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| crevasse  (kreh-*vass*) |  | **Leveled Reading (Comprehension)**  **Level T Nonfiction**  *InFLUenza* |  | Remember to have him underline the words that support his inference. |
| a deep crack in glacier ice |  | First Last |  | Stress **correct spelling** when doing any written work. The words are usually in the book. |
| **Nouns ending in “y”:** If there’s a consonant b/4 the “y”, drop the “y”, add “ies”. Otherwise, just add “s”. |  | **Consonants:** any letters other than the vowels (**a,e,i,o,u**) |  | Singular possessive: **‘s**  Plural possessive: **s’** | mound |  | hind |
| Explain Main Idea: *What is* ***one sentence*** *that would tell someone what the passage is about?* |  | Explain Supporting Detail: ***one piece of information******in the passage*** *that tells about the main idea.* |  | **Write a 5-Sentence Paragraph**  1 – Topic sentence  4 - sentences that provide supporting details for the topic sentence | a pile; a heap |  | located at the back or rear |
| Read the **fluency passage** at his usual reading pace; the object is not to beat the timer. |  | Remind him that **graphic organizers** are filled out with short phrases not sentences; just the important details. |  | Congratulate him on the  **positive comments**  his mentors have written. |
| Remind him to read with expression; **punctuation matters**. Pause at commas; stop at periods, proper voice for questions. |  | Help him to  **underline important details** (phrases!) in paragraphs to copy into the graphic organizer. |  | Spend a little extra time on **vocabulary**; it may help with both the fluency passage  and the book. |
| Follow the guidelines in the “Writing Instructions” on the left side pocket of this folder. |  | ***Inference Questions:***  ***What can you infer?***  ***What can you conclude?***  ***What conclusion can you draw?***  ***What is implied?***  ***What is the implication?*** |  |  |
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