Read, Check, Fix

Students reread short words and use meaning to check accurate reading.

1.F.F.1 "Oral & Silent Reading Fluency: Demonstrate oral and silent reading fluency while reading texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension."

NAME _____ DATE _____

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

1 READ AND CIRCLE

a | run | rug | sun

b | cat | can | cap

2 READ AND MATCH

ship	•	•	dish
fish	•	•	ship
dish	•	•	fish

ANSWER KEY

Read, Check, Fix

GRADE 1 · 1.F.F.1

HOW TO RUN THIS PAGE

Read each script aloud and give students time to look at the large printed words before they mark. Listen as students read softly in Part 1, then notice whether they reread and correct a word when it does not make sense. Part 2 gives students a silent-reading check before they match identical words.

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 CIRCLE

SAY "Put your finger under each word as I read the row prompt. Read the words softly, and if your first try does not make sense, read them again before you circle."

ROW	SAY	STUDENTS CIRCLE
a	A pup can ___. Which word makes the sentence make sense? Circle it.	**run**
b	I see a ___ that meows. Which word makes the sentence make sense? Circle it.	**cat**

PART 2 · READ AND MATCH

SAY "Read each word in the left column in your head. Find the same word in the right column, then draw a line. If the words do not match exactly, look again and fix your line."

- **ship** matches **ship**
- **fish** matches **fish**
- **dish** matches **dish**

WHAT TO ACCEPT

Part 1 answers are run, then cat. In Part 2, accept lines connecting each word to the identical word, ship to ship, fish to fish, and dish to dish. Note students who reread and self-correct after an inaccurate first reading.