



Educator 'Echo Stories'

Trigraph
tch

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Instructions

Most students who use Melem Story Spot resources will already be assessed as needing reading intervention. The following passages aim to provide students and educators with data that indicates progress towards automaticity and fluency.

STEP 1: The student or educator chooses an 'Echo Stories' fluency passage that matches the focus phoneme from intervention or reading sessions. This must be a passage the student has not seen before and should be at the appropriate level for the reader, including a word count that suits the student's grade level.

STEP 2: If needed, complete the vocabulary check from the top of the corresponding educator sheet by asking student if they know the words listed and discussing unknown words prior to reading.

STEP 3: The student reads the chosen passage in a first read-through. As the student reads, the educator must:

- time the student for **one minute**. Students should stop at one minute.
- keep note of all errors by marking them on the corresponding passage in the 'Educator Reader'. Underline or circle any words the student skips, substitutes or struggles to decode.
- allow the student to pause at an unknown word for no longer than three seconds. After three seconds, give the word.

STEP 4: Verbally ask the comprehension questions at the bottom of the 'Educator Reader'. Mark these correct or incorrect.

STEP 5: Calculate words read correctly per minute (WCPM) and place it on the table at the bottom of the marked passage under 'Reading 1'. WCPM can be calculated using the following equation:

$$\text{Number of words read minus number of errors made per minute} = \text{WCPM}$$

(Hasbrouck & Tindal, 2017)

If the WCPM is equal to, or better than the average in the table below, move onto a different reading. However, if the WCPM is calculated at 10 or more words below the average on the table below, move onto Step 4.

Grade Level	WCPM End of Term 2	WCPM End of Term 4
Year 1	29	60
Year 2	84	100
Year 3	97	112
Year 4	120	133
Year 5 - 6	133	146
Years 7 - 8	146	204

Hasbrouck and Tindal (2017), *An Update to Compiled ORF Norms*. <https://files.eric.ed.gov/fulltext/ED594994.pdf>

STEP 6: Discuss with the student what they did well to positively reinforce their efforts, then discuss what errors need to be worked on. Create a goal with the student. The goal may be to reach 5 more words in one minute, accurately, or it may be to reduce the errors to three, or none. Whatever the goal, it must be achievable.

STEP 7: Educator reads the passage to the student, modelling accuracy, a comfortable reading rate and prosody (intonation/conversational reading tone). The student tracks the words by pointing to them as the educator reads. Students must be active in this process, not simply listening to the modelled reading without following along.

STEP 8: Educator again asks the student the comprehension questions on the 'Educator Reader' to ensure that active reading and listening has occurred.

STEP 9: The student reads the passage again three times across the week, or until the goal is reached. They can read to an educator, a peer or a parent. Each reading must be timed and the WCPM recorded. With each reading, use a different colour to mark up the passage on the 'Educator Reader'. Discuss the good things the reader did and the things they need to continue to work on after each reading.

STEP 10: Read the passage four times, or until:

- a WCPM is achieved that meets the goal set by the student and educator OR less than three errors occur.
- phrasing, use of punctuation and prosody is coherent. The student should demonstrate an awareness of how these elements work together to create cohesive meaning in the story.
- all comprehension questions correctly.

If these criteria are met, move onto another reading. If the student cannot demonstrate these three criteria yet, they should repeat each step on the same passage until these three things occur and fluency is reached.

A match can be lots of things.	7
• We can go to the match and catch a game. In that game, one side is no match for the next!	16 24 28
• We can strike a match to make a flame on a batch of logs.	37 42
• A match can be made when two things match up.	50 52

Student Name: _____				
WCPM	Reading 1 Date:	Reading 2 Date:	Reading 3 Date:	Reading 4 Date:
Total words read per minute				
Number of errors				
WCPM				

Comprehension Question

1. List the three things from this passage that 'match' can mean.

Vocabulary Check for 'ditch': A narrow channel that's dug to hold or carry water.

Nan has a home next to a ditch and a big pond.	11
	12
At dusk, a buzz drifts on the wind. It is the buzz of bugs - bugs that make us itch and scratch!	22
	33
	34
Nan must stretch up to flick a switch. A white thing shines and hums. Bugs hit the white bit and... ZAP!	43
	51
	55
The bugs twitch and glitch. Those bugs will not make us itch.	63
	67

Student Name: _____				
WCPM	Reading 1 Date:	Reading 2 Date:	Reading 3 Date:	Reading 4 Date:
Total words read per minute				
Number of errors				
WCPM				

Comprehension Questions

1. Where does Nan live?
2. What does Nan do to get rid of the bugs?
3. What sort of bugs do you think this story is about?

A Thatch Home

tch: 3
Fiction

Vocabulary Check for 'thatch': A roof made of straw, reeds or other dried plants.

Vocabulary Check for 'zest': In this story, zest means orange or citrus peels.

Anne had a home, made of thatch. A man	9
came to stitch lots of sticks on top to	18
patch the drips. The thatch is thick on	26
Anne's home.	28
At lunch, Anne went to pick a batch of	37
plants and to catch the sun. She hung the	46
plants up to make the home smell like zest.	55
Anne had a big brass latch on her home	64
to lock it at sunset, when she went to bed.	74
Such a safe thatch home.	79

Student Name: _____				
WCPM	Reading 1 Date:	Reading 2 Date:	Reading 3 Date:	Reading 4 Date:
Total words read per minute				
Number of errors				
WCPM				

Comprehension Questions

1. How does the man put the thatch on the roof?
2. What did Anne do at lunchtime?
3. What does Anne do to keep her home safe before bed?

Fetch It, Blotch!

tch: 4
Fiction

Vocabulary Check for 'ditch': A narrow channel that's dug to hold or carry water.

Blotch is a posh pug. Blotch is not a quick pug, and he grunts a lot. Blotch hates grass as it makes him itch. He hates to swim, as he just sinks.

12
23
32

Blotch likes to fetch.

36

The ball drifts and Blotch trots off to catch it. Then, his ball lands in a patch of mud. Yuck.

45
56

Blotch has no wish to go in and fetch it.

66

But Ketch the Dane can! Ketch runs past Blotch to nick the ball. Blotch the posh pug stands so close that he just gets a big splash of mud up his nose.

74
84
96
98

Student Name: _____				
WCPM	Reading 1 Date:	Reading 2 Date:	Reading 3 Date:	Reading 4 Date:
Total words read per minute				
Number of errors				
WCPM				

Comprehension Questions

1. What sort of dog is Blotch?
2. What does Blotch like to do most?
3. Why doesn't Blotch manage to catch that last ball?

Catch

tch: 5
Fiction

Vocabulary Check for 'pitch': A pitch can refer to a hard and fast throw, or a marked part of a sports field.

The sun is up, so at the end of lunch, Mitch runs off to be in a game of catch with his mate, Will. Mitch and Will stand on the pitch to chuck and catch.	13 25 35
Then, Liv runs up. She has a bat in her hand. Liv stands on the pitch with the bat. She swings from a big patch of red dust. "Pitch the ball!" she yells.	47 58 68
So, Mitch chucks the ball. Liv swings and smacks it. Crack!	77 79
"Catch it!" yells Mitch.	83
Will dives to clutch at the ball. He lands in a big patch of sand.	95 98
In his hand, he has the ball. Will did catch it!	109

Student Name: _____				
WCPM	Reading 1 Date:	Reading 2 Date:	Reading 3 Date:	Reading 4 Date:
Total words read per minute				
Number of errors				
WCPM				

Comprehension Questions

1. When the sun is up, what do the kids like to do?
2. Name the three kids playing the game.
3. How do we know that Liv hit the ball hard and fast?

In the Sunshine

tch: 6
Multisyllabic Fiction

Vocabulary Check for 'Switch': A Nintendo Switch is a gaming console.

Vocabulary Check for 'concoct': To create.

“Go and hang in the sun! Run, jump! Make fun!” yells Dad from the kitchen.	12 15
With a huff, the twins, Cal and Taj, go off into the sunshine.	27 28
But Cal likes to game on his Switch while Taj likes to sketch in his sketchpad. The twins run but it is so hot in the sun, and it makes them twitch. The grass makes them itch and sniff. This is not fun. This is a problem.	40 53 64 75
With a nod, the twins concoct a plan. Taj slips back into the kitchen. He hopes Dad will not catch him as he ducks in to snatch stuff!	86 98 103
In no time, Taj sprints back to Cal, who kept watch. Taj has the stuff in his hands. He did it! He did fetch the Switch and the sketch stuff.	114 128 133
The twins hang in the sun. Cal games on the Switch and Taj sits to sketch. No problems. Just do not tell Dad.	145 156

Student Name: _____				
WCPM	Reading 1 Date:	Reading 2 Date:	Reading 3 Date:	Reading 4 Date:
Total words read per minute				
Number of errors				
WCPM				

Comprehension Questions

1. What does Dad order the twins to do?
2. When the twins get outside, what is the main problem?
3. In one sentence, tell me how they solve the problem.

Witch Hunt

tch: 7
Multisyllabic Fiction

Vocabulary Check for 'pitch black': In this story, 'pitch black' means dark. Many years ago, pitch was like tar, a black substance used to coat things and make them waterproof.

When the sun has long set and it is pitch black, an evil witch slinks off on the hunt for things to use in her spells. She gets a big stick to scratch at stuff.	14 28 35
Next to the path, she spots a slug. She stuns it with her stick and pops it in her bag.	48 55
Then she detects a frog in a ditch. She jumps to latch onto it. The witch stuns it with her stick and adds the frog to her bag, alongside the slug.	67 80 86
Then, in a patch of grass, the witch detects a fox. She runs to catch it, but the fox is too quick!	98 108
The fox makes a twitch and runs like a rocket at the witch. She is no match for the fox. The witch trips and spills the contents of her bag.	120 133 138
The slug and the frog stretch and slide off to hide. The fox just trots off.	150 154
In the end, the evil witch did not catch one thing on her hunt.	167 168

Student Name: _____				
WCPM	Reading 1 Date:	Reading 2 Date:	Reading 3 Date:	Reading 4 Date:
Total words read per minute				
Number of errors				
WCPM				

Comprehension Questions

1. Who does the witch stun and pop in her bag?
2. Who manages to trip the witch?
3. Why do you think an evil witch hunts at nighttime and not in the day?