

READING COMPREHENSION

Leveled Daily Curriculum

LEVEL 2

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Name: _____ School Year: _____

Level 2 Curriculum Map

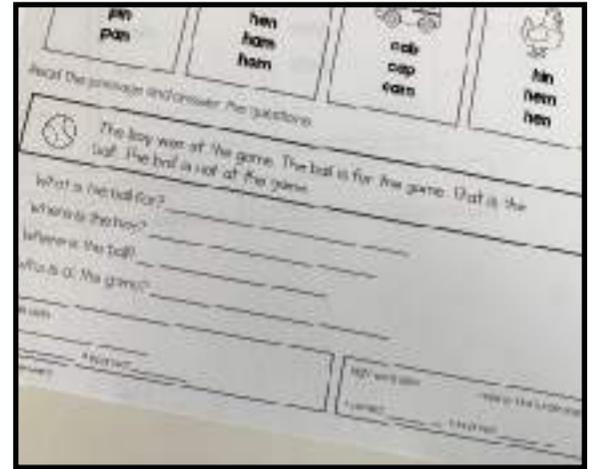
Reading Comprehension

| | Unit Focus Topics | Unit Details |
|--------|--|--|
| Unit 1 | <ul style="list-style-type: none"> - sight words - sound out & spell CVC words - read a book and answer who, what, where questions | <p>The goal of this unit is to build reading comprehension skills in a variety of ways. Students will master how to sound out, spell, and comprehend CVC words. Students will also fluently read, comprehend, and spell 15 sight words pulled from the Fry Noun list and Fry first 100 word list. This unit focuses on building reading comprehension skills with text passages at levels A and B or Level BR70L - 50L. The focus comprehension skill is answering basic who, what, and where questions on this level text.</p> |
| Unit 2 | <ul style="list-style-type: none"> - sight words - p, d, b reversals - read a book and make a connection to background knowledge | <p>The goal of this unit is to build reading comprehension skills in a variety of ways. Students will master how to sound out, spell, and comprehend words with the common reversal p, b, and d. Students will also fluently read, comprehend, and spell 15 sight words pulled from the Fry Noun list and Fry first 100 word list. This unit focuses on building reading comprehension skills with text passages at levels A and B or Level BR70L - 50L. The focus comprehension skill is connect text to background knowledge at this level text.</p> |
| Unit 3 | <ul style="list-style-type: none"> - sight words - word families - read a book and identify the character and setting | <p>The goal of this unit is to build reading comprehension skills in a variety of ways. Students will master how to sound out, spell, and comprehend words from common word families. Students will also fluently read, comprehend, and spell 15 sight words pulled from the Fry Noun list and Fry first 100 word list. This unit focuses on building reading comprehension skills with text passages at level C or Level 75L-100L. The focus comprehension skill is identifying the character and setting in a book or passage at this level text.</p> |
| Unit 4 | <ul style="list-style-type: none"> - sight words - sound out & spell CVCe words - read a book and identify the problem and the solution | <p>The goal of this unit is to build reading comprehension skills in a variety of ways. Students will master how to sound out, spell, and comprehend CVCe words. Students will also fluently read, comprehend, and spell 15 sight words pulled from the Fry Noun list and Fry first 100 word list. This unit focuses on building reading comprehension skills with text passages at level D or Level 100L-200L. The focus comprehension skill is identifying the problem and the solution in a book or passage at this level text.</p> |
| Unit 5 | <ul style="list-style-type: none"> - sight words - r controlled vowels - read a book and retell the story | <p>The goal of this unit is to build reading comprehension skills in a variety of ways. Students will master how to sound out, spell, and comprehend words with r controlled vowels. Students will also fluently read, comprehend, and spell 15 sight words pulled from the Fry Noun list and Fry first 100 word list. This unit focuses on building reading comprehension skills with text passages at level D or Level 100L-200L. The focus comprehension skill is retelling the story in a book or passage at this level text.</p> |
| Unit 6 | <ul style="list-style-type: none"> - sight words - vowel pairs - read a book and answer 'when' questions | <p>The goal of this unit is to build reading comprehension skills in a variety of ways. Students will master how to sound out, spell, and comprehend words with vowel pairs (ai, ay, ee, ie, oe, ue). Students will also fluently read, comprehend, and spell 15 sight words pulled from the Fry Noun list and Fry first 100 word list. This unit focuses on building reading comprehension skills with text passages at level E or Level 200L-300L. The focus comprehension skill is answering when questions about a book or passage at this level text.</p> |
| Unit 7 | <ul style="list-style-type: none"> - sight words - vowel pairs - read a book and answer 'why' questions | <p>The goal of this unit is to build reading comprehension skills in a variety of ways. Students will master how to sound out, spell, and comprehend words with vowel pairs (ea, oo, oa, ey, ou, ei). Students will also fluently read, comprehend, and spell 15 sight words pulled from the Fry Noun list and Fry first 100 word list. This unit focuses on building reading comprehension skills with text passages at level E or Level 200L-300L. The focus comprehension skill is answering why questions about a book or passage at this level text.</p> |
| Unit 8 | <ul style="list-style-type: none"> - sight words - diphthongs - read a book and answer 'how' questions | <p>The goal of this unit is to build reading comprehension skills in a variety of ways. Students will master how to sound out, spell, and comprehend words with diphthongs (oi, ow, oy, ou). Students will also fluently read, comprehend, and spell 15 sight words pulled from the Fry Noun list and Fry first 100 word list. This unit focuses on building reading comprehension skills with text passages at level F or Level 200L-300L. The focus comprehension skill is answering how questions about a book or passage at this level text.</p> |

How to use this resource:

Reading passages:

Each unit includes text passages written at a specific reading level. Each text passage includes only words and phonics concepts that have been previously mastered in previous units. So a passage in Unit 3 will include only sight words from Level 1.5 and Units 1 and 2 of Level 2. It will also include words with a phonetic pattern that has been previously introduced in the prior units. So Unit 4 passages will include CVC words, p/b/d reversal words, and CVCe words. This system was created to ensure that students will have mastery of the words included in each text passage. Students should read the text passage independently without adult prompting. Encourage students to read the passage more than once and refer back to the passage while answering questions. Provide help reading the questions if needed. Refer to the curriculum map for information on the level of the passages in each unit.



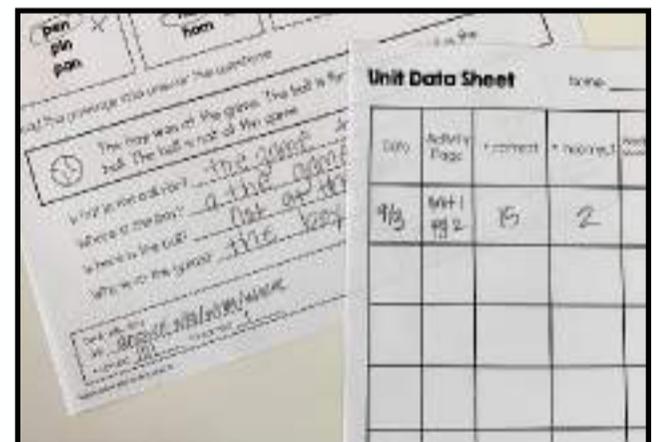
Taking data:

Have the student complete the worksheet alone or with an adult. If the student completes the worksheet alone, when they are done grade the page by marking each question as correct or incorrect. Write the totals on the data sheet. If the student completes the worksheet with an adult, mark tallies under correct or incorrect for each question on the data sheet while completing the work. When the student is done with the worksheet, complete the book skill & sight word tasks with the student.



Book skills :

Each unit has a book skill goal. Select books at an appropriate reading level for each student. Conduct a reading assessment using your school's reading curriculum or refer to the curriculum map to see which levels you should be selecting for each unit. Have the student read the book. The first time the student reads the book provide minimal to no help or assistance. Then reread the book providing error correction if needed. After reading the book, ask comprehension questions according to the book skill. Try to keep the number of questions you ask consistent (i.e., always ask 5 questions) so you can easily compare data throughout the unit. Track correct and incorrect answers to the comprehension questions on the bottom of the worksheet. Later, transfer data to the Unit Data Sheet along with data collected from the rest of the worksheet.



Sight Words:

Use the word flashcards to practice reading the sight words each day. After you complete the worksheet, practice the flashcards. Present each flashcard for the student to read. Track the corrects and incorrects on the bottom on the worksheet. Transfer the data to the data sheet to track progress over time.



References and research utilized to develop this resource:

Ehri, L. (2006). More about phonics: Findings and reflections. In K. A. Dougherty Stahl and M. C. McKenna (eds.), *Reading research at work: Foundations of effective practice*. New York: Guilford.

Fry, E. (2000). *1000 instant words*. Westminster, CA: Teacher Created Resources.

Hogan, T. P., Adlof, S. M., & Alonzo, C. N. (2014). On the importance of listening comprehension. *International journal of speech-language pathology*, 16(3), 199–207. doi:10.3109/17549507.2014.904441

Moats, L. C. (1995). *Spelling: Development, disability, and instruction*. Baltimore, MD: York Press.

Templeton, S. & Bear, D. (eds.) (1992). *Development of orthographic knowledge and the foundation of literacy*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Treiman, R. & Bourassa, D. (2000). The development of spelling skill. *Topics in Language Disorders*, 20, 1-18.

Grading Data Sheet

Name: _____

School Year: _____

| | Pre-Test Date & Score | Post-Test Date & Score | Additional Testing Date & Score (if needed) | Notes |
|--------|-----------------------|------------------------|---|-------|
| Unit 1 | | | | |
| Unit 2 | | | | |
| Unit 3 | | | | |
| Unit 4 | | | | |
| Unit 5 | | | | |
| Unit 6 | | | | |
| Unit 7 | | | | |
| Unit 8 | | | | |
| Unit 9 | | | | |

Whole Class Weekly Lesson Plan

Week of: _____

| | Level 1 Students | Level 1.5 Students | Level 2 Students | Level 3 Students |
|-----------|------------------|--------------------|------------------|------------------|
| Monday | | | | |
| Tuesday | | | | |
| Wednesday | | | | |
| Thursday | | | | |
| Friday | | | | |

Anchor Chart - Unit 1

Sight Words

one but words sun rock
had not all moon boat
by what bush lake fruit

Phonics

sound out and spell CVC words



c a t



d i g



b e d

Book Skill

answer who, what, and where questions about a book you read



who?



what?



where?

Level 2

word flashcards:

one

RC Level 2 Unit 1

not

RC Level 2 Unit 1

had

RC Level 2 Unit 1

what

RC Level 2 Unit 1

by

RC Level 2 Unit 1

words

RC Level 2 Unit 1

but

RC Level 2 Unit 1

all

RC Level 2 Unit 1

word flashcards:

bush

RC Level 2 Unit 1

rock

RC Level 2 Unit 1

sun

RC Level 2 Unit 1

boat

RC Level 2 Unit 1

moon

RC Level 2 Unit 1

fruit

RC Level 2 Unit 1

lake

RC Level 2 Unit 1

1. Read the sight words:

| | | | | |
|-----|------|-------|------|-------|
| one | but | words | sun | rock |
| had | not | all | moon | boat |
| by | what | bush | lake | fruit |

Tally correct and incorrect. Correct: _____ Incorrect: _____

2. Read the CVC words:

| | | | | |
|-----|-----|-----|-----|-----|
| pig | men | wig | leg | gum |
| car | pin | bat | cab | pot |
| hat | bed | net | hen | pan |

Tally correct and incorrect. Correct: _____ Incorrect: _____

3. Write the CVC words:

| | | | |
|---|-------|---|-------|
|  | _____ |  | _____ |
|  | _____ |  | _____ |
|  | _____ |  | _____ |
|  | _____ |  | _____ |
|  | _____ |  | _____ |

4. Read the passages and answer the questions:

 The boy was at the game. The ball is for the game. That is the ball. The ball is at the game.

What is the ball for? _____

Where is the boy? _____

Who is at the game? _____

 The fruit was in the bowl on the table. The boy had one apple and one orange. He had water in his cup.

Who had the apple? _____

What was in the bowl? _____

What fruit did the boy eat? _____

Unit I Rubric & Grading Instructions

Name: _____ Date: _____ (circle one) Pre-test Post-test

| | correct | incorrect | total possible |
|---|---------|-----------|----------------|
| 1. Read the sight words. Point to each sight word and tell the student "read this". Tally correct and incorrect for each word. Count how many words are read correctly and incorrectly. | | | 15 |
| 2. Read the CVC words. Point to each sight word and tell the student "read this". Tally correct and incorrect for each word. Count how many words are read correctly and incorrectly. | | | 15 |
| 3. Write the CVC words. Count each picture as correct or incorrect. Only count as correct if the word is spelled correctly with no additional letters. Count a blank answer or any version of incorrect spelling as incorrect. | | | 10 |
| 4. Read a text and answer comprehension questions. Have the student read the passage independently. Do not provide help. Count the answers to each question as correct or incorrect. To be counted as correct, only the correct answer may be on the line. | | | 6 |
| 5. Book skill: select a book at the recommended reading level or the reading level for the student based on a reading leveling assessment. Use the same level book for the pre-test and the post-test. Have the student read the book independently. Do not provide error correction or prompting. Ask the student 5 who, what, or where questions based on the content of the book. Track how many are correct or incorrect. Only count as correct if only the correct answer is given within 5 seconds of the question. | | | 5 |
| Reading Level: _____ | | | |

Analyzing the Errors:
 The pre-test is used as a baseline to see where the student is starting out before any instruction is given. Errors on the pre-test will be addressed through the unit activities. Errors on the post-test indicate that additional instruction or practice is needed. Every student learns at different rates! Here is where this student needs more work:

| | | |
|---------------|-----------------|---|
| total correct | total incorrect | * total correct divided by total possible times 100 |
| 51 | percentage * | |

| Error Numbers | Needs Practice on.... | Suggested Activities |
|----------------------|---|--|
| many errors on 1 | still needs work on the current set of sight words | practice with flashcards, have the student write the words each day, add words to fluency instruction |
| many errors on 2 & 3 | still needs work on reading and spelling CVC words | practice with flashcards of words, practice filling in missing letters, create a work task activity of matching words to pictures or writing words with a dry erase marker, look at where commonly made errors are occurring, review letter sounds |
| many errors on 4 & 5 | still needs work on reading a book and answering who, what, and where questions in a leveled text | review reading fluency errors, do repeated reading with the same text, review previously mastered sight words, work on who/what/where questions in isolation |

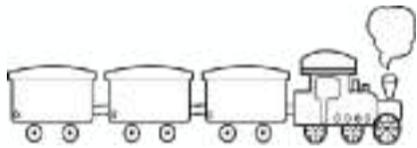
Read the sentences then circle the word **not**:

- He is not at the lake.
- This bowl is not for fruit.
- I was not with the dog.
- The boy is not by the bus.
- The fish is not in the lake.
- This is not cereal or milk.

Write two sentences with the word **not**:

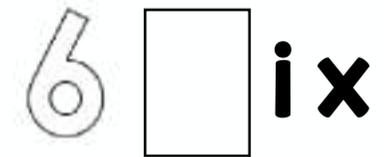
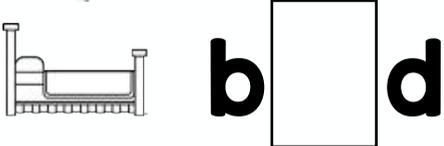
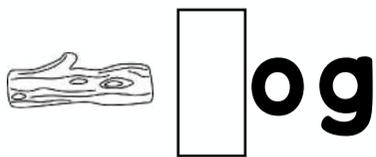
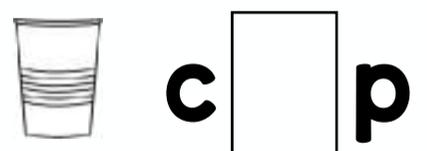
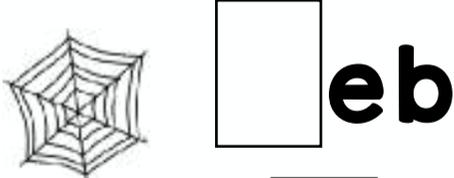
Read the passage and answer the questions:

The man is on the train. He is with the woman and the baby. The baby had on a hat.



- Who is with the man? _____
- Where is with the man? _____
- What does the baby have on? _____
- Who is on the train? _____

Fill in the missing letters for each word:



book skills data:

skill: _____

correct _____ # incorrect _____

sight word data:

read or find (circle one)

correct _____ # incorrect _____

Circle the word that fits each sentence:

Match the word to pictures:

1. They **(one, had, all)** a lot to do.
2. **(What, All, By)** of the plates are ready.
3. The **(sun, bush, words)** is green.
4. I do **(by, had, not)** like bread.
5. I go **(but, by, what)** bus.

bat



cat



rat



hat



Circle the correct word for each picture:



pen
pin
pan



hen
ham
hom



cab
cap
cam



hin
hem
hen

Read the passage and answer the questions:



The boy was at the game. The ball is for the game. That is the ball. The ball is at the game.

What is the ball for? _____

Where is the boy? _____

Where is the ball? _____

Who is at the game? _____

book skills data:

skill: _____

correct _____ # incorrect _____

sight word data:

read or find (circle one)

correct _____ # incorrect _____

Circle the word that is spelled correctly for each picture:

| | | |
|---|------|-------|
|  | boat | boate |
| | boot | boatt |

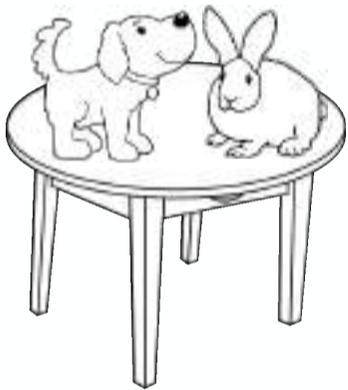
| | | |
|---|-----|-------|
|  | sun | scune |
| | cun | sune |

| | | |
|---|-------|------|
|  | moone | moan |
| | mon | moon |

| | | |
|---|-------|-------|
|  | roke | rock |
| | rocke | rouck |

Read the passage and answer the questions:

| | |
|---|--|
|  | I have a dog and a rabbit. They are on the table. The cat is on the chair. |
|---|--|



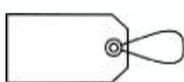
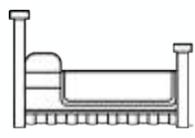
Where is the cat? _____

Who has a dog and a rabbit? _____

Where are the dog and rabbit? _____

What is the cat doing? _____

Finish spelling the CVC words:

| | | | | | |
|---|----------|---|----------|---|----------|
|  | ba _____ |  | fo _____ |  | bu _____ |
|  | po _____ |  | ta _____ |  | gu _____ |
|  | be _____ |  | cu _____ |  | mo _____ |

book skills data:

skill: _____

correct _____ # incorrect _____

sight word data:

read or find (circle one)

correct _____ # incorrect _____

Read the passage and answer the questions:

The trousers are by the chair. The trousers are for the boy. The trousers are not for the baby. All of the shoes are by the table.



Where are the trousers? _____

Who are the trousers for? _____

Where are the shoes? _____

Circle the correct word:

| | | |
|---|--|---|
|  |  |  |
| pin pen pan | jep jat jet | tan ten tin |

Fill in the sentences with the words from the word bank:

Write your sight words:

| | |
|--------------|------------|
| but | had |
| not | all |
| words | |

- I _____ a hat on.
- This is _____ what I want.
- He ate _____ of the pizza.
- Write down the _____ on the paper.
- I like apples _____ not grapes.

Blank area for writing sight words.

book skills data:
 skill: _____
 # correct _____ # incorrect _____

sight word data: _____ read or find (circle one)
 # correct _____ # incorrect _____

Read the passage and answer the questions:

The fruit was in the bowl on the table. The boy had one apple and one orange. He had water in his cup.



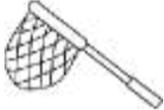
Who had water? _____

What was in the cup? _____

What was in the bowl? _____

What fruit did he eat? _____

Colour the words that have an **A** red and the words that have an **E** blue:

| | | |
|---|--|---|
|  |  |  |
|  |  |  |

Read the sentences then circle the word **by**:

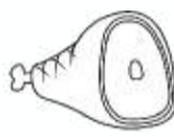
- They are by the truck.
- The man was by the ball.
- The rabbit is by the bush.
- I go to school by bus.
- **The shoes are by the trousers**
- **He ran by the girl**

Write two sentences with the word **by**:

book skills data:
 skill: _____
 # correct _____ # incorrect _____

sight word data: _____ read or find (circle one)
 # correct _____ # incorrect _____

Write the first letter for each word:

| | | | | | |
|---|----------|---|----------|---|----------|
|  | _____ ag |  | _____ ab |  | _____ ad |
|  | _____ ad |  | _____ et |  | _____ ig |
|  | _____ am |  | _____ ug |  | _____ en |

Read the passage and answer the questions:

The girl was in the lake. The rock was by the lake. The fish are in the lake. The boat was in the lake. The bird was not in the lake.

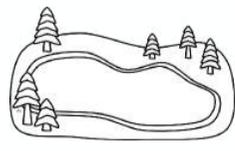


- Who was in the lake? _____
- Where was the boat? _____
- What was not in the lake? _____
- What was by the lake? _____

Circle the word that is spelled correctly for each picture:

| | | |
|---|-------|-------|
|  | buch | boush |
| | bushe | bush |

| | | |
|---|--------|-------|
|  | fruite | fruit |
| | fuit | frut |

| | | |
|---|------|-------|
|  | lack | laake |
| | lake | lak |

| | | |
|---|-------|------|
|  | boate | boot |
| | broat | boat |

book skills data:
 skill: _____
 # correct _____ # incorrect _____

sight word data: _____ read or find (circle one)
 # correct _____ # incorrect _____

Read the passage and answer the questions:

I had a fork and a spoon. He has a cup and a bowl. The fruit is on the plate.



Where is the fruit? _____

What do you have? _____

What does he have? _____

Who has the bowl? _____

Circle the correct word then write it:

| | | |
|---|------------------------|--|
|  | fen fan fon can | <div style="border: 1px solid black; height: 40px; margin: 0 auto;"></div> |
|  | bat bag bet bit | <div style="border: 1px solid black; height: 40px; margin: 0 auto;"></div> |
|  | pat pit lot pot | <div style="border: 1px solid black; height: 40px; margin: 0 auto;"></div> |

Circle the word that fits each sentence:

1. I wish I **(had, but, by)** more milk.
2. **(Not, What, Had)** are the fish doing?
3. The **(sun, all, lake)** is deep.
4. I was out **(words, not, all)** day.
5. He spells the **(sun, words, what)**.

Match the word to pictures:

| | |
|------------|---|
| map |  |
| nap |  |
| cap |  |
| cab |  |

book skills data:

skill: _____

correct _____ # incorrect _____

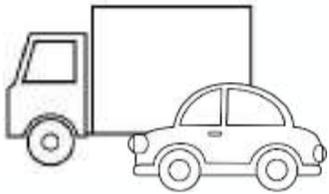
sight word data:

read or find (circle one)

correct _____ # incorrect _____

Read the passage and answer the questions:

The truck is by the car. The girl and the boy are in the car. The truck is for the man.



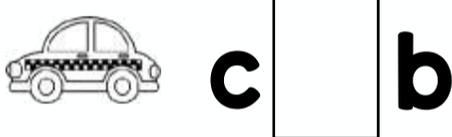
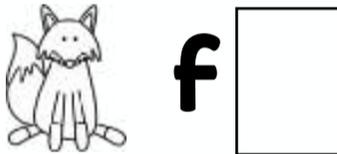
Where is the boy? _____

Who is in the car? _____

Where is the car? _____

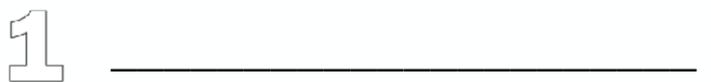
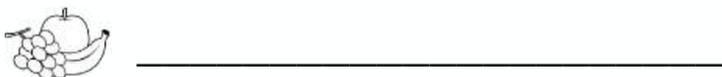
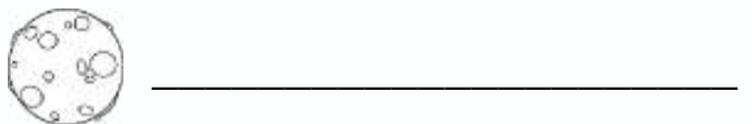
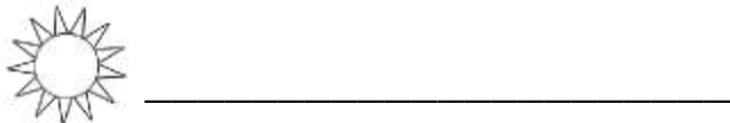
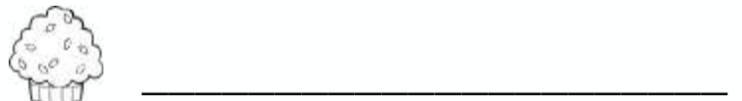
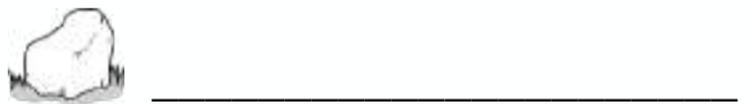
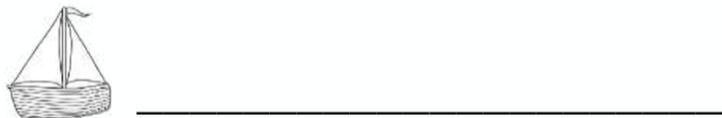
What is the girl doing? _____

Fill in the missing letters for each word:



Write the word for each picture using the word bank:

bush sun rock one
boat moon fruit lake



book skills data:

skill: _____

correct _____ # incorrect _____

sight word data:

read or find (circle one)

correct _____ # incorrect _____

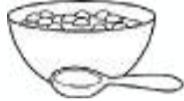
Fill in the sentences with the words from the word bank:

Read the passage and answer the questions:

one **what**
lake **moon**
by

1. I want _____ apple.
2. They see the _____ in the sky.
3. _____ do you want?
4. The dog is _____ the cat.
5. They swim in the _____ .

This cereal had milk. The milk was by the bowl. But the milk was for the girl.



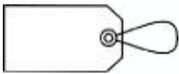
Who was the milk for?

Where was the milk?

What do you use milk with?

Match the word to the picture then write the word:

Write 6 of your sight words:

| | | |
|---|------------|----------------------|
|  | gum | <input type="text"/> |
|  | leg | <input type="text"/> |
|  | tag | <input type="text"/> |
|  | net | <input type="text"/> |
|  | wig | <input type="text"/> |
|  | bug | <input type="text"/> |

book skills data:

skill: _____

correct _____ # incorrect _____

sight word data:

read or find (circle one)

correct _____ # incorrect _____

Find the words in the word search:

Match the word to pictures:

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| <p>not had all one what</p> | <table style="width: 100%; text-align: center;"> <tr><td>f</td><td>h</td><td>i</td><td>u</td><td>o</td></tr> <tr><td>w</td><td>a</td><td>l</td><td>l</td><td>p</td></tr> <tr><td>f</td><td>d</td><td>h</td><td>s</td><td>n</td></tr> <tr><td>a</td><td>d</td><td>e</td><td>l</td><td>o</td></tr> <tr><td>y</td><td>o</td><td>n</td><td>e</td><td>t</td></tr> <tr><td>w</td><td>h</td><td>a</td><td>t</td><td>k</td></tr> </table> | f | h | i | u | o | w | a | l | l | p | f | d | h | s | n | a | d | e | l | o | y | o | n | e | t | w | h | a | t | k |
| f | h | i | u | o | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| w | a | l | l | p | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f | d | h | s | n | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a | d | e | l | o | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| y | o | n | e | t | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| w | h | a | t | k | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | |
|------------|---|
| can |  |
| van |  |
| sad |  |
| mad |  |
| pad |  |

Read the passage and answer the questions:

The plate is on the desk. The man put the plate on the desk. The banana was on the plate.



Where is the plate? _____

What was on the plate? _____

Who put the plate on the desk? _____

Circle the correct word for each picture:



nug
mug
hug



wug
wag
wig



pug
bug
bup



peg
pj
pig

book skills data:
skill: _____
correct _____ # incorrect _____

sight word data: _____ read or find (circle one)
correct _____ # incorrect _____

Write a sentence with each of the words:

all

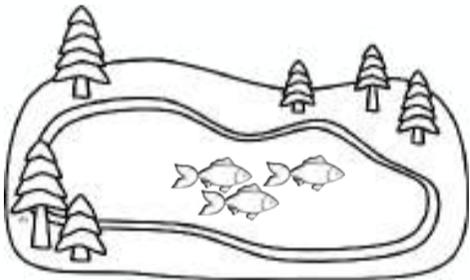
sun

what

not

Read the passage and answer the questions:

All of the water is in the lake. The fish are in the lake. The bush and rock are by the lake. But the the truck is not by the lake.



What is in the lake? _____

Where is the water? _____

Where is the rock? _____

What are the fish doing? _____

Fill in the letters to spell each picture:



| | | |
|--|--|--|
| | | |
|--|--|--|



| | | |
|--|--|--|
| | | |
|--|--|--|



| | | |
|--|--|--|
| | | |
|--|--|--|



| | | |
|--|--|--|
| | | |
|--|--|--|

book skills data:

skill: _____

correct _____ # incorrect _____

sight word data:

read or find (circle one)

correct _____ # incorrect _____

Read the sentences then circle the word **had**:

- I had a ball for the game.
- The girl had the toy.
- They had a boat for the lake.
- The girl had the dress.
- The woman had a dog.
- I had a good time.

Write two sentences with the word **had**:

Read the passage and answer the questions:

The shirt and the trousers are on the boy and the dress is on the girl.
They are in the car with the baby.



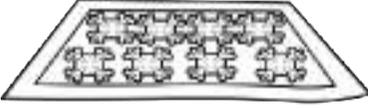
Who has on a shirt? _____

Who has on a dress? _____

Where are the boy and the girl? _____

What is the baby doing? _____

Colour the words that have an **I** red and the words that have a **U** blue:

| | | |
|---|--|---|
|  |  |  |
|  |  |  |

book skills data:
 skill: _____
 # correct _____ # incorrect _____

sight word data: _____ read or find (circle one)
 # correct _____ # incorrect _____

Fill in the first and last sound for each word:

| | | |
|--|--|--|
|  _____ a _____ |  _____ a _____ |  _____ a _____ |
|  _____ a _____ |  _____ a _____ |  _____ a _____ |
|  _____ a _____ |  _____ a _____ |  _____ a _____ |
|  _____ a _____ |  _____ a _____ |  _____ a _____ |

Find the words in the word search:

by
but
words
sun
boat

| | | | | |
|---|---|---|---|---|
| e | b | o | a | t |
| r | b | y | w | o |
| e | u | a | s | g |
| t | t | k | u | p |
| n | j | l | n | h |
| w | o | r | d | s |

Read the passage and answer the questions:



The baby is with the woman on the plane.
The plane is by the sun.

Who is with the baby?

Where is the baby?

Where is the plane?

book skills data:
skill: _____
correct _____ # incorrect _____

sight word data: _____ read or find (circle one)
correct _____ # incorrect _____

Fill in the sentences with the words from the word bank:

Read the passage and answer the questions:

by **not** **boat** **had**
fruit **sun** **what**

1. He does _____ like cereal.
2. I _____ one toy.
3. _____ colour are the shoes?
4. The _____ is yellow.
5. I put milk _____ the bowl.
6. The _____ is in the lake.
7. He has _____ on his plate.

The rabbit was by the bush but the dog was not. The dog is in the lake and the boat in the water.



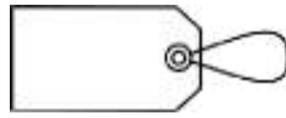
- Where is the dog?

- Where is the boat?

- Who is by the bush?

- What is the in the lake?

Colour the words that have an **a** red and the words that have an **o** blue:

| | | | |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

book skills data:
 skill: _____
 # correct _____ # incorrect _____

sight word data: read or find (circle one)
 # correct _____ # incorrect _____

Read the passage and answer the questions:

The boy had the fruit in a bowl. The girl and the boy had one apple and grapes but not bananas. The bananas are for the baby.



What does the baby get to eat? _____

Who had the fruit in the bowl? _____

Where are the fruit? _____

What is not in the bowl? _____

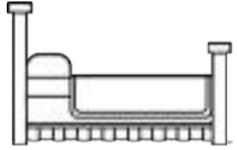
Fill in the letters to spell each picture:



| | | |
|--|--|--|
| | | |
|--|--|--|



| | | |
|--|--|--|
| | | |
|--|--|--|



| | | |
|--|--|--|
| | | |
|--|--|--|



| | | |
|--|--|--|
| | | |
|--|--|--|

Write a sentence with each of the words:

had

one

fruit

by

book skills data:

skill: _____

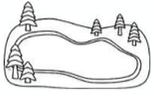
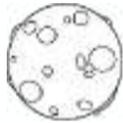
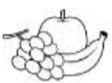
correct _____ # incorrect _____

sight word data:

read or find (circle one)

correct _____ # incorrect _____

Write the word for each picture:

| | | | |
|---|-------|---|-------|
|  | _____ |  | _____ |
|  | _____ |  | _____ |
|  | _____ |  | _____ |
|  | _____ | 1 | _____ |

Read the passage and answer the questions:

The dress was for the girl. The girl had on the dress and the shoes. The girl was by the boat.



Where was the girl? _____

Who was the dress for? _____

Who had on shoes? _____

What was for the girl? _____

Circle the correct word then write it:

| | | |
|---|------------------------|----------------------|
|  | cab cap can map | <input type="text"/> |
|  | wig pin pim pig | <input type="text"/> |
|  | pag pen pam pan | <input type="text"/> |

book skills data:

skill: _____

correct _____ # incorrect _____

sight word data:

read or find (circle one)

correct _____ # incorrect _____

Write a sentence with each of the words:

| | |
|--------------|-------|
| but | _____ |
| rock | _____ |
| words | _____ |
| boat | _____ |

Read the passage and answer the questions:

The bread is for the rabbit and the water is for the dog. The water is in a bowl by the rock for the dog.

Where is the water? _____

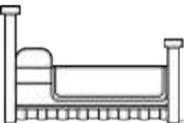
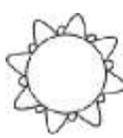


Who is the bread for? _____

Who is the water for? _____

What is in the bowl? _____

Fill in the first and last sound for each word:

| | | |
|--|--|--|
|  _____ o _____ |  _____ e _____ |  _____ e _____ |
|  _____ i _____ |  _____ u _____ |  _____ a _____ |
|  _____ e _____ |  _____ u _____ |  _____ a _____ |

book skills data:
 skill: _____
 # correct _____ # incorrect _____

sight word data: _____ read or find (circle one)
 # correct _____ # incorrect _____

Write each CVC word:

















Read the passage and answer the questions:

They are all in the boat.
The boat is on the lake.
The water is not by the rocks. But the birds are on the rocks.



Where are the birds?

What is on the rocks?

Where is the boat?

What is in the lake?

Fill in the sentences with the words from the word bank:

fruit

not

all

had

by

bush

word

rock

1. There is a _____ in the yard.
2. The bird sits on a _____.
3. _____ of the dogs are barking.
4. The girl _____ one fork.
5. The baby is _____ here.
6. They like _____.
7. He writes the _____.
8. The house is _____ the school.

book skills data:

skill: _____

correct _____ # incorrect _____

sight word data:

read or find (circle one)

correct _____ # incorrect _____

Write each CVC word:

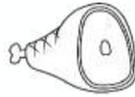








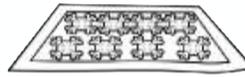












Find the words in the word search:

not
what
one
but
by
sun
all
rock

| | | | | |
|---|---|---|---|---|
| e | r | u | u | o |
| y | w | h | a | t |
| n | o | t | o | u |
| z | n | u | y | p |
| s | e | a | k | b |
| u | f | l | e | y |
| n | d | l | w | m |
| r | o | c | k | a |
| f | g | w | j | g |
| d | e | b | u | t |

Read the passage and answer the questions:

The baby had on shoes. The shoes are from the boy. His shoes are by the desk.



Who had on shoes?

Where are the boys shoes?

Who gave the baby the shoes?

book skills data:

skill: _____

correct _____ # incorrect _____

sight word data:

read or find (circle one)

correct _____ # incorrect _____

Write a sentence with each of the words:

moon _____

had _____

all _____

lake _____

Read the passage and answer the questions:

The girl had that ball at the game. The girl was with the boy. His ball was not at the game. The game was by the lake.

Where was the game? _____



What are the boy and girl doing? _____

Who had a ball for the game? _____

Where was the boy's ball? _____

Write each CVC word:













book skills data:

skill: _____

correct _____ # incorrect _____

sight word data:

read or find (circle one)

correct _____ # incorrect _____

1. Read the sight words:

| | | | | |
|-----|------|-------|------|-------|
| one | but | words | sun | rock |
| had | not | all | moon | boat |
| by | what | bush | lake | fruit |

Tally correct and incorrect. Correct: _____ Incorrect: _____

2. Read the CVC words:

| | | | | |
|-----|-----|-----|-----|-----|
| pig | men | wig | leg | gum |
| car | pin | bat | cab | pot |
| hat | bed | net | hen | pan |

Tally correct and incorrect. Correct: _____ Incorrect: _____

3. Write the CVC words:

| | | | |
|---|-------|---|-------|
|  | _____ |  | _____ |
|  | _____ |  | _____ |
|  | _____ |  | _____ |
|  | _____ |  | _____ |
|  | _____ |  | _____ |

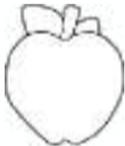
4. Read the passages and answer the questions:

 The boy was at the game. The ball is for the game. That is the ball.
The ball is at the game.

What is the ball for? _____

Where is the boy? _____

Who is at the game? _____

 The fruit was in the bowl on the table. The boy had one apple and one orange. He had water in his cup.

Who had the apple? _____

What was in the bowl? _____

What fruit did the boy eat? _____

Unit I Rubric & Grading Instructions

Name: _____ Date: _____ (circle one) Pre-test Post-test

| | correct | incorrect | total possible |
|---|---------|-----------|----------------|
| 1. Read the sight words. Point to each sight word and tell the student "read this". Tally correct and incorrect for each word. Count how many words are read correctly and incorrectly. | | | 15 |
| 2. Read the CVC words. Point to each sight word and tell the student "read this". Tally correct and incorrect for each word. Count how many words are read correctly and incorrectly. | | | 15 |
| 3. Write the CVC words. Count each picture as correct or incorrect. Only count as correct if the word is spelled correctly with no additional letters. Count a blank answer or any version of incorrect spelling as incorrect. | | | 10 |
| 4. Read a text and answer comprehension questions. Have the student read the passage independently. Do not provide help. Count the answers to each question as correct or incorrect. To be counted as correct, only the correct answer may be on the line. | | | 6 |
| 5. Book skill: select a book at the recommended reading level or the reading level for the student based on a reading leveling assessment. Use the same level book for the pre-test and the post-test. Have the student read the book independently. Do not provide error correction or prompting. Ask the student 5 who, what, or where questions based on the content of the book. Track how many are correct or incorrect. Only count as correct if only the correct answer is given within 5 seconds of the question. | | | 5 |
| Reading Level: _____ | | | |

Analyzing the Errors:
 The pre-test is used as a baseline to see where the student is starting out before any instruction is given. Errors on the pre-test will be addressed through the unit activities. Errors on the post-test indicate that additional instruction or practice is needed. Every student learns at different rates! Here is where this student needs more work:

| | | |
|----------------|-----------------|---|
| total correct | total incorrect | * total correct divided by total possible times 100 |
| total possible | percentage * | |
| 51 | | |

| Error Numbers | Needs Practice on.... | Suggested Activities |
|----------------------|---|--|
| many errors on 1 | still needs work on the current set of sight words | practice with flashcards, have the student write the words each day, add words to fluency instruction |
| many errors on 2 & 3 | still needs work on reading and spelling CVC words | practice with flashcards of words, practice filling in missing letters, create a work task activity of matching words to pictures or writing words with a dry erase marker, look at where commonly made errors are occurring, review letter sounds |
| many errors on 4 & 5 | still needs work on reading a book and answering who, what, and where questions in a leveled text | review reading fluency errors, do repeated reading with the same text, review previously mastered sight words, work on who/what/where questions in isolation |

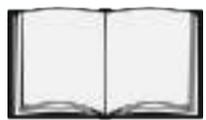
Anchor Chart - Unit 2

Sight Words

were can there each tree
when said use flower rain
your we an grass dirt

Phonics common reversals:

b



book

p



pig

d



dog

Book Skill connect to background knowledge



How is this story
like your life?

How is this story like
something you know about?

This reminds me of...

I saw this at...

I remember when ...

Level 2

word flashcards:

were

RC Level 2 Unit 2

said

RC Level 2 Unit 2

when

RC Level 2 Unit 2

we

RC Level 2 Unit 2

your

RC Level 2 Unit 2

there

RC Level 2 Unit 2

can

RC Level 2 Unit 2

use

RC Level 2 Unit 2

word flashcards:

an

RC Level 2 Unit 2

tree

RC Level 2 Unit 2

each

RC Level 2 Unit 2

rain

RC Level 2 Unit 2

flower

RC Level 2 Unit 2

dirt

RC Level 2 Unit 2

grass

RC Level 2 Unit 2

1. Read the sight words:

| | | | | |
|------|------|-------|--------|------|
| were | can | there | each | tree |
| when | said | use | flower | rain |
| your | we | an | grass | dirt |

Tally correct and incorrect. Correct: _____ Incorrect: _____

2. Read the p, d, g words:

| | | | | |
|-----|-----|------|-------|-----|
| pig | dig | mud | pack | bat |
| bow | cab | map | pizza | pat |
| bed | cup | road | baby | dot |

Tally correct and incorrect. Correct: _____ Incorrect: _____

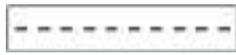
Unit 2

Pre-test - Page 2

Name: _____

Date: _____

3. Fill in p, b, or d for each word:

| | |
|---|--|
|  m u <input type="text"/> |  r o a <input type="text"/> |
|  <input type="text"/> e d |  <input type="text"/> u g |
|  <input type="text"/> i g |  c a <input type="text"/> |
|  <input type="text"/> i g |  <input type="text"/> i z z a |
|  s a <input type="text"/> |  <input type="text"/> e n |

4. Read the passages and answer the questions:



He did not get in the car. His dad was in the car. He was mad at his dad. His dad said to get in.

Have you ever been mad at your dad or mum? _____

Where is the dad? _____

Who is he mad at? _____



The mum said the baby had a nap. But the baby did not nap in the bed. The baby had a nap on top of the grass.

Where did the baby nap? _____

Who said the baby napped? _____

Have you ever seen a little baby? _____

Unit 2 Rubric & Grading Instructions

Name: _____ Date: _____ (circle one) Pre-test Post-test

| | correct | incorrect | total possible |
|---|---------|-----------|----------------|
| 1. Read the sight words. Point to each sight word and tell the student "read this". Tally correct and incorrect for each word. Count how many words are read correctly and incorrectly. | | | 15 |
| 2. Read the p, b, or d words. Point to each sight word and tell the student "read this". Tally correct and incorrect for each word. Count as correct if the student reads the p, b, or d correctly. If the student makes a mistake on another part of the word (ie. says dop for dot) count as correct. Only track correct reading of the p, b, and d sound. | | | 15 |
| 3. Fill in with p, b, or d. Count each box as correct or incorrect. Only count as correct if only the correct letter is in the box. | | | 10 |
| 4. Read a text and answer comprehension questions. Have the student read the passage independently. Do not provide help. Count the answers to each question as correct or incorrect. To be counted as correct, only the correct answer may be on the line. | | | 6 |
| 5. Book skill: select a book at the recommended reading level or the reading level for the student based on a reading level assessment. Use the same level book for the pre-test and the post-test. Have the student read the book independently. Do not provide error correction or prompting. Ask the student 3 connection to background knowledge questions (such as "Can you tell me about a time you went on a school bus like the character?") Track how many correct or incorrect. Only count as correct if only the correct answer is given within 5 seconds of the question. Also ask the student 3 who, what, or where questions based on the content of the book. Track how many are correct or incorrect. Only count as correct if only the correct answer is given within 5 seconds of the question. Collect the total correct/incorrect out of the 6 total questions. | | | 6 |
| Reading Level: _____ | | | |

Analyzing the Errors:
 The pre-test is used as a baseline to see where the student is starting out before any instruction is given. Errors on the pre-test will be addressed through the unit activities. Errors on the post-test indicate that additional instruction or practice is needed. Every student learns at different rates! Here is where this student needs more work:

| | | |
|----------------|-----------------|---|
| total correct | total incorrect | * total correct divided by total possible times 100 |
| total possible | percentage * | |
| 52 | | |

| Error Numbers | Needs Practice on.... | Suggested Activities |
|----------------------|--|--|
| many errors on 1 | still needs work on the current set of sight words | practice with flashcards, have the student write the words each day, add words to fluency instruction |
| many errors on 2 & 3 | still needs work on reading and spelling common reversal p, d, or b words | practice with flashcards of words, practice filling in missing letters, create a work task activity of filling in missing letters with a dry erase marker, look at where commonly made errors are occurring, review letter sounds |
| many errors on 4 & 5 | still needs work on reading a book and making connections and answering comprehension questions about the book | review reading fluency errors, do repeated reading with the same text, review previously mastered sight words, practice making background connections throughout the day away from a text, work on who/what/where questions in isolation |

Circle the word that is spelled correctly for each picture:



tre tee
tree treee



raen ran
raine rain



fower flower
flowur flowir



gras gress
grass grasse

Follow the directions:

Colour the letters **p** blue, the letters **b** yellow, and the letters **d** purple:

| | | | | |
|---|---|---|---|---|
| b | p | b | p | p |
| b | p | b | d | d |
| b | d | b | b | p |
| d | p | p | p | d |
| d | d | b | p | b |
| p | d | b | d | p |

Read the passage and answer the questions:



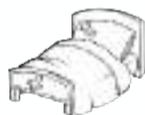
The girl said the flowers were by the lake. The flowers were not by the lake. The flowers were by the tree.

Where were the flowers?

Have you ever been to a lake?

When have you seen flowers ?

Write each CVC word:









book skills data:

skill: _____ book level: _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Fill in p, b, or d for each word:

| | |
|--|-----------------------------------|
|  | mu <input type="text"/> |
|  | l a m <input type="text"/> |
|  | <input type="text"/> i g |
|  | <input type="text"/> a c k |

Find the words in the word search:

| | | | | | |
|--------------|----------|----------|----------|----------|----------|
| there | g | t | a | w | e |
| use | w | h | s | t | y |
| we | i | e | u | s | e |
| can | o | r | c | a | n |
| said | p | e | q | g | i |
| | s | a | i | d | u |

Read the passage and answer the questions:

| | |
|---|--|
|  | Your dog is in the sun. I am not in the sun. I am in the car. It is the boy's car. |
|---|--|

Do you have a dog? _____

Where is the dog? _____

Whose car is it? _____

Write a sentence with each of the words:

| | |
|------------|-------|
| all | _____ |
| not | _____ |

book skills data:

skill: _____ book level: _____

correct _____ # incorrect _____

sight word data:

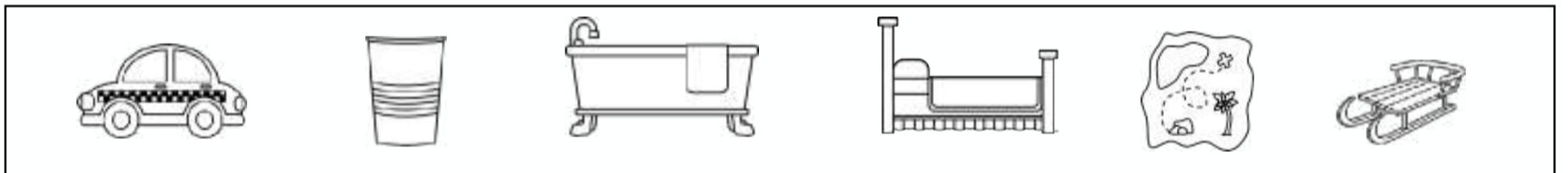
correct _____ # incorrect _____

Read the sentences then circle the word **were**:

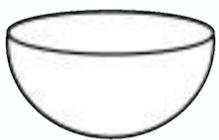
- We were running quickly.
- The dogs were gone.
- There were two cakes.
- Were you here yesterday?
- I wish they were here now.
- The kids were pretty happy.

Write two sentences with the word **were**:

Circle the pictures that end in **d**:



Read the passage and answer the questions:



We can use the bowl. We put fruit in it. Kim said to use the bowl.
 There are apples, bananas, and grapes. The bowl is big for it all.

When have you eaten apples? _____

Where did they put the fruit? _____

Who said to use the bowl? _____

Do you like to eat fruit? _____

What fruit do they have? _____

book skills data:

skill: _____ book level: _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Fill in the sentences with the words from the word bank:

your each when

1. Does _____ dog like bones?
2. I gave one to _____ kid.
3. _____ is it time for recess?

Write a word that starts with **p**:

Write a word that starts with **b**:

an can were

1. I want _____ apple for lunch.
2. He _____ jump high.
3. They _____ late.

Write a word that starts with **d**:

Read the passage and answer the questions:

The dog can beg for water. There is water in the bowl. The bowl is big.
The dog can sit by the bowl of water.



What is the dog doing? _____

Where is the dog sitting? _____

How do you drink water? _____

Have you ever given water to a dog? _____

Where is the water? _____

book skills data:

skill: _____ book level: _____

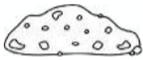
correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Match the word to the picture:

Circle the correct spelling of each word:

| | |
|---|---------------|
|  | grass |
|  | dirt |
|  | tree |
|  | rain |
|  | flower |

| | | |
|---|--------------|--------------|
|  | mud | mub |
|  | roab | road |
|  | cab | cap |
|  | dizza | pizza |

Write your sight words:

Read the passage and answer the questions:

| | |
|---|---|
|  | He did not get in the car. His dad was in the car. He was mad at his dad. His dad said to get in. |
|---|---|

Have you ever been mad at your dad or mum? _____

Where is the dad? _____

Who is not in the car? _____

Who is he mad at? _____

| |
|-----------------------------------|
| book skills data: |
| skill: _____ book level: _____ |
| # correct _____ # incorrect _____ |

| |
|-----------------------------------|
| sight word data: |
| # correct _____ # incorrect _____ |

Write a sentence with each of the words:

moon _____

had _____

Read the passage and answer the questions:



The fat cat naps in the sun. The cat is hot. He gets milk. The cat is not hot.

What do you do when you feel hot? _____

Have you ever taken a nap? _____

Where did the cat nap? _____

What did the cat drink? _____

Write the word for each picture using the word bank:

flower

rain

tree

rock

sun

moon

grass

lake

















book skills data:

skill: _____ book level: _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Read the passage and answer the questions:



Tim sat on the mat. He was sad. It is not fun to be sad. Tim was sad his shoes were wet. His shoes were wet from the lake.

Have your shoes ever gotten wet? _____

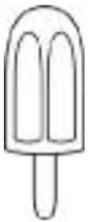
Who was sad? _____

What got his shoes wet? _____

Circle the correct spelling of each word:



baby **daby**



popsicle **dopsicle**



mab **mad**



pog **dog**

Circle the word that fits each sentence:

1. They **(one, had, all)** a lot to do.
2. **(What, All, By)** of the plates are here.
3. The **(sun, bush, words)** is green.
4. I do **(by, had, not)** like bread.
5. I go **(but, by, what)** bus.

Read the sentences then circle the word **said**:

- She said goodbye.
- He said it twice.
- What he said was true.
- My mum said it to the girls.
- I should not have said that.
- He said nothing about it.

book skills data:

skill: _____ book level: _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Fill in the sentences with the words from the word bank:

| | | |
|-------------|--------------|---------------|
| said | there | flower |
| we | use | |

- mum _____ to come home.
- The _____ is pretty.
- _____ love to eat pizza.
- I will _____ the big bowl.
- He is sitting over _____.

Fill in p, b, or d for each word:

| | | |
|---|----------------------|----------------------|
|  | sa | <input type="text"/> |
|  | <input type="text"/> | ug |
|  | <input type="text"/> | owl |
|  | <input type="text"/> | ad |

Read the passage and answer the questions:

| | |
|---|---|
|  | The kid hid from his mum. The mum was by the bed. The kid was in the big bag. The mum did not win. The mum did not get the kid. |
|---|---|

- Have you ever play hide and seek? _____
- Where did the kid hide? _____
- Did the mum find the kid? _____

Circle the correct word then write it:

| | | |
|---|------------------------|----------------------|
|  | fen fan fon can | <input type="text"/> |
|  | bat bag bet bit | <input type="text"/> |

book skills data:
 skill: _____ book level: _____
 # correct _____ # incorrect _____

sight word data:
 # correct _____ # incorrect _____

Circle the correct word for each picture and then write the word:

| | | |
|---|----------------------|--|
|  | den, ben, pen | |
|  | big, pig, dig | |
|  | deb, ped, bed | |

Read the passage and answer the questions:

Dan can use the spoon for his cereal. The cereal is on top of the milk. Dan had one bowl of cereal.



What kind of cereal do you like to eat? _____

What is on top of the milk? _____

What did Dan use to eat the cereal? _____

What were the cereal and milk in? _____

What other things do you use a spoon for? _____

Circle the word that is spelled correctly for each picture:



| | |
|-------|--------|
| raine | rained |
| rain | raan |



| | |
|-------|-------|
| dirtt | diurt |
| durt | dirt |



| | |
|--------|---------|
| flower | flowir |
| fower | flowere |



| | |
|------|-------|
| tree | tee |
| trea | treeu |

book skills data:
 skill: _____ book level: _____
 # correct _____ # incorrect _____

sight word data:
 # correct _____ # incorrect _____

Write a sentence with each of the words:

when _____

your _____

each _____

an _____

Read the passage and answer the questions:

He put dirt in the pot. He put the flower in the pot. He put water in the pot. The flower is set.



Have you ever planted anything? _____

What did he put after the dirt? _____

Where did he put the flower? _____

Fill in the missing letters for each word:

w e r

c a

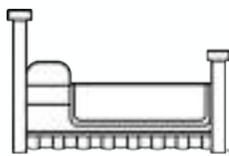
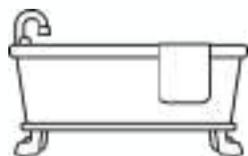
u e

a i d

t h r e

y u r

Circle the pictures that end in **b:**



book skills data:

skill: _____ book level: _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Read the sentences then circle the word **can**:

- He can come with.
- We can go there now.
- The baby can crawl.
- My dog can stay in the house.
- Can I help you?
- My friend can sleep here.

Write two sentences with the word **can**:

Write a word that starts with **p**:

Write a word that starts with **b**:

Write a word that starts with **d**:

Read the passage and answer the questions:



Tom said the rain is wet. The water is on his shirt and trousers. Tom is all wet. The water was on each of the kids.

Have you ever gotten all wet?

What got Tom wet?

Where was the water on?

book skills data:

skill: _____ book level: _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

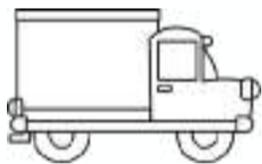
Follow the directions:

Colour the letters **p** pink, the letters **b** purple, and the letters **d** blue:

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| p | d | d | d | p | p | d | p |
| d | p | b | p | b | b | d | d |
| b | b | d | b | p | d | p | b |

Read the passage and answer the questions:

Pat ran to the truck. The truck was big. He sat in the big truck. His dad got in the truck. They can fit in the truck. The truck is big.



Who is in the truck? _____

What is the truck like? _____

Where is Pat's dad? _____

Have you ever been in a big truck? _____

Draw a picture of each word:

tree

grass

flower

book skills data:

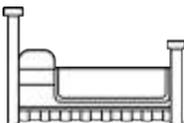
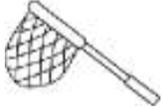
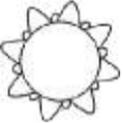
skill: _____ book level: _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Fill in the first and last sound for each word:

| | | |
|--|--|--|
|  _____ o _____ |  _____ e _____ |  _____ e _____ |
|  _____ i _____ |  _____ u _____ |  _____ a _____ |
|  _____ e _____ |  _____ u _____ |  _____ a _____ |

Read the passage and answer the questions:



Not all of the kids got on the bus. Sam got in the big car. Ben ran to the red truck.

Who got in the car? _____

Where was Ben? _____

Do you ever take the bus? _____

Do you ever ride in a car? _____

Write a sentence with each of the words:

can _____

said _____

we _____

use _____

book skills data:

skill: _____ book level: _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Write a sentence about the picture using the word:

dirt



rain



Circle the correct word for each picture and then write the word:

| | | |
|--|--------------------------------|--|
| | <p>crad, crab, crap</p> | |
| | <p>bow, dow, pow</p> | |
| | <p>bog, dog, pog</p> | |

Read the passage and answer the questions:



Jed had not yet fed his pet. His pet is a bird. He got the bowl and the water. He put the water in the bowl. He put the bowl by the bird.

Who fed the bird? _____

What did he feed the bird? _____

Do you have any pets? _____

Have you ever fed a pet? _____

book skills data:

skill: _____ book level: _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Follow the directions:

Colour the letters **p** red, the letters **b** green, and the letters **d** orange:

| | | | | |
|---|---|---|---|---|
| b | p | d | d | b |
| d | b | b | d | p |
| b | b | p | d | d |
| b | d | d | b | p |
| b | b | d | d | b |
| b | b | d | p | p |
| p | p | d | b | d |

Read the passage and answer the questions:



The girl sat at the desk. The boy got a pen for the girl. The girl can use the pen on the pad. The girl did it.

Do you ever use a pen to write?

Who sat at the desk?

What did the boy get for the girl?

Read the sentences then circle the word **there**:

- My new friend lives there.
- My school is over there.
- Is there enough time?
- There is a page missing.
- My backpack is there.
- Tom will go there tomorrow.

Write two sentences with the word **there**:

book skills data:

skill: _____ book level: _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Write a sentence with the the word:

we _____

Read the passage and answer the questions:

His hat is red but your hat is not. His hat is on the table. Your hat is on your bed. When you get your hat, put it on.



What colour is his hat? _____

Do you have any hats at home? _____

Where is your hat? _____

Find the words in the word search:

| | | | | | |
|--|---|---|---|---|---|
| <p>rain</p> <p>an</p> <p>were</p> <p>your</p> <p>use</p> <p>said</p> <p>each</p> <p>tree</p> | f | s | h | a | n |
| | w | a | j | l | m |
| | e | i | k | u | r |
| | r | d | s | d | |
| | e | t | r | e | e |
| | e | a | c | h | w |
| | n | r | a | i | n |
| | r | t | p | z | q |
| | y | o | u | r | e |
| | u | s | i | a | b |

Fill in p, b, or d for each word:

| | | |
|--|----------------------|----------------------|
| | han | <input type="text"/> |
| | zi | <input type="text"/> |
| | <input type="text"/> | izza |
| | ca | <input type="text"/> |
| | cu | <input type="text"/> |
| | <input type="text"/> | all |

book skills data:

skill: _____ book level: _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Read the passage and answer the questions:

The mum said the baby had a nap. But the baby did not nap in the bed. The baby had a nap on top of the grass.



Where did the baby nap? _____

Who said the baby napped? _____

Have you ever seen a little baby? _____

Fill in the missing letters for each word:

| | | |
|----------------------------|--------------------------------|----------------------------|
| w <input type="text"/> e n | f l o w <input type="text"/> r | <input type="text"/> r e e |
| e a <input type="text"/> h | c <input type="text"/> n | s <input type="text"/> i d |

Fill in the sentences with the words from the word bank:

Write a word that starts with **p**:

Write a word that starts with **b**:

Write a word that starts with **d**:

| | | | |
|-------------|-------------|-------------|-----------|
| when | rain | your | we |
| an | were | dirt | |

- The _____ will not stop.
- The rug is full of _____.
- _____ is it time to leave?
- _____ saw a fat cat.
- She fell on _____ ice patch.
- That is _____ coat.
- They _____ in the car already.

book skills data:
 skill: _____ book level: _____
 # correct _____ # incorrect _____

sight word data:
 # correct _____ # incorrect _____

Write a sentence with each of the words:

were _____

dirt _____

Read the passage and answer the questions:

The dog can dig for dirt. The dog had fun in the pit of dirt. The cat was by the pit. The dog bit the cat. The cat is sad.

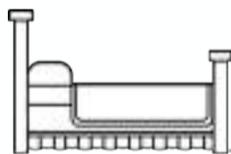


What did the dog do to the cat? _____

Where was the dog? _____

Have you ever seen a dog bite someone? _____

Circle the pictures that end in **p**:



Write a sentence about the picture using the word:

tree



flower



book skills data:

skill: _____ book level: _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Read the sentences then circle the word **use**:

- I use it a lot.
- My mum will use a pan.
- I use the skateboard.
- Will he use this spot?
- May I use this phone?
- He does not use that one.

Write two sentences with the word **use**:

Read the passage and answer the questions:



The rabbit is in the grass. The grass is wet. The rabbit is wet.
The grass was wet from the rain. The rabbit can hop by the sun.

What made the grass wet? _____

When have you seen a rabbit? _____

Where did the rabbit go after getting wet? _____

Fill in the letters to spell each picture:









book skills data:

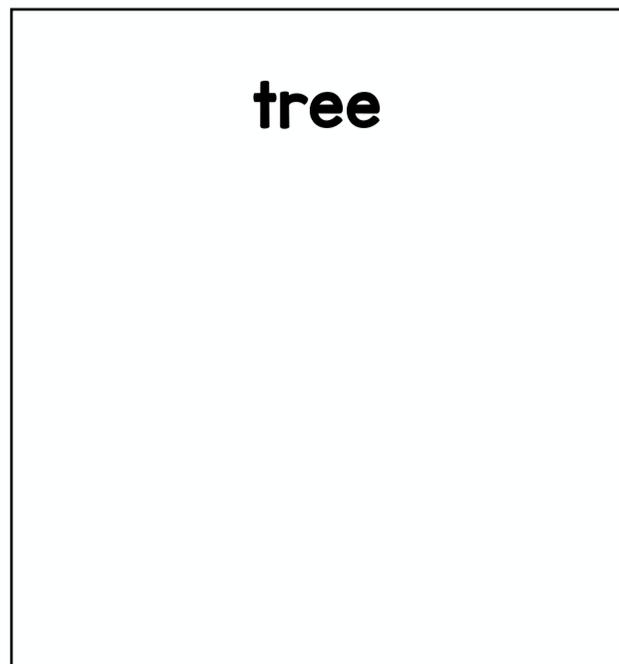
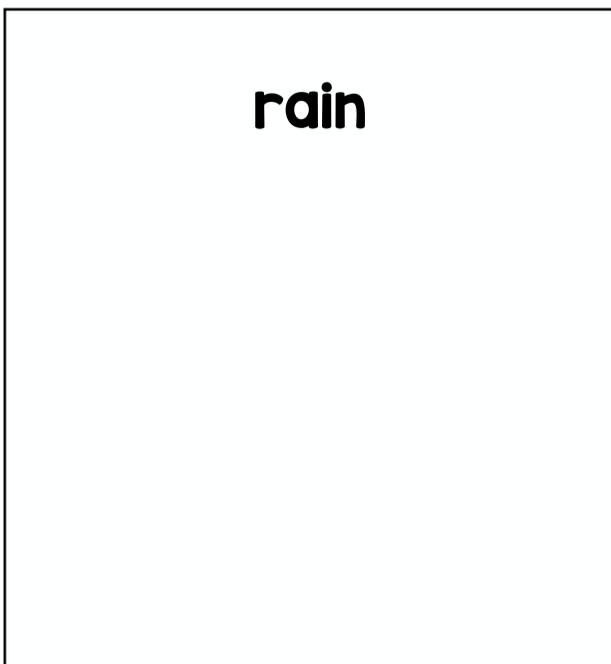
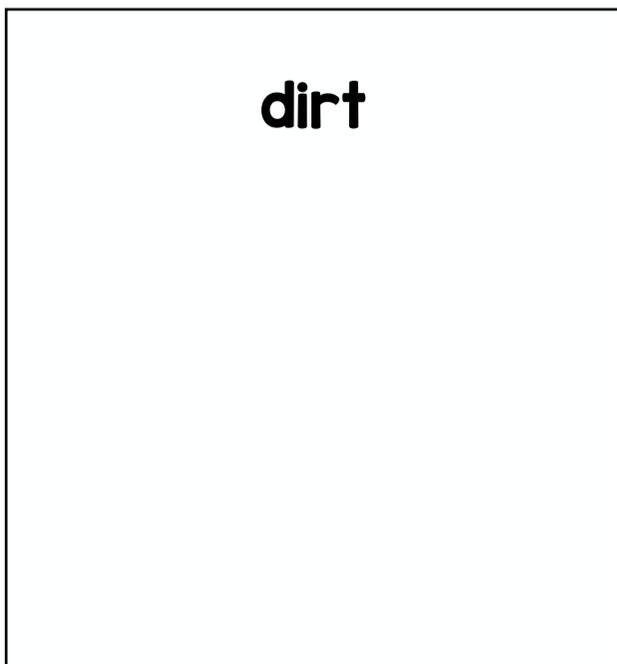
skill: _____ book level: _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Draw a picture of each word:



Circle the correct spelling of each word:



lid **lip**



crip **crib**



backpack **dackpack**



dow **bow**

Read the passage and answer the questions:

The woman and the man got on the plane. The plane was big. They each sat in the chairs. The man put his bag on his lap.



Have you ever been on a plane?

Where did the man put his bag?

Write a sentence with the the word:

use _____

book skills data:

skill: _____ book level: _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

1. Read the sight words:

| | | | | |
|------|------|-------|--------|------|
| were | can | there | each | tree |
| when | said | use | flower | rain |
| your | we | an | grass | dirt |

Tally correct and incorrect. Correct: _____ Incorrect: _____

2. Read the p, d, g words:

| | | | | |
|-----|-----|------|-------|-----|
| pig | dig | mud | pack | bat |
| bow | cab | map | pizza | pat |
| bed | cup | road | baby | dot |

Tally correct and incorrect. Correct: _____ Incorrect: _____

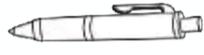
Unit 2

Post-test - Page 2

Name: _____

Date: _____

3. Fill in p, b, or d for each word:

| | |
|---|--|
|  m u <input type="text"/> |  r o a <input type="text"/> |
|  <input type="text"/> e d |  <input type="text"/> u g |
|  <input type="text"/> i g |  c a <input type="text"/> |
|  <input type="text"/> i g |  <input type="text"/> i z z a |
|  s a <input type="text"/> |  <input type="text"/> e n |

4. Read the passages and answer the questions:



He did not get in the car. His dad was in the car. He was mad at his dad. His dad said to get in.

Have you ever been mad at your dad or mum? _____

Where is the dad? _____

Who is he mad at? _____



The mum said the baby had a nap. But the baby did not nap in the bed. The baby had a nap on top of the grass.

Where did the baby nap? _____

Who said the baby napped? _____

Have you ever seen a little baby? _____

Unit 2 Rubric & Grading Instructions

Name: _____ Date: _____ (circle one) Pre-test Post-test

| | correct | incorrect | total possible |
|---|---------|-----------|----------------|
| 1. Read the sight words. Point to each sight word and tell the student "read this". Tally correct and incorrect for each word. Count how many words are read correctly and incorrectly. | | | 15 |
| 2. Read the p, b, or d words. Point to each sight word and tell the student "read this". Tally correct and incorrect for each word. Count as correct if the student reads the p, b, or d correctly. If the student makes a mistake on another part of the word (ie. says dop for dot) count as correct. Only track correct reading of the p, b, and d sound. | | | 15 |
| 3. Fill in with p, b, or d. Count each box as correct or incorrect. Only count as correct if only the correct letter is in the box. | | | 10 |
| 4. Read a text and answer comprehension questions. Have the student read the passage independently. Do not provide help. Count the answers to each question as correct or incorrect. To be counted as correct, only the correct answer may be on the line. | | | 6 |
| 5. Book skill: select a book at the recommended reading level or the reading level for the student based on a reading level assessment. Use the same level book for the pre-test and the post-test. Have the student read the book independently. Do not provide error correction or prompting. Ask the student 3 connection to background knowledge questions (such as "Can you tell me about a time you went on a school bus like the character?") Track how many are correct or incorrect. Only count as correct if only the correct answer is given within 5 seconds of the question. Also ask the student 3 who, what, or where questions based on the content of the book. Track how many are correct or incorrect. Only count as correct if only the correct answer is given within 5 seconds of the question. Collect the total correct/incorrect out of the 6 total questions. | | | 6 |
| Reading Level: _____ | | | |

Analyzing the Errors:
 The pre-test is used as a baseline to see where the student is starting out before any instruction is given. Errors on the pre-test will be addressed through the unit activities. Errors on the post-test indicate that additional instruction or practice is needed. Every student learns at different rates! Here is where this student needs more work:

| | | |
|----------------|-----------------|---|
| total correct | total incorrect | * total correct divided by total possible times 100 |
| total possible | percentage * | |
| 52 | | |

| Error Numbers | Needs Practice on.... | Suggested Activities |
|----------------------|--|--|
| many errors on 1 | still needs work on the current set of sight words | practice with flashcards, have the student write the words each day, add words to fluency instruction |
| many errors on 2 & 3 | still needs work on reading and spelling common reversal p, d, or b words | practice with flashcards of words, practice filling in missing letters, create a work task activity of filling in missing letters with a dry erase marker, look at where commonly made errors are occurring, review letter sounds |
| many errors on 4 & 5 | still needs work on reading a book and making connections and answering comprehension questions about the book | review reading fluency errors, do repeated reading with the same text, review previously mastered sight words, practice making background connections throughout the day away from a text, work on who/what/where questions in isolation |

Anchor Chart - Unit 3

Sight Words

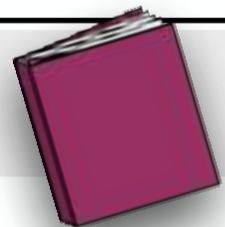
which how will about horse
she their up plant cow
do if other field pig

Phonics

word families: groups of words that have the same pattern of letters at the end

| -ay | -est | -ock | -ick | -ank | -eat |
|-------------------|----------------------|-----------------------|-----------------------|-----------------------|----------------------|
| way bay say | best nest rest | clock sock rock | sick pick chick | bank stank rank | meat neat heat |

Book Skill name character and setting



character: people or animals in the story



setting: where the story takes place



Level 2

word flashcards:

which

RC Level 2 Unit 3

their

RC Level 2 Unit 3

she

RC Level 2 Unit 3

if

RC Level 2 Unit 3

do

RC Level 2 Unit 3

will

RC Level 2 Unit 3

how

RC Level 2 Unit 3

up

RC Level 2 Unit 3

word flashcards:

other

RC Level 2 Unit 3

horse

RC Level 2 Unit 3

about

RC Level 2 Unit 3

cow

RC Level 2 Unit 3

plant

RC Level 2 Unit 3

pig

RC Level 2 Unit 3

field

RC Level 2 Unit 3

1. Read the sight words:

| | | | | |
|-------|-------|-------|-------|-------|
| which | how | will | about | horse |
| she | their | up | plant | cow |
| do | if | other | field | pig |

Tally correct and incorrect. Correct: _____ Incorrect: _____

2. Read the word family words:

| | | | | |
|-----|------|------|-----|-----|
| way | best | sock | pan | log |
| say | nest | rock | man | hog |
| day | rest | lock | van | fog |

Tally correct and incorrect. Correct: _____ Incorrect: _____

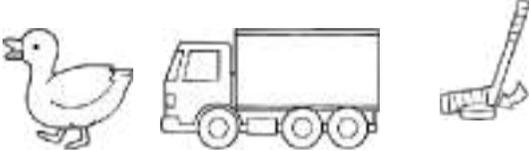
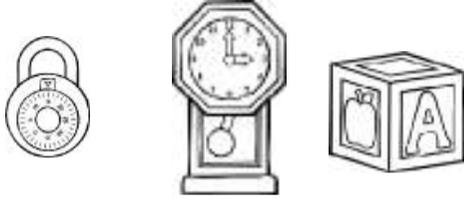
Unit 3

Pre-test - Page 2

Name: _____

Date: _____

3. Circle the word family for each set of pictures:

| | | |
|---|--|---|
|  ank ale ain |  ick uck unk |  ick ock op |
|  an ake ain |  ap op am |  ain ill in |

4. Read the passages and answer the questions:

The dog bit the cat in the field. The cat was mad. He had a cut but the cut was not bad. The man said to the dog to get in the pen. The dog was bad.

Who are the characters? _____



What is the setting? _____

What did the dog do? _____

Who told the dog to go in the pen? _____

We had all the fruit in the bag. Kim put in grapes. Sam put in bananas. I put in oranges. We will go up to the lake with the fruit.

Who put the bananas in the bag? _____



What is the setting? _____

Who are the characters? _____

Where did they put the fruit? _____

Unit 3 Rubric & Grading Instructions

Name: _____ Date: _____ (circle one) Pre-test Post-test

| | correct | incorrect | total possible |
|--|----------------|-----------------|---|
| 1. Read the sight words. Point to each sight word and tell the student "read this". Tally correct and incorrect for each word. Count how many words are read correctly and incorrectly. | | | 15 |
| 2. Read the word family words. Point to each sight word and tell the student "read this". Tally correct and incorrect for each word. | | | 15 |
| 3. Find the correct ending for the group of words. Count each set of pictures as one. Only count as correct if only the correct word family is selected | | | 6 |
| 4. Read a text and answer comprehension questions. Have the student read the passage independently. Do not provide help. Count the answers to each question as correct or incorrect. To be counted as correct, only the correct answer may be on the line. | | | 8 |
| 5. Book skill: select a book at the recommended reading level or the reading level for the student based on a reading level assessment. Use the same level book for the pre-test and the post-test. Have the student read the book independently. Do not provide error correction or prompting. Ask the student to name the character and setting for the book. Track how many are correct or incorrect. Only count as correct if only the correct answer is given within 5 seconds of the question. Also ask the student 3 who, what, or where questions based on the content of the book. Track how many are correct or incorrect. Only count as correct if only the correct answer is given within 5 seconds of the question. Collect the total correct/incorrect out of the 5 total questions. | | | 5 |
| Reading Level: _____ | | | |
| | total correct | total incorrect | |
| | total possible | percentage * | |
| | 49 | | * total correct divided by total possible times 100 |

Analyzing the Errors:

The pre-test is used as a baseline to see where the student is starting out before any instruction is given. Errors on the pre-test will be addressed through the unit activities. Errors on the post-test indicate that additional instruction or practice is needed. Every student learns at different rates! Here is where this student needs more work:

| Error Numbers | Needs Practice on.... | Suggested Activities |
|----------------------|---|---|
| many errors on 1 | still needs work on the current set of sight words | practice with flashcards, have the student write the words each day, add words to fluency instruction |
| many errors on 2 & 3 | still needs work on reading and spelling common word family sets of words | practice with flashcards of words, make word sorts with the different word families, utilize the Words Their Way word sorts, have student self-identify error, do a new word family each day or week to provide extra focus and practice |
| many errors on 4 & 5 | still needs work on reading a book and identifying the characters/setting and answering comprehension questions | review reading fluency errors, do repeated reading with the same text, review previously mastered sight words, sort character and setting examples, put a character/setting anchor chart near the reading area, work on who/what/where questions in isolation |

Read the sentences then circle the word **she**:

- She is running late.
- Who is she?
- She wants more pizza.
- But she is not ready.
- She was doing homework.
- Where is she going?

Write one sentence with the word **she**:

Read the passage and answer the questions:

The boys run in the field. Which one will win? Bob will win. Bob will run fast. Sam will not win. Bob will give him a hug. Bob and Sam have fun.

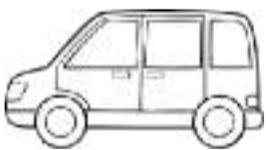


What is the setting? _____

Who are the characters? _____

Who wins the race? _____

Fill in the missing letter for each word:



_____ a n



_____ a n



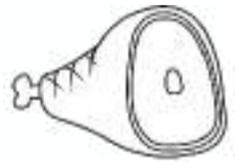
_____ a n



_____ a n



_____ a n



_____ a m

book skills data:

skill: _____
 # correct _____ # incorrect _____

book level: _____

comprehension questions:
 # correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Match the word to the picture:

| | |
|---|---------------|
|  | splash |
|  | crash |
|  | trash |
|  | cash |
|  | flash |

Read the passage and answer the questions:



Kim fed the horse and the cow by the trees. She fed the horse an apple. She fed the cow from a big bag. The horse and the cow will nap.

Who are the characters?

What did the horse eat?

Who ate from a big bag?

Write the first letter for each word:

| | | | | | |
|---|----------|---|----------|---|----------|
|  | _____ ag |  | _____ ab |  | _____ ad |
|  | _____ ad |  | _____ et |  | _____ ig |

Write the word for each picture:

 _____
 _____
 _____
 _____

Write a sentence with: **their**

book skills data:

skill: _____
 # correct _____ # incorrect _____

book level: _____

comprehension questions:
 # correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Write the word for each picture then write the words under the two word families:

| | |
|--|--|
|  _____  _____  _____  _____ |  _____  _____  _____  _____ |
|--|--|

- en

- an

Read the passage and answer the questions:

The pigs are in the pen by the field. The pen has mud and dirt in it. The pigs sit in the mud. The big fat pig naps. The other pigs run and have fun.



What is the setting? _____

What is in the pen? _____

Who is napping? _____

Fill in the missing letters for each word:

| | | |
|---|---|--|
| whic | t eir | s e |
| h w | a b ut | o her |

book skills data:

skill: _____

correct _____ # incorrect _____

book level: _____

comprehension questions:

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Read the passage and answer the questions:

Pat got his shoes and socks. He put on his socks. His socks were wet. They were wet from the water in the lake. He got other socks that were not wet.



What made his socks wet? _____

Who is the character? _____

What is the setting? _____

Circle the word that fits each sentence:

1. **(which, how, why)** are you feeling?
2. **(Her, She, I)** is going to school.
3. I am **(not, about, but)** five minutes away.
4. I like coffee **(of, if, up)** it is hot.
5. Go **(up, other, about)** the stairs.

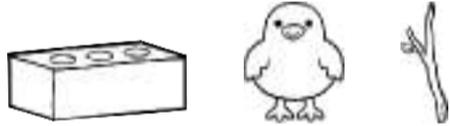
Fill in p, b, or d for each word:

 **han**

 **zi**

 **izza**

Circle the word family the group of pictures belongs to:

| | | |
|--|--|---|
|  <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 5px;"> unk ump en </div> |  <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 5px;"> ell eat est </div> |  <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 5px;"> ice ine ick </div> |
|  <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 5px;"> an ain all </div> |  <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 5px;"> at ot ore </div> |  <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 5px;"> ack ick ain </div> |

book skills data:

skill: _____
 # correct _____ # incorrect _____

book level: _____

comprehension questions:
 # correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Fill in the missing letter for each word:



| | | | |
|--|----------|----------|----------|
| | o | c | k |
|--|----------|----------|----------|



| | | | |
|--|----------|----------|----------|
| | o | c | k |
|--|----------|----------|----------|



| | | | | |
|--|--|----------|----------|----------|
| | | o | c | k |
|--|--|----------|----------|----------|

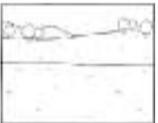
Circle the word that is spelled correctly for each picture:



cowe **cow**
cuw **couw**



pj **pigge**
puj **pig**



feild **field**
feld **fied**



horse **hors**
hourse **hurse**

Read the passage and answer the questions:



The girls were at the game. They were with their mum. They hit the ball with a bat. They got the ball from the field. They ran and ran. Their mum had fruit and water for the girls. The game was fun.

What was the setting? _____

Who were the characters? _____

What did the mum bring with? _____

What did the girls do in the game? _____

Where did they get the ball? _____

What did they hit the ball with? _____

| | |
|-----------------------------------|-----------------------------------|
| book skills data: | book level: _____ |
| skill: _____ | comprehension questions: |
| # correct _____ # incorrect _____ | # correct _____ # incorrect _____ |

| |
|-----------------------------------|
| sight word data: |
| # correct _____ # incorrect _____ |

Write a sentence with both words: **how** and **will**:

Read the sentences then circle the word **if**:

- I will only come if it is warm.
- I like cake if I have dessert.
- If I had money, I would buy it.
- Do you mind if I sit?
- If you want to go, come with.
- I'm ready if you are.

Write two sentences with the word **if**:

Match the word to the picture:

| | |
|--|--------------|
|  | sing |
|  | swing |
|  | king |
|  | wing |
|  | sling |

Read the passage and answer the questions:



Tim and Tom can use their sled. The sled is big and red. They hop on and sit on the sled. The sled was fun but the sled hit a rock. The sled had a rip on the top.

Who are the characters?

What happened to the sled?

book skills data:

book level: _____

skill: _____

comprehension questions:

correct _____ # incorrect _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Write a sentence with each of the words:

which _____

she _____

up _____

Read the passage and answer the questions:

The man and the his kid got in the cab. The man said to the kid to sit.
When the kid sits and the cab will go.



What is the setting? _____

What will make the cab go? _____

Who are the characters? _____

What did the man say to the kid? _____

Fill in the sentences with the words from the word bank:

Write a word that starts with:

had

bad

dad

mad

sad

1. My _____ was ready to leave.

2. I was crying and felt _____ .

3. He _____ eaten it already.

4. She was _____ she lost the game.

5. The milk smelled _____ .

b

p

d

book skills data:

book level: _____

skill: _____

comprehension questions:

correct _____ # incorrect _____

correct _____ # incorrect _____

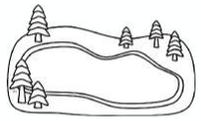
sight word data:

correct _____ # incorrect _____

Write the word for each picture:

Write a sentence with both words: **if** and **she**:

Read the passage and answer the questions:



Jim had a dip in the lake. Jim got all wet. His shirt was wet. Jim was sad about his wet shirt. Jim put his shirt on the rock to get rid of the water.

What was the setting? _____

What made Jim's shirt wet? _____

Who was the character? _____

Write as many words as you can for each word family:

-ack

- am

- ick

- ock

book skills data:

book level: _____

skill: _____

comprehension questions:

correct _____ # incorrect _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Read the passage and answer the questions:



Dan got a cut on his leg. His leg hit a big rock. It was bad. He got in bed. His mum put a wet rag on his cut.

What happened to the character? _____

Where did he go after he got a cut? _____

Who is the character? _____

What did his mum do? _____

What kind of rock was it? _____

Have you ever gotten hurt? _____

Has your mum or dad ever helped you feel better? _____

Write a sentence about the picture using the word:

field



horse



Fill in the missing letter for each word:



e n t



e n t



e n t

book skills data:

skill: _____
correct _____ # incorrect _____

book level: _____

comprehension questions:
correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Match the pictures to the words:

| | |
|---|-------------|
|  | tag |
|  | flag |
|  | bag |

| | |
|---|--------------|
|  | hide |
|  | ride |
|  | slide |

Draw a picture of each word:

field

horse

pig

Read the passage and answer the questions:

| | |
|---|---|
|  | We had all the fruit in the bag. The boy put in grapes. The girl put in bananas. I put in oranges. We will go to the lake with the fruit. |
|---|---|

Who are the characters? _____

What type of fruit do you like to eat? _____

Where are they going with the fruit? _____

Who put the grapes in the bag? _____

Who put the bananas in the bag? _____

Do you like bananas? _____

book skills data:

book level: _____

skill: _____

comprehension questions:

sight word data:

correct _____ # incorrect _____

correct _____ # incorrect _____

correct _____ # incorrect _____

Fill in two more words for each word family:

| |
|--------------|
| black |
| tack |
| Jack |
| _____ |
| _____ |

| |
|------------|
| bat |
| mat |
| pat |
| _____ |
| _____ |

| |
|--------------|
| bill |
| drill |
| grill |
| _____ |
| _____ |

Read the sentences then circle the word **their**:

- | | |
|---|--|
| <ul style="list-style-type: none"> • They did their best. • I like all of their pictures. • Is that their house? | <ul style="list-style-type: none"> • Their class is next. • My book is next to their backpacks. • Their shoes are by the door |
|---|--|

Write one sentence with the word **their**:

| |
|--|
| |
|--|

Read the passage and answer the questions:



Tim hid from Sam. Tim hid by the bush but Sam did not get him. Tim was up in the tree but Sam did not get him. Tim will win the game.

Who were the characters? _____

What is the setting? _____

Where did Tim hide? _____

Have you ever hid from your friends? _____

book skills data:

book level: _____

skill: _____

comprehension questions:

correct _____ # incorrect _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Fill in the sentences with the words from the word bank:

which do their
she if up

1. They _____ not know where it is.
2. I don't know _____ one is here.
3. _____ house is on the left.
4. _____ wants more candy.
5. _____ one is yours?
6. The bag is way _____ there.

Read the passage and answer the questions:

His dad was in the big truck.
Dad had put the bags in the truck. Each bag had bats and balls for the game. The bags were big.



Who was the character?

Where did he put the bags?

Write the word for each picture then write the words under the two word families:

















- op

- ug

book skills data:

book level: _____

skill: _____

comprehension questions:

correct _____ # incorrect _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Read the passage and answer the questions:

Kim put each flower in the dirt in the field. The flowers are red. She put water on the red flowers with a jug. The dirt was all wet. The dirt was mud. The flowers are in the sun. The flowers are all set.



What is the setting? _____

What did she put on the flowers? _____

Have you ever planted a flower? _____

Have you ever watered flowers? _____

What got the dirt wet? _____

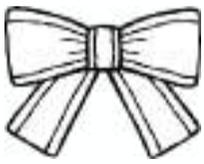
What colour were the flowers? _____

Write a sentence about flowers:

Fill in the missing letters for each word:

| | | |
|---------------------------|-----------------------------|------------------------------|
| plan <input type="text"/> | u <input type="text"/> | a <input type="text"/> out |
| <input type="text"/> ill | h o <input type="text"/> se | f <input type="text"/> e l d |

Fill in the missing letter for each word:



o w



o w

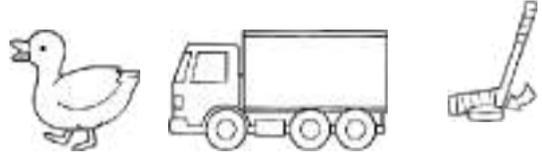
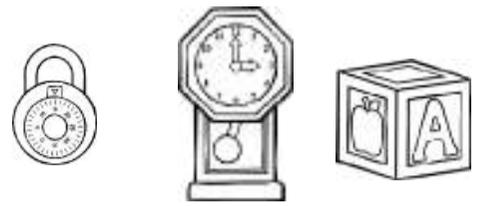


o w

| | |
|-----------------------------------|-----------------------------------|
| book skills data: | book level: _____ |
| skill: _____ | comprehension questions: |
| # correct _____ # incorrect _____ | # correct _____ # incorrect _____ |

| |
|-----------------------------------|
| sight word data: |
| # correct _____ # incorrect _____ |

Circle the word family the group of pictures belongs to:

| | | |
|---|--|--|
|  <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px;">ank</div> <div style="border: 1px solid black; padding: 5px;">ale</div> <div style="border: 1px solid black; padding: 5px;">ain</div> </div> |  <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px;">ick</div> <div style="border: 1px solid black; padding: 5px;">uck</div> <div style="border: 1px solid black; padding: 5px;">unk</div> </div> |  <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px;">ick</div> <div style="border: 1px solid black; padding: 5px;">ock</div> <div style="border: 1px solid black; padding: 5px;">op</div> </div> |
|  <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px;">an</div> <div style="border: 1px solid black; padding: 5px;">ake</div> <div style="border: 1px solid black; padding: 5px;">ain</div> </div> |  <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px;">ap</div> <div style="border: 1px solid black; padding: 5px;">op</div> <div style="border: 1px solid black; padding: 5px;">am</div> </div> |  <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px;">ain</div> <div style="border: 1px solid black; padding: 5px;">ill</div> <div style="border: 1px solid black; padding: 5px;">in</div> </div> |

Circle the word that fits each sentence:

1. **(So, For, If)** you are late, let me know.
2. **(Do, We, Which)** you want to come?
3. The book is **(up, other, about)** plants.
4. I saw **(the, their, other)** mum at the park.
5. The animals are in the **(field, plant, not)**.

Colour the words that have an **I** red and the words that have a **U** blue:

| | | |
|---|---|---|
|  |  |  |
|  |  |  |

Read the passage and answer the questions:

The dog will dig in the mud.
If the dog gets dirt in the car, the girl will be mad.



Who are the characters? _____

Have you ever gotten dirt inside? _____

What got the dog muddy? _____

book skills data:

skill: _____
correct _____ # incorrect _____

book level: _____

comprehension questions:
correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Fill in the sentences with the words from the word bank:

| | |
|--|--|
| <p>rock</p> <p>sock</p> <p>block</p> <p>clock</p> <p>lock</p> | <p>1. He put the _____ on top of the tower.</p> <p>2. I saw the _____ said it time to go.</p> <p>3. She put on her _____ and then the shoe.</p> <p>4. You turned the _____ to open the locker.</p> <p>5. The bird sat on the _____ near the water.</p> |
|--|--|

Read the passage and answer the questions:

The rabbit will hop in the field. The rabbit can get water in the lake. The rabbit hid from the dog by the rock. The dog did not get the rabbit.



What is the setting? _____

Who did the rabbit hide from? _____

Where can the rabbit get water? _____

Who are the characters? _____

Write a sentence about the picture using the word:

| |
|-------------------|
| <p>pig</p> |
|-------------------|

| |
|---------------------|
| <p>plant</p> |
|---------------------|

| | |
|-----------------------------------|-----------------------------------|
| book skills data: | book level: _____ |
| skill: _____ | comprehension questions: |
| # correct _____ # incorrect _____ | # correct _____ # incorrect _____ |

| |
|-----------------------------------|
| sight word data: |
| # correct _____ # incorrect _____ |

Draw a picture of each word:

cow

plant

horse

Read the passage and answer the questions:



Ben got in his bed. Ben was sad. He did not win the game. He will nap with his dog in bed and be sad.

What is the setting? _____

What made Ben feel sad? _____

What is he going to do? _____

What do you do when you feel sad? _____

Fill in two more words for each word family:

dip

flip

grip

block

dock

flock

day

clay

stay

book skills data:

book level: _____

skill: _____

comprehension questions:

correct _____ # incorrect _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Fill in the missing letter for each word:



| | | |
|--|----------|----------|
| | o | g |
|--|----------|----------|



| | | |
|--|----------|----------|
| | o | g |
|--|----------|----------|



| | | |
|--|----------|----------|
| | o | g |
|--|----------|----------|

Read the passage and answer the questions:

The dog bit the cat. The cat was mad. He had a cut but the cut was not bad. The man said to the dog to get in the pen. The dog was bad.

What happened to the cat? _____



Who are the characters? _____

What would you do if your dog bit a cat? _____

Where did the dog have to go? _____

Write a sentence about cats and dogs:

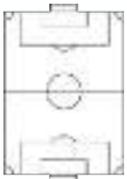
Circle the word that is spelled correctly for each picture:



| | |
|------|-----|
| cow | kow |
| coww | cow |



| | |
|-------|--------|
| plant | plante |
| pant | plantt |



| | |
|------|-------|
| feld | field |
| file | feild |



| | |
|------|-----|
| pig | peg |
| pigg | pij |

book skills data:

skill: _____
correct _____ # incorrect _____

book level: _____

comprehension questions:
correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Read the passage and answer the questions:



His mum got bread, milk, and cereal. She put it on the table. The kids sat on the chairs. They are all set.

Do you like cereal? _____

What is the setting? _____

What did his mum put on the table? _____

Read the sentences then circle the word **about**:

- It is about time for it.
- The book is about birds.
- She is all about going.
- He is about my age.
- They got up at about six.
- It is about to start.

Write two sentences with the word **about**:

Write as many words as you can for each word family:

-ump

- ar

- ay

- est

book skills data: book level: _____

| | |
|-----------------------------------|-----------------------------------|
| skill: _____ | comprehension questions: |
| # correct _____ # incorrect _____ | # correct _____ # incorrect _____ |

sight word data:

correct _____ # incorrect _____

Write as many words as you can for each word family:

-ake

- an

- ing

- ill

Fill in the sentences with the words from the word bank:

| | | | |
|--------------|--------------|--------------|------------|
| about | will | how | pig |
| horse | other | their | do |

1. Tell him what to _____.
2. The _____ is in the mud
3. _____ you go to the party?
4. _____ are you today?
5. The _____ is running.
6. There are _____ three bags full.
7. The _____ one is over there.
8. That is _____ dog.

Read the passage and answer the questions:

Pam put the plate on the desk. Bread was on the plate. Pam bit the bread. The bread was bad. She put the bread in the bin. Pam got cereal and milk.

Who is the character?

What did she bite into?

What happened with the bread?

Do you like bread?

| | |
|-----------------------------------|-----------------------------------|
| book skills data: | book level: _____ |
| skill: _____ | comprehension questions: |
| # correct _____ # incorrect _____ | # correct _____ # incorrect _____ |

| |
|-----------------------------------|
| sight word data: |
| # correct _____ # incorrect _____ |

Fill in two more words for each word family:

blow

row

tow

clump

plump

pump

bad

dad

glad

Read the passage and answer the questions:



Dan fed his pets. His pets are a dog and a cat. Each pet can have one can. Dan put the cans into a bowl. The dog and the cat were set.

What did Dan feed his pets? _____

Who were the characters? _____

What kind of pets does Dan have? _____

Do you have any pets? _____

Draw a picture of each word:

cow

field

pig

book skills data:

book level: _____

skill: _____

comprehension questions:

correct _____ # incorrect _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

1. Read the sight words:

| | | | | |
|-------|-------|-------|-------|-------|
| which | how | will | about | horse |
| she | their | up | plant | cow |
| do | if | other | field | pig |

Tally correct and incorrect. Correct: _____ Incorrect: _____

2. Read the word family words:

| | | | | |
|-----|------|------|-----|-----|
| way | best | sock | pan | log |
| say | nest | rock | man | hog |
| day | rest | lock | van | fog |

Tally correct and incorrect. Correct: _____ Incorrect: _____

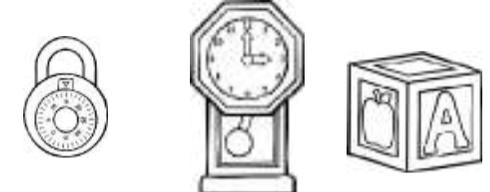
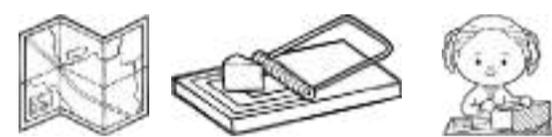
Unit 3

Post-test - Page 2

Name: _____

Date: _____

3. Circle the word family for each set of pictures:

| | | |
|---|--|---|
|  ank ale ain |  ick uck unk |  ick ock op |
|  an ake ain |  ap op am |  ain ill in |

4. Read the passages and answer the questions:

The dog bit the cat in the field. The cat was mad. He had a cut but the cut was not bad. The man said to the dog to get in the pen. The dog was bad.

Who are the characters? _____



What is the setting? _____

What did the dog do? _____

Who told the dog to go in the pen? _____

We had all the fruit in the bag. Kim put in grapes. Sam put in bananas. I put in oranges. We will go up to the lake with the fruit.

Who put the bananas in the bag? _____



What is the setting? _____

Who are the characters? _____

Where did they put the fruit? _____

Unit 3 Rubric & Grading Instructions

Name: _____ Date: _____ (circle one) Pre-test Post-test

| | correct | incorrect | total possible |
|--|----------------|-----------------|---|
| 1. Read the sight words. Point to each sight word and tell the student "read this". Tally correct and incorrect for each word. Count how many words are read correctly and incorrectly. | | | 15 |
| 2. Read the word family words. Point to each sight word and tell the student "read this". Tally correct and incorrect for each word. | | | 15 |
| 3. Find the correct ending for the group of words. Count each set of pictures as one. Only count as correct if only the correct word family is selected | | | 6 |
| 4. Read a text and answer comprehension questions. Have the student read the passage independently. Do not provide help. Count the answers to each question as correct or incorrect. To be counted as correct, only the correct answer may be on the line. | | | 8 |
| 5. Book skill: select a book at the recommended reading level or the reading level for the student based on a reading level assessment. Use the same level book for the pre-test and the post-test. Have the student read the book independently. Do not provide error correction or prompting. Ask the student to name the character and setting for the book. Track how many are correct or incorrect. Only count as correct if only the correct answer is given within 5 seconds of the question. Also ask the student 3 who, what, or where questions based on the content of the book. Track how many are correct or incorrect. Only count as correct if only the correct answer is given within 5 seconds of the question. Collect the total correct/incorrect out of the 5 total questions. | | | 5 |
| Reading Level: _____ | | | |
| | total correct | total incorrect | |
| | total possible | percentage * | |
| | 49 | | * total correct divided by total possible times 100 |

Analyzing the Errors:

The pre-test is used as a baseline to see where the student is starting out before any instruction is given. Errors on the pre-test will be addressed through the unit activities. Errors on the post-test indicate that additional instruction or practice is needed. Every student learns at different rates! Here is where this student needs more work:

| Error Numbers | Needs Practice on.... | Suggested Activities |
|----------------------|---|---|
| many errors on 1 | still needs work on the current set of sight words | practice with flashcards, have the student write the words each day, add words to fluency instruction |
| many errors on 2 & 3 | still needs work on reading and spelling common word family sets of words | practice with flashcards of words, make word sorts with the different word families, utilize the Words Their Way word sorts, have student self-identify error, do a new word family each day or week to provide extra focus and practice |
| many errors on 4 & 5 | still needs work on reading a book and identifying the characters/setting and answering comprehension questions | review reading fluency errors, do repeated reading with the same text, review previously mastered sight words, sort character and setting examples, put a character/setting anchor chart near the reading area, work on who/what/where questions in isolation |

Anchor Chart - Unit 4

Sight Words

out them some make police
many so would duck television
then her these chicken doctor

Phonics sound out and spell CVCE words

e at the end of a word is **silent** and makes
the **other vowel say its name**



robe



tube



slide

Book Skill identify problem and solution



problem: what goes
wrong



solution: how it is
fixed



Level 2

word flashcards:

out

RC Level 2 Unit 4

so

RC Level 2 Unit 4

many

RC Level 2 Unit 4

her

RC Level 2 Unit 4

then

RC Level 2 Unit 4

some

RC Level 2 Unit 4

them

RC Level 2 Unit 4

would

RC Level 2 Unit 4

word flashcards:

these

RC Level 2 Unit 4

police

RC Level 2 Unit 4

make

RC Level 2 Unit 4

television

RC Level 2 Unit 4

duck

RC Level 2 Unit 4

doctor

RC Level 2 Unit 4

chicken

RC Level 2 Unit 4

1. Read the sight words:

| | | | | |
|------|------|-------|---------|------------|
| out | them | some | make | police |
| many | so | would | duck | television |
| then | her | these | chicken | doctor |

Tally correct and incorrect. Correct: _____ Incorrect: _____

2. Read the word family words:

| | | | | |
|------|------|------|------|------|
| robe | cane | tube | bike | bake |
| like | cone | vine | hike | gate |
| kite | rake | cube | cake | home |

Tally correct and incorrect. Correct: _____ Incorrect: _____

Unit 4

Pre-test - Page 2

Name: _____

Date: _____

3. Write the CVCe words:

| | | | |
|---|-------|---|-------|
|  | _____ |  | _____ |
|  | _____ |  | _____ |
|  | _____ |  | _____ |
|  | _____ |  | _____ |
|  | _____ |  | _____ |

4. Read the passages and answer the questions:

Kate has some fruit for the kids. She gives them apples and grapes. One kid did not like fruit. So Kate gave him bread. The kids are all glad.



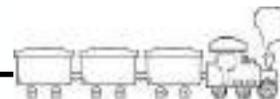
What problem did Kate have? _____

What was the solution? _____

What kind of fruit did she have? _____

What made the kids glad? _____

It is time for the train ride. The kids will go on the train with their dad. They are all set. But the train is late. When will the train come? Then they spot the train. The train is at the stop. The kids get on.



Who is going on the train? _____

Where are the kids going? _____

What is the problem with the train? _____

What is the solution? _____

Unit 4 Rubric & Grading Instructions

Name: _____ Date: _____ (circle one) Pre-test Post-test

| | correct | incorrect | total possible |
|---|----------------|-----------------|---|
| 1. Read the sight words. Point to each sight word and tell the student "read this". Tally correct and incorrect for each word. Count how many words are read correctly and incorrectly. | | | 15 |
| 2. Read the CVCe words. Point to each sight word and tell the student "read this". Tally correct and incorrect for each word. | | | 15 |
| 3. Write the word for each picture. Count as correct if the word is spelled correctly and no extra letters are written. | | | 10 |
| 4. Read a text and answer comprehension questions. Have the student read the passage independently. Do not provide help. Count the answers to each question as correct or incorrect. To be counted as correct, only the correct answer may be on the line. | | | 8 |
| 5. Book skill: select a book at the recommended reading level or the reading level for the student based on a reading level assessment. Use the same level book for the pre-test and the post-test. Have the student read the book independently. Do not provide error correction or prompting. Ask the student to name the problem and solution for the book. Track how many are correct or incorrect. Only count as correct if only the correct answer is given within 5 seconds of the question. Also ask the student 3 who, what, or where questions based on the content of the book. Track how many are correct or incorrect. Only count as correct if only the correct answer is given within 5 seconds of the question. Collect total correct/incorrect out of the 5 total questions. | | | 5 |
| Reading Level: _____ | | | |
| | total correct | total incorrect | |
| | total possible | percentage * | |
| | 53 | | * total correct divided by total possible times 100 |

Analyzing the Errors:

The pre-test is used as a baseline to see where the student is starting out before any instruction is given. Errors on the pre-test will be addressed through the unit activities. Errors on the post-test indicate that additional instruction or practice is needed. Every student learns at different rates! Here is where this student needs more work:

| Error Numbers | Needs Practice on.... | Suggested Activities |
|----------------------|---|--|
| many errors on 1 | still needs work on the current set of sight words | practice with flashcards, have the student write the words each day, add words to fluency instruction |
| many errors on 2 & 3 | still needs work on reading and spelling CVCe | practice with flashcards of words, make an anchor chart with silent e words, review letter sounds, sort short vowel vs long vowel words, use Words Their Way word sorts |
| many errors on 4 & 5 | still needs work on reading a book and identifying the problem/solution and answering comprehension questions | review reading fluency errors, do repeated reading with the same text, review previously mastered sight words, sort problem and solution examples, put a story element anchor chart near the reading area, work on who/what/where questions in isolation |

Circle the word that fits each sentence. Then rewrite the sentence:

1. **(Then, Them, The)** we went to the store for new shoes.

2. **(Which, Would, Were)** these trousers fit my little sister?

3. I have so **(make, many, some)** books in my room.

4. They will **(out, these, make)** cards for their mum.

Circle the correct word for each picture:

| | | | | | |
|---|-----------------------------------|---|-----------------------------------|---|-----------------------------------|
|  | <p>cake cak</p> |  | <p>cube cub</p> |  | <p>fir fire</p> |
|  | <p>pin pine</p> |  | <p>tap tape</p> |  | <p>cone con</p> |

Read the passage and answer the questions:

Jane ran to the big tree. Then her leg hit a rock. Her chin hit the dirt. She was full of mud. Her mum gave her some water. Her mum gave her a hug.



What was the problem Jane had?

How was the problem fixed?

What did her leg hit?

book skills data:

book level: _____

skill: _____
correct _____ # incorrect _____

comprehension questions:
correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Read the passage and answer the questions:



The kids are at home. They bake a cake for mum. The cake is so big. But mum is not home. mum is at the game. The kids would like to take one bite. But, they save the cake for mum. They do not take a bite.

What problem do the kids have? _____

What is the solution to the problem? _____

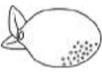
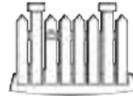
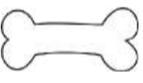
What is the setting? _____

Have you ever baked a cake? _____

Who are the characters? _____

What is the cake like? _____

Fill in the missing letters for each word:

| | | |
|---|---|---|
|  ___ i ___ e |  ___ a ___ e |  ___ o ___ e |
|  ___ o ___ e |  ___ i ___ e |  ___ i ___ e |
|  ___ a ___ e |  ___ u ___ e |  ___ a ___ e |

Circle the correct word for each picture and then write the word three times:

| | | | | |
|---|---------------------------------------|----------------------|----------------------|----------------------|
|  | chicen, chicken, chichen | <input type="text"/> | <input type="text"/> | <input type="text"/> |
|  | docter, docor, doctor | <input type="text"/> | <input type="text"/> | <input type="text"/> |
|  | television, teleson, televison | <input type="text"/> | <input type="text"/> | <input type="text"/> |

book skills data:

skill: _____
correct _____ # incorrect _____

book level: _____

comprehension questions:
correct _____ # incorrect _____

sight word data:

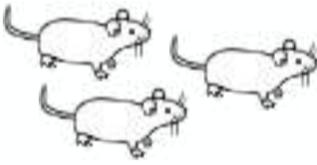
correct _____ # incorrect _____

Circle all of the silent e words:

| | | | | | | |
|------|------|------|------|------|------|-----|
| mine | lime | fade | dime | red | lane | rat |
| lake | dad | can | bad | cone | pine | pin |
| | | bake | fad | | | fin |

Write the words you found:

Read the passage and answer the questions:



The mice live in the field. They hide from the rabbit. The rabbit lives in the cave. The cave is by the field. The rabbit would bite the mice. The mice hide in their home.

What is the problem for the mice? _____

What is the setting? _____

Where do the mice live? _____

Circle the word that is spelled correctly for each picture:



polic police
 polick policce



doctr dotor
 docter doctor



chichen cicken
 chicken chickin



duck duch
 puck deck

book skills data:

book level: _____

skill: _____

comprehension questions:

correct _____ # incorrect _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Read the passage and answer the questions:

Jake and Tim are at the lake but they do not swim. They do not like to swim. They sit on the rocks. They ride their bikes. They do not get wet. Jake and Tim are fine if they do not swim.

What is the problem for Jake and Tim? _____



What is their solution? _____

What is the setting? _____

Have you ever swam in a lake? _____

Read each word and draw a picture of the word:

nine

cane

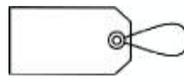
bike

tube

Fill in the missing letters for each word:

duc **p** **lice** **d** **ctor**
 hicken **d** **ck** **tele** **ision**

Finish spelling the CVC words:

| | | |
|---|---|---|
|  ba _____ |  fo _____ |  bu _____ |
|  po _____ |  ta _____ |  gu _____ |

book skills data:

book level: _____

skill: _____

comprehension questions:

correct _____ # incorrect _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Colour the pictures in the row that have that vowel sound:

| | | | | |
|----------|--|--|--|---|
| a |  |  |  |  |
| i |  |  |  |  |
| o |  |  |  |  |
| u |  |  |  |  |

Find the words in the word search:

| | | | | |
|-------------|---|---|---|---|
| out | o | u | t | g |
| her | s | o | s | h |
| then | r | h | o | j |
| some | s | e | m | o |
| many | f | r | e | p |
| | m | a | n | y |
| | t | h | e | n |

Read the sentences then circle the word **out**:

- Keep out.
- Let the dog out of the cage.
- We got out of class.
- I felt left out.
- My car is out there.
- We should head out.

Write one sentence with the word **out**:

Read the passage and answer the questions:

Kim rides her horse. They ride in the field. They will ride home. But then the horse stops. Kim gives the horse an apple. The horse bites apple. He likes it. They will ride more. Kim is glad.

What problem does Kim run into? _____

What is the solution? _____

Where are they riding? _____



book skills data:

skill: _____
correct _____ # incorrect _____

book level: _____

comprehension questions:
correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Read the passage and answer the questions:

Dave will hike to the rock. He will hike with his mum. I do not like to hike. I wave to Dave. His mum said to come with. I said no. Dave and his mum hike to the rock. I do not.



What is the problem? _____

What is the solution? _____

Who are the characters? _____

What is the setting? _____

Write a sentence about hiking:

Empty rectangular box for writing a sentence about hiking.

Fill in the letters to spell each picture:

| | | | |
|---|----------------------|---|----------------------|
|  | <input type="text"/> |  | <input type="text"/> |
|  | <input type="text"/> |  | <input type="text"/> |

Write your sight words:

Large empty rectangular box for writing sight words.

book skills data:

skill: _____
correct _____ # incorrect _____

book level: _____

comprehension questions:
correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Read the passage and answer the questions:

The girls race up the tree. Fran slips. She hits her nose on the tree. She is sad. The other girls give her a hug. Then Fran is fine.



What were the girls doing? _____

Have you ever climbed a tree? _____

What is the problem? _____

What is the solution? _____

When was the last time you got hurt? _____

Read each word and draw a picture of the word:

gate

kite

home

robe

Write a sentence with each of the words:

make _____

then _____

many _____

out _____

book skills data:

book level: _____

skill: _____
correct _____ # incorrect _____

comprehension questions:
correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Read the passage and answer the questions:

Dan and Brad are on the slide. The slide is huge. Dan would like to get off. Dan did not get off. Dan slides then Brad slides. The slide is fun.



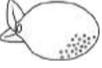
Who are the characters? _____

What happened to Dan on the slide? _____

What did Dan decide to do? _____

Do you like slides? _____

Fill in the missing letters for each word:

| | | |
|--|--|--|
|  n ___ ne |  r ___ be |  b ___ ke |
|  g ___ te |  t ___ be |  b ___ ne |
|  l ___ me |  t ___ pe |  c ___ ke |

Fill in the sentences with the words from the word bank:

| | |
|--|--|
| <p>out</p> <p>many</p> <p>these</p> <p>make</p> <p>them</p> | <p>1. We will _____ a cake for our dad.</p> <p>2. The dog jumped _____ of the car.</p> <p>3. _____ flowers are beautiful.</p> <p>4. You are friends with _____.</p> <p>5. Jack has _____ new things to tell you.</p> |
|--|--|

book skills data:

skill: _____
 # correct _____ # incorrect _____

book level: _____

comprehension questions:
 # correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Colour the letters **p** pink, the letters **b** purple, and the letters **d** blue:

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| p | d | d | d | p | p | d | p |
| d | p | b | p | b | b | d | d |

Read the passage and answer the questions:

The girl is at the doctor. She has a big cut on her leg. The cut is from a trip on the rock. The doctor is nice. He wipes the cut with water. Then the cut is fine.



What was the problem with the girl's leg? _____

How did she fix the problem? _____

What was the setting? _____

What was the doctor like? _____

Circle the correct word for each picture:

| | | | | | |
|---|---------------------------|---|---------------------------|---|---------------------------|
|  | wave wav |  | tube tub |  | rake rak |
|  | tire tir |  | ros rose |  | pol pole |

Read the sentences then circle the word **would**.

- We would never go there.
- I would not be able to go.
- Would this fit?
- Would everyone come with?
- My mum would rather come.
- Tim would not have time.

Write one sentence with the word **would**:

book skills data:

skill: _____
correct _____ # incorrect _____

book level: _____

comprehension questions:
correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Use the word bank to fill in the missing words:

vase hose bone cane lime nine

- The _____ is green and sour.
- He put flowers in the _____.
- My grandma will use a _____.
- Water comes through the _____.
- My dog eats a _____.
- I have _____ new books.

Read the passage and answer the questions:

The dog woke up mad. He did not have water. He did not have his bone. He sat on the mat by the table. Frank gave the dog some chicken. Then the dog was glad.

What did Frank feed his pet? _____



Who were the characters? _____

What kind of pet does Frank have? _____

Do you have any pets? _____

Write a sentence about dogs:

Draw a picture of each word:

duck

doctor

chicken

book skills data:

book level: _____

skill: _____

comprehension questions:

correct _____ # incorrect _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Write a sentence with each of the words:

them

some

so

would

Write 5 words with a silent e:

Read the passage and answer the questions:



Jake has a dog and a cat. His dog likes to bite the cat. The cat will hide or run out the gate. If the cat runs out, Jake shuts gate. Then the dog will not get out. The dog cannot bite the cat.

Who are the characters? _____

How does Jake fix the problem? _____

Do you have any pets? _____

Write a sentence about pets:

book skills data:

book level: _____

skill: _____

comprehension questions:

correct _____ # incorrect _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Read the passage and answer the questions:

The baby is cute. The baby is one. She naps in her bed. She gets fed by her dad. If the baby is sad, her mum gives her a hug.



What things does the baby do? _____

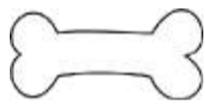
How does the mum make the baby feel better? _____

Have you ever held a baby? _____

What age is the baby? _____

Write a sentence about a baby:

Circle the correct word for each picture:

| | | | |
|--|--|--|--|
|  lime lim |  fane fan |  bon bone |  web webe |
|  lege leg |  nete net |  bik bike |  pot pote |

Fill in the missing letters for each word:

woul

 doct r

 t e s e

du k

 som

 th n

book skills data:

skill: _____
 # correct _____ # incorrect _____

book level: _____

comprehension questions:
 # correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Read the passage and answer the questions:

Kate has some fruit for the kids. She gives them apples and grapes. One kid did not like fruit. So Kate gave him bread. The kids are all glad.



What problem did Kate have?

What was Kate's solution to the problem?

What kind of fruit did she bring?

Read the sentences then circle the word **then**:

- See you then.
- Just then, we got in.
- I was not here then.
- We were younger then.
- Then, it was our turn.
- Will you be done by then?

Write two sentences with the word **then**:

Colour the pictures in the row that have that vowel sound:

| | | | | |
|---|---|---|---|--|
| u |  |  |  |  |
| a |  |  |  |  |
| o |  |  |  |  |
| i |  |  |  |  |

Write 5 words with a silent e:

book skills data:

skill: _____
correct _____ # incorrect _____

book level: _____

comprehension questions:
correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Fill in the letters to spell each picture:

| | | | |
|---|---|---|---|
|  | <input style="width: 100%; height: 100%;" type="text"/> |  | <input style="width: 100%; height: 100%;" type="text"/> |
|  | <input style="width: 100%; height: 100%;" type="text"/> |  | <input style="width: 100%; height: 100%;" type="text"/> |

Read the passage and answer the questions:

It is time for the game. Jim gets his shoes and his ball. He has to get his bat. His bat is not in the bin. His bat is not in the car. It is not in shed. What will Jim do? Then his dad gives him his bat. It was by the dog cage.



What problem did Jim have? _____

What was the solution? _____

What places did Jim look for the bat? _____

Where did his dad find the bat? _____

Have you ever lost something? _____

Write a sentence with each of the words:

her _____

these _____

duck _____

many _____

book skills data:

skill: _____

correct _____ # incorrect _____

book level: _____

comprehension questions:

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Draw a picture of each word:

policeman

television

doctor

Read the passage and answer the questions:



The kids are glad. It is time for the train ride. They are all set. But the train is late. When will the train come? Then they spot the train. The train is at the stop. The kids get on.

What problem did the kids have with the train? _____

Have you ever been on a train? _____

What made the kids glad? _____

Write a sentence about a train:

Circle the correct word for each picture:



vot
vote
voote



lake
lacke
lak



rac
racke
race



ride
rid
ridee



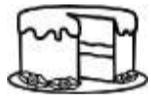
tire
tir
tiree

| | |
|-----------------------------------|-----------------------------------|
| book skills data: | book level: _____ |
| skill: _____ | comprehension questions: |
| # correct _____ # incorrect _____ | # correct _____ # incorrect _____ |

sight word data:

correct _____ # incorrect _____

Fill in the missing letters for each word:

| | | |
|--|---|---|
|  t ___ be |  k ___ te |  r ___ ke |
|  l ___ me |  n ___ se |  h ___ se |
|  b ___ ke |  d ___ me |  c ___ ke |

Fill in the sentences with the words from the word bank:

| | | | |
|-------------|-------------|--------------|-------------|
| them | he | would | then |
| so | some | these | make |

1. I will see you _____.
2. She is _____ mad at them.
3. _____ wants to come with us.
4. _____ you let me help?
5. I have _____ more left.
6. What did you _____?
7. I gave the bag to _____.
8. I think _____ cookies are good.

Read the passage and answer the questions:



Tom put the flowers in the vase. The flowers are for his mum. His mum will be glad. He sets the vase on the table. When will his mum be home?

Who are the characters?

Who are the flowers for?

Where did he put the flowers?

What is the setting?

book skills data:

book level: _____

skill: _____

comprehension questions:

correct _____ # incorrect _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Read each word and draw a picture of the word:

wave

gate

lime

cube

Read the passage and answer the questions:



Dan has pet mice. The mice are in a cage. Dan fed the mice cereal. The mice like it. There is a pipe in the cage. The mice hide in it. When Dan gives the cereal, the mice come out.

What problem does Dan have when feeding his mice? _____

Where do the mice live? _____

How does Dan fix the problem of the mice hiding? _____

Would you like to have pet mice? _____

Write a sentence about mice:

Write a sentence with both words: **so** and **her**:

Write a sentence with both words: **many** and **ducks**:

book skills data:

book level: _____

skill: _____

comprehension questions:

correct _____ # incorrect _____

correct _____ # incorrect _____

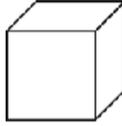
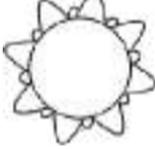
sight word data:

correct _____ # incorrect _____

Write a sentence with both words: **then** and **make**:

Write a sentence with both words: **some** and **these**:

Circle the correct word for each picture:

| | | | |
|--|--|--|--|
|  foxe fox |  cub cube |  hose hos |  gum gume |
|  tap tape |  wige wig |  sune sun |  can cane |

Read the passage and answer the questions:



The police ride in their car. They ride to the big truck. The truck had hit a van. They got in a jam. The police give the man a note. Then they take the man home.

What problem did the truck get into? _____

How did the police give a solution to the problem? _____

Where did the police take the man? _____

Have you ever seen a car accident? _____

| | |
|-----------------------------------|-----------------------------------|
| book skills data: | book level: _____ |
| skill: _____ | comprehension questions: |
| # correct _____ # incorrect _____ | # correct _____ # incorrect _____ |

| |
|-----------------------------------|
| sight word data: |
| # correct _____ # incorrect _____ |

Read the sentences then circle the word **them**:

- We will come with them.
- She gave it to them.
- All of them are here.
- That made them happy.
- I asked them to go away.
- We are with them for the day.

Write two sentences with the word **them**:

Use the word bank to fill in the missing words:

cake home bike game cage robe

- I like to ride my _____.
- We will play a board _____.
- He wants to bake a _____.
- It's time to go _____.
- The dog is in the _____.
- After his bath, he wears a _____.

Read the passage and answer the questions:



The boys ride their bikes. Tom's bike is red. Pat's bike is not. They ride to the shop. They like to get fruit at the shop. They get their fruit, then they ride home.

What did they get at the shop? _____

Who were the characters? _____

What colour was Tom's bike? _____

Where did they go after the shop? _____

book skills data:

book level: _____

skill: _____

comprehension questions:

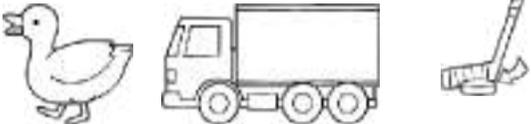
correct _____ # incorrect _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Circle the word family the group of pictures belongs to:

| | | | | | | | | | | | |
|--|--|---|------------|--|------------|------------|------------|---|------------|------------|-----------|
|  |  |  | | | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">ank</td> <td style="padding: 5px;">ale</td> <td style="padding: 5px;">ain</td> </tr> </table> | ank | ale | ain | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">ick</td> <td style="padding: 5px;">uck</td> <td style="padding: 5px;">unk</td> </tr> </table> | ick | uck | unk | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">ick</td> <td style="padding: 5px;">ock</td> <td style="padding: 5px;">op</td> </tr> </table> | ick | ock | op |
| ank | ale | ain | | | | | | | | | |
| ick | uck | unk | | | | | | | | | |
| ick | ock | op | | | | | | | | | |

Read the passage and answer the questions:

My mum is at home. She bakes a cake for Dad. Dad likes cake. Then mum takes a nap. When she wakes, she gives dad his cake. Dad is glad.



What is the setting? _____

What is mum doing? _____

What made dad glad? _____

Write 5 words with a silent e:

Draw a picture of each word:

chicken

duck

television

book skills data:

skill: _____
 # correct _____ # incorrect _____

book level: _____

comprehension questions:
 # correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

1. Read the sight words:

| | | | | |
|------|------|-------|---------|------------|
| out | them | some | make | police |
| many | so | would | duck | television |
| then | her | these | chicken | doctor |

Tally correct and incorrect. Correct: _____ Incorrect: _____

2. Read the word family words:

| | | | | |
|------|------|------|------|------|
| robe | cane | tube | bike | bake |
| like | cone | vine | hike | gate |
| kite | rake | cube | cake | home |

Tally correct and incorrect. Correct: _____ Incorrect: _____

Unit 4

Post-test - Page 2

Name: _____

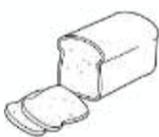
Date: _____

3. Write the CVCe words:

| | | | |
|---|-------|---|-------|
|  | _____ |  | _____ |
|  | _____ |  | _____ |
|  | _____ |  | _____ |
|  | _____ |  | _____ |
|  | _____ |  | _____ |

4. Read the passages and answer the questions:

Kate has some fruit for the kids. She gives them apples and grapes. One kid did not like fruit. So Kate gave him bread. The kids are all glad.



What problem did Kate have? _____

What was the solution? _____

What kind of fruit did she have? _____

What made the kids glad? _____

It is time for the train ride. The kids will go on the train with their dad. They are all set. But the train is late. When will the train come? Then they spot the train. The train is at the stop. The kids get on.



Who is going on the train? _____

Where are the kids going? _____

What is the problem with the train? _____

What is the solution? _____

Unit 4 Rubric & Grading Instructions

Name: _____ Date: _____ (circle one) Pre-test Post-test

| | correct | incorrect | total possible |
|---|----------------|-----------------|---|
| 1. Read the sight words. Point to each sight word and tell the student "read this". Tally correct and incorrect for each word. Count how many words are read correctly and incorrectly. | | | 15 |
| 2. Read the CVCe words. Point to each sight word and tell the student "read this". Tally correct and incorrect for each word. | | | 15 |
| 3. Write the word for each picture. Count as correct if the word is spelled correctly and no extra letters are written. | | | 10 |
| 4. Read a text and answer comprehension questions. Have the student read the passage independently. Do not provide help. Count the answers to each question as correct or incorrect. To be counted as correct, only the correct answer may be on the line. | | | 8 |
| 5. Book skill: select a book at the recommended reading level or the reading level for the student based on a reading level assessment. Use the same level book for the pre-test and the post-test. Have the student read the book independently. Do not provide error correction or prompting. Ask the student to name the problem and solution for the book. Track how many are correct or incorrect. Only count as correct if only the correct answer is given within 5 seconds of the question. Also ask the student 3 who, what, or where questions based on the content of the book. Track how many are correct or incorrect. Only count as correct if only the correct answer is given within 5 seconds of the question. Collect the total correct/incorrect out of the 5 total questions. | | | 5 |
| Reading Level: _____ | | | |
| | total correct | total incorrect | |
| | total possible | percentage * | |
| | 53 | | * total correct divided by total possible times 100 |

Analyzing the Errors:

The pre-test is used as a baseline to see where the student is starting out before any instruction is given. Errors on the pre-test will be addressed through the unit activities. Errors on the post-test indicate that additional instruction or practice is needed. Every student learns at different rates! Here is where this student needs more work:

| Error Numbers | Needs Practice on.... | Suggested Activities |
|----------------------|---|--|
| many errors on 1 | still needs work on the current set of sight words | practice with flashcards, have the student write the words each day, add words to fluency instruction |
| many errors on 2 & 3 | still needs work on reading and spelling CVCe | practice with flashcards of words, make an anchor chart with silent e words, review letter sounds, sort short vowel vs long vowel words, use Words Their Way word sorts |
| many errors on 4 & 5 | still needs work on reading a book and identifying the problem/solution and answering comprehension questions | review reading fluency errors, do repeated reading with the same text, review previously mastered sight words, sort problem and solution examples, put a story element anchor chart near the reading area, work on who/what/where questions in isolation |

Anchor Chart - Unit 5

Sight Words

go into look write nurse
like time two farmer radio
him has more cook movie

Phonics r controlled vowels: an 'r' after a vowel can change the sound of the vowel

| ar | or | er | ir | ur |
|--------------------|------------------------|-----------------------|------------------------|-----------------------|
| car far dark | short thorn fork | sister fern her | girl shirt third | nurse turn hurt |

Book Skill retell the story

- 1 - tell the characters
- 2 - tell the setting
- 3 - tell the beginning
- 4 - tell the middle
- 5 - tell the end



Level 2

word flashcards:

go

RC Level 2 Unit 5

time

RC Level 2 Unit 5

like

RC Level 2 Unit 5

has

RC Level 2 Unit 5

him

RC Level 2 Unit 5

look

RC Level 2 Unit 5

into

RC Level 2 Unit 5

two

RC Level 2 Unit 5

word flashcards:

more

RC Level 2 Unit 5

nurse

RC Level 2 Unit 5

write

RC Level 2 Unit 5

radio

RC Level 2 Unit 5

farmer

RC Level 2 Unit 5

movie

RC Level 2 Unit 5

cook

RC Level 2 Unit 5

1. Read the sight words:

| | | | | |
|------|------|------|--------|-------|
| go | into | look | write | nurse |
| like | time | two | farmer | radio |
| him | has | more | cook | movie |

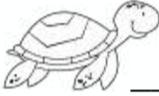
Tally correct and incorrect. Correct: _____ Incorrect: _____

2. Read the word family words:

| | | | | |
|-------|-------|-------|-------|------|
| short | her | dark | tiger | arm |
| turn | first | storm | shirt | star |
| car | fork | turn | fern | cord |

Tally correct and incorrect. Correct: _____ Incorrect: _____

3. Write the r controlled vowel words:

| | | | |
|---|-------|---|-------|
|  | _____ |  | _____ |
|  | _____ |  | _____ |
|  | _____ |  | _____ |
|  | _____ |  | _____ |
|  | _____ |  | _____ |

4. Read the passages and answer the questions:



The cat went up in the tree. The cat cannot get out. The cat yelled. The dog looked up. There is the cat. There is the cat in the tree. The dog barked. The man ran over. He looked up at the cat. The man got a ladder. He went up the ladder. He got the cat. The cat is safe.

Retell the story: _____



Rick's hat is gone. He cannot find his hat. First, he finds a purse. The purse is Rick's mum's. It is not his hat. Then, he finds socks. The socks are Rick's dad's. They are not his hat. Last, he finds a skirt. The skirt is Rick's sister's. It is not his hat. But then he finds his hat. His hat was in the bin. Rick puts the hat on. He is glad.

Retell the story: _____

Unit 5 Rubric & Grading Instructions

Name: _____ Date: _____ (circle one) Pre-test Post-test

| | correct | incorrect | total possible |
|--|---------|-----------|----------------|
| 1. Read the sight words. Point to each sight word and tell the student "read this". Tally correct and incorrect for each word. Count how many words are read correctly and incorrectly. | | | 15 |
| 2. Read the r controlled vowel words. Point to each sight word and tell the student "read this". Tally correct and incorrect for each word. | | | 15 |
| 3. Write the word for each picture. Count as correct if the word is spelled correctly and no extra letters are written. | | | 10 |
| 4. Read a text and answer comprehension questions. Have the student read the passage independently. Do not provide help. After the student reads the passage, ask them to retell the story. They may write the retelling or verbally tell you. Keep it consistent on pre/post test. Give 1 point for each component of the retell (characters, setting, beginning, middle, end) for each passage. If the student includes the correct component give a point. If the component is missing or incorrect, do not give a point. Each passage counts for 5. | | | 10 |
| 5. Book skill: select a book at the recommended reading level or the reading level for the student based on a reading level assessment. Use the same level book for the pre-test and the post-test. Have the student read the book independently. Do not provide error correction or prompting. Ask the student to retell the story. Give a point for each component of the retell (as listed in #4) Also ask the student 3 who, what, or where questions based on the content of the book. Track how many are correct or incorrect. Only count as correct if only the correct answer is given within 5 seconds of the question. Collect the total correct/incorrect out of the 5 total questions. | | | 8 |
| Reading Level: _____ | | | |

Analyzing the Errors:

The pre-test is used as a baseline to see where the student is starting out before any instruction is given. Errors on the pre-test will be addressed through the unit activities. Errors on the post-test indicate that additional instruction or practice is needed. Every student learns at different rates! Here is where this student needs more work:

| | | |
|----------------|-----------------|---|
| total correct | total incorrect | * total correct divided by total possible times 100 |
| total possible | percentage * | |
| 58 | | |

| Error Numbers | Needs Practice on.... | Suggested Activities |
|----------------------|--|--|
| many errors on 1 | still needs work on the current set of sight words | practice with flashcards, have the student write the words each day, add words to fluency instruction |
| many errors on 2 & 3 | still needs work on reading and spelling r controlled vowel words | practice with flashcards of words, make an anchor chart with r controlled vowel words, practice just the letter sounds, use Words Their Way word sorts |
| many errors on 4 & 5 | still needs work on reading a book and retelling the story and answering comprehension questions | review reading fluency errors, do repeated reading with the same text, review previously mastered sight words, prompt student to use their fingers to remind them of the 5 components of the retell, review character & setting, practice retelling familiar stories or daily activities |

Read the word and then use it in a sentence:

far

hurt

fork

Read the passage and answer the questions:

A horse lives on a farm. Horses like to run in the field. Horses like grass and water. A horse can have a baby. The baby lives with its mum. The mum horse will feed the baby horse.



Retell the story: _____

What do horses eat? _____

Write about a time you saw a horse or saw a horse on tv:

Empty box for writing a response to the question above.

Fill in the missing letters for each word:

lik

i to

m re

rite

lo k

ti e

book skills data:

book level: _____

skill: _____

comprehension questions:

correct _____ # incorrect _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Fill in the missing letters for each word:

| | | |
|---|---|---|
|  j _ _ _ |  c _ _ _ |  _ _ _ m |
|  t _ _ _ nado |  c _ _ _ d |  p _ _ _ k |
|  st _ _ _ y |  b _ _ _ n |  f _ _ _ k |

Read the passage and answer the questions:

Mike will go to the party. "When will you come home?" said Pat. "I will come home at two," said Mike. "How will you get to the party?" said Pat. "I will take the car," said Mike. Pat said, "That is fine. Have fun."



Retell the story: _____

Who goes to the party? _____

What does Mike do to get to the party? _____

Have you ever gone to a party? _____

Circle the correct spelling of each word then write the word three times:

| | | | | |
|---|---------------------------|----------------------|----------------------|----------------------|
|  | kook, cook, cok | <input type="text"/> | <input type="text"/> | <input type="text"/> |
|  | nure, nurce, nurse | <input type="text"/> | <input type="text"/> | <input type="text"/> |
|  | raie, radio, rado | <input type="text"/> | <input type="text"/> | <input type="text"/> |

book skills data:

skill: _____
correct _____ # incorrect _____

book level: _____

comprehension questions:
correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Read the passage and answer the questions:

Will and Rose go to the barn to see the cows and the pig. But the pig is not there. "How did the pig get out of the pen?" said Will. "Let us go get the pig," said Rose. The pig is far. The pig is by the lake. They carry the pig back to the pen.

Retell the story: _____



What problem did Will and Rose have? _____

What was the setting? _____

Where did they find the pig? _____

Read the sentences then circle the word **into**:

- We got into the car.
- Tom got into the cab.
- I will look into it.
- He burst into tears.
- She fell into the lake.
- My dad jumped into the bed.

Write two sentences with the word **into**:

Use the word bank to fill in the missing words:

stir store star burn barn bird

- We are going to the _____.
- The animals live in the _____.
- I saw a blue _____ in the nest.
- Do you see a _____ in the sky?
- Help me _____ the mix.
- She got a _____ on her arm.

book skills data:

book level: _____

skill: _____
correct _____ # incorrect _____

comprehension questions:
correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Write a sentence with both words: **more** and **write**:

Write a sentence with both words: **look** and **time**:

Read the passage and answer the questions:



The kids line up to race. Who will be first? Who will win? The kids run fast. They run by the trees. They run by the rocks. Jack runs far. He jumps on the dirt. Jack is first. Jack is the winner. Hooray for Jack.

Retell the story: _____

Who won the race? _____

Have you ever won a race before? _____

What is the setting? _____

Fill in two more words for each set of words:

far

start

fur

burn

tiger

butter

| | | | |
|-----------------------------------|--------------------------|-------------------|--|
| book skills data: | | book level: _____ | |
| skill: _____ | comprehension questions: | | |
| # correct _____ # incorrect _____ | # correct _____ | # incorrect _____ | |

sight word data:

correct _____ # incorrect _____

Write your sight words:

Fill in **er, ur, ir, ar, or** to make a word:

| | | |
|-----------|--------------|-------------|
| p ____ se | t ____ n | ch ____ ch |
| c ____ | wint ____ | flow ____ |
| b ____ d | b ____ thday | th ____ sty |

Read the passage and answer the questions:



The frog lives in a tank. The tank is nice. It has plants and rocks. The frog hops on the rocks. The boy gives him more water. The frog has fun in the tank. The boy loves his pet frog.

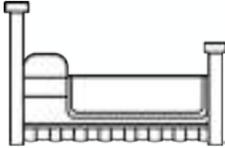
What is the setting? _____

Where does the frog live? _____

Retell the story: _____

Would you like to have a pet frog? _____

Fill in the letters to spell each picture:

| | | | |
|---|--|---|--|
|  | <div style="border: 1px solid black; width: 100%; height: 40px; display: flex; justify-content: space-around;"><div style="width: 30%;"></div><div style="width: 30%;"></div><div style="width: 30%;"></div></div> |  | <div style="border: 1px solid black; width: 100%; height: 40px; display: flex; justify-content: space-around;"><div style="width: 30%;"></div><div style="width: 30%;"></div><div style="width: 30%;"></div></div> |
|  | <div style="border: 1px solid black; width: 100%; height: 40px; display: flex; justify-content: space-around;"><div style="width: 30%;"></div><div style="width: 30%;"></div><div style="width: 30%;"></div></div> |  | <div style="border: 1px solid black; width: 100%; height: 40px; display: flex; justify-content: space-around;"><div style="width: 30%;"></div><div style="width: 30%;"></div><div style="width: 30%;"></div></div> |

book skills data:

book level: _____

skill: _____
correct _____ # incorrect _____

comprehension questions:
correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Circle the pictures that end in **p**:



Read the passage and answer the questions:



Stan forgot his backpack at home. Stan is sad. His work is in his backpack. But then Stan looks up. His mum is there. His mum has his backpack. Stan is glad. He gives his mum a hug. He takes his backpack.

Retell the story: _____

What was in his backpack? _____

Where did he leave his backpack? _____

Have you ever forgotten anything at home? _____

Match the word to the picture then write the word:

Write 6 of your sight words:

| | | |
|---|---------------|--|
|  | movie | |
|  | nurse | |
|  | police | |
|  | farmer | |
|  | cook | |
|  | radio | |

| | |
|--|--|
| book skills data: skill: _____ # correct _____ # incorrect _____ | book level: _____ comprehension questions: # correct _____ # incorrect _____ |
|--|--|

| |
|---|
| sight word data: # correct _____ # incorrect _____ |
|---|

Use the word bank to fill in the missing words:

go like him into time has

- I have _____ to go the store.
- We will _____ to their house.
- He gave the ball to _____.
- Do you _____ pizza?
- I jumped _____ the pool.
- She _____ more homework.

Fill in the missing letters:



sh____t



n____se



b____d



ch____ch



b____n



t____tle



d____t



c____

Read the passage and answer the questions:



It is time for the party. The kids all come in. It is Bob's birthday. Bob is ten. His mum has a cake. The cake is red and purple. The kids do games and then have the cake. They have a fun time at the party.

What is the setting? _____

Have you ever had a birthday party? _____

Retell the story: _____

| | |
|-----------------------------------|-----------------------------------|
| book skills data: | book level: _____ |
| skill: _____ | comprehension questions: |
| # correct _____ # incorrect _____ | # correct _____ # incorrect _____ |

sight word data:

correct _____ # incorrect _____

Read the sentences then circle the word **like**:

- They like pizza more.
- I like fruit.
- I would like to go with them.
- Do they like school?
- What is your friend like?
- We like going on big rides.

Write two sentences with the word **like**:

Colour the ar, er, ir, ur, and or words:

Bert and Fern get in the car to go to the barn. The barn is far. The barn is by the farm. There is a storm. Bert and Fern go fast. It is dark. Then there is some dirt and a yard. Here is the barn. There is a bird and a horse. They like the barn.

Read the passage and answer the questions:



This is Jen. Jen likes to ride her bike. She puts a helmet on. The helmet makes her safe. She will ride with Gabe. Gabe forgot his helmet. "Go home for your helmet," said Jen. Gabe went home. He got his helmet. Then they rode bikes.

What was the problem? _____

What was the solution? _____

Retell the story: _____

Write a sentence about a time you rode a bike:

book skills data:

book level: _____

skill: _____

comprehension questions:

correct _____ # incorrect _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Complete the chart with r controlled vowel words:

| ar | or | er | ir | ur |
|----|----|----|----|----|
| | | | | |
| | | | | |
| | | | | |

Read the passage and answer the questions:



Max has a fish. The fish is purple. The fish is in a tank. There are rocks in the tank. But the fish is sick. He looks sad. Max is sad. The fish will not swim. Max moves the tank by the sun. The fish is glad. Max is glad.

What was the problem? _____

What was the solution? _____

Retell the story: _____

Have you ever had a pet fish? _____

Fill in the sentences with the words from the word bank:

into

time

has

look

more

1. I will _____ for your shoes.

2. mum jumped _____ the pool.

3. He _____ to practice for the game.

4. Do you want _____ juice?

5. She has _____ for it.

book skills data:

skill: _____

correct _____ # incorrect _____

book level: _____

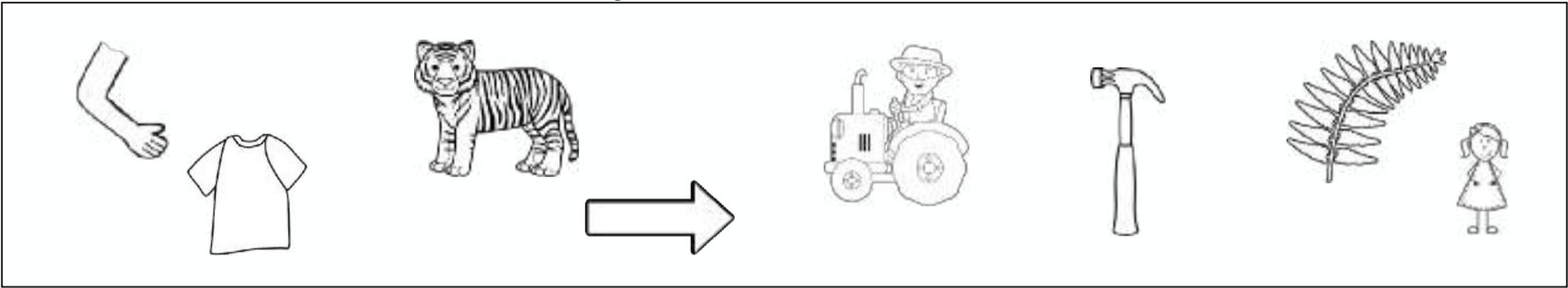
comprehension questions:

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Colour the **ar words** red. Colour the **er words** yellow. Colour the **ir words** green:



Read the passage and answer the questions:



Patty has a pet cat. The cat's name is Sugar. Sugar has white fur. Patty cannot find Sugar. "Come out, Sugar," Patty said. Patty looked in bed. Patty looked in the yard. Patty looked by the table. Sugar is gone. Then, Patty spotted something white. Sugar went into the bath. Patty got Sugar out!

Who are the characters? _____

What colour is Sugar? _____

Retell the story: _____

Draw a picture of the word and then write a sentence with the word:

| | |
|---------------|--|
| farmer | |
| write | |
| cook | |

book skills data:

book level: _____

skill: _____

comprehension questions:

correct _____ # incorrect _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Read the passage and answer the questions:

Crab and Fish had a party. "What will we do at the party?" said Crab. "Let's do games," said Fish. They baked a red cake. Shark and Lobster came to the party. "The cake is nice," they said. They all had fun. The party was done.



Who are the characters? _____

What is the setting? _____

Retell the story: _____

Write a sentence about the kind of party you would plan:

Find the words in the word search:

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| <p>into</p> <p>time</p> <p>look</p> <p>two</p> <p>more</p> <p>cool</p> <p>him</p> | <table style="width: 100%; border-collapse: collapse;"> <tr><td>h</td><td>i</td><td>n</td><td>t</td><td>o</td></tr> <tr><td>g</td><td>h</td><td>f</td><td>i</td><td>t</td></tr> <tr><td>d</td><td>t</td><td>y</td><td>m</td><td>r</td></tr> <tr><td>e</td><td>t</td><td>k</td><td>e</td><td>f</td></tr> <tr><td>e</td><td>w</td><td>o</td><td>p</td><td>l</td></tr> <tr><td>l</td><td>o</td><td>o</td><td>k</td><td>c</td></tr> <tr><td>w</td><td>x</td><td>g</td><td>u</td><td>o</td></tr> <tr><td>h</td><td>i</td><td>m</td><td>o</td><td>o</td></tr> <tr><td>c</td><td>h</td><td>g</td><td>i</td><td>l</td></tr> <tr><td>d</td><td>m</td><td>o</td><td>r</td><td>e</td></tr> </table> | h | i | n | t | o | g | h | f | i | t | d | t | y | m | r | e | t | k | e | f | e | w | o | p | l | l | o | o | k | c | w | x | g | u | o | h | i | m | o | o | c | h | g | i | l | d | m | o | r | e |
| h | i | n | t | o | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g | h | f | i | t | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d | t | y | m | r | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e | t | k | e | f | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e | w | o | p | l | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| l | o | o | k | c | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| w | x | g | u | o | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| h | i | m | o | o | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c | h | g | i | l | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d | m | o | r | e | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Fill in the missing letters for each word:

| | |
|------------------------------|------------------------------|
| c _____ | st _____ m |
| st _____ e | butt _____ |
| sh _____ t | st _____ |

book skills data:

book level: _____

skill: _____

comprehension questions:

correct _____ # incorrect _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Follow the directions. Make sure to use a capital letter and a period:

Write a sentence with an **ar** word:

Write a sentence with an **er** word:

Write a sentence with an **ir** word:

Read the passage and answer the questions:



Rabbits are small and have fur. They live in fields. They hide in holes. They like plants and grass. They hop and run. They can smell well with their nose. They can smell animals from afar. If they smell a dog, they will run.

Where do rabbits live? _____

What do rabbits eat? _____

What do rabbits do when they smell another animal? _____

Write about when you have seen a rabbit: _____

Colour the word for each picture:



| | | |
|------|-------|-------|
| rite | right | write |
| wite | writ | rit |



| | | |
|-------|-------|--------|
| farm | pharm | farmer |
| famer | farmr | farmr |



| | | |
|-------|-------|--------|
| nur | nurce | norse |
| nurse | nurs | nourse |

book skills data:

skill: _____
correct _____ # incorrect _____

book level: _____

comprehension questions:
correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Write a sentence with each of the words:

into _____

look _____

two _____

more _____

Use the word bank to fill in the missing words:

shirt shark tire torn start turn

- The paper is _____.
- We will _____ the race.
- _____ the car over there.
- I like your blue _____.
- The _____ swims in the water.
- The _____ on your car is flat.

Read the passage and answer the questions:



You can make art from paper. You can make paper flowers. Cut the paper into strips. Put the strips in a circle. Put on the tape. Then cut a stem. Tape the stem to the circle. It looks nice. Write your name on the top.

What do you use to make a flower? _____

How do you make a flower? _____

What shape do you put the strips into? _____

Have you ever made a paper flower? _____

book skills data:

book level: _____

skill: _____

comprehension questions:

correct _____ # incorrect _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Read the passage and answer the questions:

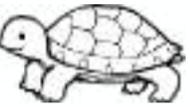
The turtle is Dan. Dan has a shell. The shell is his home. He likes his shell. His shell is warm. His shell is safe. The crab is Sam. Sam has a shell. The shell is his home. His shell is red. Dan and Sam like their shells. They live in the water with their shells.

Who are the characters? _____

What do both animals have? _____

What colour is Sam's shell? _____

Retell the story: _____



Fill in the missing letters:



st ____



sh ____ k



st ____



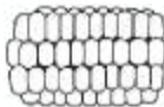
y ____ n



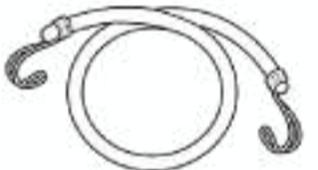
f ____ m



g ____ l



c ____ n



c ____ d

Write your sight words:

Write each CVC word:







book skills data:

book level: _____

skill: _____

comprehension questions:

correct _____ # incorrect _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Write an word for each picture:



Read the passage and answer the questions:



Ms. Hill tells the class, "Write the words." Jack writes the words. He writes them nice. He uses a pencil. He writes on a paper. Ms. Hill tells Jack, "nice work." Jack is glad. He works hard. He is smart.

Who are the characters? _____

What is the setting? _____

Retell the story: _____

Do you like to write? _____

Read the word and then use it in a sentence:

sister

burn

third

book skills data:

book level: _____

skill: _____

comprehension questions:

correct _____ # incorrect _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Fill in the sentences with the words from the word bank:

| | |
|--|---|
| <p>write</p> <p>him</p> <p>two</p> <p>more</p> <p>has</p> | <p>1. I have _____ pets.</p> <p>2. Ask them if they want _____ milk.</p> <p>3. _____ down your homework.</p> <p>4. We gave _____ your phone number.</p> <p>5. She _____ presents for the party.</p> |
|--|---|

Read the passage and answer the questions:

| | |
|---|--|
|  | <p>The nurse helps the kids. The kids are sick. The nurse gives them water. The nurse gives them hugs. One kid sits in the bed. The nurse tells him a story. The kid likes the story. The nurse works hard. She is the best nurse there.</p> |
|---|--|

Retell the story _____

Who does the nurse take care of? _____

Does the kid like the story? _____

Write about when a nurse helped you: _____

Fill in two more words for each set of words:

| |
|--|
| <p>shirt</p> <p>girl</p> <p>_____</p> <p>_____</p> |
|--|

| |
|--|
| <p>car</p> <p>farm</p> <p>_____</p> <p>_____</p> |
|--|

| |
|--|
| <p>torn</p> <p>morning</p> <p>_____</p> <p>_____</p> |
|--|

| | |
|---|---|
| <p>book skills data:</p> <p>skill: _____</p> <p># correct _____ # incorrect _____</p> | <p>book level: _____</p> <p>comprehension questions:</p> <p># correct _____ # incorrect _____</p> |
|---|---|

| |
|--|
| <p>sight word data:</p> <p># correct _____ # incorrect _____</p> |
|--|

Follow the directions. Make sure to use a capital letter and period:

Write a sentence with the words him and like:

Write a sentence with the words two and more:

Write a sentence with the words into and look:

Colour the ar words:



Read the passage and answer the questions:

My dad likes to cook. He cooks us chicken and rice. But the rice is bad. I do not like the rice. My dad thinks it is fine. I put the rice in the sink. I like the chicken. I tell my dad I like it. My dad is glad.



What is the problem? _____

What is the solution? _____

Does Dad like the rice? _____

What do you do when you do not like dinner? _____

book skills data:

book level: _____

skill: _____

comprehension questions:

correct _____ # incorrect _____

correct _____ # incorrect _____

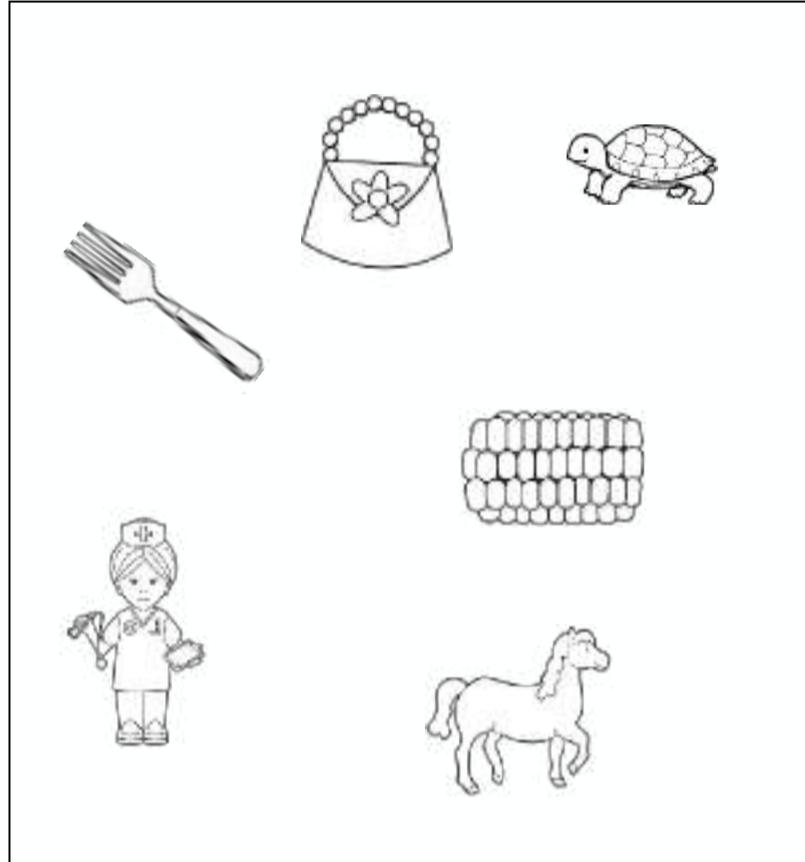
sight word data:

correct _____ # incorrect _____

Find the words in the word search:

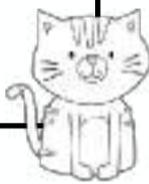
| | | | | | |
|---|---|---|---|---|---|
| <p>has</p> <p>time</p> <p>into</p> <p>him</p> <p>like</p> <p>go</p> | h | g | h | g | o |
| | a | f | d | t | i |
| | s | i | h | i | m |
| | a | n | t | m | p |
| | s | t | r | e | o |
| | f | o | g | e | l |
| | l | i | k | e | k |

Colour the **or words** red. Colour the **ur words** yellow:



Read the passage and answer the questions:

The cat went up in the tree. The cat cannot get out. The cat yelled. The dog looked up. There is the cat. There is the cat in the tree. The dog barked. The man ran over. He looked up at the cat. The man got a ladder. He went up the ladder. He got the cat. The cat is safe.



Colour the pictures in the row that have that vowel sound :

| | | | | |
|----------|--|--|--|--|
| u | | | | |
| a | | | | |
| o | | | | |
| i | | | | |

What is the problem?

What is the solution?

What is the setting?

book skills data:

skill: _____
correct _____ # incorrect _____

book level: _____

comprehension questions:
correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Fill in the missing letters for each word:

| | | |
|---|---|---|
| h <input style="width: 30px; height: 30px;" type="text"/> s | m o <input style="width: 30px; height: 30px;" type="text"/> e | <input style="width: 30px; height: 30px;" type="text"/> o o k |
| t i m <input style="width: 30px; height: 30px;" type="text"/> | i <input style="width: 30px; height: 30px;" type="text"/> t o | l i <input style="width: 30px; height: 30px;" type="text"/> e |

Follow the directions. Make sure to use a capital letter and a period:

Write a sentence with a **ur word**:

Write a sentence with an **or word**:

Write a sentence with an **ir word**:

Read the passage and answer the questions:

Pam helps her mum. Pam helps her mum wash the dishes. She washes the plates. Then, she washes the cups. Last, she washes the forks. It is all back on the shelf. Pam's mum is glad with the help. Pam is the best helper.



Retell the story: _____

What did Pam wash last? _____

What kinds of dishes were there? _____

Have you ever helped wash dishes? _____

book skills data:

book level: _____

skill: _____

comprehension questions:

correct _____ # incorrect _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Write the word for each picture then write the words under the two categories:

| | | | |
|---|-------|---|-------|
|  | _____ |  | _____ |
|  | _____ |  | _____ |
|  | _____ |  | _____ |

ar

ir

Write a sentence with each of the words:

write _____

him _____

time _____

Read the passage and answer the questions:

Rick's hat is gone. He cannot find his hat. First, he finds a purse. The purse is Rick's mum's. It is not his hat. Then, he finds socks. The socks are Rick's dad's. They are not his hat. Last, he finds a skirt. The skirt is Rick's sister's. It is not his hat. But then he find his hat. His hat was in the bin. Rick puts the hat on. He is glad.

Retell the story: _____



Who are the characters? _____

What is the solution? _____

book skills data:

book level: _____

skill: _____

comprehension questions:

correct _____ # incorrect _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

1. Read the sight words:

| | | | | |
|------|------|------|--------|-------|
| go | into | look | write | nurse |
| like | time | two | farmer | radio |
| him | has | more | cook | movie |

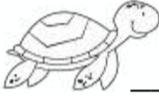
Tally correct and incorrect. Correct: _____ Incorrect: _____

2. Read the word family words:

| | | | | |
|-------|-------|-------|-------|------|
| short | her | dark | tiger | arm |
| turn | first | storm | shirt | star |
| car | fork | turn | fern | cord |

Tally correct and incorrect. Correct: _____ Incorrect: _____

3. Write the r controlled vowel words:

| | | | |
|---|-------|---|-------|
|  | _____ |  | _____ |
|  | _____ |  | _____ |
|  | _____ |  | _____ |
|  | _____ |  | _____ |
|  | _____ |  | _____ |

4. Read the passages and answer the questions:



The cat went up in the tree. The cat cannot get out. The cat yelled. The dog looked up. There is the cat. There is the cat in the tree. The dog barked. The man ran over. He looked up at the cat. The man got a ladder. He went up the ladder. He got the cat. The cat is safe.

Retell the story: _____



Rick's hat is gone. He cannot find his hat. First, he finds a purse. The purse is Rick's mum's. It is not his hat. Then, he finds socks. The socks are Rick's dad's. They are not his hat. Last, he finds a skirt. The skirt is Rick's sister's. It is not his hat. But then he find his hat. His hat was in the bin. Rick puts the hat on. He is glad.

Retell the story: _____

Unit 5 Rubric & Grading Instructions

Name: _____ Date: _____ (circle one) Pre-test Post-test

| | correct | incorrect | total possible |
|--|---------|-----------|----------------|
| 1. Read the sight words. Point to each sight word and tell the student "read this". Tally correct and incorrect for each word. Count how many words are read correctly and incorrectly. | | | 15 |
| 2. Read the r controlled vowel words. Point to each sight word and tell the student "read this". Tally correct and incorrect for each word. | | | 15 |
| 3. Write the word for each picture. Count as correct if the word is spelled correctly and no extra letters are written. | | | 10 |
| 4. Read a text and answer comprehension questions. Have the student read the passage independently. Do not provide help. After the student reads the passage, ask them to retell the story. They may write the retelling or verbally tell you. Keep it consistent on pre/post test. Give 1 point for each component of the retell (characters, setting, beginning, middle, end) for each passage. If the student includes the correct component give a point. If the component is missing or incorrect, do not give a point. Each passage counts for 5. | | | 10 |
| 5. Book skill: select a book at the recommended reading level or the reading level for the student based on a reading level assessment. Use the same level book for the pre-test and the post-test. Have the student read the book independently. Do not provide error correction or prompting. Ask the student to retell the story. Give a point for each component of the retell (as listed in #4) Also ask the student 3 who, what, or where questions based on the content of the book. Track how many are correct or incorrect. Only count as correct if only the correct answer is given within 5 seconds of the question. Collect the total correct/incorrect out of the 5 total questions. | | | 8 |
| Reading Level: _____ | | | |

Analyzing the Errors:

The pre-test is used as a baseline to see where the student is starting out before any instruction is given. Errors on the pre-test will be addressed through the unit activities. Errors on the post-test indicate that additional instruction or practice is needed. Every student learns at different rates! Here is where this student needs more work:

| | | |
|----------------|-----------------|---|
| total correct | total incorrect | * total correct divided by total possible times 100 |
| total possible | percentage * | |
| 58 | | |

| Error Numbers | Needs Practice on.... | Suggested Activities |
|----------------------|--|--|
| many errors on 1 | still needs work on the current set of sight words | practice with flashcards, have the student write the words each day, add words to fluency instruction |
| many errors on 2 & 3 | still needs work on reading and spelling r controlled vowel words | practice with flashcards of words, make an anchor chart with r controlled vowel words, practice just the letter sounds, use Words Their Way word sorts |
| many errors on 4 & 5 | still needs work on reading a book and retelling the story and answering comprehension questions | review reading fluency errors, do repeated reading with the same text, review previously mastered sight words, prompt student to use their fingers to remind them of the 5 components of the retell, review character & setting, practice retelling familiar stories or daily activities |

Anchor Chart - Unit 6

Sight Words

goes could my first pencil
see way than band computer
number no people pen meat

Phonics

vowel pairs: some vowels work together to make a sound

ai - rain

ee - feet

oe - toes

ay - say

ie - pie

ue - blue

Book Skill

answer when questions about a book you read



when?

season

day

after an event

during an event

time of day

before an event

holiday

Level 2

word flashcards:

goes

RC Level 2 Unit 6

way

RC Level 2 Unit 6

see

RC Level 2 Unit 6

no

RC Level 2 Unit 6

number

RC Level 2 Unit 6

my

RC Level 2 Unit 6

could

RC Level 2 Unit 6

than

RC Level 2 Unit 6

word flashcards:

people

RC Level 2 Unit 6

pencil

RC Level 2 Unit 6

first

RC Level 2 Unit 6

computer

RC Level 2 Unit 6

band

RC Level 2 Unit 6

meat

RC Level 2 Unit 6

pen

RC Level 2 Unit 6

1. Read the sight words:

| | | | | |
|--------|-------|--------|-------|----------|
| goes | could | my | first | pencil |
| see | way | than | band | computer |
| number | no | people | pen | meat |

Tally correct and incorrect. Correct: _____ Incorrect: _____

2. Read the vowel pair words:

| | | | | |
|------|--------|------|-------|-------|
| mail | toes | rain | say | spray |
| blue | statue | pie | sleep | cries |
| way | weed | wait | quiet | sheep |

Tally correct and incorrect. Correct: _____ Incorrect: _____

3. Write the words:

| | | | |
|---|-------|---|-------|
|  | _____ |  | _____ |
|  | _____ |  | _____ |
|  | _____ |  | _____ |
|  | _____ |  | _____ |
|  | _____ |  | _____ |

4. Read the passages and answer the questions:

On Sunday, Jane and Sara went on a picnic. They put lunch in a basket. At the park, they put a blanket in the shade. It was a sunny day. They ate their lunch. It was nice. But then, a bee landed on Jane. Jane yelled. Sara said, "stay still." Jane did not move. Then the bee went away. Jane felt better. She hates bees.



When did they go on the picnic? _____

When did Sara tell Jane to stay still? _____

The chef has a busy job. He gets to the kitchen first. He is there before everybody. He gets the kitchen set up. He chops. He makes rolls. Then the rest of the cooks come. The chef is the boss. He tells the cooks what to do. They help with cutting, stirring, and baking. They make the pies last. Soon it is dinner time. They are all set to go!



When does the chef get to the kitchen? _____

When do they make the pies? _____

Unit 6 Rubric & Grading Instructions

Name: _____ Date: _____ (circle one) Pre-test Post-test

| | correct | incorrect | total possible |
|---|---------|-----------|----------------|
| 1. Read the sight words. Point to each sight word and tell the student "read this". Tally correct and incorrect for each word. Count how many words are read correctly and incorrectly. | | | 15 |
| 2. Read the vowel pair words. Point to each sight word and tell the student "read this". Tally correct and incorrect for each word. | | | 15 |
| 3. Write the word for each picture. Count as correct if the word is spelled correctly and no extra letters are written. | | | 10 |
| 4. Read a text and answer comprehension questions. Have the student read the passage independently. Do not provide help. After the student reads the passage, have them answer the 'when' questions. Count the answers to each question as correct or incorrect. To be counted as correct, only the correct answer may be on the line. | | | 4 |
| 5. Book skill: select a book at the recommended reading level or the reading level for the student based on a reading level assessment. Use the same level book for the pre-test and the post-test. Have the student read the book independently. Do not provide error correction or prompting. Ask the student 3 when questions based on the content of the book. Track how many are correct or incorrect. Only count as correct if only the correct answer is given within 5 seconds of the question. | | | 3 |
| Reading Level: _____ | | | |

Analyzing the Errors:
 The pre-test is used as a baseline to see where the student is starting out before any instruction is given. Errors on the pre-test will be addressed through the unit activities. Errors on the post-test indicate that additional instruction or practice is needed. Every student learns at different rates! Here is where this student needs more work:

| | | |
|----------------|-----------------|---|
| total correct | total incorrect | * total correct divided by total possible times 100 |
| total possible | percentage * | |
| 47 | | |

| Error Numbers | Needs Practice on.... | Suggested Activities |
|----------------------|--|---|
| many errors on 1 | still needs work on the current set of sight words | practice with flashcards, have the student write the words each day, add words to fluency instruction |
| many errors on 2 & 3 | still needs work on reading and spelling vowel pair words | practice with flashcards of words, make an anchor chart with sets of words for the vowel pairs from this unit, practice just the letter sounds, use Words Their Way word sorts or make word sorts for each group |
| many errors on 4 & 5 | still needs work on reading a book or passage and answering when questions | review reading fluency errors, do repeated reading with the same text, work on when questions in isolation, highlight potential 'when' answers within a passage or text to provide multiple choices for a when question |

Colour the word for each picture:



| | | |
|--------|--------|--------|
| pencil | pencel | pincil |
| penil | penile | pen |



| | | |
|-------|-------|------|
| meet | meat | mat |
| meete | matet | maet |



| | | |
|-------|--------|--------|
| peopl | peolp | people |
| peple | poeppe | peole |

Read the passage and answer the questions:



My dad looked at the clock. "It is two," he said to my brother. "What?" yelled my brother. "I am going to be late." He ran to the stairs to get his shoes. "What time is the party?" asked my dad. "It just started," my brother said. My brother ran out to the car.

When is the party? _____

What did dad look at for the time? _____

What was the problem? _____

Write a sentence about a time you were late:

Fill in two more words for each set of words:

holiday

way

toe

potatoes

tie

lied

| | |
|-----------------------------------|-----------------------------------|
| book skills data: | book level: _____ |
| skill: _____ | comprehension questions: |
| # correct _____ # incorrect _____ | # correct _____ # incorrect _____ |

| |
|-----------------------------------|
| sight word data: |
| # correct _____ # incorrect _____ |

Read the passage and answer the questions:



Lisa had five pencils in class on Monday. On Tuesday, she had three. Where did the other two pencils go? She could not find them. They were not in her desk. They were not in her backpack. On Wednesday, she opened her lunch box. In the lunchbox sat the two other pencils. The case is closed.

When did she find the missing pencils? _____

What was the problem? _____

What was the solution? _____

Write a sentence about a time you lost something:

Empty rectangular box for writing a sentence.

Write your sight words:

Large empty rectangular box for writing sight words.

Read the word and then use it in a sentence:

pie

blue

say

book skills data:

book level: _____

skill: _____

comprehension questions:

correct _____ # incorrect _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Fill in the missing letters for each word:

| | | |
|--|--|--|
| g o s | c o l d | i r s t |
| w y | h a n | p e p l e |

Read the passage and answer the questions:



I take care of my teeth. I brush them at night and in the morning. I brush for two minutes. I brush up and down. I use toothpaste. I use floss. My mum takes me to the dentist. The dentist checks my teeth. He says my teeth are doing fine. He says keep it up!

Retell the story: _____

When should you brush your teeth? _____

Who takes you to the dentist? _____

Write a sentence about going to the dentist:

Complete the chart with vowel pair words:

| ai | ee | ie | ay | ue |
|----|----|----|----|----|
| | | | | |
| | | | | |
| | | | | |

book skills data:

book level: _____

skill: _____

comprehension questions:

correct _____ # incorrect _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Fill in the missing letters:



t _ _



p _ _



m _ _ l



cr _ _ on



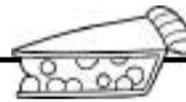
tiss _ _



sl _ _ p

Read the passage and answer the questions:

We went out to get dessert on Friday. "I want cake," Jack told Dad. Jack always wants cake. "What do you want?" Dad asked me. "I want apple pie!" I said. We ordered and waited. Then, we saw our tray. Our dessert was here!



What kind of dessert did Jack want?

Who are the characters?

When did they get dessert?

What is your favourite dessert?

Fill in the sentences with the words from the word bank:

| | |
|---|--|
| <p>first</p> <p>could</p> <p>way</p> <p>my</p> <p>goes</p> | <p>1. My mum _____ to the store.</p> <p>2. _____, get your backpack.</p> <p>3. _____ brother is at school.</p> <p>4. Your house is that _____.</p> <p>5. I _____ make cookies for the party.</p> |
|---|--|

book skills data:

book level: _____

skill: _____

comprehension questions:

correct _____ # incorrect _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Read the sentences then circle the word **first**:

- | | |
|---------------------------------|--------------------------------|
| • First, give that to John. | • First, we went to the store. |
| • I picked her first. | • He would like dessert first. |
| • I am first and she is second. | • First, Julie asked for help. |

Write two sentences with the word **first**:

Fill in **ai, ay, ee, ie** to make a word:

t _ _ _

w _ _ _ d

qu _ _ _ t

pr _ _ _

w _ _ _

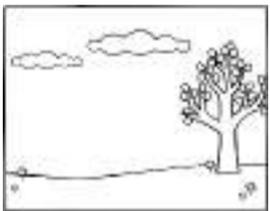
spr _ _ _

br _ _ _ d

p _ _ _

f _ _ _ t

Read the passage and answer the questions:



In the spring, the world starts to get green. The trees and bushes turn green. Flowers pop out of the dirt. Everything is more colourful. It starts to get warmer. The days get longer. The sun stays high in the sky later. The spring makes everything feel new.

What turns green? _____

When do the days get longer? _____

What do you like about spring? _____

book skills data:

book level: _____

skill: _____

comprehension questions:

correct _____ # incorrect _____

correct _____ # incorrect _____

sight word data:

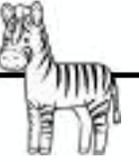
correct _____ # incorrect _____

Colour the **ee words** red. Colour the **ue words** yellow:



Read the passage and answer the questions:

Zebras live in Africa. They have black and white stripes. Zebras like grass and twigs. They live in herds. Zebras hide from lions and cheetahs. They can run fast and kick away other animals.



Retell the passage:

What do zebras eat?

Where do zebras live?

Fill in the missing letters for each word:

| | | |
|--------------------------------|-----------------------------|-----------------------------|
| j _____ | c _____ | _____ m |
| t _____ nado | c _____ d | p _____ k |
| st _____ y | b _____ n | f _____ k |

Fill in the missing letters for each word:

n **m b e r**

 p e n **i l**

 o u l d

b a n

 t h a

 m e **t**

book skills data:

skill: _____
 # correct _____ # incorrect _____

book level: _____

comprehension questions:
 # correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Read the word and then use it in a sentence:

feet

Sunday

Read the passage and answer the questions:



On Sunday, Jane and Sara went on a picnic. They put lunch in a basket. At the park, they put a blanket in the shade. It was a sunny day. They ate their lunch. It was nice. But then, a bee landed on Jane. Jane yelled. Sara said, "stay still." Jane did not move. Then the bee went away. Jane felt better. She hates bees.

Retell the story: _____

What was the problem? _____

When did they go on the picnic? _____

Write a sentence about something you are scared of:

Is it spelled correctly? Write yes or no:

goes _____ **kould** _____ **furst** _____

people _____ **waye** _____ **pencil** _____

book skills data:

book level: _____

skill: _____

comprehension questions:

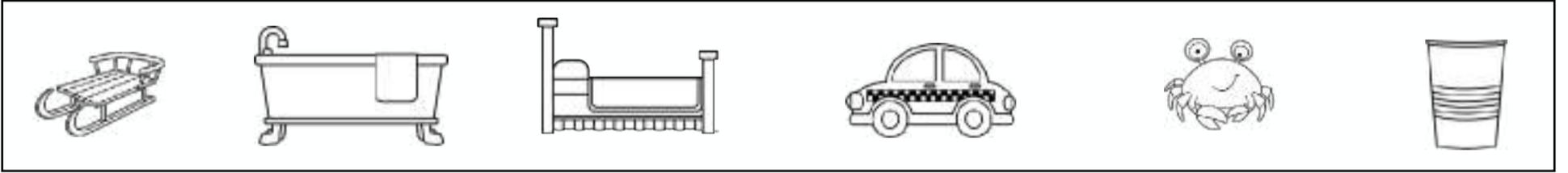
correct _____ # incorrect _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Circle the pictures that end in **b**:



Read the passage and answer the questions:

My grandma likes to make things for my brother and I. Last winter, she made us hats and gloves. She made them with yarn. My hat was red and my gloves were green. My brother's hat and gloves were gray. This year, my grandma is making us cozy blankets for our beds.

When did grandma make them hats and gloves? _____

Who are the characters? _____

What are the hats made out of? _____

Fill in two more words for each set of words:

Find the words in the word search:

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">band</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">could</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">meat</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">way</div> <div style="border: 1px solid black; padding: 5px;">see</div> | <table style="width: 100%; border-collapse: collapse; font-family: monospace;"> <tr><td>h</td><td>s</td><td>e</td><td>e</td><td>p</td></tr> <tr><td>m</td><td>b</td><td>a</td><td>n</td><td>d</td></tr> <tr><td>e</td><td>f</td><td>t</td><td>w</td><td>n</td></tr> <tr><td>a</td><td>e</td><td>r</td><td>a</td><td>g</td></tr> <tr><td>t</td><td>d</td><td>s</td><td>y</td><td>a</td></tr> <tr><td>r</td><td>u</td><td>i</td><td>o</td><td>s</td></tr> <tr><td>c</td><td>o</td><td>u</td><td>l</td><td>d</td></tr> </table> | h | s | e | e | p | m | b | a | n | d | e | f | t | w | n | a | e | r | a | g | t | d | s | y | a | r | u | i | o | s | c | o | u | l | d |
| h | s | e | e | p | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| m | b | a | n | d | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e | f | t | w | n | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a | e | r | a | g | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| t | d | s | y | a | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| r | u | i | o | s | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c | o | u | l | d | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

blue

statue

gray

pay

book skills data:

book level: _____

skill: _____

comprehension questions:

correct _____ # incorrect _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Read the passage and answer the questions:

On Tuesday, Ashley played outside with her dog, Spot. Spot dug holes in the yard. Ashley went inside to get a drink. She forgot to close the back door. Spot ran into the house. He had muddy paws. He jumped on the chairs and rug. Mud was everywhere. Ashley yelled, "get out, Spot!" She had a big mess to get rid of.



What was the problem? _____

What was the solution? _____

When did this happen? _____

Follow the directions. Make sure to use a capital letter and a period:

Write a sentence with an **ai word**:

Write a sentence with an **ee word**:

Write a sentence with an **oe word**:

Fill in the letters to spell each picture:

| | | | | | | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|---|--|--|--|--|--|
|  | | | | | | | | | |  | | | | | |
|  | | | | | | | | | |  | | | | | |

book skills data:

book level: _____

skill: _____

comprehension questions:

correct _____ # incorrect _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Follow the directions using the sight words:

1. Colour then brown.

then

could

2. Colour could blue.

3. Colour people green.

first

4. Colour computer pink.

meat

5. Colour way red.

goes

see

people

band

way

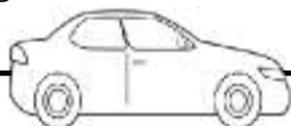
computer

Follow the directions. Make sure to use a capital letter and a period:

Write a sentence with an **ee** word:

Read the passage and answer the questions:

My dad got a new car. The car is red and shiny. Last night, we went for a ride in it. It went fast. The car smells new. My sister and I sat in the back. I like it better than the other car. I can't wait to go in it again.



Who got a new car?

When did they go for a ride?

What colour is the new car?

book skills data:

book level: _____

skill: _____

comprehension questions:

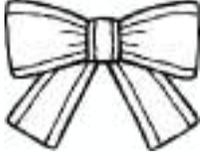
correct _____ # incorrect _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Fill in the missing letter for each word:



| | | |
|--|----------|----------|
| | o | w |
|--|----------|----------|



| | | |
|--|----------|----------|
| | o | w |
|--|----------|----------|



| | | |
|--|----------|----------|
| | o | w |
|--|----------|----------|

Read the passage and answer the questions:



Beetles are bugs. There are many kinds of beetles. Ladybugs are a type of beetle. Many beetles are colourful. Some are brown or black. Beetles have two wings and can fly. They are very small. Beetles lay eggs. They live all over the world. They live in both hot and cold places.

Retell the story: _____

Where do beetles live? _____

Do beetles have wings? _____

Write a sentence with each of the words:

goes _____

see _____

way _____

Colour the **ee words** red. Colour the **ue words** yellow:









book skills data:

skill: _____
correct _____ # incorrect _____

book level: _____

comprehension questions:
correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Read each word and draw a picture of the word:

| | | | |
|---------------|---------------|----------------|---------------|
| number | people | compter | pencil |
|---------------|---------------|----------------|---------------|

Write the word for each picture then write the words under the two categories:

| | |
|--|--|
|  _____ |  _____ |
|  _____ |  _____ |
|  _____ |  _____ |

| |
|-----------|
| ai |
| |

| |
|-----------|
| ay |
| |

Read the passage and answer the questions:

The chef has a busy job. He gets to the kitchen first. He is there before everybody. He gets the kitchen set up. He chops. He makes rolls. He starts on the pies. Then the rest of the cooks come. The chef is the boss. He tells the cooks what to do. They help with cutting, stirring, and baking. Soon it is dinner time. They are all set to go!



Retell the story: _____

When does the chef get to work? _____

Who is the boss? _____

book skills data:

skill: _____
correct _____ # incorrect _____

book level: _____

comprehension questions:
correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Complete the chart with vowel pair words:

| ai | ee | ie | ay | ue |
|----|----|----|----|----|
| | | | | |
| | | | | |
| | | | | |

Read the passage and answer the questions:

Jack had a bad day yesterday. He woke up late. He had to rush. He ate fast and spilled his milk. He left with wet trousers. In class, he forgot his homework. His teacher was mad. At recess, he stepped in gum. His shoe was all sticky. When he was walking home, he fell. He hurt his leg. It was bleeding. Jack is ready for a new day today.



Retell the story: _____

What problems did Jack have? _____

When was the bad day? _____

Read the sentences then circle the word **than**:

- I'm older than you.
- Sally has more cookies than him.
- He needs more than that.
- You like red better than blue.
- Ken runs faster than him.
- I would rather sit than lay.

Write two sentences with the word **them**:

| | |
|-----------------------------------|-----------------------------------|
| book skills data: | book level: _____ |
| skill: _____ | comprehension questions: |
| # correct _____ # incorrect _____ | # correct _____ # incorrect _____ |

sight word data:

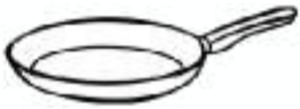
correct _____ # incorrect _____

Use the word bank to fill in the missing words:

rain way weed ray toe tie

- Dad put on a _____.
- You are a _____ of sunshine.
- There is no _____ I am going.
- It fell on my _____.
- The forecast says _____.
- I will pull out each _____.

Read the passage and answer the questions:



Making scrambled eggs is not hard. Put butter in a pan. Let it melt. Crack three eggs in a bowl. Mix the eggs with a fork. Dump the bowl in the pan. Stir the eggs slowly. After the eggs cook, put them on a plate. Add a pinch of salt. Enjoy your eggs!

Retell the story: _____

Do you like scrambled eggs? _____

Where do you crack the eggs? _____

What do you add at the end? _____

When do you cook? _____

Write a sentence with each of the words:

could _____

pencil _____

no _____

| | |
|-----------------------------------|-----------------------------------|
| book skills data: | book level: _____ |
| skill: _____ | comprehension questions: |
| # correct _____ # incorrect _____ | # correct _____ # incorrect _____ |

| |
|-----------------------------------|
| sight word data: |
| # correct _____ # incorrect _____ |

Fill in **oe, ue, ee, ie** to make a word:

| | | |
|------------|-----------|---------------|
| bl _____ | g _____ s | fr _____ d |
| cr _____ s | tr _____ | sh _____ p |
| w _____ d | s _____ d | domin _____ s |

Read the passage and answer the questions:

The sign said no cell phones. Amy put her cell phone in her bag. But, Danny kept his phone. Then, a lady came out. "Put the phone away," said the lady. Danny said, "okay." He put his phone in his pocket. They sat and waited.



What was the problem?

What was the solution?

Who were the characters?

Draw a picture of the word and then write two sentences with the words:

| | |
|-----------------|--|
| people | |
| computer | |
| meat | |

book skills data:

skill: _____
 # correct _____ # incorrect _____

book level: _____

comprehension questions:
 # correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Write a sentence with each word:

could

first

way

my

Write 2 words with ee:

Write 2 words with ie:

Write 2 words with ue:

Read the passage and answer the questions:

On a cold winter day, the princess got lost in the forest. It was getting dark. She was scared. She made friends with some forest animals. They helped her find the big street. The street led her to her home. She was happy for the animal friends!



What was the setting?

What was the problem?

When did she get lost?

book skills data:

book level: _____

skill: _____

comprehension questions:

correct _____ # incorrect _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Follow the directions. Make sure to use a capital letter and period:

Write a sentence with the words no and pencil:

Write a sentence with the words than and meat:

Write a sentence with the words no and way:

Read the passage and answer the questions:

A huge package was delivered in the morning. It was too big for Kate to carry. She called for her brothers to help. They dragged it inside. What was in the box? They did not know. They opened the box with scissors. They saw a new chair for Kate's dad. They put the chair in the living room. He will be happy when he sees this!



Retell the story: _____

When was the package delivered? _____

What was Kate's solution to not being able to carry the box? _____

Use the word bank to fill in the missing words:

quiet science ties fried pie flies

- Please be _____.
- The bird _____ over the tree.
- My sister _____ my shoes.
- She made us _____.
- I liked _____ chicken from here.
- My favourite subject is _____.

book skills data:

book level: _____

skill: _____

comprehension questions:

correct _____ # incorrect _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Fill in the sentences with the words from the word bank:

| | |
|---|--|
| <p>could</p> <p>no</p> <p>goes</p> <p>meat</p> <p>band</p> | <p>1. Does Sarah eat _____ ?</p> <p>2. I am listening to the _____ .</p> <p>3. _____ you bring me some paper towels?</p> <p>4. That is _____ fun.</p> <p>5. He _____ to school with his sisters.</p> |
|---|--|

Follow the directions. Make sure to use a capital letter and a period:

Write a sentence with an **ee word**:

Write a sentence with a **ue word**:

Read the passage and answer the questions:

Fire fighters keep us safe. When there is a fire, the alarm goes off. Fire fighters run to the trucks. They drive to the fire. They help everyone get out. They use the big ladder. It helps get anyone who is up high. They use the big hoses to put water on the fire. We need fire fighters!



When do fire fighters go to the trucks? _____

What tells them there is a fire? _____

Have you ever seen a fire fighter? _____

book skills data:

skill: _____
 # correct _____ # incorrect _____

book level: _____

comprehension questions:
 # correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Write a sentence with each of the words:

could _____

my _____

meat _____

Colour the **ee words** red. Colour the **ie words** yellow. Colour the **ay words** green:



Read the passage and answer the questions:



Jim saw something scary last night. He was sitting in the yard and saw a shadow fly by. He ran inside. His mum said, "don't be scared." They went back outside. They saw the shadow again. They looked up. It was a bat. Bats fly at night. Jim did not like the bat. They went inside. They watched the bat fly from the window.

When did Jim see the shadow? _____

Who was making the shadow? _____

Have you ever felt scared about something? _____

Write a sentence about bats:

book skills data:

skill: _____
correct _____ # incorrect _____

book level: _____

comprehension questions:
correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Find the words in the word search:

Write 3 words with ay:

| | | | | | |
|---|---|---|---|---|---|
| <p>has</p> <p>time</p> <p>into</p> <p>him</p> <p>like</p> <p>go</p> | h | g | h | g | o |
| | a | f | d | t | i |
| | s | i | h | i | m |
| | a | n | t | m | p |
| | s | t | r | e | o |
| | f | o | g | e | l |
| | l | i | k | e | k |

Write 3 words with ai:

Circle the correct word for each picture:

| | | | | | |
|---|---------------------------|---|---------------------------|---|---------------------------|
|  | cake cak |  | cube cub |  | fir fire |
|  | pin pine |  | tap tape |  | cone con |

Read the passage and answer the questions:



“The mail came!” yelled Tim. He was waiting for a letter. The letter was from his friend, Pat. He carried the mail inside. “It’s here!” he cried. The letter from Pat came. He opened it up. Pat is coming for a visit soon! Tim was excited. He wrote a letter back to Pat.

Retell the story: _____

Who are the characters? _____

What was Tim waiting for? _____

| | |
|-----------------------------------|-----------------------------------|
| book skills data: | book level: _____ |
| skill: _____ | comprehension questions: |
| # correct _____ # incorrect _____ | # correct _____ # incorrect _____ |

sight word data:
 # correct _____ # incorrect _____

1. Read the sight words:

| | | | | |
|--------|-------|--------|-------|----------|
| goes | could | my | first | pencil |
| see | way | than | band | computer |
| number | no | people | pen | meat |

Tally correct and incorrect. Correct: _____ Incorrect: _____

2. Read the vowel pair words:

| | | | | |
|------|--------|------|-------|-------|
| mail | toes | rain | say | spray |
| blue | statue | pie | sleep | cries |
| way | weed | wait | quiet | sheep |

Tally correct and incorrect. Correct: _____ Incorrect: _____

3. Write the words:

| | | | |
|---|-------|---|-------|
|  | _____ |  | _____ |
|  | _____ |  | _____ |
|  | _____ |  | _____ |
|  | _____ |  | _____ |
|  | _____ |  | _____ |

4. Read the passages and answer the questions:

On Sunday, Jane and Sara went on a picnic. They put lunch in a basket. At the park, they put a blanket in the shade. It was a sunny day. They ate their lunch. It was nice. But then, a bee landed on Jane. Jane yelled. Sara said, "stay still." Jane did not move. Then the bee went away. Jane felt better. She hates bees.



When did they go on the picnic? _____

When did Sara tell Jane to stay still? _____

The chef has a busy job. He gets to the kitchen first. He is there before everybody. He gets the kitchen set up. He chops. He makes rolls. Then the rest of the cooks come. The chef is the boss. He tells the cooks what to do. They help with cutting, stirring, and baking. They make the pies last. Soon it is dinner time. They are all set to go!



When does the chef get to the kitchen? _____

When do they make the pies? _____

Unit 6 Rubric & Grading Instructions

Name: _____ Date: _____ (circle one) Pre-test Post-test

| | correct | incorrect | total possible |
|---|---------|-----------|----------------|
| 1. Read the sight words. Point to each sight word and tell the student "read this". Tally correct and incorrect for each word. Count how many words are read correctly and incorrectly. | | | 15 |
| 2. Read the vowel pair words. Point to each sight word and tell the student "read this". Tally correct and incorrect for each word. | | | 15 |
| 3. Write the word for each picture. Count as correct if the word is spelled correctly and no extra letters are written. | | | 10 |
| 4. Read a text and answer comprehension questions. Have the student read the passage independently. Do not provide help. After the student reads the passage, have them answer the 'when' questions. Count the answers to each question as correct or incorrect. To be counted as correct, only the correct answer may be on the line. | | | 4 |
| 5. Book skill: select a book at the recommended reading level or the reading level for the student based on a reading level assessment. Use the same level book for the pre-test and the post-test. Have the student read the book independently. Do not provide error correction or prompting. Ask the student 3 when questions based on the content of the book. Track how many are correct or incorrect. Only count as correct if only the correct answer is given within 5 seconds of the question. | | | 3 |
| Reading Level: _____ | | | |

Analyzing the Errors:

The pre-test is used as a baseline to see where the student is starting out before any instruction is given. Errors on the pre-test will be addressed through the unit activities. Errors on the post-test indicate that additional instruction or practice is needed. Every student learns at different rates! Here is where this student needs more work:

| | | |
|----------------|-----------------|---|
| total correct | total incorrect | * total correct divided by total possible times 100 |
| total possible | percentage * | |
| 47 | | |

| Error Numbers | Needs Practice on.... | Suggested Activities |
|----------------------|--|---|
| many errors on 1 | still needs work on the current set of sight words | practice with flashcards, have the student write the words each day, add words to fluency instruction |
| many errors on 2 & 3 | still needs work on reading and spelling vowel pair words | practice with flashcards of words, make an anchor chart with sets of words for the vowel pairs from this unit, practice just the letter sounds, use Words Their Way word sorts or make word sorts for each group |
| many errors on 4 & 5 | still needs work on reading a book or passage and answering when questions | review reading fluency errors, do repeated reading with the same text, work on when questions in isolation, highlight potential 'when' answers within a passage or text to provide multiple choices for a when question |

Anchor Chart - Unit 7

Sight Words

water who now book new
been oil find newspaper sound
called sit crayon over take

Phonics

vowel pairs: some vowels work together to make a sound

ea - bread

oa - boat

au - laugh

oo - boot

ey - key

ei - weigh

Book Skill

answer why questions about a book you read



why?

- turn the question into a statement
- answer the question
- give an example

Why was the boy sad?

The boy was sad because he lost his puppy when the puppy ran away at the park.

Level 2

word flashcards:

water

RC Level 2 Unit 7

oil

RC Level 2 Unit 7

been

RC Level 2 Unit 7

sit

RC Level 2 Unit 7

called

RC Level 2 Unit 7

now

RC Level 2 Unit 7

who

RC Level 2 Unit 7

find

RC Level 2 Unit 7

word flashcards:

crayon

RC Level 2 Unit 7

new

RC Level 2 Unit 7

book

RC Level 2 Unit 7

sound

RC Level 2 Unit 7

newspaper

RC Level 2 Unit 7

take

RC Level 2 Unit 7

over

RC Level 2 Unit 7

1. Read the sight words:

| | | | | |
|--------|-----|--------|-----------|-------|
| water | who | now | book | new |
| been | oil | find | newspaper | sound |
| called | sit | crayon | over | take |

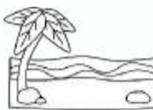
Tally correct and incorrect. Correct: _____ Incorrect: _____

2. Read the vowel pair words:

| | | | | |
|-------|-------|--------|-------|-------|
| boat | weigh | monkey | dream | bread |
| eight | book | pool | sauce | money |
| moon | mean | key | load | pause |

Tally correct and incorrect. Correct: _____ Incorrect: _____

3. Write the words:

| | | | |
|---|-------|---|-------|
|  | _____ |  | _____ |
|  | _____ |  | _____ |
|  | _____ |  | _____ |
|  | _____ |  | _____ |
|  | _____ |  | _____ |

4. Read the passages and answer the questions:

Tom is getting sick. He has a sore throat. His head hurts. Tom's mum tells him to lie down. Tom sits on his bed. "I don't feel good," Tom tells his mum. "I will get you medicine," says his mum. Tom takes the medicine and then takes a nap. Hopefully, he will feel better later.



Why did Tom feel sick? _____

Why did he take medicine? _____

Rick was mad. He was really mad. He got in a fight with Dan. Dan was his friend. But Dan was being mean. Dan wouldn't share the ball. Rick yelled at Dan. Dan yelled back. The teacher told them to stop it. So, Rick sat alone on the park bench. Later, Dan came over. "I'm sorry," said Dan. "Thanks," said Rick. "Let's be friends again."



Why was Rick mad? _____

Why was Rick sitting alone? _____

Unit 7 Rubric & Grading Instructions

Name: _____ Date: _____ (circle one) Pre-test Post-test

| | correct | incorrect | total possible |
|--|---------|-----------|----------------|
| 1. Read the sight words. Point to each sight word and tell the student "read this". Tally correct and incorrect for each word. Count how many words are read correctly and incorrectly. | | | 15 |
| 2. Read the vowel pair words. Point to each sight word and tell the student "read this". Tally correct and incorrect for each word. | | | 15 |
| 3. Write the word for each picture. Count as correct if the word is spelled correctly and no extra letters are written. | | | 10 |
| 4. Read a text and answer comprehension questions. Have the student read the passage independently. Do not provide help. After the student reads the passage, have them answer the 'why' questions. Count the answers to each question as correct or incorrect. To be counted as correct, only the correct answer may be on the line. | | | 4 |
| 5. Book skill: select a book at the recommended reading level or the reading level for the student based on a reading level assessment. Use the same level book for the pre-test and the post-test. Have the student read the book independently. Do not provide error correction or prompting. Ask the student 3 why questions based on the content of the book. Track how many are correct or incorrect. Only count as correct if only the correct answer is given within 5 seconds of the question. | | | 3 |
| Reading Level: _____ | | | |

Analyzing the Errors:

The pre-test is used as a baseline to see where the student is starting out before any instruction is given. Errors on the pre-test will be addressed through the unit activities. Errors on the post-test indicate that additional instruction or practice is needed. Every student learns at different rates! Here is where this student needs more work:

| | | |
|----------------|-----------------|---|
| total correct | total incorrect | * total correct divided by total possible times 100 |
| total possible | percentage * | |
| 47 | | |

| Error Numbers | Needs Practice on.... | Suggested Activities |
|----------------------|---|---|
| many errors on 1 | still needs work on the current set of sight words | practice with flashcards, have the student write the words each day, add words to fluency instruction |
| many errors on 2 & 3 | still needs work on reading and spelling vowel pair words | practice with flashcards of words, make an anchor chart with sets of words for the vowel pairs from this unit, practice just the letter sounds, use Words Their Way word sorts or make word sorts for each group |
| many errors on 4 & 5 | still needs work on reading a book or passage and answering why questions | review reading fluency errors, do repeated reading with the same text, work on when questions in isolation, highlight potential 'why' answers within a passage or text to provide multiple choices for a why question |

Fill in **ea, oo, oa, ei** to make a word:

pl _____ se

c _____ l

l _____ p

s _____ p

h _____ d

tr _____ t

m _____ n

r _____ d

w _____ ght

Read the passage and answer the questions:

The Tim family went out to dinner. It was Sunday night. They had pizza. It was good. But then they heard a loud alarm. The fire alarm went off. Everyone ran out of the restaurant. There was a fire in the kitchen. The fire fighters came. They checked it out. Then everything was safe.



Why did everyone run out of the restaurant? _____

Why did the fire fighters come? _____

When did they go out to dinner? _____

Write a sentence about fire alarms:

Circle the correct word for each picture:



crayen
crayon
crayun



ool
oile
oil



newpaper
newspaper
newspapr



book
bock
bok

book skills data:

skill: _____
correct _____ # incorrect _____

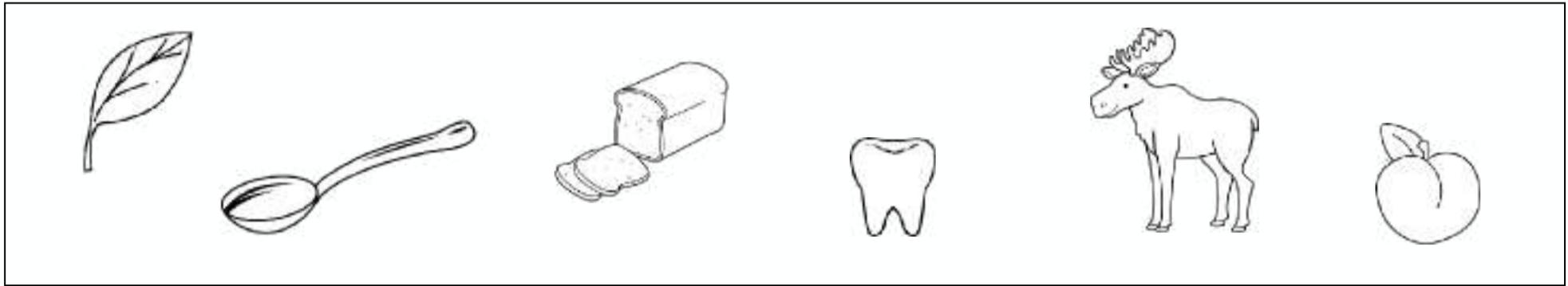
book level: _____

comprehension questions:
correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Colour the **ea words** red. Colour the **oo words** yellow:



Read the passage and answer the questions:

In the fall, the weather changes. It gets cool. When it gets cool, the leaves change colours. Then the leaves fall off the trees. The grass turns brown. The days get shorter. We know winter is coming next. Fall is a good time of year for picking apples. It is also good for getting pumpkins.



Why do the leaves change colours? _____

What happens in the fall? _____

What season is after fall? _____

Write a sentence with each word:

called

who

find

over

book skills data:

book level: _____

skill: _____

comprehension questions:

correct _____ # incorrect _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Circle the word that fits each sentence:

Match the word to pictures:

1. I will **(over, find, now)** a new spot.
2. **(What, Who, When)** took my cookie?
3. Let's **(sat, sit, now)** down here.
4. I am going to **(been, take, over)** more.
5. We **(find, over, called)** our friends.

| | |
|-------------|--|
| foot |  |
| cook |  |
| moon |  |
| book |  |

Read the passage and answer the questions:



The smallest mouse in the pack was Timmy. Timmy was so small. He had to fight to get food. He got left behind. He could not run fast. Timmy was sad being so small. But soon he grew big. When he was big, he could run fast. He could keep up. He liked being big.

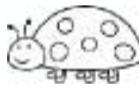
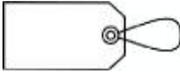
Why was Timmy sad? _____

What was the solution to Timmy's problem? _____

What could Timmy not do when he was small? _____

Why did he get left behind? _____

Finish spelling the CVC words:

| | | | | | |
|---|-----------------|---|-----------------|---|-----------------|
|  | ba _____ |  | fo _____ |  | bu _____ |
|  | po _____ |  | ta _____ |  | gu _____ |

book skills data:

book level: _____

skill: _____

comprehension questions:

correct _____ # incorrect _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Read the passage and answer the questions:

Amy was excited for her first aeroplane ride. She packed her backpack with toys and snacks. She sat next to her mum. She watched out the window. The plane took off. They flew into the sky. She saw clouds out of her window. She used crayons to colour. She ate her snacks. Soon the flight was done.



What did Amy put in her backpack? _____

Why was Amy excited? _____

Have you ever been on an aeroplane? _____

Is it spelled correctly? Write yes or no:

caled _____ sound _____ been _____

ovur _____ new _____ finde _____

Write the word for each picture then write the words under the two categories:

| | |
|--|--|
|  _____  _____  _____ |  _____  _____  _____ |
|--|--|

oa

ei

book skills data:

book level: _____

skill: _____
correct _____ # incorrect _____

comprehension questions:
correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Fill in the sentences with the words from the word bank:

Fill in two more words for each set of words:

been called who

- I have _____ awake since 5.
- He _____ his mum.
- _____ is ready for cake?

weight

eight

now find over

- The dog wants food_____ .
- Move _____ , please.
- They _____ a new shop.

sauce

August

coat

load

Read the passage and answer the questions:

The lion was hiding in the tall grass. He was looking for a zebra. Lions eat zebras. He was being very quiet and still. When he saw a zebra, he jumped out. But the zebra was fast. The zebra ran away. The lion couldn't catch it. The lion went back to the tall grass. Then lion will keep waiting for its dinner.



Retell the story: _____

Why was the lion being still and quiet? _____

Did the lion catch the zebra? _____

book skills data:

book level: _____

skill: _____

comprehension questions:

correct _____ # incorrect _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Read each word and draw a picture of the word:

water

book

newspaper

sit

Read the passage and answer the questions:

Tom is getting sick. He has a sore throat. His head hurts. Tom's mum tells him to lie down. Tom sits on his bed. "I don't feel good," Tom tells his mum. "I will get you medicine," says his mum. Tom takes the medicine and then takes a nap. Hopefully, he will feel better later.



Why did Tom take medicine? _____

Who are the characters? _____

What is the problem? _____

Write a sentence about a time you were sick:

Complete the chart with vowel pair words:

| oa | au | ei | ey | oo |
|----|----|----|----|----|
| | | | | |
| | | | | |
| | | | | |

book skills data:

book level: _____

skill: _____
correct _____ # incorrect _____

comprehension questions:
correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Circle the word that fits each sentence:

Fill in two more words for each set of words:

1. I like that (**now, new, find**) outfit.
2. (**Who, Sit, Find**) more people to come.
3. We (**took, been, called**) the box down.
4. We drive (**sit, oil, over**) the bridge.
5. It is time for lunch (**now, new, sit**).

far
start

burn
fur

Read the passage and answer the questions:



Squirrels love to eat nuts. They collect lots of nuts. They find them in the trees and on the ground. They save nuts in trees for the winter. In the winter, there aren't a lot of nuts to find. So, the squirrels eat the nuts they hid. Then they don't get hungry.

Why do squirrels put nuts in trees? _____

Where do they find nuts? _____

Do you like nuts? _____

Fill in two more words for each set of words:

monkey
money

seal
bead

roof
food

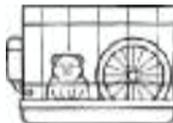
| | |
|--|--|
| book skills data: skill: _____ # correct _____ # incorrect _____ | book level: _____ comprehension questions: # correct _____ # incorrect _____ |
|--|--|

| |
|---|
| sight word data: # correct _____ # incorrect _____ |
|---|

Circle the correct word then write it:

| | | |
|---|----------------------------|--|
|  | sitt site sit | |
|  | crayen crayon crayn | |
|  | oel oil oille | |

Read the passage and answer the questions:

| | |
|---|---|
|  | <p>The kids walked into the class on Monday. "We have a special treat!" said Ms. Peters. "We have a new class pet," she said. She showed the class a cage. In the cage, was a brown hamster. The kids were excited. "Let's name him," they yelled. The class named him Edgar. He was a great class pet.</p> |
|---|---|

Why were the kids excited? _____

What colour was the hamster? _____

Retell the story: _____

When did they get a class pet? _____

Read the word and then use it in a sentence:

| |
|-------|
| money |
|-------|

| |
|--------|
| looked |
|--------|

| | |
|--|--|
| book skills data: skill: _____ # correct _____ # incorrect _____ | book level: _____ comprehension questions: # correct _____ # incorrect _____ |
|--|--|

| |
|---|
| sight word data: # correct _____ # incorrect _____ |
|---|

Fill in **ea, oo, oa, ey** to make a word:

| | | |
|------------|-----------|-----------|
| s _ _ _ p | mon _ _ _ | s _ _ _ t |
| sp _ _ _ n | t _ _ _ l | b _ _ _ t |
| l _ _ _ f | k _ _ _ | b _ _ _ k |

Read the passage and answer the questions:



Ryan loves soccer. He plays on a team. He likes to kick the ball. He likes to run fast. He likes to play goalie. The goalie protects the goal. Don't let the ball go in! Ryan is excited for his game on Friday. He hopes his team will win!

When is Ryan's next game? _____

Why is Ryan excited? _____

What does the goalie do? _____

Write a sentence about playing soccer:

Write your sight words:

book skills data:

book level: _____

skill: _____

comprehension questions:

correct _____ # incorrect _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Find the words in the word search:

Match the word to pictures:

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| <p>now</p> <p>new</p> <p>take</p> <p>who</p> <p>sit</p> | <table border="1" style="width: 100%; text-align: center;"> <tr><td>e</td><td>p</td><td>n</td><td>t</td><td>q</td></tr> <tr><td>g</td><td>f</td><td>e</td><td>a</td><td>a</td></tr> <tr><td>n</td><td>o</td><td>w</td><td>k</td><td>w</td></tr> <tr><td>s</td><td>y</td><td>u</td><td>e</td><td>h</td></tr> <tr><td>e</td><td>s</td><td>i</td><td>t</td><td>o</td></tr> <tr><td>g</td><td>t</td><td>h</td><td>f</td><td>g</td></tr> </table> | e | p | n | t | q | g | f | e | a | a | n | o | w | k | w | s | y | u | e | h | e | s | i | t | o | g | t | h | f | g |
| e | p | n | t | q | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g | f | e | a | a | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| n | o | w | k | w | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| s | y | u | e | h | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e | s | i | t | o | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g | t | h | f | g | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | |
|------------------|---|
| water |  |
| oil |  |
| crayon |  |
| book |  |
| newspaper |  |

Read the passage and answer the questions:

| | |
|---|--|
|  | <p>Cara's birthday is next week. It is on Friday. Cara is excited. She is having a big party. All of her friends will come. They will play party games. They will play tag and do a craft. They will eat cake. Cara's mum ordered a chocolate cake with sprinkles. Cara will open presents last. It will be great!</p> |
|---|--|

When is Cara's birthday? _____

Why will her friends come over? _____

What kind of cake will they have? _____

Is it spelled correctly? Write yes or no:

seet _____ kay _____ book _____

soape _____ monkie _____ seat _____

book skills data:

book level: _____

skill: _____
correct _____ # incorrect _____

comprehension questions:
correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Fill in the sentences with the words from the word bank:

Write 2 words with ea:

Write 2 words with oo:

Write 2 words with ey:

| | | | |
|--------------|---------------|-------------|-------------|
| water | sit | now | new |
| who | crayon | find | book |

1. I need some _____ to drink.
2. Draw with the _____.
3. _____ wants more pizza?
4. He wanted more _____ .
5. Dad reads him the _____.
6. Do you like his _____ shoes?
7. He can _____ more pencils.
8. Can you _____ down here?

Read the passage and answer the questions:



Frogs are amphibians. They live in water and on land. They can swim and hop. They lay eggs in water. Eggs hatch into tadpoles. Tadpoles turn into frogs. Frogs live near ponds and swamps. There are many kinds of frogs. They live all over the world.

Why do frogs live near swamps? _____

What do frog eggs hatch into? _____

Where do frogs lay their eggs? _____

book skills data:

book level: _____

skill: _____

comprehension questions:

correct _____ # incorrect _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Fill in the missing letters for each word:

| | | | | | | |
|-------|---|----|---|----|---|----|
| calle | | t | | ke | | ew |
| | | ee | n | s | o | nd |
| b | e | | n | | | |

Follow the directions. Make sure to use a capital letter and a period:

Write a sentence with an **oa word**:

Write a sentence with an **ey word**:

Read the passage and answer the questions:



The kids went to the barn. At the barn, they saw pigs, cows, and horses. The pigs were in the pen. The pen was really muddy. The pigs smelled bad because of the mud. The cows were by the field. The horses were in the stalls. The kids fed the horses apples. The barn is a fun place.

Retell the story: _____

Why did the pigs smell? _____

Where were the horses? _____

Write a sentence about farm animals:

book skills data:

skill: _____
correct _____ # incorrect _____

book level: _____

comprehension questions:
correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Read the passage and answer the questions:

“Time for the beach,” said Dad. Everyone got into the car. They were excited for the beach day. When they got there, the kids jumped out. It was sunny and warm. They found a spot on the sand. They put the towels down. The kids swam. Dad sat on the towels. Later, they made sand castles. Beach days are the best!



Why did they put towels out? _____

What was the weather like? _____

Have you ever been to the beach? _____

Read the sentences then circle the word **new**:

- Let’s buy new shoes.
- I knew you wanted a new bag.
- There is the new student.
- My new room is so pretty.
- Is that new?
- Do you want new paper?

Write the word for each picture then write the words under the two categories:

| | |
|--|--|
|  _____ |  _____ |
|  _____ |  _____ |
|  _____ |  _____ |

ey

oo

book skills data:

book level: _____

skill: _____

comprehension questions:

correct _____ # incorrect _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Write a sentence about the picture using the word:

sit



newspaper



Read the passage and answer the questions:



Rick was mad. He was really mad. He got in a fight with Dan. Dan was his friend. But Dan was being mean. Dan wouldn't share the ball. Rick yelled at Dan. Dan yelled back. The teacher told them to stop it. So, Rick sat alone on the park bench. Later, Dan came over. "I'm sorry," said Dan. "Thanks," said Rick. "Let's be friends again."

What was the problem? _____

Why was Dan mad? _____

What was the solution? _____

Complete the chart with vowel pair words:

| ey | oo | ea | oa | au |
|----|----|----|----|----|
| | | | | |
| | | | | |
| | | | | |

book skills data:

book level: _____

skill: _____

comprehension questions:

correct _____ # incorrect _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Write a sentence with each of the words:

who _____

over _____

take _____

new _____

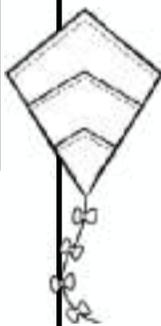
been _____

Write 2 words with oa:

Write 2 words with au:

Write 2 words with ei:

Read the passage and answer the questions:



On a windy day in April, Jessica took out her kite. She went to the big field. She put her kite up to the wind. Then she ran as fast as she could. She called out to her mum, "Look up at the kite!" The kite flew in the sky. It flew up high to the clouds.

What was the setting?

When did she take out her kite?

Why did she go on a windy day?

book skills data:

book level: _____

skill: _____

comprehension questions:

correct _____ # incorrect _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Read the passage and answer the questions:



Rachel thinks dogs make the best pets. Dogs can be a good friend. They sit on the couch with you. They go on walks with you. Dogs like to play. They play ball. They run for a stick. Dogs are usually happy. They let you pet them. Dogs are smart. They learn tricks. They listen. They wait when they are told.

Why does Rachel think dogs make the best pets? _____

What do dogs like to play? _____

What makes a dog a good friend? _____

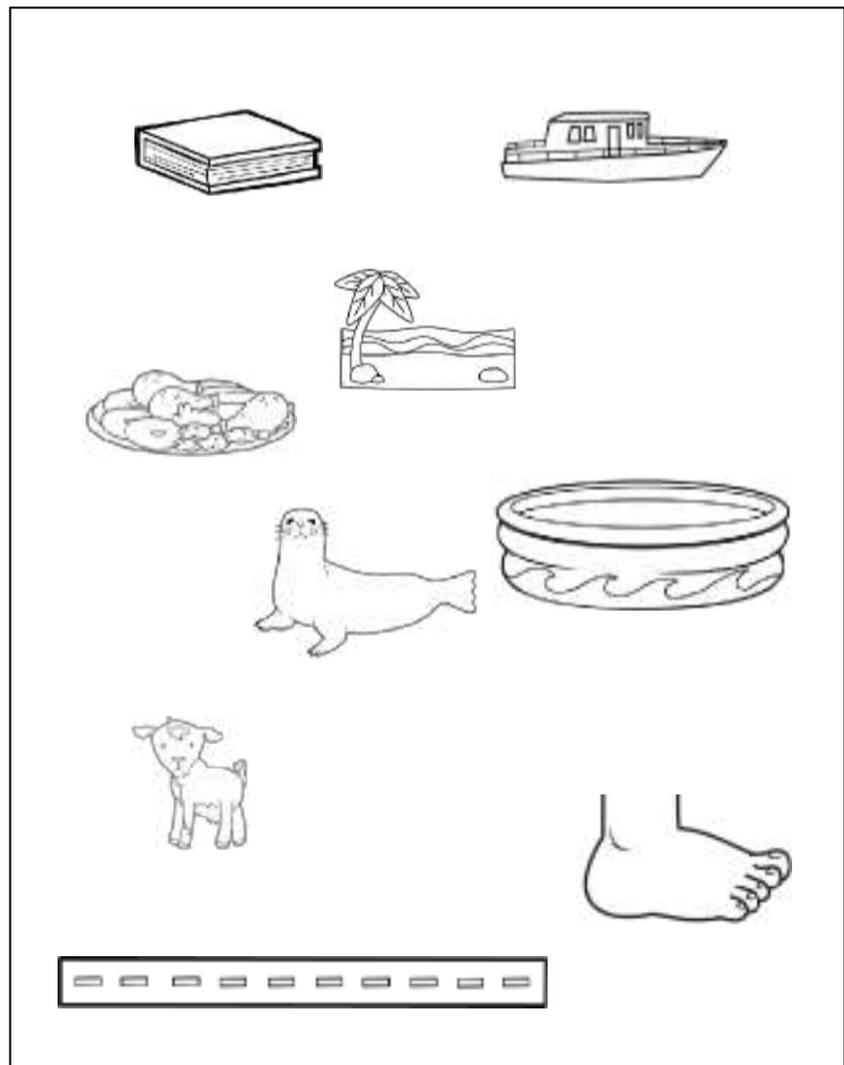
What animal do you think is the best pet? _____

Find the words in the word search:

been
called
now
find
new
take
oil

| | | | | |
|---|---|---|---|---|
| r | w | u | i | p |
| e | b | e | e | n |
| f | t | u | y | l |
| n | e | w | t | c |
| o | r | r | t | a |
| w | r | o | i | l |
| p | f | a | e | l |
| f | i | n | d | e |
| t | a | k | e | d |
| e | g | h | j | f |

Colour the **oa words** red.
Colour the **ea words** yellow.
Colour the **oo words** green:



book skills data:

book level: _____

skill: _____

comprehension questions:

correct _____ # incorrect _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Use the word bank to fill in the missing words:

key meat moon monkey book boat

- Please eat your _____.
- The _____ climbed the tree.
- I see the _____ in the sky.
- She is reading a new _____.
- He put the _____ in the lock.
- The _____ is floating along.

Read the passage and answer the questions:



The hen laid an egg. The egg sat in the nest. The hen sat on top to keep it warm. Then the egg started to hatch. A chick came out. The chick was yellow and soft. The chick said, "cheep, cheep." The hen takes care of the chick. The chick will grow up into a hen.

Why did the hen sit on the egg? _____

Where was the egg? _____

What came out of the egg? _____

Retell the story: _____

Write a sentence with each of the words:

water _____

oil _____

who _____

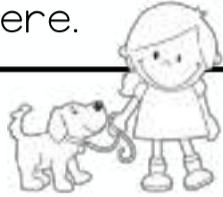
sit _____

| | |
|-----------------------------------|-----------------------------------|
| book skills data: | book level: _____ |
| skill: _____ | comprehension questions: |
| # correct _____ # incorrect _____ | # correct _____ # incorrect _____ |

| |
|-----------------------------------|
| sight word data: |
| # correct _____ # incorrect _____ |

Read the passage and answer the questions:

Stacy took her dog for a walk. She stopped to tie her shoe. While she stopped, she dropped the leash. Her dog ran off. He ran fast. Stacy could not catch him. She ran and ran. She started crying. Did she lose her dog? But then, she saw him running back. Hooray! Her dog is here.



Why did the dog run away?

Why was she crying?

Circle the word family the group of pictures belongs to:



| | | |
|------------|------------|------------|
| ank | ale | ain |
|------------|------------|------------|



| | | |
|------------|------------|-----------|
| ick | ock | op |
|------------|------------|-----------|

Follow the directions. Make sure to use a capital letter and a period:

Write a sentence with an **au** word:

Write a sentence with an **ei** word:

Colour the word for each picture:



| | |
|-----------|-----------|
| newspaper | newpaper |
| newspapr | newspapir |



| | | |
|-------|--------|-------|
| watur | watir | watr |
| water | wauter | wutur |



| | | |
|-----|------|------|
| ool | oil | oal |
| oul | oile | oill |

book skills data:

skill: _____
correct _____ # incorrect _____

book level: _____

comprehension questions:
correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Write as many words as you can for each vowel pair:

| | | | |
|-----------|-----------|-----------|-----------|
| ea | ei | au | ey |
|-----------|-----------|-----------|-----------|

Fill in the missing letters for each word:

| | | |
|---|---|---|
| n o <input style="width: 40px; height: 40px;" type="text"/> | o <input style="width: 40px; height: 40px;" type="text"/> e r | <input style="width: 40px; height: 40px;" type="text"/> i l |
| <input style="width: 40px; height: 40px;" type="text"/> i n d | t a <input style="width: 40px; height: 40px;" type="text"/> e | <input style="width: 40px; height: 40px;" type="text"/> o o k |

Read the passage and answer the questions:

Have you ever been camping? Camping is a fun thing to do. You can go with friends or family. You need a tent to sleep in. After you set up your tent, put in your sleeping bag. An adult can make a fire. The fire will keep you warm and cook your food. Hot dogs and s'mores are good camping food. Camping is the best.



Why do you need a tent camping? _____

What should you put in the tent? _____

Who can you go camping with? _____

Why do you need a fire? _____

book skills data:

book level: _____

skill: _____

comprehension questions:

correct _____ # incorrect _____

correct _____ # incorrect _____

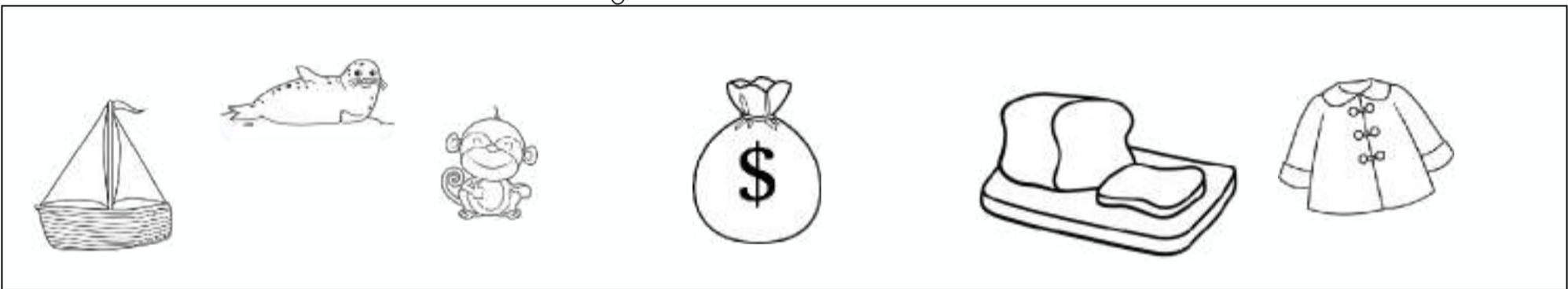
sight word data:

correct _____ # incorrect _____

Fill in the sentences with the words from the word bank:

| | |
|--|---|
| <p>out</p> <p>found</p> <p>find</p> <p>over</p> <p>foot</p> | <p>1. He _____ the dog yesterday.</p> <p>2. The cat ran _____ of the room.</p> <p>3. We jumped _____ the fence to get away.</p> <p>4. Did you ever _____ your shoes?</p> <p>5. I hurt my _____ on the hot ground.</p> |
|--|---|

Colour the **ea words** red. Colour the **ey words** yellow. Colour the **oa words** green:



Colour the pictures in the row that have that vowel sound

| | | | |
|----------|--|--|--|
| a | | | |
| i | | | |
| o | | | |
| u | | | |

Read the passage and answer the questions:

Jack and Frank are best friends. One day, they went on a hike. They hiked up a big hill. Jack fell down. He hurt his foot. Frank called for help. A man helped them off of the hill. The boys went to the doctor. The doctor wrapped Jack's foot. It is better now.



Why did Frank call for help?

What was the setting?

| | |
|-----------------------------------|-----------------------------------|
| book skills data: | book level: _____ |
| skill: _____ | comprehension questions: |
| # correct _____ # incorrect _____ | # correct _____ # incorrect _____ |

| |
|-----------------------------------|
| sight word data: |
| # correct _____ # incorrect _____ |

1. Read the sight words:

| | | | | |
|--------|-----|--------|-----------|-------|
| water | who | now | book | new |
| been | oil | find | newspaper | sound |
| called | sit | crayon | over | take |

Tally correct and incorrect. Correct: _____ Incorrect: _____

2. Read the diphthong words:

| | | | | |
|-------|-------|--------|-------|-------|
| boat | weigh | monkey | dream | bread |
| eight | book | pool | sauce | money |
| moon | mean | key | load | pause |

Tally correct and incorrect. Correct: _____ Incorrect: _____

3. Write the words:

| | | | |
|---|-------|---|-------|
|  | _____ |  | _____ |
|  | _____ |  | _____ |
|  | _____ |  | _____ |
|  | _____ |  | _____ |
|  | _____ |  | _____ |

4. Read the passages and answer the questions:

Tom is getting sick. He has a sore throat. His head hurts. Tom's mum tells him to lie down. Tom sits on his bed. "I don't feel good," Tom tells his mum. "I will get you medicine," says his mum. Tom takes the medicine and then takes a nap. Hopefully, he will feel better later.



Why did Tom feel sick? _____

Why did he take medicine? _____

Rick was mad. He was really mad. He got in a fight with Dan. Dan was his friend. But Dan was being mean. Dan wouldn't share the ball. Rick yelled at Dan. Dan yelled back. The teacher told them to stop it. So, Rick sat alone on the park bench. Later, Dan came over. "I'm sorry," said Dan. "Thanks," said Rick. "Let's be friends again."



Why was Rick mad? _____

Why was Rick sitting alone? _____

Unit 7 Rubric & Grading Instructions

Name: _____ Date: _____ (circle one) Pre-test Post-test

| | correct | incorrect | total possible |
|--|---------|-----------|----------------|
| 1. Read the sight words. Point to each sight word and tell the student "read this". Tally correct and incorrect for each word. Count how many words are read correctly and incorrectly. | | | 15 |
| 2. Read the vowel pair words. Point to each sight word and tell the student "read this". Tally correct and incorrect for each word. | | | 15 |
| 3. Write the word for each picture. Count as correct if the word is spelled correctly and no extra letters are written. | | | 10 |
| 4. Read a text and answer comprehension questions. Have the student read the passage independently. Do not provide help. After the student reads the passage, have them answer the 'why' questions. Count the answers to each question as correct or incorrect. To be counted as correct, only the correct answer may be on the line. | | | 4 |
| 5. Book skill: select a book at the recommended reading level or the reading level for the student based on a reading level assessment. Use the same level book for the pre-test and the post-test. Have the student read the book independently. Do not provide error correction or prompting. Ask the student 3 why questions based on the content of the book. Track how many are correct or incorrect. Only count as correct if only the correct answer is given within 5 seconds of the question. | | | 3 |
| Reading Level: _____ | | | |

Analyzing the Errors:

The pre-test is used as a baseline to see where the student is starting out before any instruction is given. Errors on the pre-test will be addressed through the unit activities. Errors on the post-test indicate that additional instruction or practice is needed. Every student learns at different rates! Here is where this student needs more work:

| | | |
|----------------|-----------------|---|
| total correct | total incorrect | * total correct divided by total possible times 100 |
| total possible | percentage * | |
| 47 | | |

| Error Numbers | Needs Practice on.... | Suggested Activities |
|----------------------|---|---|
| many errors on 1 | still needs work on the current set of sight words | practice with flashcards, have the student write the words each day, add words to fluency instruction |
| many errors on 2 & 3 | still needs work on reading and spelling vowel pair words | practice with flashcards of words, make an anchor chart with sets of words for the vowel pairs from this unit, practice just the letter sounds, use Words Their Way word sorts or make word sorts for each group |
| many errors on 4 & 5 | still needs work on reading a book or passage and answering why questions | review reading fluency errors, do repeated reading with the same text, work on when questions in isolation, highlight potential 'why' answers within a passage or text to provide multiple choices for a why question |

Anchor Chart - Unit 8

Sight Words

long did made chalk letter
down get may magazine only
day come part sign little

Phonics *diphthongs: two vowels come together to make one sound*

oi - coin

oy - toy

ow - cow

ou - house

Book Skill *answer how questions about a book you read*



how?

first, then, last

the reason

give the steps

retell

Level 2

word flashcards:

long

RC Level 2 Unit 8

get

RC Level 2 Unit 8

down

RC Level 2 Unit 8

come

RC Level 2 Unit 8

day

RC Level 2 Unit 8

made

RC Level 2 Unit 8

did

RC Level 2 Unit 8

may

RC Level 2 Unit 8

part

RC Level 2 Unit 8

letter

RC Level 2 Unit 8

chalk

RC Level 2 Unit 8

only

RC Level 2 Unit 8

magazine

RC Level 2 Unit 8

little

RC Level 2 Unit 8

sign

RC Level 2 Unit 8

1. Read the sight words:

| | | | | |
|------|------|------|----------|--------|
| long | did | made | chalk | letter |
| down | get | may | magazine | only |
| day | come | part | sign | little |

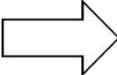
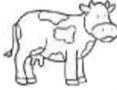
Tally correct and incorrect. Correct: _____ Incorrect: _____

2. Read the vowel pair words:

| | | | | |
|-------|-------|-------|-------|-------|
| wow | join | how | mouse | owl |
| enjoy | house | shout | toy | foil |
| howl | cow | coin | joy | joint |

Tally correct and incorrect. Correct: _____ Incorrect: _____

3. Write the words:

| | | | |
|---|-------|---|-------|
|  | _____ |  | _____ |
|  | _____ |  | _____ |
|  | _____ |  | _____ |
|  | _____ |  | _____ |
|  | _____ |  | _____ |

4. Read the passages and answer the questions:

The Jones family is planning a party. The party is for Grandpa Joe. It is his birthday. It is a surprise party. They get decorations. They get snacks and drinks. Mum makes a big cake. They tell Grandpa Joe to come over. It is a trick. He doesn't know about the party. When he walks in, they yell surprise. It is a great party.



How did they get ready for the party? _____

How did they surprise Grandpa Joe? _____

Max is taking a trip to the beach. He wants to find twenty sea shells. He spends all afternoon walking on the beach. He looks and looks. After three hours, he found twenty sea shells. The shells are great.



How many shells did Max want to find? _____

How long did it take him to find sea shells? _____

Unit 8 Rubric & Grading Instructions

Name: _____ Date: _____ (circle one) Pre-test Post-test

| | correct | incorrect | total possible |
|--|---------|-----------|----------------|
| 1. Read the sight words. Point to each sight word and tell the student "read this". Tally correct and incorrect for each word. Count how many words are read correctly and incorrectly. | | | 15 |
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| 3. Write the word for each picture. Count as correct if the word is spelled correctly and no extra letters are written. | | | 10 |
| 4. Read a text and answer comprehension questions. Have the student read the passage independently. Do not provide help. After the student reads the passage, have them answer the 'how' questions. Count the answers to each question as correct or incorrect. To be counted as correct, only the correct answer may be on the line. | | | 4 |
| 5. Book skill: select a book at the recommended reading level or the reading level for the student based on a reading level assessment. Use the same level book for the pre-test and the post-test. Have the student read the book independently. Do not provide error correction or prompting. Ask the student 3 how questions based on the content of the book. Track how many are correct or incorrect. Only count as correct if only the correct answer is given within 5 seconds of the question. | | | 3 |
| Reading Level: _____ | | | |

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 The pre-test is used as a baseline to see where the student is starting out before any instruction is given. Errors on the pre-test will be addressed through the unit activities. Errors on the post-test indicate that additional instruction or practice is needed. Every student learns at different rates! Here is where this student needs more work:

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|----------------|-----------------|---|
| total correct | total incorrect | * total correct divided by total possible times 100 |
| total possible | percentage * | |
| 47 | | |

| Error Numbers | Needs Practice on.... | Suggested Activities |
|----------------------|---|---|
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| many errors on 2 & 3 | still needs work on reading and spelling diphthong words | practice with flashcards of words, make an anchor chart with sets of words for the diphthongs from this unit, practice just the letter sounds, use Words Their Way word sorts or make word sorts for each group |
| many errors on 4 & 5 | still needs work on reading a book or passage and answering how questions | review reading fluency errors, do repeated reading with the same text, work on when questions in isolation, highlight potential 'how' answers within a passage or text to provide multiple choices for a how question |

Read the passage and answer the questions:



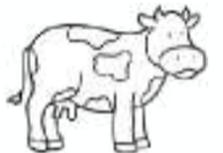
The ballerina was nervous. This was a big show. There were three hundred people there. She had to get ready. She closed her eyes. She took a deep breath. She pictured herself on stage. She saw herself leaping. She saw herself twirling. The curtain opened. She was ready.

Why did the ballerina feel nervous? _____

How did she get over her nerves? _____

Have you ever felt nervous? _____

Colour the **oi words** red. Colour the **ow words** yellow. Colour the **oy words** green:



Find the words in the word search:

| | | | | | |
|--|---|---|---|---|---|
| <p>day</p> <p>did</p> <p>get</p> <p>may</p> <p>only</p> | g | t | m | y | i |
| | g | h | a | r | x |
| | d | a | y | e | e |
| | i | s | u | p | o |
| | d | d | w | o | n |
| | g | e | t | i | l |
| e | r | y | u | y | |

Write your sight words:

book skills data:

skill: _____
correct _____ # incorrect _____

book level: _____

comprehension questions:
correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Draw a picture of each word:

chalk

magazine

day

Read the passage and answer the questions:

Jack and his mum got to the airport. They didn't know where their plane was. They found the big screen. They looked for their flight number. They saw Flight 4502. It was at Gate 4. They walked to Gate 4. It was almost time to leave. Jack loved flying in an aeroplane!

How did they find their aeroplane? 

What gate were they at?

Who are the characters?

Write the word for each picture then write the words under the two categories:

| | |
|---|---|
|    |    |
| <p>_____</p> <p>_____</p> <p>_____</p> | <p>_____</p> <p>_____</p> <p>_____</p> |

ou

oi

book skills data:

book level: _____

skill: _____

comprehension questions:

correct _____ # incorrect _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Use the word bank to fill in the missing words:

shout show soy boy bow boil

- We all took a _____ after the play.
- Please don't _____.
- Will you _____ me the new toy?
- He likes _____ milk.
- The water started to _____.
- Jack is a _____.

Read the passage and answer the questions:

Alex and Andy love to make nachos. The best way to make nachos is in the oven. It melts the cheese well. It keeps the chips crispy. They put chips on a big sheet. They put cheese on top. They put it in the oven for five minutes. Last, they add salsa. It is so good!



How do they melt the cheese? _____

What do they put on the chips last? _____

Where is the oven? _____

Write a sentence about a snack you have made:

Circle the correct word for each picture:



chalk
chawk
chalke



magzine
magazin
magazine



leter
lettur
letter



dai
day
daye

book skills data:

skill: _____
correct _____ # incorrect _____

book level: _____

comprehension questions:
correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Write as many words as you can for each diphthong:

| |
|-----------|
| oi |
|-----------|

| |
|-----------|
| ow |
|-----------|

| |
|-----------|
| oy |
|-----------|

| |
|-----------|
| ou |
|-----------|

Fill in the sentences with the words from the word bank:

| | |
|--|--|
| <p>get</p> <p>long</p> <p>did</p> <p>come</p> <p>only</p> | <p>1. I _____ like cheese pizza.</p> <p>2. _____ you want any more?</p> <p>3. We _____ candy after our homework.</p> <p>4. How _____ is this movie?</p> <p>5. Can my friend _____ with us?</p> |
|--|--|

Read the passage and answer the questions:

There are many different types of dogs. There are big dogs and small dogs. There are loud dogs and quiet dogs. The breed means the kind of dog. Every breed is a little different. You can look up information about each breed online. Some breeds like to run. Some like to bark. Some like to play. Some dogs love people.



How can you learn about a breed?

What does breed mean?

Do you like dogs?

book skills data:

book level: _____

skill: _____

comprehension questions:

correct _____ # incorrect _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Follow the directions. Make sure to use a capital letter and a period:

Write a sentence with an **oi word**:

Write a sentence with an **ow word**:

Fill in the missing letters for each word:

do n

m d e

p r t

n l y

m a

e t

Read the passage and answer the questions:

The Jones family is planning a party. The party is for Grandpa Joe. It is his birthday. It is a surprise party. They get decorations. They get snacks and drinks. mum makes a big cake. They tell Grandpa Joe to come over. It is a trick. He doesn't know about the party. When he walks in, they yell surprise. It is a great party.

What is the setting? _____

How do they surprise Grandpa Joe? _____

Why are they having a party? _____

How do they get ready for the party? _____



Write a sentence about parties:

book skills data:

skill: _____
correct _____ # incorrect _____

book level: _____

comprehension questions:
correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Fill in **oi, ow, ou, oy** to make a word:

| | | |
|-----------|------------|------------|
| c _ _ _ n | s _ _ _ nd | cowb _ _ _ |
| b _ _ _ | t _ _ _ el | ab _ _ _ t |
| b _ _ _ l | c _ _ _ l | p _ _ _ nt |

Read the passage and answer the questions:

Jenny's mum said, "Clean your room before you leave." Jenny looked around. It was a mess. There were clothes on the floor. There were papers all over the desk. She had to get started. She put all of the laundry in the hamper. She hung up clean clothes. She cleared her desk. She made her bed. Finally, her room was clean.



What is the setting? _____

Who are the characters? _____

How did Jenny clean her room? _____

Where did she put the clothes? _____

When have you had to clean your room? _____

Circle the correct word for each picture and then write the word three times:

| | | | | |
|---|------------------------------|--|--|--|
|  | signe, sign, sugn | | | |
|  | shalk, chalk, chawlk | | | |
|  | letter, lettur, leter | | | |

book skills data:

book level: _____

skill: _____

comprehension questions:

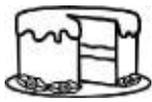
correct _____ # incorrect _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Circle the correct word for each picture:

| | | | | | |
|---|---------------------------|---|---------------------------|---|---------------------------|
|  | cake cak |  | cube cub |  | fir fire |
|  | pin pine |  | tap tape |  | cone con |

Write a sentence with both words: **did** and **part**:

Write a sentence with both words: **come** and **down**:

Write 2 words with oi:

Write 2 words with ow:

Write 2 words with oy:

Read the passage and answer the questions:

Bob's chore is to do the laundry. First, he gets the hampers from each room. He makes a pile of lights. Then he makes a pile of darks. He puts clothes in the washer. He adds soap. Later, he puts the clothes in the dryer. Last, he folds everything.



Why does Bob do the laundry?

How does Bob do the laundry?

What does he do last?

book skills data:

skill: _____
correct _____ # incorrect _____

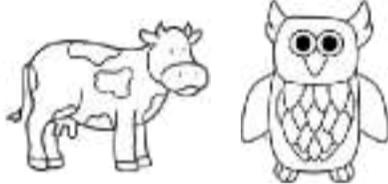
book level: _____

comprehension questions:
correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Circle the diphthong that each set of words has:

| | | |
|---|--|---|
|  <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 30px; text-align: center;">oy</div> <div style="border: 1px solid black; padding: 5px; width: 30px; text-align: center;">ou</div> <div style="border: 1px solid black; padding: 5px; width: 30px; text-align: center;">oi</div> </div> |  <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 30px; text-align: center;">oi</div> <div style="border: 1px solid black; padding: 5px; width: 30px; text-align: center;">ow</div> <div style="border: 1px solid black; padding: 5px; width: 30px; text-align: center;">oy</div> </div> |  <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 30px; text-align: center;">oy</div> <div style="border: 1px solid black; padding: 5px; width: 30px; text-align: center;">oi</div> <div style="border: 1px solid black; padding: 5px; width: 30px; text-align: center;">ow</div> </div> |
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Read the passage and answer the questions:

Lions are the king of the jungle. They live in Africa. They eat zebras and buffalos. They can smell other animals. They hide in the tall grass and wait. When they are ready, they jump out. Lions can run quickly. They catch the other animal.



Where do lions live?

How do lions catch their food?

Is it spelled correctly? Write yes or no:

duwn _____ made _____ onlie _____

cume _____ long _____ parte _____

book skills data:

skill: _____
correct _____ # incorrect _____

book level: _____

comprehension questions:
correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Write your sight words:

Read the passage and answer the questions:

Jack and his sister, Rachel, fight about TV. Jack wants to watch a superhero show. Rachel wants to watch a game show. They argue. Rachel hides the remote. Jack gets angry. Their mum turns the TV off.



Why did they argue?

How did Rachel make sure Jack didn't change the channel?

Write a sentence with each of the words:

long

did

get

may

Use the word bank to fill in the missing words:

around howl coin house clown annoy

- Please pay with a _____.
- I live in that _____ over there.
- The dog will _____ at night.
- He ran _____ the park.
- The _____ was at the party.
- The boys will _____ their friends.

book skills data:

book level: _____

skill: _____

comprehension questions:

correct _____ # incorrect _____

correct _____ # incorrect _____

sight word data:

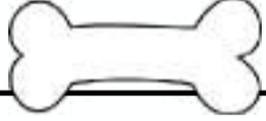
correct _____ # incorrect _____

Match the word to the picture:

Read the passage and answer the questions:

| | |
|--|-----------------|
|  | magazine |
|  | day |
|  | sign |
|  | chalk |
|  | letter |

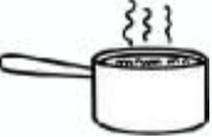
Ronny the rabbit is friends with Donny the dog. Ronny and Donny chase birds in the yard. They sleep in the shade. One day, Donny brings Ronny a bone. But, Ronny doesn't like bones. "No thanks," says Ronny. "More for me," says Donny. They keep playing.



What is the setting?

How did Donny give a present to Ronny?

Complete the chart:

| Look at the picture. | Colour the diphthong. | Write the word. |
|---|-----------------------|-----------------|
|  | oi ow ou oy | |
|  | oi ow ou oy | |
|  | oi ow ou oy | |
|  | oi ow ou oy | |

book skills data:

book level: _____

skill: _____

comprehension questions:

correct _____ # incorrect _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Read the passage and answer the questions:

Jeff had a scary day last Monday. He had to go to the hospital. Jeff was playing at the park. He was swinging on the monkey bars. His hand slipped. He fell to the ground. His leg was really hurt. Jeff yelled for help. His dad took him to the hospital. He had a broken leg. Now, he has a cast on this leg to make it better.



How did Jeff hurt his leg? _____

How will his leg get better? _____

When did he hurt his leg? _____

Read the word and then use it in a sentence:

part

only

day

Complete the chart with words that have each sound:

| oi | ow | oy | ou |
|----|----|----|----|
| | | | |
| | | | |
| | | | |

book skills data: book level: _____

| | |
|---|---|
| skill: _____ # correct _____ # incorrect _____ | comprehension questions: # correct _____ # incorrect _____ |
|---|---|

sight word data:

correct _____ # incorrect _____

Read the sentences then circle the word **get**:

- Get up right now.
- I don't get it.
- I get up at eight.
- Let's get going after this.
- Will he get better?
- Now get back to work.

Write one sentence with the word **get**:

Read the passage and answer the questions:



A cactus is a plant with spikes. The spikes protect it from animals. It lives in dry areas. It doesn't need a lot of water. A cactus can be big or small. A cactus can be short or tall. Sometimes a cactus can have a flower.

Where does a cactus live? _____

What types of cacti are there? _____

Write a sentence about a cactus:

Write as many words as you can for each diphthong:

oi

ow

oy

ou

| | |
|-----------------------------------|-----------------------------------|
| book skills data: | book level: _____ |
| skill: _____ | comprehension questions: |
| # correct _____ # incorrect _____ | # correct _____ # incorrect _____ |

| |
|-----------------------------------|
| sight word data: |
| # correct _____ # incorrect _____ |

Read the sentences then circle the word **did**:

- Did you miss me?
- What did he say?
- I did not say that.
- I wonder why he did that.
- Did you sleep well last night?
- All the teams did their best.

Read the passage and answer the questions:

Last night, the girls made ice cream sundaes. They put ice cream in bowls. They added chocolate sauce. They added sprinkles. They topped it off with whipped cream. Last, they put a cherry on top.



How did they make a sundae?

Who are the characters?

When did they make a sundae?

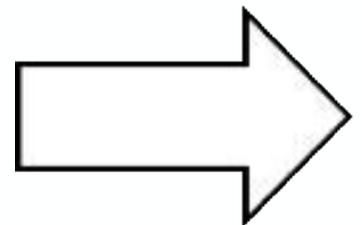
Colour the diphthong for each picture:



ou ow oy



oi ow oy



oi ow oy



oi ow ou



oi ow oy



ou ow oy

book skills data:

skill: _____
correct _____ # incorrect _____

book level: _____

comprehension questions:
correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Read the passage and answer the questions:

Hank made a snowman. He rolled three balls. He stacked the balls. Hank found a carrot for the nose. He used rocks for the eyes and mouth. He put two sticks in for arms. It was a good snowman. Hank named the snowman, Frosty.



When do you make snowmen? _____

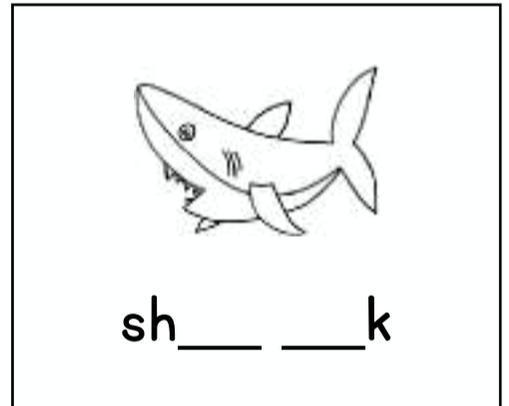
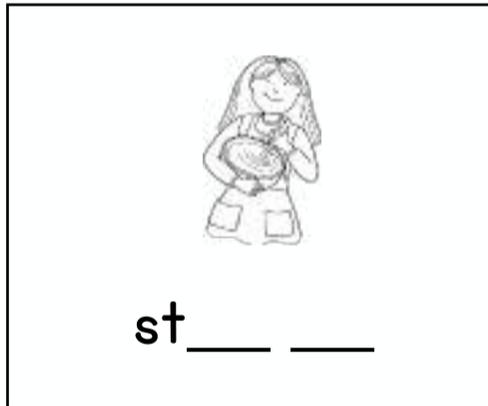
How did Hank make a snowman? _____

What did he use for arms? _____

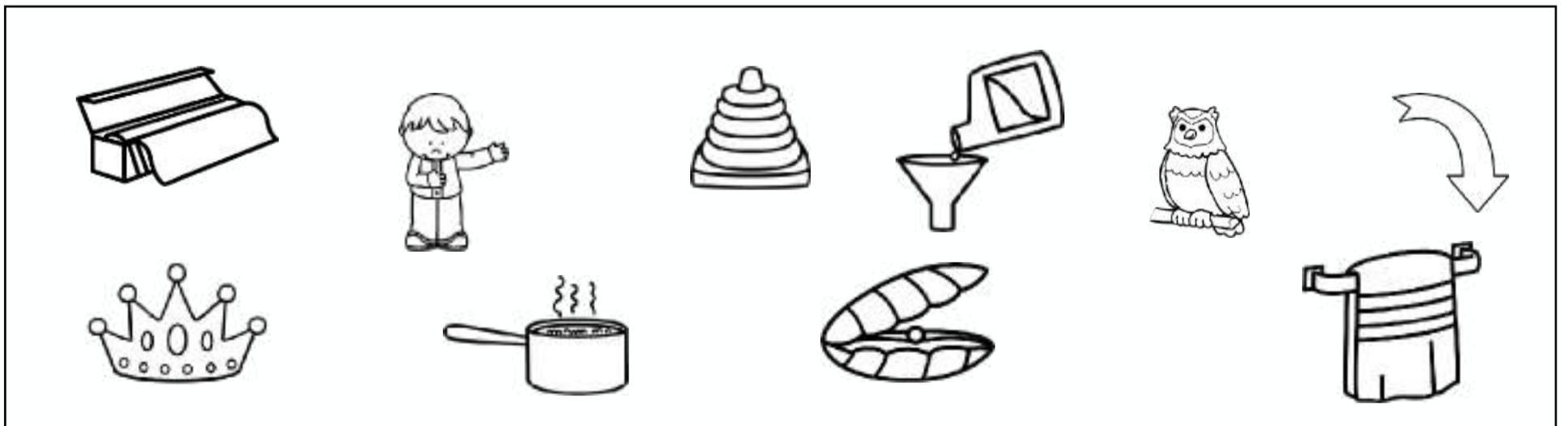
What is the snowman's name? _____

Write your sight words:

Fill in the missing letters:



Colour all of the words that have the **oi** sound:



| | |
|-----------------------------------|-----------------------------------|
| book skills data: | book level: _____ |
| skill: _____ | comprehension questions: |
| # correct _____ # incorrect _____ | # correct _____ # incorrect _____ |

| |
|-----------------------------------|
| sight word data: |
| # correct _____ # incorrect _____ |

Read the passage and answer the questions:



The Earth moves around the sun. The sun is a big, yellow star. The sun is made of gas. The sun gives light and heat. The Earth goes around the sun in one year. Moving around the sun makes different seasons on Earth.

How does the Earth have seasons? _____

What is the sun made of? _____

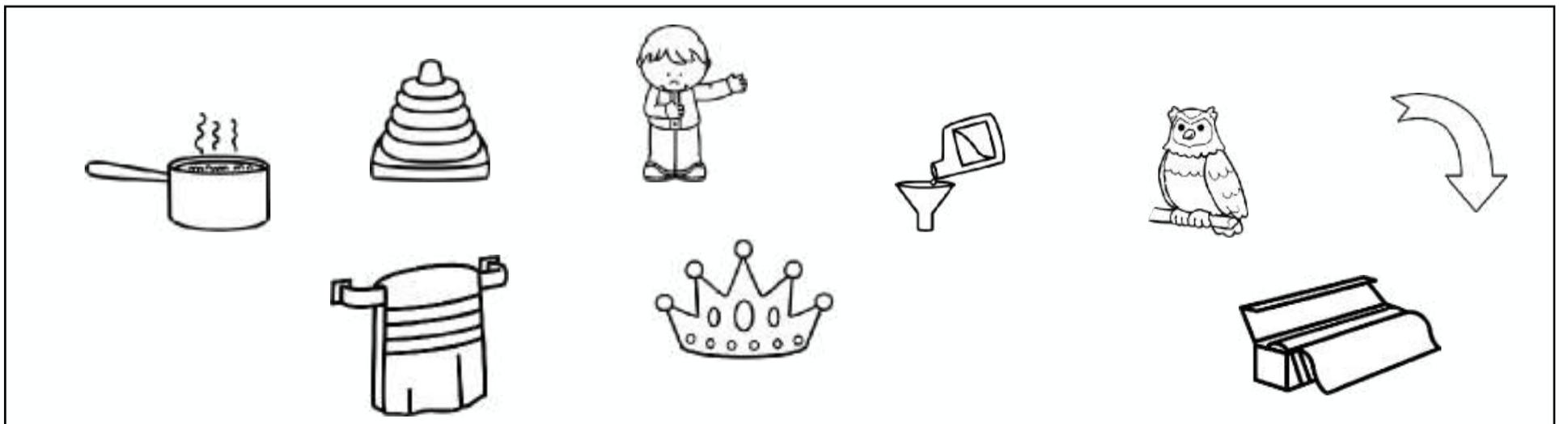
What does the sun give? _____

How long does it take for the Earth to go around the sun? _____

Write a sentence with both words: **did** and **day**:

Write a sentence with both words: **long** and **letter**:

Colour all of the words that have the **ow** sound:



book skills data:

skill: _____
correct _____ # incorrect _____

book level: _____

comprehension questions:
correct _____ # incorrect _____

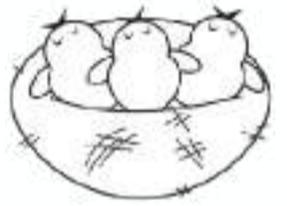
sight word data:

correct _____ # incorrect _____

Write 8 of the sight words:

Read the passage and answer the questions:

“Tweet, tweet,” the birds called for their mum. The baby birds were hungry. They were in the nest waiting. They were waiting for their mum. The mum brought the babies food. She gave the babies some worms. The babies ate the worms. They were happy and full.



How did the baby birds get food? _____

Where do the birds live? _____

What do birds eat? _____

Have you ever seen a nest? _____

Fill in the letters to spell each picture:

| | | | |
|---|----------------------|---|----------------------|
|  | <input type="text"/> |  | <input type="text"/> |
|  | <input type="text"/> |  | <input type="text"/> |

Fill in the missing letters for each word:

| | | |
|--------------------------------|----------------------------|----------------------------|
| l i t t l <input type="text"/> | m <input type="text"/> d e | d <input type="text"/> w n |
| c <input type="text"/> a l k | g e <input type="text"/> | p a r <input type="text"/> |

book skills data:

book level: _____

skill: _____

comprehension questions:

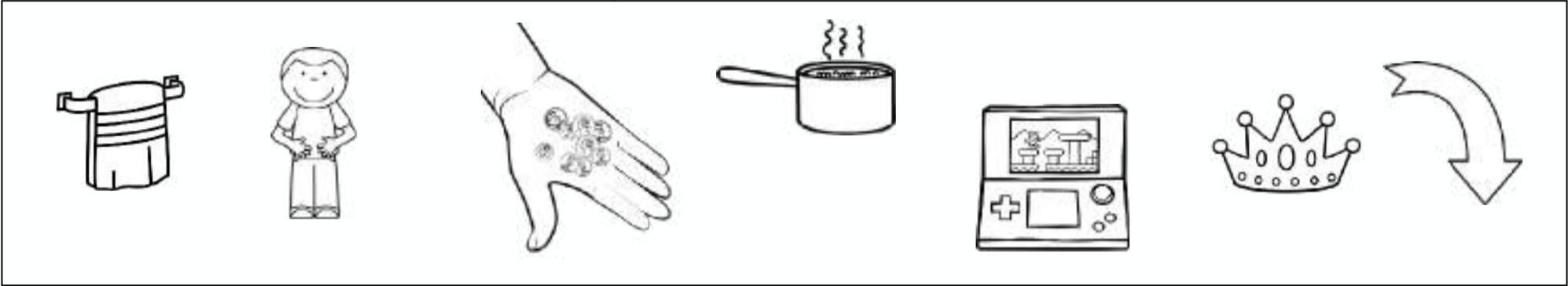
correct _____ # incorrect _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Colour the **ow words** pink. Colour the **oy words** red. Colour the **oi words** yellow:



Fill in the sentences with the words from the word bank:

| | |
|---|---|
| <p>little</p> <p>day</p> <p>down</p> <p>made</p> <p>only</p> | <p>1. I _____ the winning goal.</p> <p>2. During the _____, we work in teams.</p> <p>3. The dog ran _____ the huge hill.</p> <p>4. We _____ want yellow paper.</p> <p>5. The bag is too _____ for this stuff.</p> |
|---|---|

Read the passage and answer the questions:

| | |
|--|--|
| | <p>Little babies need a lot of help. They need to be fed. They drink out of a bottle. When they are hungry, they cry. They need to be taken care of. They need their diapers changed. Babies sleep in a crib. It is a lot of work taking care of a baby. But, babies are cute!</p> |
|--|--|

How do you take care of a baby? _____

How do babies tell you they are hungry? _____

How do babies drink? _____

Where do babies sleep? _____

| | |
|-----------------------------------|-----------------------------------|
| book skills data: | book level: _____ |
| skill: _____ | comprehension questions: |
| # correct _____ # incorrect _____ | # correct _____ # incorrect _____ |

| |
|-----------------------------------|
| sight word data: |
| # correct _____ # incorrect _____ |

Write the word for each picture then write the words under the two categories:

| | |
|---|--|
|  _____  _____  _____ |  _____  _____  _____ |
|---|--|

| oi |
|----|
| |

| oy |
|----|
| |

Read the passage and answer the questions:

I lost my teddy bear. I looked everywhere. It's not under the bed. It's not on my desk. It's not in the toy bin. I am getting worried. It's my favourite toy. I lay on the couch. My head hits something soft. It's my teddy bear. Hooray!



How did you find the teddy bear?

Have you ever lost something?

Circle the word that fits each sentence:

1. **(Did, How, When)** you want any more?
2. **(Come, Run, Came)** with us to the store.
3. I jumped **(big, down, with)** the steps.
4. We **(may, no, come)** not have enough time.
5. I only want **(part, may, did)** of the piece.

Fill in p, b, or d for each word:

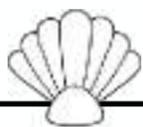
| | | |
|---|---------|--|
|  | han | |
|  | zi | |
|  | i z z a | |

| | |
|-----------------------------------|-----------------------------------|
| book skills data: | book level: _____ |
| skill: _____ | comprehension questions: |
| # correct _____ # incorrect _____ | # correct _____ # incorrect _____ |

| |
|-----------------------------------|
| sight word data: |
| # correct _____ # incorrect _____ |

Read the passage and answer the questions:

Max is taking a trip to the beach. He wants to find twenty sea shells. He spends all afternoon walking on the beach. He looks and looks. After three hours, he found twenty sea shells. The shells are great.



How many shells does Max want to find?

Where does Max go?

How long did it take him to find all the shells?

Write 2 words with ou:

Write 2 words with oy:

Write 2 words with oi:

Write a sentence with each of the words:

part _____

only _____

may _____

did _____

made _____

book skills data:

book level: _____

skill: _____
correct _____ # incorrect _____

comprehension questions:
correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

Read the passage and answer the questions:



"It's my birthday," shouted Tim. Tim was excited. He ran downstairs. His mum made him a special breakfast. It was pancakes. "This is great," said Tim. After school, Tim had a party. He and his friends ate pizza. They ate cake. It was the best birthday ever.

What was the birthday breakfast? _____

How did Tim celebrate his birthday? _____

What did he do after school? _____

What did you do for your birthday? _____

Follow the directions. Make sure to use a capital letter and a period:

Write a sentence with an **oy word**:

Write a sentence with an **ou word**:

Write five sight words:

Blank box for writing five sight words.

Write each word:

Box containing three illustrations (a book, a sign, and a stack of books) and three horizontal lines for writing the words.

book skills data:

book level: _____

skill: _____

comprehension questions:

correct _____ # incorrect _____

correct _____ # incorrect _____

sight word data:

correct _____ # incorrect _____

1. Read the sight words:

| | | | | |
|------|------|------|----------|--------|
| long | did | made | chalk | letter |
| down | get | may | magazine | only |
| day | come | part | sign | little |

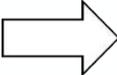
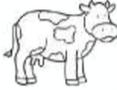
Tally correct and incorrect. Correct: _____ Incorrect: _____

2. Read the vowel pair words:

| | | | | |
|-------|-------|-------|-------|-------|
| wow | join | how | mouse | owl |
| enjoy | house | shout | toy | foil |
| howl | cow | coin | joy | joint |

Tally correct and incorrect. Correct: _____ Incorrect: _____

3. Write the words:

| | | | |
|---|-------|---|-------|
|  | _____ |  | _____ |
|  | _____ |  | _____ |
|  | _____ |  | _____ |
|  | _____ |  | _____ |
|  | _____ |  | _____ |

4. Read the passages and answer the questions:

The Jones family is planning a party. The party is for Grandpa Joe. It is his birthday. It is a surprise party. They get decorations. They get snacks and drinks. Mum makes a big cake. They tell Grandpa Joe to come over. It is a trick. He doesn't know about the party. When he walks in, they yell surprise. It is a great party.



How did they get ready for the party? _____

How did they surprise Grandpa Joe? _____

Max is taking a trip to the beach. He wants to find twenty sea shells. He spends all afternoon walking on the beach. He looks and looks. After three hours, he found twenty sea shells. The shells are great.



How many shells did Max want to find? _____

How long did it take him to find sea shells? _____

Unit 8 Rubric & Grading Instructions

Name: _____ Date: _____ (circle one) Pre-test Post-test

| | correct | incorrect | total possible |
|--|---------|-----------|----------------|
| 1. Read the sight words. Point to each sight word and tell the student "read this". Tally correct and incorrect for each word. Count how many words are read correctly and incorrectly. | | | 15 |
| 2. Read the diphthong words. Point to each sight word and tell the student "read this". Tally correct and incorrect for each word. | | | 15 |
| 3. Write the word for each picture. Count as correct if the word is spelled correctly and no extra letters are written. | | | 10 |
| 4. Read a text and answer comprehension questions. Have the student read the passage independently. Do not provide help. After the student reads the passage, have them answer the 'how' questions. Count the answers to each question as correct or incorrect. To be counted as correct, only the correct answer may be on the line. | | | 4 |
| 5. Book skill: select a book at the recommended reading level or the reading level for the student based on a reading level assessment. Use the same level book for the pre-test and the post-test. Have the student read the book independently. Do not provide error correction or prompting. Ask the student 3 how questions based on the content of the book. Track how many are correct or incorrect. Only count as correct if only the correct answer is given within 5 seconds of the question. | | | 3 |
| Reading Level: _____ | | | |

Analyzing the Errors:
 The pre-test is used as a baseline to see where the student is starting out before any instruction is given. Errors on the pre-test will be addressed through the unit activities. Errors on the post-test indicate that additional instruction or practice is needed. Every student learns at different rates! Here is where this student needs more work:

| | | |
|----------------|-----------------|---|
| total correct | total incorrect | * total correct divided by total possible times 100 |
| total possible | percentage * | |
| 47 | | |

| Error Numbers | Needs Practice on.... | Suggested Activities |
|----------------------|---|---|
| many errors on 1 | still needs work on the current set of sight words | practice with flashcards, have the student write the words each day, add words to fluency instruction |
| many errors on 2 & 3 | still needs work on reading and spelling diphthong words | practice with flashcards of words, make an anchor chart with sets of words for the diphthongs from this unit, practice just the letter sounds, use Words Their Way word sorts or make word sorts for each group |
| many errors on 4 & 5 | still needs work on reading a book or passage and answering how questions | review reading fluency errors, do repeated reading with the same text, work on when questions in isolation, highlight potential 'how' answers within a passage or text to provide multiple choices for a how question |

Unit 9

Review Unit

This unit provides a comprehensive review of the other 8 units.

Use the word bank to fill in the missing words:

stir store star burn barn bird

- We are going to the _____.
- The animals live in the _____.
- I saw a blue _____ in the nest.
- Do you see a _____ in the sky?
- Help me _____ the mix.
- She got a _____ on her arm.

Read the passage and answer the questions:

It is time for the game. Jim gets his shoes and his ball. He has to get his bat. His bat is not in the bin. His bat is not in the car. It is not in shed. What will Jim do? Then his dad gives him his bat. It was by the dog cage.



What problem did Jim have? _____

What was the solution? _____

Where did his dad find the bat? _____

Have you ever lost something? _____

Write a sentence with each of the words:

make _____

then _____

many _____

out _____

book skills data: _____ book level: _____

comprehension questions ALL TYPES:
 # correct _____ # incorrect _____

sight word data REVIEW:
 # correct _____ # incorrect _____

Read the words and use them in a sentence:

money

looked

Colour the letters **p** pink, the letters **b** purple, and the letters **d** blue:

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| p | d | d | d | p | p | d | p |
| d | p | b | p | b | b | d | d |

Circle the correct word then write it:

| | | |
|---|------------------------|----------------------|
|  | fen fan fon can | <input type="text"/> |
|  | bat bag bet bit | <input type="text"/> |
|  | pat pit lot pot | <input type="text"/> |

Read the passage and answer the questions:

Pat got his shoes and socks. He put on his socks. His socks were wet. They were wet from the water in the lake. He got other socks that were not wet.



What made his socks wet? _____

Who is the character? _____

What is the setting? _____

book skills data:

book level: _____

comprehension questions ALL TYPES:

correct _____ # incorrect _____

sight word data REVIEW:

correct _____ # incorrect _____

Write a sentence with both words: **goes** and **way**:

Write a sentence with both words: **so** and **her**:

Read the passage and answer the questions:

Dan fed his pets. His pets are a dog and a cat. Each pet can have one can. Dan put the cans into a bowl. The dog and the cat were set.



What did Dan feed his pets? _____

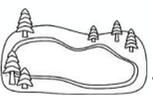
Who were the characters? _____

What kind of pets does Dan have? _____

Do you have any pets? _____

Write the word for each picture using the word bank:

| | | | |
|--------|------|-------|------|
| flower | rain | tree | rock |
| sun | moon | grass | lake |

| | | | |
|---|-------|---|-------|
|  | _____ |  | _____ |
|  | _____ |  | _____ |
|  | _____ |  | _____ |
|  | _____ |  | _____ |

book skills data: book level: _____

comprehension questions ALL TYPES:
correct _____ # incorrect _____

sight word data REVIEW:

correct _____ # incorrect _____

Read the passage and answer the questions:



Patty has a pet cat. The cat's name is Sugar. Sugar has white fur. Patty cannot find Sugar. "Come out, Sugar," Patty said. Patty looked in bed. Patty looked in the yard. Patty looked by the table. Sugar is gone. Then, Patty spotted something white. Sugar went into the bath. Patty got Sugar out!

Who are the characters? _____

What colour is Sugar? _____

Retell the story: _____

Circle the correct word for each picture:

| | | | | | |
|---|---------------------------|---|---------------------------|---|---------------------------|
|  | wave wav |  | tube tub |  | rake rak |
|  | tire tir |  | ros rose |  | pol pole |

Write a sentence with each of the words:

goes _____

way _____

Fill in the missing letters for each word:

calle **t** **ke** **ew**

een **s** **o** **nd** **b** **e** **n**

book skills data:

book level: _____

comprehension questions ALL TYPES:

correct _____ # incorrect _____

sight word data REVIEW:

correct _____ # incorrect _____

Colour the pictures in the row that have that vowel sound:

| | | | | |
|----------|--|--|--|---|
| a |  |  |  |  |
| i |  |  |  |  |
| o |  |  |  |  |
| u |  |  |  |  |

Find the words in the word search:

| | | | | |
|-------------|---|---|---|---|
| out | o | u | t | g |
| her | s | o | s | h |
| then | r | h | o | j |
| some | s | e | m | o |
| many | f | r | e | p |
| | m | a | n | y |
| | t | h | e | n |

Read the passage and answer the questions:

The kids went to the barn. At the barn, they saw pigs, cows, and horses. The pigs were in the pen. The pen was really muddy. The pigs smelled bad because of the mud. The cows were by the field. The horses were in the stalls. The kids fed the horses apples. The barn is a fun place.

Retell the story: _____

Why did the pigs smell? _____

Where were the horses? _____



Read the sentences then circle the word **new**:

- Let's buy new shoes.
- My new room is so pretty.
- I knew you wanted a new bag.
- Is that new?
- There is the new student.
- Do you want new paper?

book skills data:

book level: _____

comprehension questions ALL TYPES:

correct _____ # incorrect _____

sight word data REVIEW:

correct _____ # incorrect _____

Circle the word that fits each sentence:

Match the word to pictures:

1. I will **(over, find, now)** a new spot.
2. **(What, Who, When)** took my cookie?
3. Let's **(sat, sit, now)** down here.
4. I am going to **(been, take, over)** more.
5. We **(find, over, called)** our friends.

| | |
|-------------|--|
| foot |  |
| cook |  |
| moon |  |
| book |  |

Fill in the missing letters for each word:

| | | |
|----------------------------|----------------------------|----------------------------|
| h <input type="text"/> s | m o <input type="text"/> e | <input type="text"/> o o k |
| t i m <input type="text"/> | i <input type="text"/> t o | l i <input type="text"/> e |

Read the passage and answer the questions:

Jake has a dog and a cat. His dog likes to bite the cat. The cat will hide or run out the gate. If the cat runs out, Jake shuts the gate. Then the dog will not get out. The dog cannot bite the cat.



Who are the characters? _____

How does Jake fix the problem? _____

Do you have any pets? _____

Write a sentence about pets:

book skills data:

book level: _____

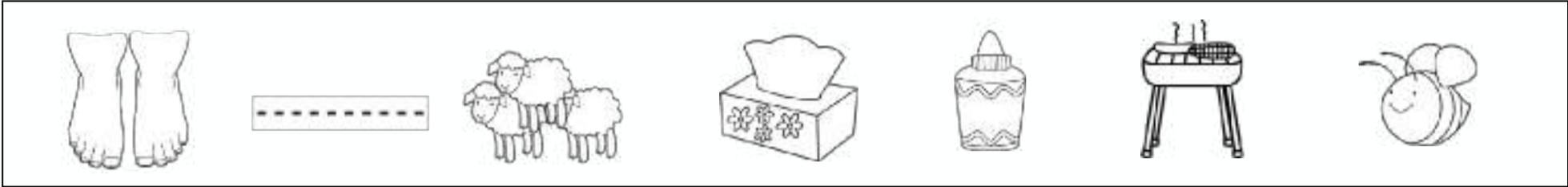
comprehension questions ALL TYPES:

correct _____ # incorrect _____

sight word data REVIEW:

correct _____ # incorrect _____

Colour the **ee words** red. Colour the **ue words** yellow:



Read the passage and answer the questions:

The dog woke up mad. He did not have water. He did not have his bone. He sat on the mat by the table. Frank gave the dog some chicken. Then the dog was glad.



What did Frank feed his pet? _____

Who were the characters? _____

What kind of pet does Frank have? _____

Do you have any pets? _____

Write a sentence about dogs:

Write a sentence with each word:

| | |
|---------------|--|
| called | |
| who | |
| find | |
| over | |

book skills data:

book level: _____

comprehension questions ALL TYPES:

correct _____ # incorrect _____

sight word data REVIEW:

correct _____ # incorrect _____

Read the sentences then circle the word **first**:

- First, give that to John.
- I picked her first.
- I am first and she is second.
- First, we went to the store.
- He would like dessert first.
- First, Julie asked for help.

Read the passage and answer the questions:



Tom is getting sick. He has a sore throat. His head hurts. Tom's mum tells him to lie down. Tom sits on his bed. "I don't feel good," Tom tells his mum. "I will get you medicine," says his mum. Tom takes the medicine and then takes a nap. Hopefully, he will feel better later.

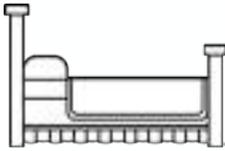
Why did Tom take medicine? _____

Who are the characters? _____

What is the problem? _____

Write a sentence about a time you were sick:

Fill in the letters to spell each picture:

| | | | |
|---|--|---|--|
|  | <div style="border: 1px solid black; width: 100px; height: 40px; display: flex; justify-content: space-between;"><div style="width: 30%;"></div><div style="width: 30%;"></div><div style="width: 30%;"></div></div> |  | <div style="border: 1px solid black; width: 100px; height: 40px; display: flex; justify-content: space-between;"><div style="width: 30%;"></div><div style="width: 30%;"></div><div style="width: 30%;"></div></div> |
|  | <div style="border: 1px solid black; width: 100px; height: 40px; display: flex; justify-content: space-between;"><div style="width: 30%;"></div><div style="width: 30%;"></div><div style="width: 30%;"></div></div> |  | <div style="border: 1px solid black; width: 100px; height: 40px; display: flex; justify-content: space-between;"><div style="width: 30%;"></div><div style="width: 30%;"></div><div style="width: 30%;"></div></div> |

book skills data:

book level: _____

comprehension questions ALL TYPES:

correct _____ # incorrect _____

sight word data REVIEW:

correct _____ # incorrect _____

Fill in the letters to spell each picture:

| | | | | | | | | | | | | | | | | | |
|---|--|--|--|--|--|--|--|---|--|---|--|--|--|--|--|--|--|
|  | <table border="1" style="width: 100%; height: 40px;"><tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr></table> | | | | | | | | |  | <table border="1" style="width: 100%; height: 40px;"><tr><td> </td><td> </td><td> </td><td> </td></tr></table> | | | | | | |
| | | | | | | | | | | | | | | | | | |
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|  | <table border="1" style="width: 100%; height: 40px;"><tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr></table> | | | | | | |  | <table border="1" style="width: 100%; height: 40px;"><tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr></table> | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |

Read the passage and answer the questions:

Making scrambled eggs is not hard. Put butter in a pan. Let it melt. Crack three eggs in a bowl. Mix the eggs with a fork. Dump the bowl in the pan. Stir the eggs slowly. After the eggs cook, put them on a plate. Add a pinch of salt. Enjoy your eggs!



Retell the story: _____

Do you like scrambled eggs? _____

Where do you crack the eggs? _____

What do you add at the end? _____

When do you cook? _____

Colour the **ee words** red. Colour the **ie words** yellow. Colour the **ay words** green:

| | | | |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |

book skills data:

book level: _____

comprehension questions ALL TYPES:

correct _____ # incorrect _____

sight word data REVIEW:

correct _____ # incorrect _____

Fill in the missing letters:



t _ _



p _ _



m _ _ l



cr _ _ on



tiss _ _



sl _ _ p

Read the passage and answer the questions:

We went out to get dessert on Friday. "I want cake," Jack told Dad. Jack always wants cake. "What do you want?" Dad asked me. "I want apple pie!" I said. We ordered and waited. Then, we saw our tray. Our dessert was here!



What kind of dessert did Jack want?

Who are the characters?

When did they get dessert?

What is your favourite dessert?

Complete the chart with vowel pair words:

| ai | ee | ie | ay | ue |
|----|----|----|----|----|
| | | | | |
| | | | | |
| | | | | |

book skills data:

book level: _____

comprehension questions ALL TYPES:

correct _____ # incorrect _____

sight word data REVIEW:

correct _____ # incorrect _____

Draw a picture of each word:

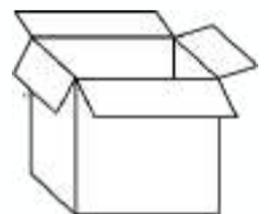
chicken

duck

television

Read the passage and answer the questions:

A huge package was delivered in the morning. It was too big for Kate to carry. She called her brothers to help. They dragged it inside. What was in the box? They did not know. They opened the box with scissors. They saw a new chair for Kate's dad. They put the chair in the living room. He will be happy when he sees this!



Retell the story: _____

When was the package delivered? _____

What was Kate's solution to not being able to carry the box? _____

Is it spelled correctly? Write yes or no:

goes _____ kould _____ furst _____

people _____ waye _____ pencil _____

book skills data:

book level: _____

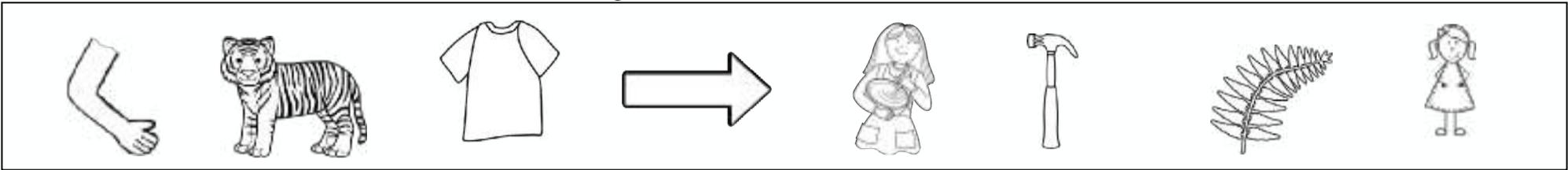
comprehension questions ALL TYPES:

correct _____ # incorrect _____

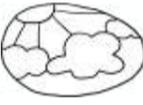
sight word data REVIEW:

correct _____ # incorrect _____

Colour the **ar words** red. Colour the **er words** yellow. Colour the **ir words** green:



Write the word for each picture then write the words under the two categories:

| | |
|--|---|
|  _____  _____  _____ |  _____  _____  _____ |
|--|---|

| ai |
|-----------|
| |

| ay |
|-----------|
| |

Read the passage and answer the questions:

The girls were at the game. They were with their mum. They hit the ball with a bat. They got the ball from the field. They ran and ran. Their mum had fruit and water for the girls. The game was fun.

What was the setting? _____

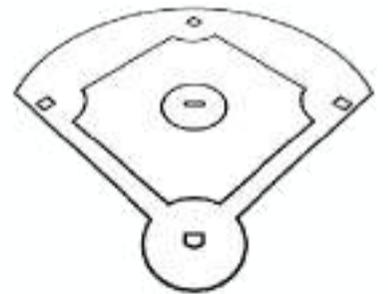
Who were the characters? _____

What did the mum bring with? _____

What did the girls do in the game? _____

Where did they get the ball? _____

What did they hit the ball with? _____



| | |
|------------------------------------|-------------------|
| book skills data: | book level: _____ |
| comprehension questions ALL TYPES: | |
| # correct _____ # incorrect _____ | |

| |
|-----------------------------------|
| sight word data REVIEW: |
| # correct _____ # incorrect _____ |

Fill in the sentences with the words from the word bank:

| | |
|---|---|
| <p>little</p> <p>day</p> <p>down</p> <p>made</p> <p>only</p> | <p>1. I _____ the winning goal.</p> <p>2. During the _____, we work in teams.</p> <p>3. The dog ran _____ the huge hill.</p> <p>4. We _____ want yellow paper.</p> <p>5. The bag is too _____ for this stuff.</p> |
|---|---|

Find the words in the word search:

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| <p>not</p> <p>what</p> <p>one</p> <p>but</p> <p>by</p> <p>sun</p> <p>all</p> <p>rock</p> | <table style="border: 1px solid black; text-align: center; width: 100%;"> <tr><td>e</td><td>r</td><td>u</td><td>u</td><td>o</td></tr> <tr><td>y</td><td>w</td><td>h</td><td>a</td><td>t</td></tr> <tr><td>n</td><td>o</td><td>t</td><td>o</td><td>u</td></tr> <tr><td>z</td><td>n</td><td>u</td><td>y</td><td>p</td></tr> <tr><td>s</td><td>e</td><td>a</td><td>k</td><td>b</td></tr> <tr><td>u</td><td>f</td><td>l</td><td>e</td><td>y</td></tr> <tr><td>n</td><td>d</td><td>l</td><td>w</td><td>m</td></tr> <tr><td>r</td><td>o</td><td>c</td><td>k</td><td>a</td></tr> <tr><td>f</td><td>g</td><td>w</td><td>j</td><td>g</td></tr> <tr><td>d</td><td>e</td><td>b</td><td>u</td><td>t</td></tr> </table> | e | r | u | u | o | y | w | h | a | t | n | o | t | o | u | z | n | u | y | p | s | e | a | k | b | u | f | l | e | y | n | d | l | w | m | r | o | c | k | a | f | g | w | j | g | d | e | b | u | t |
| e | r | u | u | o | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| y | w | h | a | t | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| n | o | t | o | u | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| z | n | u | y | p | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| s | e | a | k | b | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| u | f | l | e | y | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| n | d | l | w | m | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| r | o | c | k | a | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f | g | w | j | g | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d | e | b | u | t | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Read the passage and answer the questions:

The baby had on shoes. The shoes are from the boy. His shoes are by the desk.



Who had on shoes?

Where are the boys shoes?

Who gave the baby the shoes?

book skills data:

book level: _____

comprehension questions ALL TYPES:

correct _____ # incorrect _____

sight word data REVIEW:

correct _____ # incorrect _____

Fill in the sentences with the words from the word bank:

Write 2 words with ea:

Write 2 words with oo:

Write 2 words with ey:

| | | | |
|--------------|---------------|-------------|-------------|
| water | sit | now | new |
| who | crayon | find | book |

1. I need some _____ to drink.
2. Draw with the _____.
3. _____ wants more pizza?
4. He wanted more _____.
5. Dad reads him the _____.
6. Do you like his _____ shoes?
7. He can _____ more pencils.
8. Can you _____ down here?

Fill in the missing letters for each word:

| | | |
|---|---|---|
| n o <input style="width: 40px; height: 40px;" type="text"/> | o <input style="width: 40px; height: 40px;" type="text"/> e r | <input style="width: 40px; height: 40px;" type="text"/> i l |
| <input style="width: 40px; height: 40px;" type="text"/> i n d | t a <input style="width: 40px; height: 40px;" type="text"/> e | <input style="width: 40px; height: 40px;" type="text"/> o o k |

book skills data:

book level: _____

comprehension questions ALL TYPES:

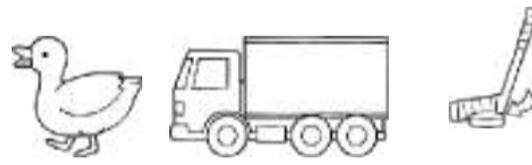
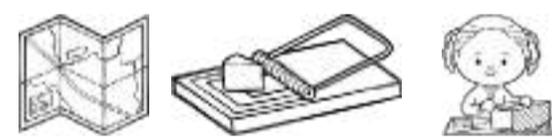
correct _____ # incorrect _____

sight word data REVIEW:

correct _____ # incorrect _____

Write a sentence with both words: **many** and **ducks**:

Circle the word family the group of pictures belongs to:

| | | | | | | | | | | | |
|--|--|---|------------|--|------------|------------|------------|---|------------|------------|-----------|
|  |  |  | | | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">ank</td> <td style="padding: 5px;">ale</td> <td style="padding: 5px;">ain</td> </tr> </table> | ank | ale | ain | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">ick</td> <td style="padding: 5px;">uck</td> <td style="padding: 5px;">unk</td> </tr> </table> | ick | uck | unk | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">ick</td> <td style="padding: 5px;">ock</td> <td style="padding: 5px;">op</td> </tr> </table> | ick | ock | op |
| ank | ale | ain | | | | | | | | | |
| ick | uck | unk | | | | | | | | | |
| ick | ock | op | | | | | | | | | |
|  |  |  | | | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">an</td> <td style="padding: 5px;">ake</td> <td style="padding: 5px;">ain</td> </tr> </table> | an | ake | ain | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">ap</td> <td style="padding: 5px;">op</td> <td style="padding: 5px;">am</td> </tr> </table> | ap | op | am | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">ain</td> <td style="padding: 5px;">ill</td> <td style="padding: 5px;">in</td> </tr> </table> | ain | ill | in |
| an | ake | ain | | | | | | | | | |
| ap | op | am | | | | | | | | | |
| ain | ill | in | | | | | | | | | |

Read the passage and answer the questions:



Tim hid from Sam. Tim hid by the bush but Sam did not get him. Tim was up in the tree but Sam did not get him. Tim will win the game.

Who were the characters? _____

What is the setting? _____

Where did Tim hide? _____

Have you ever hid from your friends? _____

book skills data:

book level: _____

comprehension questions ALL TYPES:

correct _____ # incorrect _____

sight word data REVIEW:

correct _____ # incorrect _____

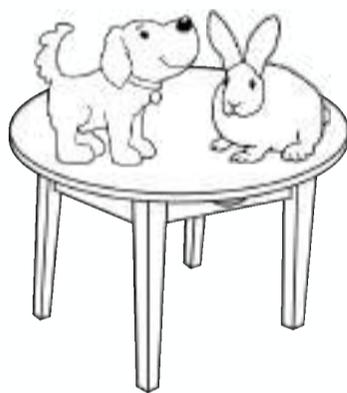
Use the word bank to fill in the missing words:

rain way weed ray toe tie

- Dad put on a _____.
- You are a _____ of sunshine.
- There is no _____ I am going.
- It fell on my _____.
- The forecast says _____.
- I will pull out each _____.

Read the passage and answer the questions:

 I have a dog and a rabbit. They are on the table. The cat is on the chair.



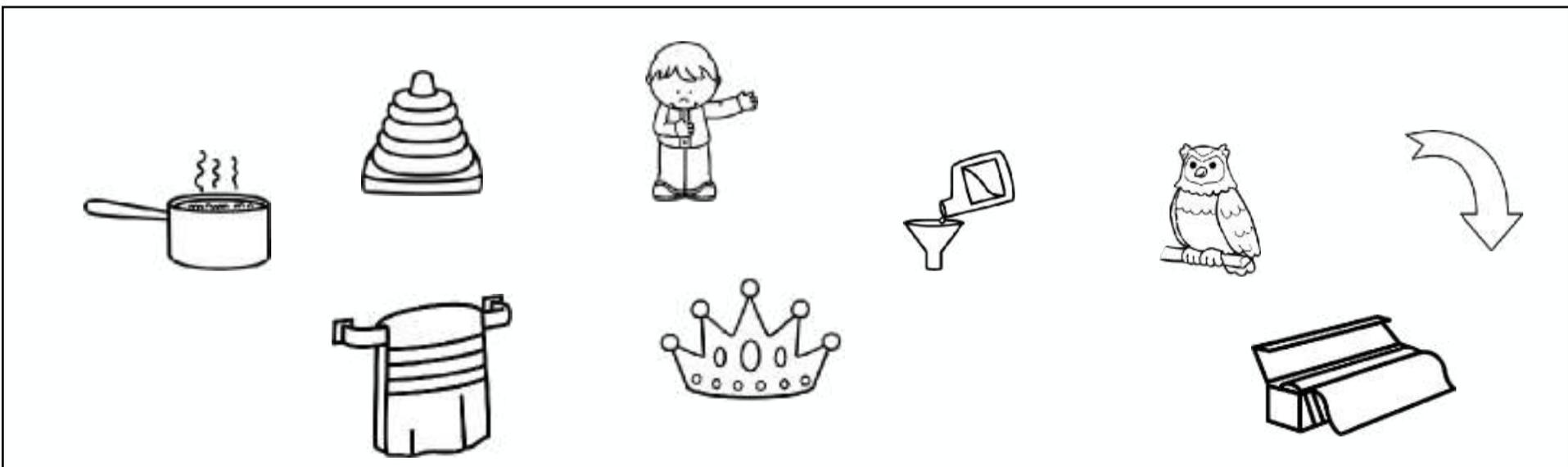
Where is the cat? _____

Who has a dog and a rabbit? _____

Where are the dog and rabbit? _____

What is the cat doing? _____

Colour all of the words that have the **ow** sound:



book skills data: _____ book level: _____

comprehension questions ALL TYPES:
 # correct _____ # incorrect _____

sight word data REVIEW:
 # correct _____ # incorrect _____

Fill in the missing letter for each word:



o g



o g



o g

Find the words in the word search:

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| <p>been</p> <p>called</p> <p>now</p> <p>find</p> <p>new</p> <p>take</p> <p>oil</p> | <table border="1"> <tr><td>r</td><td>w</td><td>u</td><td>i</td><td>p</td></tr> <tr><td>e</td><td>b</td><td>e</td><td>e</td><td>n</td></tr> <tr><td>f</td><td>t</td><td>u</td><td>y</td><td>l</td></tr> <tr><td>n</td><td>e</td><td>w</td><td>t</td><td>c</td></tr> <tr><td>o</td><td>r</td><td>r</td><td>t</td><td>a</td></tr> <tr><td>w</td><td>r</td><td>o</td><td>i</td><td>l</td></tr> <tr><td>p</td><td>f</td><td>a</td><td>e</td><td>l</td></tr> <tr><td>f</td><td>i</td><td>n</td><td>d</td><td>e</td></tr> <tr><td>t</td><td>a</td><td>k</td><td>e</td><td>d</td></tr> <tr><td>e</td><td>g</td><td>h</td><td>j</td><td>f</td></tr> </table> | r | w | u | i | p | e | b | e | e | n | f | t | u | y | l | n | e | w | t | c | o | r | r | t | a | w | r | o | i | l | p | f | a | e | l | f | i | n | d | e | t | a | k | e | d | e | g | h | j | f |
| r | w | u | i | p | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e | b | e | e | n | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f | t | u | y | l | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| n | e | w | t | c | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| o | r | r | t | a | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| w | r | o | i | l | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| f | i | n | d | e | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| t | a | k | e | d | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e | g | h | j | f | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Colour the **oa words** red.
 Colour the **ea words** yellow.
 Colour the **oo words** green:



Write a sentence with an **ee word**:

book skills data:

book level: _____

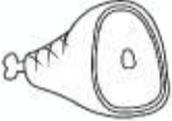
comprehension questions ALL TYPES:

correct _____ # incorrect _____

sight word data REVIEW:

correct _____ # incorrect _____

Write the first letter for each word:

| | | | | | |
|---|----------|---|----------|---|----------|
|  | _____ ag |  | _____ ab |  | _____ ad |
|  | _____ ad |  | _____ et |  | _____ ig |
|  | _____ am |  | _____ ug |  | _____ en |

Read the passage and answer the questions:

Jack and his mum got to the airport. They didn't know where their plane was. They found the big screen. They looked for their flight number. They saw Flight 4502. It was at Gate 4. They walked to Gate 4. It was almost time to leave. Jack loved flying in an aeroplane !

How did they find their aeroplane ? 

What gate were they at?

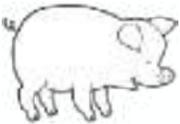
Who are the characters?

Write a sentence about the picture using the word:

field



pig



book skills data:

book level: _____

comprehension questions ALL TYPES:

correct _____ # incorrect _____

sight word data REVIEW:

correct _____ # incorrect _____

Circle the word that fits each sentence. Then rewrite the sentence:

1. **(Then, Them, The)** we went to the store for new shoes.

2. **(Which, Would, Were)** these trousers fit my little sister?

3. I have so **(make, many, some)** books in my room.

4. They will **(out, these, make)** cards for their mum.

Fill in the missing letters for each word:

woul

doct r

t e s e

du k

s o m

t h n

Circle the correct word for each picture and then write the word three times:

| | | | | |
|---|------------------------------|---|---|---|
|  | signe, sign, sugn | <input style="width: 100%; height: 30px;" type="text"/> | <input style="width: 100%; height: 30px;" type="text"/> | <input style="width: 100%; height: 30px;" type="text"/> |
|  | shalk, chalk, chawlk | <input style="width: 100%; height: 30px;" type="text"/> | <input style="width: 100%; height: 30px;" type="text"/> | <input style="width: 100%; height: 30px;" type="text"/> |
|  | letter, lettur, leter | <input style="width: 100%; height: 30px;" type="text"/> | <input style="width: 100%; height: 30px;" type="text"/> | <input style="width: 100%; height: 30px;" type="text"/> |

book skills data:

book level: _____

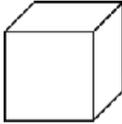
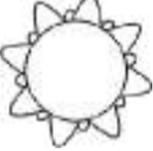
comprehension questions ALL TYPES:

correct _____ # incorrect _____

sight word data REVIEW:

correct _____ # incorrect _____

Circle the correct word for each picture:

| | | | |
|--|--|--|--|
|  foxe fox |  cub cube |  hose hos |  gum gume |
|  tap tape |  wige wig |  sune sun |  can cane |

Read the passage and answer the questions:



Ms. Hill tells the class, "Write the words." Jack writes the words. He writes them nice. He uses a pencil. He writes on a paper. Ms. Hill tells Jack, "nice work." Jack is glad. He works hard. He is smart.

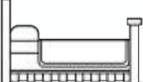
Who are the characters? _____

What is the setting? _____

Retell the story: _____

Do you like to write? _____

Fill in the missing letters for each word:

| | | | | | | | | | |
|---|-----------|-----------|---|----------|-----------|---|---|--|-----------|
|  | ba | |  | | eb |  | c | | p |
|  | | og |  | b | | d |  | | ix |

book skills data:

book level: _____

comprehension questions ALL TYPES:

correct _____ # incorrect _____

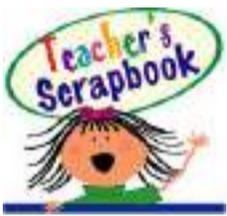
sight word data REVIEW:

correct _____ # incorrect _____

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theautismhelper.com



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