



PITTSBURG UNIFIED SCHOOL DISTRICT

Educational Services Department
Shelley Velasco, Coordinator of Elementary Education
2000 Railroad Ave. • Pittsburg • California • 94565

Office 925-473-2314 www.pittsburg.k12.ca.us Fax 925-473-4265

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

Name: _____ #: _____ Date: _____

Vowel Team Syllables 2nd Grade Guided Decoding- Lesson A


Check for compound words

Box the prefixes, suffixes, and teams

Check for power ending  e

Hear the partner sounds 

Circle consonant blends and double consonants

Mark the vowel 
Blend Fast

way away meadow balloon play

display reach enjoy explain root

float honey cream chain spray

keep until always money form

tibgof piltnik bicmov roxmat qua

The children want cream and honey in their tea.

May we please play with balloon in the meadow?

I can't reach the spray on the top display shelf.

Name: _____

#: _____

Date: _____

R Controlled Syllables

2nd Grade Guided Decoding- Lesson A


Check for compound words

Box the prefixes, suffixes, and teams

Check for power ending  e

Hear the partner sounds 

Circle consonant blends and double consonants

Mark the vowel 
Blend Fast

jumper higher star starry garden

better dinner doctor market hairy

carrot dollar target thirsty scarlet

give air line great place

vintrik pixdeb pilcot di tarpit

We went to the market to buy carrots for dinner.

I love the dollar spot at Target!

The hairy doctor was thirsty.

Name: _____

#: _____

Date: _____

Consonant •le

2nd Grade Guided Decoding- Lesson A


Check for compound words

Box the prefixes, suffixes, and teams

Check for power ending  e

Hear the partner sounds 

Circle consonant blends and double consonants

Mark the vowel 
Blend Fast

lit little set settle pebble

rip ripple bust bustle juggle

rumble beetle fiddle treble tangle

above let kind knight paper

plablig clag drubbif smivbid blaf

We lit a little fire at the campsite.

Try to settle into bed at a set time.

The ripple in the water made the boat rumble.

Name: _____ #: _____ Date: _____

Compound Words 2nd Grade Guided Decoding- Lesson A

Check for compound words

Box the prefixes, suffixes, and teams

Check for power ending  e

Hear the partner sounds 

Circle consonant blends and double consonants

Mark the vowel 
Blend Fast

backpack sandbox butterfly teapot popcorn

handbag ladybug waterfall spaceship football

rattlesnake airline ballpark backbone sunset

never last read under own

covreb trukiv divgav jid fribpak

When can we buy a new backpack?

Johnny saw a ladybug and a butterfly by the waterfall.

I hope there is popcorn at the football game!

Name: _____

#: _____

Date: _____

-ed & -ing with SHORT vowels

2nd Grade Guided Decoding- Lesson A

Check for compound words

Box the prefixes, suffixes, and teams

Check for power ending  e

Hear the partner sounds 

Circle consonant blends and double consonants

Mark the vowel 
Blend Fast

running

slipping

clapped

swimming

selling

hopping

planned

chatting

shopping

shopped

tugged

tapped

spotted

smelled

tagged

great

read

show

tell

last

shab

degyish

pid

kostik

ludriv

I went running with my dog.

The crowd clapped at my swimming competition.

We were chatting with my mom while shopping.

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. Motívelos 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 _____

2nd 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 96% or less of the words correctly. (The number of words I read correctly divided by the number of words I read).	I read 97% of the words correctly. (The number of words I read correctly divided by the number of words I read).	I read 98% of the words correctly. (The number of words I read correctly divided by the number of words I read).	I read 99% 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 69 words or less per minute.	I read 70-89 words per minute.	I read 90-119 words per minute.	I read 120 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	My retell is 26 words or less.	My retell is 27-49 words.	My retell is 50 words or more, but not in sequential order.	My retell is 50 words or more in sequential order.

My Reading Goals:

_____/20 points

	B2 Scores	EOY Goal
Fluency		
Accuracy		
Retell		

Name: _____ Date: 5501

A Good Friend

8 Misha stumbled into her room. She sank down
 19 miserably onto her bed. She wished she could take back her
 29 angry and thoughtless words. She had told her best friend
 42 that she did not like her. She hadn't really meant it. But the
 48 angry words had just poured out.
 57 Misha knew that she was jealous of Anna's talent
 66 for drawing. Anna could draw so beautifully, and Misha
 77 so wanted to be an artist. Misha felt her tears dripping
 87 onto her pillow, and then she felt something chilly and
 98 damp touch her arm. She looked down and saw her playful
 100 cat, Oliver.
 107 Oliver meowed and rubbed against Misha's shoulder.
 118 The tearful girl began to stroke the affectionate cat. She petted
 128 him tenderly until her tears stopped. Oliver purred and rolled
 137 playfully onto his back. He patted Misha's hand. Misha
 139 chuckled loudly.
 149 Oliver knew how to make her forget her troubles. He
 162 was a good friend. Misha wanted to be a good friend, too. She
 170 decided to draw Anna a portrait of Oliver.

- Why was Misha upset?
- What did Oliver's actions persuade Misha to do?

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Words Read	-	Errors	=	WCPM

- Fall (71 WCPM) +
- Winter (92 WCPM) +
- Spring (107 WCPM) +

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Name _____

Read the passage. Use the summarize strategy to tell the important events in your own words.

The Lost Kitten

One day, my friend Cora and I saw a homemade sign
 11 posted on our neighborhood street. The sign displayed a
 20 photo of a kitten and the words, *LOST KITTEN. Please call*
 31 *Sally at 555-0505 if you find my kitten, Boots.*

40 "Sally is our neighbor, Pam. She just got a new kitten
 51 and now her pet is missing. It's too bad there's nothing
 62 we can do," Cora said sadly.

68 I stated, "It's not hopeless. There is something we can
 78 easily do! We can ask our neighbors to help look for Boots."

90 We asked my dad to help with our neighborhood
 99 search plan. First, we visited Sally and asked about what
 109 had happened.

111 Sally explained, "I was careless enough to leave the
 120 back door open. When Boots saw the open door, he
 130 slipped out and ran off. And I haven't seen him since."

141 "Don't worry," I said. "We have a plan to help. Come
 152 along with us."

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Name _____

620 L



155 We all went to Mrs. Lowe's house. After Mrs. Lowe
165 heard our plan, she said, "That is a wonderful idea and
176 it's so thoughtful of you to help Sally find Boots. I'll be
188 happy to help with the search." She joined our group.

198 At each house on the street, we received the same
208 answer. Each neighbor would eagerly help search for
216 Boots. Dad divided up the neighborhood streets and
224 assigned each group a location.

229 Cora and I were calling loudly, "Boots!" when we
238 heard a soft meowing sound near our feet. There was
248 Boots, crouching under a bush. I extended my hand and
258 softly called Boots's name. He scrambled his way to me
268 and I scooped up the tiny kitten.

275 When we returned Boots to Sally, she was very
284 thankful. She hugged her kitten tightly as she said, "I
294 must be truthful. I was not quite sure the neighborhood
304 search plan would work, but it was successful. Thank
313 you, everyone!"

Name _____

Read the passage. Use the summarize strategy to tell the important events in your own words.

The Class Play

Mr. Webb's class was going to put on a play for the
12 school. They decided to act out the story of "Henny Penny."

23 "There are six actors in this play," explained Mr.
32 Webb. "We'll need painters for the sets and we'll need
42 helpers with the lights and music. There will be enough
52 jobs for everyone to be included."

58 The next day, the class read the play together. In a
69 determined voice, Luz said, "I'm going to play the part
79 of Henny Penny. That's the most important part."

87 "No, I want to play that part," said Jade boldly.

97 "I think I would be the best Henny Penny," chimed
107 in Stacy.

109 Before the talk could get out of hand, Mr. Webb
119 interrupted. "We have to be fair, so we will have a
130 try-out. I will be the judge."

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660 L

Name _____

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136 Mr. Webb urged the children who wanted to act in the
147 play to practice the lines. Then Mr. Webb would decide
157 who was best for each part.

163 The class agreed that this was fair. They knew if they
174 all pulled together, they could put on a great play.

184 Luz made up her mind that she wanted to play Henny
195 Penny. She practiced her lines over and over until she
205 knew them by heart.

209 At the try-out, three children read the part of Henny
219 Penny. Other children tried out for the rest of the parts.
230 Mr. Webb clapped as each child finished. Then he
239 declared, "Luz, you will play Henny Penny. Here is a list
250 of the other parts and jobs for all."

258 The class worked hard on their play. Everyone at
267 school thought it was a big hit!

Name _____

Read the passage. Use the summarize strategy to tell the important events in your own words.

Dr. Elizabeth Blackwell

In present times, many women are doctors, but that
9 was not always true. Long ago, only men could become
19 doctors. Elizabeth Blackwell changed that.

24 Early Life

26 Elizabeth Blackwell was born in England in 1821. Her
35 family moved to America when Elizabeth was eleven. As
44 an adult, she became a teacher. In that time, teaching
54 was a common occupation, or career, for women.

62 Becoming a Doctor

65 Then one of Elizabeth's friends became very ill. The
74 friend wanted sick people to experience less pain and
83 discomfort. Her friend's words got Elizabeth thinking
90 and she resolved to become a doctor.

64DL

Name _____

640L



97 Elizabeth talked to male doctors who told her that
106 women were not allowed to attend medical school.
114 Because Elizabeth did not agree or accept that, she
123 applied to several medical schools. She did not give up.

133 At last, a school in New York accepted Elizabeth. She
143 studied and learned medicine there for two years. Then
152 in 1849, she became the first woman doctor in America.

162 A few years later, Elizabeth opened her own medical
171 office in New York City. She invited two other women
181 doctors to join her practice. One of these doctors was
191 her sister, Emily. The doctors worked to heal and cure
201 sick women and children. They also ran a school to
211 train, or teach, other women as doctors.

218 Elizabeth Blackwell helped people her whole life. She
226 made it possible for women to become doctors.

Name _____

Read the passage. Use the make predictions strategy to tell what you think might happen next.

The Recycling Contest

Ms. Hines was the principal at Grover School. Each
9 day, she observed students throwing away sheets and
17 sheets of paper. She arranged a meeting to discuss
26 recycling.

27 Ms. Hines explained why recycling was important.
34 She ended her speech by stating, "Let's help save the
44 Earth. If we all pitch in, we can make a difference."

55 The students cheered loudly and returned to their
63 rooms. Over the next few days, Ms. Hines watched
72 the students. They were still not recycling! Ms. Hines
81 realized she would need another plan.

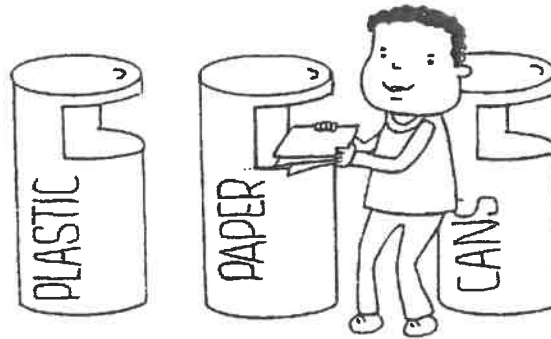
87 "Grover School is having a contest," she informed the
96 students. "The class that recycles the most paper in one
106 week will win a prize. The contest begins tomorrow."

115 "Our class can win," boasted Eric, a second grader.

124 His teacher, Mrs. Park, responded, "Let's give it our
133 best try."

Name _____

640L



135 Ms. Hines gave each class a recycling bin. She made a
146 big wall chart. Each time a class filled a bin with paper,
158 they emptied it into a giant container. Ms. Hines marked
168 the number of bins on her chart.

175 Eric always reminded his classmates to recycle. If he
184 saw someone throwing away some paper, Eric called,
192 "Put that paper in the bin." He never forgot to recycle.

203 At the end of the week, Ms. Hines called another
213 meeting. She displayed the recycling chart, showing that
221 Eric's class had won!

225 "This is your prize," she said. "You are allowed an
235 extra ten minutes outside at recess for one week. You'll
245 be able to enjoy the Earth that you are helping to save!"

Name _____

Read the passage. Use the make predictions strategy to tell what you think you might read about.

Sports Rules

Rules are important in sports. Rules tell players how
 9 to play a game. They tell how to score points and how
 21 a game is won. They also tell players what they can
 32 and cannot do. All players in a game must agree to the
 44 same rules. If a player breaks a rule, he or she may have
 57 to sit out for all or part of the game.

67 Basketball Rules

69 Have you ever played basketball? If not, the name
 78 "basketball" gives you a clue about some of the rules.
 88 Basketball is played with a ball on a basketball court.
 98 Players score points by throwing the ball through a
 107 basket, or hoop. More rules tell players whether their
 116 basket is worth one, two, or three points.

124 There are rules about how to move the ball in
 134 basketball. Players must dribble the ball, but they can
 143 also pass it to a teammate. They may not hold the ball
 155 and run with it. This would not allow other players a
 166 chance to get the ball.

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Name _____

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Sport	Number of Players	Moving the Ball	Scoring
baseball	9	throw and hit	cross home plate for one run
basketball	5	dribble and pass	shoot basket for two points

171 Baseball Rules

173 Baseball rules are different from basketball rules. The
 181 pitcher from one team throws the baseball to the batter
 191 on the other team. The batter gets three chances to hit
 202 the ball with a bat. When the batter misses, it is called a
 215 strike. The batter is out after three strikes. Then the next
 226 batter gets a chance to hit the ball.

234 When the batter hits the ball, he or she runs around
 245 four bases. The last base is home plate. The batter scores
 256 a run by crossing home plate. The other team tries to
 267 get the batter out by catching the ball when it is hit or
 280 tagging the batter with the ball. Then the batter cannot
 290 score a run.

293 Without rules, sports would be confusing. No one
 301 would understand how to play a game. Sports rules
 310 make every player a good sport!

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 tí?
- ¿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?

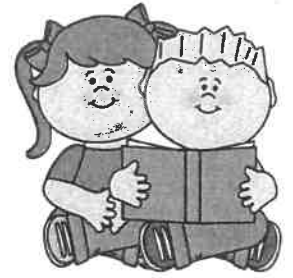
Durante la lectura

- ¿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?

Reading/Writing Menu



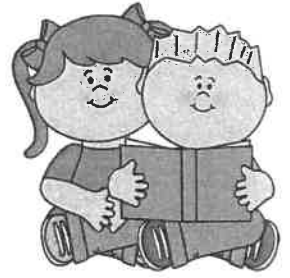
After reading your story or chapter, choose 1 box and circle it. Remember to respond using complete sentences.

<p>1</p> <p>Write a new ending for the story.</p>	<p>2</p> <p>Would you recommend this story to others? Why or why not? Give specific reasons and examples.</p>	<p>3</p> <p>Write a letter to the main character and give him or her some advice about solving the problem or tell them what part was your favorite.</p>
<p>4</p> <p>Compare and contrast yourself to one of the characters from your text.</p>	<p>5</p> <p>Retell the three events that you think are the most important events in the story.</p>	<p>6</p> <p>What is the theme or central message of the story? How do you know?</p>
<p>7</p> <p>What is the main idea of the chapter or story that you just read? How do the details help to support the main idea?</p>	<p>8</p> <p>Retell the beginning, middle and end of the story.</p>	<p>9</p> <p>What is your least favorite part of the story? Why?</p>

Self Check

- I answered the entire question that I chose.
- I wrote in complete sentences.
- I used evidence and examples from the text to support my answer.
- I edited my work to make sure that it makes sense.

Menu Lectura/Escritura



Después de leer elige una caja. Asegúrate de responder con oraciones completas.

1 Escribe un final nuevo para la historia.	2 ¿Recomendarías esta historia a otros? ¿Por qué sí o por qué no? Da razones específicas y ejemplos.	3 Escribe una carta al personaje principal y dale consejo sobre su problema o dile cuál es tu parte favorita.
4 Compárate con uno de los personajes de la historia. Escribe cómo sois iguales y cómo sois diferentes.	5 Cuenta los tres eventos de la historia que tu crees son los más importantes.	6 ¿Cuál es el tema o el mensaje central de la historia? ¿Cómo lo sabes?
7 ¿Cuál es la idea principal de la historia? ¿Cómo ayudan los detalles para clarificar esa idea principal?	8 Recuenta el principio, el medio y el final de la historia.	9 ¿Cuál es la parte que menos te gusta de la historia? ¿Por qué?

Autochequeo

- Contesté la pregunta entera de la caja que escogí.
- Escribí oraciones completas.
- Utilicé información del texto para responder.
- Revisé mi trabajo para asegurarme de que lo que escribí tiene sentido.

