Read It Twice

Practice words, then read and reread a short story for meaning.

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**

ANSWER KEY

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HOW TO RUN THIS PAGE

Use the printed word tasks as preparation. Before the reading check, write this complete story in large clear print on a card or board visible to each learner: “Sam can hop. Sam can run. Sam can see a cat. The cat can nap.” Have the learner read the visible connected text, receive support for difficult words and reread it smoothly. Adjust to an equally short text using taught words if needed; assess reading and meaning, not speed.

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? After the choices, read the whole story on the card I prepared. Point to the words as you read. Read it again so it sounds smooth and makes sense. What can Sam do? What does the cat do?”

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. For the visible story, observe accurate words, connected phrasing and meaning on actual reading/rereading. Sam can hop, run and see a cat; the cat can nap. Record help needed and improvement rather than inferring fluency from isolated words or demanding a fixed reading rate. If an ability-matched replacement text is used, check its actual meaning.