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Reading Reconsidered Curriculum Wonder Fluency Practice Teacher Materials

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| **Name** | **Pre WCPM** | **Notes****Set 1** | **Notes****Set 2** | **Notes****Set 3** | **Post** **WCPM** |
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**Fluency Tracker**

Goal: Students achieve 110+ Words Correct Per Minute with 99% accuracy & correct prosody.

Click [here](https://www.cde.state.co.us/sites/default/files/documents/coloradoliteracy/clf/downloads/tools_for_assessing_prosody.pdf) for a prosody rubric you might find helpful.

**Directions for the teacher:**

1. Practice reading each set of sentences for 2 weeks about 2-3 times per week in a small group. You may choose from 6 different sets depending on the needs of your group. Iin some cases, you may want to have students use a new set after 1 week of practice. Additional sets may be sent home for practice.

Materials:

* + - A copy of the set of sentences
		- 1 ruler per student
1. Set an explicit goal with each student around accuracy, [prosody](https://www.cde.state.co.us/sites/default/files/documents/coloradoliteracy/clf/downloads/tools_for_assessing_prosody.pdf), or rate.

Examples:

* “See if you can read with more expression.”
* “See if you can chunk words together and link them into longer phrases.”
* “See if you can make it sound suspenseful.”

**Note:** *Speed alone should not be a goal. The goal is accuracy and expression that get quicker*

1. At the start of the lesson, the teacher models. Read aloud modeling expression once or even twice. Read slightly slower than normal but with full expression.
2. Students read. Use [FASE Reading](https://docs.google.com/document/d/1PRZoH3p6r-F64FKQa5HcZbJf3tIFVBRaoiulpnKBZKg/edit?usp=sharing) to read through the passage 1-2 times.
3. Partner reads.
	1. One student reads and the other student tracks with a ruler for passive decoding.
	2. Partners alternate sentences through the set and then switch and read again.
	3. Each student should read all of the sentences 3-4 times.
4. During partner reads the teacher should circulate to different pairs listening to students reading, identifying miscues, and providing prompts. See the prompting resource to help you.
5. Have students complete 1-2 comprehension questions when they are finished. You may choose the means of participation (Everybody Writes, Turn and Talk, Cold Call, or Take Hands).
6. End the session with 1-2 students reading aloud a few sentences to celebrate their growth.

**Why repeated readings?**

To develop fluency, readers need to see and hear words to link the pronunciation of the word to its spelling. Once the brain has created a map of the word and its pronunciation, it can recall the word more quickly and this leads to greater fluency over time. In order to develop fluency, students must do lots of decoding where they are seeing and saying the word.

**How do I choose my fluency set?**

Ask yourself, do my students need support with decoding, prosody, or both?

Narrative sets provide increased opportunities for expression with voice and tone shifts as well as increased use of dialogue, phrasing and more complex punctuation.

Knowledge Building sets have an increased number of adjacent consonant blends and polysyllabic words to support students with weak decoding skills. These sets also contain varied sentence structures to support phrasing.

You may want to expose your students to the knowledge building sets before you reach those lessons in class to set them up for success when reading independently. We recommend you wait and expose students to the narrative sets after students have read those pages in the text.

**Teacher Note:** One the first day of intervention, you may want to read through directions on student packet page 2. These are also provided below.

**What is fluency?**

Reading fluently means reading words accurately, at a speed that matches normal conversation, and with expression in order to understand the text. Fluent readers pay attention to:

* **Punctuation** – Which punctuation marks appear in the sentence? What clues does punctuation give you about when you should pause or how you should convey emotion?
* **Important Words** – Are there any words that require special emphasis or give clues about the emotion of a sentence?
* **Dialogue** – How does the dialogue change what kind of expression you use? How is the person who is speaking feeling? What might they sound like?
* **Tone** – Are you capturing the intended meaning behind what you are reading? Are you capturing the voice of the narrator in your reading? Ex: soft, loud, serious, excited, remorseful, earnest

**Directions for students:**

1. Listen to the teacher read aloud the set of sentences. Pay attention to when the teacher’s voice pauses or changes.
2. Write your personal **reading goal** at the top of the page.
3. Now read the set of sentences 3-4 times with your partner following the directions in the box.

a. Partner 1 (reader) reads the first sentence.

b. Partner 2 (listener) listens while following along with a ruler.

c. Let the reader try to decode the words. If they are stuck, the listener can help after the reader has given it a try.

d. If neither student can read the word, jot it in your ‘Words to Practice’ box.

e. Switch roles for the next sentence and continue alternating through the set of sentences.

4) Listen for your teacher’s directions to see which **questions** you will be answering on the back of your sheet.

**Fluency Goals:**

Studies show that when a goal is written down in front of students, they are more likely to attend to it.

To start, the goal can be established by the teacher after the teacher has read aloud. The goal can be based on the content of the day’s reading, the genre or any other component of fluency.

After modeling, you should explain, “Today we are going to work on . . .” As students progress and as the teacher identifies and addresses gaps, teachers can select individual goals based on specific students’ needs. Students should write the goal at the top of their fluency set in the space provided.

**Benefits of Partner Reading**:

Students get practice as both readers and listeners. When students follow along with a ruler and alternate sentences or sections, they are more likely to attend to the words. In addition, alternating turns creates opportunities for students to take a break, avoid overloading their working memory and limit frustration.

Partner reading creates a performance aspect that is crucial. It ensures students strive towards fluency and gives a purpose for the reading.

We recommend using a ruler to avoid pointing to the words with a finger, which limit students’ ability to push eyes forward for phrasing.

**Comprehension Questions:**

End every intervention session with 1-2 comprehension questions. This ensures that each time students read, they see connect reading with the larger goal of making meaning.

 Wonder

Set 1: Lesson 3 245 Total Words

Below are some sentences with information about disabilities to help you better understand *Wonder*.

1. The term **disability** refers to any **condition** of the mind or body that makes it more difficult for a person to do certain activities or interact with the world around them.
2. According to the Centers for Disease Control, one in four adults in the United States lives with some type of **disability**.
3. While some **disabilities** may be hidden or not easy to see, others are **immediately** obvious and can impact the way an **individual** is treated by those around them.
4. **Disabilities** that affect the head and face can be challenging because of their visibility and their impact on important body processes.
5. According to the Children’s **Craniofacial Association**, “A **craniofacial** difference (medically often called a disorder) refers to an **abnormality** of the face and/or the head.”
6. Eating, drinking, breathing, speaking, seeing, and hearing can all be impacted by **craniofacial** differences.
7. However, these types of **disabilities** do not often impact **cognition** or mental development.

 (*share definition – doctor of children)*

1. A **pediatric^** plastic **surgeon**, explains:

**Craniofacial anomalies** often require surgery — sometimes many operations — and can require long-term follow-up care, but many of the conditions are, for the most part, physical conditions that do not really affect developmental growth.

1. People with **craniofacial** differences often encounter unwanted staring, questions, or teasing about their appearance.
2. “It’s a survival instinct for something that looks different to catch your eye, but how you respond to someone that looks different is what counts,” says a **pediatric** brain **specialist**.

**Prompting Students:** Use as few words as possible to avoid disrupting the flow of reading.

**Responding to Errors:** Pause student at miscue: Say, “Try again. <Give the rule or unknown sound letter correspondence.> After your first few sessions, students should only need the rule and you can eliminate any extra language.

**Prompts to Support Possible Decoding Errors:**

**disability:** Say the prefix first. /dis/

* a makes the schwa sound /uh/
* y at the end says /ee/

**condition:** t-i-o-n says /shun/

**immediately:**

* Break it into syllables
* Start with the short i.
* d-i says /dee/

**individual:**

* Break it into syllables
* in – di – vid – u - al

**Craniofacial:**

* c-i-a-l is a suffix that says /shul/
* Model for students and ask them to repeat it.

**Association:**

* c says the soft c sound /s/
* t-i-o-n- says /shun/

**abnormality:**

* Break into syllables
* ab – nor – mal – i - ty

**cognition:**

* Break it into syllables
* cog – ni – tion
* t-i-o-n- says /shun/

**pediatric:** Share quick definition

* e makes the long e sound /ee/
* d-i says /dee/

**surgeon:**

* ge says the soft g sound /j/

**specialist:**

* e is short e sound like in *bed*
* c-i-a-l says /shul/

Set 1: Reading Comprehension Questions

**Teacher Note:** These questions have been provided to support student comprehension after repeated readings. These questions are designed to ensure students consistently connect reading with meaning making. Since students will be reading this passage 2-3 times per week, identify 2-3 questions for students to answer at the end of each invention session. You can vary the means of participation using a combination of **Turn and Talk, Stop and Jot, Cold Call** and taking hands. We suggest you spend no more than 3 minutes on comprehension questions. Possible answers have been provided for you.

Set 1: Lesson 3

Below are some questions from the sentences you just read about the disabilities from your unit on Wonder.

1. What is a disability?

**Answer:** A disability is a condition of the mind or body that makes it more difficult for a person to do certain activities or interact with others or the world around them.

1. What is a craniofacial difference?

**Answer:** A craniofacial difference is when a person has an abnormality in the face or head.

1. What are some actions that can be impacted by craniofacial differences?

**Answer:** Craniofacial differences can make it harder to eat, drink, breathe, speak see or hear.

1. Why might having a craniofacial difference be difficult emotionally?

**Answer:** Having a craniofacial difference is difficult emotionally because it may be easy to see and can change the way a person is treated which might make them feel different or uncomfortable.

1. Put this sentence in your own words. *Craniofacial differences do not often impact cognition or mental development*.

**Answer:** Craniofacial differences don’t often change one’s ability to understand or think deeply.

1. What does the word pediatric mean?

**Answer:**  The word pediatric means doctor of children so a pediatric surgeon is a surgeon for children.

Wonder

Set 2: Lesson 7 289 Total Words

Below is a passage from *Wonder* written from August’s perspective. August has just walked out of his classroom after overhearing his classmates talking about him.



 **Rat boy. Freak. Monster. Krueger. E.T. Gross-Out. Lizard face. Mutant**. I know the names they call me. I’ve been in enough playgrounds to know kids can be mean. **I know, I know, I know.**

I ended up in the second-floor bathroom. No one was there because first period had started and everyone was in class. I locked the door to my stall and took off my mask and just cried for I don’t know how long. Then I went to the nurse’s office and told her I had a stomach ache, which was true, because I felt like I’d been kicked in the gut. Nurse Molly called Mom and had me lie down on the sofa next to her desk. Fifteen minutes later**,** Mom was at the door.

 “Sweetness,” **she said**, coming over to hug me.

 “Hi,” **I mumbled**. I didn’t want her to ask anything until afterward.

 **“You have a stomach ache?”** **she asked**, automatically putting her hand on my forehead to check my temperature.

 “He said he feels like throwing up,” said Nurse Molly, looking at me with very nice eyes.

 “And I have a headache,” **I whispered**.

 “I wonder if it’s something you ate,” said Mom, looking worried.

 “There’s a stomach bug going around,” said Nurse Molly.

 “Oh, geez,” said Mom, her eyebrows going up as she shook her head. She helped me to my feet. **“Should I call a taxi or are you okay walking home?”**

  **“I can walk.”**

 **“What a brave kid!”** said Nurse Molly patting me on the back as she walked us towards the door. If he starts throwing up or running a temperature, you should call the doctor.”

 “Absolutely,” said Mom shaking Nurse Molly’s hand.

 “Thank you so much for taking care of him.”

**Prompting Students:** Use as few words as possible to avoid breaking the narrative.

**Responding to Errors:** Pause student at error or punctuation mark and say, “Try again”. <Give prompt on phrasing, inflection> or the teacher may choose to model the sentence and have student repeat the sentence mimicking the teacher.

**Prompts to Support Prosody:**

**List of Names #1:**

* Give a short pause at the period after each word.
* This is the list of mean words children call Auggie. As you read, say each word with a mean tone.

**Repetition with *I know #1*:** Repeat that phrase briefly pausing at each comma.

**Mother’s Dialogue #2:** Mom is worried that Auggie is sick. Change your tone to show concern when reading her dialogue.

**Auggie’s Dialogue #3:** Auggie does not want to talk about what happened. The author gives you clues with her speaker tags. Use them to see how to say Auggie’s dialogue.

**At the end of a question:**

* Reread that question and make your voice go up at the end.
* Teacher model: Try reading it like this. <teacher models inflection for question>

**Auggie’s Dialogue #4: “I can walk.”:**

* There is no speaker tag for this line of dialogue. Who is speaking? Read it like you are Auggie. (Use a whisper voice or mumble to emphasize that he doesn’t want to talk.)

**“What a brave kid!”:**

* Teacher model: Try reading it like this. <teacher models inflection to show feeling of awe.>

Set 2 Reading Comprehension Questions

**Teacher Note:** These questions have been provided to support student comprehension after repeated readings. These questions are designed to ensure students consistently connect reading with meaning making. Since students will be reading this passage 2-3 times per week, identify 2-3 questions for students to answer at the end of each invention session. You can vary the means of participation using a combination of **Turn and Talk, Stop and Jot, Cold Call** and taking hands. We suggest you spend no more than 3 minutes on comprehension questions. Possible answers have been provided for you.

Set 2: Lesson 7

Below are some questions from the passage you read in *Wonder*, pages 79-80.

1. The first line of this passage is a list of names with a period after each name. Why does the author include a period after each name?

**Possible answers:**  The author included a period after each name so the reader pauses dramatically between each word. The words are terrible names to call someone and pausing gives them weight.

1. Where does Aggie hide when he feels upset?

**Answer:**  Auggie hid in the second floor bathroom inside a locked stall.

1. Why does Auggie go to the Nurse’s Office?

**Answer:**  Auggie went to the Nurse’s Office because he wanted to go home. He didn’t want to be in school after he heard what his friends had said and he was so upset, it made his stomach ache.

1. Why might Nurse Molly look at August with very nice eyes?

**Answer:** Nurse Molly looks at August with nice eyes because she feels compassion for him. She probably knows how hard Auggie’s life has been and wants him to know she feels for him.

1. Dialogue refers to the words a character says aloud. Dialogue is usually paired with a short phrase, or speaker tag, that tells you who is speaking. One example of a speaker tag is *she said*. List two additional speaker tags from the passage.

**Possible Answers:**  Other speaker tags in the passage are *mumbled*, *asked*, and *whispered*,

1. What punctuation marks are used to show the start and end of dialogue? Circle them in the passage.

**Answer:**  Quotation Marks are used to show where dialogue starts and stops. They look like this. “ ”

Wonder

Set 3: Lessons 11 251 Total Words

Below are some sentences about genetic traits to help you understand Auggie’s disability.

1. Every person has **traits** or **characteristics** that make them **unique**.
2. Many of these traits are passed down from our parents through our **genes**.

**Prompting Students:** Use as few words as possible to avoid disrupting the flow of reading.

**Responding to Errors:** Pause student at miscue: Say, “Try again”. <Give the rule or unknown sound letter correspondence.> After your first few sessions, students should only need the rule and you can eliminate any extra language.

**Prompts to Support Possible Decoding Errors:**

* **traits:** ai says the long a sound
* **characteristics:**
	+ ch says /k/ sound
	+ Chunk it
	+ char-ac-ter-is-tics
* **unique:**
	+ Use the long u sound
	+ The i makes the long e sound here
	+ qu says /k/
* **genes:** Use the soft g sound /j/
* **determine:** Chunk it
	+ de-ter-mine
* **appearance:**
	+ ea says /ee/
	+ ce says the soft c sound /s/
* **height:** eigh makes the long i sound
* **personality:** Chunk it
	+ per-son-al-i-ty
* **siblings:** Chunk it
	+ sib-lings
* **genetics:** ge makes the /j/ sound
* **generation:** ge makes the /j/ sound
	+ tion makes the /shun/ sound
* **dominant:** Chunk it
	+ dom-i-nant
* **recessive:** cesays soft c sound /s/
* **expressed:** x says /ks/ sound
* **considered:** con says /khun/
* **carrier:** ar says long a sound
1. Genes are made of DNA, and they are the parts of your cells that **determine** your traits.
2. When a baby is born, half of their genes come from one parent and half come from the other.
3. Genes carry information that affects **appearance** (like eye color or **height**), health (like risks for certain diseases), and even **personality**.
4. However, because each person’s genes are a random mixture of their parental DNA, even **siblings** with the same parents do not have the exact same genes.
5. **Genetics** is the study of genes and how traits are passed down from one **generation** to the next.
6. Some genes are **dominant**, and some are **recessive**.
7. When genes are combined, the dominant gene is **expressed** (meaning it will be present or shown in the person) and the **recessive** trait is masked, meaning the person will not have that trait or **characteristic**.
8. For example, having red hair is a recessive trait.
9. A person needs two copies of the recessive gene, one from each parent, to end up with red hair.
10. However, a person without red hair can still pass on a red hair gene to their child.
11. That person would be **considered** a **carrier** for the trait, meaning that while the trait is not shown in them, the gene is still part of their DNA.

Set 3 Reading Comprehension Questions

**Teacher Note:** These questions have been provided to support student comprehension after repeated readings. These questions are designed to ensure students consistently connect reading with meaning making. Since students will be reading this passage 2-3 times per week, identify 2-3 questions for students to answer at the end of each invention session. You can vary the means of participation using a combination of **Turn and Talk, Stop and Jot, Cold Call** and taking hands. We suggest you spend no more than 3 minutes on comprehension questions. Possible answers have been provided for you.

Set 3: Lesson 11

Below are some questions from the sentences about genetic traits.

1. What are genes?

**Answer:**  Genes are made of DNA, and they are the parts of your cells that determine your traits

1. Where do a person’s genes come from?

**Answer:**  When you are born, half of your genes come from one parent and half come from the other.

1. What kind of information is carried in genes?

**Answer:**  Genes carry information that affects appearance (like eye color or height), health (like risks for certain diseases), and personality.

1. What do you call the study of genes?

**Answer:**  The study of genes is called genetics.

1. What is a recessive trait?

**Answer:**  A recessive trait is when a person might have the gene for a specific trait but it will not be shown in the person.

1. What does it mean to be a carrier of a trait?

**Answer:**  if you are the carrier of a trait, it means that they have a trait in their genes but it is recessive, or not shown.

Wonder

Set 4: Lesson 15: pgs. 134-135 275 Total Words

Below is a passage from *Wonder* written from Jack’s perspective. Jack’s mom has just gotten off the phone with Mr. Tushman, the principal, and is explaining to Jack why he called.

 **And when she hung up, I was like, “What’s up, what did he say?”**

And mom said, “Well, it’s actually very flattering but kind of sad, too. See, there’s this boy who’s starting middle school this year, and he’s bever been to a real school **environment** before because he was homeschooled, so Mr. Tushman talked to some of the lower school teachers to find out who they thought were some of the really really great kids coming into fifth grade, and the teachers must have told him you were an especially nice kid – **which I already knew of course** – and so **Mr. Tushman is wondering if he could count on you to sort of shepherd this new boy around a bit?”**

“**Like let him hang out with me?**” I said.

“Exactly,” said Mom. “He called it being a welcome buddy.”

“**But why me?”**

“I told you. Your teachers told Mr. Tushman that you were the kind of kid who’s known for being a good egg. **I mean,** I’m so proud that they think so highly of you . . . .”

 **“Why is it sad?”**

**“What do you mean?”**

“You said it’s flattering but kind of sad, too.”

“Oh.” Mom nodded. “Well, apparently this boy has some sort of . . . um, I guess there’s something wrong with his face . . .or something like that. Not sure. Maybe he was in an accident. Mr. Tushman said he’d explain a bit more when you come to the school next week.”

**“School doesn’t start till September!”**

“He wants you to meet this kid before school starts.”

“**Do I have to?”**

Mom looked a bit surprised.

**Prompting Students:** Use as few words as possible to avoid breaking the narrative.

**Responding to Errors:** Pause student at error or punctuation mark and say, “Try again.” <Give prompt on phrasing, inflection> or the teacher may choose to model the sentence and have student repeat the sentence mimicking the teacher.

**Prompts to Support Prosody:**

**Comma in #1:**  **“And when she hung up, I was like, “What’s up, what did he say?**”

* Give a short pause at the commas.
* If a student struggles to read the words within the comma as a phrase, teacher should model and have student repeat.

**At the end of a question #1 & #3:**

* Reread that question and make your voice go up at the end.
* Teacher model: Try reading it like this. <teacher models inflection for question>

**Mom’s Dialogue in #1: “Which I already knew of course.”**

Mom is feeling proud that the teachers recognize what a nice kid he is. Repeat that sentence like a proud parent.

**Comma in #2:**  **“I mean, . . .”**

* Give a short pause at the comma.
* If a student struggles to read the words within the comma as a phrase, teacher should model and have student repeat.

**Exclamation Point in #4 after “School doesn’t start till September!”:**

* Jack is frustrated because his mom is asking him to go to school before it officially starts. Reread that line and show Jack’s frustration.

Set 3 Reading Comprehension Questions

**Teacher Note:** These questions have been provided to support student comprehension after repeated readings. These questions are designed to ensure students consistently connect reading with meaning making. Since students will be reading this passage 2-3 times per week, identify 2-3 questions for students to answer at the end of each invention session. You can vary the means of participation using a combination of **Turn and Talk, Stop and Jot, Cold Call** and taking hands. We suggest you spend no more than 3 minutes on comprehension questions. Possible answers have been provided for you.

Set 4: Lesson 11

Below are some questions from the passage you read in *Wonder, pgs 134-135*

1. Why does Mr. Tushman call Jack’s mom ?

**Answer:** Mr. Tushman calls Jack’s mom to ask if Jack would be willing to be a welcome buddy to a new student at the school.

1. Why might Auggie need someone to help him during the first few weeks of school?

**Answer:**  Auggie might need someone to help because this is his first time going to school. Before this year, he had been homeschooled.

1. Why does Jack choose to be a ‘welcome buddy’?

**Answer:**  Jack was chosen to be a ‘welcome buddy’ because the teachers had recommended him as someone who was a really nice kid.

1. When something is flattering it means it is full of praise. Why is Mr. Tushman’s question flattering to Jack?

**Possible Answers:**  Mr. Tushman’s question is flattering because it means that Mr. Tushman and the teachers think Jack is a great kid. They trust Jack with this important job.

1. The author doesn’t use speaker tags next to all of the dialogue. Go back in the passage and put a **J** next to Jack’s dialogue and an **M** next to Mom’s dialogue. How can you tell who is talking?

**Answer:**  I can tell who is talking when there isn’t a speaker tag because the conversation goes back and forth where mom speaks then Jack and then back to Auggie in the same pattern.

1. Why might Mom be surprised when Jack says, “Do I have to?”

**Answer:**  Mom might be surprised because she knows Jack is a nice kid and she might has assumed he would be flattered to have the principal call him.

Wonder

Set 5: Lesson 21 206 Total Words

Below are some sentences about bullying.

1. According to stopbullying.gov bullying is unwanted, **aggressive** **behavior** that involves a power **imbalance**.
2. In other words, kids who use their power to control or harm others with less power.
3. It could be **physical** power like strength or size or social power, like **popularity**.
4. This **behavior** is repeated over time.
5. R.J. Palacio, the author was asked about her **experience** with bullying, she **explained**:
6. I know that bullying takes many forms besides the more **obvious physical** kinds that occur.
7. There’s **social isolation**. There’s r**idicule**. There’s **abandonment** of friends.
8. Those kinds of things I did **experience**, although never on the level Auggie does, of course.
9. I remember kids like Julian. They feel **emboldened** and **empowered** by putting someone else down.
10. It’s the classic bullying. Find someone in every crowd that can be at the bottom of the peckingorder.
11. That is what Auggie was to Julian—someone to be at the bottom of the food chain.
12. When it wasn’t Auggie, it was Jack by **association** to Auggie.
13. And if it weren’t Auggie or Jack it would have been someone else.
14. The Julians of the world always need somebody to put down to feel elevated themselves.

**Prompting Students:** Use as few words as possible to avoid disrupting the flow of reading.

**Responding to Errors:** Pause student at error or punctuation mark and say, “Try again”. <Give the rule or unknown sound letter correspondence.> After your first few sessions, students should only need the rule and you can eliminate any extra language.

**Prompts to Support Possible Decoding Errors:**

* **aggressive:**
	+ a makes the schwa sound /uh/
	+ Chunk it: a-ggre-ssive
* **behavior:**
	+ a makes the long a sound
	+ or flip the vowel sound
* **imbalance:**
	+ Chunk it: im-bal-ance
	+ Look for smaller words inside the bigger word <balance>
* **physical:**
	+ ph makes the /f/ sound
	+ y makes the short i sound
* **popularity:**
	+ Chunk it: pop-u-lar-i-ty
* **experience:**
	+ x says /ks/
	+ Chunk it: ex-per-i-ence
* **explained:**
	+ Chunk it: ex-plain-ed
* **obvious:**
	+ Chunk it: ob-vi-ous
	+ i makes the long e sound
* **social:** ci makes the /sh/ sound
* **isolation:** chunk it: i-so-la-tion
	+ use a long i sound
	+ tion says /shun/
* **ridicule:** u makes the long u sound
* **abandonment:**
	+ chunk it: a-band-on-ment
* **emboldened:**
	+ Chunk it: em-bold-ened
* **empowered:**
	+ Chunk it: em-pow-ered
* **association:**
	+ Chunk it: a-sso-ci-a-tion
	+ c makes the soft c sound /s/
	+ i makes the long e sound

Set 5 Reading Comprehension Questions

**Teacher Note:** These questions have been provided to support student comprehension after repeated readings. These questions are designed to ensure students consistently connect reading with meaning making. Since students will be reading this passage 2-3 times per week, identify 2-3 questions for students to answer at the end of each invention session. You can vary the means of participation using a combination of **Turn and Talk, Stop and Jot, Cold Call** and taking hands. We suggest you spend no more than 3 minutes on comprehension questions. Possible answers have been provided for you.

Set 5: Lesson 21

Below are some questions from the sentences you just read about bullying.

1. What is bullying?

**Answer:**  Bullying is unwanted, aggressive behavior that involves a power imbalance.

1. List 3 forms of bullying.

**Possible Answers:** Kids might use physical power or social power to control or harm others. They might use social isolation, ridicule, or abandonment of friends.

1. What does it mean to be at the bottom of the pecking order?

**Answer:**  The bottom of the pecking order means that you are the lowest in the levels of power.

1. Why might Jack be at the bottom of the pecking order?

**Answer:**  Jack might be at the bottom of the pecking order because he was friends with Auggie.

1. Who is R.J. Palacio talking about when she says, “Julians of the world?”

**Answer:**  When the author says, “Julians of the world” she is talking about those people who are near the top level of power in their friends’ groups and they use that power to bully or pick on someone who is lower than them.

1. Why might the “Julians of the world” always need to put someone down?

**Answer:**  The “Julians of the world” need to put someone down because it makes them feel more powerful or elevated.

Wonder

Set 6: Lesson 26: pgs. 269-270 253 Total Words

Below is the passage from *Wonder* written from Auggie’s perspective. It is after the boys were confronted at the field trip and fought with the students from the other school.

“**Where the heck are we?”** asked Amos. “I can’t even see the screen.”

“I think we are in the cornfields.” Answered Henry.

“Duh, we’re in the cornfields,’ said Miles, pushing the cornstalk at Henry.

“**Okay, I know exactly where we are, “said Amos. “We have to go back in this direction. That’ll take us to the other side of the field.”**

**“Yo, dudes,” said Jack, hand high in the air. “That was really cool of you guys to come back for us. Really cool. Thanks.”**

“No problem,” answered Amos, high-fiving Jack. And then Miles and Henry high-fived him, too.

**“Yeah, dudes, thanks,” I said, holding my palm up like Jack just had, though I wasn’t sure if they’d high-five me too.**

Amos looked at me and nodded. “It was cool how you stood your ground, little dude,” he said, high-fiving me.

“Yeah, Auggie,” said Miles, high-fiving me, too. “You were like, “We’re littler than you guys’ . . .”

“I didn’t know what else to say!” I laughed.

“Very cool,” said Henry, and he high-fived me too. “Sorry I ripped your sweatshirt.”

I looked down, and my sweatshirt was completely torn down the middle. One sleeve was ripped off, and the other was so stretched out it was hanging down to my knees.

**“Hey your elbow’s bleeding,”** said Jack.

“Yeah, I shrugged. It was starting to hurt a lot.

“**You okay?”** said Jack, seeing my face.

I nodded. Suddenly I felt like crying, and I was trying **really** hard not to do that.

**Prompting Students:** Use as few words as possible to avoid breaking the narrative.

**Responding to Errors:** Pause student at decoding error or punctuation mark and say, “Try again”. <Give prompt on phrasing, inflection>

**Prompts to Support Prosody:**

Today’s passage has a lot of dialogue. As you read pay attention to the punctuation marks and pause briefly when you see a comma.

**Question Mark in #1:**

* Reread that question and make your voice go up at the end.
* Teacher model: Try reading it like you are confused. <teacher models inflection for question>

**Amos’s Dialogue #1:**

* Amos now feels confident about where they are and where they should go. Read that dialogue with confidence.
* If student struggles, teacher should model and repeat.

**Jack’s Dialogue #2:** Pay attention to the punctuation here. Pause briefly at each comma.

**Auggie’s Dialogue #3:**

* Give a short pause at each comma.
* Read Auggie’s though with uncertainty in your voice. “I wasn’t sure . . . “

**Jack’s Dialogue #4:**

* Jack is worried when he seeing Auggie’s injury. Read Jack’s dialogue with worry in your voice.

**Auggie’s thought in the final line #4:**

* Reread that line and emphasize the word *really* like this <teacher model>. Student repeats.

Set 6 Reading Comprehension Questions

**Teacher Note:** These questions have been provided to support student comprehension after repeated readings. These questions are designed to ensure students consistently connect reading with meaning making. Since students will be reading this passage 2-3 times per week, identify 2-3 questions for students to answer at the end of each invention session. You can vary the means of participation using a combination of **Turn and Talk, Stop and Jot, Cold Call** and taking hands. We suggest you spend no more than 3 minutes on comprehension questions. Possible answers have been provided for you.

Set 6: Lesson 26:

Below are some questions from the passage you read in Wonder pages 269-270.

1. Where are the boys in this moment?

**Answer:**  The boys are standing in a cornfield.

1. Name all the characters that are in this passage.

**Answer:**  Amos, Henry, Miles, Jack, and Auggie

1. Why are the boys giving each other high fives?

**Answer:**  The boys are high fiving because they just escaped from the woods where a group of students from another school tried to fight them.

1. Who rips Auggie’s sweatshirt?

**Answer:**  Henry ripped Auggie’s sweatshirt (when he grabbed it trying to help Auggie escape from the attackers).

1. Which boys give Auggie a high five? List them in order.

**Answer:**  First Amos high fived Auggie followed by Miles and Henry.

1. Why is Auggie trying really hard not to cry at the end of the passage?

**Possible Answers:**  Auggie is trying not to cry because he might feel embarrassed crying in front of other kids from his class. Auggie is trying not to cry because he just had a nice moment with the other boys where they were accepting him and he might worry that crying will ruin it.