

Read It Twice

Students reread simple words, then use sentence meaning to choose a word.

1RF4 "Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension."

NAME _____

DATE _____

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

1 READ AND MATCH

can	•	•	hop
see	•	•	can
hop	•	•	see

2 MAKE SENSE

a	run	sun	red
b	bed	log	nap
c	run	sun	fun

HOW TO RUN THIS PAGE

Read each part aloud and give students time to point, read, and mark. Fluency here looks like reading familiar beginning-reader words accurately, rereading them smoothly, and using the words to understand a short sentence.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • READ AND MATCH

SAY “Put your finger on the first word on the left. Read it with me, then read it again. Can you draw a line to the same word on the right?”

- **can** matches **can**
- **see** matches **see**
- **hop** matches **hop**

PART 2 • MAKE SENSE

SAY “Put your finger under each word in the row and read the words softly. I will say a short sentence with a missing word. Can you read the choices again and circle the word that makes the sentence make sense?”

ROW	SAY	STUDENTS CIRCLE
a	Sam can _____. Which word makes the sentence make sense?	run
b	The cat can _____. Which word makes the sentence make sense?	nap
c	We see a _____. Which word makes the sentence make sense?	sun

WHAT TO ACCEPT

Match can to can, see to see, and hop to hop. Circle run, nap, and sun. Accept clear lines and circles, and note whether students can reread the words accurately with little help.