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This Workbook contains worksheets that accompany many of the lessons from the Teacher Guide for Unit 7. Each worksheet is identified by the lesson number in which it is used. The worksheets in this book do not include written instructions for students because the instructions would have words that are not decodable. Teachers will explain these worksheets to the students orally, using the instructions in the Teacher Guide. The Workbook is a student component, which means each student should have a Workbook.
Spelling Words

1. fade
2. knocked
3. knitting
4. drinking
5. pitch
6. wrapper
7. hands
8. Tricky Word: by
Words with the /æ/ sound spelled ‘ai’:

<table>
<thead>
<tr>
<th>main</th>
<th>rain</th>
<th>train</th>
</tr>
</thead>
<tbody>
<tr>
<td>brain</td>
<td>braid</td>
<td>aid</td>
</tr>
<tr>
<td>tail</td>
<td>mail</td>
<td>nail</td>
</tr>
<tr>
<td>explain</td>
<td>exclaim</td>
<td>airplane</td>
</tr>
</tbody>
</table>

Words with the /æ/ sound spelled ‘ay’:

<table>
<thead>
<tr>
<th>hay</th>
<th>way</th>
<th>day</th>
</tr>
</thead>
<tbody>
<tr>
<td>say</td>
<td>stay</td>
<td>spray</td>
</tr>
<tr>
<td>play</td>
<td>playing</td>
<td>player</td>
</tr>
<tr>
<td>Sunday</td>
<td>weekday</td>
<td>someday</td>
</tr>
</tbody>
</table>
Match the words to the sentences and write them on the lines.

1. Dogs and cats have ________________.

2. We need three more children to ________________ the game.

3. Yesterday we had a bad ________________.

4. There are seven ________________ in a week.
Sort the words by their spellings for /æ/. 

<table>
<thead>
<tr>
<th>/æ/ → ‘ai’</th>
<th>/æ/ → ‘ay’</th>
</tr>
</thead>
<tbody>
<tr>
<td>wait</td>
<td>mailman</td>
</tr>
<tr>
<td>say</td>
<td>explain</td>
</tr>
<tr>
<td>brain</td>
<td>paint</td>
</tr>
<tr>
<td>haystack</td>
<td>play</td>
</tr>
<tr>
<td>stack</td>
<td>hair</td>
</tr>
</tbody>
</table>

© 2013 Core Knowledge Foundation
In the box are six words. Match them to the pictures and write them on the lines.

- airplane
- mailbox
- train
- chain
- pay
- driveway
In the box are six words. Match them to the pictures and write them on the lines.

<table>
<thead>
<tr>
<th>crayon</th>
<th>paint</th>
<th>tray</th>
</tr>
</thead>
<tbody>
<tr>
<td>hay</td>
<td>railing</td>
<td>mailman</td>
</tr>
</tbody>
</table>

[Images of crayon, paint, tray, hay, railing, mailman]
Martez, Martez, Martez

1. What upsets Kay’s dad? Why?

Page ______

2. Who is Martez?

Page ______
3. What does Martez like to play?

4. Do you think Kay likes Martez? What does Kay say?
Dinner with Kay

1. What did Kay’s mom serve?
   - She serves corn on the cob.
   - She serves cake.
   - She serves chips.

2. Where do Kay and Martez play?
   - Kay and Martez play in a pool.
   - Kay and Martez play in the basement.
   - Kay and Martez play in the attic.

3. Why did Kay’s mom like Martez?
   - Martez is smart.
   - Martez is a good swimmer.
   - Martez has good manners.
4. Write one thing that Martez says because he has good manners.
Spelling Test

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

Mark the sentences that match the pictures.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 1. | ![Image](image1.png) | ○ She is on ice skates.  
○ He is sledding. |
| 2. | ![Image](image2.png) | ○ The dog is in the yard.  
○ The dog is in the pool. |
| 3. | ![Image](image3.png) | ○ This is an airplane.  
○ This is an airport. |
| 4. | ![Image](image4.png) | ○ This is a barge.  
○ This is a car. |
| 5. | ![Image](image5.png) | ○ This is a rain jacket.  
○ This is for swimming. |
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 6. | ![Thunderstorm Image] | ○ This is a thunderstorm.  
○ This is a stork. |
| 7. | ![Hairbrush Image] | ○ She is brushing her hair.  
○ She is standing on a chair. |
| 8. | ![Clay Pot Image] | ○ Jim made a clay pot for his sister.  
○ Jim made a silver chain for his sister. |
| 9. | ![Boy with Umbrella Image] | ○ Dave plays in the rain.  
○ Dave plays with a train. |
| 10. | ![Handshake Image] | ○ This is a handshake.  
○ This is called slapping hands. |
Match the words to the pictures and write them on the lines.

1. rain

2. hair

3. fern

4. mailbox

5. crayon
6. jar

7. forest

8. airplane

9. barn

10. snail
Dear Family Member,

This is a story your child has probably read once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. The tricky parts in Tricky Words are underlined in gray.

Repeated oral reading is an important way to improve reading skills. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

---

**Martez, Martez, Martez**

Kay’s dad checks Kay’s plate.

“Kay,” he says, “have some of your coleslaw! Food is not free!”

Kay smiles. “Food is not free” is something her dad says a lot. He is a man who likes to save as much cash as he can. He hates paying for food that ends up in the trash.

Kay cuts her pork chop and lifts a bite of it into the air.


Kay pops the bite of pork chop in her mouth. Then she says, “Martez likes to play hopscotch and draw pictures with crayons.”
After a bit, she adds, “Martez can run the fastest on the playground.”

“Martez, Martez, Martez!” says Kay’s dad. “Who is this Martez?”

“He’s my pal.”

“Is Martez in your class?” asks Kay’s mom.

Kay nods.

“Is he nice kid?”

“He is the best!”

“So should we invite Martez to visit us for dinner?”

“Yes!” says Kay with a shout. “Can we invite him tomorrow?”
Spelling Words

1. escape
2. rain
3. hair
4. explain
5. stay
6. stray
7. display
8. Tricky Word: your
The Red Dish

1. Which dish has the hot peppers?
   - The red dish has the hot peppers.
   - The green dish has the hot peppers.
   - The gray dish has the hot peppers.

2. What has Kay never had?
   - Kay has never had hot peppers.
   - Kay has never had hot corn.
   - Kay has never had hot rice.
3. What happened after Kay took a bite of the food in the red dish?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Page _________

4. Would you take a bite of the food in the red dish? Why or why not?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
1. The nose lips and cheeks are parts of the face.

2. My best pal is smart and fun.

3. It rained hailed and stormed yesterday!

4. We can sit on a bench a chair or a stool.

5. Eggs grits and milk are good in the morning.

6. Dave Jim and Martez are in my class.

7. It’s fun to skate glide and play on ice in winter.

8. Ben and Bob are waiting for me.
In the Mail

1. What did Kay get from Martez?

2. Why do Mexicans talk and write in Spanish?

Directions: Have students read the story and answer the questions.
3. Do you think Martez misses Kay? How do you know?


Page ________

4. How does Kay feel when she gets the card? How do you know?


Page ________
Can you see the spelling pattern? Fill in the chart.

<table>
<thead>
<tr>
<th>Root Word</th>
<th>-ed Word</th>
<th>-ing Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>step</td>
<td>stepped</td>
<td>stepping</td>
</tr>
<tr>
<td>fish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>dip</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hatch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>flip</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hunt</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Choose two −ed words and two −ing words and write a sentence with each one.

1.

2.
The Holiday

1. The Mexican flag is . . .
   - black and white.
   - white and pink.
   - green, red, and white.

2. Which day is a big holiday for Mexicans?
   - September 16th is a big holiday for Mexicans.
   - December 16th is a big holiday for Mexicans.
   - March 16th is a big holiday for Mexicans.

3. Who broke free from the Spanish?
   - Spain broke free from the Spanish.
   - Mexico broke free from the Spanish.
   - The U.S. broke free from the Spanish.
4. Who was Hidalgo?
Dear Family Member,

This is a story your child has probably read once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. The tricky parts in Tricky Words are underlined in gray.

Repeated oral reading is an important way to improve reading skills. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

The Red Dish

The next day, Kay has dinner with Martez and his mom and dad. Martez’s mom and dad are from Mexico.

They have a Mexican dish with peppers, corn, and rice all mixed up. There are two dishes of it sitting side by side. One dish is red. One is green.

“Are the two dishes the same?” Kay asks.

“Nope,” says Martez with a smile. “The stuff in the red dish has lots of hot peppers. The stuff in the green dish has just green peppers, which are not as hot.”

Martez points at his dad and says, “My dad likes hot peppers.”

His dad smiles and nods.

Martez asks Kay, “Do you like hot peppers?”

Kay shrugs. She has never had hot peppers.
Kay has some food from the green dish. She likes it a lot. She says, “Could I have some from the red dish?”

“You can, but it’s hot, hot, hot!” says Martez. “We have a saying in our house: He is a brave man who has food from dad’s red dish!”

“Brave or perhaps foolish!” says his mom.

Kay is brave—or perhaps foolish. She takes a bite of the peppers from the red dish. Martez looks at her. His mom and dad look, too.

“Do you like it?” asks Martez.

Kay’s face starts to get red. She yells, “Hot!”

Her face gets redder and redder.

Martez sees that Kay is in pain. He brings her ice cubes. Kay stuffs some in her mouth and lets them melt. The ice cubes help cool down her mouth.

“Ug!” Kay says, sitting back from her plate. “Those peppers in the red dish are too hot for me! I need to stick to the green dish.”

“Still,” Martez says, “today you joined the club.”

“What club?”


Martez and his mom and dad all smile. They like Kay.
Better Than the Best

1. What Spanish word can Kay say?

Page ________

2. Where will Kay take a trip with her mom and dad?

Page ________
3. **Who else will be with Kay on her trip?**

Page ________
Fix the sentences by adding ? . ! ,

1. The flag’s stripes are green white and red

2. Kay has coleslaw pork chops corn and greens on her plate

3. Do you like to play draw or run

4. The Mexican dish has peppers corn and rice all mixed up

5. Are the red and green dishes the same

6. The food in the red dish is hot hot hot
Spelling Test

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________
7. ____________________________
8. ____________________________
Fix the sentences by adding ? . ! ,

1. Martez likes to run **play** hopscotch swim and draw pictures

2. **Kay** had coleslaw pork chops and corn for dinner

3. Would you like one or two scoops

4. I like winter spring and summer best

5. It’s hot hot hot

6. Could you explain how to get to the **play**ground

7. Mark Ben and Jim saw a black and white skunk

8. How would you like to dance with me
Spelling Words

1. classmate
2. airplane
3. gain
4. brainstorm
5. railway
6. layer
7. playground
8. Tricky Word: who
The Long Cab Ride

1. What were Kay, Martez, and Kay’s mom and dad looking for at the airport?

Page __________

2. What was the name of the man who drove the cab?

Page __________
3. Why did it take so long to get to the inn where they were staying?

4. Why was Kay’s dad upset at the end of the cab ride?
Fill the gaps in the sentences with the words from the box.

**goal**  **mail**  **stairs**

**coat**  **nails**  **toast**

1. I sent my pal a letter in the ____________ .

2. To make a chair, we need wood, a hammer, ____________
   and ____________ .

3. We ran up the ____________ as fast as we could.

4. Pam wore a ____________ outside.

5. I ate ____________ this morning.

6. Dave played well and made a ____________ !
Fill the gaps in the sentences with the words from the box.

<table>
<thead>
<tr>
<th>crayon</th>
<th>bait</th>
<th>boat</th>
</tr>
</thead>
<tbody>
<tr>
<td>oak</td>
<td>chair</td>
<td>gray</td>
</tr>
</tbody>
</table>

1. You can use a _______ to draw the sun.

2. When you mix black and white, you get _______.

3. You need _______ to catch fish.

4. We took a _______ out on the lake.

5. There are _______ trees outside.

6. We need to fix the _______ because one of its legs broke.
Match the words to the pictures and write them on the lines.

crawl  goat  coin  
chair  moon  hay  
nail  goal  cloud
Match the words to the pictures and write them on the lines.

<table>
<thead>
<tr>
<th>coil</th>
<th>lawn</th>
<th>hook</th>
</tr>
</thead>
<tbody>
<tr>
<td>coat</td>
<td>round</td>
<td>train</td>
</tr>
<tr>
<td>playground</td>
<td>soap</td>
<td>spoon</td>
</tr>
</tbody>
</table>

---

- [Image of a spoon]
- [Image of a train]
- [Image of a coiled rope]
- [Image of a hook]
- [Image of a playground]
- [Image of a lawn]
- [Image of a round object]
- [Image of a soap bar]
The Vote

1. How did Kay’s dad like the cab ride from the airport?

2. How did Kay’s mom, Kay, and Martez like the cab ride from the airport?

Directions: Have students read the story and answer the questions.
3. What do they vote on?

Page ________

4. Which would you like better, the book or Mister Gomez? Why?
Mister Gomez

1. Who were the Aztecs?

Page ________

2. What goal did Cortez have?

Page ________
3. What did the Spanish do to the Aztec shrines?

Page ________
Cut out the boxes on Worksheet 14.2 and stick them on this sheet in the proper order.

Planting Seeds

The steps tell you how to plant seeds.

<table>
<thead>
<tr>
<th></th>
<th>picture</th>
<th>sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Result: If you do all of the steps, you will soon have seedlings and then plants.
Cut out the boxes and stick them on Worksheet 14.1 in the proper order.

- Keep the soil moist.
- Place soil in a pot.
- Make holes in the soil.
- Close holes and wet the soil.
- Place the seeds in the holes, one seed per hole.
Dear Family Member,

This is a story your child has probably read once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. The tricky parts in Tricky Words are underlined in gray.

Repeated oral reading is an important way to improve reading skills. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

Better Than the Best

Kay has started to spend a lot of time with Martez.

She has started to use some Spanish words, too.

When her dad spoons rice onto her plate one day, Kay says gracias. Then she explains that gracias is Spanish for thank you.

Kay’s mom says, “Kay, would you like to have a chance to use those Spanish words of yours in Mexico?”

“Are you kidding?” Kay exclaims. “That would be the best!”

“Well, your dad and I have planned a trip to Mexico.”

Kay shouts, “Yippee!”
Kay’s mom has a big smile on her face. She says, “How would you like to bring Martez with you on the trip?”

Kay’s jaw drops. “If Martez is on the trip, that would be better than the best!” she says.

Her mom adds, “Martz just needs to ask his mom and dad.”

Kay jumps up and shouts, “I can’t wait to tell Martez!”
Spelling Test

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________
7. ____________________________
8. ____________________________
A House in the Clouds

1. What did Kay and Martez see?
   - They three shrines.
   - They saw three snakes.
   - They saw three stars.

Page _________

2. What did Kay and Martez have to grab on to when they made their way to the top?
   - Kay and Martez had to grab on to a chain.
   - Kay and Martez had to grab on to a rope.
   - Kay and Martez had to grab on to Mr. Gomez.

Page _________

3. What do Kay’s mom and dad look like from the top?
   - Kay’s mom and dad look like bugs.
   - Kay’s mom and dad look like goats.
   - Kay’s mom and dad look like flakes.

Page _________
4. What did the Aztecs use the shrines for?


Page _______

4. Would you like to get up to the top of the shrine? Why or why not?
### Plan Template

The steps tell you how to:

1. 

2. 

3. 

4. 

5. 

Result:
Draft

The steps tell you how to

1.

2.

3.

4.

5.
Result: If you do all of the steps, then
The Market

1. What were some things that were on sale at the market?

2. What did Kay’s mom spot that she liked at the market?
   - Kay’s mom liked a basket.
   - Kay’s mom liked a green hat.
   - Kay’s mom liked a red mask with glitter.
3. Did Kay’s mom think she could get the mask for less than the price tag said? Why or why not?

Page ______

4. Why do you think the man sells the mask for less than fifteen?
## Check the Draft

**Step by Step**

1. Check that you named your steps with a title.

2. Check that you wrote a starting sentence.

3. Check that you wrote what to do as step one.

4. Check that you wrote what to do next.

5. Check that you wrote what to do last.

5. Check that you finished with the result.

6. Aa, Bb, Cc and ? . !

8. Check that the words are spelled well.
Fix the sentences by adding ? . ! ,

1. The rainforest is hot wet and has a thick layer of trees

2. Martez yells makes noises and slides down the zip line

3. Can Kay’s dad rent the masks fins and tanks

4. Kay sees fish crabs and a starfish on her dive

5. The Aztecs had a sun god a moon god and a rain god

6. Are there trinkets knickknacks and baskets at the market
A Rainforest Ride

1. What is the rainforest like?

2. Where is the zip line? Is it safe?
3. What does Martez do on the zip line?
Dear Family Member,

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Repeated oral reading is an important way to improve reading skills. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

A House in the Clouds

The next day, Mister Gomez takes Martez, Kay, and Kay’s mom and dad on a trip.

In the car, Mister Gomez says, “You will like this next place. The stones there have stood there for much, much longer than the last stones.”

When they get to the site, the children see three vast piles of stone, all of which rise to a point and seem to scrape the clouds. One of them is so big that Kay and Martez have to tilt their necks all the way back to see the top of it.

“Goodness!” says Kay’s mom.

“Cool!” says Martez.

“Was this a shrine?” Kay’s mom asks.
“Yes,” says Mister Gomez. “This was a shrine to a snake god. That one there was a shrine to the sun god. And that one was a shrine to the moon god.”

“Were they Aztec shrines?” Martez asks.

“Sort of,” Mister Gomez says. “The Aztecs came after. The shrines were set up way back in the past. But the Aztecs came here and added to the shrines. This was an important place for them. They came here to offer gifts to their gods.”

“Can we get to the top of one of them?” asks Kay.

“Yes, you can,” says Mister Gomez, “if your mom and dad say it’s fine. But you must grab on to the rope.”

Kay and Martez make their way to the top.

It takes them a long time to get there. From the top, they can see for miles and miles.

Martez yells, “Kay and I have a house in the clouds!”

Kay says, “Look! Mom and Dad look like bugs from up here!”

Kay waves her hands at her mom and dad. They wave back.
Shark swam by the reef. Sharp teeth glittered in his mouth. He shouted to the fish, “I will have a hundred of you for my lunch!”

The fish were scared. They went and hid in a cave. “Shark will not get us in here!” one of the fish said. “He is too big to swim in.”

After a while, one of the fish went out to check and see if Shark had left. His name was Wee Fish.

Wee Fish swam out of the cave. He soon found himself face to face with Shark.

Shark snarled, “Here’s a nice fish for my lunch!”

Wee Fish had to think fast.

“Stop!” he shouted in his loudest voice. “I am the king of this reef! All of the fish here are scared of me, and you should be, too!”

Shark smiled. Wee Fish was just three inches long. Shark was ten feet long. He had teeth in his mouth that were bigger than Wee Fish.
“Is this some sort of joke?” Shark said. “Why would fish be scared of you?”

“Swim next to me and you will see,” Wee Fish said. Shark swam with Wee Fish. They came upon some spotted fish. When the spotted fish saw Shark, they got scared and swam off.

Shark and Wee Fish swam up to some striped fish. When the striped fish saw Shark, they got scared and swam off.

“Well, well,” said Shark to himself. “It’s odd, but it looks like the fish are scared of Wee Fish, just as he said.” (Shark did not see that the fish were scared of him.)

Shark and Wee Fish swam up to some silver fish. When the silver fish saw Shark, they got scared and swam off.

Then Shark started to think. “All of the fish are scared of Wee Fish,” he said to himself. “Perhaps I should be scared of him, too.”

All of a sudden, Shark felt scared. He swam off. And from then on, he never went back to that reef.
1. Why did the fish hide in a cave?
   A. They were scared of Wee Fish.
   B. They were scared of Shark.
   C. There was fish food in the cave.

2. Shark said he would have Wee Fish for lunch. What did Wee Fish tell him?
   A. He said that it was not nice for Shark to munch on fish.
   B. He said that all of the fish were scared of him and Shark should be, too.
   C. He said that Shark was nice looking.

3. Who is bigger, Wee Fish or Shark?
   A. Wee Fish is bigger.
   B. Shark is bigger.
   C. They are the same size.
4. What did the spotted fish do when they saw Wee Fish and Shark?
   A. They smiled at them.
   B. They got scared and swam off.
   C. They shouted at Wee Fish.

5. What were the striped fish scared of?
   A. They were scared of Wee Fish.
   B. They were scared of Shark.
   C. They were scared of the spotted fish.

6. Why did Shark swim off at the end?
   A. He was scared of Wee Fish.
   B. He was sick of hunting for fish.
   C. There were no fish left for him to catch.

7. Which statement best sums up what happened in this tale?
   A. Shark tricked Wee Fish.
   B. Shark ate Wee Fish.
   C. Wee Fish tricked Shark.
Grade 1 CKLA End-of-Year Summary

Teacher Name __________________________ Student Name __________________________

Benchmarks

Silent Reading Comprehension Assessment:

Students who answer 4 or fewer out of 7 correctly appear to have poor preparation for Grade 2.
Students who answer 5 out of 7 questions correctly appear to have adequate preparation for Grade 2.
Students who answer 6 or 7 out of 7 questions correctly have good-outstanding preparation for Grade 2.

Optional Oral Reading Comprehension Assessment (on Repeated Reading)

Students who answer 3 or fewer out of 6 correctly appear to have poor preparation for Grade 2.
Students who answer 4 out of 6 questions correctly appear to have adequate preparation for Grade 2.
Students who answer 5 or 6 out of 6 questions correctly have good-outstanding preparation for Grade 2.

Fluency Assessment:

Students who score in the 25th or lower percentile are below grade level.
Students who score in the 50th percentile are on grade level.
Students who score in the 75th–90th or above percentile are above grade level.

Word Reading in Isolation Assessment:

Students who read 40 or fewer words out of 60 correctly have poor preparation for Grade 2.
Students who read 41–49 out of 60 correctly have adequate preparation for Grade 2.
Students who read 50 or more out of 60 correctly have good-outstanding preparation for Grade 2.

<table>
<thead>
<tr>
<th>Test Scores</th>
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<tbody>
<tr>
<td>Silent Reading Comprehension Score</td>
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<tr>
<td>_____ /7 and _________ % Accuracy</td>
</tr>
<tr>
<td>Optional Oral Comprehension Score (on Repeated Reading)</td>
</tr>
<tr>
<td>______ /6 and _________ %-ile Rank</td>
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<tr>
<td>W.C.P.M.</td>
</tr>
<tr>
<td>Word Reading in Isolation</td>
</tr>
<tr>
<td>______ /60 and _________ % Accuracy</td>
</tr>
</tbody>
</table>

Recommended Placement for Next Year

_____ Needs intensive remediation

_____ On level

_____ Below level

_____ Above level
Missed Letter-Sound Correspondence

List missed letter-sound correspondences (from Worksheet 21.2):

Other Notes (missing literal or evaluative questions, confidence level, etc.)
The Dive

1. Where do Kay, Martez, and Kay’s mom and dad visit?

Page __________

2. Name some things that Kay and Martez do at the Gulf of Mexico.

Page __________
3. What do they see when they dive and look at the reef?

4. Would you like to dive in the Gulf of Mexico? Why or why not?
Shark and Wee Fish

Shark swam by the reef. Sharp teeth glittered in his mouth. He shouted to the fish, “I will have a hundred of you for my lunch!”

The fish were scared. They went and hid in a cave. “Shark will not get us in here!” one of the fish said. “He is too big to swim in.”

After a while, one of the fish went out to check and see if Shark had left. His name was Wee Fish.

Wee Fish swam out of the cave. He soon found himself face to face with Shark.

Shark snarled, “Here’s a nice fish for my lunch!”

Wee Fish had to think fast.

“Stop!” he shouted in his loudest voice. “I am the king of this reef! All of the fish here are scared of me, and you should be, too!”

Shark smiled. Wee Fish was just three inches long. Shark was ten feet long. He had teeth in his mouth that were bigger than Wee Fish.
“Is this some sort of joke?” Shark said. “Why would fish be scared of you?”

“Swim next to me and you will see,” Wee Fish said.

Shark swam with Wee Fish. They came upon some spotted fish. When the spotted fish saw Shark, they got scared and swam off.

Shark and Wee Fish swam up to some striped fish. When the striped fish saw Shark, they got scared and swam off.

“Well, well,” said Shark to himself. “It’s odd, but it looks like the fish are scared of Wee Fish, just as he said.” (Shark did not see that the fish were scared of him.)

Shark and Wee Fish swam up to some silver fish. When the silver fish saw Shark, they got scared and swam off.

Then Shark started to think. “All of the fish are scared of Wee Fish,” he said to himself. “Perhaps I should be scared of him, too.”

All of a sudden, Shark felt scared. He swam off. And from then on, he never went back to that reef.
W.C.P.M. Calculation Worksheet

Student: __________________________
Date: ____________________________

Story: Shark and Wee Fish

Total words in story (including title): 341

<table>
<thead>
<tr>
<th>Words</th>
<th>Time</th>
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<tr>
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<td>Start Time</td>
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<td>Elapsed Time</td>
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\[
\text{W.C.P.M.} = \frac{\text{Words Correct}}{\text{Time in Seconds} \times 60}
\]

Compare the student’s W.C.P.M. score to national norms for Spring of Grade 1 (Hasbrouck and Tindal, 2006):

<table>
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<tr>
<th>Reading Time for this story</th>
<th>W.C.P.M</th>
<th>National Percentiles for Spring, Grade 1</th>
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<td>111</td>
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<td>4:10</td>
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<td>6:45 (or 265 words at 5:00)</td>
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<td>8:30 (or 200 words at 5:00)</td>
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<td>12:10 (or 140 words at 5:00)</td>
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<tr>
<td>22:30 (or 75 words at 5:00)</td>
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</table>
At the Airport

1. How much cash did Kay’s dad have left at the end of the trip?

2. How did Kay’s dad act at the airport?

Directions: Have students read the story and answer the questions.
3. Where had Kay’s dad tucked his passport?
   - He had tucked it in his pants pocket.
   - He had tucked it in a bag.
   - He had tucked it in his jacket pocket.

Page ________

4. What did Kay tell her dad at the end?

Page ________
### Word Reading in Isolation Assessment

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<td>rinse</td>
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</table>
Directions: Have students sort the words according to the spellings that stand for the /æe/ sound.

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<td>/æe/ → ‘ay’</td>
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</table>
Directions: Have students sort the words according to the spellings for the /oe/ sound.

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<tr>
<th>stone</th>
<th>home</th>
<th>road</th>
</tr>
</thead>
<tbody>
<tr>
<td>bone</td>
<td>coat</td>
<td>boat</td>
</tr>
</tbody>
</table>

/oe/ → 'o_e'

/oe/ → 'oa'
Cut out the word cards and stick them on Worksheet PP4.

Monday  weekday

pails  raisins

wait  raining

haystack  nails

trains  daytime
Sort the word cards from Worksheet PP3 by their spellings for /æl/ and stick them in the boxes.

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</table>
Cut out the word cards and stick them on Worksheet PP6.

- road
- explode
- smoke
- rode
- toad
- stove
- bathrobe
- jokes
- oak
- wrote
- float
Sort the word cards from Worksheet PP5 by their spellings for /oe/ and stick them in the boxes.

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</tr>
</tbody>
</table>
Sort the words by their spellings for /æl/.

- spray
- paying
- drained
- airplane
- driveway
- mailbox
- armchair
- grains
- playground
- tray

/æl/ → ‘ai’

/æl/ → ‘ay’
Sort the words by their spellings for /oe/.

<table>
<thead>
<tr>
<th>roads</th>
<th>poke</th>
<th>throat</th>
<th>home</th>
<th>toast</th>
</tr>
</thead>
<tbody>
<tr>
<td>soaked</td>
<td>joke</td>
<td>groaning</td>
<td>dome</td>
<td>throne</td>
</tr>
</tbody>
</table>

/oe/ → ‘o_e’

/oe/ → ‘oa’
Directions: Have students color the boxes that contain words with the /a/ sound as in hat in one color and the boxes that contain words with the /ae/ sound as in paper in another color.

<table>
<thead>
<tr>
<th>rate</th>
<th>match</th>
<th>dancer</th>
</tr>
</thead>
<tbody>
<tr>
<td>glance</td>
<td>late</td>
<td>backpack</td>
</tr>
<tr>
<td>pace</td>
<td>Shane</td>
<td>lame</td>
</tr>
<tr>
<td>make</td>
<td>camped</td>
<td>banks</td>
</tr>
</tbody>
</table>
Directions: Have students color the boxes that contain words with the /o/ sound as in hot in one color and the boxes that contain words with the /oe/ sound as in home in another color.

<table>
<thead>
<tr>
<th>throne</th>
<th>comic</th>
<th>frosting</th>
</tr>
</thead>
<tbody>
<tr>
<td>knock</td>
<td>poked</td>
<td>doghouse</td>
</tr>
<tr>
<td>holes</td>
<td>close</td>
<td>spoke</td>
</tr>
<tr>
<td>wrote</td>
<td>pocket</td>
<td>contest</td>
</tr>
</tbody>
</table>
Template for Fishing Pond Exercise

[Images of fish drawings]
Mark the words that are said. Then write them on the lines.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>got</strong></td>
<td><strong>goat</strong></td>
</tr>
<tr>
<td>2.</td>
<td><strong>change</strong></td>
<td><strong>chain</strong></td>
</tr>
<tr>
<td>3.</td>
<td><strong>plain</strong></td>
<td><strong>path</strong></td>
</tr>
<tr>
<td>4.</td>
<td><strong>tone</strong></td>
<td><strong>toned</strong></td>
</tr>
<tr>
<td>5.</td>
<td><strong>bare</strong></td>
<td><strong>pair</strong></td>
</tr>
<tr>
<td>6.</td>
<td><strong>play</strong></td>
<td><strong>plain</strong></td>
</tr>
<tr>
<td>7.</td>
<td><strong>coat</strong></td>
<td><strong>boat</strong></td>
</tr>
<tr>
<td>8.</td>
<td><strong>rain</strong></td>
<td><strong>road</strong></td>
</tr>
<tr>
<td>9.</td>
<td><strong>say</strong></td>
<td><strong>stay</strong></td>
</tr>
</tbody>
</table>
Write *yes* or *no* on the lines.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is <strong>oak</strong> from a tree?</td>
<td></td>
</tr>
<tr>
<td>2. Do plants have <strong>brains</strong>?</td>
<td></td>
</tr>
<tr>
<td>3. Can you doze in a <strong>chair</strong>?</td>
<td></td>
</tr>
<tr>
<td>4. Do you sleep on a <strong>boat</strong>?</td>
<td></td>
</tr>
<tr>
<td>5. Can you think with your nose?</td>
<td></td>
</tr>
<tr>
<td>6. Can a stone <strong>float</strong>?</td>
<td></td>
</tr>
<tr>
<td>7. Is the word <strong>Jane</strong> a name?</td>
<td></td>
</tr>
<tr>
<td>8. Can you <strong>stay</strong> at a home?</td>
<td></td>
</tr>
</tbody>
</table>
9. Can toads play soccer?

10. Is toast green?

11. Can you sail in a boat?

12. Do whales have nails?

13. Is summer hotter than winter?

14. Is the word cat a noun?

15. Are coals hot?

16. Can you make an airplane?
Match the words to the pictures and write them on the lines.

bath  goat  stairs
chair  home  hay
coat  goal  hair
Match the words to the pictures and write them on the lines.

<table>
<thead>
<tr>
<th>rain</th>
<th>rope</th>
<th>airplane</th>
</tr>
</thead>
<tbody>
<tr>
<td>oak tree</td>
<td>toad</td>
<td>train</td>
</tr>
<tr>
<td>playground</td>
<td>soap</td>
<td>dance</td>
</tr>
</tbody>
</table>

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Match the words to the pictures and write them on the lines.

1. **goat**

2. **mailbox**

3. **toaster**

4. **snail**

5. **coat**
1. Dave Kay and Gail are my pals.

2. In the winter you need a hat mittens and a thick coat.

3. Panthers snakes and moles can be all black.

4. I’d like to have a cat a goat or a toad for a pet.

5. I had to write stamp and mail a letter yesterday.

6. Shirts can be green red or pink.

7. I like toast with jam cheese and chips for a snack.
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