



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



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

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

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 _____

3rd 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 84 words or less per minute.	I read 85-109 words per minute.	I read 110-149 words per minute.	I read 150 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 39 words or less.	My retell is 40-59 words.	My retell is 60 words or more, but not in sequential order.	My retell is 60 words or more in sequential order.

My Reading Goals:

_____/20 points

	B2 Scores	EOY Goal
Fluency		
Accuracy		
Retell		

Name: _____ Date: 890L

Chimps That Talk

10 Have you ever been to the zoo and watched the
 17 chimpanzees? Chimpanzees are among the most playful,
 26 curious, and interesting animals at the zoo. They often
 34 entertain visitors by dancing around, waving their arms,
 44 and making hooting noises. Often they come right up to
 53 visitors as if they want to have a chat.
 60 For many years, scientists have watched chimpanzees
 72 use grunts, hoots, and howls to tell each other about things like
 80 food and danger. Scientists wondered if chimpanzees could
 91 talk with humans and decided to try to teach them sign
 100 language. In sign language, hand and finger movements are
 105 used to mean different things.
 114 At first, the chimpanzees would copy the signs the
 123 scientists made. For example, the scientist would make the
 137 signs for "I want to eat" as the chimpanzees ate a meal and the
 146 chimps would copy them. Later, the chimpanzees would make
 158 the sign "I want to eat" all by themselves. After a while,
 168 chimpanzees learned to make their own signs to show what
 170 they wanted.
 180 Would you like to have a conversation with a chimpanzee?
 184 Maybe someday you will.

- 🐵 What is "Chimps That Talk" mostly about?
- 🐵 How do chimpanzees communicate?

Copyright © The McGraw-Hill Companies, Inc.

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 make sure you understand what you read.

Otomo Otomo Spins Gold

14 It is not easy to be a Japanese gnome. Nothing in the world is
 26 made to fit my size, which is one problem. Another problem is
 38 that everyone thinks that I am bad. Sometimes I play tricks on
 52 people. But that is seldom the case. I'll tell you a story and then
 57 you can decide for yourself.

57 I was out for a walk, taking in the scenery, and I heard the
 71 unmistakable sound of a young woman crying. So I climbed the
 82 wall, brick by brick, up to the window. She told me that she had a
 97 big problem. She needed to turn a bale of hay into a string made
 111 of gold, using a spinning wheel—not just once, but every night
 123 for five nights. If she couldn't, a rich king would make her leave
 136 the kingdom.

138 It just so happens that spinning straw into gold is my specialty.
 150 One of the perks of being a magical being is that we all get a
 164 unique talent, and this is mine. So we made a deal: I'd spin
 178 gold for her. All she had to do was guess my name. (It is Otomo
 193 Otomo.) She got three tries each of the five nights. If she couldn't
 206 guess it, then she'd come to live with me and my sisters. It
 219 seemed like a good deal to me. She seemed confident, so I shook
 232 her hand and took the straw with me back to my house.

Copyright © McGraw-Hill Education

800L

Name _____

The next night, I brought her gold, and she was **overjoyed**. She made terrible guesses about my name: Norman, Takemura, and Pete. I thought it would be very nice to have someone tall around to clean the top of my bookshelf and that she would be very **comfortable** among my sisters in the forest. She would be respected because of her beauty and height, not used to make more gold for a wealthy king.

So the next three nights happened in much the same way: I took her straw home, sat and sang my spinning songs, made her gold, and brought it back. Every night she made **uninformed**, wild guesses at my name. They were a little hard to listen to, since they were so bad. Really? She thought my name could be Sylvester? No parent would name a son Sylvester.

So on the fifth and final night, I returned with the gold. She looked less defeated—she almost looked relieved. I started to get nervous, but I didn't want her to see that. I put the gold down, and asked, "What is my name?" She made her first two guesses: Roy and Yoshida. My tiny heart leaped at the promise of her company. But then she smiled and said, "Otomo Otomo. That is your name."

When I asked her how she knew my name, she told me that she heard me singing my songs the previous night. My spinning songs all include my name. So I went home alone. You see? I am not cruel or mean. It was just a deal we made that ended badly for me. And there will always be someone who needs my help. How about it? What do you need?



Name _____

Read the passage. Use the summarize strategy to check your understanding as you read.

The Jar Garden

Jesse had been living in the city with her family for nearly three weeks. She had started school but so far she had only met Hank, the boy from next door. Every day they walked to and from school right past an old neglected playground. One Friday on their way home they stopped and gazed in. Jesse was from the country and could not bear to see the playground in this shabby condition.

"Look at this run-down place," she said discouraged. "There's litter all over and we can't even play."

"We initiated a clean-up a few years ago," Hank said. "We even tried to create a garden. After a few weeks though, it was filled with garbage again so we had no choice but to desert it."

Hank led Jesse to a small corner of the playground where trampled plants lay lifeless on the ground. A few old garden supplies and a watering can were also there. Hank could see a tear come to Jesse's eye.

"I really miss my home in the country," she said. "There are so many open fields and space to run and play."

Hank sympathized with Jesse and didn't like the playground as it was either. They agreed to meet there early the next morning.

Hank was already at the playground when Jesse arrived the next day. He had carefully gathered several jars into a pile.

"Hi Hank," Jesse said. "Are you cleaning the playground?"

Copyright © McGraw-Hill Education

760L

Name _____

760L

"Yes, people threw out all of these jars," he said. "We should utilize them to start a new garden."

Jesse agreed and they went to work picking up trash and collecting the remaining jars. They peeled the labels and cleaned out the jars. As the day went on, some of Hank's friends walked by and saw what they were doing. Hank introduced them to Jesse.

"Nice to meet you," Jesse said shyly, and continued working.

"I'm Katie," one of Hank's friends said. "We see that you're repairing the old garden and were wondering if we could help?"

Jesse could see that the playground and garden were important to them too. They all pitched in to clean the playground, and then they worked in the garden. They filled the clean jars with soil and inserted assorted seeds that Jesse got from her mother. Then they lined up the jars in a row and watered them.

"Let's meet here every day," Hank said proudly. "We'll guarantee it stays clean this time." They agreed and went home.

Jesse's new friends made her feel welcome, and she wanted to do something nice to thank them for all of their hard work.

The next Monday they all walked to school together. As they passed the playground, they noticed that Jesse had rearranged the jars to spell out the word *Welcome*.

"What a wonderful way to enter the playground!" Hank said.

They were all very thankful for their new place to spend time. After school they went into the playground and enjoyed the day.



Name _____

Read the passage. Use the ask and answer questions strategy to check your understanding of important details in the passage.

True Teamwork

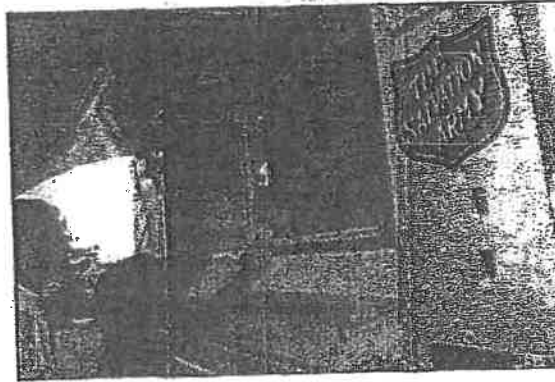
10 We try to predict, or know, about emergencies before they
 23 happen, but they often come as a surprise. Even if we can't predict
 36 them, we can prepare for them. In an emergency, it is best for
 48 people to work as a team because teams are more prepared. They
 59 can help more people than if they were alone and unprepared.
 68 On August 29, 2005, Hurricane Katrina struck Louisiana. It
 80 struck with enough power to make it one of the strongest storms
 93 to hit that area in the last 100 years. High winds, heavy rains,
 102 and extreme floods destroyed homes, buildings, land, and roads
 113 on the Gulf Coast. Many people lost their homes, clothes, cars,
 124 and more. These people needed help, so teams were created to
 135 provide relief, or help, to them. These teams came together to
 148 give food and shelter to the victims, or people hurt by the storm.
 161 This was a hard time for the victims. Finding food and shelter on
 167 their own would have been difficult.
 178 We don't always know when a storm, flood, or other event
 192 will hit us. Even so, there are teams who are always ready to help
 202 when something like Katrina happens. They know the best way
 215 to get food, water, and even doctors to people. It's their job to
 work as a team. They organize help for victims all over the world.

Copyright © McGraw-Hill Education

780 L

Name _____

It is good to know that there are teams who can help after a disaster, but your family should still be prepared. It is important to know how to work as a team in an



Vincent J. Cappiella/REX USA photo

emergency. Forming a team can be as simple as talking to your neighbors. All of you can work together to be prepared.

Working as a team is encouraging and gives you hope. It might be a lot of work to prepare for an emergency alone. But if you know your neighbors are working with you toward the same goal, it can make you feel better. You can all work together in order to be prepared. One of the most important things you can do is to make sure everyone has a "Go Kit." This is a kit that has essential or important things you need to survive. A kit has things like food, water, and flashlights in it. What if you forget to pack a flashlight? You might need one in an emergency. If your neighbors have packed one, they can help you. This is just one of many benefits of working as a team.

It is hard to know exactly when an emergency might occur. It could be today or years from now. Perhaps you might never need to use your Go Kit. However, knowing that you and your neighbors are ready to work as a team makes everyone feel better. Working as a team in an emergency situation can you feel more secure than working alone.

Name _____

Read the passage. Use the ask and answer questions strategy to help you understand the text.

Hiram Revels—The First African American Senator

10 Hiram Rhodes Revels was born in North Carolina in the
 21 year 1827. Throughout his entire life he was a good citizen.
 33 He was a great teacher and leader. He was so well respected
 45 that he became the first African American ever to serve in the
 U.S. Senate.

47 A Hard Time for African Americans

53 Revels was born during a hard time for African Americans.
 63 As a group, African Americans were treated badly during this
 73 era. Most African Americans in the South were enslaved. Revels
 83 grew up as a free African American, or freedman, however. As a
 95 freedman, Revels could make his own decisions.

102 Still, the laws in the South were unfair toward all African
 113 Americans. They had to work the hardest jobs and they were
 124 not allowed to go to school. Even though it was not legal, some
 137 freedmen ran schools for African American children. As a child,
 147 Revels attended one of these schools. He worked hard to become
 158 highly educated. He was unable to go to college in the South, so
 171 he travelled far from home. He went to northern states to go to
 184 college.

Copyright © McGraw-Hill Education

860L

Name _____

8601

Preaching and Teaching

After college, Revels became the pastor of a church. He was a great speaker. He was also a wonderful teacher. Revels knew many people did not want African Americans to be educated. But Revels was very brave. He travelled all over the country, teaching fellow African Americans. He knew that this would make them better citizens.

The First African American Senator

Revels moved to Natchez, Mississippi in 1866. By this time, slavery had been outlawed. Newly freed African Americans elected Revels to the Mississippi State Senate. From there, he was elected to the U.S. Senate. He was the first African American to become a U.S. Senator. It was an amazing achievement!

In the Senate, Revels tried to be just to all the people in his state. He disliked rules that were unfair to African Americans, so he tried to change them. He made it legal for African Americans to work in the Navy's shipyards. He challenged rules that kept African Americans apart from other Americans. But he was also fair to people of all colors. For example, even though the South lost during the Civil War, Revels did not want white southern soldiers to be punished.

Hiram Revels helped many people throughout his life. He helped people learn. As a Senator, he helped the country progress. He was truly a great citizen!



Hiram Rhodes Revels: the first African American to serve in the U.S. Senate.

Name _____

Read the passage. Use the ask and answer questions strategy to find answers to your questions in the passage.

The Electric Car

14 Have you ever seen a person plug in his or her car? Some cars
 25 use electricity to run instead of gasoline. There are many good
 36 reasons to buy an electric-powered car. But there are also some
 downsides to keep in mind.

41 Electric Car History

44 An electric car is powered by an electric motor. The car uses
 56 a foot pedal to move just like any other car. But it uses a battery
 71 to power the motor. Common household electricity is used to
 81 recharge the car battery.

85 Electric engines got their start in the early 1830s. For years
 96 they were improved and better batteries were made. By the late
 107 1800s the cars were used by many people in the United States.

119 The electric cars were easy to drive. Drivers did not have to
 131 change gears. Gas-powered cars needed a hand crank to get
 141 started. Drivers of electric cars didn't have to worry about this.

152 Many people used electric cars in cities. The cars drove
 162 smoothly and made little noise. They also didn't have the smell
 173 of gas cars. In 1897, electric cars were even used as New York
 186 City taxis.

188 Then Henry Ford made the gas-powered Model T in 1908. It
 199 ran better than the old gas cars. It was cheaper to produce than
 212 electric cars. It ended the reign of the electric car.

Copyright © McGraw-Hill Education

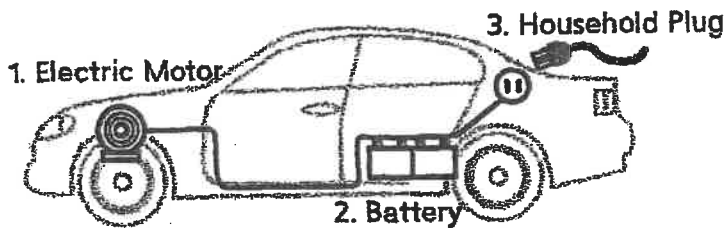
800 L

Name _____

Pros and Cons

There are many reasons for people to buy electric cars today. To start, they are good for the environment. They do not let pollution out into the air. Gas-powered cars use a tailpipe to let pollution escape.

Electric cars don't need the upkeep that gas cars need. No oil changes or trips to the gas station. There are fewer parts to an electric engine. This often means fewer problems.

**The Main Parts of the Electric Car**

On the other hand, there are a few drawbacks to an electric-powered car. For one, it has to be charged. Charging times can vary. A full charge can take up to a few hours though.

Also, most electric cars can only go so far on one electric charge. A gasoline car can go farther on a full tank of gas. And there are plenty of gas stations around. Yet, there are not many places to recharge your electric car.

Electric car batteries may also need to be replaced. They cost a lot of money. They are also big and heavy.

The electric car has a long history. If car makers keep working to make them better, they will have a bright future.

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?

Reading/Writing Menu



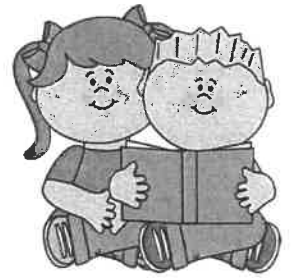
After reading your story or chapter, choose 1 box and circle it. Remember to respond using complete sentences.

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

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.



