TRY IT FREE

These passage companion pages are designed to extend decodable reading practice with three simple steps:

THINK
Students answer one comprehension question and return to the passage to underline supporting text.

SPELL
Students use a Cover–Spell–Check routine to practice words tied to the lesson's phonics focus.

WRITE
Students complete a short, supported sentence using a word bank. For added practice, they can return to the passage and underline the text that supports their answer.

Built for beginning readers
The questions and writing tasks are designed for late Kindergarten/Grade 1 students, with simple text-based responses and built-in writing support.

Try the sample page next.
Use it with the corresponding decodable passage to see how the Think • Spell • Write routine works.

Answer Key
Lesson # - Think, Underline, Write
35a — hat, "Can I have a cap?", bag

How to Use

THINK
Students answer the first question using the text. Match the writing expectation to the student's level:

- Beginning: write the answer word(s)
- Developing: write a short phrase
- Ready: answer in a complete sentence

For the second question, students underline the part of the passage that answers the question.

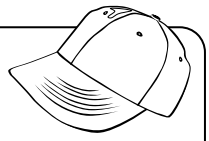
SPELL — Cover, Spell, Check
For each word:

1. Read the word.
2. Cover the word.
3. Spell it from memory.
4. Uncover the word and check the spelling.
5. Fix it if needed.

WRITE
Students choose the correct word from the word bank and complete the sentence.

Optional extension: Have students return to the passage and underline the text that supports the completed sentence. Use a different color from the underline used in the THINK section.

Name: _____ Date: _____



THINK

1. What does Gab ask Jax for?

_____

_____

2. <u>Underline</u> the sentence that tells what Kat asks.

SPELL

Cover	Spell		Check
has	_____	☐	_____
	_____		_____
Gab	_____	☐	_____
	_____		_____
can	_____	☐	_____
	_____		_____

WRITE

can bag

Jax has a big _____ .