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Student Tutoring Achievement for Reading

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Overview

Student Tutoring Achievement for Reading

Overview

Despite teachers and parents best efforts, some children fail to thrive with "regular" reading instruction. Young children who experience problems in reading quickly fall behind their classmates. This gap in reading skills can emerge as early as Kindergarten.

A struggling reader is a child who is experiencing significant difficulty learning to read. Most struggling readers are likely to exhibit difficulties in one or more areas of reading. (Chall & Curtis, 2003)

Growing up as a struggling reader, children can experience frustration and failure. Some children may become so fearful or anxious that they give up, and others may use their energy in exhibiting behavior problems.

Teaching a child with reading problems can be exhilarating as well as frustrating. However, current research indicates that a structured reading program can provide achievement gains for children needing extra reading practice beyond what they receive in their regular classroom. With this understanding, the USOE has produced this reading tutorial program for parents. This tutoring program is called **Parent STAR Tutoring Program.**

The **Parent STAR Tutoring Program** is aligned with current research and supports the Utah Elementary Language Arts Core Curriculum.

The purpose of **Parent STAR Tutoring Program** is to provide primary grade children reading below grade level with additional reading practice. **Parents are expected to read at least three times a week or more with their child for approximately**

thirty minutes, and use the skill lessons. The skill lessons enhance early reading instruction offered by classroom teachers and support research-based components of reading.

Everyone has heard the proverb: Practice makes perfect. In learning to read it is true that engaged reading practice is a powerful contributor to the development of accurate, fluent, and a high level of understanding what is read. Lower-achieving children read three times less often than higher- achieving children (Allington, 1977; 1980; 1983; 1984; Allington & McGill-Frazen, 1989). Nothing motivates children to read like knowing how to read.

In a Reading Literacy Study conduct in 1991 the results indicated that fourth grade average reading scores were seventeen points above the national average when parental involvement was high. In contrast, when parental involvement was low, reading scores were twenty-six points below the national average.

Parents who are involved in the reading experiences of their children will see reading gains. Children need to have many successful experiences reading easy, appealing and interesting books. The more success children have at reading, the more they will want to read. The more they read, the better readers they will become.

Responsibility of Classroom teacher:

- Inform child's parents of child's reading skills.
- Inform child's parents of child's independent reading level for additional reading practice. The independent reading level is the level at which the child can read with confidence, and with independent use of skills and strategies.

Strategies for parents to help children become readers:

- Recognize that reading is a difficult and tiring task.
- Be supportive and patient.
- Appreciate the effort that reading requires.

Responsibility of Parents:

- Discuss child's independent reading level with classroom teacher.
- Model reading in your home by reading books, magazines or newspapers nearly every day.
- Take your child to the library or bookstore.
- Enjoy reading books with your child.
- Read to your children with expression and pleasure (this is called reading aloud).
- Listen to your child as he/she reads alone.
- Remind the child to read quickly and naturally (this is called fluency).
- Review words, word parts, and word meanings (this is called vocabulary).
- Question the child about what he/she read. He/she needs to understand and make sense of the text (this is called comprehension.
- Consistently work three or more days a week with your child.
- Expect your child to work to his/her potential in school.
- Attend training meeting for the **Parent STAR Tutoring Program.**

We have learned from decades of research that to become more skilled and confident readers, children need lot of opportunities to:

- hear sounds in spoken language (this is called phonological awareness).
- know and recognize the letters of the alphabet in random order.
- develop ability to match letter sounds to letter symbols (this is called phonics.)
- recognize sight words when they see them.

In the Parent STAR Tutoring Program the targeted skill lessons will include <u>sight words</u>, <u>fluency</u> and <u>comprehension</u>.

The skill lessons will support parents as they work with their children, practicing skills that have already been taught in the regular classroom. In additional to the targeted skills, it is suggested that parents spend some time daily reading aloud to their children. We realize that phonics, and others skills and strategies are critical. However, teachers will teach and practice these skills.

Reading aloud to children has been called the single most important activity for building the knowledge required for success in reading. (A child becomes a Reader, 2003) Reading aloud, with talk about the characters, where the story takes place, what problems the characters are having, and predicting what will happen next in the story will aide in the child's understand of story structure and comprehension. If reading a non-fiction book talk about **what** was read, **when** it happened, **where** it took place, **why** it happened, and **how** it happened.

Children who are exposed to reading aloud learn new words, learn more about the world, learn about written language, and see the connection between words that are spoken and words that are written. (A child becomes a Reader, 2003) We have included in this program a list of Read alouds. The list is located on page ____.

Read with and to your child, following the skill lessons consistently will help your child make reading gains.

Lesson Plan

If you have access to books on your child's <u>independent</u> reading level, it is suggested you follow this lesson plan.

Leveled book reading:
 (The book should be provided by classroom teacher or a leveled book from your local library)

PARENT:

- 1. Hand the book to the child and ask him/her to look at the book and tell you what he/she thinks the book will be about.
- 2. Help the child **browse the book**, looking for tricky words, characters' names, and picture clues.
- **3.** Have the child read the book or a portion of a chapter book **aloud** to you.
- 4. Prompt the child if he/she cannot pronounce a word. (Prompts are listed on the back.)
- 5. Use a comprehension reading lesson every day after the child finishes reading.
- 6. Review with your child one or more of the following skill lessons:
 - Sight word review lessons
 - Oral reading fluency lessons

OR

• Chapter book reading:

- 1. When beginning a new chapter book, the Parent would read the title with the child and have the child predict what the book is about.
- 2. If reading begins after the first chapter was previously read, the parent asks the child to recall what was previously read.
- 3. Parent asks the child, "What else do you remember?" If the child can not remember much about the chapter, the parents tells the child two or three things they can recall from the previous reading.
- 4. Parent asks the child to make a prediction about the next chapter to be read.
- 5. The child reads the book **aloud** for about ten minutes.
- 6. Parent prompts the child if he/she gets stuck on a word. (Use your bookmark for suggested prompts)
- 3. After reading, the parent follows a comprehension reading lesson every time the child reads.
- 8. The parent reviews with the child one or more of the following skill lessons:
 - Sight word review lessons
 - Oral reading fluency lessons

Suggested Materials

- 1. Timer
- 2. Books on child's independent reading level
- 3. Highlighter pen
- 4. Paper
- 5. Pencil
- 6. Sticky notes
- 7. Rubber bands
- 8. 3 x 5 cards
- 9. Dictionary

During Reading

- Give the child time to act.
- Praise the child for what he/she can do.
- Accept guesses, and then provide prompts to support child as he/she reads.
- Use what the child knows to help them fix what they do not know.
- Prompt child to an action. A good prompt might be, "You try it".
- Tell the reader the word.

Reading Prompts

When children are having difficulty with reading, a common practice of parents, and peer tutors is to jump in, and make the correction for the child. A practice that will help the child become an independent reader is to give the reader time to act. Accept all guesses as the child is attempting to fix the word.

"Does that look right?"

- "Does that sound right?"
- "Does that make sense?"
- "Did you check the picture?"
- "Do you see any letters or sounds, parts of words, or little words you know in the word?

After the child has made several attempts to fix the word, tell the child the word.

Ways to Give Specific Praise

The tutoring session is ideally suited to praising children. You can tell them regularly what they are doing well and how they are improving.

Be honest and supportive. Give specific, honest feedback to your child's attempts to answer questions or solve problems.

- If an answer or reasoning is correct, praise your child in a way that is appropriate to his/her age and experience.
- If the answer is wrong, do not be afraid to acknowledge that it is wrong, but be quick to point out the praiseworthy aspects of the answer. Then provide your child with the information he/she needs to answer the questions next time. For example, "You did a great job or sounding out the first two letters, but you also need to focus on the end of the word. What sounds do the final letter make?"

Be positive. The general tone should be positive and accepting. Everyone likes to be praised, so start off each session by telling the child something specific you like about him or her. This start will led to positive behavior and establish an optimistic tone. As your child becomes more confident in their thinking they will become less reliant on you as a tutor. Consider using some of the following terms as a way to convey your praise and approval:

Wow! I like the way you are working. What great reading. Good for you... Good readers fix their mistakes. That's it! Keep it up. You figured it out! Good thinking. You should be proud... You're doing better. Way to go. You make it look easy. Of course. Super! Look at your progress.... Keep up the good work. Keep going. What a pro. Great answer. Fine reading...

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- Snow, C., Burns, M.S., & Griffin, P. (Eds.) (1988). *Preventing* reading difficulties in young children. Washington. D. C: National Academy Press.
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 Washington, D. C.: National Academy Press.

Parent Support Materials

Parent STAR Tutoring Program GLOSSARY OF TERMS

Component	Definition	Instructional Outcomes
Comprehension	Ability to understand what has been read. Readers make sense of the text.	Students understand what they read, remember what they read, and communicate to others what they have read.
Fluency	The reading of text smoothly, not hindered with word-by-word reading and other word recognition problems that might hinder comprehension.	The reader groups words quickly to help gain meaning. Reading sounds natural, as if they are speaking with expression.
Independent Reading Level	Voluntary or leisure reading for pleasure, not to develop skills. Reading with no assistance with 95% accuracy.	Increased fluency and expression, independent use of skills and strategies, exploring interest and building confidence, using knowledge of decoding words in reading and encoding words in writing
Onset and Rimes (chunks) and Phonograms	Units smaller than words, but making a word when combined. The onset is the part that precedes the vowel (e.g., bl in the word <u>black.</u>). The rime is the part including the vowel and any consonants that follow (e.g., ack in the word black)	The knowledge of rimes can help children decode words at point of difficulty.
Phonemic Awareness	The ability to hear, identify, and manipulate individual sounds and phonemes in spoken words; individual knowledge that every spoken word is made up of a series of phonemes that can be represented by letter of the alphabet.	Ability to notice, think about, and work with the individual sounds in spoken words.
Phonics	Phonics teaches relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language	Phonics instruction helps children learn and use the alphabetic principle - the understanding that there are systematic and predictable relationships between written letters and spoken sounds. This will help children recognize familiar words accurately and automatically, and "decode" new words.
Read aloud	The act of reading to children, usually	Reading aloud, with children participating, helps children

Approximate Text Level Conversions

Grade	Guided	PM Books &	Reading	DRA	Basal	Stage	Lexile
Level	Reading	Benchmarks	Recovery				
	Level						
K	Α	Starters 1	A, B, 1	A, 1	Readiness	Emergent	
	В	Starters 2	2	2, 3, 4			
1	С	Red 3, 4	3, 4		Preprimer 1		
	D	Yellow	5,6	5,6	Preprimer 2		100
	Е	5, 6, 7, 8	7,8	7,8	Preprimer 3		
	F	Blue 9, 10	9, 10	9, 10	Primer	Early	200
	G	Green	11, 12	11, 12			
	Η	11, 12, 13, 14	13, 14	13, 14	Grade 1		300
	I	Orange	15, 16	16			
		15, 16					
2	J	Turquoise 17,	17, 18	18	Grade 2	Fluent	400
		18					
	K	Purple	19, 20	20			
		19, 20					
	L	Gold 21, 22		24			500
	Μ	Silver		28			
3	Ν	23, 24		30	Grade 3		600
	0	Emerald 25	22	34			
	Р	26		38			
4	Q		24	40	Grade 4		700
	R	Ruby 27		44			
	5	28	26				
	Τ				Grade 5		800
5	U	Saphire 29	28				
	V						
	W	30			Grade 6		900
6	X		30				
	У						1000
7	Z		32				
8+			34				1100+

Guidelines for choosing a "Just Right Book"

Just Right Book

- I know most of the words.
- I have a hard time with 1, 2, 3, or 4 words on a page.
- I understand this story.

Too Easy Book

- I have read this book many times before.
- I know all the words.
- I understand the story.

A Challenging Book

- I need a lot of help reading the words.
- I have a hard time with 5 or more words on a page.
- I don't understand this story.

Suggested List of Books for Parents to Read Aloud to Their Child

"Few children learn to love books by themselves. Someone has to lure them into the wonderful world of the written word; someone has to show them the way." - Orville Prescott

Key: K Kindergarten

- 1 First Grade
- 2 Second Grade
- 3 Third Grade
- * Appropriate for more than one grade level.
- 2 A Bear Called Paddington by Michael Bond.
- * A Bear for Miguel by Elaine Marie Aphin
- 2 A Chair for My Mother by Vera B. Williams
- 2 A Country Far Away by Nigel Gray
- * A Mother for Choco by Keiko Kasza
- * A Pill Bug's Life by John Himmelman
- 2 A Toad for Tuesday by Russell E. Erickson
- * Abe Lincoln's Hat by Martha Brenner
- 2 **Abuela** by Arthur Dorros
- 3 Abuela's Weave by Omar S. Castanada
- * Adventures of Old Mr. Toad, The by Thornton Burgess
- $2\,$ Adventures of Spider, The $\,$ by Joyce Cooper Arkhurst
- 1 Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst
- * Allison by Allen Say
- 2 Amazing Grace by Mary Hoffman
- 3 Amazing Spiders by Alexandra Parsons
- * Amelia Bedalia (series) by Peggy Parish
- 2 Amelia's Road by Linda Jacobs Altman
- 1 **Amos & Boris** by William Steig
- 2 An Octopus is Amazing by Patricia Lauber
- 1 Anansi and Moss-Covered Rock by Eric A. Kimmel
- 2 Animal Fact/Animal Fable by Seymour Simon
- K **Anabelle Swift, Kindergartner** by Amy Schwartz
- 3 Annie and the Old One by Miska Miles
- * Anno's Journey by Mitsumasa Anno
- * Around the World: Who's Been Here by Lindsay Barret

- 1 Arthur (series) by Marc Brown
- 3 Arthur, for the Very First Time by Patricia MacLachlan
- 2 Aunt Isabel Tells a Good One by Kate Duke
- * Baby Whale's Journey by Jonathon London
- * Baseball in the Barrio by Henry Horenstein
- 1 Bear Snores On by Karma Wilson
- 1 Beatrice Doesn't Want To by Laura Numeroff
- 1 **Benjamin** by Anne Matheson
- 1 Bertie was a Watchdog by Rick Walton
- 2 Borreguita and the Coyote by Verna Aardema
- 1 Bread and Jam for Frances by Russell Hoban
- K Brown Bear, Brown Bear, What Do You See? by Bill Martin, Jr.
- 2 Caboose Who Got Loose, The by Bill Peet
- 2 Cam Jansen (series) by David Adler
- * Candy Corn: Poems by James Stevenson
- 1 Caps for Sale by Esphyr Siobodkina
- K Carrot Seed, The by Ruth Kraus
- K Cat in the Hat, The by Dr. Seuss
- 3 Charlott'es Web by E.B. White
- * Chewy Louie by Howie Schneider
- K Chicka Chicka Boom Boom by Bill Martin & John Archambault
- 1 Chicken Soup with Rice by Maurice Sendak
- 3 Chicken Sunday by Patricia Polacco
- 1 Chickens Aren't the Only Ones by Ruth Heller
- * Child's Garden of Verses by Robert Louis Stevenson
- 1 City Kids by Lorraine Wilson
- 3 Class Clown by Johanna Hurwitz
- 1 Click, Clack, Moo: Cows That Type by Doreen Cronin
- 1 Cloudy With A Chance of Meatballs by Judi Barrett
- 3 Comeback Dog, The by Jane Resh Thomas
- K Cookie's Week by Cindy Ward
- 1 Corduroy by Don Freeman
- * Corn is Maize: The Gift of the Indians by Aliki
- 2 Courage of Sarah Noble, The by Alice Dalgliesh
- 3 **Crow Boy** by Taro Yashima
- * Curious George by Hans Augusto Rey
- 3 Danny and the Champion of the World by Ronald Dahl
- 2 Day of Ahmed's Secret, The by Florence Parry Heide

- 1 Diary of a Worm by Doreen Cronin
- * Digging Up Dinosaurs by Aliki
- 1 **Dinosaurs**, **Dinosaurs** by Byron Barton
- 3 Discovery of the America's, The by Betsy Maestro
- * Do Animals Dream? by Joyce Pope
- 2 **Do Not Open** by Brinton Turkle
- * Don't Need Friends by Carolyn Crimi
- 1 **Doorbell Rang, The** by Pat Huntchins
- 2 **Dr. De Soto** by William Steig
- 1 **Dr. Pompo's Nose** by Saxton Freymann
- * Dragons are Singing Tonight, The by Jack Prelutsky
- 1 **Duke Ellington** by Brian Pinkney

K Each Peach Pear Plum by Janet and Allan Ahlberg

- 3 Earthworms by Keith Pigdon
- 1 Eating Fractions by Bruce McMillan
- 1 Elves and the Shoemaker by Jim LaMarche
- * Emperor's Egg, The by Martin Jenkins
- * Every Time I Climb a Tree by David McCord
- 2 Fanny's Dream by Caralyn Buehne
- K Feast for 10 by Cathryn Falwell
- K Feathers for Lunch by Lois Ehlert
- K Fossie and the Fox by Patricia McKissack
- 1 Flying by Donald Crews
- 3 Fortune-Teller, The by Lloyd Alexander
- 3 Freckle Juice by Judy Blume
- K Freight Train by Donald Crews
- 2 Friday Night is Papa Night by Ruth A Sonneborn
- 3 **Frindle** by Andre Clements
- 2 Frisby by Michael Chesworth
- 1 Frog and Toad are Friends (Series) by Arnold Lobel
- 2 Galimoto by Karen Lynn Williams
- 2 George Washington's Teeth by Deborah Chandra
- 1 George and Martha by James Marshall
- K Gingerbread Boy, The by Paul Galdone
- K Gingerbread Man, The by Jim Aylesworth
- 2 Giving Tree, The by Shel Silverstein
- * Glorious Flight Across the Channel with Louis Bleriot by Alice Provenson
- * Golden Goose, The by Wilheim & Jacob Grimm
- K Goldilocks and the Three Bears by Jan Brett
- * Goldilocks Returns by Lisa Campbell Ernst

- 1 Goodnight Moon by Margaret Wise Brown
- 2 Gooney Bird and the Room Mother by Lois Lowry
- * Gorilla Walk by Ted & Betsy Lewin
- * Grandfather Tang's Story by Ann Tompert
- 2 **Grandfather's Journey** by Allen Say
- K Great Big Enormous Turnip, The by Leo Tolstoy
- 2 Great Kapok Tree, The by Lynne Cherry
- 3 Great White Man-Eating Shark by Margaret Mahy
- K Green Eggs and Ham by Dr. Seuss
- 3 Halmoni and the Picnic by Sook Nyul Choi
- 1 Harold and the Purple Crayon by Crockett Johnson
- 1 Hattie and the Fox by Mem Fox
- * Have You Seen Bugs by Joanne F. Oppenheim
- * Hello, Fish! Visiting the Coral Reef by Sylvia Earle
- 1 Hello, House! by Linda Hayward
- 1 Henry and Mudge by Cynthia Rylant
- * Honest Abe by Edith Kunhardt
- 2 Honey I love: And Other Poems by Eloise Greenfield
- 1 Hooway for Wodney Wat by Helen Lester
- 1 **How Big is a Foot?** by Rolf Myllar
- 2 How Much is a Million? by David M. Schwartz
- 2 How My Parents Learned to Eat by Ina R. Friedman
- * How Tall, How Short, How Far Away? by David Adler
- 2 How the Leopard Got His Spots by Rudyard Kipling
- 3 I Hate English by Ellen Levine
- 1 I Know an Old Lady Who Swallowed a Fly by Glen Rounds
- 1 I Need a Lunch Box by Jeanette Caines
- 2 I Want a Dog by Dayal Kaur Khaisa
- K I Went Walking by Sue Williams
- 3 I'll Meet You at the Cucumbers by Lilian Moore
- * If a Bus Could Talk: The Story of Rosa Parks by Faith Ringgold
- * If Only I Had a Horn: Young Louis Armstrong by Leonard Jenkins
- K If You Give a Mouse a Cookie by Laura Numeroff
- 1 In a Small, Small Pond by Denise Fleming
- 1 Ira Sleeps Over by Bernard Waber
- K Is Your Mama a Llama? by Deborah Guarino
- K It Begins with an A by Stephanie Caimenson
- K It Looked Like Spilt Milk by Charles G. Shaw

1 Jamaicas Find by Juanita Havil

- K Katy and the Big Snow by Virginia Lee Burton
- 1 Kissing Hand, The by Audrey Penn
- 3 Knots on a Counting Rope by Bill Martin, Jr.
- 3 Koko's Kitten by Francine Patterson
- * Library Lil by Suzanne Williams
- 1 Lily's Purple Plastic Purse by Kevin Henkes
- * Lionel in the Fall by Stephen Krensky
- 1 Little Bear by Else Holmelund Minarik
- 1 Little Engine That Could, The by Watty Piper
- 2 Little Painter of Sabana Grande, The by Patricia Maloney Markun
- 1 Little Red Hen, The by Paul Galdone
- 1 Little Red-Riding Hood by Trina Schart Hydemen
- 3 Lon Po Po: A Red-Riding Hood Story from China by Ed Young
- 1 Lyle, Lyle Crocodile by Bernard Waber
- 2 Magic School Bus, The (series) by Joana Cole
- 1 Make Way for Ducklings by Robert McCloskey
- K Mama, Do You Love Me? by Barbara Joosse
- 2 Mary Marony and the Snake by Blanche Sims
- * Math Counts (series) by Henry Pluckrose
- * Max Found Two Sticks by Brian Pinkeye
- * Millions of Cats by Wanda Gag
- 1 **Mister Seahorse** by Eric Carle
- * Minty: A Story of Young Harriet Tubman by Alan Schroeder
- 3 Mirette on the High Wire by Emily Arnold McCully
- K Miss Bindergarten Stays Home from Kindergarten by Joseph Slate
- 3 **Miss Rumphus** by Barbara Cooney
- 1 Mitten, The by Jan Brett
- 3 Molly's Pilgrim by Barbara Cohen
- 2 Monarch Butterfly by Gail Gibbons
- * Moosetache by Margie Palatini
- 2 More Stories Julian Tells by Ann Cameron
- 2 Mouse and the Motorcycle, The by Beverly Cleary
- 1 Mr. Putter and Tabby Walk the Dog by Cynthia Rylant
- 2 Mrs. Piggle-Wiggle by Betty Bard MacDonald
- 3 Mufaro's Beautiful Daughters by John Steptoe
- 1 My Best Friend by Pat Hutching

- * My Little Sister Ate One Hare by Bill Grossman
- K Napping House, The by Audrey Wood
- 3 Nathaniel Talking by Eloise Greenfiel
- 3 Nettie's Trip South by Ann Turner
- * New Kid on the Block, The by Jack Prelutsky
- K New Shoes for Silvia by Johanna Hurwitz
- * Now One Foot, Now the Other by Tomie dePaola
- 1 Olivia by J.P. Falconer
- * On Tumble Down Hill by T.M. Wynne-Jones
- * Once a Wolf by Stephen Swineburne
- 1 **One of Three** by Angela Johnson
- * Outside and Inside Kangaroos by Sandra Markle
- K Owen by Kevin Henkes
- 2 **Owl Moon** by Jane Yolen
- 2 Ox-Cart Man by Donald Hall
- 3 Parts by Tedd Arnold
- 2 Patchwork Quilt, The by Valerie Flournoy
- 3 Paul Bunyan by Steven Kellogg
- 2 **Pecos Bill** by Steven Kellogg
- 1 Pierre by Maurice Sendak
- 3 **Poem Stew** by William Cole, ed
- 1 **Polar Express. The** by Chris Van Allsburg
- K Purple, Green, and Yellow by Robert Munsch
- 2 Rabbit's Judgement by Suzanne Crowder Han
- 3 Ralph S. Mouse by Beverly Cleary
- 3 Ramona Quimby, Age 8 by Beverly Cleary
- * Random House of Book of Poetry for Children, The by Jack Prelutsky, ed
- 3 Raven, A Trickster Tale from the Pacific Northwest by Gerald McDermott
- K Read-Aloud Rhymes for the Very Young by Jack Prelutsky
- K **Red Dancing Shoes** by Denise Lewis Patrick
- K Rosie's Walk by Pat Hutchins
- K Salamander Room, The by Anne Mazer
- * Sam and the Tigers by Julius Lester
- 3 Sarah, Plain and Tall by Patricia MacLachlan
- * Selkie Girl, The by Susan Cooper
- K Seven Blind Mice by Ed Young

- * Sharks by Gail Gibbons
- K Sheep in a Jeep by Nancy Shaw
- 1 Shoes from Grandpa by Mem Fox
- 3 Skirt, The by Gary Soto
- 2 Smallest Cow in the World, The by Katherine Paterson
- 1 Snowman at Night by Caralyn Buehener
- 1 Snowy Day, The by Katherine Paterson
- * Song of the Swallows by Leo Politi
- 3 Stone Fox by John R. Gardiner
- 1 **Stone Soup** by Ann McGovern
- 2 Stories Julian Tells, The by Ann Cameron
- * Story of Johnny Appleseed, The by Aliki
- 1 Story of Jumping Mouse, The by John Steptoe
- 2 Stuart Little: by E.B. White
- * Sylvester and the Magic Pebble by William Steig
- 1 Tale of Peter Rabbit, The by Beatrix Potter
- 3 Tales of Uncle Remus, The: The Adventures of Brer Rabbit by Julius Lester
- 2 Talking Eggs, The by Robert D. San Souci
- * Tar Beach by Faith Ringgold
- 1 Ten Black Dots by Donald Crews
- * There's a Zoo in Room 22 by Judy Sierra
- 1 There's an Alligator Under My Bed by Mercer Mayer
- K Three Bears, The by Paul Galdone
- K Three Billy Goats Gruff by Peter Christen Asbjrnsen
- 1 Three by the Sea by Edward Marshall
- K Three Little Pigs, The by Steven Kellogg
- 3 7 X 9 = Trouble by Claudia Mills
- $2\;\; \textbf{Three Wishes}$ by Lucille Clifton
- K Titch by Pat Hutchins
- 1 **Tom** by Tomie dePaola
- 2 Tommy at the Grocery Store by Bill Grossman
- 2 Too Many Tamales by Gary Soto
- * Tornadoes by Seymour Simon
- 1 Ugly Duckling, The by Hans Christian Andersen
- 1 Umbrella, The by Jan Brett
- 3 **Uncle Jed's Barbershop** by Margaree King Mitchell
- 3 **Unwitting Wisdom: an Anthology of Aesop's Fables** by Helen Ward

K Very Hungry Caterpillar, The by Eric Carle

- * Village of Round and Square Houses, The by Ann Grifalconi
- 2 **Wagon Wheels** by Barbara Brenner
- K We're Going on a Bear Hunt by Michael Rosen
- 3 What's the Big Idea, Ben Franklin? by Jean Fritz
- K Wheels on the Bus, The by Paul Zelinsky
- K When Jeremiah Found Mrs. Ming by Sharon Jennings
- * When the Snow Lay Soft on the Mountain by Patricia Hermes
- 2 Where the Forest Meets the Sea by Jeannie Baker
- K Where the Wild Things Are by Maurice Sendak
- K Who Said Red? by Mary Serfozo
- 1 Why Mosquitos Buzz in People's Ears by Verna Aardema
- 3 Wild Weather: Tornadoes by Lorraine Jean Hopping
- 1 Wiley and the Hairy Man by Molly Bang
- * Wind Says Good Night by Katy Rydell
- 1 Winnie the Pooh by A.A. Milne
- 2 Wump World by Bill Peet
- 3 Year of the Panda, The by Miriam Schlein
- K Yo! Yes? by Chris Raschka
- * You Read to Me, I'll Read to You by John Ciardi

Note: Books generally align with Utah family values.

Comprehension

Comprehension Rational

Comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading.

Research Says:

- o Comprehension is a complex cognitive process in which vocabulary plays an important part.
- o Students who are good at monitoring their comprehension know when they understand what they read and when they do not. They have strategies to "fix up" problems in their understanding as the problems arise.
- o Research shows that teacher questioning strongly supports and advances students' learning from reading.
- o Teaching comprehension strategies to the students can develop text comprehension.

Parent Star Tutoring Program

Comprehension Reading Lesson #1

Note: First, if you have a book on your child's independent reading level, after reading have your child answer the following questions. Second, if you do not have a book, start by having your child read the first comprehension reading passage, after reading the passage, have your child answer the following questions.

Reading Levels A-K

Fiction:

- 1. Say to the child: "Tell me what happened at the beginning of the story. "If the child does not remember, return to the book/passage and look at the picture or text at the beginning of the story. (If you are reading the comprehension reading passages, you will not have pictures to support the text.) The child, after looking at the picture or text, should be able to recall what happened at the beginning of the story.
- 2. Then say: "Tell me what happened in the middle of the story." If the child does not remember, return to the book/passage and look at the pictures or text in the middle of the story. The child, after looking at the pictures or text should be able to recall what happened in the middle of the story.
- 3. Then say: "Tell me what happened in the end of the story."
 If the child does not remember, return to the book/passage and look at the pictures or text at the end of the story. The child, after looking at the pictures or text, should be able to recall what happened at the end of the story.
- 4. Then say: "Tell me your favorite part of the story." Allow the child time to respond. Try to keep the response brief.
- 5. Then say: "Tell me why it was your favorite part of the story."

Allow the child time to respond.

Nonfiction:

- 1. Say to the child: "Tell me three things you learned from reading the book/passage." The child should be able to tell you some of the ideas from the book/passage. Return to the book/passage with the child to find other important facts that the child did not recall from the reading.
- 2. Then say: "What did you already know about the topic before you read the book/passage?" The child should be able to share what he/she already knew.
- 3. Then say: "Tell me what you liked about the book/passage you read."
- 4. Then say: "Tell me why you liked that part of the book/passage".

Parent Star Tutoring Program

Comprehension Reading Lesson #2

Note: First, if you have a book on your child's independent reading level, after reading have your child answer the following questions. Second, if you do not have a book, start by having your child read the next comprehension reading passage, after reading the passage, have your child answer the following questions.

Reading Levels A-K

Fiction:

- 1. Say to the child: "Tell me the characters in the story. The characters are the people or things the story is about." The child will tell you who the characters are in the story. If the child **cannot** tell you the characters in the story, return to the book/passage and reread to find out about the characters.
- 2. Then say: "Where does the story take place?" The setting is the place where the story takes place." If the child **cannot** tell you the setting of the story, return to the book/passage with the child and find the place in the story where the setting is disclosed.
- 3. Then say: "Is there a word that you did not understand as you read the story?" If there was a word he/she **did not** understand during his/her reading, ask the child to locate the word. Reread it in the context of the sentence. If the child cannot provide the word meaning, define the word for the child. If the word is difficult to explain, refer to a dictionary for the definition. Developing a larger vocabulary increases comprehension.

Nonfiction:

1. Have the child trace his/her hand on a piece of paper.

- 2. Write the words Who, When, Where, Why, and How at the end of the fingers and thumb.
- 3. Say: "We are going to think about five questions good readers ask."
- 4. Point to the finger with the word above it that relates to the next question. Then say: "Who is the book/passage or story about?"

If the answers the child gives to any of the questions in this activity are incorrect, reread the part of the text with the child where the correct answer is found.

- 5. Say: "When does the story or event happen?"
- 6. Say: "Where does the story or event take place?"
- 7. Say: "Why did you like the story?" "Why did you dislike the story?"
- 8. Say: "How does the story end?"

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Comprehension Reading Lesson #3

Note: First, if you have a book on your child's independent reading level, after reading have your child answer the following questions. Second, if you do not have a book, start by having your child read the next comprehension reading passage, after reading the passage, have your child answer the following questions.

Reading Levels A-K

Fiction:

- 1. Say to he child: "Is there a problem in the story?" Usually every story has a problem. If the child **cannot** tell you about the problem that occurs in the story, return to the book/passage with the child and locate the part of the story where the problem is disclosed.
- 2. Then say: "How is the problem in the story solved? We call this the resolution." The child will tell you about the resolution. If the child **cannot** tell you how the problem was solved in the story, return to the book/passage with the child and find the part of the story where the resolution takes place.
- 3. Then say: "Is there a word that you did not understand as you read the story?" If there was a word they **did not** understand during their reading, ask the child to locate the word. Reread it in the context of the sentence. If the child cannot provide the word meaning, define the word for the child. If the word is difficult to explain, refer to the dictionary for the definition. Developing a larger vocabulary increases comprehension.

Nonfiction

1.	Say to the child:	"Tell me one thing you knew about	
		before reading this book/passage." Insert the	
topic of the text read in the blank space above.			

- 2. Then say: "Tell me three new things you learned in your reading today." If the child needs support, return to the book/passage for the answer. For the child, just looking at the pictures will be a good reminder of what he/she read.
- **3.** <u>If you are reading a book</u> then say: "Good Readers check the pictures as they read. Show me your favorite picture or photograph. Why is it your favorite picture?"
- 4. Then say: "Is there something else you would like to know about ______?" Insert the name of the topic of the text read in the blank space.

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Comprehension Lesson #4

Note: First, if you have a book on your child's independent reading level, after reading have your child answer the following questions. Second, if you do not have a book, start by having your child read the next comprehension reading passage, after reading the passage, have your child answer the following questions.

Reading Levels A-K

Fiction:

- 1. Say to the child: "Did the story remind you of things you might do or see?" The child should be able to make some connection to the story. If not, tell the child what things the story reminds you of having done or seen.
- 2. Then say: "Which part of the story reminded you of something you might do or see. If the child did not make a connection to the story. Tell the child why the story reminds you of something you have done or seen.

Nonfiction:

- 1. Say to the child: "Today we are going to talk about important ideas or events from your reading. Look back through the text you read and find three important ideas or events and mark them with a sticky note."
- 2. Then say: "Tell me why each idea or event is important." The child will tell you the reason he/she feels the idea or event is important. If you are aware of other events or ideas that are important to the story, locate those for the child and tell them why you feel they are important.
- 3. Then say: "Which of the three ideas or events is the **most** important.

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Comprehension Lesson #5

Note: First, if you have a book on your child's independent reading level, after reading have your child answer the following questions. Second, if you do not have a book, start by having your child read the next comprehension reading passage, after reading the passage, have your child answer the following questions.

Reading Levels A-K

Fiction:

- 1. Say to the child: "Good readers ask questions about the story when they read. What questions do you have about one of the characters?" Allow the child time to respond. If the child does not have any questions, respond with a question you had from the reading.
- 2. Then say: "Do you think the characters are happy, sad, funny, or grumpy? What makes you think that way about the characters?" Let the child respond.
- 3. Then say: "Where do the characters live?" If the child cannot answer this question return to the book/passage and reread to find answer.
- 4. Then say: "Sometimes our questions are answered in the story and sometimes they are not."

Nonfiction:

Note: If you are reading a book at your child's independent reading level continue with the following nonfiction lesson. If you are reading comprehension passages, return to lesson one and ask your child the nonfiction questions.

- 1. Say to the child: "When you read a nonfiction text or an informational text there are often features in the text that will help you as a reader. Today we are going to locate some of the features."
- 2. Then say: "Find a picture in the story." Continue asking the child to locate the following text features as long as time will allow.

1. drawings

4. table of contents

2. photographs

5. maps

3. graphs

6. index

Note: Not every informational text at these reading levels will contain all the above text features.

Comprehension Passages

Listed in order of difficulty

Fiction

Max and Mouse

Max is a little black cat. Mouse is a big black bear. Max and Mouse are best friends. They live together in a zoo.

No one knows from where Max the cat came. One day she just appeared and walked into Mouse's cage. Mouse let Max eat his food. They lay in the sun together. They took naps together. They became best friends.

Then the zoo put Mouse in another cage. Max couldn't find her friend. Max cried and tried to find Mouse. She wouldn't eat.

They took her to Mouse's new cage and put her inside. Max ran to Mouse. The cat and the bear were so happy they licked each other. Then, Max laid down next to Mouse soon the two friends were fast asleep.

Help from a Butterfly

Tina and Todd stepped into the garden store. They looked at all the rows of flowers. There were red flowers, yellow flowers, and purple flowers.

Tina and Todd slowly walked up and down the rows. Tina found a flower with two colors of pink. Todd found a flower with orange and black petals. Grandmother had said they could each have a flower. But there were so many! Which ones should they pick?

Pete's Surprising Seeds

Pete looked at the little brown seeds. He had to plant them in just the right place. He knew they would grow into beautiful flowers.

Pete's older brother, Ben came into the backyard. "What are you doing? Ben asked Pete.

"I want to plant these seeds. They will grow into beautiful flowers," said Pete.

"Ha!" said Ben. "Those seeds won't grow. They are too small."

Pete looked at the seeds again. They were small; they looked like they would grow.

Pete dug four small holes in the black dirt. Pete put the seeds in the soil. He checked to see if they would get sunlight. He put more dirt over them. Pete got some water and put the water on the seeds. Every day Pete looked at the seeds. Every day Ben said, "Those seeds won't grow."

One day, Pete was watering his seeds. He saw some little green thing sticking out of the ground. Could those be his seeds? Pete waited and watched. Soon, the little green things turned into stems. He watched the stems grow. The stems had red, orange, and yellow flowers on them. Pete was happy. Ben was surprised.

The Dove and the Ant

One day an ant went to the river to get a drink. She fell in the water and was very frightened.

A dove sitting in a tree saw the ant. She felt sorry for the ant. She got a branch from the tree in her beak. Then she flew down and threw the branch in the water.

The ant crawled on the branch. She used the branch to sail back to the shore. The dove had saved the ant's life.

A few days later, the ant saw a man trying to catch the dove with a net. The ant didn't want the man to hurt her friend so she stung the man on the foot. When the man looked down at his foot, the dove flew away. The ant had saved the dove's life.

Smaller and Smaller

Four animal friends were sitting on a hill. Cow saw some trees on a hill far away. "Look how small those trees on that little hill are," said Cow. "They are the smallest trees I have ever seen."

The other animals were surprised to see how little the trees were too.

"I think I'll go see just how small those trees are," said Dog. Off he ran.

"Oh my," said Horse as they all looked at Dog. "Look how small Dog is getting. He is getting smaller and smaller. Goodness me! Now I can't see him at all. This is very strange."

Cow said, "I must see if I can help Dog." Cow began running to the trees.

Horse watched as Cow got smaller and smaller. "Oh no!" said Horse to Duck. "Look how small Cow is now. She is getting smaller and smaller. Goodness me! Now I can't see her at all. This is very strange."

Duck said, "Maybe they are getting smaller because they are running. I will fly to the trees. If I fly, I may not get smaller."

So, Duck flapped her wings and flew away.

Horse watched as Duck flew. Duck got smaller and smaller. Soon she was just a little black dot in the sky. "Oh no!" said Horse. "Duck is shrinking too! Now I can't see her at all. This is very strange."

Horse was sad. Everyone was gone. He started walking to the trees on the hill. He wanted to see if he could find his friends.

As Horse walked, the trees got bigger and bigger. Why were the trees growing?

Then he saw Dog, Cow, and Duck. They were sitting under the trees. They were not small any more. They were very happy to see him.

"This is very, very strange," Horse said as he sat down next to his three friends.

If the animals had known one fact, they wouldn't have been upset. What is that?

Non-Fiction Comprehension Passages

Do Plants Sleep?

What do plants do at night when we are sleeping? Do they sleep too? In a way they do. Many plants open their flowers in the day and close them at night. Then they look like they are sleeping. This keeps the insides of the flowers from getting cold and wet. Bees and butterflies like to visit flowers that are open in the daytime.

Some flowers stay open all night. Moths like to visit these flowers.

One funny plant is the four-o'clock. This plant doesn't open its flowers until four o'clock in the afternoon. Then it stays awake all night!

Sink or Float

What things sink and what things float in the water?

Many things can float on water. A leaf floats when it falls in a pond. A boat floats when it moves on a river. A bath toy floats in the bathtub. Even birds float on top of the water.

Some things sink. A rock sinks when you throw it in a lake. Coins and keys sink in water. Bikes and wagons will sink when they are put in deep water.

You can sink or float! When you jump in a pool or lake, you push water away from yourself. This makes you sink. When you lie on your back in water, you float because the water holds you up.

Fiction

The Boys and the Frogs

One day some boys were playing near a pond. They saw some frogs in the water. The boys began to throw rocks at the frogs. The frogs were frightened.

One of the frogs put his head out of the water. The frog cried out, "Stop! Stop! What's fun for you is hurting us!"

A New Beginning

Ann walked slowly to the door. She looked into the classroom. New faces looked back at her. Ann wanted to go inside, but her feet wouldn't move. Her mother's hand felt good. She didn't want to let go.

Ann didn't like this new school. She missed her friends. She was sad that her family had moved to this new town. Things were so different here.

"I'm not going in," Ann said out loud.

Ann, you'll be fine," said her mother. "These children will be your friends. It will just take a little time."

Ann looked at the faces in the room again. There were boy faces and girl faces. There were faces of all kinds. They were all children like her. Some of the faces smiled at her. Ann smiled back. She let go of her mother's hand and went in to meet her new friends.

Jake at the Park

Jake ran to the park gate. He was so excited! He had never seen so many rides.

Jake's family stood in a long line. He thought they would never get in the park. At last, Dad was able to buy the tickets. Jake looked around with wide eyes as his family walked into the park.

"What do you want to do first?" his dad asked.

"I want to ride the roller coaster," said Jake.

Jake and his dad rode the roller coaster. Jake's mom and his little brother, Stevie, waited for them.

Next, Mom and Dad took Stevie on an airplane ride. That one was too slow for Jake. He waved to Stevie every time the airplane passed by. Jake laughed when he heard Stevie's happy squeals. He was happy that Stevie was having fun.

Then they stopped to have lunch. Jake got a corn dog, his favorite. He shared his drink with Stevie.

After lunch, Jake rode the Boomerang and the Rocket. Jake liked these rides because they were fast and exciting. He imagined that he was a brave space pilot. Up he zoomed, taking the other riders high into the sky. Then they all fell down fast and zipped up into outer space again. When the rides stopped, Jake was happy he had brought everyone safely back to earth.

Finally, the whole family went swimming in the water park to cool off.

The Surprise

Mary sat by the window. It was raining again. It had been raining for the last two days.

"There's nothing to do," cried Mary.

Just then, Aunt Kerrie walked in the front door. She was carrying a big box.

"What's in the box, Aunt Kerrie?" asked Mary.

"It's a surprise!" said Aunt Kerrie. She set the box on the table and walked over to talk with Mary's mom.

Suddenly the box began to shake. Then Mary heard a noise.

A soft "Meow" came from the box.

Aunt Kerrie came back into the room. She was caring a bowl of water and a toy mouse. Mary was excited. "I know what's in the box!" she laughed.

The Pet Rock

"A rock can be any pet you want it to be," said Mother. "You don't need to feed it. You don't need to walk it. It doesn't make a mess. It is a good pet to have."

I looked at the rock again. I had to do something fast. I got some paint and painted a face on the rock. Then I put the rock in a box. I put grass around it and put the lid on the box. Then I ran to school.

All the kids wanted to see what I had in the box.

"It's my pet," I said.

"What does it look like?" asked Tim.

"It looks like a rock," I said.

"What does it eat?" asked Molly.

"Nothing," I said.

I took the rock out of the box. "This is my pet rock," I said laughing.

Tim and Molly laughed too. They said I had the best pet!

Why was Mike's pet easy to care for?

Kate and Maria

Kate and Maria were running on the sidewalk. Maria didn't see a tree branch that had fallen across the sidewalk. Maria tripped and fell. She hurt her knee. She had a hard time walking home.

"Stay here, Maria," said Kate. "I'll run home and ask my mother to come and help you."

"Thank you," said Maria. She felt very lucky to have a good friend like Kate.

You can tell from this story that Kate

chool.
aria.

D.___is not a good friend

Stan's Stuff

What is it about stuff? Most of us want more stuff. We want better stuff. We just can't seem to get enough stuff.

Stan was a kid who liked stuff. His bedroom was full of stuff. Everywhere Stan went, he found more stuff. But Stan didn't throw anything away.

Stan had boxes of rocks. He had jars of shiny new pennies and jars of seeds. Tall stacks of books sat next to Stan's bed. Old party hats and flat balloons hung from his window. There was stuff all over, but Stan didn't mind at all.

One day, Mrs. Brown who lived next door called to Stan. "Stan, I have a surprise for you!"

Mrs. Brown gave Stan a big box of old toys. Inside were boats, cars, and trucks. Stan could see a little clown and a fuzzy rabbit. Stan was very happy to have more stuff.

"Do anything you want to with these, Stan," said Mrs. Brown.

Stan thanked Mrs. Brown and took the box home. He set the box on his bed. There wasn't any other place to put it.

That night, Stan could not get in his bed. The box was there. So, he took his blanket and pillow and tried to sleep on the hall floor. It didn't work.

In the morning, Stan's mother was not happy. She said, "Stan, that mess must be cleaned up." Stan knew he had to think of a plan.

At school, Stan told the other children to come to his house that afternoon. Stan ran home after school. He took boxes of rocks and jars of seeds outside. He took the big box of toys. He worked hard putting everything on the grass in front of his house.

When the other children came, Stan told them to take what they wanted. Soon there was nothing left on the grass. Stan's friends were very happy. Stan was happy too. Tonight he could sleep in his bed.

Read this sentence from the passage.

There was stuff all over, but Stan didn't mind.

What word means the same as *mind* in this sentence?

A.___brain
B.___work
C.___think
D. care

Eggs

Eggs are an important food. Most of the eggs we eat come from chickens.

An egg is formed inside a hen. The hen sits on her eggs to keep them warm. Inside the shell, a chick is starting to grow. The white and the yolk of the egg will nourish the chick until it hatches. They are the chick's only food.

The hen spends most of her time on the nest until the chicks are born. The egg's hard shell protects the chick. Chicks grow fast inside the egg. In only twenty-one days, the chicks are ready to hatch.

Suddenly, the shell begins to crack. Then a tiny little beak pokes through. The little chick works hard to come out of the egg. In just a few hours, it can eat and walk by itself.

Seeds

Seeds travel in many ways. Animals, wind, water and people carry seeds.

Seeds stick to an animal's fur. The animal gives the seeds a ride to a new place. The seeds fall off and grow in this new place.

Seeds stick to your hair and clothes. If you walk through some plants in your socks, you may see seeds stuck to your socks. When you

walk under a tree, seeds can fall on your hair. You carry the seeds to other places.

The wind blows seeds far away. Sometimes you can see seeds blowing in the air. You can blow on some plants and see the seeds fly away. This is what the wind does.

Some seeds fall in rivers. The water carries them to different places where they can grow.

All in a Day's Work

What do grown-ups do when they go to work? Some work in offices, and some drive trucks. Some keep other people safe and healthy. Some teach children in school, and other play music for us to enjoy. Some have unusual jobs...like counting alligators.

Harry Dutton counts alligators in the state of Florida to make sure they aren't being over-hunted. At night, he goes out on the water in a boat and looks for alligators. He shines his flashlight along the shore and often sees the light shining back at him from the alligator's eyes.

Some grown-ups play with toys. Yes, it's their job. In toy companies, toy testers make sure every toy works and is safe before it is sent to the stores to sell. Toy testers yank on toys. They twist and hit toys. They drop toys and even step on them. Then, they check to see if the toys have any loose parts that might come off and choke a young child.

One woman enters contests for a job. Another cleans fish tanks at a city aquarium. Some grown-ups work at theme parks like Disneyworld. They dress up in bear, mouse, or dog costumes to entertain children.

People work at many different kinds of jobs. What kind of job would you like to do when you are grown up?

Animals of the Sea

Many different animals live in the sea. Some are mammals. Some are fish. Some are reptiles.

A dolphin is a mammal. A dolphin needs to breathe air and has live babies. Dolphins have smooth bodies and a strong tail. Dolphins can swim fast. Dolphins live in a group called a pod and eat fish. Dolphins are very smart and can talk to each other.

Seals are also mammals. Seals are smart, noisy, and playful. They swim fast, bark like dogs, and are covered with short fur. Seals like to eat fish.

Sharks also live in the sea. Sharks are one of the oldest kinds of animals. There are many different kinds of sharks. Most sharks eat other fish.

An octopus is a strange animal. It has a soft body, no bones, and eight legs. An octopus shoots black ink when it is in danger. An octopus can change the color of its skin,

Turtles are also sea animals. The leather back turtle is the biggest turtle in the world. The leather back turtle lays its eggs on land. It is covered with a leathery skin instead of a shell. Jellyfish are a leatherback turtle's favorite food.

The sea is home to all of these animals and many others. What other animals do you think live in the sea?

<u>Emus</u>

Emus have one big thing in common with ostriches, their close cousins. They can't fly! Emus do have stubby little wings. But for traveling, they depend on their long, strong legs.

Emus really need to get around. They eat food like seeds, flowers, fruits, tender leaves, and insects. These are found only in places with plenty of rain. So, when an area gets too dry, emus move one. They'll often walk hundreds of miles to find a new place to chow down.

When people feed emus, the birds become tame and often hang out where people are. They may even become pests by demanding food. That can be a problem. After all, you don't want to mess with a bird that can weigh 100 pounds or more and stands over 6 feet tall!

As long as there are plenty of wild places to roam in Australia, the birds will do just fine. That's good news for emus!

Water

How many ways have you used water today? Have you had a drink of water? Did you take a bath or a shower? Did you see a cloud or feel a raindrop?

Water has many shapes. Water can be a liquid. We can splash and swim in it. We can drink it. We can fill up a fishbowl or water a plant with it.

Frozen water is a solid. It can be an ice cube. It can be a big iceberg in the sea. It can be the ice you slip or skate on in the winter.

Water can be a gas, or vapor. Steam is heated water that floats in the air. Clouds are made of water droplets. Fog is a cloud near the ground. Rain, sleet, hail, and snow are all forms of water.

Water is all around us!

Which	of	these	is an	exam	ple o	f water	as a	gas?

A	icebergs
B	_steam
C	raindrops
D.	snow

Kangaroos

Kangaroos like to hop. They use their strong back legs and tail to hop. When a kangaroo hops slowly, its tail thumps on the ground.

Kangaroos can only walk forward. Their tails keep them from walking backwards.

Kangaroos are friendly animals, but they will fight if they need to. They balance on their strong tail and kick the other animal with their back legs.

Kangaroos eat grass. They don't need a lot of water, but they like to live where there is grass to eat and shade to sit in. They will hop a long way to find the grass and water they need.

Kangaroos are fun to watch!

This passage would be found in

A	a science book.
B	_a story book.
C	a book of games

Sight Words

Rationale for Sight Word Recognition

Vocabulary instruction should contain three levels of words. Level one words are sight words or high frequency words, and they are the words most frequently encountered as students read.

Research says:

- o The best strategy for strengthening reading fluency and comprehension is to provide students with many opportunities to read the same words orally.
- o To aid in comprehension, students must group words within a sentence into meaningful phrases.
- o Automatic word recognition requires instruction and practice to become effortless.
- The practice of orally rereading text that contains sight words that they know helps students become fluent readers.
- o Helping students to develop a large sight word vocabulary is important to achieving reading success.

Sight Words Fry Instant Words

The Fry list of 600 words is the most frequently used words for reading and writing. The words are listed in rank order. The high-frequency words are also called **sight words** because student must recognize them instantly or on sight. **Word recognition is essential to gain oral reading fluency.**

A student should be able to read a list of 100 words in approximately one minute's time with at least 90% accuracy. That means, the student can miss ten words in reading the list, and still be able to move to the next sight word level.

Student Tutoring Achievement for Reading /Cross-age Tutoring Sight Words by Level List One Words – A-I Levels

Tutor will begin the sight word lessons by having student read the words in the first column. Highlight the words the student <u>can read</u> on a separate copy of the sight word list. <u>Use the un-highlighted</u> words to teach the sight word lessons. When all

1.	the
2.	
	and
4.	а
5.	
	in
7.	is
	you
9.	that
10.	
11.	
	was
13.	for
14.	
15.	are
16.	as
17.	with
18.	
19.	they
20.	1
21.	
22.	
23.	this
	have
	from
	or
27.	one
28.	had
	by .
	word
31.	
32.	
33.	what

rrrea	
34.	all
35.	were
36.	we
37.	when
38.	your
	can
	said
41.	there
42.	use
43.	an
44.	each
45.	which
46.	she
47.	do
48.	how
49.	their
50.	if
51.	will
52.	up
53.	other
54.	about
55.	out
56.	many
57.	then
58.	them
59.	these
60.	SO
61.	some
62.	her
	would
	make
65.	like

68.	
69.	
	look
71.	
72.	more
	write
74.	go
75.	see
76.	number
77.	no
78.	way
79.	could
80.	people
81.	my
82.	than
83.	first
84.	water
85.	been
86.	call
87.	who
88.	oil
89.	now
90.	find
91.	long
	down
93.	day
94.	diď
95.	get
96.	come
97.	made
98.	many
99.	part
	over
100.	0 1 01

66. him

67. into

Student Tutoring Achievement for Reading/Cross-age Tutoring Sight Words by Level List Two Words – J-M Levels

1.	new
2.	sound
3.	take
4.	only
5.	little
6.	work
7.	know
8.	place
9.	year
10.	live
11.	me
12.	back
13.	give
14.	most
	very
	after
17.	thing
18.	
	just
	name
	good
22.	sentence
	man
	think
25.	say
26.	great
27.	where
28.	help
29.	through
30.	much
31.	before
32.	line
33.	right

34. too

35.	mean
36.	old
37.	any
38.	same
39.	tell
40.	boy
41.	following
42.	came
43.	want
	show
	also
_	around
47.	form
	three
49.	small
50.	set
	put
52.	end
	does
54.	another
55.	well
56.	large
57.	must
58. 59.	big
59. 60.	even such
60. 61.	because
62.	turn
63.	here
64.	why
65.	ask
66.	went
67.	men
68.	read

69.	need
70.	land
71.	different
72.	home
73.	use
74.	move
75.	try
76.	kind
77.	hand
78.	picture
79.	again
80.	change
81.	off
82.	play
83.	spell
84.	air
85.	away
86.	animal
87.	house
88.	point
89.	page
90.	letter
91.	mother
92.	answer
93.	found
94.	study
95.	still
96.	learn
97.	should
98.	America
99.	world
100.	high

Student Tutoring Achievement for Reading/Cross-age Tutoring Sight Words by Level List Three Words – N-P Levels

1.	every	34.	seem	67.	state
2.	near	35.	next	68.	once
3.	add	36.	hard	69.	book
4.	food	37.	open	70.	hear
5.	between	38.	example	71.	stop
6.	own	39.	beginning	72.	without
7.	below	40.	life	73.	second
8.	country	41.	always	74.	later
9.	plant	42.	those	75.	miss
	last	43.	both	76.	idea
	school	44.	paper	77.	enough
	father		together	78.	eat
	keep		got	79.	face
	tree	47.	group	80.	watch
	never	48.	often	81.	far
16.	start	49.	run	82.	Indian
	city	50.	important	83.	real
	earth	51.	until	84.	almost
19.	eye	52	children	85.	let
	light	53.	side	86.	above
	thought	54.	feet	87.	girl
	head	55.	car	88.	sometimes
23.	under	56.	mile	89.	mountain
24.	story	57.	night	90.	cut
25.	saw	58.	walk	91.	young
26.	left	59.	white	92.	talk
27.	don't	60.	sea	93.	soon
28.	few	61.	began	94.	list
29.	while	62.	grow	95.	song
30.	along	63.	took	96.	begin
31.	might	64.	river	97.	leave
32.	close	65.	four	98.	family
33.	something	66.	carry	99.	it's
	-			100.	afternoon

Student Achievement for Reading/Cross-age Tutoring Sight Words by Level List Four Words – Q-T Levels

1. 2. 3.	body music color	35.	during	68.	0
4.	stand	36. 37.	short better	69. 70	pattern
5.	sun	37. 38.	best	70.	numeral
6.	questions	30. 39.	however	71.	table
7	fish	40.	low	72.	north
8.	area	41.	hours	73.	,
9.	mark	42.	black	74.	money
10.	dog	43.	products	75.	map
11.	horse	43. 44.	•	76.	farm
12.	birds	45.	whole	77. 70	pulled
13.	problem	46.	measure	78.	draw
14.	complete	47.	remember	79.	voice
15.	room	48.	early	80. 81.	seen cold
16.	knew	49.	waves	82.	cried
17.	since	50.	reached	83.	plan
18.	ever	51.	listen	84.	notice
19.	piece	52.	wind	85.	south
20.	told	53.	rock	86.	sing
21.	usually	54.	space	87.	war
22.	didn't	55.	covered	88.	
23.	friends	56.	fast	89.	fall
24.	easy	57.	several	90.	kind
25.	heard	58.	hold	91.	town
26.	order	59.	himself		l'll
	red		toward		unit
28.	door		five		figure
29.	sure		step		certain
30.	become	63.	morning		field
31.	top		passed		travel
	ship	65.	•		wood
33.	•	66.	true		fire
					. upon

Student Tutoring Achievement for Reading/Cross-age Tutoring Sight Words by Level List Five Words – U-W

27.28.29.	verb stars front feel fact inches street decided contain course surface		note nothing rest carefully scientists inside wheels stay green known island week less machine base ago stood plane system behind ran round boat game force brought understand warm common bring	67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 80. 81. 82. 83. 84. 85. 86. 87. 88. 90. 91. 92. 93. 94. 95.	shape deep thousands yes clear equation yet government filled heat full hot check object am rule among noun power cannot able six size dark ball material special heavy
29.	surface				•
30.	produce	63.	bring	96.	fine
31.	building	64.	•	97.	pair
32.	ocean	65.	•	98.	•
33.	class	66.	•	99.	include built

Student Tutoring Achievement for Reading/Cross-age Tutoring Sight Words by Level List Six Words – X-Z Levels

1. 2. 3. 4. 5. 6. 7.	can't matter square syllables perhaps bill felt	34. 35. 36. 37. 38. 39.	exercise eggs train blue wish drop developed	67. 68. 69. 70. 71. 72.	job edge past sign record finished discovered
8.	suddenly	41.	window	74.	wild
9.	test	42.	difference	75.	happy
10.	direction	43.	distance	76.	beside
11.	center	44.	heart	77.	gone
12.	farmers	45.	sit	78.	sky
13.	ready	46.	sum	79.	glass
14.	anything	47.	summer	80.	million
15.	divided	48.	wall	81.	west
16.	general	49.	forest	82.	lay
17.	energy	50.	probably	83.	weather
18.	subject	51.	legs	84.	root
19.	Europe	52.	sat	85.	instruments
20.	moon	53.	main	86.	meet
21.	region	54.	winter	87.	third
22.	return	55.	wide	88.	months
23.	believe	56.	written	89.	paragraph
24.	dance	57.	length	90.	raised
25.	members	58.	reason	91.	represent
26.	picked	59.	kept	92.	soft
27.	simple	60.	interest	93.	whether
28.	cells	61.	arms	94.	clothes
29.	paint	62.	brother	95.	flowers
30.	mind	63.	race	96.	shall
31.	love	64.	present	97.	teacher
32.	cause	65.	beautiful	98.	held
33.	rain	66.	store	99. 100.	describe drive

Sight Word Lesson #1

The parent will begin the sight word lessons by having their child read the words on level one, one column at a time. Highlight the words the child can read on the sight word list. Use the unhighlighted words to teach the sight word lessons. When all the words are known on level one, and the child can read the list in approximately one minute or less, the child can move on to level two.

Sometimes a child can read all the words on the sight word list, but can not meet the time limitation, after several attempts to meet the one minute requirement, move that child to the next list. We want the child to experience success, so disregard the time limitation.

- 1. The parent will have the child read the words on the level one.
- 2. The parent will <u>highlight</u>, <u>underline</u>, <u>or star the words the</u> child can read.

Sight Words Lesson #2

- 1. Take one or two minutes to review previously known sight words by having the child read the sight word list on the level on which you are currently working. Highlight the words in the column that the child reads correctly.
- 2. Have the child sit side by side with you. The child spells ten unhighlighted words as the parent writes one word on each of ten index cards.
- 2. Makes a stack of the ten sight word cards. Then flash one card at a time for the child to read. If the child does not know the word, the parent tells the child the word and has he/she read that word three times. Add that word to the back of the stack of sight word cards to be reread. The parent continues flashing the word cards and has the child read them until the stack is completed.
- 3. If time permits, repeat the reading of the sight word cards.
- 4. As the child learns the words on the cards, replace the words with <u>unhighlighted</u> words from the level on which you are currently working.
- 5. At the end of this lesson place a rubber band around the sight word cards and keep them with your binder. You will use these word cards for other lessons.
- 6. If the child has learned all of the sight words on a level, move to the next level and refer to sight word lesson #l.

Sight Words Lesson #3

- 1. Take one or two minutes to review previously known sight words by having the child read the sight word list from the level on which you are currently working. Highlight the words in the column that the child reads correctly.
- 2. Using the word cards you made in lesson two, arrange the sight word cards in a 3-by-3 grid, as in the illustration below. There will be word cards left over.

them	thing	have	
like	down	many	
come	made	good	

- 3. Have the child read as many words as possible down the columns and then across the rows. If the child makes an error, you can correct her/him and have her/him repeat the row or column again.
- 3. Replace the word card not used with a word card that the child knows well. Then have the child read down the columns and them across the rows again.

Sight Words Lesson #4

- 1. Take one or two minutes to review previously known sight words by having the child read the sight word list from the level in which you are currently working. Highlight the words in the column that the child reads correctly.
- 2. The parent sits side by side with the child. The parent asks the child to write one <u>unhighlighted</u> word. The child writes one word on a piece of paper, white board, or chalkboard.
- 3. Each time the child writes the word, have him/her read the word to you.
- 4. Have the child close his/her eyes and picture the spelling of the word. With child's eyes closed have the child spell the word aloud.
- 5. Repeat steps 2, 3, and 4 until the child has written, read, and pictured 5-10 words.

Sight Words Lesson #5

- 1. Repeat Lesson #2, Lesson #3, and Lesson #4 until the child knows all the words on the level word list in which you have been working.
- 2. Take one or two minutes to review previously known sight words by having the child read the words on the level word list in which you have been working.
- 3. Set a timer for one minute and have the child reread the list while you time him/her.

On a piece of scratch paper write down each word the child reads incorrectly.

4. The child can move to the next level if he/she can read the list in approximately one minute's time with 90% accuracy and have only ten reading errors.

If the child cannot meet the time limitation, but can read all the words correctly, time the child rereading the list of words for two or three more times and if they cannot meet the time limitation, move on to the next level anyway. Timing some children while reading may cause them to experience fear or anxiety.

Oral Reading Fluency

Oral Reading Fluency Rationale

Fluency is the ability to read a text accurately and quickly. When fluent readers read silently, they recognize words automatically. They group words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking.

Fluency is important because it provides a bridge between word recognition and comprehension. Because fluent readers do not have to concentrate on decoding the words, they can focus their attention on what the text means.

Research Says:

- There are several effective techniques related to repeated oral reading:
- 1. Students read and reread a text a certain number of times or until a certain level of fluency is reached. Four rereadings are sufficient for most students.
- 2. Oral reading practice is increased through the use of audiotapes, tutors, peer guidance, or other means.
 - o Reading fluency can be developed gradually over time and through substantial practice. Fluency can be developed by modeling fluent reading and by having a student engage in repeated oral reading.
 - o Monitoring a student's progress in reading fluency is useful in evaluating instruction and setting instruction goals.
 - Monitoring a student's progress in reading fluency can be motivating to the student.

Student Tutoring Achievement for Reading/Cross-age Tutoring Fry Phrases Group 1

By practicing reading these phrases students can improve both speed and accuracy.

There are approximately 75 words on a page.

1. the little boy	14. it was new
2. a good boy	15. work on it
3. is about me	16. can come here
4. then you give	17. they will go
5. was to come	18. are so long
6. old and new	19. three of them
7. what we know	20. before this one
8. that old man	21. your little boy
9. in and out	22. as long as
10. not up here	23. but not me
11. good for you	24. be here again
12. down at work	25. have been good
13. with his cat	

Student Tutoring Achievement for Reading/Cross-age Tutoring Fry Phrases Group 2

By practicing reading these phrases students can improve both speed and accuracy.

There are approximately 75 words on a page.

1. he is it	14.	when they come
2. I can go	15.	so I went
3. they are here	16.	my little house
4. one by one	17.	very good girl
5. good and wet	18.	all around
6. came with me	19.	would you like
7. about a dog	20.	any good book
8. had a hat	21.	have you been
9. if you come	22.	we are out
10. some good candy	23.	here and there
11. up and down	24.	from my mother
12. her green hat	25.	a nice day
13. say and do		

Student Tutoring Achievement for Reading/Cross-age Tutoring Fry Phrases Group 3

By practicing reading these phrases students can improve both speed and accuracy.

There are approximately 75 words on a page.

1. to go home	14. a little dog
2. see the dog	15. he has it
3. then they went	16. sit by them
4. look at us	17. how do you
5. yes and no	18. like the book
6. play with him	19. in our car
7. by the house	20. what do you
8. he was going	21. do you know
9. come to me	22. make a book
10. get the cat	23. which one is
11. in or out	24. this much is
12. one, two, three	25. about his frog
13. to the man	

By practicing reading these phrases students can improve both speed and accuracy.

There are approximately 75 words on a page.

1. who am I	14. before you go
2. an old cat	15. just one day
3. in their car	16. about this long
4. she had some	17. here it is
5. a new school	18. get the other
6. he said it	19. our old car
7. did not go	20. then take it
8. a good boy	21. cat has been
9. three little dogs	22. again and again
10. up and down	23. would give him
11. go to work	24. day after day
12. put it out	25. many of them
13. we were there	

By practicing reading these phrases students can improve both speed and accuracy.

There are approximately 75 words on a page.

1. saw a cat	14. could I go
2. at home again	15. in the book
3. as soon as	16. look at that
4. stand on the	17. is my mother
5. in the box	18. run out of
6. upon a time	19. at school today
7. the first one	20. with the people
8. came up to	21. all last night
9. a tall girl	22. into my room
10. a big house	23. began to say
11. find a rock	24. I think that
12. because it was	25. on the back
13. made me mad	

By practicing reading these phrases students can improve both speed and accuracy. There are approximately 75 words on a page.

1. such a big box	14. much to eat
2. where it was	15 want to say
3. I am not	16. one year old
4. a great ball	17. the white pine
5. yesterday morning	18. got a cup
6. live in a	19. wanted to play
7. four of them	20. found his dog
8. at last a	21. that was left
9. color the box	22. bring her home
10. putting away her	23. men were there
11. tall red hat	24. as you wish
12. friend of the	25. red and black
13. to look pretty	

By practicing reading these phrases students can improve both speed and accuracy.

There are approximately 75 words on a page.

1. may come to	14. should we do
2. he let us	15. never would come
3. was to use	16. two books each
4. these big chairs	17. was the best
5. turn right at	18. at another time
6. who were present	19. it would seem
7. we should leave	20. the pretty tree
8. her left hand	21. was her name
9. more people can	22. very dear to
10. why not make	23. the tall oak
11. be done better	24. next to the
12. it was under	25. please come to
13. while the rain	

By practicing reading these phrases students can improve both speed and accuracy.

There are approximately 75 words on a page.

1. dog ran fast	14. near the dog
2. five blue balls	15. older than him
3. read very well	16. in the open
4. over the hill	17. kind and good
5. such a treat	18. must go now
6. on the way	19. high in the
7. eat too much	20. far and near
8. shall sing for	21. both of you
9. my own bed	22. end of the
10. most of all	23. would go also
11. sure am happy	24. until we see
12. saw a thing	25. call me so
13. only for fun	

Oral Reading Fluency Lesson #1

NOTE; If you do not have a book on the child's <u>independent reading</u> level, start with the first oral reading passage. When your child becomes fluent, (the child's reading is accurate, not choppy, and the child reads mostly in meaningful phrases), with this passage move to the next one.

- 1. Pick a paragraph from you child's book on his/her **independent** reading level or pick a passage from the oral reading passages included in this section of the binder.
- 2. Read the selected passage/paragraph to the child, modeling fluent reading. (Read accurately, quickly and with expression.)
- 3. Say to child: "Now it is your turn to read the passage. As you read, try to read quickly, smoothly and in meaningful phrases." Have the child read the text until the child's reading sounds fluent. Stop after three or four readings.
- 4. Listen to see if the child is reading quickly, accurately and in meaningful phrases.
- 5. Provide positive feedback.

Oral Reading Fluency Lesson #2

- 1. Choose a paragraph from your child's book on his/her **independent** reading level or use a passage from the oral reading passages included in this section of the binder.
- 2. Read the selected paragraph/passage to the child, modeling fluent reading. (Read the passage accurately, quickly and with expression.)
- 3. Say to the child: "Now let's read the paragraph together." Set the pace for **reading at the child's rate** and not your reading rate. After each reading, if you feel the child could increase the rate at which you are reading together, and still read accurately in meaningful phrases, gradually increase the reading rate.
- 4. Have the child read the text until the reading sounds fluent. Stop after the **fourth** reading.
- 5. Provide positive feedback.

Oral Reading Fluency Lesson #3

NOTE: In order to determine where to begin practicing the correct group of Fry Phrases, have your child read group one. If he/she can read group one fluently and accurately, move your child to group two and begin the reading practice.

- 1. Have the child practice reading twelve or thirteen phrases in the Fry Phrases Group where you are currently working. If a student gets stuck on a word, give him/her a prompt to help them. A good prompt would be, "Does that sound right"? After giving the child two or three prompts, tell him/her the word.
- 2. When the child's reading of the group sounds fluent move the child on to step three. (It could take four or five tutoring sessions for the reading to sound fluent.)
- 3. There are approximately 75 words in each group. **Using a timer**, time the child as he/she reads a group. When the child can read the group in **one minute or less**, move the child to the next group. If the group cannot be read in a minute's time, continue to work on the same group the next session.
- 4. If the child cannot meet the time limitation, but can read all the phrases correctly, continue practicing the same group for two or three tutoring sessions, then and move the child to the next group of Fry Phrases.

Oral Reading Fluency Lesson #4

- 1. Pick a paragraph from the book on the child's independent reading level or from the passages provided in this section of the binder that the child read today. The paragraph should be one where the **child's reading sounded fluent** (the child's reading was accurate, was not choppy and the child read mostly in meaningful phrases).
- 2. Using a **timer**, time the child as he reads the paragraph. Encourage the child to put forth his/her best effort in reading.
- 3. Count the number of words the child read.
- 4. Figure the words per minute read correctly (wcpm) by following the formula below:

Total number of words read

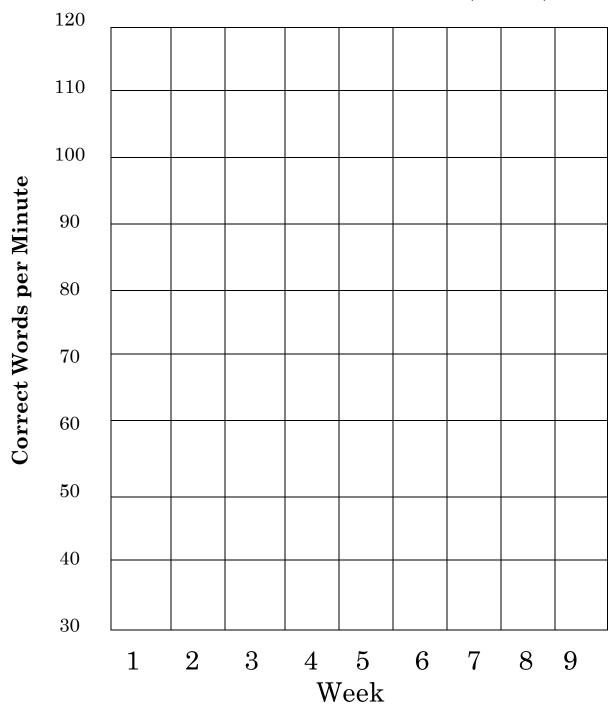
Subtract number of errors

Words correct per minute (wcpm)

Example: If the child reads **59** words and has **7** errors, the child reads **52** words correct per minute (wcpm).

Note: Record the wcpm on the child's Oral Reading Fluency (CWPM) Graph. The graph is located on the following page

Oral Reading Fluency Correct Words Per Minute (CWPM)



Student Performance

Oral Reading Fluency Lesson #5

NOTE: Begin practicing the Fry Phrases where you left off the last session working with your child. If he/she can read the group of phrases fluently and accurately, move on to the next group and begin the reading practice.

- 1. Have the child practice reading twelve or thirteen phrases in the Fry Phrase Group where you are currently working. If a student gets stuck on a word, give him/her a prompt. A good prompt would be, "Does that sound right"? After giving the child two or three prompts, tell him/her the word.
- 2. When the child's reading of the group sounds fluent move the child on to step three. (It could take four or five tutoring sessions for the reading to sound fluent.)
- 3. There are approximately 75 words in each group. **Using a timer**, time the child as he/she reads a group. When the child can read the group in **one minute or less**, move the child to the next group. If the group cannot be read in a minute's time, continue to work on the same group the next session.
- 4. If the child cannot meet the time limitation, but can read all the phrases correctly, continue practicing the same group for two or three more tutoring sessions, then move the child to the next group.

Spanish

STAR Programa de Tutoría de los Padres

Nota: Después de que su niño(a) haya leído, hágale las siguientes preguntas:

A. Ficción: cuentos con hechos no reales. Cuando lean cuentos de ficción:

1. Dígale a su niño(a): "Dime cuáles son los personajes del cuento."

Los personajes son las personas, animales o cosas de las cuales se trató el cuento.

Regresen al cuento si su niño(a) no le puede decir quienes son los personajes y ayúdele a encontrarlos.

2. Luego diga: "¿Dónde sucedió éste cuento?"

El lugar donde sucede el cuento es el escenario. Regresen al cuento si su niño(a) no le puede decir cual es el escenario y ayúdele a identificar el lugar donde sucedió el cuento.

3. Entonces diga: ¿Hay alguna palabra que no entendiste cuando leíste el cuento?

Regresen al cuento y pida a su niño(a) que encuentre la palabra. Lea la oración donde se encuentra la palabra y ayúdele a entender el significado de la palabra, esto le ayudara a enriquecer su vocabulario.

B. No Ficción (informativo) – cuentos o historias de hechos reales.

Cuando lean cuentos o historias informativas:

1. Diga: Hay cinco preguntas que los buenos lectores se hacen cuando leen y estas son:

Español	Inglés	Pronunciación en español
quién	who	"ju"
cuándo	when	"juen"
dónde	where	"juer"
por qué	why	"juan"
cómo	how	"jao"

- 2. Haga que su niño(a) tracé su mano sobre una hoja de papel.
- 3. En cada uno de los dedos escriba una de las cinco preguntas de acuerdo a como las vayan a usar en inglés o en español.
- 4. Usando el dibujo de la mano hágale las preguntas a su niño(a) sobra la lectura. Si su niño(a) no puede contestarle, regrese a la lectura y ayúdele a encontrar la respuesta. Haga lo mismo después de cada pregunta.

Como usar la mano con las preguntas:

Señalando la palabra que esta escrita en el dedo diga:

- ¿De quién se trato la historia?
- ¿Cuándo pasaron los hechos en la historia?
- ¿Dónde pasaron los hechos en la historia?
- ¿Por qué te gusto la historia?
 ¿Por qué no te gusto la historia?
- ¿Cómo termina la historia?

Práctique leyendo con su niño(a) 5 palabras diariamente. Continue con las siguiente 5 palabras cuando su niño(a) las pueda leer con fluidez. Usted podra leer en español la pronunciación de las palabras en inglés. Lea la pronunciación como está escrita en español y escuche que su niño(a) lea bien la palabra en inglés.

Nota especial:

*gü = suena como en el ladrido del perro "guau" "guau" *w = se pronuncía como "w" de Winnie de Pooh *wh = se pronuncía como "j" de Juan

Sugerencia: Haga tarjetas para facilitar la práctica de las palabras frecuentes.

Aquí encontrara una muestra:

En un trozo de cartulina o papel escriba la palabra en inglés al frente de la tarjeta y escriba la pronunciación en español en la parte de atraz, para que al mostrarsela a su niño(a) él pueda leer la palabra en inglés y usted pueda leer la pronunciación en español.

the "da"

Lista uno - Niveles A-I

Pala	<u>bra en Ingles</u>	Se Pronuncia	<u>Significa</u>
1.	the	da	el/la/los/las
2.	of	av	de
3.	and	end	у
4.	a	ei	un/una/unos/unas
5.	to	tu	para
6.	in	in	dentro
7.	is	is	es
8.	you	llu	tu
9.	that	dat	eso
10.	it	it	eso/esto
11.	he	ji	él
12.	was	güas	era/fué
13.	for	for	para
14.	on	an	sobre/encima/en
15.	are	ar	son/estan
16.	as	eas	tan/como
17.	with	güid	con
18.	his	jis	su (para él)
19.	they	dei	ellos/ellas
20.		ai	yo
21.	at	et	en (del lugar)
22.	be	bi	ser/estar
23.	this	dis	esto/esta
24.	have	jev	tener/tiene
25.	from	fram	de/desde
26.	or	or	Ó
27.	one	uan	uno/una
28.	had	jed	tuve/tenia
29.	by	bai	por/cerca de
30.	word	güord	palabra
31.	but	bat	pero
32.	not	nat	no
33.	what	juat	qué

Lista uno - Niveles A-I

Pala	bra en Ingles	Se Pronuncia	<u>Significa</u>
34.	all	al	todo/toda
35.	were	güer	estava/estuvo
36.	we	güi	nosotros
37.	when	juen	cuando
38.	your	llour	suyo
39.	can	ken	poder/lata
40.	said	sed	dijo
41.	there	der	allí
42.	use	yus	usar
43.	an	en	un/una
44.	each	ich	cada
45.	which	juich	cúal
46.	she	chi	ella
47.	do	du	hacer
48.	how	jao	cómo
49.	their	der	de ellos
50.	if	if	si condicional
51.	will	güil	hare (futuro)
52.	up	ар	arriba
53.	other	ader	otro
54.	about	abaut	acerca de
55.	out	aut	afuera
56.	many	meni	muchos
57.	then	den	luego
58.	them	dem	ellos/ellas
59.	these	diis	esos/esas/estos/estas
60.	SO	SO	entonces
61.	some	sam	algunos/algunas
62.	her	jer	de ella
63.	would	güd	podrias
64.	make	meik	hacer
65.	like	laik	gustar/como
66.	him	jim	él
67.	into	intu	dentro

Lista uno - Niveles A-I

<u>Pala</u>	<u>bra en Ingles</u>	Se Pronuncia	<u>Significa</u>
68.	time	taim	tiempo
69.	has	jes	tiene
70.	look	luk	mirar
71.	two	tu	dos
72.	more	mor	más
73.	write	rait	escribir
74.	go	go	ir
75.	see	si	ver
76.	number	namber	número
77.	no	no	no
78.	way	güey	manera
79.	could	cud	podría
80.	people	pipol	gente
81.	my	mai	mío
82.	than	den	más/que
83.	first	ferst	primero
84.	water	güarer	agua
85.	been	bin	estar
86.	call	cal	llamar
87.	who	ju	quién
88.	oil	oiol	aceite
89.	now	nao	ahora
90.	find	faind	encontrar
91.	long	lang	largo
92.	down	daun	abajo
93.	day	dei	día
94.	did	did	hizo
95.	get	get	agarrar
96.	come	cam	venir
97.	made	meid	hecho/construido
98.	many	meni	muchos
99.	part	part	parte
100.	over	over sobre de/p	asado de/finalizado

Lista dos - Niveles J-M

<u>Pala</u>	<u>bra en Ingles</u>	Se Pronun	<u>cia</u> Si	<u>ignifica</u>
1.	new	niu	ทเ	uevo
2.	sound	saund	SC	onido
3.	take	teik	to	mar
4.	only	onli	ur	nico
5.	little	lirol	ре	equeño
6.	work	güork	tra	abajar
7.	know	nou	Sa	aber/conocer
8.	place	pleis	lu	gar
9.	year	llier	aŕ	ño
10.	live	liv	vi	vir
11.	me	mi	yc)
12.	back	bek	de	etrás/espalda
13.	give	guiv	da	ar
14.	most	most	m	ás que
15.	very	verri	m	uy
16.	after	after	de	espues
17.	thing	ting	CC	osa
18.	our	aor	ทเ	uestro
19.	just	llust	no	o demas/justo
20.	name	neim	no	ombre
21.	good	gud	bı	ueno
22.	sentence	sentens	or	ración
23.	man	men	ho	ombre
24.	think	tink	ре	ensar
25.	say	sei	di	(decir)
26.	great	greit	gr	randioso
27.	where	juer	do	onde
28.	help	jelp	ay	yuda
29.	through	tru	а	travéz de
30.	much	mach	m	ucho
31.	before	bifor	ar	ntes de
32.	line	lain	lir	nea
33.	right	rait	correcto	o/deracha/derecho
34.	too	tu	ta	mbién/demasiado

Lista dos - Niveles J-M

Pala	bra en Ingles	Se Pronuncia	<u>Significa</u>
35.	mean	min	malo/sigificado
36.	old	old	viejo
37.	any	eni	cualquier
38.	same	seim	igual
39.	tell	tel	decir
40.	boy	boi	niño
41.	following	faloing	siguiendo
42.	came	keim	vino
43.	want	güant	querer
44.	show	chou	presentación
45.	also	also	también
46.	around	arraund	alrededor
47.	form	form	forma
48.	three	tri	tres
49.	small	smol	pequeño
50.	set	set	grupo
51.	put	put	poner
52.	end	end	final
53.	does	das hace	er (auxiliary del verbo)
54.	another	anader	otro
55.	well	güel	bien
56.	large	larch	grande
57.	must	mast	tiene que
58.	big	big	grande
59.	even	iven aun	que/numeropar/parejo
60.	such	sach	tan/tal/semejante
61.	because	bicas	porque
62.	turn	tern	voltear
63.	here	jier	aquí
64.	why	juai	por qué
65.	ask	esk	preguntar
66.	went	güent	fué
67.	men	miin	hombres
68.	read	rid	leer

Lista dos – Niveles J-M

Pala	<u>bra en Ingles</u>	Se Pronuncia	<u>Significa</u>
69.	need	nid	necesitar
70.	land	lend	tierra/terreno
71.	different	diferent	diferente
72.	home	jom	hogar
73.	use	yus	usar
74.	move	muv	mover
75.	try	trai	intentar
76.	kind	caind	tipo/amable
77.	hand	jend	mano
78.	picture	picchur	dibujo
79.	again	aguen	otra vez/de nuevo
80.	change	cheinch	cambío
81.	off	of	apagado
82.	play	plei	jugar/tocar
83.	spell	speol	deletrear
84.	air	er	aire
85.	away	agüei	distancía
86.	animal	animol	animal
87.	house	jaus	casa
88.	point	point	punto
89.	page	peich	pagina
90.	letter	lerer	carta/letras
91.	mother	mader	madre
92.	answer	enser	respuesta
93.	found	faund	encontrar
94.	study	stadi	estudiar
95.	still	stil	todavia/ sin mover
96.	learn	lern	aprender
97.	should	chud	devería
98.	America	Amerrica	America
99.	world	güerld	mundo
100.	high	jai	alto

Lista tres - Niveles N-P

ibra en Ingles	Se Pronuncia	<u>Significa</u>
every	evrri	cada cual
near	nier	cerca de
add	ed	sumar
food	fud	comida
between	bituin	en medio de
own	oun	propío
below	bilou	abajo
country	cauntri	pais
plant	plent	planta
last	lest	último
school	scul	escuela
father	fader	padre
keep	kip	quedarse con
tree	tri	árbol
never	never	núnca
start	start	empezar
city	siti	ciudad
earth	ert	la tierra (planeta)
eye	ai	ojo
light	lait	luz
thought	tat	pensamiento
head	jed	cabeza
under	ander	debajo
story	storri	cuento
saw	sa	ví (de ver)
left	left izquierda/s	e fué/quedo/dejar
don't	don't	que no
few	fiu	poco
while	juail	mientras
along	alang	con
might	mait	pueda que
close	clous	cerrado
something	samting	algo
	every near add food between own below country plant last school father keep tree never start city earth eye light thought head under story saw left don't few while along might close	every evrri near nier add ed food fud between bituin own oun below bilou country cauntri plant plent last lest school scul father fader keep kip tree tri never never start city siti earth ert eye ai light lait thought tat head jed under ander story storri saw sa left left left izquierda/s don't few fiu while along might mait close

Lista tres - Niveles N-P

37. open open abierto 38. example eksempol ejemple 39. beginning biguening comier 40. life laif vida 41. always algüeis siempr	<u>ca</u>
36. hard jard duro/di 37. open open abierto 38. example eksempol ejemple 39. beginning biguening comient 40. life laif vida 41. always algüeis siempr	cer
37. open open abierto 38. example eksempol ejemple 39. beginning biguening comier 40. life laif vida 41. always algüeis siempr	ite
38. example eksempol ejemple 39. beginning biguening comier 40. life laif vida 41. always algüeis siempr	ficultad
39. beginning biguening comier 40. life laif vida 41. always algüeis siempr	
40. life laif vida 41. always algüeis siempr	0
41. always algüeis siempr	1ZO
40 46	е
42. those dous esos	
43. both bouf ambos	
44. paper peiper papel	
45. together tugueder juntos	
46. got gat obtene	r
47. group grupo grupo	
48. often aften seguid	0
49. run ran correr	
50. important important importa	ante
51. until antil desde	
52. children children niño	
53. side said lado	
54. feet fit pies	
55. car carr carro	
56. mile mail milla	
57. night nait noche	
58. walk güalk camina	ar
59. white juait blanco	
60. sea si mar	
61. began biguen empez	Ó
62. grow grou crecer	
63. took tuk llevar	
64. river river río	
65. four for cuatro	
66. carry kerri cargar	

Lista tres - Niveles N-P

<u>Pala</u>	bra en Ingles	Se Pronuncia	<u>Significa</u>
67.	state	steit	estado
68.	once	ans	una vez
69.	book	buk	libro
70.	hear	jier	oir
71.	stop	stop	alto/parar
72.	without	güidaut	sin
73.	second	second	segundo
74.	later	leiter	luego
75.	miss	mis	señorita
76.	idea	aidia	idea
77.	enough	inaf	suficiente
78.	eat	it	comer
79.	face	feis	rostro
80.	watch	güach	reloj
81.	far	far	lejos
82.	Indian	indien	indio
83.	almost	almost	casi
85.	let	let	dejar
86.	above	abav	arriba de
87.	girl	grl	niña
88.	sometimes	samtaims	algunas veces
89.	mountain	maunten	montaña
90.	cut	kat	cortar
91.	young	llang	joven
92.	talk	talk	hablar
93.	soon	sun	pronto
94.	list	list	lista de
95.	song	sang	canción
96.	begin	biguin	empezar
97.	leave	liv	dejar
98.	family	famali	familia
99.	it's	its	eso es
100.	afternoon	afternun	tarde

Lista cuatro - Niveles Q-T

<u>Pala</u>	bra en Ingles	Se Pronuncia	<u>Significa</u>
1.	body	bari	cuerpo
2.	music	miusik	música
3.	color	caler	color
4.	stand	stend	ponerse de pie
5.	sun	san	sol
6.	questions	cueschtens	preguntas
7.	fish	fich	pez
8.	area	er-ría	área
9.	mark	mark	marcar
10.	dog	dag	perro
11.	horse	jors	caballo
12.	birds	brds	pájaro
13.	problem	problem	problema
14.	complete	camplit	completer
15.	room	rum	cuarto
16.	knew	niu	sabía
17.	since	sins	desde que
18.	ever	ever	nunca
19.	piece	pis	pedazo
20.	told	told	dijo
21.	usually	lluchuali	usualmente
22.	didn't	didnt	no hecho
23.	friends	frends	amigo
24.	easy	isi	fácil
25.	heard	jerd	escucho
26.	order	orer	orden
27.	red	red	rojo
28.	door	dor	puerta
29.	sure	chur	por seguro
30.	become	bikam	llegar a ser
31.	top	tap	tapa/cima/arriba
32.	ship	chip	barco
33.	across	acras	a través de

Lista cuatro - Niveles Q-T

Pala	abra en Ingles	Se Pronuncia	<u>Significa</u>
34.	today	tudey	hoy
35.	during	dur-ring	durante
36.	short	chort	corto
37.	better	berer	mejor
38.	best	best	lo mejor
39.	however	jaoever	de cualquie manera
40.	low	lou	bajo
41.	hours	aurs	horas
42.	black	blek	negro
43.	products	pradaks	productos
44.	happened	japend	paso
45.	whole	jol	completo
46.	measure	mechur	medir
47.	remember	rimember	recuerda
48.	early	erli	temprano
49.	waves	güeivs	olas
50.	reached	rich	alcanzar
51.	listen	lisen	escuchar
52.	wind	güind	viento
53.	rock	rak	piedra
54.	space	speis	espacio
55.	covered	caverd	cubrir
56.	fast	fest	rápido
57.	several	severol	varios
58.	hold	jold	retener/sostener
59.	himself	jimself	él mismo
60.	toward	tord	hacia
61.	five	faiv	cinco
62.	step	step	paso
63.	morning	morning	la mañana
64.	passed	peassd	pasar
65.	vowel	vaol	vocal
66.	true	tru	verdad

Lista cuatro - Niveles Q-T

<u>Pala</u>	<u>bra en Ingles</u>	Se Pronuncia	<u>Significa</u>
67.	hundred	jandred	cien
68.	against	aguenst	contra
69.	pattern	pearen	patrón
70.	numeral	níumer-ral	numeral
71.	table	teibol	mesa
72.	north	nort	norte
73.	slowly	slouli	despacio
74.	money	mani	dinero
75.	map	mep	mapa
76.	farm	farm	granja
77.	pulled	puld	jalar
78.	draw	droa	dibujar
79.	voice	vois	VOZ
80.	seen	sin	visto
81.	cold	cold	frío
82.	cried	craid	lloró
83.	plan	plen	plan
84.	notice	notis	notícia
85.	south	saud	sur
86.	sing	sing	cantar
87.	war	güor	Guerra
88.	ground	graund	suelo
89.	fall	fal	caer/otoño
90.	kind	kaind	tipo/amable
91.	town	taun	pueblo
92.	l'II	ail	yo hare
93.	unit	llunit	unidad
94.	figure	figure	figura
95.	certain	serten	ciertamente
96.	field	fiold	campo
97.	travel	trevol	viajar
98.	wood	güud	madera
99.	fire	fair	fuego
100.	upon	apan	después

Lista cinco – Niveles U-W

Pala	<u>bra en Ingles</u>	Se Pronuncia	<u>Significa</u>
1.	done	dan	hecho (terminado)
2.	English	Inglish	Inglés
3.	road	roud	camino
4.	half	jef	mitad
5.	ten	ten	diez
6.	fly	flai	volar/mosca
7.	gave	gueiv	dar
8.	box	baks	caja
9.	finally	fainali	finalmente
10.	wait	güeit	esperar
11.	correct	correct	correcto
12.	oh	0	oh
13.	quickly	cuikli	rápido
14.	person	persen	persona
15.	became	bikeim	pasó a ser
16.	shown	choun	presentado
17.	minutes	minets	minutos
18.	strong	strang	fuerte
19.	verb	verb	verbo
20.	stars	stars	estrellas
21.	front	frant	en frente
22.	feel	fil	sentir
23.	fact	fekt	dato
24.	inches	inches	pulgadas
25.	street	struit	calle
26.	decided	disaided	decidido
27.	contain	canten	contiene
28.	course	kors	curso
29.	surface	serfeis	superficie
30.	produce	produs	producir
31.	building	bilding	edificar/edificio
32.	ocean	oschen	oceano
33.	class	cles	clase

Lista cinco – Niveles U-W

<u>Pala</u>	bra en Ingles	Se Pronuncia	<u>Significa</u>
34.	note	nout	nota
35.	nothing	nating	nada
36.	rest	rest	descansar
37.	carefully	kerfuli	cuidadosament
38.	scientists	saentist	cientifico
39.	inside	insaid	adentro
40.	wheels	juils	rueda
41.	stay	stei	quedarse
42.	green	grin	verde
43.	known	noun	conocido
44.	island	ailand	isla
45.	week	güik	semana
46.	less	less	menos
47.	machine	machin	máquina
48.	base	beis	base
49.	ago	ago	hace
50.	stood	stud	parado
51.	plane	plein	plano/avión
52.	system	sistem	sistema
53.	behind	bejaind	detrás
54.	ran	ren	corrio
55.	round	raund	redondo
56.	boat	bout	barco/bote
57.	game	gueim	juego
58.	force	fors	fuerza
59.	brought	brat	trajo
60.	understand	anderstend	entendido
61.	warm	güarm	cálido/tibio
62.	common	camen	común
63.	bring	bring	traer
64.	explain	eksplein	explicar
65.	dry	drai	secar
66.	through	tru	a travez de

Lista cinco – Niveles U-W

Pala	bra en Ingles	Se Pronuncia	<u>Significa</u>
67.	language	lenguich	lenguaje
68.	shape	cheip	figura
69.	deep	dip	profundidad
70.	thousands	tausans	mil
71.	yes	lles	sí
72.	clear	klier	claro
73.	equation	icueschon	ecuación
74.	yet	llet	todavía
75.	government	gaverment	govierno
76.	filled	fild	llenar
77.	heat	jit	calentar
78.	full	ful	lleno
79.	hot	jat	caliente
80.	check	chek	revizar
81.	object	ab-llekt	objeto
82.	am	em	ser
83.	rule	rul	reglamento
84.	among	amang	entre
85.	noun	naun	sujeto
86.	power	pagüer	poder
87.	cannot	kennat	no puede
88.	able	eibol	disponible
89.	six	siks	seis
90.	size	sais	tamaño
91.	dark	dark	obscuro
92.	ball	bal	pelota
93.	material	matirrial	material
94.	special	spschol	especial
95.	heavy	jevi	pesado
96.	fine	fain	bien/cobro
97.	pair	per	par
98.	circle	sercol	círculo
99.	include	includ	incluir
100.	built	bilt	construir

Lista seis – Niveles X-Z

<u>Pala</u>	ıbra en Ingles	Se Pronuncia	<u>Significa</u>
1.	can't	kent	no poder
2.	matter	merer	suceso
3.	square	scuer	cuadrado
4.	syllables	silabols	sílabas
5.	perhaps	perjeps	por si acaso
6.	bill	bil	billete
7.	felt	felt	sintío
8.	suddenly	sadenli	de repente
9.	test	test	exámen
10.	direction	dirrekchon	dirección
11.	center	senter	centro
12.	farmers	farmers	granjeros
13.	ready	redy	listo
14.	anything	eniting	cualquier
15.	divided	divaided	dividido
16.	general	llenerol	general
17.	energy	enerlli	energía
18.	subject	sab-llekt	sujeto/tema
19.	Europe	llur-rap	Europa
20.	moon	mun	luna
21.	region	rillen	región
22.	return	ritern	devuelto
23.	believe	biliv	creer
24.	dance	dens	bailar
25.	members	members	miembros
26.	picked	pikd	escogio/recogio
27.	simple	simpol	simple
28.	cells	sels	celulas
29.	paint	peint	pintar
30.	mind	maind	mente
31.	love	lav	amor
32.	cause	kas	causa
33.	rain	rein	lluvía

Lista seis – Niveles X-Z

<u>Pala</u>	<u>bra en Ingles</u>	Se Pronuncia	<u>Significa</u>
34.	exercise	eksersais	ejercicio
35.	eggs	egs	huevos
36.	train	trein	tren
37.	blue	blu	azul
38.	wish	güich	deseo
39.	drop	drap	gota/tirar
40.	developed	divelopt	desarrollar
41.	window	güindou	ventana
42.	difference	difer-rens	diferencía
43.	distance	distens	distancía
44.	heart	jart	corazón
45.	sit	sit	sientate
46.	sum	sam	suma
47.	summer	samer	verano
48.		güal	pared
49.	forest	forest	bosque
50.	probably	prababli	probablemente
51.	legs	legs	piernas
52.	sat	set	se sento
53.		mein	principal
54.	winter	güinter	invierno
	wide	güaid	ancho
56.		riten	escrito
57.	length	legif	largo
58.	reason	rison	razón
59.	kept	kept	se quedo con
60.	interest	inter-rest	interés
61.	arms	arms	brazos
62.	brother	brader	hermano
63.	race	reis	raza
64.	present	present	presentar
65.	beautiful	bíutiful	hermoso
66.	store	stor	tienda/guardar

Lista seis – Niveles X-Z

Pala	ıbra en Ingles	Se Pronuncia	Significa
67.	job	llab	trabajo
68.	edge	edch	orilla
69.	past	pest	pasado
70.	sign	sain	letrero
71.	record	record da	atos/grabar/antecedente
72.	finished	finischd	terminado
73.	discovered	discaverd	descubierto
74.	wild	güaild	salvaje
75.	happy	jepi	feliz
76.	beside	bisaid	al lado
77.	gone	gan	se fue/se acabo
78.	sky	skai	cielo
79.	glass	gles	vidrio
80.	million	milian	millón
81.	best	best	oeste
82.	lay	lei	recostar
83.	weather	güeder	clima
84.	root	rut	raíz
85.	instruments	instruments	instrumento
86.	meet	mit conocer/er	ncontrarse con alguien
87.	third	terd	tercero
88.	months	mans	meses
89.	paragraph	perragref	párrafo
90.	raised	reisd	crío/levantado
91.	represent	represent	representar
92.	soft	saft	suave
93.	whether	jueder	de cualquier manera
94.	clothes	clous	ropa
95.	flowers	flagüers	flores
96.	shall	cheal	debería
97.	teacher	ticher	maestro/a
98.	held	jeld	sostener
99.	describe	discraib	describir
100.	drive	draiv	manejar

Grupo 1

Práctique leyendo con su niño(a) 5 frases diariamente. Continue con las siguiente 5 frases cuando su niño(a) las pueda leer con fluidez. Esto le ayudara a leer más rápido y mucho mejor.

Fras	ses en Ingles	<u>Significa</u>
1.	the little boy	el niño pequeño
2.	a good boy	un buen niño
3.	is about me	es acerca de mí
4.	then you give	luego tú das
5.	was to come	iba a suceder
6.	old and new	viejo y nuevo
7.	what we know	lo que sabemos
8.	that old man	ese hombre viejo
9.	in and out	adentro y afuera
10.	not up here	aquí arriba no
11.	good for you	bueno para ti
12.	down at work	en el trabajo
13.	with his cat	con su gato
14.	it was new	eso era nuevo
15.	work on it	trabaja en eso
16.	can come here	puede venir aquí
17.	they will go	ellos irán
18.	are so long	estan muy largos
19.	three of them	tres de ellos
	before this one	antes de éste
21.	your little boy	su niño pequeño
22.	as long as	tan largo como
23.	but not me	pero yo no
	be here again	está aquí otra vez
25.	have been good	ha sido bueno

Grupo 2

<u>Práctique leyendo con su niño(a) 5 frases diariamente. Continue con las siguiente 5 frases cuando su niño(a) las pueda leer con fluidez. Esto le ayudara a leer más rápido y mucho mejor.</u>

Fras	ses en Ingles	<u>Significa</u>
1.	he is it	él es eso
2.	I can go	yo puedo ir
3.	they are here	ellos están aquí
4.	one by one	uno por uno
5.	good and wet	bueno y mojado
6.	came with me	ven conmigo
7.	about a dog	acerca del perro
8.	had a hat	tenía un sombrero
9.	if you come	si usted viene
10.	some good candy	algún dulce bueno
11.	up and down	arriba y abajo
	her green hat	su sombrero verde
13.	say and do	decir y hacer
14.	when they come	cuando ellos vienen
15.	so I went	entonces yo fuí
16.	my little house	mi casa pequeña
17.	very good girl	muy buena niña
18.	all around	todo alrededor
19.	would you like	te gustaría
20.	any good book	cualquier buen libro
21.	have you been	has estado
22.	we are out	nosotros estamos afuera
23.	here and there	aquí y allá
24.	from my mother	viene de mi madre
25.	a nice day	un día bonito

Grupo 3

<u>Práctique leyendo con su niño(a) 5 frases diariamente. Continue con las siguiente 5 frases cuando su niño(a) las pueda leer con fluidez. Esto le ayudara a leer más rápido y mucho mejor.</u>

Fra	ses en Ingles	<u>Significa</u>
1.	to go home	para ir a casa
2.	see the dog	mirá el perro
3.	then they went	luego ellos fuerón
	look at us	míranos
5.	yes and no	sí y no
6.	play with him	juega con él
7.	by the house	por la casa
8.	he was going	el iba
9.	come to me	ven a mí
10.	get the cat	agarra el gato
11.	in or out	adentro o afuera
12.	one, two, three	uno, dos, tres
13.	to the man	hacia el hombre
14.	a little dog	un perro pequeño
15.	he has it	él lo tiene
16.	sit by them	sientate cerca de ellos
17.	how do you	cómo tú haces
18.	like the book	como el libro
19.	in our car	en nuestro carro
20.	what do you	qué haces tú
21.	do you know	sabes tú
22.	make a book	haz un libro
23.	which one is	cúal es
24.	this much is	es este tanto
25.	about his frog	acerca de su rana

Grupo 4

<u>Práctique leyendo con su niño(a) 5 frases diariamente. Continue con las siguiente 5 frases cuando su niño(a) las pueda leer con fluidez. Esto le ayudara a leer más rápido y mucho mejor.</u>

Fras	ses en Ingles	<u>Significa</u>
1.	who am I	quién soy yo
2.	an old cat	un gato viejo
3.	in their car	en el carro de ellos
4.	she had some	ella tenia algunos
5.	a new school	una escuela nueva
6.	he said it	él lo dijo
7.	did not go	no fué
8.	a good boy	un buen niño
9.	three little dogs	tres perros pequeños
10.	up and down	arriba y abajo
11.	go to work	ir a trabajar
12.	put it out	ponerlo afuera
13.	we were there	nosotros estuvimos allí
14.	before you go	antes de que vayas
15.	just one day	un día solamente
16.	about this long	tanto así de largo
17.	here it is	aquí está esto
18.	get the other	agarra el otro
19.	our old car	nuestro carro viejo
20.	then take it	luego tómalo
21.	cat has been	los gatos han estado
22.	again and again	una y otra vez
	would give him	le daría a él
24.	day after day	día tras día
25.	many of them	muchos de ellos

Grupo 5

<u>Práctique leyendo con su niño(a) 5 frases diariamente. Continue con las siguiente 5 frases cuando su niño(a) las pueda leer con fluidez. Esto le ayudara a leer más rápido y mucho mejor.</u>

Fra	<u>ses en Ingles</u>	<u>Significa</u>
1.	saw a cat	vio un gato
	at home again	en el hogar otra vez
	as soon as	tan pronto como
	stand on the	párate en él
	in the box	dentro de la caja
	upon a time	en un tiempo
	the first one	el primero
	came up to	ven arriba
	a tall girl	una niña alta
	a big house	una casa grande
	find a rock	encuentra una piedra
	because it was	porque eso fué
	made me mad	me hace enojar
	could I go	yo podría ir
	in the book	en el libro
	look at that	mira eso
	is my mother	es mi madre
	run out of	corre afuera de
	at school today	hoy en la escuela
	with the people	con la gente
	all last night	toda la noche anterior
	into my room	dentro de mi cuarto
	began to say	empezo a decir
	I think that	yo pienzo que
	on the back	por detraz
_0.		por dolla2

Grupo 6

<u>Práctique leyendo con su niño(a) 5 frases diariamente. Continue con las siguiente 5 frases cuando su niño(a) las pueda leer con fluidez. Esto le ayudara a leer más rápido y mucho mejor</u>

Гио		C: a:a:f: a:a
<u>Frases en Ingles</u>		<u>Significa</u>
1.	such a big box	una caja tan grande
	where it was	dónde fué eso
3.	I am not	yo no
4.	a great ball	una bola magnífica
5.	yesterday morning	ayer por la mañana
6.	live in a	vivir en una
7.	four of them	cuatro de ellos
8.	at last a	for fin un
9.	color the box	colorea la caja
10.	putting away her	guardando su
11.	tall red hat	el sombrero alto y rojo
12.	friend of the	el amigo de
13.	to look pretty	para lucir bonita
14.	much to eat	mucho para comer
15.	want to say	quiere hablar
16.	one year old	un año de edad
17.	the white pine	el pino blanco
18.	got a cup	agarro una taza
19.	wanted to play	quiso jugar
20.	found his dog	encontro su perro
21.	that was left	eso fué dejado
22.	bring her home	tráela al hogar
23.	men were there	el hombre estuvo allí
24.	as you wish	como tu desees
25.	red and black	rojo y negro

Grupo 7

<u>Práctique leyendo con su niño(a) 5 frases diariamente. Continue con las siguiente 5 frases cuando su niño(a) las pueda leer con fluidez. Esto le ayudara a leer más rápido y mucho mejor.</u>

Fras	ses en Ingles	<u>Significa</u>
1.	may come to	puede venir
2.	he let us	el nos dejo
3.	was to use	iba a usar
4.	these big chairs	estas sillas grandes
5.	turn right at	voltear a la derecha en
6.	who were present	quién estuvo presente
7.	we should leave	deberiamos irnos
8.	her left hand	su mano izguierda
9.	more people can	más gente puede
10.	why not make	por qué no hacer
11.	be done better	hacerlo mejor
12.	it was under	estaba debajo
13.	while the rain	mientras llovía
14.	should we do	podríamos hacerlo
15.	never would come	nunca vendria
16.	two books each	dos libros para cada uno
17.	was the best	fué el mejor
18.	at another time	en otro tiempo
19.	it would seem	al parecer podria
20.	the pretty tree	el árbol bonito
21.	was her name	fué su nombre
22.	very dear to	muy querido para
23.	the tall oak	el roble alto
24.	next to the	cerca de
25.	please come to	por favor ven

Grupo 8

<u>Práctique leyendo con su niño(a) 5 frases diariamente. Continue con las siguiente 5 frases cuando su niño(a) las pueda leer con fluidez. Esto le ayudara a leer más rápido y mucho mejor.</u>

_		<u>ao y mucho mejor.</u>
<u>Frases en Ingles</u>		<u>Significa</u>
1.	dog ran fast	el perro corrío rápido
2.	five blue balls	cinco pelotas azules
3.	read very well	leer muy bien
4.	over the hill	sobre la loma
5.	such a treat	es un gusto
6.	on the way	en camino
7.	eat too much	comer demasiado
8.	shall sing for	debería cantar para
9.	my own bed	mi propia cama
10.	most of all	más que todo
11.	sure am happy	seguro estoy feliz
12.	saw a thing	vio una cosa
13.	only for fun	solamente por diversion
14.	near the dog	cerca del perro
15.	older than him	mayor que él
16.	in the open	en lo abierto
17.	kind and good	amable y bueno
18.	must go now	tiene que irse ahora
19.	high in the	en lo alto de
20.	far and near	lejos y cerca
21.	both of you	ustedes dos
22.	end of the	el final de
23.	would go also	irías también
24.	until we see	hasta que vimos
25.	call me so	entonces llámame para



Patti Harrington State Superintendent of Public Instruction

Utah State Office of Education 250 East 500 South P.O. Box 144200 Salt Lake City, Utah 84114-4200