughed. “Alright, I agree it’ll be a good year,” Mimi **conceded**.



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Backyard Beach

Name: _____ Date:_____

Vocabulary Check:

Write the correct letter next to each word that matches its definition.

1._____lounging

2._____surmised

3._____whipped

4._____sappy

5._____conceded

A. supposed something was true

B. moved quickly

C. gave up to agree

D. very emotional

E. lying around in a lazy way

Multiple Choice...You Decide:

Circle the BEST answer for each of the multiple-choice questions below.

1. How does Mimi feel about fifth grade?
   a. She's excited.
   b. She's nervous about it.
   c. She thinks it'll be the same as every other year.
   d. She's annoyed about it.

2. How does the narrator feel about fifth grade?
   a. She's nervous about it.
   b. She's excited.
   c. She's annoyed about it.
   d. She thinks it'll be the same as every other year.

3. What does the narrator say will be the best part of fifth grade?
   a. the science fair
   b. the field trip
   c. winning a gift card
   d. spending time with Mimi

4. Why is the story called "Backyard Beach"?
   a. There's a beach in their backyard.
   b. There's a beach close to their house.
   c. They're lying on towels in their backyard.
   d. They made a house sandcastle.

In Your Own Words:

Share your thinking about the story after reading.

How I feel about this story: *(color one)* 

Because: _____

_____

_____

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Dameon's Advice

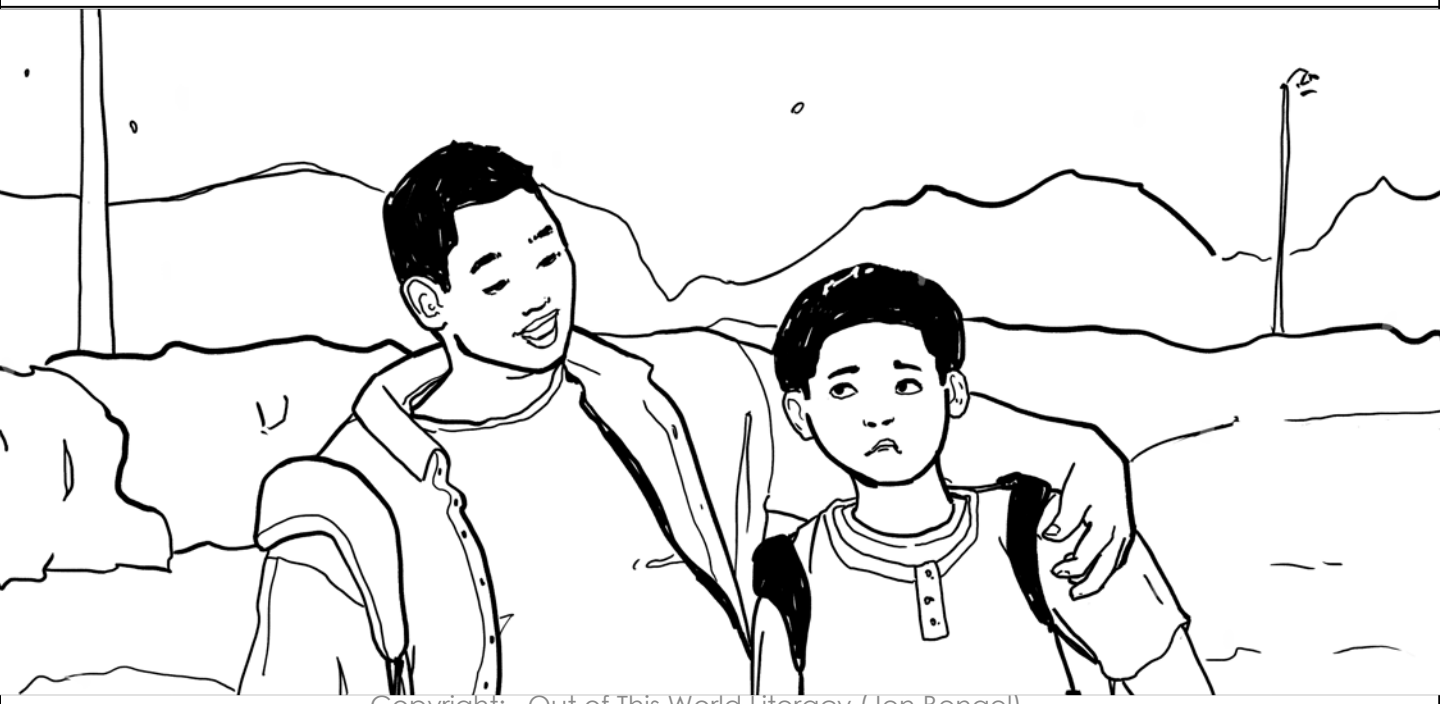
"You ready for your *final* year of middle school?" Dameon asked with a grin and a shoulder nudge. He must've had an energy drink already. He was way too peppy for the start of school. I rolled my eyes and shrugged.

"I mean, I guess? Middle school is old news. I'm just trying to slide through eighth grade," I replied. Dameon stopped in his tracks. We were on our way to school, walking our usual route. I looked back with a look like, *aren't you coming*? Dameon's eyebrows were **arched**, but he started walking forward again.

"I think you need to rethink your **attitude** toward this year," he said when he caught up with me. Dameon was a junior in high school. We had tons of fun together. But he also loved to give me advice any chance he got, like he knew so much more than me in his three extra years of life. "Eighth grade is a big year. It's your last year before the weight of high school **pressure** and homework. You should be taking **advantage** of your amazing teachers who actually have time to help you. This is your year to get ready for high school. Have you thought about which classes you'll take?"

"That's like, **eons** away, Dameon! I'm just going to chill this year, before all the stress you're talking about hits me next year." Dameon gave an unsure look.

"Suit yourself. But high school might end up being a smack in the face then." I was annoyed. Dameon was ruining the mood, but now a thought was growing in the back of my head. Maybe I should work harder this year. I always thought middle school didn't matter too much, but Dameon seemed to think it did. Maybe I was having a *slight* change of heart. But I couldn't let Dameon know that.



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Dameon's Advice

Name: _____ Date: _____

Vocabulary Check:

Write the correct letter next to each word that matches its definition.

1._____arched

2._____attitude

3._____pressure

4._____advantage

5._____eons

A. stressful feeling to succeed

B. a very, very long time

C. feeling toward something

D. pushed into a tall, curved shape

E. something that helps you get ahead

Multiple Choice...You Decide:

Circle the BEST answer for each of the multiple-choice questions below.

1. Why does Dameon stop in his tracks?
   a. He sees a snake.
   b. The narrator says he's going to slide through eighth grade.
   c. He just remembered something.
   d. The narrator insulted him.

2. What is Dameon's advice?
   a. Prepare for high school.
   b. Take it easy in eighth grade.
   c. Make as many friends as you can.
   d. Get to school early.

3. High school is going to be…
   a. a party.
   b. a blast.
   c. a breeze.
   d. a lot to manage.

4. How is the narrator feeling about eighth grade at the end?
   a. He thinks it'll be a breeze.
   b. He's going to be very chill.
   c. He might work a little harder.
   d. He's not worried about it.

In Your Own Words:

Share your thinking about the story after reading.

How I feel about this story: *(color one)* 

Because: _____

_____

_____

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Answer Keys

First Day Jitters

Vocabulary

1. D
2. C
3. E
4. A
5. B

Multiple Choice

1. C
2. D
3. A
4. D

Morning Meeting

Vocabulary

1. D
2. A
3. E
4. B
5. C

Multiple Choice

1. D
2. B
3. B
4. D

Second Grade Goals

Vocabulary

1. C
2. D
3. B
4. E
5. A

Multiple Choice

1. A
2. C
3. B
4. A

Monkey Bar Master

Vocabulary

1. B
2. D
3. A
4. E
5. C

Multiple Choice

1. A
2. C
3. D
4. B

Class List

Vocabulary

1. E
2. A
3. D
4. B
5. C

Multiple Choice

1. D
2. C
3. B
4. A

Rule the School

Vocabulary

1. A
2. E
3. C
4. D
5. B

Multiple Choice

1. B
2. A
3. C
4. C

My Silent Protest

Vocabulary

1. E
2. C
3. B
4. A
5. D

Multiple Choice

1. C
2. C
3. D
4. B

Fourth Grade First

Vocabulary

1. C
2. B
3. D
4. A
5. E

Multiple Choice

1. B
2. C
3. D
4. A

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Answer Keys

Penmanship

Vocabulary

1. C
2. B
3. A
4. E
5. D

Multiple Choice

1. D
2. B
3. A
4. A

A Teacher Like Me

Vocabulary

1. B
2. C
3. E
4. D
5. A

Multiple Choice

1. B
2. A
3. A
4. D

Coming Back

Vocabulary

1. D
2. B
3. C
4. E
5. A

Multiple Choice

1. B
2. D
3. A
4. D

Is Bigger Better?

Vocabulary

1. A
2. C
3. D
4. E
5. B

Multiple Choice

1. B
2. A
3. C
4. D

Locker Trouble

Vocabulary

1. E
2. C
3. D
4. A
5. B

Multiple Choice

1. C
2. C
3. A
4. B

Lucia Conquers Middle School

Vocabulary

1. C
2. E
3. A
4. D
5. B

Multiple Choice

1. A
2. C
3. D
4. A

A Sea of Navy Blue

Vocabulary

1. B
2. C
3. A
4. E
5. D

Multiple Choice

1. B
2. B
3. B
4. C

Friend Shifts

Vocabulary

1. E
2. C
3. A
4. B
5. D

Multiple Choice

1. A
2. B
3. D
4. C

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Answer Keys

Pass

Vocabulary

1. A
2. B
3. E
4. D
5. C

Multiple Choice

1. D
2. C
3. B
4. A

Prize Box

Vocabulary

1. D
2. C
3. B
4. E
5. A

Multiple Choice

1. C
2. D
3. C
4. D

Backyard Beach

Vocabulary

1. E
2. A
3. B
4. D
5. C

Multiple Choice

1. C
2. B
3. D
4. C

Dameon's Advice

Vocabulary

1. D
2. C
3. A
4. E
5. B

Multiple Choice

1. B
2. A
3. D
4. C

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5 Powerful Steps to Every Lesson

Small routines repeated consistently beat complicated lessons done occasionally.

1. Connect Before the Lesson

Remember… Kids don't learn from people they don't like.

Goal:
Help students feel safe, seen, and ready to learn.

Brain Science Bite:
When students feel emotionally safe, they're more willing to take risks with challenging reading tasks.

3 Minutes Total

2. Teach: Core Skill

1. Name the Skill (30 seconds)
"Our skill today is _____."

2. Model the Skill (1 minute)
"Listen to how I read this word."

3. Practice Together (2 minutes)
"Let's try this one together."

4. Apply the Skill (1 minute)
"Now let's see if we can find this pattern while we read."

5 Minutes Total

3. Read and Apply Skill

1. **Echo Reading:** Tutor reads one sentence with expression. Student echoes it back.
2. **Choral Reading:** Read the entire passage together. Perfect for hesitant readers.
3. **Alternate Reading:** Tutor reads one paragraph. Student reads the next.
4. **Sentence Switch:** Tutor reads difficult sentences. Student reads easier ones.
5. **Whisper Reading:** Student quietly reads while tutor listens beside them.

5 Minutes Total

4. Practice: Review Skill

Target the Skill as you reread with same reading style or different.

1. Pattern Detective: Student circles or highlights each word. Then read.

2. Stop and Notice: Whenever students find today's skill...Pause. Reread. Discuss. Continue reading.

3. Tap and Read: Student taps every target word before reading it.

4. Highlight Hunt: Read once. Go back. Highlight every target spelling pattern. Read again.

5 Minutes Total

5. Celebrate Growth

This last step may be the **most important** step of your entire framework. Here's why. The student won't remember every word they read. They won't remember every phonics rule. But they'll absolutely remember **how they felt when they left your table.**
If they leave thinking..."I did it."
They're much more likely to come back tomorrow ready to try again.
If they leave thinking..."I still can't read."
They've already lost.

2 Minutes Total

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The Brain Science Behind the 5 Steps

1: CONNECT

When students feel safe and known, they're more willing to take risks with challenging words.

2: TEACH

The brain learns best when it is focused on one skill at a time. when we narrow the focus to one explicit skill, the brain has the opportunity to: Notice the pattern, Practice the pattern, Strengthen the neural pathway, Apply the skill in connected reading. That's how learning becomes automatic.

3: READ AND APPLY SKILL

Applying a skill immediately in connected text helps students transfer learning. The Institute of Education Sciences recommends helping students read words, connect those words to oral language, and practice reading connected text so they can build accuracy, fluency, and understanding.

4: PRACTICE AND REVIEW SKILL

Repeated reading builds accuracy, automaticity, and confidence- not just speed. When word recognition is slow and effortful, it consumes a large share of a reader's limited attention. Repeated, successful encounters with the same words help strengthen the connections among the printed word, its sounds, its pronunciation, and its meaning.

5: CELBRATE GROWTH

Ending with success increases the likelihood that students will approach reading positively next time.

Now we know *why* the routine works. It is not simply another set of activities. It is a research-informed framework you can trust.

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A 30-Second Reset

KIDS ARRIVE EITHER

Over excited and hyperactive

OR...

Totally Drained

A 30-SECOND RESET

It can be playful and helps students transition from the school day to tutoring:

- **Shake it out:** Shake out your hands, your shoulders, your feet!
- **Stretch to the sky, touch your toes.**
- **Animal walk to the table:** Crab walk, bear crawl, or flamingo walk.
- **Balance challenge:** Can you stand on one foot while you tell me your favorite part of today?
- **Silent countdown:** Hold up 5 fingers and count down together, taking one slow breath with each finger.

It's simple, gets wiggles out, and signals, *"We're starting something different now."* That small transition can make it much easier for students to settle into reading while still keeping the atmosphere fun and welcoming.

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15 Ways to Quickly Connect

Goal: Help students feel safe, seen, and ready to learn.

Brain Science Bite: When students feel emotionally safe, they're more willing to take risks with challenging reading tasks.

1: HIGHS & LOWS

- "What was the best part of your day?"
- "What was the hardest part of today?"
- "What made you smile today?"
- "What challenged you today?"

2: ROSE, THORN & BUD


Something Good


Something Difficult


Something You're Looking Forward to

3: ONE WORD CHECK-IN

- "Describe your day in ONE word."
- Allow students to share.
- Then simply ask, "Tell me more."

4: EMOJI CHECK-IN

- Lay emoji cards on the table.
- "Which emoji matches how you're feeling?"
- Then ask why.

5: WOULD YOU RATHER?

- Kids love these!
- Allow students to share.
- Then simply ask, "Tell me more."

6: THIS OR THAT?

- Give kids two options
- They stand if they pick option one.
- They stay seated if they pick option two.

7: CELEBRATE SOMETHING

- What are you proud of today?
- I noticed you....
- I heard your teacher say...

8: TELL ME MORE

- Remember things from previous sessions.
- Example: "Did you finish the Lego set?"
- Nothing says "I see you" like remembering what mattered to them last time.

9: QUICK MOVEMENT

- Stretch
- Reach for the sky, the ground, the board.
- Balance on one foot
- Do the jumping jacks
- Shake out the school day.
- Move like an animal (frog, kangaroo, bunny)

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15 Ways to Quickly Connect

Goal: Help students feel safe, seen, and ready to learn.

Brain Science Bite: When students feel emotionally safe, they're more willing to take risks with challenging reading tasks.

10: QUESTION JAR

- Cut questions into strips.
- Have a student pull a question from the jar
- Have fun getting to know the kids!

11: GUESS MY ANSWER

- Tutor starts first.
- "My favorite dessert is..."
- Student guesses, then switch roles.

12: GRATITUDE MINUTE

- Keep a positive mindset.
- Give students a gratitude prompt.
- Have 60 seconds to answer.

13: SUPERPOWER CHECK-INS

- Great for transitioning into learning.
- "What superpower would have helped you today? Tell me more."

14: GOAL SETTING

- Great for transitioning into learning!
- What do you hope goes really well today?
- "Today, I'd love to...so that I can...."

15: CONVERSATION CARDS

- Keep a stack.
- Pull one.
- Discuss for 60 seconds.

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Transition Naturally to Teach

INTEAD OF...

"Okay, let's start."

SAY...

"I loved hearing about your day."

"I'm excited to read with you today."

"I think we're going to have some fun with today's lesson."

"Let's see what we can do."

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4 Simple Steps to Teach the Skill

STEP ONE: NAME THE SKILL



"Today we're going to learn one reading skill."

"Our skill today is _____"

"Readers who notice this pattern become stronger, more confident readers."

"This pattern shows up in lots of words you'll read every day."

STEP TWO: MODEL THE SKILL



I do. You watch.

- "Listen to how I read this word."
- "Watch what my mouth does."
- "I'm noticing..."
- "I'm thinking..."
- "I see the letters _____, so I know..."

Example:

"I see **oy** at the end of the word, so I'm going to try the /oi/ sound."

- Don't just tell them.
- Think aloud.
- Model how readers think.

STEP THREE: PRACTICE TOGETHER



We do Together.

- "Let's try this one together."
- "Point to the letters that help you."
- "Let's stretch it out." - "Now blend it." - "Ready? Together."

If students struggle:

- "Let's try another way."
- "Good thinking. Let's look again."
- "What part do you already know?"

Normalize mistakes and keep trying.

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4 Simple Steps to Teach the Skill

STEP FOUR: APPLY THE SKILL



You do. Move immediately into connected text.

"Now let's see if we can find this pattern while we read."

"Be a reading detective. Highlight every word with _____."

"Let's see how many we notice."

The goal is not perfection. The goal is transfer of skill from isolation to context.

Teaching v. Telling



INSTEAD OF TELLING:	TRY COACHING:
"That's an -oy word."	"What pattern do you notice?"
"Read it again."	"What could you try that might help?"
"That's wrong."	"Let's look at a part you already know."
"You missed that word."	"What strategy could we use here?"

You are coaches of thinking. Not just correctors of mistakes.

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Universal Prompting Language

INSTEAD OF CORRECTING...COACH

INSTEAD OF SAYING, "NO," TRY...

"Let's look again."
"Try another strategy."
"Show me what you noticed."
"Read it the way you think it sounds."
"Does that sound like a word you know?"
"Let's figure this out together."

INSTEAD OF SAYING, "SOUND IT OUT," TRY...

"Look for a pattern. What do you see?"
"Can you break the word into chunks?"
"Find a part of the word you know."
"Does that sound right?"
"Does the word make sense when you read it that way?"

INSTEAD OF SAYING, "WRONG," TRY...

"You're getting closer."
"That was a good try."
"I like the strategy you used."
"Let's see if another strategy helps."

CONFIDENCE BUILDERS: USE ALL YEAR LONG!

"I noticed..."
"I like how you..."
"You kept trying."
"You didn't give up."
"That was tricky, and you figured it out."
"You're becoming a stronger reader."
"You noticed something readers notice."

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6 Ways to Read Together

1. Echo Reading: Teacher reads a short section of text (paragraph or sentence) and the student reads it back. Focus on rereading with the same fluency.

2. Silent Read Prep: Have students read silently before reading aloud to prep for strong reading fluency and expression.

3. Choral Reading: Reading aloud in unison with the whole class, in a small group, or with a partner. Use this strategy to build students' confidence, fluency, stamina, and reading motivation.

4. Alternate Reading: The tutor reads one paragraph or section and the student reads the next. Repeat the pattern. This can help students with low reading stamina from feeling overwhelmed.

5. Sentence Switch: The tutor reads more challenging sentences while the student reads shorter ones. Switch roles as the student(s) improves.

6. Whisper Reading: Student reads in a whisper voice while the tutor listens beside them. This is less intimidating than reading aloud.

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4 Ways to Read Again

TARGET THE SKILL AS YOU REREAD

1. Pattern Detective:
   - Before Reading: "Today we're looking for words with _____ as a pattern."
   - Student circles, highlights, or taps each word.
   - Then reread the text with any of the 6 ways to read.

2. Stop and Notice:
   - Whenever students read a word with today's skill...Pause.
   - Read the word again.
   - Talk briefly about what you notice.
   - Continue reading.

3. Tap and Read:
   - Student taps every target word before reading it.
   - Excellent for attention.

4. Highlight Hunt:
   - Read once.
   - Go back.
   - Highlight every target spelling pattern.
   - Read again.

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Celebrate the Lesson

THIS MAY BE THE MOST IMPORTANT STEP!

WHY?

- Students won't remember every word they read.
- They probably won't remember the phonics rule.
- But they WILL ABSOLUTELY REMEMBER how they FELT when they left the table.
- If they leave thinking..."I did it!"
- They're much more likely to come back tomorrow ready to learn again.
- If they leave thinking..."I still can't read."
- They've already lost.

LANGUAGE TO CELEBRATE

NOTICE THE EFFORT

- "I noticed you didn't give up today."
- "You kept trying even when it got tricky."
- "I saw your confidence growing."
- "You worked really hard today"
- "I could tell you were thinking like a reader."

NOTICE THE STRATEGY

- "I love how you looked for the pattern."
- "You remembered today's strategy."
- "You fixed that word all by yourself."
- "You stopped and thought instead of guessing."
- "That's exactly what good readers do."

NOTICE GROWTH

- "That sounded smoother than when we started."
- "You read more confidently today."
- "Today's reading felt easier."
- "You noticed words today that you missed yesterday."
- "You're making progress."

BUILD IDENTITY

Instead of saying..."You're good at reading." Say... "You're becoming a reader who..."

Examples

"...doesn't give up."

"...looks for patterns."

"...uses strategies."

"...asks questions."

"...keeps growing."

This helps students see reading as something they *become*, not something they're simply "good" or "bad" at.

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Celebrate the Lesson

LANGUAGE TO CELEBRATE

REFLECTIONS QUESTIONS

- "What was easier today?"
- "What are you proud of?"
- "What strategy helped you?"
- "What surprised you?"
- "What do you want to get even better at tomorrow?"

HANDS-ON WAYS TO CELEBRATE

VICTORY HIGH FIVE

Student Chooses...

 Regular

 Double

 Superhero

 Fist bump

 Air

 Slow motion

 Elbow

 Explosion

POWER POSE

Stand tall. Hands on hips. Say together...

"I did something hard today."

Or...

"I'm becoming a stronger reader."

CELBRATE AND ROLL

Roll a die. Each number means...

 Tell one thing you learned.

 Stretch.

 Read your favorite word.

 Victory dance.

 Choose tomorrow's reading voice.

 High five.

STEP FORWARD

- Lay down a footprint. Student steps into it. Say....

"Every lesson is one step closer to becoming a more confident reader."

SHOOT FOR SUCCESS

- Read one target word correctly.
- Shoot a foam ball.
- Celebrate regardless of whether it goes in.

10-SECOND DANCE PARTY

- One song clip.
- Celebrate.
- Done. Kids love it.

BALLOON BREATH

- Take a deep breath. Raise your hands. Lower slowly. Say....

"Our brains learned something new and powerful today."

SUCCESS JAR

- Student writes. Today I....

 Read a new word.

 Used a strategy.

 Didn't give up.

Drop note in the jar. Read notes at the end of the month.

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Zoom Out to the Week

ONE SENTENCE CHANGES EVERYTHING

INSTEAD OF... "Good job." TRY... "I'm proud of how you learned today."

REMEMBER... Students don't master a skill in one lesson. They master it through intentional practice over time.

LET'S ZOOM OUT

One great lesson doesn't change a reader.
A series of intentional lessons does.

Students don't need us to teach **more**.
They need us to teach **one important skill** over several days until they begin to own it.

TEACHING ONE SKILL ALL WEEK

One skill. One week. Lots of success.
We don't have to teach everything. We just have to teach one thing really well.

MONDAY

Introduce the new skill. "Today we're learning something new."

TUESDAY

Strengthen the new skill. "Let's get even better."

WEDNESDAY

Apply the new skill. "Let's see what we've learned."

THURSDAY

Build Fluency and Comprehension. "Let's make it smooth."

FRIDAY

Assess and Build Confidence.

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Zoom Out to the Week

Weekly Progression at a Glance

DAY	FOCUS	STUDENT GOAL
Monday	Learn new skill	"I understand it."
Tuesday	Practice the skill	"I can do it with help."
Wednesday	Apply it in reading	"I can use it in a story."
Thursday	Fluency & comprehension	"I'm becoming more confident."
Friday	Assess & build confidence	"Look how much I've grown."

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Final Thoughts

KNOW THE CHILD. KNOW THE GAP. KNOW THE NEXT STEP.

WHAT DO ALL 3 HAVE IN COMMON?

The child!

- Not the curriculum
- Not the assessment
- Not the lesson.

*** Everything begins and ends with the child.

YOU DON'T HAVE TO DO EVERYTHING.

YOU ARE NOT...

- Replacing the classroom teacher.
- Expected to erase years of reading struggles.
- Responsible for fixing every gap.

BUT...

- You might be the first adult who makes a student believe they actually can become a reader.
- That matters A LOT.

SMALL MOMENTS CHANGE LIVES

- A student smiles after reading a sentence independently.
- A reluctant reader asks, "can we read another one?"
- A child who normally shuts down says, "I think I can do this."

PROGRESS ISN'T ALWAYS MEASURED BY SCORES

- Reading one more sentence.
- Asking for help.
- Smiling during reading.
- Taking a risk.
- Choosing a book.
- Trying again.

THOSE MOMENTS

MATTER!

EVERY LESSON SENDS A MESSAGE

When students leave your table what message do you want them carrying with them?

- I can do hard things.
- My tutor believes in me.
- I got better today.
- I want to come back.
- I'm becoming a reader.

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Final Thoughts

STUDENTS WON'T REMEMBER...	BUT THEY WILL REMEMBER...
☒ The vowel team.	✓ How you made them feel.
☒ The worksheet.	✓ Whether they felt successful.
☒ The assessment.	✓ Whether someone believed in them.

ASK YOURSELF...

- The kind of tutor I want to be is....
- One thing I'll do differently this year is...
- One student I'm excited to help...

WHAT I KNOW IS THIS...

⊘ Students don't need perfect tutors.

✓ They need caring adults who show up consistently, know where to begin, and celebrate every step forward.

KNOW THE CHILD. KNOW THE GAP. KNOW THE NEXT STEP.

CHANGE A LIFE

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The Lesson Plan.

Date: _____

Student(s): _____

Skill: _____

Resource(s): _____

30-Second Reset. **Pick one and do...**

- ☐ Balance challenge
- ☐ Shake out the day
- ☐ Stretch to the sky, touch your toes.
- ☐ Animal walk to the table
- ☐ Silent countdown
- ☐ _____

1. Connect Before the Lesson.

Plan:

Notes:

Transition. **Pick one and say...**

- ☐ "I loved hearing about _____."
- ☐ "I'm excited to read with you today."
- ☐ "I think we're going to have fun with today's lesson"
- ☐ "Let's see what we can do."
- ☐ _____

2. Teach the Skill.

1. **Name:** "Our skill today is _____."
2. **Model:** "Listen to how _____."
3. **Practice.** "Let's try this one together." _____
4. **Apply.** "Now let's see if we can find this pattern while we read." _____

3. Read and Apply.

**** Circle one type of reading*

Echo Reading: Tutor reads one sentence with expression. Student echoes it back.

Choral Reading: Read the entire passage together. Perfect for hesitant readers.

Alternate Reading: Tutor reads one paragraph. Student reads the next.

Sentence Switch: Tutor reads difficult sentences. Student reads easier ones.

Whisper Reading: Student quietly reads while tutor listens beside them.

Notes:

4. Practice the Skill.

1. Reread the passage with *(circle one)*: echo choral alternate sentence switch whisper

Circle one Strategy to target Target the Skill as you reread.

Pattern Detective: Student circles or highlights each word. Then read.

Stop and Notice: Whenever students find today's skill...Pause. Reread. Discuss. Continue reading.

Tap and Read: Student taps every target word before reading it.

Highlight Hunt: Read once. Go back. Highlight every target spelling pattern. Read again.

Notes:

5. Celebrate. **Pick one and say...**

- ☐ "I noticed you didn't give up today."
- ☐ "You kept trying even when it got tricky."
- ☐ "You read more confidently today."
- ☐ "I'm proud of how you learned today."
- ☐ "You're becoming a reader who _____."
- ☐ Hands on Celebration: _____
- ☐ _____

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The Lesson Plan.

Date: 09/12/26

Student(s): Luna, Moses, Azie

Skill: Diphthongs -oy

Resource(s): Phonics Intervention Program

30-Second Reset. **Pick one and do...**

- ☐ Balance challenge
- ☐ Shake out the day
- ☐ Stretch to the sky, touch your toes.
- ☒ Animal walk to the table
- ☐ Silent countdown
- ☐ _____

1. Connect Before the Lesson.

Plan: Gratitude Minute

1. Who is one person you are grateful for?

Notes:

Transition. **Pick one and say...**

- ☐ "I loved hearing about _____."
- ☐ "I'm excited to read with you today."
- ☐ "I think we're going to have fun with today's lesson"
- ☐ "Let's see what we can do."
- ☒ I'm grateful to read with you today.

2. Teach the Skill.

1. **Name:** "Our skill today is the oy pattern makes the /oi/ sound."
2. **Model:** "Listen to how the letters oy make the /oi/ sound in the word boy."
3. **Practice.** "Let's try this one together." How do you think this word sounds? "toy" "joy"
4. **Apply.** "Now let's see if we can find this pattern while we read." Have them point to words with -oy

3. Read and Apply.

*** Circle one type of reading*

- **Echo Reading:** Tutor reads one sentence with expression. Student echoes it back.
- **Choral Reading:** Read the entire passage together. Perfect for hesitant readers.
- **Alternate Reading:** Tutor reads one paragraph. Student reads the next.
- **Sentence Switch:** Tutor reads difficult sentences. Student reads easier ones.
- **Whisper Reading:** Student quietly reads while tutor listens beside them.

Notes:

Before: Point out any tricky -oy words. Give them one minute to silent read.

4. Practice the Skill.

1. Reread the passage with *(circle one)*: echo **choral** alternate sentence switch whisper

Circle one Strategy to target Target the Skill as you reread.

- **Pattern Detective:** Student circles or highlights each word. Then read.
- **Stop and Notice:** Whenever students find today's skill...Pause. Reread. Discuss. Continue reading.
- **Tap and Read:** Student taps every target word before reading it.
- **Highlight Hunt:** Read once. Go back. Highlight every target spelling pattern. Read again.

Notes:

5. Celebrate. **Pick one and say...**

- ☒ "I noticed you didn't give up today."
- ☐ "You kept trying even when it got tricky."
- ☐ "You read more confidently today."
- ☐ "I'm proud of how you learned today."
- ☐ "You're becoming a reader who _____."
- ☐ Hands on Celebration: _____
- ☒ Step forward hands on celebration

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Strengthen the Skill.

Date: _____

Student(s): _____

Skill: _____

Resource(s): _____

30-Second Reset. **Pick one and do...**

- ☐ Balance challenge
- ☐ Shake out the day
- ☐ Stretch to the sky, touch your toes.
- ☐ Animal walk to the table
- ☐ Silent countdown
- ☐ _____

1. Connect Before the Lesson.

Plan:

Notes:

Transition. **Pick one and say...**

- ☐ "I loved hearing about _____."
- ☐ "I'm excited to read with you today."
- ☐ "I think we're going to have fun with today's lesson"
- ☐ "Let's see what we can do."
- ☐ _____

2. Revisit the Skill.

1. **Name:** "The skill we learned is _____."
2. **Recall:** "What do you remember?" _____."
3. **Quick Practice.** Write words on a board. Some match the skill. Some do not. Ask student to identify words with the skill.
4. **Ready to Reread.** Pass out the passage from yesterday. Give students 60 seconds to circle all the words that match the pattern.

3. Reread.

**** Circle one type of reading*

Echo Reading: Tutor reads one sentence with expression. Student echoes it back.

Choral Reading: Read the entire passage together. Perfect for hesitant readers.

Alternate Reading: Tutor reads one paragraph. Student reads the next.

Sentence Switch: Tutor reads difficult sentences. Student reads easier ones.

Whisper Reading: Student quietly reads while tutor listens beside them.

Notes:

4. Phonics Game.

Choose one hands-on phonics game to play as a group.

- ☐ Treasure Hunt: Hide word cards with the skill.
- ☐ Read and Shoot: Pick card. Read and spell. Shoot.
- ☐ Lily Pad Hop: Tape words on floor. Hop and read.
- ☐ Build a Word: Use magnetic letter tiles.
- ☐ Fly Swatter: Tape words to wall. Swap as read.
- ☐ Mystery Bag: Pull a word. Read it. Act it. Use it.
- ☐ Traffic Light: Hold up color. Green: read. Yellow: spell. Red: in a sentence.
- ☐ Beanbag toss: Throw onto a word. Read it. Spell it. Name a rhyming word.
- ☐ Charades: Act out words while other students guess.
- ☐ Stack and Read: Write words on Jenga blocks. Play and read.
- ☐ Side of the room: Two patterns. Say word. Students move to pattern.
- ☐ _____

5. Independent Practice

Test students' abilities to apply the skill by assigning independent work.

Assignment: _____

Note for tomorrow:

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Apply the Skill.

Date: _____

Student(s): _____

Skill: _____

Resource(s): _____

30-Second Reset. **Pick one and do...**

- ☐ Balance challenge
- ☐ Shake out the day
- ☐ Stretch to the sky, touch your toes.
- ☐ Animal walk to the table
- ☐ Silent countdown
- ☐ _____

1. Connect Before the Lesson.

Plan:

Notes:

Transition. **Pick one and say...**

- ☐ "I loved hearing about _____."
- ☐ "I'm excited to read with you today."
- ☐ "I think we're going to have fun with today's lesson"
- ☐ "Let's see what we can do."
- ☐ _____

2. Revisit the Skill.

1. **Name:** "The skill we learned is _____."
2. **Recall:** "What do you remember?" _____."
3. **Quick Practice.** Write words on a board. Some match the skill. Some do not. Ask student to identify words with the skill.
4. **Ready to Reread.** Pass out the passage from yesterday. Give students 60 seconds to circle all the words that match the pattern.

3. Reread.

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Sentence Switch: Tutor reads difficult sentences. Student reads easier ones.

Whisper Reading: Student quietly reads while tutor listens beside them.

Notes:

4. Phonics Game.

Choose one hands-on phonics game to play as a group.

- ☐ Treasure Hunt: Hide word cards with the skill.
- ☐ Read and Shoot: Pick card. Read and spell. Shoot.
- ☐ Lily Pad Hop: Tape words on floor. Hop and read.
- ☐ Build a Word: Use magnetic letter tiles.
- ☐ Fly Swatter: Tape words to wall. Swap as read.
- ☐ Mystery Bag: Pull a word. Read it. Act it. Use it.
- ☐ Traffic Light: Hold up color. Green: read. Yellow: spell. Red: in a sentence.
- ☐ Beanbag toss: Throw onto a word. Read it. Spell it. Name a rhyming word.
- ☐ Charades: Act out words while other students guess.
- ☐ Stack and Read: Write words on Jenga blocks. Play and read.
- ☐ Side of the room: Two patterns. Say word. Students move to pattern.
- ☐ _____

5. Independent Practice

Test students' abilities to apply the skill by assigning independent work.

Assignment: _____

Note for tomorrow:

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Fluency & Comprehension. Date: _____

Student(s): _____

Skill: _____

Resource(s): _____

30-Second Reset. **Pick one and do...**

- ☐ Balance challenge
- ☐ Shake out the day
- ☐ Stretch to the sky, touch your toes.
- ☐ Animal walk to the table
- ☐ Silent countdown
- ☐ _____

1. Connect Before the Lesson.

Plan:

Notes:

Transition. **Pick one and say...**

- ☐ "I loved hearing about _____."
- ☐ "I'm excited to read with you today."
- ☐ "I think we're going to have fun with today's lesson"
- ☐ "Let's see what we can do."
- ☐ _____

2. Reread.

**** Students pick a fluency challenge card.*

		Read Fluently? Yes	No
Name: _____	Card Picked: _____	☐	☐
Name: _____	Card Picked: _____	☐	☐
Name: _____	Card Picked: _____	☐	☐
Name: _____	Card Picked: _____	☐	☐

3. Comprehension.

**** Students pick a comprehension card. Rate their responses.* 1 *incorrect* 2 *partially correct* 3 *correct* 4 *above average*

Name: _____	Response:	1	2	3	4
Name: _____	Response:	1	2	3	4
Name: _____	Response:	1	2	3	4
Name: _____	Response:	1	2	3	4

Notes:

4. Phonics Game.

Choose one hands-on phonics game to play as a group.

- ☐ Treasure Hunt: Hide word cards with the skill.
- ☐ Read and Shoot: Pick card. Read and spell. Shoot.
- ☐ Lily Pad Hop: Tape words on floor. Hop and read.
- ☐ Build a Word: Use magnetic letter tiles.
- ☐ Fly Swatter: Tape words to wall. Swap as read.
- ☐ Mystery Bag: Pull a word. Read it. Act it. Use it.
- ☐ Traffic Light: Hold up color. Green: read. Yellow: spell. Red: in a sentence.
- ☐ Beanbag toss: Throw onto a word. Read it. Spell it. Name a rhyming word.
- ☐ Charades: Act out words while other students guess.
- ☐ Stack and Read: Write words on Jenga blocks. Play and read.
- ☐ Side of the room: Two patterns. Say word. Students move to pattern.
- ☐ _____

5. Independent Practice

Test students' abilities to apply the skill by assigning independent work.

Assignment: _____

Note for tomorrow:

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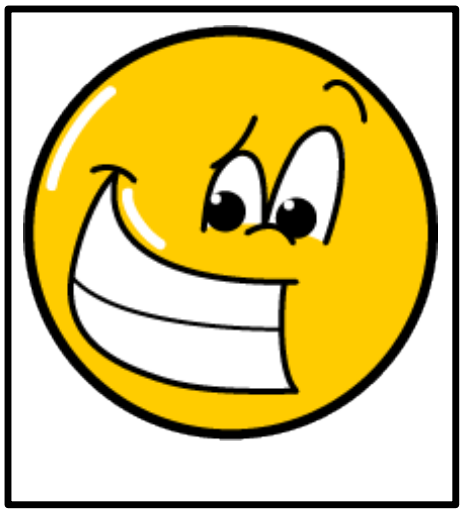
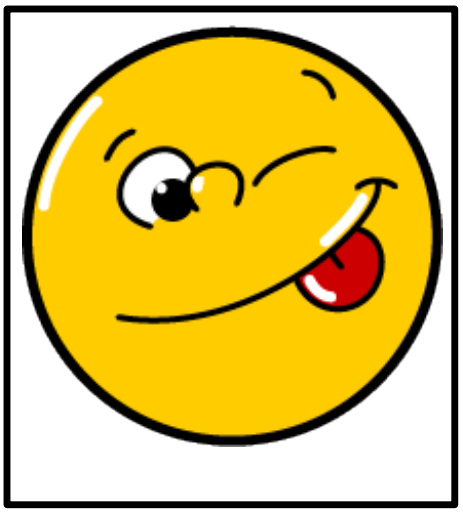
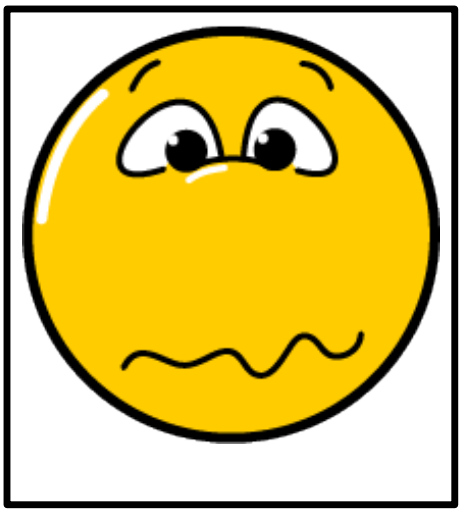
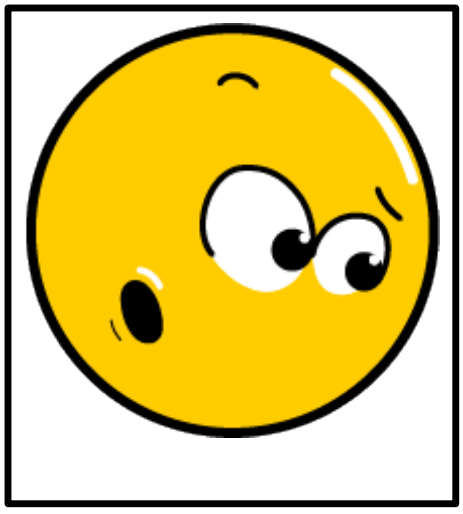
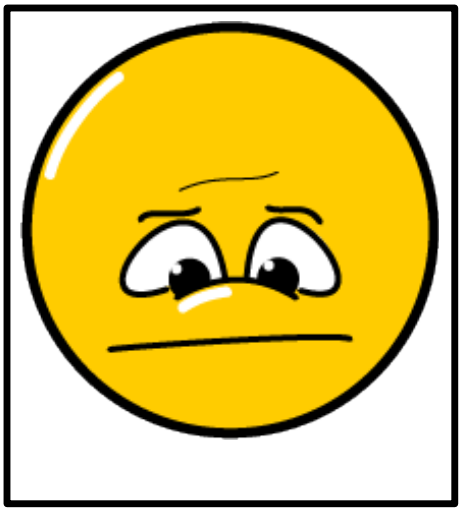
Connect Quickly with Emojis

Directions: Laminate these emoji cards. Lay them on the table and ask each student to pick and emoji based on their day. Ask them why they picked that emoji.





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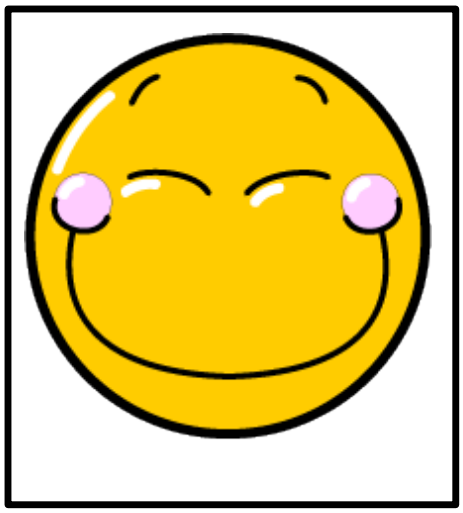




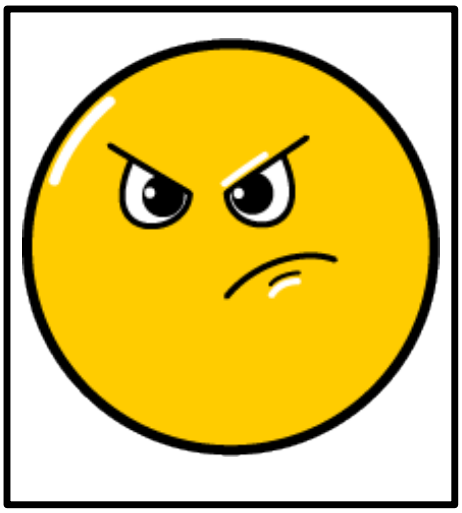
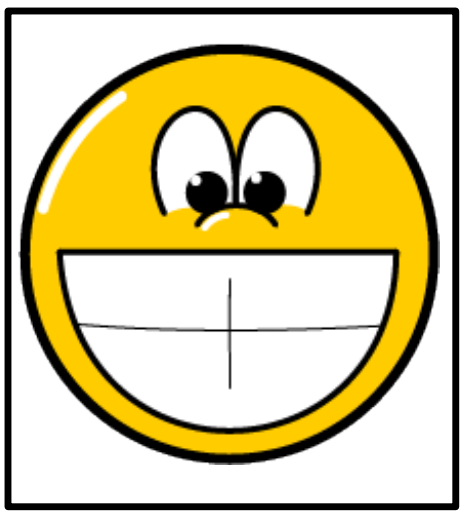



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Would You Rather Prompts

Start each lesson by asking one "Would You Rather" question to help build relationships and spark conversation. As you use each question, check it off so you'll always have a fresh one ready for your next lesson.

- [ ] Would you rather have a pet dragon or a pet dinosaur?
- [ ] Would you rather be able to fly or become invisible?
- [ ] Would you rather eat only pizza or only tacos for a month?
- [ ] Would you rather explore outer space or the bottom of the ocean?
- [ ] Would you rather have a robot do your homework or clean your room?
- [ ] Would you rather live in a treehouse or on a houseboat?
- [ ] Would you rather have unlimited video games or unlimited books?
- [ ] Would you rather be the funniest person in your class or the smartest?
- [ ] Would you rather have super speed or super strength?
- [ ] Would you rather spend a day inside your favorite movie or your favorite video game?
- [ ] Would you rather have a snow day every week or a three-day weekend every week?
- [ ] Would you rather communicate with animals or speak every human language?
- [ ] Would you rather eat a bug-flavored cupcake or a cupcake-sized bug?
- [ ] Would you rather always have to sing instead of talk or dance everywhere you go?
- [ ] Would you rather find buried treasure or discover a new planet?
- [ ] Would you rather have a giant hamster or a tiny elephant as a pet?
- [ ] Would you rather never have homework again or never take another test?
- [ ] Would you rather be able to pause time or rewind time?
- [ ] Would you rather spend the night in a haunted house or alone in a museum?
- [ ] Would you rather have your favorite teacher next year or your best friend in every class?
- [ ] Would you rather have a secret room in your house or a hidden tunnel under your school?

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Would You Rather Prompts

Start each lesson by asking one "Would You Rather" question to help build relationships and spark conversation. As you use each question, check it off so you'll always have a fresh one ready for your next lesson.

- [ ] Would you rather have a magic pencil or a magic backpack?
- [ ] Would you rather ride a roller coaster or a giant water slide?
- [ ] Would you rather have breakfast for every meal or dessert after every meal?
- [ ] Would you rather live in a zoo or an aquarium?
- [ ] Would you rather have a monkey or a penguin as a pet?
- [ ] Would you rather visit the past or the future?
- [ ] Would you rather be famous for singing or playing sports?
- [ ] Would you rather never have chores or never have homework?
- [ ] Would you rather have a trampoline in your backyard or a swimming pool?
- [ ] Would you rather be able to shrink or grow whenever you wanted?
- [ ] Would you rather have unlimited LEGO® bricks or unlimited art supplies?
- [ ] Would you rather spend the day at the beach or in the mountains?
- [ ] Would you rather always win at board games or video games?
- [ ] Would you rather sleep in a treehouse or a castle?
- [ ] Would you rather have rainbow-colored hair or glow-in-the-dark shoes?
- [ ] Would you rather meet a mermaid or a unicorn?
- [ ] Would you rather eat ice cream every day or popcorn every day?
- [ ] Would you rather be a famous inventor or a famous explorer?
- [ ] Would you rather have a million stickers or a million markers?
- [ ] Would you rather ride in a race car or a monster truck?
- [ ] Would you rather control the weather or talk to animals?

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Would You Rather Prompts

Start each lesson by asking one "Would You Rather" question to help build relationships and spark conversation. As you use each question, check it off so you'll always have a fresh one ready for your next lesson.

- [ ] Would you rather have spaghetti for hair or pancakes for feet?
- [ ] Would you rather burp bubbles or sneeze confetti?
- [ ] Would you rather laugh like a goat or roar like a dinosaur?
- [ ] Would you rather wear a superhero cape every day or a pirate hat every day?
- [ ] Would you rather have a pet alien or a pet Bigfoot?
- [ ] Would you rather slide everywhere instead of walk or hop everywhere like a bunny?
- [ ] Would you rather have a nose that glows or ears that wiggle?
- [ ] Would you rather turn into a frog for one hour or a chicken for one hour?
- [ ] Would you rather eat a pickle popsicle or a ketchup smoothie?
- [ ] Would you rather have socks that never match or shoes that squeak with every step?
- [ ] Would you rather be chased by 100 tiny ducks or one giant duck?
- [ ] Would you rather marshmallows rain from the sky or milk come out of drinking fountains?
- [ ] Would you rather have eyebrows that change colors or hair that changes colors?
- [ ] Would you rather have a talking backpack or a talking lunchbox?
- [ ] Would you rather ride to school on a giant turtle or a flying carpet?
- [ ] Would you rather have fingers as long as rulers or toes as long as pencils?
- [ ] Would you rather hiccup every time you laughed or laugh every time you hiccupped?
- [ ] Would you rather have a giant pet hamster or 100 tiny pet turtles?
- [ ] Would you rather only be able to whisper or only be able to shout?
- [ ] Would you rather wear your clothes backward for a week or your shoes on the wrong feet?
- [ ] Would you rather have a pet unicorn sneezes glitter or a dragon that hiccups marshmallows?

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Would You Rather Prompts

Start each lesson by asking one "Would You Rather" question to help build relationships and spark conversation. As you use each question, check it off so you'll always have a fresh one ready for your next lesson.

- [ ] Would you rather have your own YouTube channel or your own video game?
- [ ] Would you rather go viral for a funny video or an awesome talent?
- [ ] Would you rather be the class comedian or the class DJ?
- [ ] Would you rather have no homework for a month or no tests for a year?
- [ ] Would you rather sit by your best friend or choose your own seat every day?
- [ ] Would you rather create the next viral TikTok dance or the next viral meme?
- [ ] Would you rather be the teacher for one day or the principal for one day?
- [ ] Would you rather have your locker decorated by your friends or decorate someone else's?
- [ ] Would you rather eat lunch with your favorite teacher or your favorite celebrity?
- [ ] Would you rather accidentally send a funny selfie to your teacher or your entire class?
- [ ] Would you rather have your own emoji or your own GIF?
- [ ] Would you rather pause your teacher for 30 seconds or fast-forward through homework?
- [ ] Would you rather have an extra hour of recess or an extra hour of art every day?
- [ ] Would you rather make a school announcement or perform at the school talent show?
- [ ] Would you rather always have 100% battery on your devices or super-fast Wi-Fi everywhere?
- [ ] Would you rather only be allowed to use emojis or GIFs when texting for a week?
- [ ] Would you rather have a million followers online or five really awesome best friends?
- [ ] Would you rather create the yearbook cover or pick the school mascot?
- [ ] Would you rather have a homework robot or a backpack that packs itself?
- [ ] Would you rather your funniest moment at school go viral video or sing in front of the school?
- [ ] Would you rather be famous for making hilarious videos or creating the coolest video games?

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Celebrate Something

Start each lesson by using one of these prompts to celebrate something before you challenge the students. As you use each question, check it off so you'll always have a fresh one ready for your next lesson.

- [ ] Tell me one good thing that happened today.
- [ ] What's something you're proud of this week?
- [ ] What made you smile today?
- [ ] What's something you did really well?
- [ ] Did you accomplish anything you're excited about?
- [ ] What's one thing that was easier today than it used to be?
- [ ] What's something new you learned today?
- [ ] What was your favorite subject today?
- [ ] Did your teacher say anything that made you feel proud?
- [ ] What's one thing you're getting better at?
- [ ] Did you help someone today? Did someone help you today?
- [ ] What's something you're really good at?
- [ ] What's one thing that makes you laugh?
- [ ] If your best friend described you, what would they say?
- [ ] What's something kind you've done recently?
- [ ] What are you looking forward to this week?
- [ ] Did you read anything this week that you enjoyed?
- [ ] What's the last thing that made you laugh while reading?
- [ ] Tell me about a book, comic, or article you've liked.
- [ ] What's your favorite character right now?
- [ ] If you could read about anything today, what would it be?

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Question Jar

Cut questions into strips. Fold in half and place in a jar. Have students pull one question a day to answer and start the lesson by getting to know your students.

What's the best part of your day so far?

If you could eat one food every day, what would it be?

What's your favorite thing to do after school?

If you had a pet dragon, what would you name it?

What's your favorite holiday? Why?

If you could travel anywhere, where would you go?

What's your favorite movie? Why?

What's your favorite TV show or YouTube channel?

If you could have any superpower, what would you choose?

What's your favorite subject at school? Why?

What's your least favorite chore at home? Why?

If you could eat one food every day, what would it be?

What's something that always makes you laugh?

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Question Jar

Cut questions into strips. Fold in half and place in a jar. Have students pull one question a day to answer and start the lesson by getting to know your students.

If you could stay up as late as you wanted, what would you do?

What's your favorite game to play? Why?

If you could invent a new ice cream flavor, what would it be?

Do you like dogs, cats, or another animal?

What's your favorite season of the year? Why?

What's your favorite snack?

If you could meet any famous person, who would it be?

What's one thing you're really good at?

What made you smile today?

What's one thing you're looking forward to this week?

If you had a million dollars, what's the first thing you'd buy?

If you could switch places with any cartoon character, who would it be?

What's your dream job when you grow up?

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Question Jar

Cut questions into strips. Fold in half and place in a jar. Have students pull one question a day to answer and start the lesson by getting to know your students.

If you could only play one sport or activity forever, what would it be?

What's your favorite thing to do outside?

What's your favorite animal at the zoo?

If you could design your own video game, what would it be about?

What's your favorite pizza topping?

If you had an extra day off from school, how would you spend it?

What's the funniest thing that's happened to you recently?

If you could make one new school rule, what would it be?

What's something new you'd like to learn?

Who makes you laugh the most?

What's your favorite thing about your family?

If you could have any magical power for one day, what would you do with it?

What's one thing you're proud of this week?

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Guess My Answer

Cut question prompts into strips. Fold in half and place in a jar. Have students pull one question a day. Read the prompt and let the student guess your answer. Then switch.

My favorite food is...

If I could have any pet, I would choose...

The best part of my day was...

If I had a superpower, it would be...

My favorite thing to do after school is...

I laugh the hardest when...

My favorite movie is...

If I can travel anywhere, I'd go to...

The best vacation I've ever taken was...

My favorite holiday is...

If I could meet anyone, I'd choose...

My dream job is...

My favorite animal is...

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Guess My Answer

Cut question prompts into strips. Fold in half and place in a jar. Have students pull one question a day. Read the prompt and let the student guess your answer. Then switch.

My favorite food is...

If I had a million dollars, I would...

One thing I'm really good at is...

One thing I'd like to get better at is...

My favorite sport is...

My favorite hobby is...

If I could invent something, it would be...

The best snack ever is...

My favorite game is...

If I could make one school rule, it would be...

One thing that makes me smile is..

One thing that makes me feel brave is...

One thing I'm excited about this week is...

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Guess My Answer

Cut question prompts into strips. Fold in half and place in a jar. Have students pull one question a day. Read the prompt and let the student guess your answer. Then switch.

My favorite place to relax is...

If I could have any magical power for one day, I'd...

One thing I'm proud of is...

My favorite season is...

My favorite book is...

My favorite hobby is...

One thing I wish everyone knew about me is...

If I could eat dinner with anyone, I'd invite...

My favorite game is...

My favorite subject in school is...

One thing that always cheers me up is..

If I could swap lives with someone for one day, it would be...

If I could create my own holiday it would be...

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Gratitude Minute Prompts

Start each lesson by asking one "Gratitude Prompt" question to help build relationships, spark conversation and build a positive mindset. As you use each question, check it off so you'll always have a fresh one ready for your next lesson.

- [ ] Today I'm thankful for...
- [ ] One person I'm grateful for is...
- [ ] One thing that made me smile today was...
- [ ] One good thing that happened today was...
- [ ] One thing I sometimes take for granted is...
- [ ] I'm thankful my body can...
- [ ] One friend who makes my life better is...
- [ ] One teacher or adult I'm thankful for is...
- [ ] One thing I love about my family is...
- [ ] One thing I appreciate about my home is...
- [ ] One thing outside that I'm thankful for is...
- [ ] One talent or strength I'm grateful to have is...
- [ ] One thing I learned today that I'm thankful for is...
- [ ] One meal or snack I'm thankful for is...
- [ ] One toy, game, or hobby I'm glad I have is...
- [ ] One act of kindness I saw today was...
- [ ] One person who made me laugh today was...
- [ ] One thing I'm looking forward to is...
- [ ] One challenge I'm thankful helped me grow is...
- [ ] One thing I often forget to appreciate is...
- [ ] One place where I feel happy is...

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Gratitude Minute Prompts

Start each lesson by asking one "Gratitude Prompt" question to help build relationships, spark conversation and build a positive mindset. As you use each question, check it off so you'll always have a fresh one ready for your next lesson.

- [ ] One place where I feel happy is...
- [ ] One memory that makes me smile is...
- [ ] One thing that makes my life easier is...
- [ ] One song I'm thankful I know is...
- [ ] One book I'm thankful someone wrote is...
- [ ] One thing nature gives us that I'm thankful for is...
- [ ] One thing someone did for me recently that I'm grateful for is...
- [ ] One thing I did for someone else that made me feel good was...
- [ ] One thing I have today that I didn't have a year ago is...
- [ ] One reason today was a good day is...
- [ ] One thing I hope I never stop being thankful for is...
- [ ] One thing I appreciate about myself is...
- [ ] One thing that made today better than yesterday was...
- [ ] One goal I'm thankful I get to work toward is...
- [ ] One person I'd like to thank today is...
- [ ] One thing that makes my school special is...
- [ ] One thing that makes me feel safe is...
- [ ] One thing I love doing with my family or friends is...
- [ ] One reason I'm excited about tomorrow is...
- [ ] Right now, my heart feels thankful for...

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Goal Setting

Give students a goal setting card and have them write a quick response. Review their goal at the end of the lesson. Give a sticker to celebrate success and have the student glue the goal card into a special setting of a notebook to celebrate learning all year.

Name: _____

Date: _____

GOALS

What do you hope goes really well today?

_____

_____

_____

_____

Goal met? *Check one*

☐ *Yes* ☐ *Somewhat* ☐ *Not Today*



Name: _____

Date: _____

GOALS

What do you hope goes really well today?

_____

_____

_____

_____

Goal met? *Check one*

☐ *Yes* ☐ *Somewhat* ☐ *Not Today*



Name: _____

Date: _____

GOALS

Today I'd love to _____

_____

_____

so that I can _____

_____

Goal met? *Check one*

☐ *Yes* ☐ *Somewhat* ☐ *Not Today*



Name: _____

Date: _____

GOALS

Today I'd love to _____

_____

_____

so that I can _____

_____

Goal met? *Check one*

☐ *Yes* ☐ *Somewhat* ☐ *Not Today*



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Conversation Cards: Celebrating Wins

Keep a stack ready for connecting at the start of a lesson. Also great to use as a time-filler. Read the card, discuss for a minute. Ask any follow-up questions. Start the lesson.

What's one thing that went well today?

What made you smile today?

What are you most proud of today?

Did anything funny happen today?

What's one thing you did really well today?

What was your favorite part of school today?

Did you help someone today?

Did someone do something kind for you today?

If today had a "best moment" what would it be?

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Conversation Cards: Celebrating Wins

Keep a stack ready for connecting at the start of a lesson. Also great to use as a time-filler. Read the card, discuss for a minute. Ask any follow-up questions. Start the lesson.

What's one thing that was easier for you today than it used to be?

Tell me about a small win you had today.

What's something you did today that made you feel proud?

What's one challenge you didn't give up on today?

What's one thing you accomplished today, big or small?

What's something you worked hard on today?

When did you feel confident today?

What's one thing you can give yourself a high five for today?

What's something that made today a little better?

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Conversation Cards: Get to Know You

Keep a stack ready for connecting at the start of a lesson. Also great to use as a time-filler. Read the card, discuss for a minute. Ask any follow-up questions. Start the lesson.

If you could have any superpower, what would it be?

What's your dream vacation?

If you had a free Saturday, what would you do?

What's your favorite thing to do after school?

What's your favorite snack?

If you could have any animal as a pet, what would you choose?

If you could make your own holiday, what would everyone celebrate?

What's your favorite game right now?

If you could trade places with anyone for a day, who would it be?

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Conversation Cards: Get to Know You

Keep a stack ready for connecting at the start of a lesson. Also great to use as a time-filler. Read the card, discuss for a minute. Ask any follow-up questions. Start the lesson.

If your backpack could talk, what would it say?

What do you want to be when you grow up?

Who makes you laugh the most?

If you could eat one food for a week, what would you pick?

If you could learn any new skill, what would it be?

Who do you spend the most time with after school?

If you could make one school rule, what would it be?

What's something you've always wanted to try?

What's your favorite thing to do with your family?

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Conversation Cards: Get to Know You

Keep a stack ready for connecting at the start of a lesson. Also great to use as a time-filler. Read the card, discuss for a minute. Ask any follow-up questions. Start the lesson.

If you could have any job for one day, what would you choose?

What's one goal you have this year?

If you won a million dollars, what's the first thing you'd buy?

If your pet could talk, what do you think it would say?

If you could travel anywhere, where would you go?

What's something your best friend would say about you?

If you woke up invisible tomorrow, what would you do first?

Do you have any brothers or sisters?

What's the nicest thing someone has done for you recently?

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Conversation Cards: Reading Connections

Keep a stack ready for connecting at the start of a lesson. Also great to use as a time-filler. Read the card, discuss for a minute. Ask any follow-up questions. Start the lesson.

If you could jump into any book, what would you choose?

What's the funniest book you've ever read?

If you wrote a book, what would it be about?

What's your favorite character from any story?

Would you rather read about dragons or detectives?

If your life were a book, what would the title be?

If you could change the ending of any story, which one would you change?

What's the coolest word you've learned recently?

What's one book you think everyone should read?

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Conversation Cards: Reflection Questions

Keep a stack ready for connecting at the start of a lesson. Also great to use as a time-filler. Read the card, discuss for a minute. Ask any follow-up questions. Start the lesson.

What's one thing you're excited about this week?

What's something you're getting better at?

What's one goal you're working toward?

What's something you learned today?

What's one thing you wish everyone knew about you?

What's something you're thankful for today?

What's something you're looking forward to?

If today had one word, what would it be?

How are you feeling right now?

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Conversation Cards: Reflection Questions

Keep a stack ready for connecting at the start of a lesson. Also great to use as a time-filler. Read the card, discuss for a minute. Ask any follow-up questions. Start the lesson.

What made you feel happy today?

Who made your day better today?

What's something you did today that wasn't easy?

What made you feel frustrated today?

Who did you help today?

What's something that was easier today than it used to be?

When did you feel confident today?

Who helped you today?

What did you learn today?

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Conversation Cards: Reflection Questions

Keep a stack ready for connecting at the start of a lesson. Also great to use as a time-filler. Read the card, discuss for a minute. Ask any follow-up questions. Start the lesson.

What's something you're getting better at?

When did you feel brave today?

What's something kind you saw someone do today?

What challenge did you overcome today?

What helped you calm down today?

Who made you laugh today?

What mistake taught you something today?

What made you feel included today?

Who are you excited to see tomorrow?

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Conversation Cards: Reflection Questions

Keep a stack ready for connecting at the start of a lesson. Also great to use as a time-filler. Read the card, discuss for a minute. Ask any follow-up questions. Start the lesson.

What's something you kept trying even when it was hard?

What made you feel important today?

What's one way you were a good friend today?

What's something new you discovered about yourself?

What's something you're still thinking about?

What's something nice someone said to you?

What are you most proud of this week?

What emotion did you feel the most today?

What's something nice you said to someone else?

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Conversation Cards: Reflection Questions

Keep a stack ready for connecting at the start of a lesson. Also great to use as a time-filler. Read the card, discuss for a minute. Ask any follow-up questions. Start the lesson.

What's one thing you want to do better tomorrow?

What are you looking forward to tomorrow?

What's something you're excited about this week?

Who would you like to thank today?

What's one goal for the rest of today?

What would make tomorrow even better than today?

What's something you hope to learn soon?

What's one thing you'll try again tomorrow?

What's one thing you'll remember about today?

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Fluency Challenge Cards:

Keep a stack ready for fun fluency practice as you reread passages with your students. Draw a card then read. Have fun reading with different tones, moods and expressions.

Read...

like a detective

Read...

like you're sleepy

Read...

like you're a news reporter

Read...

like you're reading to your best friend

Read...

like you're really happy

Read...

like you're really angry

Read...

like you're really sad

Read...

like you're really excited

Read...

like you're a robot

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Fluency Challenge Cards:

Keep a stack ready for fun fluency practice as you reread passages with your students. Draw a card then read. Have fun reading with different tones, moods and expressions.

Read...

to impress your teacher

Read...

like you are the teacher

Read...

very dramatically

Read...

like you're telling a secret

Read...

like you're the narrator

Read...

like the school librarian

Read...

like you're on stage

Read...

like you're shocked

Read...

like you're telling a joke

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Comprehension Challenge Cards:

Keep a stack ready for fun fluency practice as you reread passages with your students. Have fun reading with different tones, moods and expressions.

Why do you think...decided to...?	If you were...what would you do when...?	Do you think...should have acted differently when...?
Were you surprised when...? Explain	Did you make any connections?	What did you think when...?
What are you wondering about?	Were you confused when...? Explain	If...happened to you, what would you do?

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Comprehension Challenge Cards:

Keep a stack ready for fun fluency practice as you reread passages with your students. Have fun reading with different tones, moods and expressions.

Would you be friends with...? Explain.	Did you get mad when...? Explain.	Were you sad when...? Explain.
What was...biggest mistake?	What do you think is the biggest problem for...?	How do you think...will act when...?
Would you recommend this passage to a friend? Explain.	What did you think when...?	What was your favorite part?

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Comprehension Challenge Cards:

Keep a stack ready for fun fluency practice as you reread passages with your students. Have fun reading with different tones, moods and expressions.

Did you make any connections to... in the passage?	Were there any words you didn't understand?	What were you wondering about when you read that...?
What did...remind you of?	Did you think that...when...?	Were you excited when...?
What did you predict about...?	What was your first thought when...?	Were you surprised too when...?

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Every step is one step closer to becoming a more confident READER!





ORAL READING LEVEL 2

Two and Three Syllable Words with –oy Spelling Pattern

Student Name: _____ Date: _____

Say to Student: "Let's go through these words together. Say each word if you know it. If any words are tricky, just skip to the ones you're confident about."

- If the word is read correctly, leave the space blank. If it is incorrect, write the phonetic was the student read the word in the box. If no attempt was made, mark an 'x' in the box. If the word was read incorrectly but then reread correctly, write how the word was phonetically read incorrectly, then mark SC for self correct. A self correction is not seen as an error.

destroy	cowboy	toybox	joyful	convoy

employ	voyage	joyride	royalty	loyalty

____ /10

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LIST #2

One-Syllable Words with Blends

1. destroy
2. cowboy
3. toybox
4. joyful
5. convoy
6. employ
7. voyage
8. joyride
9. royalty
10. loyalty

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SPELLING ASSESSMENT LEVEL 2

Two and Three Syllable Words with –oy Spelling Pattern

Say to Students: "Today you are going to write down the words you hear me read with your best handwriting and spelling. This is not a graded test. I just want to see what you know. Do your best by listening carefully to each sound in the word and matching letters to those sounds as you spell."

- Read each word, the sentence it matches, then the word again. Give plenty of time for students to write each word.

1. **destroy** – The storm could **destroy** the small boat if they weren't careful. – **destroy**
2. **cowboy** – He dressed like a **cowboy** for the school spirit day. – **cowboy**
3. **toybox** – She kept all her favorite games inside her **toybox**. – **toybox**
4. **joyful** – The class felt **joyful** when they heard recess was extended. – **joyful**
5. **convoy** – A long **convoy** of trucks traveled down the highway together. – **convoy**
6. **employ** – The company will **employ** more workers during the busy season. – **employ**
7. **voyage** – They set off on a long **voyage** across the ocean. – **voyage**
8. **joyride** – They went on a fun **joyride** with music playing loudly. – **joyride**
9. **royalty** – The castle was once home to famous **royalty**. – **royalty**
10. **loyalty** – She showed great **loyalty** to her friends by standing up for them. – **loyalty**

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DICTATION SENTENCES LEVEL 2

Two and Three Syllable Words with –oy Spelling Pattern

Say to Student(s): "I'm going to read a few sentences out loud. Your job is to write them down just the way you hear them. Don't worry about being perfect–I just want to see what you hear when I read these sentences. This helps me understand what you already know and what we can work on together. Write down what you hear the best you can."

Example of How to Read Each Sentence to student(s):

- Say the full sentence once at a natural pace.

  "Can we go to the dog park?"

- Repeat the sentence in short phrases students can manage.

  "Can we…*(pause)* go to…*(pause)* the dog…*(pause)* park?"

- Emphasize clear articulation of each word.
- If needed, repeat a phrase slowly. Segment sounds in tricky words.

  "Let's think about the word *park*. What sound do you hear at the beginning?"
  *** Allow **reasonable wait time**–don't rush.

- Encourage students to check for capital letters, spacing, spelling and ending punctuation.

1. The **cowboy** went on a fun **joyride**.

2. She felt **joyful** when she opened her **toybox**.

3. The storm could **destroy** the boat on the long **voyage**.

4. A **convoy** of cars drove past the **royalty**.

5. We must show **loyalty** when we **employ** good teamwork.

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DECODABLE READER LEVEL 2

Two and Three Syllable Words with –oy Spelling Pattern

Say to Student(s): "You're going to read a short passage out loud. This isn't for a grade–it just helps me see what you're doing as a reader. Focus on reading smoothly and getting the words right. If you notice something doesn't sound right or doesn't make sense, stop and reread it. I'll be writing down notes to help me support you."

Sean was a **cowboy** who kept his gear in a small **toybox**. One day,	14
he planned a long **voyage** across the field. He felt **joyful** as he set	28
out on his ride. Soon, a **convoy** of kids joined him for a fun	42
joyride. Sean said they would **employ** teamwork to win their	52
game. They pretended to be **royalty** guarding their land.	61
When a storm tried to **destroy** their setup, they worked together	72
with strong **loyalty** and saved the day.	79

Time: _____ *(Average rate is 100 words/minute)*

# of Errors: _____ *(0-5 = 95%+ Accuracy)*

# of Self Corrections: _____ *(Not counted as an error)*

# of phonics words read correctly: _____/10

Overall: *(Circle One)* Independent Instructional Needs Support

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Sean was a **cowboy** who kept his gear in a small **toybox**. One day, he planned a long **voyage** across the field. He felt **joyful** as he set out on his ride. Soon, a **convoy** of kids joined him for a fun **joyride**. Sean said they would **employ** teamwork to win their game. They pretended to be **royalty** guarding their land. When a storm tried to **destroy** their setup, they worked together with strong **loyalty** and saved the day.

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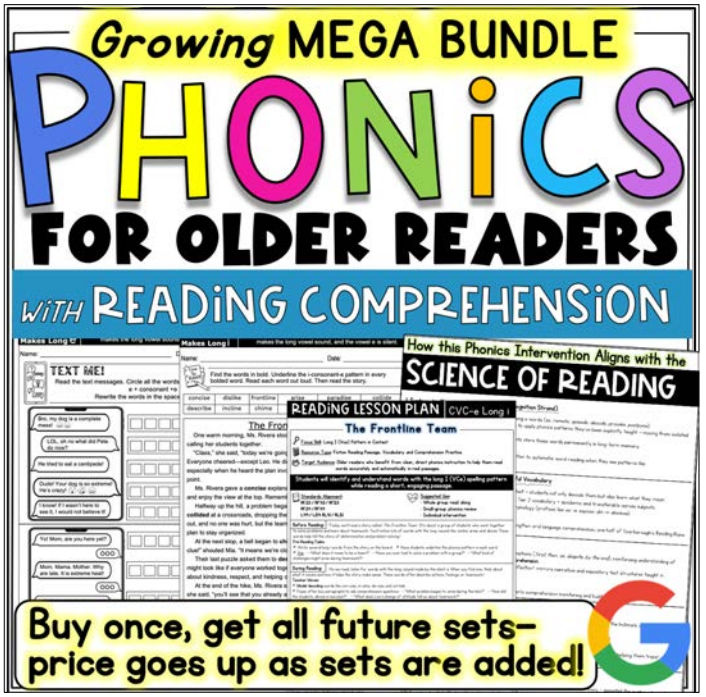
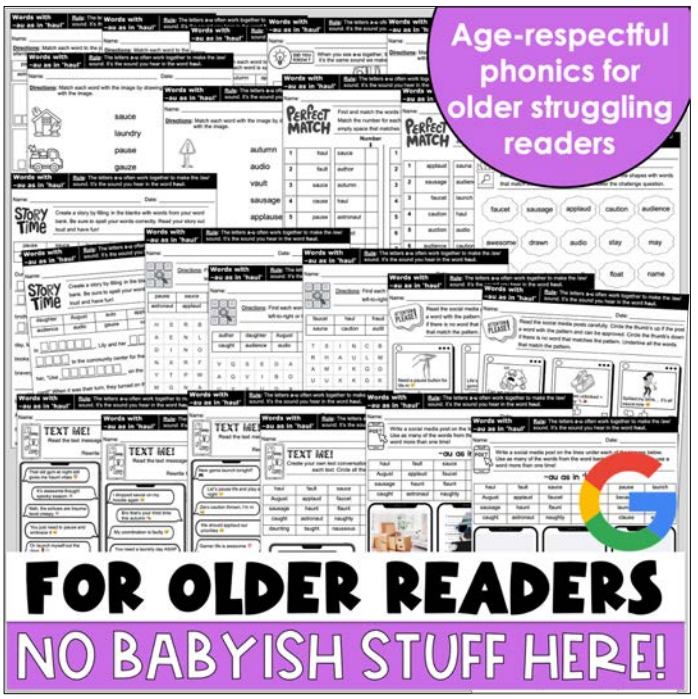
Need Phonics & Reading Intervention Support?

CLICK HERE TO LEARN MORE!





The Entire Program

1.CVCe Long A
2.CVCe Long E
3.CVCe Long I
4.CVCe Long O
5.CVCe Long U
6.Diphthongs -AU
7.Diphthongs -AW
8.Diphthongs -EW
9.Diphthongs -OI
10.Diphthongs -OO (long and short sounds)
11.Diphthongs -ou
12.Diphthongs -ow
13.Diphthongs -oy
14.R-Controlled Vowels -ar
15.R-Controlled Vowels -er
16.R-Controlled Vowels -ir
17.R-Controlled Vowels -or
18.R-Controlled Vowels -ur
19.Consonant Digraphs -sh, -ch
20.Consonant Digraphs -th (voiced), -th (unvoiced)
21.Consonant Digraphs -ph
22.Consonant Digraphs -wh
23.Consonant Digraphs -ck
24.Consonant Digraphs -ng
25.Vowel Digraphs Long A (ai, ay, ea, eigh, ey)
26.Vowel Digraphs Long E (ee, ea, ey, ei, ie)
27.Vowel Digraphs Long I (ie, igh)
28.Vowel Digraphs Long O (oa, oe)
29.Vowel Digraphs Long U (ew, ue, eu)
30.Trigraphs Set 1: -igh, -tch, -dge
31.Trigraphs Set 2: str-, thr-, scr-
32.Trigraphs Set 3: shr-, spl, spr-, squ-
33.Glued Letters: ank, ink, unk
34.Glued Letters: all, am, an
35.Glued Letters: ang, ong, ing, ung