



# Elementary Reading Teaching Kit

STRATEGIES, TOOLS, AND ACTIVITIES FOR  
TEACHING K-5 READING

CURATED BY THE  
TEACHERVISION ADVISORY BOARD



# Resources in This Kit

|   |       |   |         |
|---|-------|---|---------|
| How I Teach Elementary Reading - Best Practices for Teaching Reading    | 3-12  | Sight Words Choice Board and Activities | 89-109  |
| How I Teach Reading: A Veteran Teacher's Advice for Success             | 13-17 | Reading Choice Board                    | 110     |
| Reading Differentiation Strategies and Activities for Elementary Grades | 18-22 | Summer Reading Choice Board             | 111-112 |
| Elementary Reading Pre-Assessment for Grades K-2                        | 23-52 | Reading Strategies Choice Board         | 113     |
| Elementary Reading Pre-Assessment for Grades 3-5                        | 53-59 | Spelling Choice Board                   | 114     |
| Literature Circle Roles   | 60-66 | Sight Words and Spelling Log            | 115     |
| Strategies and Activities for Building Vocabulary                       | 67-71 | Vocabulary Choice Board                 | 116     |
| Vocabulary Organizer  | 72    |   |         |
| Cause and Effect Graphic Organizer Grades K-1                           | 73    |   |         |
| Cause and Effect Graphic Organizer Grades 2-3                           | 74    |   |         |
| Cause and Effect Graphic Organizer Grades 4-5                           | 75    |   |         |
| Compare and Contrast Matrix Graphic Organizer                           | 76-77 |   |         |
| 5 Elements of a Plot Graphic Organizer                                  | 78    |   |         |
| Main Idea and Supporting Details Graphic Organizer                      | 79    |   |         |
| Plot/Story Sequence Graphic Organizer                                   | 80    |   |         |
| Problem and Solution Graphic Organizer                                  | 81    |   |         |
| Sequence Chain Graphic Organizer  | 82    |   |         |
| Sequencing Graphic Organizer  | 83    |   |         |
| Steps in a Process Graphic Organizer                                    | 84    |   |         |
| Story Elements Graphic Organizer  | 85    |   |         |
| Story Map Graphic Organizer   | 86    |   |         |
| Story Prediction from Previewing Graphic Organizer                      | 87    |   |         |
| Double Venn Diagram Graphic Organizer                                   | 88    |   |         |

# How I Teach Elementary Reading

BY OLIVIA BECHTEL





## Contents

Why I Teach Reading

Best Practices for Teaching Elementary Reading

Guided Reading

Daily Five/Stations

Phonics Instruction

Sight Word Fluency

My Favorite Assignment—Decodable Word Cards



**Olivia  
Bechtel**

## Why I Teach Reading

My name is Olivia Bechtel. I am a sixth year teacher, and an avid lover of teaching reading! Two of my years were spent teaching reading in an upper elementary special education setting, and the remaining four have been in a general education first grade classroom.

Teaching reading is my absolute favorite thing to do, because it is the foundation and gateway for students to begin their journey into the love of learning. It's also a great introduction into the amazing world of "losing yourself" in a book.

While reading is a personal passion of mine, and came extremely easy to me, I recognize that it is also one of the hardest subjects to teach. There are so many factors that go into learning how to read that are beyond our control as educators.

Some of those factors are:

Were students read to as babies and toddlers?

Are they read to now?

Do parents put value into reading?

Are parents working on at-home reading practice with their child?

Do students have access to books outside of school?

Are students being engaged in conversation and critical thinking, etc.?

**While reading is a personal passion of mine, and came extremely easy to me, I recognize that it is also one of the hardest subjects to teach.**

Unfortunately, while these are all extremely important questions that can help predict a child's path in reading success, the answers to them do not really matter. Regardless of whether the answer is "yes" or "no" to any of the above questions, they are all factors that we cannot change by our own hand. This may seem overwhelming and even burdening, but there are more than enough challenges within the classroom that we can impact.

Some of those challenges are:

Student exposure to books

Time and resources to practice reading

Direct instruction in reading skills

Meeting the different needs of each student

Having the resources necessary to effectively teach reading.

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## Best Practice #1

**In this e-book, we will address as many of those challenges as we can through the following means:**

- Identifying best practices in teaching reading
- Identifying/listing multiple free or cost-effective materials for teachers that support your reading instruction (or options that can be brought to your district for potential purchase)
- Providing materials that can be printed directly from this eBook to be implemented immediately in your classroom
- Teaching reading involves a multitude of components which can seem overwhelming to even the most veteran teachers. That being said, here are four tried and true aspects to try in your classroom that are utilized most commonly in the elementary setting:

### Guided Reading

Guided reading refers to the process of pulling small groups of students to your table to work with them on specific reading skills related to their instructional reading level. Below are a few guidelines and suggestions to help get guided reading started in your classroom

Start by identifying each of your student's **instructional** reading levels. Instructional reading levels are those that students can access with support, but cannot read independently. Many districts do this differently depending on the benchmarks they use—it is extremely important to find out what assessments and progress monitoring tools are available and/or are required in your building. Some of the more common measures are Fountas & Pinnell, Leveled Literacy, Developmental Reading Assessment (DRA), and Lexile Levels. There are many conversion charts available online to help compare and contrast the results regardless of what assessment was used.

Once you have determined their reading levels, place students into like-groups based on their assessment results. Keep in mind that your goal is to have 5-6 groups maximum, with 4-5 students in each group. This may mean that you have to place students in groups that are not at their exact level. It is okay to have students in a group working at a level one above or below their own. For example, if a student is reading at a level E, he or she can be in a group working at levels D, E, or F. Of course, this is not always going to be perfect, so do your best to fit within the parameters—but know that it may need to be different to meet the needs of your classroom.

Next, figure out a schedule for when and how often you are going to meet with your groups. Though it depends on your literacy block, the ultimate goal is to meet with three groups per day for about 20 minutes each. Plan out a typical week with three slots for each day and identify which groups you will meet with on each day. Your lowest groups (farthest from grade level benchmarks) should be met with

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## Best Practice #1

most frequently, at least three times per week, while the higher groups can be met with one to two times per week. Setting the schedule keeps you honest and on track—it is so easy to get caught up doing other small tasks that ultimately result in loss of valuable instructional time with your students!

### Setting the schedule keeps you honest and on track

Once you have your groups determined, and a schedule for when to meet with them, it's a good idea to look into your plans for each group when they are at your table. These can be as detailed or vague as necessary, depending on how much guidance you need during this time, but it gets easier the longer you follow the practice. There are many different models that teachers use to plan their instruction, but majority of them loosely look like the following:

Word Work/Reading Skill ~5 minutes

New Instructional Level Book ~10 minutes

Writing/Comprehension ~ 5 minutes

Each group is going to need a different type of word work, reading skill, writing, and comprehension skill based on their present skills and their reading level. There is no right or wrong answer as to what should be done during this time, however, there are several resources that are extremely helpful in guiding you in the right direction for appropriate activities.

Below are a few well known resources to help guide your instruction:

[The Next Step Forward in Guided Reading](#) by Jan Richardson

[The Guided Reading Teacher's Companion](#) by Jan Richardson

[The Reading Strategies Book](#) by Jennifer Serravallo

[The Fountas and Pinnell Literacy Continuum](#) by Irene Fountas and Gay Su Pinnell

There are many different templates available that break down the components of a guided reading lesson, but keep in mind that these are merely suggestions! Do what works best for your students—the most important thing is that you are reading with them constantly, providing explicit feedback, and giving them opportunities to practice their new skills.

Once you have your guided reading lessons planned for the week you are ready to meet with your groups! Keep notes on your findings and noticings of your students to reflect on later, this can help you plan for the following week. Guided reading is a fluid practice that allows for tweaks and reevaluations- if it seems too hard for a student, perhaps scale it back or move him/her to a lower group, if it seems too easy, try to make it more challenging or move him/her to a higher group.

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## Best Practice #2

### Daily Five/Stations

The next question that most people ask is “What do my other students do while I am meeting with a reading group?” The answer is a newer, but widely used method, coined “The Daily Five,” more simply known as stations. While you are meeting with groups at your table, the remaining students should be working independently on skills relevant to their needs. The official Daily Five model can be found and described in the book [The Daily 5: Fostering Literacy in the Elementary Grades](#). The premise of this model is that students are practicing their reading skills in a variety of ways that are tailored to their learning, but are also well-known methods to improve reading.

You can do as few or as many stations as you choose—use what fits your classroom best. I typically have six stations running at any given time with a class size of 25 or more. This way, students are more spread apart, which hopefully will result in less off-task behavior. I usually have students complete three stations per day and then do the other three stations the following day. It is the perfect balance of repetition and structure with enough variety to keep their attention while still following a pattern. Below is a list of possible stations you can choose from and differentiate based on what your students need and your access to different materials.

#### **Free Write**

Give students lined paper, paper with a portion for pictures, stapled papers (like a book), word lists, and a variety of supplies to illustrate their work. This is a great way to encourage students to use their imagination, practice their writing skills, and it even gives you an opportunity to meet with students to review and edit their writing!

#### **Silent Read**

Not enough can be said about giving students time to read books of their choosing—even those that aren’t at their reading level! They will remember books that have been read to them, invent their own dialogue, and when they are comfortable, attempt the words! You could also pair students together to do “buddy reading” or allow them to “book shop” in your class library/school library for books at their reading level.

#### **Word Sorts/Word Work**

This is an easy way to differentiate for your students—each student can have their own bag of words to sort based on the skills they are working on. These can be stored in their school boxes or book boxes for an easy transition to and from stations. You might also consider a variety of independent activities for working on word families, vocabulary words, etc. If you are unsure which word sorts to do or where to start, check out the following book which pioneered the concept of word sorts: [Words Their Way](#).



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## Best Practice #2

### Sight Words

Sight words make up the majority of text in the beginning reading levels, and are a staple for successful readers as they cannot be sounded out! Some districts have their own lists that they require students to know (sometimes separated by grade level). However, if your district doesn't have its own list, you can use either the [Fry](#) or [Dolch](#) sight word lists. I would recommend splitting up these word lists into smaller groups of 25 words or less and giving each list a number so that it is more attainable and you can easily track growth! Students can practice these sight words many ways: You can make them flash cards, they can write them on dry-erase boards, they can rainbow- write them on paper, build them with magnets, or even play tic-tac-toe against a partner with their sight words! There are many more ideas out there—get creative and switch it up!

“Sight words make up the majority of text in the beginning reading levels, and are a staple for successful readers”

### Computer/Technology

Your district might have a paid subscription to a specific program such as Reading A-Z, Reading Eggs, or Lexia—if this is the case, including time during stations for your students to log on and practice is perfect! If you are fortunate enough to have the devices but maybe not a paid program (or are looking for something more), do not worry, there are many free options out there for teachers! A few of those options include: [Freckle](#), [Epic Books](#), [ABCYa](#), [Whooo's Reading](#).

### Independent Activity

This is completely up to your discretion and the needs of your classroom. I like to use this station to give students individually differentiated work that I know they need practice with, and put it in their individual work folders. You can assign activities like continued practice on a previously learned skill such as reading a story and sequencing events, reading a passage and answering questions, handwriting, practice with a phonics skill, or even a research project for the higher level groups.

Remember that these are merely suggestions and there are many more options that can be implemented in your classroom as you see fit!

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## Best Practice #3

### Phonics Instruction

Teaching phonics explicitly in reading instruction is a newer practice that has yielded extremely positive results. If you are lucky, your district will have purchased a program with a scope and sequence and a multitude of materials to support your teaching.

**For those who do not have such a resource, here are some options to help get you started until you develop a system of your own.**

- Research a scope and sequence to follow; there are so many out there (that are free!)! Find one you like and start teaching!
- Assign key words and pictures to your phonemes. For example, if you are teaching /an/, you could use the word “fan” as a key word and have a picture posted with a fan and the letters written underneath to help students better make the connection. An independent resource that you can purchase separately is called [The Phonics Dance](#), which provides chants, movements, picture cards, and more!
- Use videos to help supplement your teaching—there are so many fun songs and videos that engage students and can be referred back to, and almost all of them are free!
- Allow students to practice reading and writing the phonics that they are learning—help them to apply it in their everyday work in the classroom. If you do spelling lists, you can base them on the phonics skill you are teaching! If you don’t, you can get out dry-erase boards or pencils and paper and practice writing words that use the skills you have taught.

An excellent free option is called [Progressive Phonics](#). While you still may have to supplement the lessons, there are many materials and resources there to help guide you.

### Sight Word Fluency

As mentioned earlier, sight words are a crucial component to reading. They are heavily represented in beginning reading levels and continue to be present as students grow in their reading. Sight words are extremely important because they require memorization, as students are not able to sound them out to determine what they say. Due to this, students need to start practicing their sight words early and often, building their sight word vocabulary, which in turn supports them as they are reading texts at their instructional level. Again, if your district does not provide you with a list of sight words per grade level, use either the [Dolch](#) word lists or [Fry](#) word lists as a guide.

Teaching sight words is a bit like learning multiplication tables—students need rote practice constantly to help commit them to memory. While flashcards are always

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## Best Practice #4

an option, there are also other methods you can use to help them practice and learn.

### **Below are a few ideas to help get you started:**

- Build them with magnet letters
- Rainbow write them (using crayon or marker, write them in different colors)
- Spell them in sand with you finger
- Sky-write them in the air
- Play tic-tac-toe with a friend by spelling your words instead of x's and o's
- Build them with LEGOs
- Write them with various writing instruments (crayons, markers, colored pencils, chalk, dry-erase, etc.)
- Read them in poems or sentences
- Play "Go Fish" using sight words instead of normal cards
- Play "Memory" using flash cards
- Use technology such as Quizlet or Spelling City
- Have them hopscotch or jump on their words using paper, sticky notes, floor markers, etc.
- Play the "fly swatter" game using flash cards

These are just a few of the many options out there to help make learning sight words a bit more enjoyable. There is nothing wrong with flashcard drills, but it can be helpful to switch things up to keep students engaged in their learning!

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## My Favorite Assignment

### Favorite Assignment

One of my favorite resources to use when teaching reading are decodable word cards. These can be used independently, at a reading table, or even sent home for skill practice! This activity is extremely easy to set up and differentiate, and my students love the success they see when they continue to practice and start to see fluency in their word reading.

How it works: I like to print the word cards on colored cardstock and laminate them, then hole punch the side and put them on a ring. This way I can hang them within their reach and students can read them as instructed, or as an early-finisher activity.

There are decodable word cards for multiple phonics skills, so if I have students working on short vowel CVC words, I will have them grab the key ring with the short vowel CVC words and practice tapping and blending them. The goal is that students get to the point where they no longer need to tap and blend the words, and instead can read them automatically.

I am also able to print a copy on regular paper and send them home in their book-in-a-bags, or cut them and put them in a baggie for them to store individually and work on if I want it to be more specific.



## How I Teach Reading: A Veteran Teacher's Advice for Success



*Many new and veteran teachers alike struggle with how to teach reading. In this post, veteran teacher and TeacherVision Advisory Board member Olivia shares the most helpful reading instruction strategies, tips, and techniques she's learned throughout her teaching career.*

Reading instruction seems to be an area of practice that both new and veteran teachers struggle with. Despite the best intentions, the universities that educate us and grant our teaching degrees do not always prepare us for the realization of all that goes into teaching students how to read. Throughout my years of teaching, both in special and regular education, I have come across the following methods and strategies that have helped me define a well-rounded basis for reading instruction. Hopefully, there are some ideas here that will be useful for you, as well.

### Reading Strategies

As adults, we tend to forget all of the different ways we were taught to read because it is now a skill that is second nature. Your students, however, are looking for ways to attack an unknown word, and just like the strategies we give them in math such as using fingers and drawing pictures, there are many that you can



provide for your students for reading as well. I have used the following popular phrases and strategies to great effect over the years when teaching reading - these are common in many classrooms, and you can find a variety of resources online to support them.

- **Lips the Fish:** Get your mouth ready to sound out the beginning sound.
- **Tryin' Lion:** Try to re-read the sentence.
- **Eagle Eye:** Look at the pictures.
- **Chunky Monkey:** Find chunks you already know in each word.
- **Flippy the Dolphin:** Flip the vowel sound (ex. try short and long sound).
- **Stretchy Snake:** Stretch out the sounds in the word.
- **Skippy Frog:** Skip the unknown word and see if you can determine what would make sense.

Keep in mind that your students will not automatically know these strategies - this is something you need to constantly teach and practice! We like to do this during our read-alouds, and it only takes an extra 30 seconds out of your carpet time to implement.

## Comprehension

In the early stages of teaching reading, when the emphasis is so heavily focused on decoding, it is very easy to set aside the focus on comprehension. But this is not something to put on the back burner.

As students begin to read at higher levels, the comprehension questions will continue to get harder, so build the foundation now!

Typically, I go through phases of comprehension questions/story retells until the students in each group have a solid grasp. Then I move on to the next phase. For example, I begin by asking students to tell me the beginning, middle, and end of a story - being able to sequence a story into the important events is crucial moving forward! Once students can do that, we move on to retelling the story using the starters: first, next, then, last. As you can see, each phase builds off of one another, and can be used at any reading level!

Comprehension practice does not have to be confined only to reading groups; just like we practice our reading strategies during read-aloud, we also practice comprehension questions such as "Who is/are the main character(s)?", "What is the setting?", etc. Talk about the author(s) and illustrator(s) of the books you are using in read-alouds and define the words for students!



I find that it is helpful to teach comprehension in four specific phases as a way to scaffold all students and groups into the same general foundation. Below are the first few phases I use when teaching and practicing comprehension:

- **Phase One:** Beginning, Middle, End.
- **Phase Two:** First, Next, Then, Last
- **Phase Three:** Problem, (3) Main Details, Solution
- **Phase Four:** Main Characters, Setting, Main Idea, Problem, Solution

Comprehension is difficult to teach, especially across varying levels, and requires a steady, persistent, "front and center" approach!

## Phonics

This part of reading instruction can be very broad, especially considering what your school or district chooses to use for phonics instruction. While I personally am required to teach using a specific program, I also provide small-group phonics instruction during my reading groups, as well. Depending on reading level, students will be encountering different phonics-based skills that are necessary to decode unknown words.

In my classroom, this small-group phonics instruction is usually delivered in short bursts (5 minutes or so) between or at the end of other activities, and follows a format this looks something like this:

- **Quick-read practice:** A short, focused reading or re-reading of a current or specially-selected book or passage.
- **Identification/markings of known word components:** An opportunity for students who are struggling with phonetic components to get some practice at identifying and mastering them.

While the English language can be confusing, I have found that showing students ways to break down a word into small, manageable parts gives them the power and confidence to attack otherwise daunting words. For example, we begin with being able to identify consonants and vowels - students should know the difference and be able to verbalize it!

Next, we identify short, closed syllables - this is where students become very familiar with "CVC words." Not only should students be able to tell you what these things are, they should be able to mark a word to help decode it - write a c or v below the letters, identify if it is a closed syllable and therefore a short vowel sound, and mark the vowel with a breve!



This will come to be a very helpful skill when writing, too - if a student knows how to break apart a word to read it, he or she can apply those same skills to write it, as well. If you'd like to know more about this method, take some time to look into the six syllable types and [Orton-Gillingham multisensory reading instruction](#).

## Sight Words

Simply put, sight words are so important to a child's reading success, specifically in the early stages of reading! We practice our sight words as a reading station - students can read with a friend, rainbow write them on a piece of paper, or use an iPad app called [Bitsboard](#) to practice their word identification. Our district provides specific lists for us to use, however, if you are looking for a place to start, look into Dolch or Fry words for a database of sight words students should know to be successful in their reading.

If you choose to use Dolch or Fry, I suggest breaking them into lists of your own, about 20-25 words per list, so that you can track them for data purposes and give students a manageable amount to learn at one time.

## Reading Groups

Every teacher conducts their reading groups a little differently. However, here are a few tips that you may choose to implement in your own reading groups to help improve their efficiency:

1. Students in a group should be at about the same level, though this isn't always possible. Try to structure your groups so that each student is reading at either one level above or one below their instructional reading level.
2. Make a schedule for the week and do your best to stick to it. I make a schedule so that I know which group I am meeting with and on which day(s), and at what time. This is helpful as it ensures that you are meeting with your lower groups more often and helps you to stay on track.
3. Log the books you are reading with each group and what skills are being practiced, and jot down notes as you work with them. This helps you to reflect on student learning at a later time, track which books you have already read together, and identify which skills you have already taught.
4. Make sure to vary instruction - beyond just reading a book, you can also incorporate some quick phonics practice, comprehension, and writing during this time!





## "Book in a Bag"

This is purely optional - however, I have found it to be a very effective method to get students excited about practicing their reading at home, and a way to get parents involved as well!

After I read with a group, I put the book we read in a bag with a folder that has a reading log and sticker chart. Students take the book home that evening and read it with a parent or an older sibling and log it with a parent signature. If students bring it back to me the following day with a signed log, they receive a sticker on their sticker chart.

Once their sticker chart is full, they receive a prize! On days that we do not meet as a reading group, I check their log and put in a "cold" read (a book we have never read together before) at their independent reading level. Either way, they are practicing their reading and taking ownership of their learning at home.

## Some Helpful Resources

In the beginning of my teaching career, I turned to many different texts and resources to help me refine my own methods for teaching reading. Below are some resources I found to be helpful/influential in my development as a teacher in reading instruction:

- [\*The Reading Strategies Book\*](#) by Jennifer Serravallo
- [\*The Guided Reading Teacher's Companion\*](#) by Jan Richardson
- [\*The Next Step Forward in Guided Reading\*](#) by Jan Richardson
- [\*The Next Step Forward in Reading Intervention\*](#) by Jan Richardson
- [\*The Next Step Forward in Word Study and Phonics\*](#) by Jan Richardson and Michele Dufresne
- [\*The Daily 5: Fostering Literacy in the Elementary Grades\*](#) by Gail Boushey and Joan Moser

How do you approach reading instruction? How? Share with us on [Instagram](#), [Facebook](#), [Twitter](#), and [Pinterest](#).

**Olivia Bechtel is a first grade teacher in Westerville, Ohio who loves implementing engaging, innovative lessons to inspire her students. In her free time she enjoys spending time with her husband, son, and two dogs.**

# Strategies for Differentiation and Remediation

## Differentiating and Remediating Elementary Reading

This past year has been filled with unprecedented challenges. Social distancing in the classroom prevented many teachers from meeting with small groups. Distance learning made it hard to accurately assess students' progress. These challenges have resulted in many gaps in our students' learning, and many of them are performing below grade level.

As we head back to the classroom, it is important for teachers to have a wide range of strategies for differentiation and remediation. We are going to have to meet our students where they are and design our instruction to address all of their individual needs. Here are 5 strategies that will help you differentiate your lessons and provide remediation to your students who are falling behind in reading.



### Beginning of the Year Assessments

**How It Works:** You can't start differentiating or remediating until you know your students' current levels. It's important to pinpoint their individual strengths and weaknesses. **Some areas you should focus on are fluency, accuracy, and comprehension.** Once you have this information, you are ready to move on to the other strategies to differentiate and remediate.

**Practice This Strategy:** Your school district probably has beginning of the year assessments that you are expected to administer. **Give them as close to the beginning of the year as possible so you have the data**

**you need to move forward.** If you're looking for extra pre-assessments on alphabet awareness and phonics skills for grades K-2, check out this [reading assessment](#).

### Mini-Lessons

**How It Works:** Mini-lessons are a great way to provide remediation for skills your whole class needs to practice. **Once you have gathered the data from your beginning of the year assessments, look for common gaps in your students' reading skills.** Look at your state's standards to choose the ones they need to practice the most. You may have to look at the previous year's standards since your students probably missed important skills last year. Plan mini-lessons that last 10-15 minutes to directly teach those standards.

**Practice This Strategy:** Once you've selected a standard to focus on, **choose a mentor text to use to model the reading strategy.** Gather your class and read a small section of the mentor text. Model the strategy for your students. Have them apply it by turning and



talking with a partner. Then, have them practice the strategy independently. Learn more about [planning mini lessons](#).

A dark purple circle with the text "Strategy #3" in white, bold, sans-serif font.

### Just-Right Books

**How It Works:** One of the best ways to differentiate your reading instruction is to **have your students choose just-right books**. Whether you do independent reading during reading workshop or a “Read to Self” center, it’s important for students to have books that are the appropriate level. That way, they will be able to apply the strategy from your mini-lesson in a book that isn’t too easy or too difficult.

**Practice This Strategy:** Make sure your classroom library has a wide array of books at different levels. **Teach your students how to choose just-right books**, either by looking for the letter that matches their

reading level if you have your books labeled or by using the “five finger rule.”

### Strategy Groups

**How it Works:** Strategy groups are a great way to provide remediation. Use your data from the assessments to find strategies that only a few students need to practice. **Pull them in a small group and reteach that strategy**. Model it for the students first. Then, practice it together before sending them off to apply it independently.

**Practice This Strategy:** Read more about [how to effectively implement strategy groups](#). Use the “Strategy Group Planning Sheet” to prepare for your strategy groups.

A light blue circle with the text "Strategy #4" in white, bold, sans-serif font.

### Goal-Setting

**How it Works:** Setting individual goals with your students is a great way to differentiate their learning and provide remediation for struggling students. When students have personal goals to work on during reading time, they are able to stay more focused and make more progress toward that goal. **Use one-on-one conferences during independent reading time to meet with your students and set goals**. Then, follow up with them to see how they are applying strategies to achieve that goal.

**Practice This Strategy:** Have your students fill out the “Reading Goal Setting” page at the beginning of the year. **This will help your students feel like they are part of the goal-setting process**. Have them choose the goal they want to work on first and offer suggestions about steps they can take to meet that goal. Keep track of your students’ goals and their progress toward achieving them on the “Whole Class Goal Tracking Sheet.”

# Strategy Group Planning Sheet

Week of \_\_\_\_\_

## Group #1

Students: \_\_\_\_\_

Materials: \_\_\_\_\_

Standard(s): \_\_\_\_\_

|                                      |
|--------------------------------------|
| Purpose: Today we're going to learn: |
| Modeling:                            |
| Guided Practice:                     |
| Assignment:                          |

## Group #2

Students: \_\_\_\_\_

Materials: \_\_\_\_\_

Standard(s): \_\_\_\_\_

|                                      |
|--------------------------------------|
| Purpose: Today we're going to learn: |
| Modeling:                            |
| Guided Practice:                     |
| Assignment:                          |

# Reading Goal Setting

Directions: Think about what you do well as a reader and what you can work on improving. Write 2 things you do well to celebrate your successes. Then, write 3 things you want to improve and how you plan to accomplish those goals.

2 Things I Do Well As a Reader:

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3 Things I Want to Improve:

1. \_\_\_\_\_  
\_\_\_\_\_

I plan to do this by \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

I plan to do this by \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

I plan to do this by \_\_\_\_\_  
\_\_\_\_\_



# Whole Class Goal-Tracking Sheet



Directions: Write your students' names and their goals in the first two columns. Place a checkmark under a number each time you see a student making progress toward his/her goal. When a student has three checkmarks, it's time to set a new goal.

| Student's Name | Goal | #1 | #2 | #3 |
|----------------|------|----|----|----|
|                |      |    |    |    |
|                |      |    |    |    |
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BACK TO SCHOOL PRE-ASSESSMENTS

# Elementary Reading Pre-Assessment



Expertly curated by the team at  TeacherVision

# Reading Assessments: Who and How?

**Disclaimer:** These assessments are not meant to replace those mandated by your school or district. Its intention is to provide you with data to help guide your instruction.

In this document you will find several assessments with correlating tracking/data sheets. Below, each assessment is described and given a target grade range. Additionally, see *How to Administer* at the bottom of the next page for an explanation of how to use the assessments,

**Letter/Sound ID:** (Kindergarten) This assessment allows for teachers to identify the letter names and sounds a student knows. It can be done with both uppercase and lowercase letters (Letter Identification) and either can be used for Letter Sounds).

**Short Vowels:** (End of Kindergarten, beginning of 1<sup>st</sup> Grade) This assessment identifies if students can accurately decode, tap, and blend CVC (Consonant Vowel Consonant) words. There are 5 words for each vowel to determine any difficulties with specific short vowel sounds.

**Long Vowels:** (Mid/End of 1<sup>st</sup> Grade, beginning of 2<sup>nd</sup> Grade) This assessment identifies if students can accurately decode, tap, and blend a CVCe (Consonant Vowel Consonant silent e) or long vowel word. There are 5 words for all vowels (except e) to determine any difficulties with specific long vowel sounds.

**R-Controlled Vowels:** (Mid/End of 1<sup>st</sup> Grade, beginning of 2<sup>nd</sup> Grade) This assessment identifies if students can accurately decode, tap, and blend r-controlled vowel teams. There are 5 words for each r-controlled vowel team to determine any difficulties with specific r-controlled vowel teams.



# Reading Assessments: Who and How? (cont.)

**Vowel Teams:** (Mid/End of 1<sup>st</sup> Grade, beginning of 2<sup>nd</sup> Grade)  
This assessment identifies if students can accurately decode, tap, and blend vowel teams. There are 5 words for each vowel team to determine any difficulties with specific vowel teams.

**Dolch Sight Words:** (K-3) There are four separate lists of sight words most commonly found in texts by grade level. This assessment identifies if students can accurately read these words (without sounding them out) as most do not follow spelling-sound patterns. Teachers can target the words students do not identify correctly in order to master each list.

## *How to Administer*

For every assessment there are two pages- the first page is what the student sees and reads. The second page is what the teacher uses to mark and track data. Students can point and say what they read left to right (Letter/Sound ID), and tap the black dot to read words left to right (Short, Long, R-Controlled, Vowel Teams). The teacher will be tracking the student's progress on their own sheet making notes, and check marks/notations as the student reads.

For the sight words, the teacher tracking page also has a graph on the right side of the page. This helps show visual progress for the students to see by putting the date and coloring in the bar to the correct number of words read that day.

\*\*\*While there are suggested age ranges for the developmentally appropriate use of each assessment, these can be used at any age/grade as necessary to identify needs. These assessments are meant to guide purposeful instruction and interventions by identifying specific deficits to target in small group/individually.\*\*\*

# Student Data

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Letter/Sound ID

|       | ID  | Sound |
|-------|-----|-------|
| Upper | /26 | /26   |
| Lower | /26 | /26   |

## Vowel Teams

|    |    |
|----|----|
| ai | /5 |
| ay | /5 |
| au | /5 |
| aw | /5 |
| ea | /5 |
| ee | /5 |
| ew | /5 |
| ey | /5 |
| ow | /5 |
| ou | /5 |
| oo | /5 |
| oe | /5 |
| oi | /5 |
| oa | /5 |
| ue | /5 |

## Short Vowel Words

Short a: /5  
Short e: /5  
Short i: /5  
Short o: /5  
Short u: /5

## Long Vowel Words

Long a: /5  
Long i: /5  
Long o: /5  
Long u: /5

## R-Controlled Vowels

|    |    |
|----|----|
| ar | /5 |
| ir | /5 |
| er | /5 |
| or | /5 |
| ur | /5 |

## Dolch Word List

List: \_\_\_\_\_  
/

# Letter ID

(Uppercase)

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| C | Q | M | X | F | B |
| A | L | T | R | V | K |
| N | U | P | D | Q | S |
| E | H | W | I | G | Y |
| Z | O |   |   |   |   |

# Letter ID

(Uppercase)

Student: \_\_\_\_\_ Date: \_\_\_\_\_

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| C | Q | M | X | F | B |
|   |   |   |   |   |   |
| A | L | T | R | V | K |
|   |   |   |   |   |   |
| N | U | P | D | Q | S |
|   |   |   |   |   |   |
| E | H | W | I | G | Y |
|   |   |   |   |   |   |
| Z | O |   |   |   |   |
|   |   |   |   |   |   |

# Letter ID

(Lowercase)

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


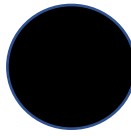
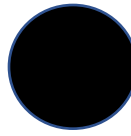
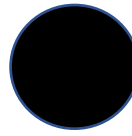
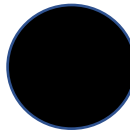

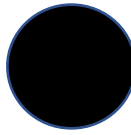
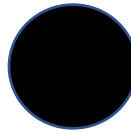
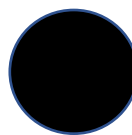
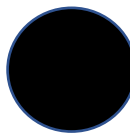

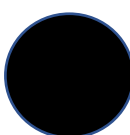
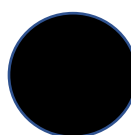
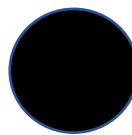
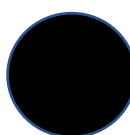

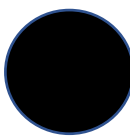
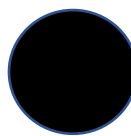
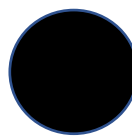
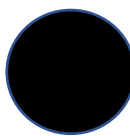

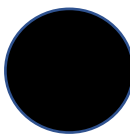
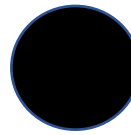
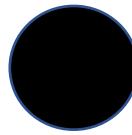
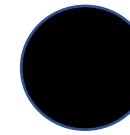
# Letter ID

(Lowercase)

Student: \_\_\_\_\_ Date: \_\_\_\_\_

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

# Short Vowels

|  |  |  |   |  |
|--|--|--|---|--|
| mad<br>   | rip<br>   | pet<br>   | hop<br>   | tub<br>   |
| cap<br>   | fit<br>   | fed<br>   | tot<br>   | cut<br>   |
| hat<br> | rim<br> | rep<br> | sod<br> | pup<br> |
| tag<br> | pin<br> | ten<br> | bot<br> | run<br> |
| lax<br> | fix<br> | bet<br> | cob<br> | hut<br> |













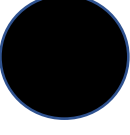



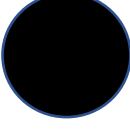
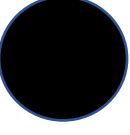
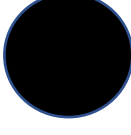
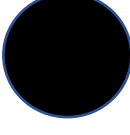
# Short Vowels

Student: \_\_\_\_\_ Date: \_\_\_\_\_

|     |     |     |     |     |
|-----|-----|-----|-----|-----|
| mad | rip | pet | hop | tub |
| cap | fit | fed | tot | cut |
| hat | rim | rep | sod | pup |
| tag | pin | ten | bot | run |
| lax | fix | bet | cob | hut |



# Long Vowels





















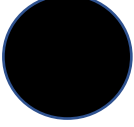
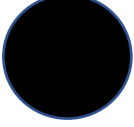
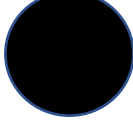
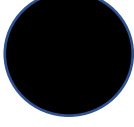
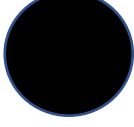
|   |   |   |   |
|---|---|---|---|
| made<br>   | ripe<br>   | hope<br>   | tube<br>   |
| cape<br>   | site<br>   | tote<br>   | cute<br>   |
| hate<br> | time<br> | robe<br> | rule<br> |
| tame<br> | line<br> | code<br> | tune<br> |
| lane<br> | bite<br> | bone<br> | rude<br> |

# Long Vowels

Student: \_\_\_\_\_ Date: \_\_\_\_\_

|      |      |      |      |
|------|------|------|------|
| made | ripe | hope | tube |
| cape | site | tote | cute |
| hate | time | robe | rule |
| tame | line | code | tune |
| lane | bite | bone | rude |

# R-Controlled Vowels

|   |   |  |  |   |
|---|---|--|--|---|
| car<br>    | sir<br>    | her<br>     | fork<br>   | fur<br>    |
| jar<br>    | bird<br>   | jerk<br>    | cord<br>   | curl<br>   |
| star<br> | dirt<br> | fern<br>  | born<br> | turn<br> |
| card<br> | stir<br> | clerk<br> | torn<br> | hurt<br> |
| park<br> | fir<br>  | stern<br> | fort<br> | burn<br> |


























# R-Controlled Vowels

Student: \_\_\_\_\_ Date: \_\_\_\_\_

|      |      |       |      |      |
|------|------|-------|------|------|
| car  | sir  | her   | fork | fur  |
| jar  | bird | jerk  | cord | curl |
| star | dirt | fern  | born | turn |
| card | stir | clerk | torn | hurt |
| park | fir  | stern | fort | burn |

# Vowel Teams

(ai, ay, au, aw, ea)

|  |   |   |  |   |
|--|---|---|--|---|
| aid<br>     | away<br>   | August<br>   | lawn<br>   | bead<br>   |
| bait<br>    | fray<br>   | vault<br>    | saw<br>    | heal<br>   |
| aim<br>   | may<br>  | auto<br>   | pawn<br> | seat<br> |
| sail<br>  | say<br>  | author<br> | dawn<br> | real<br> |
| raise<br> | stay<br> | pause<br>  | paw<br>  | gear<br> |

# Vowel Teams

(ai, ay, au, aw, ea)


























Student: \_\_\_\_\_

Date: \_\_\_\_\_

|       |      |        |      |      |
|-------|------|--------|------|------|
| aid   | away | August | lawn | bead |
| bait  | fray | vault  | saw  | heal |
| aim   | may  | auto   | pawn | seat |
| sail  | say  | author | dawn | real |
| raise | stay | pause  | paw  | gear |

# Vowel Teams

(ee, ew, ey, ow, ou)

|   |   |  |   |  |
|---|---|--|---|--|
| free<br>   | blew<br>   | key<br>       | brown<br>   | found<br>   |
| jeep<br>   | new<br>    | pulley<br>    | how<br>     | out<br>     |
| meet<br> | flew<br> | hockey<br>  | growl<br> | sour<br>  |
| keep<br> | pew<br>  | chimney<br> | frown<br> | loud<br>  |
| seek<br> | few<br>  | valley<br>  | gown<br>  | pound<br> |

# Vowel Teams

## (ee, ew, ey, ow, ou)

Student: \_\_\_\_\_

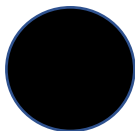

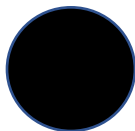
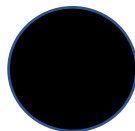
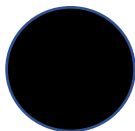




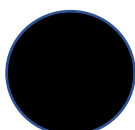



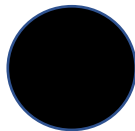




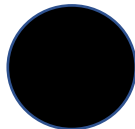



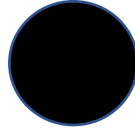


Date: \_\_\_\_\_

|      |      |         |       |       |
|------|------|---------|-------|-------|
| free | blew | key     | brown | found |
| jeep | new  | pulley  | how   | out   |
| meet | flew | hockey  | growl | sour  |
| keep | pew  | chimney | frown | loud  |
| seek | few  | valley  | gown  | pound |



# Vowel Teams

(oo, oe, oi, oa, ue)

|   |   |  |   |   |
|---|---|--|---|---|
| book<br>   | toe<br>    | join<br>    | boat<br>    | argue<br>    |
| hook<br>   | foe<br>    | soil<br>    | cloak<br>   | statue<br>   |
| foot<br> | woe<br>  | void<br>  | road<br>  | rescue<br> |
| woof<br> | oboe<br> | moist<br> | oats<br>  | avenue<br> |
| tool<br> | roe<br>  | coin<br>  | grown<br> | pursue<br> |

# Vowel Teams

(oo, oe, oi, oa, ue)

Student: \_\_\_\_\_

Date: \_\_\_\_\_

|      |      |       |       |        |
|------|------|-------|-------|--------|
| book | toe  | join  | boat  | argue  |
| hook | foe  | soil  | cloak | statue |
| foot | woe  | void  | road  | rescue |
| woof | oboe | moist | oats  | avenue |
| tool | roe  | coin  | grown | pursue |

# Dolch

## (Pre-Primer)

|        |        |
|--------|--------|
| the    | one    |
| to     | my     |
| and    | me     |
| a      | big    |
| I      | come   |
| you    | blue   |
| it     | red    |
| in     | where  |
| said   | jump   |
| for    | away   |
| up     | here   |
| look   | help   |
| is     | make   |
| go     | yellow |
| we     | two    |
| little | play   |
| down   | run    |
| can    | find   |
| see    | three  |
| not    | funny  |

# Dolch (Pre-Primer)

Student: \_\_\_\_\_  
Date: \_\_\_\_\_

|        |        |
|--------|--------|
| the    | one    |
| to     | my     |
| and    | me     |
| a      | big    |
| I      | come   |
| you    | blue   |
| it     | red    |
| in     | where  |
| said   | jump   |
| for    | away   |
| up     | here   |
| look   | help   |
| is     | make   |
| go     | yellow |
| we     | two    |
| little | play   |
| down   | run    |
| can    | find   |
| see    | three  |
| not    | funny  |

|      |  |  |  |  |
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# Dolch (Primer)

|       |        |
|-------|--------|
| he    | now    |
| was   | no     |
| that  | came   |
| she   | ride   |
| on    | into   |
| they  | good   |
| but   | want   |
| at    | too    |
| with  | pretty |
| all   | four   |
| there | saw    |
| out   | well   |
| be    | ran    |
| have  | brown  |
| am    | eat    |
| do    | who    |
| did   | new    |
| what  | must   |
| so    | black  |
| get   | white  |
| like  | soon   |
| this  | our    |
| will  | ate    |
| yes   | say    |
| went  | under  |
| are   | please |

# Dolch (Pre-Primer)

Student: \_\_\_\_\_

Date: \_\_\_\_\_

he  
was  
that  
she  
on  
they  
but  
at  
with  
all  
there  
out  
be  
have  
am  
do  
did  
what  
so  
get  
like  
this  
will  
yes  
went  
are

now  
no  
came  
ride  
into  
good  
want  
too  
pretty  
four  
saw  
well  
ran  
brown  
eat  
who  
new  
must  
black  
white  
soon  
our  
ate  
say  
under  
please

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# Dolch

## (First Grade)

|       |       |
|-------|-------|
| of    | take  |
| his   | every |
| had   | old   |
| him   | by    |
| her   | after |
| some  | think |
| as    | let   |
| then  | going |
| could | walk  |
| when  | again |
| were  | may   |
| them  | stop  |
| ask   | fly   |
| an    | round |
| over  | give  |
| just  | once  |
| from  | open  |
| any   | has   |
| how   | live  |
| know  | thank |
| put   |       |

# Dolch (First Grade)

Student: \_\_\_\_\_

Date: \_\_\_\_\_

of  
his  
had  
him  
her  
some  
as  
then  
could  
when  
were  
them  
ask  
an  
over  
just  
from  
any  
how  
know  
put

take  
every  
old  
by  
after  
think  
let  
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walk  
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fly  
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# Dolch

## (Second Grade)

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| would  | write   |
| very   | always  |
| your   | made    |
| its    | gave    |
| around | us      |
| don't  | buy     |
| right  | those   |
| green  | use     |
| their  | fast    |
| call   | pull    |
| sleep  | both    |
| five   | sit     |
| ash    | which   |
| or     | read    |
| before | why     |
| been   | found   |
| off    | because |
| cold   | best    |
| tell   | upon    |
| work   | these   |
| first  | sing    |
| does   | wish    |
| goes   | many    |

# Dolch (Second Grade)

Student: \_\_\_\_\_

Date: \_\_\_\_\_

would  
very  
your  
its  
around  
don't  
right  
green  
their  
call  
sleep  
five  
ash  
or  
before  
been  
off  
cold  
tell  
work  
first  
does  
goes

write  
always  
made  
gave  
us  
buy  
those  
use  
fast  
pull  
both  
sit  
which  
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found  
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# Dolch

## (Third Grade)

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| if     | full     |
| long   | done     |
| about  | light    |
| got    | pick     |
| six    | hurt     |
| never  | cut      |
| seven  | kind     |
| eight  | fall     |
| today  | carry    |
| myself | small    |
| much   | own      |
| keep   | show     |
| try    | hot      |
| start  | far      |
| ten    | draw     |
| bring  | clean    |
| drink  | grow     |
| only   | together |
| better | shall    |
| hold   | laugh    |
| warm   |          |

# Dolch (Third Grade)

Student: \_\_\_\_\_  
Date: \_\_\_\_\_

|        |          |
|--------|----------|
| if     | full     |
| long   | done     |
| about  | light    |
| got    | pick     |
| six    | hurt     |
| never  | cut      |
| seven  | kind     |
| eight  | fall     |
| today  | carry    |
| myself | small    |
| much   | own      |
| keep   | show     |
| try    | hot      |
| start  | far      |
| ten    | draw     |
| bring  | clean    |
| drink  | grow     |
| only   | together |
| better | shall    |
| hold   | laugh    |
| warm   |          |

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BACK TO SCHOOL PRE-ASSESSMENTS

# Elementary Reading Pre-Assessment for Grades 3-5



Expertly curated by the team at  TeacherVision

# Pre-Assessment for Intermediate Grades Reading

## Directions

Provide students with the reading passage and the assessment worksheet in this packet. An answer key is provided.

## Standards Being Assessed

Common Core: [Reading: Literature](#)

State Standards: [Non-Common Core State Standards](#)

- Making inferences
- Determining a theme
- Answering text-dependent questions

## Reading Passage

“My Father Meets a Lion” excerpted from *My Father’s Dragon*, by Ruth Stiles Gannett.

- Lexile Level: 990

## Answer Key

|    |   |
|----|---|
| 1  | D |
| 2  | B |
| 3  | C |
| 4  | A |
| 5  | D |
| 6  | C |
| 7  | A |
| 8  | A |
| 9  |   |
| 10 | D |

# My Father's Dragon

by Ruth Stiles Gannett

My father waved goodbye to the rhinoceros, who was much too busy to notice, got a drink farther down the brook, and waded back to the trail. He hadn't gone very far when he heard an angry animal roaring,

"Ding blast it! I told you not to go blackberrying yesterday. Won't you ever learn? What will your mother say!"

My father crept along and peered into a small clearing just ahead. A lion was prancing about clawing at his mane, which was all snarled and full of blackberry twigs. The more he clawed the worse it became and the madder he grew and the more he yelled at himself, because it was himself he was yelling at all the time.

My father could see that the trail went through the clearing, so he decided to crawl around the edge in the underbrush and not disturb the lion.

He crawled and crawled, and the yelling grew louder and louder. Just as he was about to reach the trail on the other side the yelling suddenly stopped. My father looked around and saw the lion glaring at him. The lion charged and skidded to a stop a few inches away.

"Who are you?" the lion yelled at my father.

"My name is Elmer Elevator."

"Where do you think you're going?"

"I'm going home," said my father.

"That's what you think!" said the lion. "Ordinarily I'd save you for afternoon tea, but I happen to be upset enough and hungry enough to eat you right now." And he picked up my father in his front paws to feel how fat he was.

My father said, "Oh, please, Lion, before you eat me, tell me why you are so particularly upset today."

"It's my mane," said the lion, as he was figuring how many bites a little boy would make. "You see what a dreadful mess it is, and I don't seem to be able to do anything about it. My mother is coming over on the dragon this afternoon, and if she sees me this way I'm afraid she'll stop my allowance. She can't stand messy manes! But I'm going to eat you now, so it won't make any difference to you."

"Oh, wait a minute," said my father, "and I'll give you just the things you need to make your mane all tidy and beautiful. I have them here in my pack."

"You do?" said the lion. "Well, give them to me, and perhaps I'll save you for afternoon tea after all," and he put my father down on the ground.

My father opened the pack and took out the comb and the brush and the seven hair ribbons of different colors. "Look," he said, "I'll show you what to do on your forelock, where you can watch me. First you brush a while, and then you comb, and then you brush again until all the twigs and snarls are gone. Then you divide it up in three and braid it like this and tie a ribbon around the end."

As my father was doing this, the lion watched very carefully and began to look much happier. When my father tied on the ribbon he was all smiles. "Oh, that's wonderful, really wonderful!" said the lion. "Let me have the comb and brush and see if I can do it." So my father gave him the comb and brush and the lion began busily grooming his mane. As a matter of fact, he was so busy that he didn't even know when my father left.



# Reading Review

**Directions:** After reading “My Father’s Dragon” answer the following questions to check your understanding of the text.

(1) Read the following excerpt:

*As my father was doing this, the lion watched very carefully and began to look much happier. When my father tied on the ribbon he was all smiles. "Oh, that's wonderful, really wonderful!" said the lion. "Let me have the comb and brush and see if I can do it." So my father gave him the comb and brush and the lion began busily grooming his mane. As a matter of fact, he was so busy that he didn't even know when my father left.*

Based on the father’s actions in the excerpt, which one of these would NOT describe his character?

- a. clever
- b. brave
- c. helpful
- d. timid

(2) Read the following excerpt:

*My father waved goodbye to the rhinoceros, who was much too busy to notice, got a drink farther down the brook, and waded back to the trail. He hadn't gone very far when he heard an angry animal roaring,*

*"Ding blast it! I told you not to go blackberrying yesterday. Won't you ever learn? What will your mother say!"*

*My father crept along and peered into a small clearing just ahead. A lion was prancing about clawing at his mane, which was all snarled and full of blackberry twigs. The more he clawed the worse it became and the madder he grew and the more he yelled at himself, because it was himself he was yelling at all the time.*

What does the word “blackberrying” likely mean?

- a. planting blackberries
- b. picking blackberries
- c. baking blackberry pies
- d. dying fabric with blackberries

3) Read the following excerpt:

*"Who are you?" the lion yelled at my father.*

*"My name is Elmer Elevator."*

The name Elmer Elevator is an example of what type of figurative language?

- a. personification
- b. onomatopoeia
- c. alliteration
- d. metaphor

(4) Read the following excerpt:

*My father crept along and peered into a small clearing just ahead. A lion was prancing about clawing at his mane, which was all snarled and full of blackberry twigs. The more he clawed the worse it became and the madder he grew and the more he yelled at himself, because it was himself he was yelling at all the time.*

What can you infer from this paragraph?

- a. The lion is frustrated because his mane is dirty and tangled.
- b. The father wants the lion to see him.
- c. The lion wants the father to know how angry he is.
- d. The lion is successfully brushing out his mane.

(5) Read the following excerpt:

*"It's my mane," said the lion, as he was figuring how many bites a little boy would make. "You see what a dreadful mess it is, and I don't seem to be able to do anything about it. My mother is coming over on the dragon this afternoon, and if she sees me this way I'm afraid she'll stop my allowance. She can't stand messy manes! But I'm going to eat you now, so it won't make any difference to you."*

How does the lion feel about seeing his mother?

- a. Mad because she didn't go blueberrying with him
- b. Worried that she will be angry because his mane is messy.
- c. Excited that she will help him clean his mane.
- d. Excited to show her that he caught Elmer

(6) The last paragraph states that the lion was “all smiles.”

Why do you think “all smiles” means?

- a. Having clean teeth
- b. Covered with smiles all over his body
- c. Feeling glad he picked blueberries
- d. Feeling very happy his mane is clean

(7) How does the lion’s mood change throughout the passage?

- a. His mood is happy at the beginning but he becomes angry.
- b. His mood doesn’t change throughout the passage.
- c. His mood is frustrated at the beginning but he becomes happy.
- d. His mood is worried at the beginning but he becomes sad.

(8) Which of these is a theme of the story?

- a. Quick thinking can get you out of sticky situations.
- b. Always stay away from danger.
- c. Always do what others tell you to do.
- d. Lions love to eat people.

(9) Which of the following best captures the theme of the story?

- a. “So my father gave him the comb and brush and the lion began busily grooming his mane. As a matter of fact, he was so busy that he didn't even know when my father left.”
- b. “He crawled and crawled, and the yelling grew louder and louder. Just as he was about to reach the trail on the other side the yelling suddenly stopped.”
- c. “My mother is coming over on the dragon this afternoon, and if she sees me this way I'm afraid she'll stop my allowance. She can't stand messy manes! But I'm going to eat you now, so it won't make any difference to you.”
- d. “My father looked around and saw the lion glaring at him. The lion charged and skidded to a stop a few inches away.”

(10) Which of the following summarizes this story best?

- a. A rhinoceros and lion are in a fight. During their fight, they see Elmer, but are too distracted by their fighting to attack him.
- b. Elmer escapes from being seen by a lion by sneaking around the clearing where the lion is.
- c. A lion almost eats Elmer but he decides not to because he is already full.
- d. Elmer tries to sneak around a lion who is angry that his mane is tangled and dirty. The lion threatens to eat him, so Elmer distracts him by teaching the lion how to brush and braid his mane.

GRADES 4-8

# Literature Circle Roles

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These Literature Circle roles are designed to support students to practice essential reading skills including summarizing, predicting, and questioning.



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Name \_\_\_\_\_

Date \_\_\_\_\_

# Super Summarizer

The Super Summarizer is responsible for being able to describe the events that took place during the reading.

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## ***Discussion Facilitator***

The Discussion Facilitator is responsible for making sure that the group stays on track during the discussion. It is important that everyone is contributing, building on each others' ideas, respectfully disagreeing, and actively engaged.

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# Strategies for Building Vocabulary

One of our goals as teachers is to help our students learn and use new words. Unfortunately, there usually isn't time built into our schedules for explicit vocabulary instruction. Instead, we find ourselves quickly introducing new words as part of a book we're reading or during a science lesson.

Our students need to explore and use the new words if we want them to become part of their working vocabulary. Here are 4 strategies that don't take a lot of time but will help your students learn and apply new vocabulary words.

## Strategy #1: Become a vocabulary detective

**How It Works:** As your students are reading their independent books, they will look for new words. They should write down the word, the page number, and what they think it means based on context clues. Then, they should continue reading. On Friday, have all the students take out their "Vocabulary Detective" papers and look up the dictionary definitions of the words to find out what they really mean. Challenge your students to use their new words when they're talking or writing.

**Practice This Strategy:** Model the strategy for your students during a reading mini lesson. Then, give each student the "Vocabulary Detective" paper to practice during independent reading time.

## Strategy #2: Word Association

**How It Works:** Another way to help students remember new vocabulary words is by connecting those words to things they already know. Having them think about other words they know that are related to this word, synonyms, antonyms, and connections to their own lives will help them commit the new words to memory.

**Practice This Strategy:** Give your students the "Word Association" paper. Tell them a vocabulary word to write in the center of the chart. Have them follow the directions to fill in the other boxes.

## Strategy #3: Word Wall

**How It Works:** As your students learn new words, add them to a class word wall. You can either put all the words on one word wall or create different word walls for different subjects. Use the word wall words to play games, like "I Spy," or to do word sorts.

**Practice This Strategy:** Give the students the "Word Wall Sort" paper. Have them look for similarities among the words. They should write the categories and sort the words into those categories.

## Strategy #4: Vocabulary Roll the Dice

**How it Works:** Playing games is a great way to help your students practice new vocabulary words. Through the "Roll the Dice" game, your students will learn all about a new word by defining it, thinking of synonyms and antonyms for it, and using it in a sentence.

**Practice This Strategy:** Fill in the top section of the "Roll the Dice" paper with a list of vocabulary words from a story you're reading or from a science or social studies unit. Assign each student a partner, and give each pair two dice. The students will take turns choosing a vocabulary word, rolling the dice, and doing the matching activity.

# Vocabulary Detective

**Directions:** As you're reading, look for words you don't know. Write the word, the page number, and what you think it means. You will have time later to look up the real meaning of the word.

Word: \_\_\_\_\_ Page Number: \_\_\_\_\_

What I think it means: \_\_\_\_\_

\_\_\_\_\_

What it really means: \_\_\_\_\_

\_\_\_\_\_

Word: \_\_\_\_\_ Page Number: \_\_\_\_\_

What I think it means: \_\_\_\_\_

\_\_\_\_\_

What it really means: \_\_\_\_\_

\_\_\_\_\_

Word: \_\_\_\_\_ Page Number: \_\_\_\_\_

What I think it means: \_\_\_\_\_

\_\_\_\_\_

What it really means: \_\_\_\_\_

\_\_\_\_\_

# Word Association

**Directions:** Write the word your teacher gives you in the center box. Then, complete the activities in each of the other boxes.

|  |                                   |   |
|--|-----------------------------------|---|
| Other words related to this vocabulary word: | A picture of the vocabulary word: | Synonyms for the vocabulary word:                       |
| Antonyms for the vocabulary word:            | The Vocabulary Word:              | The definition:   |
| Use the word in a sentence:                  | Connection to your own life:      | Connection to something you're learning about at school |

# Word Wall Sort

**Directions:** Look at all the words on the word wall. Sort them into categories. You could group them by subject they are related to, by part of speech, or by anything else they have in common. Write the categories on the lines at the top of the boxes. Then, list the words that fit into that category.

How I'm Sorting the Words: \_\_\_\_\_

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

# Vocabulary Roll the Dice

**Step 1:** Work with a partner to take turns choosing a vocabulary word from the list, but don't tell your partner your word.

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

**Step 2:** Roll 2 dice. Add the numbers together, and do the activity beside that number.

|        |  |    |   |
|--------|--|----|---|
| Number | Activity   | 7  | Name a synonym for the word. See if your partner can guess your word.                   |
| 2      | Close your eyes and spell the word. See if your partner can read it.                           | 8  | Look up the definition of the word and read it. See if your partner can guess the word. |
| 3      | Clap the number of syllables in the word. See if your partner can guess it.                    | 9  | Act out the word. See if your partner can figure out your word.                         |
| 4      | Use the word in a sentence, but don't say the word. See if your partner can fill in the blank. | 10 | Say a word that rhymes with the word. See if your partner can guess your word.          |
| 5      | Draw a picture of the word. See if your partner can guess what it is.                          | 11 | Mix up the letters in your word. See if your partner can unscramble it.                 |
| 6      | Tell how the word is related to our book or unit. See if your partner can guess it.            | 12 | Name an antonym for the word. See if your partner can guess your word.                  |

**Step 3:** Repeat steps 1 and 2 with 5 other words.

**Step 4:** Use the words to play hangman with your partner.

Name : \_\_\_\_\_

Date : \_\_\_\_\_

# Vocabulary Organizer

| Word  | Picture |
|---|---------|
| <p>One thing I learned about this word is</p> |         |

| Word  | Picture |
|---|---------|
| <p>One thing I learned about this word is</p> |         |



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Cause & Effect

When one event causes another to happen.

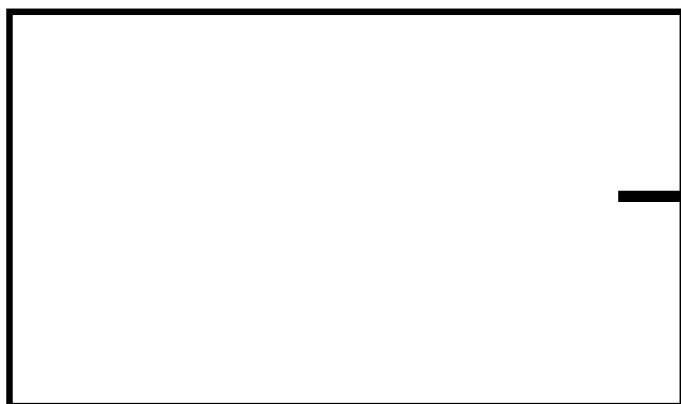
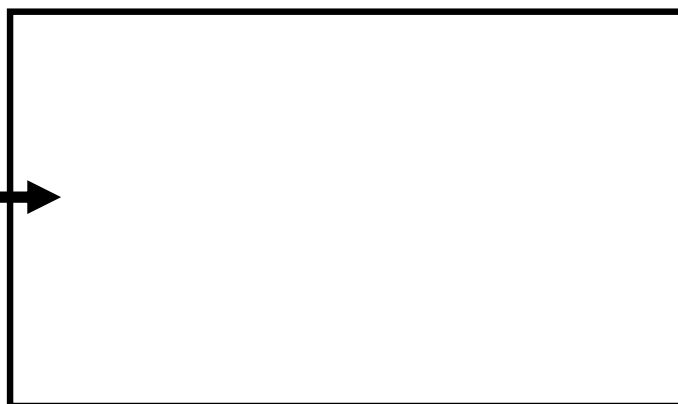
The boy lost a tooth, so the Tooth Fairy came.

**Cause**

Why it happens

**Effect**

What happens



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Cause & Effect

When one event causes another to happen.

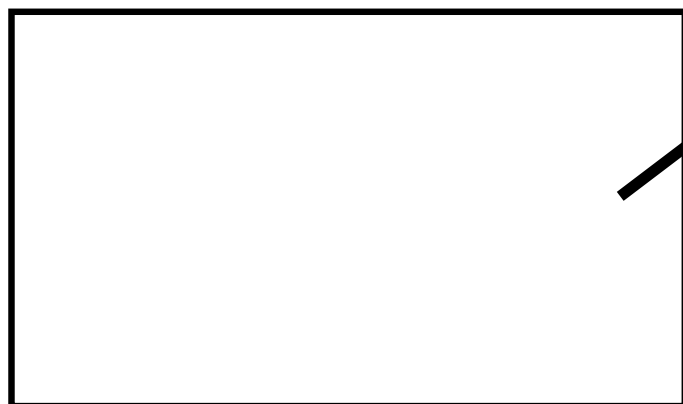
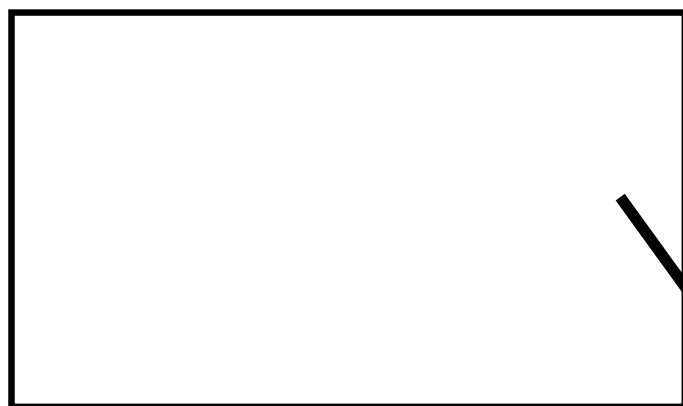
The boy lost a tooth, so the Tooth Fairy came.

**Cause**

Why it happens

**Effect**

What happens



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Cause & Effect

When one event causes another to happen.

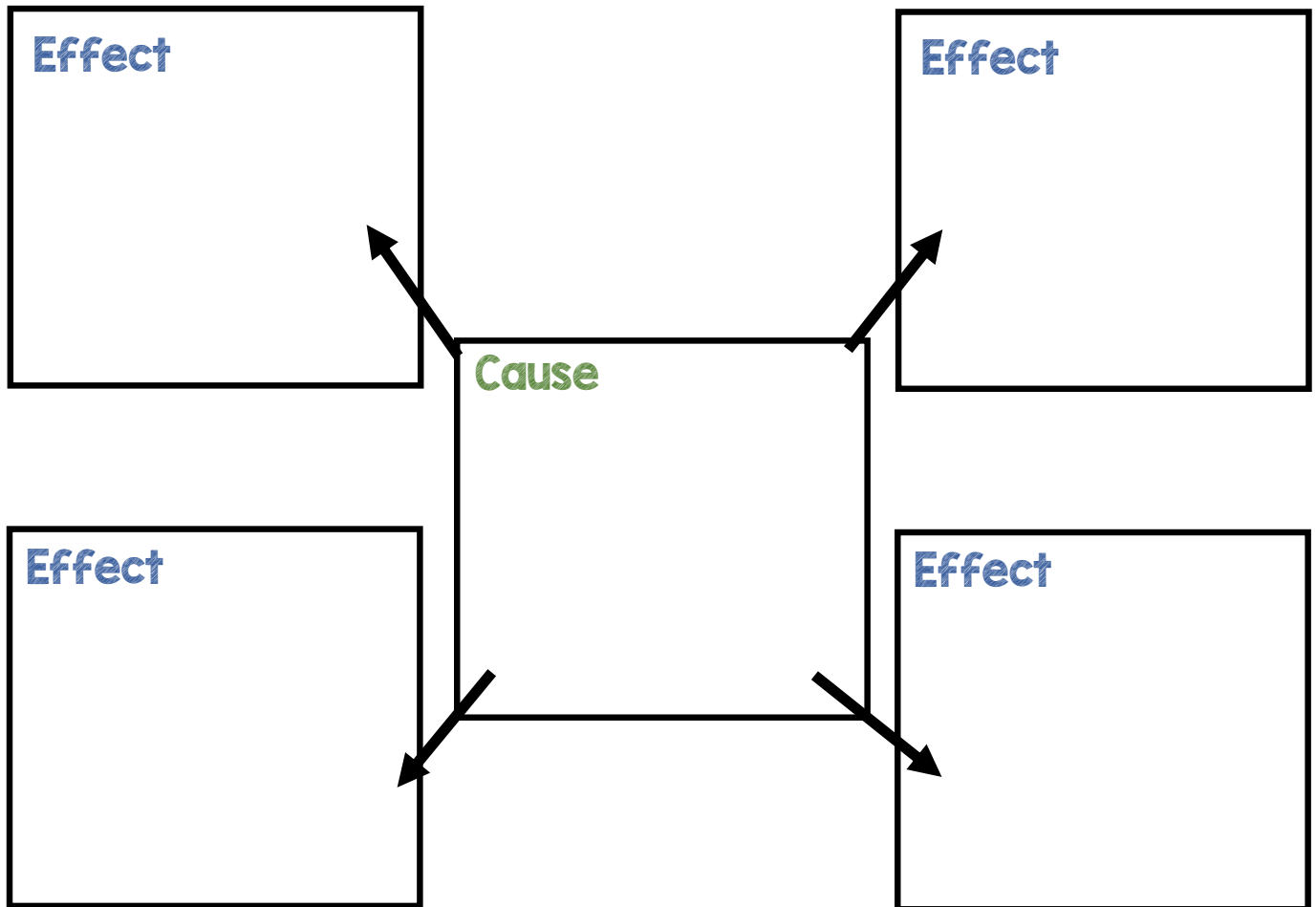
The boy lost a tooth, so the Tooth Fairy came.

**Cause**

**Effect**

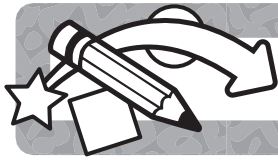
Why it happens

What happens



**Compare/Contrast Matrix Example**

|                  |  |  |
|------------------|--|--|
|                  | <b>HOCKEY</b>  |  |
| <b>SOCCKER</b>   | <p>puck<br/>stick<br/>goal</p> <p>helmet<br/>skates<br/>padded jersey<br/>goalie's face mask</p> <p>ice rink</p> |  |
|                  | <p>black and white ball<br/>goal</p> <p>cleats<br/>shin guards<br/>jersey and shorts</p> <p>grass field</p>      |  |
| <b>Equipment</b> |  |  |
| <b>Clothing</b>  |  |  |
| <b>Played On</b> |  |  |

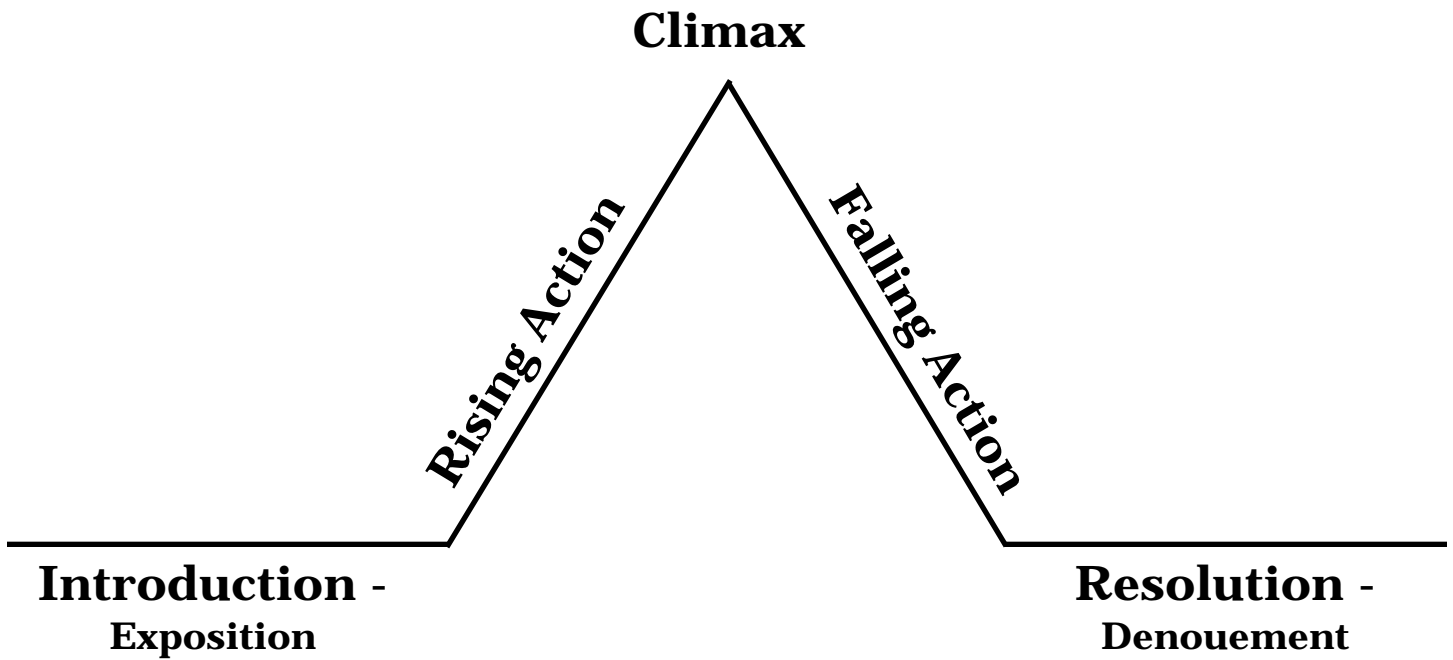


## Compare/Contrast Matrix



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

# Five Elements of a Plot



Name \_\_\_\_\_

## Main Idea and Supporting Details

A diagram for organizing information. At the top is a horizontal rectangular box. Below the box, two diagonal lines extend downwards from the left and right sides, pointing towards two separate columns of writing lines. Each column consists of three horizontal lines. Below each column is a wavy horizontal line. The word "Main Idea" is centered below the top box, and the word "Detail" is centered below each of the two columns.

A second identical diagram for organizing information. It features a top box labeled "Main Idea", two diagonal lines pointing to two columns of three horizontal lines each, and wavy lines at the bottom of each column. The labels "Main Idea" and "Detail" are positioned as in the first diagram.

Title \_\_\_\_\_

Plot/Story Sequence

Beginning

Blank writing area for the beginning of the plot.



Middle

Blank writing area for the middle of the plot.



End

Blank writing area for the end of the plot.



Problem



Solution

# Sequence Chain

Title: \_\_\_\_\_  
Author: \_\_\_\_\_  
Illustrator: \_\_\_\_\_

**CHARACTERS**

\_\_\_\_\_

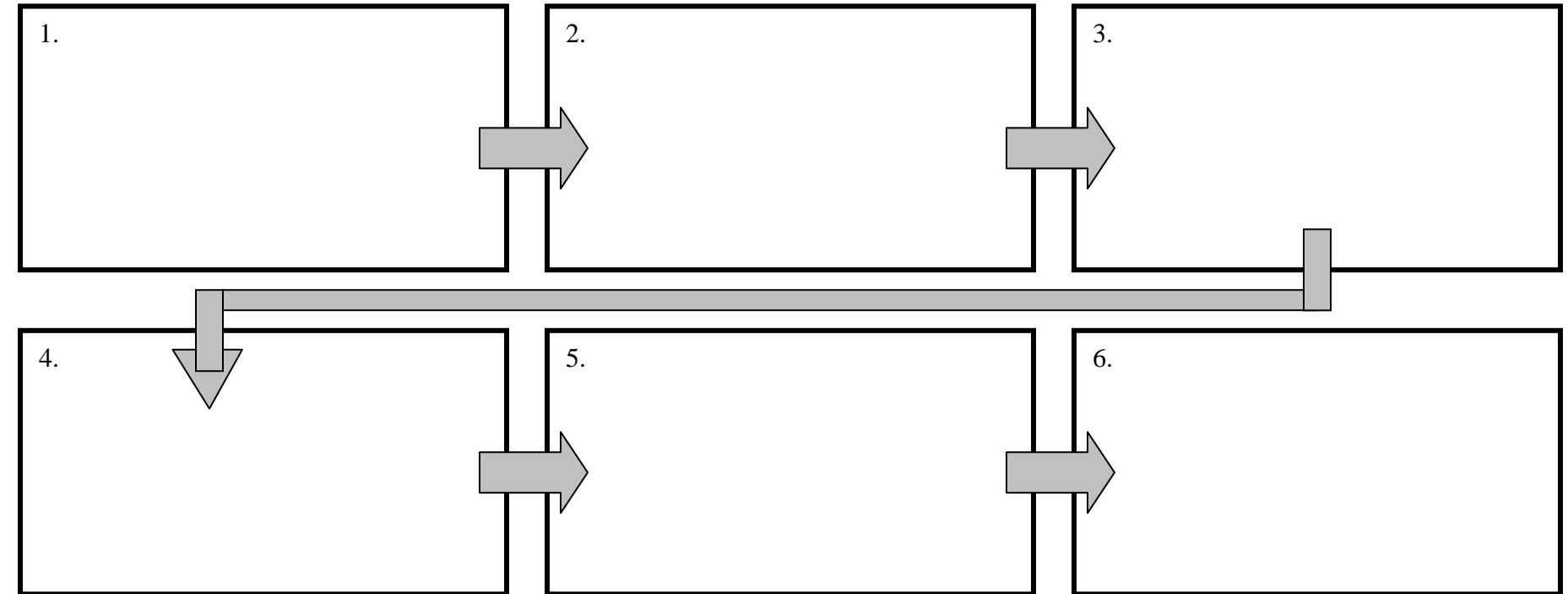
\_\_\_\_\_

\_\_\_\_\_

**SETTING**

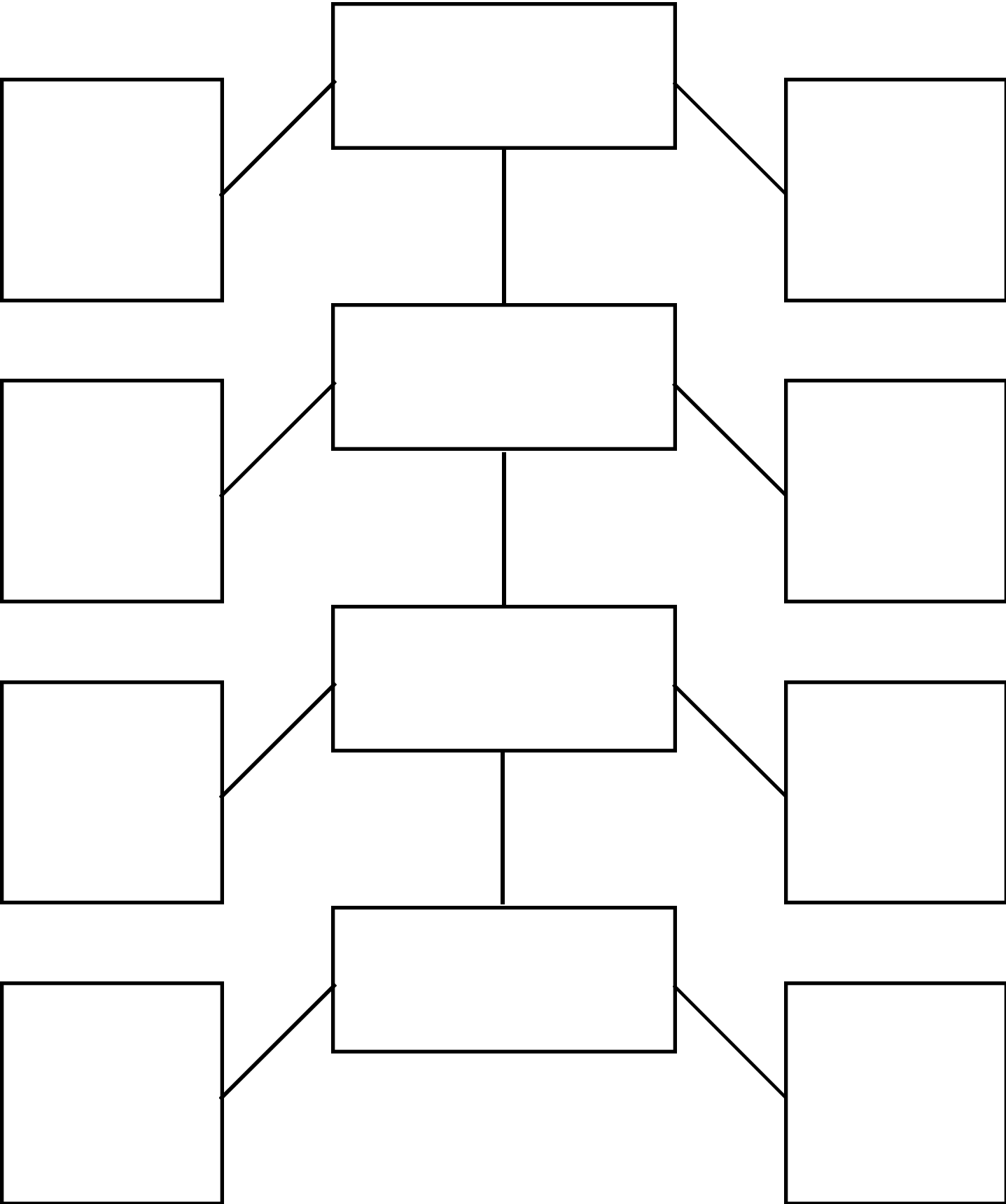
Place: \_\_\_\_\_

Time: \_\_\_\_\_



NAME: \_\_\_\_\_

# Sequencing



## Steps in a Process

1



2



3



4



5

Title \_\_\_\_\_

This story is about \_\_\_\_\_

\_\_\_\_\_  
(name the characters)

This story takes place \_\_\_\_\_

\_\_\_\_\_  
(where and when)

The action begins when \_\_\_\_\_

Then, \_\_\_\_\_

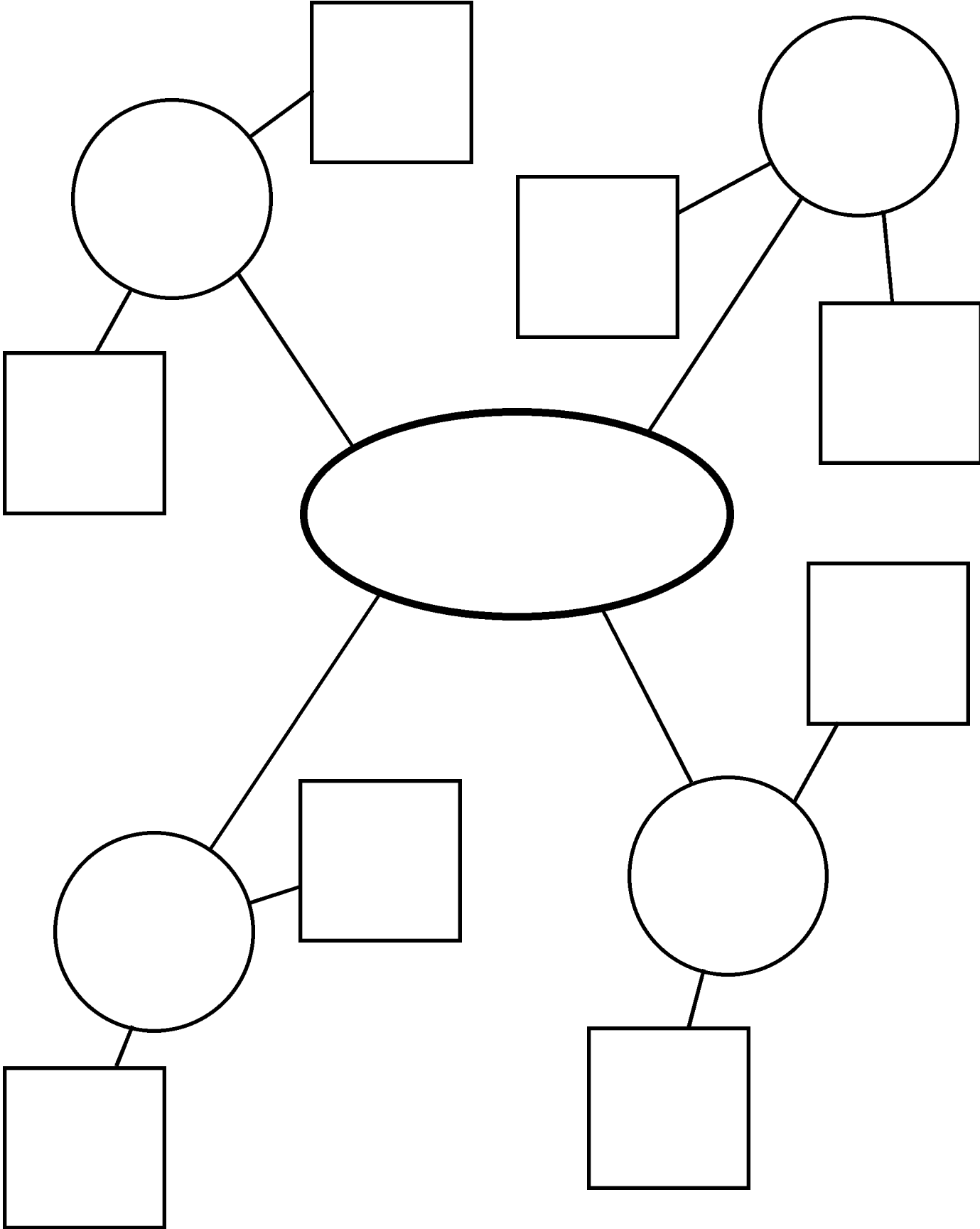
Next, \_\_\_\_\_

After that, \_\_\_\_\_

The story ends when \_\_\_\_\_

Theme \_\_\_\_\_

# Story Map



**Title** \_\_\_\_\_

Read the title and look at the pictures in the story.  
What do you think a problem in the story might be?

I think a problem might be \_\_\_\_\_

\_\_\_\_\_

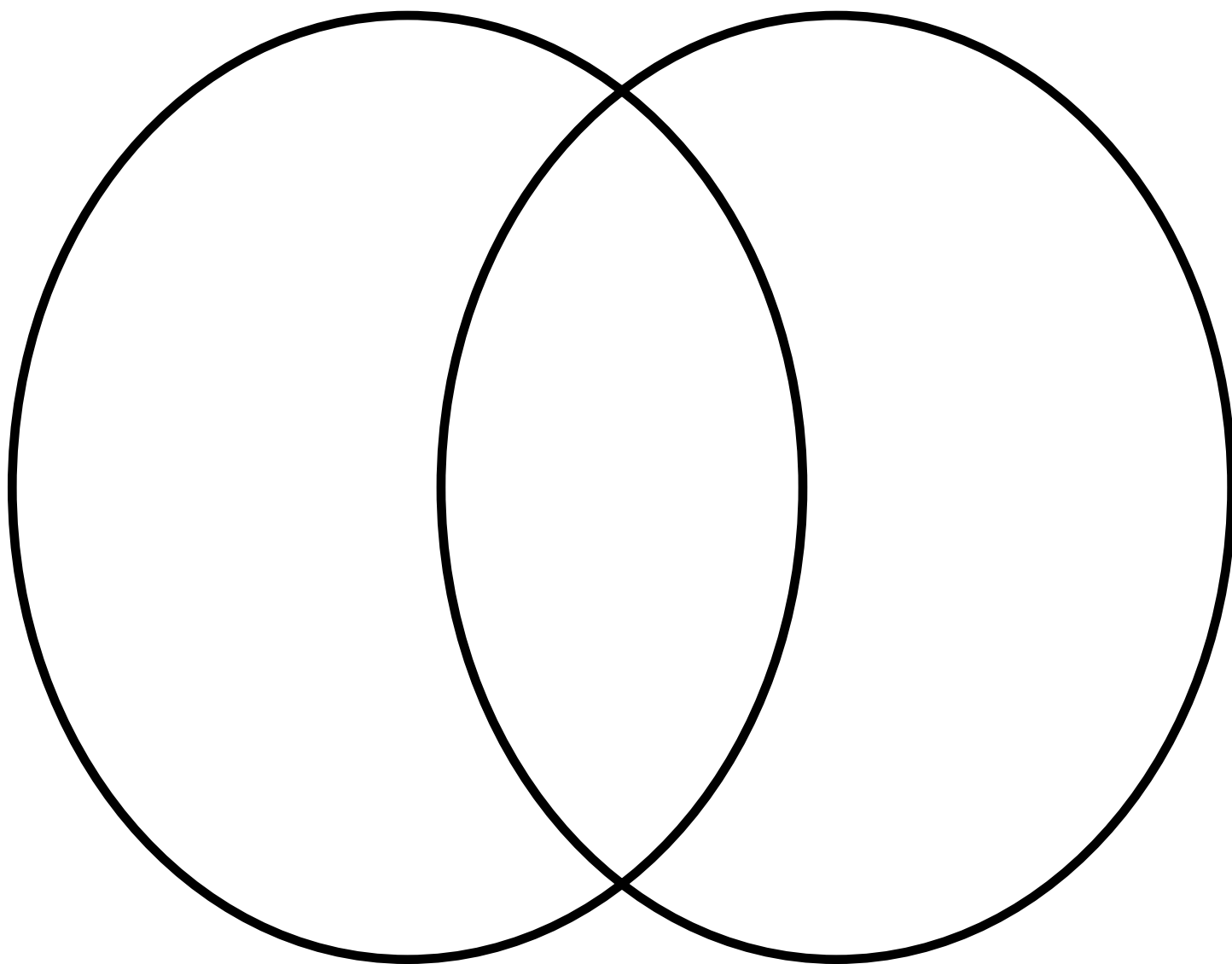
\_\_\_\_\_

After reading \_\_\_\_\_ ,

draw a picture of one of the problems in the story.



# Venn Diagram





# Sight Word Choice Board

|  |   |  |  |
|--|---|--|--|
| Rainbow write your sight words<br>1            | Spell your sight words with play-dough<br>5     | Write your sight words in rice with your finger<br>9 | Build your sight words with magnetic letters<br>13 |
| Stamp your sight words<br>2                    | Put your sight words in alphabetical order<br>6 | Write each sight word in a sentence<br>10            | Draw a picture to represent your sight words<br>14 |
| Tree write your sight words<br>3               | Play tic tac toe with your sight words<br>7     | Write your sight words with chalk<br>11              | Build your sight words with alphabet beads<br>15   |
| Spell your sight words with pipe cleaners<br>4 | Write your sight words with markers<br>8        | "Type" your sight words on the keyboard<br>12        | Roll and write your sight words<br>16              |

# Helpful Tips

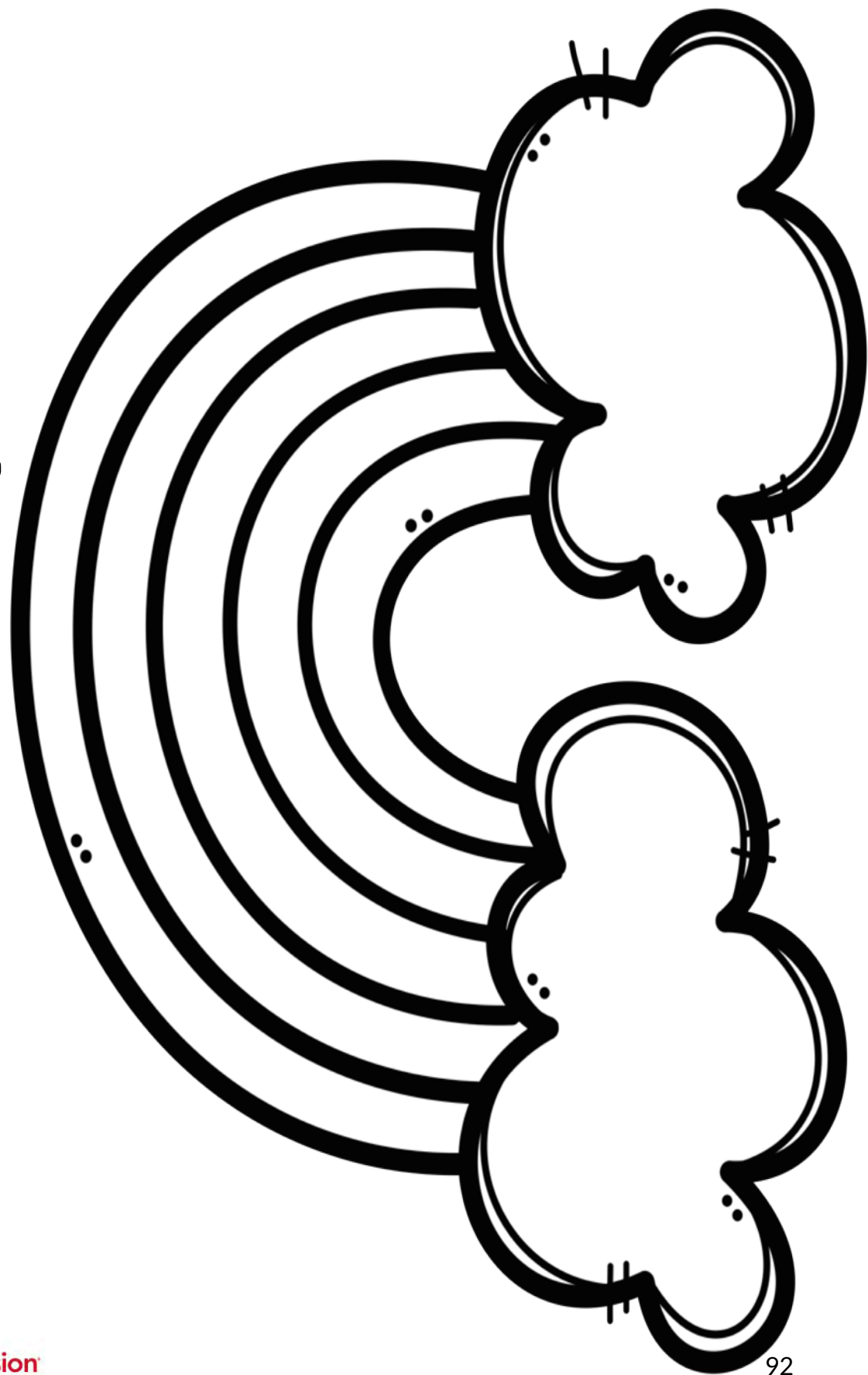
- Most of the following worksheets are customizable- enter up to ten sight words on the next page to see them included in pages you can easily print off!
- You can also print them blank and have students write the sight words in themselves.
- Consider printing the tic tac toe and keyboard on cardstock, then laminate for continued use!
- Have students keep the drawings that represent their sight words and turn it into a book!
- Use the numbers on each square to label bins or drawers that have all the necessary supplies for each activity.

# Sight Words

Type up to ten sight words in the spaces below to add them into the applicable worksheets.

|    |  |
|----|--|
| 1  |  |
| 2  |  |
| 3  |  |
| 4  |  |
| 5  |  |
| 6  |  |
| 7  |  |
| 8  |  |
| 9  |  |
| 10 |  |

# Rainbow Write



**S t a m p**

**I t !**

Stamp your sight words next to the ones written below!

| Word | <b>S t a m p</b> |
|------|------------------|
|      |                  |
|      |                  |
|      |                  |
|      |                  |
|      |                  |

# Stamp It!

Stamp your sight words next to the ones written below!

| Word | Stamp |
|------|-------|
|      |       |
|      |       |
|      |       |
|      |       |
|      |       |

# Stamp It!

Write, then stamp your sight words below!

| Word | Stamp |
|------|-------|
|      |       |
|      |       |
|      |       |
|      |       |
|      |       |

# Stamp It!

Write, then stamp your sight words below!

| Word | Stamp |
|------|-------|
|      |       |
|      |       |
|      |       |
|      |       |
|      |       |





# Tree Write



Tree write your sight words below!

Example:

|                        |
|------------------------|
| said                   |
| s<br>sa<br>sai<br>said |

|  |
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|  |
|  |

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|  |

# ABC Order

Write your sight words in alphabetical order!

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

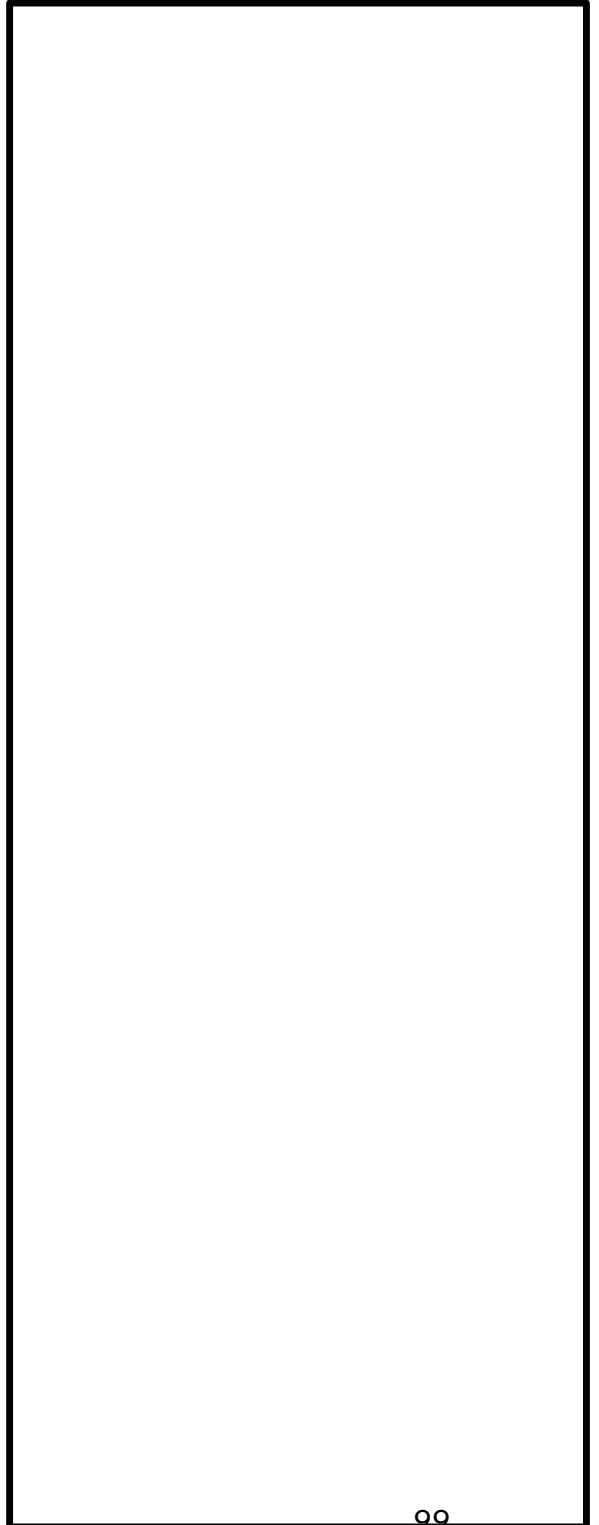
6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_



# ABC Order

Write your sight words in alphabetical order!

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

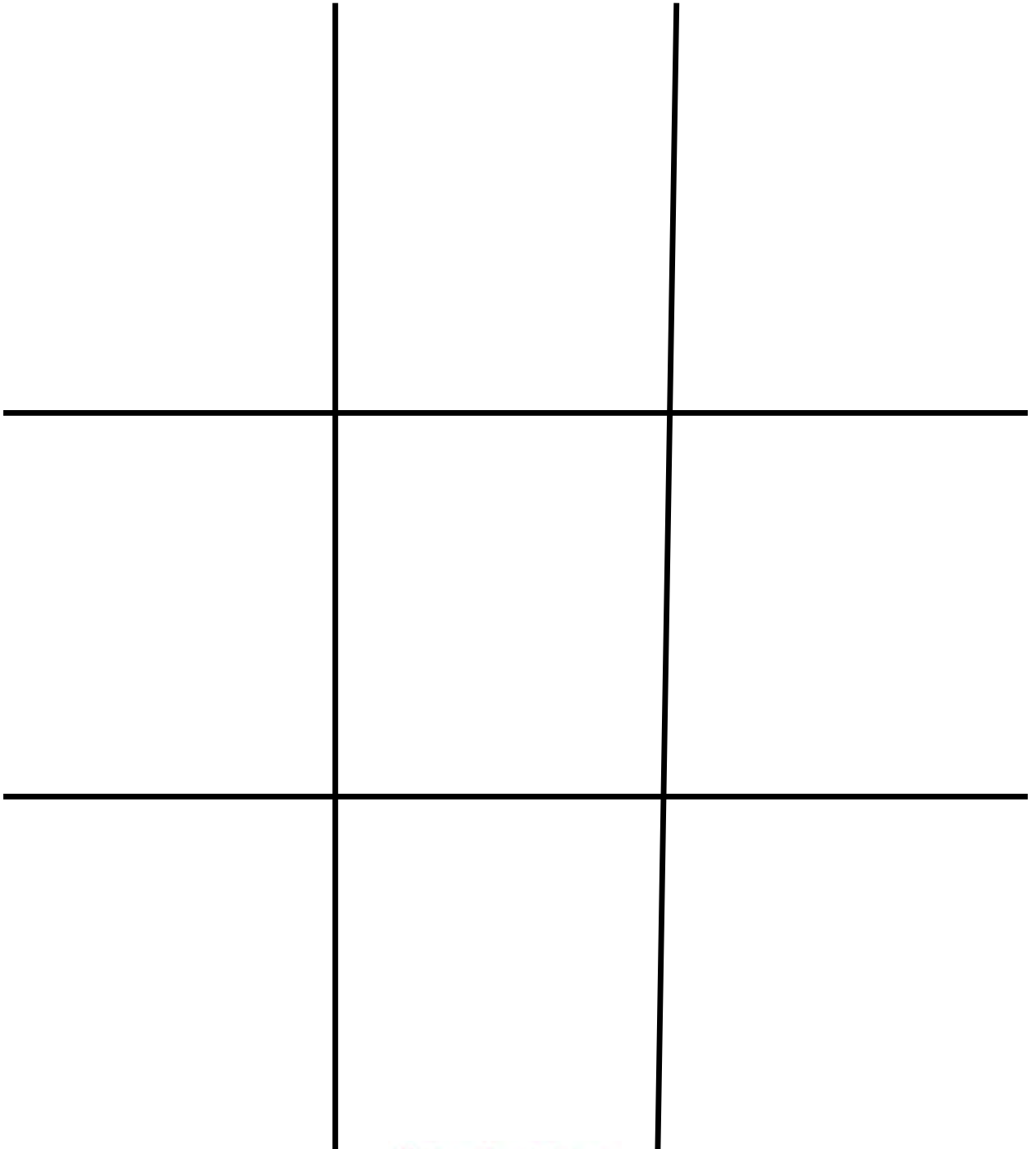
8. \_\_\_\_\_

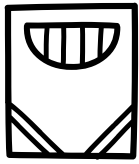
9. \_\_\_\_\_

10. \_\_\_\_\_

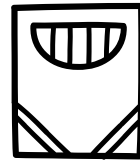
# TIC TAC TOE

Pick one sight word as your marker and play tic tac toe with a partner!





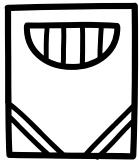


# Mark it!

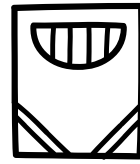


Write your sight words in pencil, then write them in marker!


| Pencil  | Marker  |
|--|--|
|  |  |
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|  |  |



# Mark it!



Practice writing each sight word in marker!

| Word | Marker  |
|------|--|
|      |  |
|      |  |
|      |  |
|      |  |
|      |  |
|      |  |
|      |  |
|      |  |
|      |  |
|      |  |

# Say it in a sentence!

Write each sight word in a sentence.

1

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2

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3

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4

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5

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6

Handwriting practice lines for the number 6, consisting of four horizontal lines (top, dashed middle, bottom, and descender).

7

Handwriting practice lines for the number 7, consisting of four horizontal lines (top, dashed middle, bottom, and descender).

8

Handwriting practice lines for the number 8, consisting of four horizontal lines (top, dashed middle, bottom, and descender).

9

Handwriting practice lines for the number 9, consisting of four horizontal lines (top, dashed middle, bottom, and descender).

10

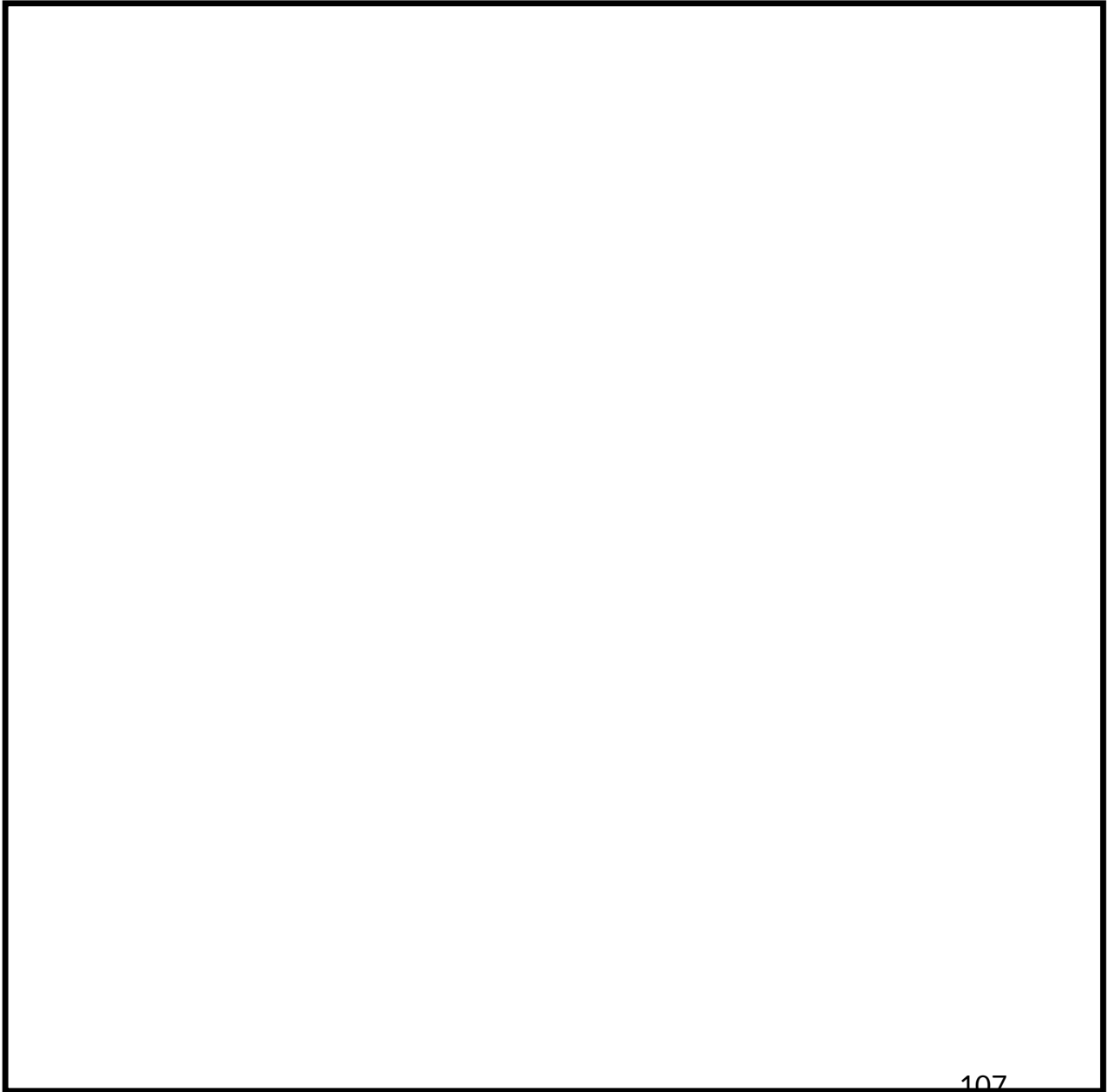
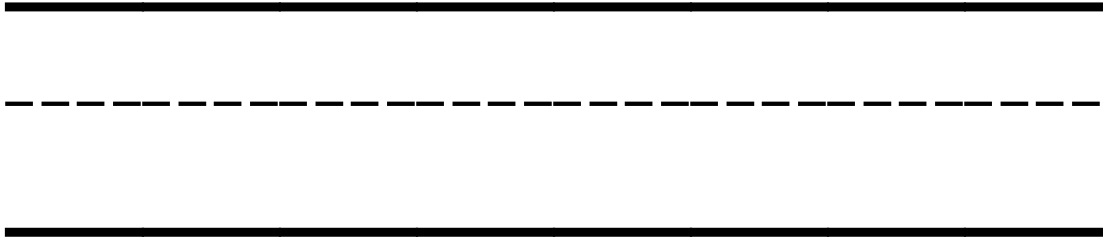
Handwriting practice lines for the number 10, consisting of four horizontal lines (top, dashed middle, bottom, and descender).

1 2 3 4 5 6 7 8 9 0

Q W E R T Y U I O P

A S D F G H J K L

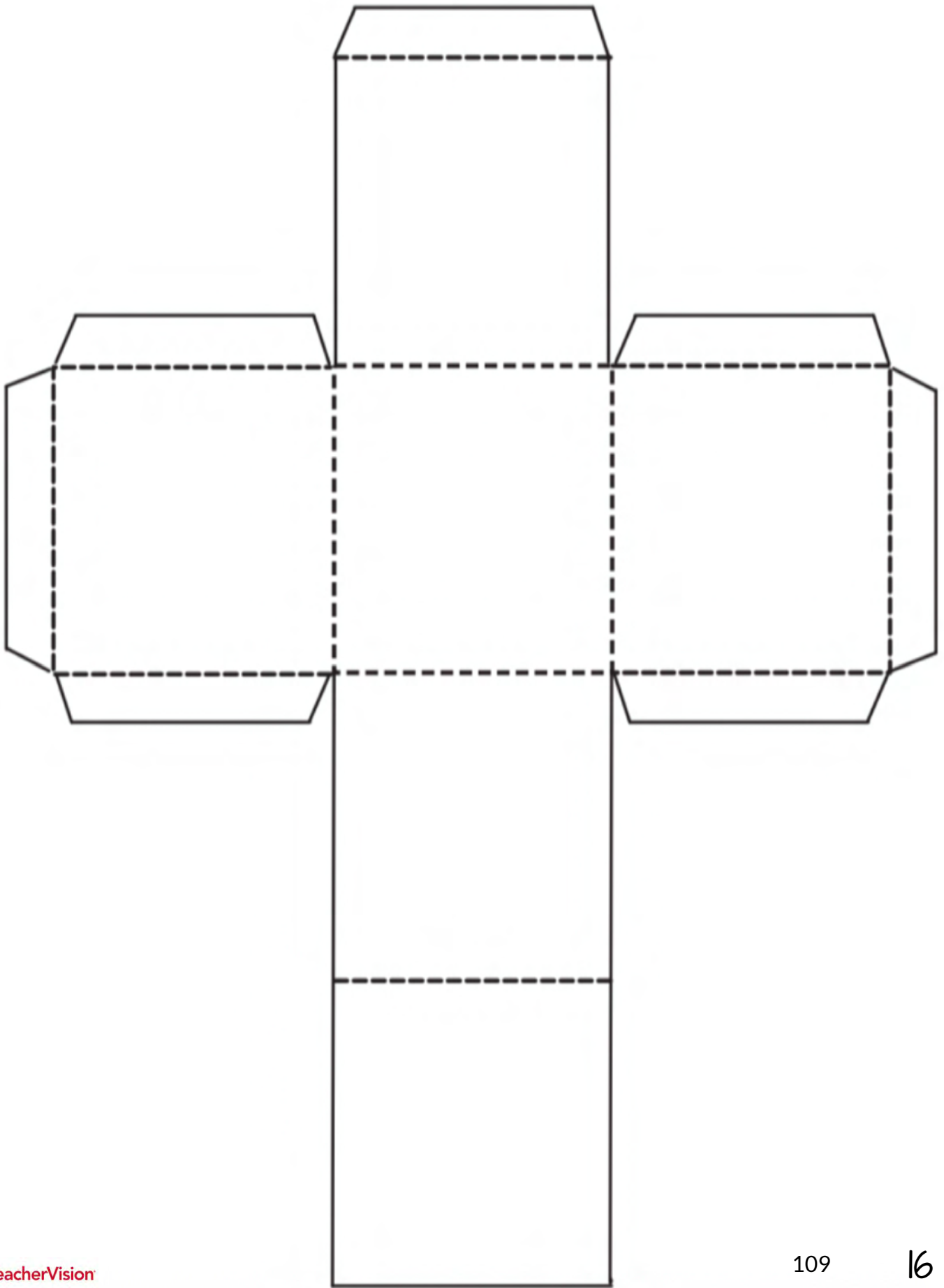
Z X C V B N M



# ROLL & WRITE

Pick six sight words and write them at the bottom of each column. Cut out the die template and write those six words on each face. Put the die together, then roll and write the sight word it lands on and see which reaches the top first!

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



Name: \_\_\_\_\_

## Reading Choice Board

Directions: Choose an activity to complete. When you're finished, color in the box.

|  |  |  |
|--|--|--|
| <p><b>FICTION SUMMARY</b><br/>Read a fiction book. Write a summary of the book. Be sure to include the characters, setting, problem, important events, and solution.</p> | <p><b>POETRY PICTURE</b><br/>Read a poem that doesn't have any pictures. Visualize what is happening in the poem. Draw a picture of what you see, and write a sentence or two telling what is happening in your picture.</p> | <p><b>BIOGRAPHY</b><br/>Read a biography of a famous person. Create a timeline showing at least 10 important events in the person's life.</p>  |
| <p><b>SONG THEME</b><br/>Read the lyrics to a song. Think about what message the song is trying to send. Write the lesson or theme of the song.</p>                      | <p><b>STUDENT CHOICE</b><br/>Read a book of your choice. Share what it was about in a creative way. For example, make a poster, do a puppet show, or write a song about it.</p>  | <p><b>NEW FACTS</b><br/>Read a nonfiction book. Write at least 10 new facts you learned.</p>   |
| <p><b>RECOMMENDATION</b><br/>Reread your favorite book. Write a book recommendation telling friends why they should read it.</p>   | <p><b>DRAMA CONTRAST</b><br/>Read a play script. Create a Venn diagram comparing and contrasting a drama with a fiction book. What are 2 ways they are the same and 3 ways they are different?</p>                           | <p><b>FLUENCY PRACTICE</b><br/>Record yourself reading a page of a book. Listen to the recording to see if you read smoothly and with expression. Reread the passage to see if you can improve your fluency.</p> |

# Summer Reading Choice Board for Elementary

|  |  |  |
|--|--|--|
| <p style="text-align: center;"><b>A Day in the Life Of...</b></p> <p>Go outside. Find some kind of living creature (bird, bee, butterfly). Create a journal entry that is written from the perspective of that creature. Do one entry in your journal each day for seven days.</p>             | <p style="text-align: center;"><b>Sight Word Walk</b></p> <p>Take a walk or bike ride around your community with an adult. Look for sight words on signs, businesses, etc. Stop at each word that you see and read each sight word out loud. Can you find at least 10 words on your outdoor adventure?</p>   | <p style="text-align: center;"><b>Cereal Box Report</b></p> <p>Select a book of your choice and read it. Cover an empty cereal box with plain paper and decorate it to show the book's characters, setting, problem, and solution. Put a picture and title on the front of the box, and fill other sides of the box with the narrative elements.</p>   |
| <p style="text-align: center;"><b>Past, Present, Future Toss</b></p> <p>Play catch with an adult using some kind of ball. The adult will call out a verb and toss the ball to you. Guess if the verb is being used in past, present, or future tense before throwing it back.</p>              | <p style="text-align: center;"><b>Types of Sentences Collage</b></p> <p>Scan a newspaper, old book, magazine, or ad flyer for different types of sentences. Cut out at least 5 statements, 5 commands, 5 exclamations, and 5 questions that you find. Arrange your cutout sentences into a collage and label each one with the correct type of sentence.</p> | <p style="text-align: center;"><b>Onomatopoeia Pop Art</b></p> <p>Sound words are all around us. Using a blank piece of paper, choose a sound word and create it using letters that fill up the page. The letters and design should represent that sound that the word makes. For example, "crash" could be written in letters that look like shards of glass. Have fun and be creative!</p> |
| <p style="text-align: center;"><b>Theme Movie Poster</b></p> <p>On a blank piece of paper, come up with the title of an imaginary movie starring you, your friends, family, or pets. Decorate the page to show what the movie would be about and list its theme at the bottom of the page.</p> | <p style="text-align: center;"><b>Cause and Effect Clippings</b></p> <p>Cut a picture out of an old magazine. Paste it on a posterboard. Decide what is happening in the picture and write it down. Also decide if it's showing a cause or effect. If it's showing a cause, come up with an effect for the picture, or vice versa.</p>                       | <p style="text-align: center;"><b>Main Idea Madness</b></p> <p>Choose a nonfiction book to read. After reading a section, draw a table with 4 legs. Write the main idea on the top of the table, and write 4 different supporting details in each leg.</p>   |

Name \_\_\_\_\_

# My Summer Reading Chart

1. Title: \_\_\_\_\_

Author: \_\_\_\_\_

What I liked about this book: \_\_\_\_\_

\_\_\_\_\_

2. Title: \_\_\_\_\_

Author: \_\_\_\_\_

What I liked about this book: \_\_\_\_\_

\_\_\_\_\_

3. Title: \_\_\_\_\_

Author: \_\_\_\_\_

What I liked about this book: \_\_\_\_\_

\_\_\_\_\_

4. Title: \_\_\_\_\_

Author: \_\_\_\_\_

What I liked about this book: \_\_\_\_\_

\_\_\_\_\_

5. Title: \_\_\_\_\_

Author: \_\_\_\_\_

What I liked about this book: \_\_\_\_\_

\_\_\_\_\_

6. Title: \_\_\_\_\_

Author: \_\_\_\_\_

What I liked about this book: \_\_\_\_\_

\_\_\_\_\_





Name: \_\_\_\_\_

## Reading Strategies Choice Board

Directions: Choose an activity to complete for the book you're reading.

When you're finished, color in the box.

|  |  |   |
|--|--|---|
| <p><b>SEQUENCING</b><br/>Write five events from your book. Sequence them by putting them in the correct order.</p>   | <p><b>PREDICTING</b><br/>Before you start the next chapter of your book, make a prediction about what you think will happen next. Then, after you read the chapter, tell whether or not your prediction was correct.</p> | <p><b>MONITORING</b><br/>As you read, look for tricky words. Write them down. Then, use a dictionary to find out how to say them and what they mean. Write down the definitions.</p>            |
| <p><b>QUESTIONING</b><br/>Before you read the next chapter, write 5 questions about your book. Keep reading, and write the answers when you find them.</p>                       | <p><b>STUDENT CHOICE</b><br/>Choose an activity that will help you practice reading strategies. Write about what you did.</p>  | <p><b>VISUALIZING</b><br/>Choose a part of the book where the author used words to create a picture in your mind. Write the author's description, and draw a picture of what you visualize.</p> |
| <p><b>MAKING INFERENCES</b><br/>Think about the title of your book. Why do you think the author gave the book this title? Use evidence from the book to support your answer.</p> | <p><b>MAKING CONNECTIONS</b><br/>What happened in the book that you can relate to in your life? Write about two connections you can make to the book.</p>  | <p><b>RETELLING</b><br/>When you finish reading the book, retell the story in your own words. Write the important events. Be sure to include the beginning, middle, and end.</p>                |

Name: \_\_\_\_\_

## Spelling Choice Board

Directions: Choose an activity to complete with this week's spelling words. When you're finished, color in the box.

|  |   |  |
|--|---|--|
| <p><b>ALPHABETIZING</b><br/>Write your spelling words in alphabetical order.</p>   | <p><b>SENTENCES</b><br/>Use each spelling word in a sentence. Make sure you spell the word correctly. Your sentences should each have at least 5 words.</p> | <p><b>PRACTICE TEST</b><br/>Have a classmate give you a practice spelling test. If you miss any words, write them 5 times each.</p>  |
| <p><b>RAINBOW WORDS</b><br/>Write each of your spelling words with one color crayon. Write over them two more times with different colors.</p>                 | <p><b>STUDENT CHOICE</b><br/>Choose an activity that will help you practice your spelling words. Write about what you did.</p>                              | <p><b>SYLLABLE SORT</b><br/>Clap your spelling words to see how many syllables they have. Create a chart with the numbers 1-5. Write the words under the correct number of syllables.</p>          |
| <p><b>PLAN A GAME</b><br/>Create a game to practice your spelling words. Include the directions and all necessary materials. Play it with some classmates.</p> | <p><b>HIDDEN WORDS</b><br/>Draw a picture. Hide your spelling words in the picture. Have a friend try to find them.</p>                                     | <p><b>ACROSTIC POEMS</b><br/>Write an acrostic poem for each of your spelling words. Here's an example.</p> <p><b>S</b> hining brightly<br/><b>U</b> p in the sky<br/><b>N</b> ot out at night</p> |



### SPELLING LOG

Name: ..... Date: .....

Practice the words below using this technique.

**LOOK**

**COVER**

**WRITE**

**CHECK**



|    | Words that I need to practice | Attempt 1 | Attempt 2 | Attempt 3 | How I remember it |
|----|-------------------------------|-----------|-----------|-----------|-------------------|
| 1  |                               |           |           |           |                   |
| 2  |                               |           |           |           |                   |
| 3  |                               |           |           |           |                   |
| 4  |                               |           |           |           |                   |
| 5  |                               |           |           |           |                   |
| 6  |                               |           |           |           |                   |
| 7  |                               |           |           |           |                   |
| 8  |                               |           |           |           |                   |
| 9  |                               |           |           |           |                   |
| 10 |                               |           |           |           |                   |

Name: \_\_\_\_\_

## Vocabulary Choice Board

Directions: Choose an activity to complete with this week's vocabulary words. When you're finished, color in the box.

|  |  |  |
|--|--|--|
| <p><b>DICTIONARY</b><br/>Use a dictionary to look up each of your vocabulary words. Write the part of speech and the definition.</p>   | <p><b>WORD GAME</b><br/>Create a game to practice your vocabulary words. Include the directions and all necessary materials. Play it with some classmates.</p> | <p><b>DRAWINGS</b><br/>Create an illustration for each of your vocabulary words that shows what the word means.</p>                              |
| <p><b>SENTENCES</b><br/>Write a sentence for each vocabulary word. Make sure it shows what the word means and has at least 5 words. Make sure you spell all the words correctly.</p>                                       | <p><b>STUDENT CHOICE</b><br/>Choose an activity that will help you practice your vocabulary words. Write about what you did.</p>                               | <p><b>WORD SEARCH</b><br/>Look for your vocabulary words in books. Write the title of the book and the page number where you find each word.</p> |
| <p><b>WORD SORT</b><br/>Sort your words into categories. For example, you could sort them by part of speech or number of syllables. Tell what they have in common. Make sure you have at least 3 different categories.</p> | <p><b>QUIZ TIME</b><br/>Create a vocabulary quiz for your classmates. Include at least 10 questions and an answer key.</p>                                     | <p><b>STORY TIME</b><br/>Write a story using all of your vocabulary words. Make sure you spell and use them correctly.</p>                       |