

Corrective Reading

Decoding B1

Enrichment Blackline Masters

Note to the Teacher

The activities in this book reinforce the skills taught in the 1999 edition of the *Corrective Reading Decoding B1* program. Each activity provides practice in an essential reading skill, such as:

- recognition of sounds and sound combinations
- word identification
- correct spelling of words
- spelling of words with endings, such as **s**, **ed**, **ing**, **er**, **ly**, and **en**
- spelling of root words without those endings
- writing compound and other two-part words
- writing sentences
- answering comprehension questions about story passages
- demonstrating comprehension of details in stories
- sequencing activities in a story
- identifying main characters
- building oral reading fluency

(Skills are identified at the bottom of each page.)

The materials are designed to be completed as study-time homework assignments. The students are not to use the Student Book when completing the blackline master. (The *Decoding B1* Student Book and Workbook should usually remain at school.) The Blackline Master pages correspond by lesson number to the *Decoding B1* lesson numbers. The Blackline Masters should be assigned as homework on the same day that the corresponding lesson is completed at school.

Students should be able to complete the homework assignments without any special instructions from the teacher or from a parent. In Lessons 1 and 2, a note to the parent at the bottom of the page directs the parent to ask the student what sound should be circled in the first row of letters and what word should be circled in the second row. All other exercises can be completed without additional instructions.

Timed Reading

To provide additional practice in building oral reading fluency, someone at home can listen to the student read aloud. These timed readings begin at Lesson 12. The procedure is similar to that of the regular program timed readings, which begin at Lesson 12. The passage that appears in the second page of the Blackline Master for Lessons 12 through 65 is taken from the first part of the story from the previous lesson. For Lesson 12, students read part of the story from Lesson 11 at home, and so forth. The student reads aloud for one minute to a parent or listener who follows along and signals when the student is to stop. The number of words read in one minute and the number of errors are recorded, and the parent/listener signs at the bottom of the page. The student brings the signed page to school on the next school day as part of the daily two-page homework assignment.

Checking Homework

The homework should be checked each day. The most efficient procedure is to conduct a teacher-directed group workcheck. Students exchange homework papers. The teacher reads the correct answers aloud as the students mark each other's papers.

- For each activity, identify the part number, then read the answers from the annotated answer key that begins on page 120 of this book.
- For exercises that require the writing of whole words or word parts, spell the words as they should appear in the answers.
- For comprehension items, read each question and say the correct answer.
- For the activities in which students fill in the missing words in a passage, read the passage aloud and say the word that should appear in the blank.
- For some activities, you can call on students to read the item and say the answer.

Homework Chart

Keep a record of the completed homework assignments. A sample Homework Chart appears on page viii. Or you may elect to use the chart that appears in *Decoding B1* instead. Points earned can be recorded in the bonus box for the regular lesson. Points could be awarded as follows:

Completing homework	2 points
0 errors	2 points
1 or 2 errors	1 point
More than 2 errors	0 points

When the timed readings begin at Lesson 12:

Completing the homework reading checkout	2 points
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Point System

If you award points for homework assignments, you will need to modify the number of points required in the regular program to earn various letter grades. (For a discussion of the points and letter grades, see the discussion under “The Management System” in the *Decoding B1 Teacher’s Guide*.) An alternative procedure would be to make the points earned for homework assignments separate from those earned in the regular program and to provide special incentives for completing homework.

The Blackline Master homework pages are designed so that students can be successful. Once students learn that they can complete homework successfully, they will be motivated to continue to do so. If the teacher provides positive verbal feedback for completing homework assignments, along with the use of points, students will be encouraged to do well, and their reading performance will continue to improve.

Letter to Parents

A letter explaining the general procedures for homework assignments appears on the following page. This letter should be sent home along with the first homework assignment.

Dear Parents,

Students are expected to complete homework as part of their reading lessons. The homework activities provide practice on important reading skills. In the daily homework exercises, students receive practice in the following reading skills:

- identifying the sounds of single letters and the sounds of letter combinations
- identifying words
- spelling words with endings and words without endings
- writing sentences
- answering questions about story passages
- building oral reading fluency

For Lessons 1 through 11, students complete one page of homework exercises for each lesson. Starting at Lesson 12, the homework consists of two pages. On the second page is a story passage that the student is to read aloud to someone at home. This activity provides practice on speed and accuracy.

You will need a digital watch, a digital timer (such as a kitchen timer), or a clock with a sweep second hand so that you can time the student for exactly one minute. The student starts at the first word of the passage and reads for one minute. You count the mistakes the student makes. The goal is for the student to read exactly what is on the page.

Here are the kinds of errors to count:

- saying the wrong word or mispronouncing a word
- adding a word
- leaving out a word
- adding an ending to a word (for example, reading “plays” for *play*)
- leaving off an ending (for example, reading “start” for *started*)
- not stopping at the end of a sentence
- rereading part of a sentence

At the end of one minute, stop the student. At the bottom of the page, write the number of words read in one minute and the number of errors.

If the student wants to read the passage again, write the number of times the passage was read in the blank at the bottom of the page.

Sign at the bottom of the page. The student should return the two-page homework assignment to school on the next school day.

Remember to be patient. Students who try hard need to know that they are improving. Your assistance each day will help the student improve. The more practice the student receives, the faster the student will become a better reader.

Thank you.

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Teacher _____

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