Dear Families,

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

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

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

For 2nd grade the packet includes:
   1. Blending Lines
   2. Fluency Routine (Direction and Rubric)
   3. Reading Literature/Information Cheat Sheet
   4. Reading/Writing Menu

For 3rd grade the packet includes:
   1. Fluency Routine (Direction and Rubric)
   2. Reading Literature/Information Cheat Sheet
   3. Reading/Writing Menu

Wishing you and your family good health.

Shelley Velasco
Coordinator of Elementary Education
Pittsburg Unified School District
Queridas familias,

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

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

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

Para segundo grado el paquete incluye:
1. Líneas de mezcla
2. Rutina de fluidez (Dirección y Rúbrica)
3. Lectura de literatura/Hoja de referencia
4. Lectura/Menu de escritura

Para tercer grado el paquete incluye
1. Rutina de fluidez (Dirección y Rúbrica)
2. Lectura de literatura/Hoja de referencia
3. Lectura/Menu de escritura

Deseándole a usted y a su familia buena salud.

Shelley Velasco
Coordinadora de Educación Primaria
Distrito Escolar Unificado de Pittsburg
Vowel Team Syllables

Check for compound words

Box the prefixes, suffixes, and teams

Check for power ending __ e

Heart the partner sounds ♥

Circle consonant blends and double consonants

Mark the vowel

Blend Fast  

<table>
<thead>
<tr>
<th>way</th>
<th>away</th>
<th>meadow</th>
<th>balloon</th>
<th>play</th>
</tr>
</thead>
<tbody>
<tr>
<td>display</td>
<td>reach</td>
<td>enjoy</td>
<td>explain</td>
<td>root</td>
</tr>
<tr>
<td>float</td>
<td>honey</td>
<td>cream</td>
<td>chain</td>
<td>spray</td>
</tr>
<tr>
<td>keep</td>
<td>until</td>
<td>always</td>
<td>money</td>
<td>form</td>
</tr>
<tr>
<td>tibgof</td>
<td>piltnik</td>
<td>bicmlov</td>
<td>roxmat</td>
<td>qua</td>
</tr>
</tbody>
</table>

The children want cream and honey in their tea.

May we please play with balloon in the meadow?

I can’t reach the spray on the top display shelf.
R Controlled Syllables

<table>
<thead>
<tr>
<th>jumper</th>
<th>higher</th>
<th>star</th>
<th>starry</th>
<th>garden</th>
</tr>
</thead>
<tbody>
<tr>
<td>better</td>
<td>dinner</td>
<td>doctor</td>
<td>market</td>
<td>hairy</td>
</tr>
<tr>
<td>carrot</td>
<td>dollar</td>
<td>target</td>
<td>thirsty</td>
<td>scarlet</td>
</tr>
<tr>
<td>give</td>
<td>air</td>
<td>line</td>
<td>great</td>
<td>place</td>
</tr>
<tr>
<td>vintrik</td>
<td>pixdeb</td>
<td>pilcot</td>
<td>di</td>
<td>tarkpit</td>
</tr>
</tbody>
</table>

We went to the market to buy carrots for dinner.

I love the dollar spot at Target!

The hairy doctor was thirsty.
<table>
<thead>
<tr>
<th>Consonant -le</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2nd Grade Guided Decoding - Lesson A</strong></td>
</tr>
<tr>
<td>lit</td>
</tr>
<tr>
<td>rip</td>
</tr>
<tr>
<td>rumble</td>
</tr>
<tr>
<td>above</td>
</tr>
<tr>
<td>plablig</td>
</tr>
</tbody>
</table>

*We lit a little fire at the campsite.*

*Try to settle into bed at a set time.*

*The ripple in the water made the boat rumble.*
### Compound Words

Check for compound words

<table>
<thead>
<tr>
<th>Box the prefixes, suffixes, and teams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check for power ending _ e</td>
</tr>
</tbody>
</table>

Heart the partner sounds ♡

Circle consonant blends and double consonants

Mark the vowel

Blend Fast

<table>
<thead>
<tr>
<th>backpack</th>
<th>sandbox</th>
<th>butterfly</th>
<th>teapot</th>
<th>popcorn</th>
</tr>
</thead>
<tbody>
<tr>
<td>handbag</td>
<td>ladybug</td>
<td>waterfall</td>
<td>spaceship</td>
<td>football</td>
</tr>
<tr>
<td>rattlesnake</td>
<td>airline</td>
<td>ballpark</td>
<td>backbone</td>
<td>sunset</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>never</th>
<th>last</th>
<th>read</th>
<th>under</th>
<th>own</th>
</tr>
</thead>
<tbody>
<tr>
<td>covreb</td>
<td>trudkiv</td>
<td>divgav</td>
<td>jid</td>
<td>fribpak</td>
</tr>
</tbody>
</table>

---

**When can we buy a new backpack?**

**Johnny saw a ladybug and a butterfly by the waterfall.**

**I hope there is popcorn at the football game!**

-ed & -ing with SHORT vowels

Check for compound words

Box the prefixes, suffixes, and teams

Check for power ending e

Heart the partner sounds

Circle consonant blends and double consonants

Mark the vowel

Blend Fast

<table>
<thead>
<tr>
<th>running</th>
<th>slipping</th>
<th>clapped</th>
<th>swimming</th>
<th>selling</th>
</tr>
</thead>
<tbody>
<tr>
<td>hopping</td>
<td>planned</td>
<td>chatting</td>
<td>shopping</td>
<td>shopped</td>
</tr>
<tr>
<td>tugged</td>
<td>tapped</td>
<td>spotted</td>
<td>smelled</td>
<td>tagged</td>
</tr>
<tr>
<td>great</td>
<td>read</td>
<td>show</td>
<td>tell</td>
<td>last</td>
</tr>
<tr>
<td>shab</td>
<td>degyish</td>
<td>pid</td>
<td>kostik</td>
<td>ludriv</td>
</tr>
</tbody>
</table>

I went running with my dog.

The crowd clapped at my swimming competition.

We were chatting with my mom while shopping.
DAILY Fluency and Retell Practice for Students and Parents

Specifics

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

Daily Routine

Monday

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

Tuesday - Thursday

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

Friday

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

Note: Remember we want to focus on students reading words correctly. Once we achieve accuracy, we can then improve pace. We never read for speed!!
Práctica de fluidez diaria y práctica de repetición para estudiantes y padres

Detalle:

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

Rutina diaria

lunes

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

martes- jueves

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

viernes

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

Nota: Recuerde que queremos centrarnos en que los estudiantes lean las palabras correctamente. Una vez que logremos la precisión, podremos mejorar el ritmo/tiempo. ¡Nunca leemos por la velocidad/rapidez!
<table>
<thead>
<tr>
<th>Fluency Traits</th>
<th>L1 - 1 point</th>
<th>L2 - 2 points</th>
<th>L3 - 3 points</th>
<th>L4 - 4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expression</strong></td>
<td>I sound monotone or boring.</td>
<td>I have a little bit of expression.</td>
<td>I change my voice to match characters or narrator. Sometimes I express the mood of the passage.</td>
<td>I change my voice and go with the mood and tone of the passage. The passage is more understandable because of all the expression I use.</td>
</tr>
<tr>
<td><strong>Accuracy</strong></td>
<td>I read 96% or less of the words correctly. (The number of words I read correctly divided by the number of words I read).</td>
<td>I read 97% of the words correctly. (The number of words I read correctly divided by the number of words I read).</td>
<td>I read 98% of the words correctly. (The number of words I read correctly divided by the number of words I read).</td>
<td>I read 99% to 100% of the words correctly. (The number of words I read correctly divided by the number of words I read).</td>
</tr>
<tr>
<td><strong>Rate</strong></td>
<td>I read 69 words or less per minute.</td>
<td>I read 70-89 words per minute.</td>
<td>I read 90-119 words per minute.</td>
<td>I read 120 words or more per minute.</td>
</tr>
<tr>
<td><strong>Smoothness</strong></td>
<td>I sound choppy, like I am reading one word at a time.</td>
<td>I pause at inappropriate times. I don't stop at punctuation, and sometimes I stop when there is no punctuation.</td>
<td>I am pretty good at reading the words in longer groups. I usually follow punctuation marks.</td>
<td>I read in long meaningful phrases. I always follow punctuation. My reading sounds smooth and clear.</td>
</tr>
<tr>
<td><strong>Retell</strong></td>
<td>My retell is 26 words or less.</td>
<td>My retell is 27-49 words.</td>
<td>My retell is 50 words or more, but not in sequential order.</td>
<td>My retell is 50 words or more in sequential order.</td>
</tr>
</tbody>
</table>

**My Reading Goals:**

<table>
<thead>
<tr>
<th>B2 Scores</th>
<th>EOY Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluency</td>
<td></td>
</tr>
<tr>
<td>Accuracy</td>
<td></td>
</tr>
<tr>
<td>Retell</td>
<td></td>
</tr>
</tbody>
</table>

___/20 points
A Good Friend

Misha stumbled into her room. She sank down miserably onto her bed. She wished she could take back her angry and thoughtless words. She had told her best friend that she did not like her. She hadn’t really meant it. But the angry words had just poured out.

Misha knew that she was jealous of Anna’s talent for drawing. Anna could draw so beautifully, and Misha so wanted to be an artist. Misha felt her tears dripping onto her pillow, and then she felt something chilly and damp touch her arm. She looked down and saw her playful cat, Oliver.

Oliver meowed and rubbed against Misha’s shoulder. The tearful girl began to stroke the affectionate cat. She petted him tenderly until her tears stopped. Oliver purred and rolled playfully onto his back. He patted Misha’s hand. Misha chuckled loudly.

Oliver knew how to make her forget her troubles. He was a good friend. Misha wanted to be a good friend, too. She decided to draw Anna a portrait of Oliver.

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

Fluency Assessment • C Unit 4 Review & Assess
Read the passage. Use the summarize strategy to tell the important events in your own words.

The Lost Kitten

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

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

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

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

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

"Don't worry," I said. "We have a plan to help. Come along with us."
We all went to Mrs. Lowe’s house. After Mrs. Lowe heard our plan, she said, “That is a wonderful idea and it’s so thoughtful of you to help Sally find Boots. I’ll be happy to help with the search.” She joined our group.

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

Cora and I were calling loudly, “Boots!” when we heard a soft mewing sound near our feet. There was Boots, crouching under a bush. I extended my hand and softly called Boots’s name. He scrambled his way to me and I scooped up the tiny kitten.

When we returned Boots to Sally, she was very thankful. She hugged her kitten tightly as she said, “I must be truthful. I was not quite sure the neighborhood search plan would work, but it was successful. Thank you, everyone!”
Read the passage. Use the summarize strategy to tell the important events in your own words.

The Class Play

Mr. Webb’s class was going to put on a play for the school. They decided to act out the story of “Henny Penny.”

“There are six actors in this play,” explained Mr. Webb. “We’ll need painters for the sets and we’ll need helpers with the lights and music. There will be enough jobs for everyone to be included.”

The next day, the class read the play together. In a determined voice, Luz said, “I’m going to play the part of Henny Penny. That’s the most important part.”

“No, I want to play that part,” said Jade boldly.

“I think I would be the best Henny Penny,” chimed in Stacy.

Before the talk could get out of hand, Mr. Webb interrupted. “We have to be fair, so we will have a try-out. I will be the judge.”
Mr. Webb urged the children who wanted to act in the play to practice the lines. Then Mr. Webb would decide who was best for each part.

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

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

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

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

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

Dr. Elizabeth Blackwell

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

Early Life

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

Becoming a Doctor

Then one of Elizabeth’s friends became very ill. The friend wanted sick people to experience less pain and discomfort. Her friend's words got Elizabeth thinking and she resolved to become a doctor.
Elizabeth talked to male doctors who told her that women were not allowed to attend medical school. Because Elizabeth did not agree or accept that, she applied to several medical schools. She did not give up.

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

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

Elizabeth Blackwell helped people her whole life. She made it possible for women to become doctors.
Read the passage. Use the make predictions strategy to tell what you think might happen next.

**The Recycling Contest**

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

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

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

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

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

His teacher, Mrs. Park, responded, "Let's give it our best try."
Ms. Hines gave each class a recycling bin. She made a big wall chart. Each time a class filled a bin with paper, they emptied it into a giant container. Ms. Hines marked the number of bins on her chart.

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

At the end of the week, Ms. Hines called another meeting. She displayed the recycling chart, showing that Eric’s class had won.

“This is your prize,” she said. “You are allowed an extra ten minutes outside at recess for one week. You’ll be able to enjoy the Earth that you are helping to save!”
Read the passage. Use the make predictions strategy to tell what you think you might read about.

**Sports Rules**

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

**Basketball Rules**

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

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

<table>
<thead>
<tr>
<th>Sport</th>
<th>Number of Players</th>
<th>Moving the Ball</th>
<th>Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>baseball</td>
<td>9</td>
<td>throw and hit</td>
<td>cross home plate for one run</td>
</tr>
<tr>
<td>basketball</td>
<td>5</td>
<td>dribble and pass</td>
<td>shoot basket for two points</td>
</tr>
</tbody>
</table>

171 **Baseball Rules**

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

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

293 Without rules, sports would be confusing. No one would understand how to play a game. Sports rules make every player a good sport!
<table>
<thead>
<tr>
<th>Reading Literature Cheat Sheet</th>
<th>Reading Information Cheat Sheet</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before Reading</strong></td>
<td><strong>Before Reading</strong></td>
</tr>
<tr>
<td>• What will this book be about? How do you know?</td>
<td>• Why are you reading this? What are you hoping to learn or find out?</td>
</tr>
<tr>
<td>• What is the title of this story? What clues does the title give about the story?</td>
<td>• What do you already know about this topic?</td>
</tr>
<tr>
<td>• Who is the author? What does the author do? Who is the illustrator? What does the illustrator do?</td>
<td>• What do you think you will learn by previewing the photos in this book?</td>
</tr>
<tr>
<td>• What do you think will happen in this story? What gave you that idea?</td>
<td><strong>During Reading</strong></td>
</tr>
<tr>
<td>• What do you think will happen next? How do you think (character) will react?</td>
<td>• Why does the author tell you _____?</td>
</tr>
<tr>
<td>• How would you feel if that happened to you?</td>
<td>• What is the most important idea?</td>
</tr>
<tr>
<td>• What would you have done if you were the character?</td>
<td>• How do the pictures/maps/illustrations help you understand the words?</td>
</tr>
<tr>
<td>• What pictures have you been seeing in your mind?</td>
<td>• Are there bold words? Italics? Why? What information does this add?</td>
</tr>
<tr>
<td>• Can you predict what will happen next?</td>
<td>• Can you tell what the author feels about this topic? How do you know?</td>
</tr>
<tr>
<td>• What does the main character want to happen?</td>
<td>• Does this remind you of anything in your life? What?</td>
</tr>
<tr>
<td>• How do the illustrations explain what is happening in the story?</td>
<td>• What does _____ mean? Can you show in the text where you learned that?</td>
</tr>
<tr>
<td><strong>After Reading</strong></td>
<td><strong>After Reading</strong></td>
</tr>
<tr>
<td>• What is the most important thing that happened in the story (or the chapter)?</td>
<td>• What was the most interesting thing to you about this topic? Why?</td>
</tr>
<tr>
<td>• Why did the author write this story? What did they want you to learn?</td>
<td>• What words or ideas do you still not understand?</td>
</tr>
<tr>
<td>• Can you retell the story in your own words?</td>
<td>• Now that you’ve read this, what do you want to learn about next?</td>
</tr>
<tr>
<td>• What do you think will happen to the main character after this story is over?</td>
<td>• What would you re-title this book/article?</td>
</tr>
<tr>
<td>• Were your predictions correct? Why or why not?</td>
<td>• Can you tell what happened in order? (If applicable)</td>
</tr>
<tr>
<td>• How is this story/character like a different story/character?</td>
<td>• Did you agree or disagree with the ideas? Why?</td>
</tr>
<tr>
<td></td>
<td>• If you were going to share a fact from this with someone else, what would you tell them?</td>
</tr>
<tr>
<td></td>
<td>• What questions would you ask the author?</td>
</tr>
</tbody>
</table>
Hoja de referencia para la lectura de literatura

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

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

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

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

Hoja de referencia para la lectura informativa

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

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

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

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

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

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

## Self Check

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

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

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

### Autochequeo

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