



PITTSBURG UNIFIED SCHOOL DISTRICT

Educational Services Department
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2000 Railroad Ave. ▪ Pittsburg ▪ California ▪ 94565

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Dear Families,

While our community continues to go through this turbulent time we hope that you and your families are staying healthy. In our commitment to continue to educate our youngest learners we have created a packet of work that provides additional support for early reading and phonics.

For Kindergarten the packet includes:

1. Sound spelling cards
2. Kindergarten phonics pages
3. Kindergarten Sight Words
4. Kindergarten fluency passages (optional)
5. Reading Literature/Information Cheat Sheet

For 1st grade the packet includes:

1. Blending Lines
2. First grade sight words
3. Fluency Routine (Direction and Rubric)
4. Reading Literature/Information Cheat Sheet

For 2nd grade the packet includes:

1. Blending Lines
2. Fluency Routine (Direction and Rubric)
3. Reading Literature/Information Cheat Sheet
4. Reading/Writing Menu

For 3rd grade the packet includes:

1. Fluency Routine (Direction and Rubric)
2. Reading Literature/Information Cheat Sheet
3. Reading/Writing Menu

Wishing you and your family good health.

Shelley Velasco
Coordinator of Elementary Education
Pittsburg Unified School District



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Queridas familias,

Mientras nuestra comunidad sigue viviendo esta época turbulenta, esperamos que ustedes y sus familias se mantengan sanos. En nuestro compromiso de continuar educando a nuestros estudiantes más jóvenes hemos creado un paquete de trabajo que proporciona apoyo adicional para la lectura y fonética.

Para kinder el paquete incluye:

1. Tarjetas de sonido y ortografía
2. Páginas de fonética de kinder
3. Palabras de vocabulario reconocible a la vista de kinder
4. Pasajes de fluidez de kinder (opcional)
5. Lectura de literatura/Hoja de referencia

Para primer grado el paquete incluye:

1. Líneas de mezcla
2. Palabras de vocabulario reconocible a la vista de primer grado
3. Rutina de fluidez (Dirección y Rúbrica)
4. Lectura de literatura/Hoja de referencia

Para segundo grado el paquete incluye:

1. Líneas de mezcla
2. Rutina de fluidez (Dirección y Rúbrica)
3. Lectura de literatura/Hoja de referencia
4. Lectura/Menu de escritura

Para tercer grado el paquete incluye

1. Rutina de fluidez (Dirección y Rúbrica)
2. Lectura de literatura/Hoja de referencia
3. Lectura/Menu de escritura

Deseándole a usted y a su familia buena salud.

Shelley Velasco
Coordinadora de Educación Primaria
Distrito Escolar Unificado de Pittsburg

Blending lines directions:

These are the blending lines for the week. Practice reading all of the words and sentences on the page for a total of 5- 10 minutes each day.

Direcciones de las líneas de mezcla:

Estas son las líneas de mezcla de la semana. Practica la lectura de todas las palabras y oraciones de la página por un total de 5 a 10 minutos cada día.

- | | | | | | | |
|-----------|---------------|--------------|-------------|--------------|-------------|--------------|
| 1. | frog | stick | swim | trap | grin | snack |
| 2. | brick | grab | skin | spin | brag | trot |
| 3. | rag | drag | sack | stack | crab | crib |
| 4. | block | slap | slip | clip | flag | plop |
| 5. | blocks | spins | skip | trip | stun | |

Fran and Scott see a big frog.

Stan spills his glass in the grass.

I can swim, skip, and spin. Can you?

Blending lines directions:

These are the blending lines for the week. Practice reading all of the words and sentences on the page for a total of 5- 10 minutes each day.

Direcciones de las líneas de mezcla:

Estas son las líneas de mezcla de la semana. Practica la lectura de todas las palabras y oraciones de la página por un total de 5 a 10 minutos cada día.

- 1. trap drip stop swim skill**
- 2. cross skip snack trip brass**
- 3. Brad's frog's Tim's cat's kid's**
- 4. man's Sam's crab's dog's Fran's**
- 5. cab crab grab slid skid**
- 6. snacks swims swish dropout snap**

Brad's frog swims and hops.

Gram claps at Fran's tricks.

Blending lines directions:

These are the blending lines for the week. Practice reading all of the words and sentences on the page for a total of 5- 10 minutes each day.

Direcciones de las líneas de mezcla:

Estas son las líneas de mezcla de la semana. Practica la lectura de todas las palabras y oraciones de la página por un total de 5 a 10 minutos cada día.

- | | | | | | | |
|-----------|---------------|----------------|-----------------|----------------|----------------|----------------|
| 1. | such | chat | check | lunch | which | catch |
| 2. | riches | chin | graph | inches | Mitch's | Steph |
| 3. | whip | whiz | bunch | bench | chest | chess |
| 4. | wing | shop | thin | bring | grand | stuff |
| 5. | trunk | cookout | backdrop | catfish | invent | triplet |

Chet's brother will pitch.

Steph's sister will catch a fish

Which lunch will Mitch pick?

Blending lines directions:

These are the blending lines for the week. Practice reading all of the words and sentences on the page for a total of 5-10 minutes each day.

Direcciones de las líneas de mezcla:

Estás son las líneas de mezcla de la semana. Practica la lectura de todas las palabras y oraciones de la página por un total de 5 a 10 minutos cada

1. **chat lunches check pitch caught**
2. **such which when graphs riches**
3. **chat cat's catches whiz whipped**
4. **benches bunches lunches inches nutmeg**
5. **patches wishes dishes sketches dentist attic**
6. **desktop eggshell bedrock splash plastic extend**

When will the chick hatch?

A chunk of lunch fell on Steph's chin.

Blending lines directions:

These are the blending lines for the week. Practice reading all of the words and sentences on the page for a total of 5- 10 minutes each day.

Direcciones de las líneas de mezcla:

Estas son las líneas de mezcla de la semana. Practica la lectura de todas las palabras y oraciones de la página por un total de 5 a 10 minutos cada día.

1. **look** **good** **full** **wool** **book** **wood**
2. **hood** **crook** **shook** **stood** **push** **pull**
3. **top** **took** **pot** **put** **cake** **cook**
4. **home** **cage** **cute** **race** **nice** **baked**
5. **blend** **latch** **dreamed** **talking** **afternoon** **chimp**

Who took my book?

Put the wood in the box.

He pushed it with his foot.

Blending lines directions:

These are the blending lines for the week. Practice reading all of the words and sentences on the page for a total of 5- 10 minutes each day.

Direcciones de las líneas de mezcla:

Estas son las líneas de mezcla de la semana. Practica la lectura de todas las palabras y oraciones de la página por un total de 5 a 10 minutos cada día.

1. **good** **put** **full** **look** **wood**
2. **push** **cook** **hood** **crook** **foot**
3. **book** **bake** **pole** **pull** **push**
4. **stopped** **stopping** **clapped** **clapping**
5. **shopped** **shopping** **chatted** **chatting**
6. **skunk** **photograph** **jumped** **homemade** **whine**

This bag is full of wool.

He shook his foot and waved his hand.

First Grade Sight Word List

These are the sight words that kindergarten students need to be able to read by memory. Please practice reading the words every day. *Estas son las palabras de vista que los estudiantes de primer grado que tienen que leer de memoria. Por favor de practicar leyendo las palabras todos los días.*

out	which	only
them	time	way
then	could	find
your	their	use
many	make	may
some	than	water
about	first	long
these	been	little
would	its	very
other	who	after
into	now	called
has	people	just
more	me	where
her	made	most
two	over	know
each	did	goes
him	down	through

back

much

before

good

new

write

our

when

man

too

any

day

same

right

look

think

also

around

another

came

come

work

three

word

must

because

does

part

even

place

well

such

here

take

why

things

help

put

don't

every

from

saw

years

different

away

again

off

old

can't

DAILY Fluency and Retell Practice for Students and Parents

Specifics

- Use the same passage (story) every day for 1 week

Daily Routine

Monday

- Use a new passage (story).
- Have your child(ren) read for 1 minute, and mark where they stopped (write "Monday" above their last word read).
- Students then read through the **entire** passage(story) independently (as well as they can), underlining any unknown words.
- Read the passage (story) together, and talk about any vocabulary/unknown words, helping them with sounding out words and word meanings as needed.

Tuesday - Thursday

1. Read the whole passage 1-2 times (not timed).
2. Continue to work on sounding out unknown words.
3. Continue to read and/or define underlined words.
4. (RETELL) Without them looking at the passage, have your child(ren) tell or write for you what the story is about. Encourage them to give more details each time.

Friday

1. Set the timer for 1 minute.
2. Read the passage for 1 minute.
3. Mark where you stopped and write "Friday" above it.
4. How many more words did you read since Monday?
5. Did you read all the words correctly?

Note: Remember we want to focus on students reading words correctly. Once we achieve accuracy, we can then improve pace. We never read for speed!!

Práctica de fluidez diaria y práctica de repetición para estudiantes y padres

Detalle:

- Usar el mismo pasaje (historia) todos los días durante 1 semana

Rutina diaria

lunes

- Usar un nuevo pasaje (historia).
- Haga que su(s) hijo(s) lea(n) durante 1 minuto, y marque dónde se detuvo (escriba "lunes" sobre su última palabra leída).
- Los estudiantes entonces leen todo el pasaje (historia) independientemente (tan bien como ellos puedan), subrayando cualquier palabra desconocida.
- Lean el pasaje (historia) juntos, y hablen sobre cualquier vocabulario/palabra desconocida, ayudándoles a pronunciar las palabras y los significados de las palabras según sea necesario.

martes- jueves

1. Lee el pasaje entero 1-2 veces (sin límite de tiempo).
2. Continúe trabajando en la pronunciación de las palabras desconocidas.
3. Continúe leyendo y/o definiendo las palabras subrayadas.
4. Sin que miren el pasaje, haga que su(s) hijo(s) le cuente(n) o escriba(n) sobre qué trata la historia. Motíuelos a que den más detalles cada vez.

viernes

1. Programe el contador de tiempo para 1 minuto.
2. Lea el pasaje durante 1 minuto.
3. Marque donde se detuvo y escriba "Viernes" encima.
4. ¿Cuántas palabras más has leído desde el lunes?
5. ¿Leíste todas las palabras correctamente?

Nota: Recuerde que queremos centrarnos en que los estudiantes lean las palabras correctamente. Una vez que logremos la precisión, podremos mejorar el ritmo/tiempo. ¡Nunca leemos por la velocidad/rapidez!

Name _____

1st Grade Fluency Rubric

Spring

Fluency Traits	L1 - 1 point	L2 - 2 points	L3 - 3 points	L4 - 4 points
E Expression	I sound monotone or boring.	I have a little bit of expression.	I change my voice to match characters or narrator. Sometimes I express the mood of the passage.	I change my voice and go with the mood and tone of the passage. The passage is more understandable because of all the expression I use.
A Accuracy	I read 90% or less of the words correctly. (The number of words I read correctly divided by the number of words I read).	I read 91% to 94% of the words correctly. (The number of words I read correctly divided by the number of words I read).	I read 95% to 96% of the words correctly. (The number of words I read correctly divided by the number of words I read).	I read 97% to 100% of the words correctly. (The number of words I read correctly divided by the number of words I read).
R Rate	I read 46 words or less per minute.	I read 47-59 words per minute.	I read 60-79 words per minute.	I read 80 words or more per minute.
S Smoothness	I sound choppy, like I am reading one word at a time.	I pause at inappropriate times. I don't stop at punctuation, and sometimes I stop when there is no punctuation.	I am pretty good at reading the words in longer groups. I usually follow punctuation marks.	I read in long meaningful phrases. I always follow punctuation. My reading sounds smooth and clear.
+ Retell	I can tell 1 thing about what I read.	I can tell 2-3 details about what I read.	I can tell 2-3 details about what I read, and I can tell them in complete sentences.	I can tell 3 or more details about what I read, and I can tell them in complete sentences.

My Reading Goals:

_____/20 points

	B2 Scores	EOY Goal
Fluency		
Accuracy		
Retell		

The Ant Hill

Dad and I took a hike in the woods. We walked for a long 14
 time and stopped to take a rest. We sat down on a log and had a 30
 drink of water. A big hill was nearby. 38

Dad said, "Look, there's an ant hill." 45

I walked up to the hill and took a closer peek. At first it 59
 looked just like a dirt hill. Then I noticed a few ants running 72
 around. I looked closer. I saw little ants carrying pieces of 83
 mushroom. The pieces were almost as big as the ants. 93

"What are they doing, Dad?" I asked. 100

"They're taking food inside the hill. They probably have 109
 thousands of ants to feed inside." Dad said, "Watch this." He 120
 gently poked a twig into a small hole on the hill. All of a sudden, 135
 many ants came out. 139

"The ants are on alert, trying to protect their hill," he said. 151

I bent down to look closer. Some ants climbed on my shoes. 163

"We should leave now," Dad said. Dad and I walked and 174
 walked until we were home. Now whenever I see one ant, I stop 187
 and think about the city of ants they might be feeding and 199
 protecting. 200

Total words: _____ - errors: _____ = words correct: _____

Retell:

ORF Total: _____

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48		
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71		
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94		

Retell Total: _____

The Rainy Day Picnic

I was so sad. This was the day we were going to the park for 15
 a picnic. I wanted to go to the playground. I wanted to swing. I 29
 wanted to lay on the grass and look up at the fluffy clouds. But 43
 that morning it was raining. There were puddles everywhere. 52
 And we could hear thunder. I started to cry. 61
 My mother said, "Wait! We will still have the picnic!" 71
 I cried, "But how? It won't be fun if it's wet!" 82
 She told me to sit down and read a book. Then she said she'd 96
 make an indoor picnic for us. I could hear her doing things in the 110
 kitchen. She told me not to look. Then, when she was ready, she 123
 said to come into the living room. 130
 I saw a blanket on the rug. I saw the picnic basket full of 144
 sandwiches and potato chips and fruit. I saw pillows to lie on. 156
 My mother was wearing her straw hat and sunglasses. 165
 "Come on," she said. "It's picnic time!" 172
 It was the best rainy-day picnic I ever went to. 183

Total words: _____ - errors: _____ = words correct: _____

Retell:

ORF Total: _____

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48		
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71		
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94		

Retell Total: _____

Visiting Aunt Rose

My Aunt Rose invited me to spend the weekend. Aunt Rose
 doesn't have kids. She said I could be her kid for two days. She's
 like my big sister. 11 25 29

I like to go to visit my Aunt Rose's home. She likes to do the
 same things I like. I like to go swimming. So does my Aunt
 Rose. The pool where she goes also has a hot tub. I like to sit in
 the hot tub. So does my Aunt Rose. I always bring my swimming
 suit when I visit. 44 57 73 86 90

Our weekend was perfect. On Saturday we went out for
 breakfast. I had strawberry pancakes with whipped cream. Then
 we went shopping. She bought me a pink shirt. Then we went
 swimming and sat in the hot tub. 100 109 121 128

On Sunday she helped me make oatmeal cookies. Then we
 painted each other's nails. Our fingers and toes match. They are
 bright pink. Then we went to the movies. We saw *The Lion
 King*. 138 149 161 162

Aunt Rose drove me home. I handed my mother a plate of
 the oatmeal cookies. I showed my brother my new shirt. Dad
 admired my bright pink nails. 174 185 190

"Dad," I asked, "Could I live at Aunt Rose's?" 199

"No," he said. "If you went there all the time it wouldn't be a
 special treat." 213 215

Total words: _____ - errors: _____ = words correct: _____

Retell:

ORF Total: _____

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48		
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71		
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94		

Retell Total: _____

Spring Is Coming

It has been so cold this winter. The wind blew and blew. It 13
 rained and rained. The days have been gray and dark. I had to 26
 wear mittens and a hat to school every day. It even snowed 38
 twice. 39

At first winter was fun. Now I'm tired of the cold. It has been 53
 too cold and wet to play outside. At school, we sit in the library 67
 and read during recess. After school I just stay in the house and 80
 play. I don't want to play inside anymore. 88

But today was nice. The sun was shining brightly even 98
 though it was still cold. The wind didn't blow. My friends and I 111
 played kick ball at recess. We had to take off our jackets because 124
 we were warm. We even got hot and thirsty. 133

On the way home from school I saw a purple flower on our 146
 street. It was blooming in the grass. I told my mother about it. 159
 She wanted me to show it to her. She bent down and touched it. 173

"Come sniff this," she said. It smelled like perfume and sun 184
 all mixed together. "Spring must be right around the corner," she 195
 said. "This is a crocus. It's one of the first flowers of spring." 208

I can't wait for spring. 213

Total words: _____ – errors: _____ = words correct: _____

Retell:

ORF Total: _____

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48		
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71		
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94		

Retell Total: _____

A Birthday Party for Twins

I went to a birthday party last week. It was for my two 13
 friends. They are twins. That means they look just the same. 24
 They have the same birthday. They are in my class at school. 36
 My mom and I went shopping for presents. I picked out two 48
 presents. I got a red yo-yo and a book. 57
 Lots of people came to the party. The twins got many 68
 presents. The best part of the party was the food. There were hot 81
 dogs and hamburgers. They even had two birthday cakes. One 91
 cake was chocolate and one was angel food. There were two 102
 flavors of ice cream. I liked the mint chip best. There were two 115
 flavors of punch, too. I tried them both. 123
 I liked everything I tasted. When I got home my tummy hurt. 135
 I think I ate too much. Next time I go to a party I will not eat so 153
 much. I won't eat two kinds of cake. I will just eat one kind. I 168
 won't eat a hot dog and a hamburger. I won't have two cups of 182
 punch. I won't have two dishes of ice cream, either. I will just 195
 have one dish. Then I can have a good time at the party and not 210
 get a tummy ache. 214

Total words: _____ - errors: _____ = words correct: _____

Retell:

ORF Total: _____

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48		
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71		
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94		

Retell Total: _____

The Beach

I love going to the beach. It is fun to run on the wet sand. I 16
 like it when the big waves come. The salty water splashes on my 29
 toes. I also like making sand castles. I always write my name in 42
 the sand with a stick. When the tide comes in, the water washes 55
 my name away. 58

One of my favorite things to do at the beach is to watch the 72
 animals. The seagulls wait for the tide to come in. Their feet 84
 make trails on the sand. The crabs hurry to get back in their holes 98
 under water. The sea lions pop their heads up in the waves. The 111
 sea lions have big brown eyes and bark like dogs. 121

Sometimes the water is too cold to go swimming. Then I 132
 search for things in the sand. I find pieces of driftwood and 144
 seaweed. I look for shells and sand dollars. Sometimes I find 155
 pretty shells. I like to take them home. I keep the shells on a 169
 shelf in my bedroom. Whenever I want to, I look at the shells in 183
 my room. I think about the fun I have at the beach. 195

Total words: _____ - errors: _____ = words correct: _____

Retell:

ORF Total: _____

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48		
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71		
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94		

Retell Total: _____

Reading Literature Cheat Sheet

These questions can be used when reading picture books, short stories, chapter books, and novels. These are also appropriate for retelling fairy tales or folktales. Outside of reading, these questions fit with family drama and comedy shows, cartoons, or movies.

Before Reading

- What will this book be about? How do you know?
- What is the title of this story? What clues does the title give about the story?
- Who is the author? What does the author do? Who is the illustrator? What does the illustrator do?
- What do you think will happen in this story? What gave you that idea?

During Reading

- What do you think will happen next? How do you think (character) will react?
- How would you feel if that happened to you?
- What would you have done if you were the character?
- What pictures have you been seeing in your mind?
- Can you predict what will happen next?
- What does the main character want to happen?
- How do the illustrations explain what is happening in the story?

After Reading

- What is the most important thing that happened in the story (or the chapter)?
- Why did the author write this story? What did they want you to learn?
- Can you retell the story in your own words?
- What do you think will happen to the main character after this story is over?
- Were your predictions correct? Why or why not?
- How is this story/character like a different story/character?

Reading Information Cheat Sheet

These questions can be used when reading nonfiction books, articles, news stories, or information. They are also appropriate for reading flyers, invitations, recipes, or any functional text. Outside of reading, these questions fit with news programs, history shows, or factual animal shows.

Before Reading

- Why are you reading this? What are you hoping to learn or find out?
- What do you already know about this topic?
- What do you think you will learn by previewing the photos in this book?

During Reading

- Why does the author tell you _____?
- What is the most important idea?
- How do the pictures/maps/illustrations help you understand the words?
- Are there bold words? Italics? Why? What information does this add?
- Can you tell what the author feels about this topic? How do you know?
- Does this remind you of anything in your life? What?
- What does _____ mean? Can you show in the text where you learned that?

After Reading

- What was the most interesting thing to you about this topic? Why?
- What words or ideas do you still not understand?
- Now that you've read this, what do you want to learn about next?
- What would you re-title this book/article?
- Can you tell what happened in order? (if applicable)
- Did you agree or disagree with the ideas? Why?
- If you were going to share a fact from this with someone else, what would you tell them?
- What questions would you ask the author?

Hoja de referencia para la lectura de literatura

Estas preguntas se pueden usar cuando se leen libros ilustrados, cuentos cortos, libros de capítulos y novelas. También son apropiadas para contar cuentos de hadas o cuentos populares. Fuera de la lectura, estas preguntas son apropiadas para programas familiares de drama y comedia, caricaturas o películas.

Antes de leer

- ¿De qué tratará este libro? ¿Cómo lo sabes?
- ¿Cuál es el título de esta historia? ¿Qué pistas da el título sobre la historia?
- ¿Quién es el autor? ¿Qué hace el autor? ¿Quién es el ilustrador? ¿Qué hace el ilustrador?
- ¿Qué crees que sucederá en esta historia? ¿Qué te dio esa idea?

Durante la lectura

- ¿Qué crees que pasará después? ¿Cómo crees que reaccionará (el personaje)?
- ¿Cómo te sentirías si eso te pasara a ti?
- ¿Qué habrías hecho si fueras el personaje?
- ¿Qué imágenes has estado viendo en tu mente?
- ¿Puedes predecir lo que pasará después?
- ¿Qué es lo que quiere el protagonista? ¿Que pase?
- ¿Cómo explican las ilustraciones lo que está sucediendo en la historia?

Después de leer

- ¿Qué es lo más importante que ocurrió en la historia (o el capítulo)?
- ¿Por qué el autor escribió esta historia? ¿Qué quería que aprendieras?
- ¿Puedes volver a contar la historia con tus propias palabras?
- ¿Qué crees que le sucederá al personaje principal cuando termine esta historia?
- ¿Fueron correctas tus predicciones? ¿Por qué o por qué no?
- ¿Cómo se parece esta historia/personaje a otra historia/personaje diferente?

Hoja de referencia para la lectura informativa

Estas preguntas se pueden usar cuando se leen libros de la vida real (que no son de ficción), artículos, noticias o información. También son apropiadas para leer folletos/volantes, invitaciones, recetas o cualquier texto funcional. Fuera de la lectura, estas preguntas son apropiadas para programas de noticias, espectáculos de historia, o espectáculos de animales de verdad.

Antes de leer

- ¿Por qué estás leyendo esto? ¿Qué esperas aprender o averiguar?
- ¿Qué es lo que ya sabes sobre este tema?
- ¿Qué crees que aprenderás al previsualizar las fotos de este libro?

Durante la lectura

- ¿Por qué el autor dice que _____?
- ¿Cuál es la idea más importante?
- ¿Cómo te ayudan las imágenes/mapas/ilustraciones a entender las palabras?
- ¿Hay palabras en letra gruesa? ¿Cursiva? ¿Por qué? ¿Qué información añade esto?
- ¿Puedes decir lo que el autor siente sobre este tema? ¿Cómo lo sabes?
- ¿Te recuerda esto a algo en tu vida? ¿Qué?
- ¿Qué significa _____? ¿Puedes mostrar en el texto donde aprendiste eso?

Después de leer

- ¿Qué fue lo más interesante para ti sobre este tema? ¿Por qué?
- ¿Qué palabras o ideas no entiendes todavía?
- Ahora que has leído esto, ¿qué quieres aprender a continuación?
- ¿Qué título le pondrías a este libro/artículo?
- ¿Puedes decir lo que pasó en orden? (si es aplicable)
- ¿Estas de acuerdo o en desacuerdo con las ideas? ¿Por qué?
- Si fueras a compartir un hecho de esto con alguien más, ¿qué le dirías?
- ¿Qué preguntas le harías al autor?