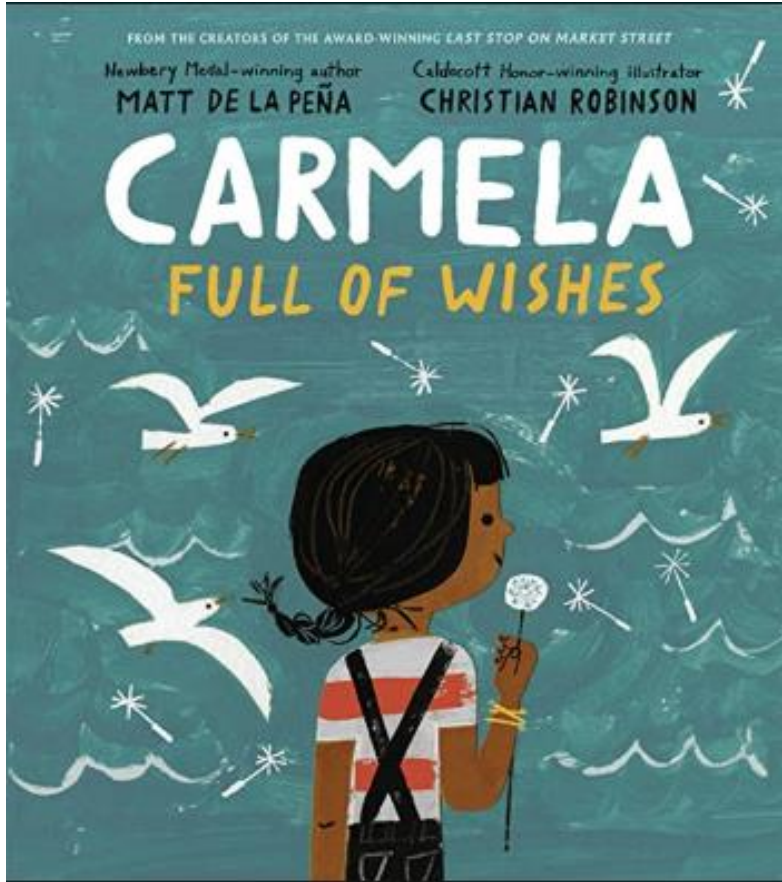


# Early Reading Success

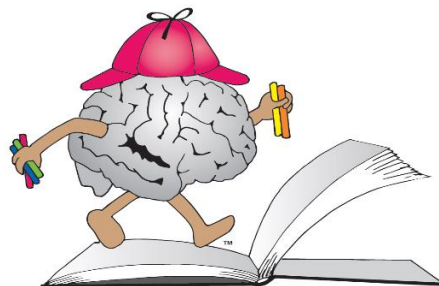


## Grade One

### Carmela Full of Wishes

### Student Workbook

Name: \_\_\_\_\_



**Beryl Irene Bailey, Ed.D., CCC/SLP**





Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Carmela Full of Wishes

**Directions:** **Point** to the words next to Patsy Period. **Track** with your finger as I read the sentences. **Now point** to the question next to Quincy Question. **Track** with your finger as I read the question and four answer choices. Reread the text for clues. In each sentence, **highlight the clues** that helped you to figure out your answer with an orange highlighter **or underline them with a pencil**. Circle the letter of the correct answer.

### Vocabulary in Context






 <p><b>Patsy Period</b></p>	The thick _____ air smelled of marigolds and overturned earth and fresh manure.
 <p><b>Quincy Question</b></p>	1. Which word goes on the blank in the sentence?  a) doghouse b) farmhouse c) greenhouse d) outhouse
 <p><b>Patsy Period</b></p>	Carmela followed as he cut back onto the street at Freedom Boulevard, past the crowded bus stop and fenced off repair shop, past the _____ where two hunched old women waved smiles,...
 <p><b>Quincy Question</b></p>	2. Which word goes on the blank in the sentence?  a) bakery b) old folks home c) park d) school

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Carmela Full of Wishes

**Vocabulary in Context**



 <p><b>Patsy Period</b></p>	<p>While their clothes spun, her imagination turned, each new thought ushered in by a jingle of bracelets. Her brother found the sound _____ and <b>shot</b> her a dirty look.</p>
 <p><b>Quincy Question</b></p>	<p>3. Which word goes on the blank in the sentence?</p> <ul style="list-style-type: none"><li>a) annoying</li><li>b) awesome</li><li>c) quiet</li><li>d) scary</li></ul>
 <p><b>Quincy Question</b></p>	<p>4. The word <b>shot</b> in this context most nearly means _____.</p> <ul style="list-style-type: none"><li>a) A needle in the arm</li><li>b) A basketbll in a hoop</li><li>c) A chance to do something</li><li>d) A mean look in her direction</li></ul>
 <p><b>Patsy Period</b></p>	<p>Carmela tried to make small talk with her brother as their metal cart rattled, but her brother didn't make talk back. He didn't want her <b>tagging</b> along.</p>
 <p><b>Quincy Question</b></p>	<p>5. What does the word <b>tagging</b> mean in this sentence?</p> <ul style="list-style-type: none"><li>a) chasing</li><li>b) following</li><li>c) running</li><li>d) tailing</li></ul>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Carmela Full of Wishes

### Vocabulary in Context

 <p><b>Patsy Period</b></p>	<p>She <b><u>stared</u></b> down at the dandelion in her hand. It seemed much more important now that she knew it was a place to put her wishes.</p>
 <p><b>Quincy Question</b></p>	<p>6. What does the word <b><u>stared</u></b> mean in this statement?</p> <ul style="list-style-type: none"><li>a) gazed</li><li>b) glanced</li><li>c) looked</li><li>d) peeked</li></ul>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Carmela Full of Wishes

### Making Sense of Vocabulary

Directions: Look at the vocabulary in the left column. Place a checkmark under the sense or senses that helps you know something about the word.

Vocabulary	Sight	Smell	Hear	Taste	Touch
Ex. watching	✓				
manure					
glare					
rattled					
sort					
eyeing					
stared					
abandoned					
squawking					
cliff					
concrete					

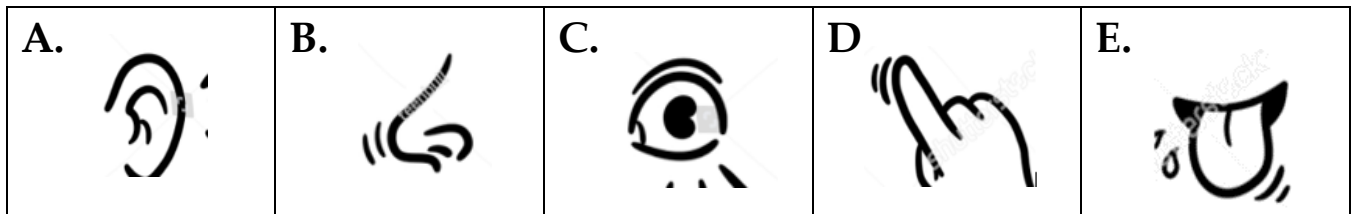
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## Carmela Full of Wishes

### Making Sense of Vocabulary

**Directions:** Read each statement and circle the letter(s) of the sense(s) that come(s) to your mind. On the lines below each senses row, explain what details in the sentence helped you to choose your answer(s).

1. Carmela helped her brother sort colors one-handed, helped him load the washers one item at a time.



2. Explain what details helped you to determine your answer.

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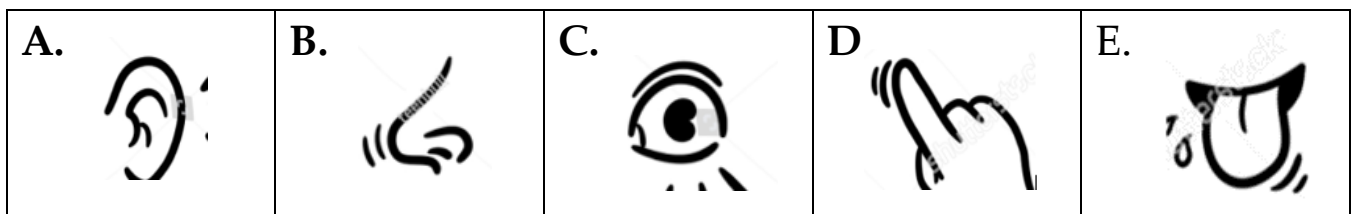
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3. She jingled her bracelets outside the pharmacy, eyeing the shiny new bikes in the window.



4. Explain what details helped you to determine your answer.

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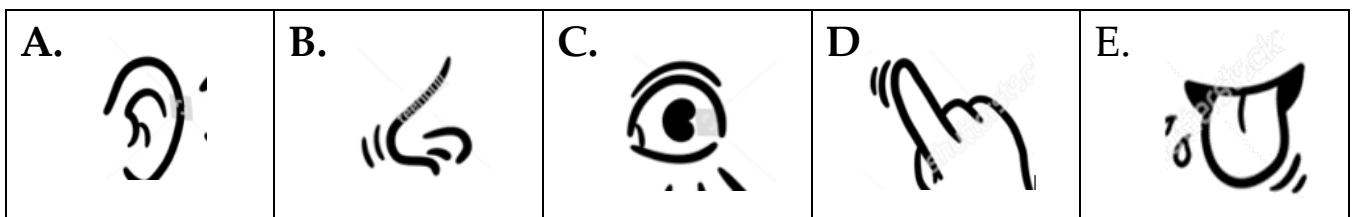
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5. Her brother found the sound annoying and shot her a dirty look. Too bad! She told him with her glare.



6. Explain what details helped you to determine your answer.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Carmela Full of Wishes**

**Punctuation Marks**



**Patsy Period**

**Directions:** Read each sentence and choose which column the bold and underline word with Aaron Apostrophe belongs. Write the word in the correct column.



Possession-to own	Contractions-to make shorter



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Carmela Full of Wishes

### Punctuation Marks Student Handout



**Patsy Period**

**Directions:** Read each sentence and choose which column the bold and underline word with Aaron Apostrophe belongs. Write the word in the right column.

#### **Aaron Apostrophe**



1. Carmela knew exactly what manure was, but she **didn't** want to think about that.
2. But **Carmela's** wish had already come true.
3. Carmela followed as he cut back onto the street at Freedom Boulevard, past the crowded bus stop and fenced-off repair shop, past the **old folks'** home....
4. **You're** supposed to make a wish.
5. She knew that without her contributions, a spaceship **couldn't** reach its destination, nor safely return to Earth.
6. She jingled her bracelets as she rode up to Miss **Maria's** vegetable stand imagining a machine built into her bedroom wall, one that would spit out anything she could think of.
7. She thrummed her bracelets at him and said, "**It's** a free country."
8. The only time she didn't reach for her bracelets was when her brother ducked into his **friend's** house.
9. **Don't** cry, don't cry, don't cry!
10. Carmela listened to the **ocean's** hum in the distance.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## **Carmela Full of Wishes**

### Key Details

**Directions:** Read and answer the questions about **Carmela Full of Wishes**. When writing the answers to the constructed response questions, answer in complete sentences.

1. Where does Carmela's mother work? What does she do? What details helped you to answer this question?

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2. Name some of the places Carmela saw when she was with her big brother.

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3. What chores did Carmela's brother do? Write the key details that helped you to answer the question.

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4. Look at the picture above. How does the author and illustrator work together to show the reader that it was Carmela's birthday and how old she was?

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5. Look at the picture above. How does the author and illustrator work together to let the reader know what a bodega is?

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6. How does the author let the reader know that Carmela and her brother were far from home?

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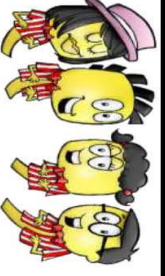


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CLOSE Reading Strategy

<p><b>C</b></p>	<p><b>L</b></p>	<p><b>O</b></p>	<p><b>S</b></p>	<p><b>E</b></p>
<ul style="list-style-type: none"> <li>• <b>Check</b> for unknown words</li> <li>• <b>Check</b> for multiple meanings</li> <li>• <b>Check</b> for unusual or foreign language</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Look</b> for key ideas and details</li> <li>• <b>Look</b> for how key details are provided</li> <li>• <b>Look</b> for the author's viewpoint</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Observe</b> book and text features. Is the text written in story form, poetry or factual and scientific information?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Study</b> how the sentences and text are structured</li> <li>• <b>Seek out signal words</b> (however, still, but, yet)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Examine</b> author's/illustrator's message or theme</li> <li>• <b>Examine</b> the author's use of literary devices</li> </ul>
<p><b>Vocabulary</b></p> <p><b>Re-read</b> the sentences before and after the unknown word</p> <p><b>Examine</b> the context clues</p> <p><b>Analyze</b> or think about the context clues and connect what you know to what the author has written</p> <p><b>Determine</b> or decide the meaning of the word</p>	<p><b>Meaning &amp; Reasoning</b></p> <p><b>Key details include:</b></p> <ul style="list-style-type: none"> <li>• factual data &amp; statistics</li> <li>• citations from experts</li> <li>• emotional examples</li> <li>• narratives</li> <li>• connotative meanings</li> <li>• definitions</li> <li>• vivid descriptions</li> </ul>	<p><b>Genres/text features</b></p> <ul style="list-style-type: none"> <li>• literary nonfiction</li> <li>• explanatory/informative</li> <li>• newspaper article</li> <li>• procedural manual</li> <li>• historical documents</li> <li>• literature/poetry/music</li> <li>• quotes, speeches</li> <li>• tables, charts, graphs, maps, diagrams</li> </ul>	<p><b>Text Structures</b></p> <ul style="list-style-type: none"> <li>• sequence/process</li> <li>• chronology/time order</li> <li>• enumeration/description</li> <li>• definition</li> <li>• compare/contrast</li> <li>• cause &amp; effect</li> <li>• problem &amp; solution</li> <li>• proposition&amp; support</li> <li>• judgment/critique</li> </ul>	<p><b>Author's Craft</b></p> <ul style="list-style-type: none"> <li>• simile</li> <li>• metaphor</li> <li>• idiom</li> <li>• imagery</li> <li>• tone/mood</li> <li>• alliteration</li> <li>• personification</li> <li>• foreshadowing</li> <li>• flashback</li> </ul>
<p>How is a strategic reader like a detective?</p> 	<p>How does a strategic reader search for information?</p> 	<p>What features help an author to build a great story/craft an image or share information?</p> 	<p>How are transition words and punctuation marks like traffic signals?</p> 	<p>How do authors and illustrators depict mood and tone?</p> 

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