

Tool Choice Time

Students choose a reading tool and use sound stretching to begin writing words.

1.P.EICC.1 "Reader & Writer Identity: Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts."

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 READER TOOLS

a	point	reread	ask
b	reread	ask	point

2 WRITER SOUNDS

sun	
map	

HOW TO RUN THIS PAGE

Tell students that readers and writers can choose helpful actions when they need support. Read every choice aloud, give wait time, and notice whether each student can choose a tool and use slow speech to hear a beginning sound. Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • READER TOOLS

SAY “I will read the choices in each row. Listen to the reading problem, think of a tool that could help, and circle one word in each row. Which tool will you choose?”

ROW	SAY	STUDENTS CIRCLE
a	You are reading the words in this row and lose your place. Which choice could help you keep your place?	point
b	You have read a word two times and still do not understand it. Which choice could help you next?	ask

PART 2 • WRITER SOUNDS

SAY “I will read each word beside a box. Say the word slowly, listen for its first sound, and write the letter for that sound in its box. What letter do you hear first?”

- Box 1 (beside sun): **s**
- Box 2 (beside map): **m**

WHAT TO ACCEPT

Reader Tools: point, then ask. Writer Sounds: s for sun and m for map. Accept uppercase or lowercase letters and reasonable letter formation.