



A McGraw-Hill Education Partnership

GRADES
6-8

Foundational Skills

Foundational Skills

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Phonics/ Word Study Teacher's Edition

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Using *Phonics/Word Study* Intervention

Purpose and Use

Study Sync provides a set of strategic intervention materials, one set for each of the key technical skill domains of beginning reading (phonics and decoding, oral reading fluency, vocabulary, and reading comprehension skills) plus writing and grammar. Each set of materials contains over ninety 15-minute lessons. These lessons

- focus on students in Grades 3–6 who need reteaching and practice in one or more of the technical skill domains (e.g., phonics);
- provide explicit, sequential, and systematic needs-based instruction of standards taught in the target grade or previous grade that have not been mastered by students;
- connect to the basic program and key instructional routines there;
- are designed for efficient and effective use in tutorials or small groups;
- can be administered by a teacher or teacher’s aide but are also great for after-school programs and one-on-one tutoring sessions;
- contain a periodic progress-monitoring review.

Contents and Resources

Phonics/Word Study Intervention organizes instruction and practice on two-page spreads for ease of use. A short, 15-minute lesson provides targeted instruction in a discrete skill. A Practice Reproducible provides targeted practice for that skill.

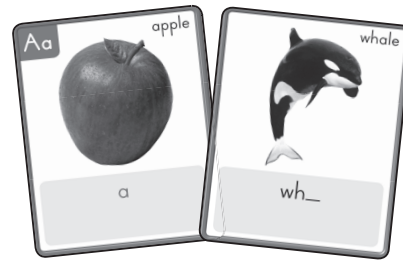
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The image shows a two-page spread from a lesson plan. The left page is titled 'LESSON 47 Phonics' and 'Prefixes un-, de-, non-, dis-, mis-'. It includes a 'TEACH/MODEL' section with an introduction to the prefixes, an 'Introduce dis- and mis-' section, and a 'Blend Words with un-, de-, non-, dis-, mis-' section. The right page is a 'Practice Reproducible PH47' with a name and date line, a title, 'Read Words' (dishonest, unable, defuse, misjudge, nonstick, unfair, distrust, misplace, disobey, decode, unlucky, untied, mislabel, distrust, dislike, nonentity, unexpected, nonstop, defrost, misbehave, mistake, nonsense, deplete, disagree, nonviolent, untrue, deactivate, mistreat, nonfat, dehumidify), 'Write Words' (She misplaced her homework. Everyone dislikes being mistreated. We drove nonstop until we depleted our fuel. My disbelief was clear at the unexpected surprise.), and 'Write Words' (un + wise = _____, dis + appear = _____, non + sense = _____, mis + number = _____, de + code = _____). A 'Differentiated Practice' box is at the bottom left of the right page.

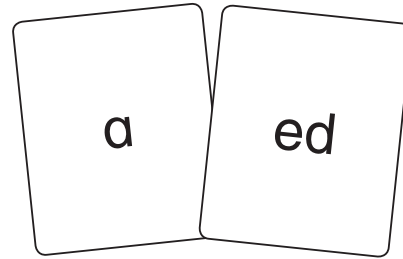
Sample Lesson

Additional materials used with the instruction in the *Phonics/Word Study Intervention* and available online include:

- Sound-Spelling Cards introduce new phonics skills.
- Word-Building Cards reinforce and extend phonics skills.
- Sound Pronunciation online audio
- Decodable Passages



Sound-Spelling Cards



Word-Building Cards

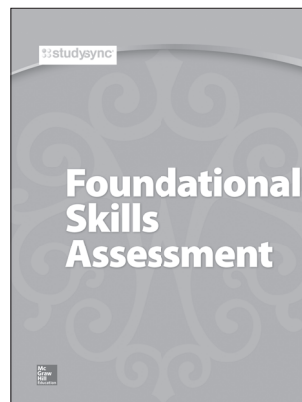
Assessment

Placement To place students into the *Phonics/Word Study Intervention* scope and sequence, use results of student's performance on phonics and word study assignments and weekly and unit assessments or one of the assessments in the *Foundational Skills Assessment* book.

Each section in *Phonics/Word Study Intervention* focuses on a small set of phonics or word study skills.

You can place students in one of the following ways:

- You can teach a discrete lesson or a discrete group of lessons as a prescription for specific skills that students have not yet mastered.
- You can provide sequential and systematic instruction over a longer period of time, perhaps as a regular part of additional instruction that you provide a group of struggling readers.



Foundational Skills Assessment

Progress Monitoring To determine students' mastery of skills taught, use the progress-monitoring review provided at the end of each section in the guide. These reviews appear after about every ten or 50 lessons. The reviews consist of a list of real and nonsense words for students to decode. Use the results to determine which students are ready to move on and which need to repeat the sequence of lessons.

Name _____		Date _____		Practice Reproducible PHS	
Decoding Review					
Real Words					
rehash	prevent	relocate	predestined	redo	
displease	deport	nonstop	undisclosed	mismanage	
incomplete	immovable	illogical	illiterate	irresponsible	
override	submarine	subdued	overbearing	subversive	
promotion	outcast	supersede	interchange	outward	
unicycle	bisect	century	triathlon	centimeter	
announce	support	immortal	commotion	collaborate	
encode	arrested	disruption	prevention	misinformation	
reflection	confusion	division	expression	recapitulation	
uniform	notable	remission	expression	intercession	
Nonsense Words					
repuste	premand	undale	dismaggle	delote	
mismatch	nonvedal	inpaste	immane	irrostable	
arrolt	subcane	overmire	prolume	outlixer	
supertolic	interdasher	unifling	bisummer	centumble	
triflect	illarion	rescraggle	guption	illackable	

Sample Review

Instructional Routines

The instructional routines used in the *Phonics/Word Study Intervention* are consistent with those used in the core program. See Section 1 for details on the following routines:

- Spelling
- Multisyllabic Words
- Reading Big Words
- Reading Decodable Text
- High-Frequency Words
- Fluency

Instructional Modifications

Many struggling readers lack the prerequisite skills to decode grade-level text or are unable to keep up with the core program's pace of instruction. These students need more time and practice to master these essential building blocks of reading. The lessons in the *Phonics/Word Study Intervention* are ideal for these students.

- English learners are other students who may require more time and instruction, due to the nontransferable sounds and spellings from their primary language.
- In addition, speakers of African American English (AAE) and Chicano English (CE) may have some articulation issues with specific sounds and require additional support.

- Throughout the lessons, information on transferable and nontransferable skills are noted. Also called out are sound-spellings that will be most problematic for English learners and speakers of AAE and CE.

Research and Guiding Principles

Research on phonics and early decoding have shown the following:

- Phonics instruction involves the teaching of sound-spelling relationships and is essential to early reading progress.
- Phonics instruction helps students learn the relationships between the letters of written language and the sounds of spoken language.
- Phonics instruction leads to an understanding of the alphabetic principle (the systematic and predictable relationships between written letters and spoken sounds).
- Strong phonics instruction provides ample opportunities for students to apply what they learn through decodable connected text reading, word blending, and word building.
- Systematic, explicit phonics instruction is more effective than implicit instruction or no phonics instruction at all.
- Systematic, explicit phonics instruction significantly improves students' word recognition and spelling.
- Systematic, explicit phonics instruction significantly improves students' reading comprehension.
- Systematic, explicit phonics instruction is effective for students at various social and economic levels.
- Systematic, explicit phonics instruction is especially beneficial for students who have difficulty learning to read or who are at risk for developing future reading problems.
- Phonics instruction is most effective when introduced early.
- Phonics instruction is not an entire reading program for beginning readers. Students should also be mastering the alphabet, developing their phonemic awareness abilities, and listening to high-quality read alouds to build vocabulary, as well as reading simple texts and writing.

Spelling

Step 1: Introduce

Spelling builds students' oral vocabulary along with their writing ability. When students master spelling skills, they become better readers. By linking phonics and spelling skills, students will master phonics patterns in reading and writing. Introduce the routine for spelling to students.

1. Say a spelling word aloud. *main*
2. Use the word in a sentence. *This is the main street in our town.*
3. Say the word again. *main*
4. Have students chorally say the word. *main*
5. Have students say each sound they hear in the word. (*/m/ /ā/ /n/*)
6. Have students write the spelling word. *main*

Teacher Tip One way to practice spelling is to use LOOK-SAY-COVER-WRITE-CHECK.

- LOOK at the word.
- SAY it aloud.
- COVER the word.
- WRITE it, without looking at the covered word.
- CHECK to see if the spelling is correct. (Students can work in groups to check one another.)

Step 2: I Do

Sorting words into categories helps students recognize the same spelling patterns among words. Say: *I will show you how to organize, or sort, the spelling words. Each word belongs to a group of words that have the same spelling pattern. Watch and listen.*

- Create categories by writing spelling patterns on index cards and displaying them.
- Hold up a spelling word card.
- Read the word aloud. Have students blend the sounds together with you.
- Spell the word and point out the spelling pattern.
- Place the word card in the proper column.
- Repeat with other spelling words.

Step 3: We Do

Closed Sorts Sorting is a good way to help students see spelling patterns. To do closed sorts, or teacher-directed sorts, you define the categories for sorting. Then you model the sorting.

Display a set of spelling word cards. Choose a key word or spelling pattern to define each category. Model how to sort a word into each category.

With students, read the words in each column. Here is an example for sorting words with long e spelling patterns under the key words.

be	sea	baby	feel
me	bean	bony	wheel
he	clean	happy	sheet

Say: *To sort a word, I'll first read and spell the word on the word card: team, t-e-a-m, team. Now I'll find the spelling pattern in the word. I hear the long e vowel sound. Which long e spelling pattern do you see in the word? Guide students to identify the ea spelling pattern. Now, let's find the key word with the same spelling pattern. Students should identify the key word sea. I'll sort the word by placing the word card under the key word with the same spelling pattern.*

Step 4: You Do

Open Sorts Open sorts are student-centered sorts, in which students create the categories for sorting. Allowing students to sort words of their choice is a good way to check their understanding of spelling patterns. For example, if students always sort by the first letter in words rather than common vowel spelling patterns, it shows that they need more instruction and practice with spelling patterns.

Model for students sorting more spelling words with long e spelling patterns.

be	sea	baby	feel	Oddballs
me	bean	bony	wheel	eve
she	gleam	minty	reef	leave

Hold up a word card for reef. Say: *I'll read and spell the spelling aloud: reef, r-e-e-f, reef. I see the long e spelling pattern ee. The key word feel has the same spelling pattern. I'll place the reef word card in that column.*

Give pairs of students a set of spelling word cards. Say: *Look at the spelling word cards with your partner. Think about the different ways you can sort the words. Choose a way and sort the words. Place any words that do not have a spelling pattern in one of the key words in the Oddballs category.*

Word Work Explain that understanding spelling patterns helps students understand the meanings of words in context. To help them with their spelling, assign independent activities such as:

- Match Definitions to Spelling Words
- Identify Synonyms
- Identify Antonyms
- Use Words in Sentences

Assign partners and give each pair a spelling list. Provide instructions for each activity. For example, for the last activity say: *One partner will read aloud a spelling word. Then both partners will work together to come up with one sentence for the word.*

Other activities include:

Word Hunts These are best done after students have already studied a set of spelling patterns:

1. Select a reading text for the word hunt.
2. Write the key words that include the spelling patterns.
3. Model how to find words that fit the categories.

Word Study Games “Go Fish” Card Game: Players match spelling word cards with the same spelling patterns. The student with the most pairs wins.

Spelling Lists

Use the following spelling lists for dictation, practice, or weekly lists for each of the phonics lessons that follow. Add words to the list, including review words from previous weeks.

Short a: fast, grab, flat, match, scrap, pack, dash, swam, patch, stack

Short e: send, spent, belt, check, bench, shelf, then, went, left, dress

Short i: swim, lift, chin, mist, hint, sniff, ditch, thick, ship, skip

Short o: rob, stop, shop, plot, sock, clock, pond, stomp, notch, frogs

Short u: bust, club, plum, snug, jump, stuff, crutch, brush, lunch, until

Final e: take, state, plane, huge, bike, cute, stripes, roses, globe, these

Long a: paid, raise, snail, spray, play, trail, today, faint, great, neighbor

Long e: bleed, street, trees, ugly, silly, speak, reading, grease, peach, stream

Long i: sky, why, eye, child, kind, sight, bright, thigh, cried, smile

Long o: roam, soak, toe, goes, bolt, sold, rolling, slowly, throw, spoke

Long u: use, cube, huge, fumes, human, music, mule, humid, humor, future

Diphthongs /oi/ and /ou/: mouse, loud, shout, broil, boys, enjoy, clown, voice, flower, down

Variant Vowels /ü/, /ū/, and /û/: threw, group, mood, spoon, soup, would, truth, pollute, noon, juice

Variant Vowel /ô/: talk, chalk, pause, bought, autumn, lawyer, salt, water, small, laundry

r-Controlled Vowels /är/, /ôr/: star, hard, guard, spark, corn, sport, shorts, fork, board, score

r-Controlled Vowels /ür/ (ir, ur, er, ear): germs, never, serve, learn, girls, birthday, hurt, turning, nurse, squirt

r-Controlled Vowels /âr/ and /îr/: pair, stairs, chair, square, share, bear, cheer, here, year, clearly

Three-Letter Blends: stream, splash, shred, scratch, spring, spray, squeeze, throne, squad, throat

Digraphs: thing, month, charts, watch, cheese, ledge, graph, phone, rushing, strong

Soft c and g: price, age, trace, cycle, center, gentle, giant, pledge, village, judge

Words with Silent Letters: know, comb, rhyme, lamb, gnat, column, written, castle, half, wrap

Words with /ən/ and /əl/: napkin, cabin, frozen, cotton, raisin, single, tunnel, legal, metal, label

Words with /chər/ and /zhər/: picture, nature, feature, mixture, pleasure, measure, seizure, lecture, pressure, treasure

Words with ei or ie: field, chief, weigh, eight, either, spies, shield, sleigh, receive, believe

Final /ər/: mother, sister, better, weather, later, doctor, flavor, sugar, similar, ever

Vowel Alternation: nation, national, define, definition, divide, division, nature, natural, inspire, inspiration

Consonant Alternation: object, objection, infect, infection, office, official, hymn, hymnal, sign, signature

Prefixes re, pre: remix, remake, reorder, revisit, recycle, prepare, prepay, presale, preheat, precook

Prefixes un, de, non, dis, mis: untie, unable, defrost, deplete, nonstop, nonfat, distrust, dislike, mistreat, mistake

Prefixes in, im, ir, il: incorrect, income, impossible, import, irregular, illegal, immigrate, impolite, inexpensive, informal

Prefixes sub, over: subway, substandard, submarine, submerge, subgroup, overheat, overshoot, overload, overcook, overpriced

Prefixes con, out, pro, super, trans, inter: conduct, outdoors, produce, supermarket, translate, interstate, internet, transform, interrupt, outsider

Prefixes uni, bi, tri, cent: unit, uniform, bicycle, bisect, triangle, tristate, century, centimeter, tripod, universe

Absorbed Prefixes: impossible, collect, immigrant, assemble, admit, suffix, assign, commission, accompany, arrest

Prefixes and Suffixes: kindness, unkindly, placement, replace, disorderly, unbreakable, reorder, preordered, disagree, unfairly

Prefixes, Suffixes, Base Words: except, exception, admit, admission, explain, explanation, explode, explosion, decide, decision

Suffixes ful, ly, y: useful, helpful, wonderful, quietly, cheerfully, hopefully, sunny, happy, rainy, beautiful

Suffixes less, ness, ment: helpless, tasteless, useless, sickness, happiness, likeness, department, assessment, development, timelessness

Suffixes ion, tion, ation, ition: discussion, admission, expression, pollution, creation, edition, ambition, champion, explanation, distraction

Suffixes ive, age, ize: explosive, positive, negative, marriage, postage, storage, recognize, realize, organize, percentage

Suffixes able, ible, ous: possible, visible, capable, edible, famous, dangerous, mysterious, noticeable, capable, comfortable

Suffixes ant, ent, ance, ence: elegant, resistant, constant, intelligent, excellent, confident, evidence, reference, abundance, brilliance

Suffixes er, or, ist: writer, farmer, actor, sailor, dentist, finalist, explorer, editor, artist, specialist

Suffixes al, ial: verbal, thermal, official, social, final, fatal, original, royal, commercial, industrial

Plural Words: boxes, messes, buses, zeroes, patches, guesses, trophies, libraries, losses, abilities

Irregular Plural Words: women, children, feet, mice, people, geese, oxen, sheep, deer, cacti

Contractions: wasn't, didn't, hadn't, there's, they'll, would've, weren't, can't, I'd, don't

Possessives: dog's, teacher's, children's, men's, pocket's, socks', sheep's, toys', books', window's

Inflectional Endings: fixed, bringing, danced, scrubbing, voted, forgetting, replacing, throws, wrapping, traded

Inflectional Endings (Changing y to i): fried, cried, empties, carries, married, worried, dries, denies, babies, tried

Inflectional Endings: er and est: faster, fastest, earlier, earliest, drier, driest, bigger, biggest, wetter, wettest

Closed Syllables: dentist, contest, rustic, napkin, pencil, plastic, basket, hundred, insult, subject

Open Syllables: return, local, even, famous, silent, paper, basic, music, motel, tiger

Open Syllables (V/V): idea, trial, diary, create, violent, react, diet, riot, fluid, pioneer

Final e (VCe) Syllables: escape, reptile, confuse, decide, combine, hopeless, timeless, dislike, debate, resale

Vowel Team Syllables: between, around, freedom, joyful, painless, explain, player, poison, waitress, awful

Consonant + le Syllables: fable, noble, scribble, puddle, wiggle, apple, puzzle, bubble, circle, uncle

Final Stable Syllables: fiction, tension, mention, metal, election, legal, stable, profession, struggle, festival

r-Controlled Vowel Syllables: story, tornado, record, confirm, thirsty, squirrel, marble, largest, remarks, factor

VCCV and VCCCV Patterns: extreme, pretzel, thunder, sandwich, distract, pumpkin, extra, purchase, conflict, English

V/CV and VC/V Patterns: minus, salad, program, never, focus, wagon, silent, vanish, topic, shadow

Words with Greek Roots: phonics, mythology, democracy, automobile, motion, graphics, telephone, biology, astronaut, hydrogen

Words with Latin Roots: reject, audience, describe, transport, erupt, inspector, reflex, structure, import, visual

Greek and Latin Prefixes: construct, program, subject, postwar, concert, co-author, submerge, prologue, connection, substandard

Greek Suffixes: democracy, musician, pianist, psychology, chemist, zoology, empathy, sympathy, specialist, physician

Compound Words: snowball, nighttime, homework, background, grandmother, father-in-law, nine-year-old, high school, fire drill, haircut

Words from Mythology: atlas, echo, museum, titanic, siren, nectar, chaos, cereal, furious, panic

Words from Around the World: safari, tofu, hamburger, ninja, algebra, hurricane, magazine, ballot, jungle, depot

Homophones: flower, flour, piece, peace, wait, weight, aloud, allowed, their, they're

Homographs: close, object, lead, read, minute, record, present, content, wound, tear

Irregularly Spelled Words: cough, grammar, suppose, exercise, weird, ache, neither, vacuum, guarantee, receive

Multisyllabic Words

Introduce

Explain to students that identifying syllables is important. In order to read multisyllabic words, they must be able to divide words into recognizable chunks, or syllables.

There are six basic syllable patterns that students need to learn.

1. **Closed Syllables** These syllables end in a consonant. The vowel is “closed in” by the consonants and the sound is usually short. (cac/tus)
2. **Open Syllables** These syllables end in a vowel. The vowel sound is usually long. (ba/by)
3. **Consonant + le Syllables** When a word ends in *le*, the consonant that appears before it plus the letters *le* form the final syllable. (can/dle)
4. **Vowel Team/Vowel Digraph Syllables** When a vowel team, or vowel digraph, appears in a word, the vowel acts as a team and must remain in the same syllable. (pea/nut)
5. **r-Controlled Vowel Syllables** When a vowel is followed by the letter *r*, the vowel and the letter *r* act as a team and must remain in the same syllable. (mar/ble)
6. **Final e (Silent e) Syllables** When a word ends in a vowel, a consonant, and *e*, the vowel and the letter *e* often work as a team to form the long vowel sound and must remain in the same syllable. (de/cide)

Use the Multisyllabic Words Routine that follows to teach students how to read words with these six syllable patterns.

Step 1: I Do

Students need practice in dividing words into syllables to decode unfamiliar words. This routine will help them. You can teach all of the syllable patterns using this routine.

- **Define what a syllable is.** *A syllable is a unit of pronunciation. Every syllable in a word has one vowel sound.*
- **Introduce a new syllable pattern.** Write *napkin* on the board. Point out the first syllable *nap*. Explain that this syllable has a vowel followed by a consonant. It is a closed syllable.
- **Model decoding the word.** Underline the syllable *nap*. Model pronouncing the syllable and using it to read the whole word. *I know that a vowel followed by a consonant is a closed syllable. So the first syllable in n-a-p-k-i-n is n-a-p. It is pronounced /nap/. The second syllable is k-i-n. It is pronounced /kin/. I will say each syllable with a short vowel sound: /nap/ /kin/. When I put the two syllables together, I get the word napkin.*

Step 2: We Do

Have students practice reading common syllables and sample words. Write the closed syllable words below. Model pronouncing each syllable separately and putting them together to pronounce each word.

rab/bit	rabbit	vel/vet	velvet
sun/set	sunset	at/las	atlas

Say: *I'll read aloud the first syllable: /rab/. Now I'll read aloud the second syllable: /bit/. What word do we get when we put the two syllables together? Rabbit.*

Repeat modeling with the remaining closed syllables and words.

Review other syllable types students have learned. Use the same procedure to help students practice identifying the other syllable patterns.

Step 3: You Do

Transition to longer words. Write the syllables and words below. Have students read the syllable or word in the left column. Ask students whether it is an open or closed syllable. Help students use this information to correctly pronounce the syllable or word.

Review the consonant + le syllable pattern. Then have students underline the consonant + le syllables in the words in the right column.

can	candle
sad	saddle
man	mantle
ca	cable
ma	maple
no	noble

When students have finished, have them chorally read the words in the right column, Point to each word in random order, varying the speed.

Throughout the year, use this routine with a variety of words that have different syllable patterns to give students targeted practice in decoding multisyllabic words.

Step 4: Decode Long Words

Use the Reading Big Words Strategy to decode long, more complex multisyllabic words. This strategy can be found on Routine 3 that follows. Focus closely on Step 3 in the strategy, which encourages students to look for common spelling patterns or syllabication patterns when they are decoding an unfamiliar word.

Display these words: *unsettle, resemble, unscramble, belittle*. Help students decode the words. Help them identify the prefix *un-* in *unsettle* and *unscramble*. Guide them to look for the consonant + le syllable pattern in each word. Then guide them to look for closed syllable patterns with short vowel sounds and open syllable patterns with long vowel sounds. Guide them to put all the syllables and word parts together to pronounce the whole word.

Reading Big Words

Step 1

Explain to students that a good way to read a big word is to look for word parts. Write the word *unpacking*, but do not pronounce it. Display the following Decoding Strategy Chart. Read aloud Step 1.

Step 1	Look for word parts (prefixes) at the beginning of the word.
Step 2	Look for word parts (suffixes) at the end of the word.
Step 3	In the base word, you can look for familiar spelling patterns. Think about the six syllable spelling patterns you have learned.
Step 4	Sound out and blend together the word parts.
Step 5	Say the word parts fast. Adjust your pronunciation as needed.

Step 1: Look for word parts (prefixes) at the beginning of the word.

Say: Let's look at this word. It is spelled u-n-p-a-c-k-i-n-g. To help me read it, I will look for parts of the word that I know. I start by looking at the beginning. Right away, I noticed the prefix un-. A prefix is a word part that appears as the beginning of a word. It changes the meaning of the word. The prefix un- means "not" or "the opposite of." Underline the prefix un-. Some other words I know with this prefix are unfold and unlock.

Step 2

Read aloud Step 2 of the Decoding Strategy Chart.

Step 2: Look for word parts (suffixes) at the end of the word.

Say: Look at the end of the word unpacking. Underline the -ing. The ending -ing is a word part called a suffix. It is a common suffix. A suffix can change the meaning of a word. The suffix -ing is added to verbs. It changes the verb's meaning so it tells about something that is continuing to happen.

Step 3

Read aloud Step 3 of the Decoding Strategy Chart.

Step 3: In the base word, you can look for familiar spelling patterns. Think about the six syllable spelling patterns you have learned.

Review the six syllable spelling patterns with students. *Say: Let's look at the word u-n-p-a-c-k-i-n-g again. The prefix un- and the suffix -ing are word parts. When you remove the prefix and the suffix, all that's left in this word are the letters p-a-c-k. That's the base word. I know that this base word has a short a sound because the a is followed by a consonant, which makes it a closed syllable. These letters form the word pack. That's a word I already know how to read. Let's say the word /pak/, pack.*

Step 4

Read aloud Step 4 of the Decoding Strategy Chart.

Step 4: Sound out and blend together the word parts.

Say: *Now we can say all the word parts: /un/ /pak/ /ing/. Let's put the parts together: un-pack-ing.*

Step 5

Read aloud Step 5 of the Decoding Strategy Chart.

Step 5: Say the word parts fast. Adjust your pronunciation as needed.

Have students ask themselves: "Is it a real word? Does it make sense in the sentence?"

Say: *Now let's say the word parts quickly to hear the whole word: unpacking. I've read that word before, so I know it's a real word. I can use the word parts to understand what the word means. The prefix un- means "the opposite of," so I can figure out that unpacking means "to do the opposite of packing" or "to remove things from a bag, box, or suitcase."*

Write and read aloud the following sentence: *Amy was unpacking her bag after the trip.*

Discuss with students whether the word makes sense in the sentence. Have students think of another sentence for the word *unpacking*.

As students encounter multisyllabic words with prefixes, suffixes, and familiar spellings in their readings, remind them to use the steps in the Decoding Strategy Chart to help them decode the words.

Reading Decodable Text

Step 1: Review High-Frequency Words

- Display high-frequency word cards for the high-frequency words in the text students are reading. Display several words, such as *does*, *into*, and *her*.
- Review the words with students using the Read/Spell/Write Routine. See Routine 5 for details. Students read the word, spell it aloud chorally, then write the word while saying the letters.

Step 2: Model (I Do)

- Display a book or passage that students will be reading. Read the title aloud. Point to the title and have students sound out each word as you run your fingers under it. Then ask students questions about the image they see on the cover of the book or at the beginning of the reading passage. For English learners, describe the image using academic language before asking them to describe what they see.
- Ask students what they think will happen in the story or what the selection is about based on the evidence in the text (title) and illustrations they have viewed so far.

Step 3: First Read (We Do)

- Turn to the first page of the decodable text.
- Have students point to each word, sounding out decodable words and saying the high-frequency words quickly. Have students chorally read the story the first time through.
- If students have difficulty, provide corrective feedback page by page as needed. For example, point to the letter or spelling students miss (e.g., The letters *sh* stand for /sh/). Say the sound. Ask students to repeat the sound. Then have students go back to the beginning of the word and sound it out again.

Step 4: Check Students' Comprehension

- Ask questions that focus on overall comprehension and prompt students to find answers in the text. At least one of the questions should involve partner talk.
- Ask students to answer in complete sentences.
- Have students find sentences in the story to support their answers.
- Call on students to discuss any difficult words in the selection.
- Follow up with writing exercises, such as writing a summary, writing a story extension, completing a sentence frame, or writing another scene with the story characters. Prompt students to use words from the story (e.g., words with target phonics element) in their writings.

Step 5: Second Read (You Do)

- Have students reread the text. This time differentiate instruction and practice.
- Chorally reread the book.
- If students struggle to sound out words, review blending using sample words. Then guide students through a rereading of the book or passage.

Step 6: Cumulative Review

- Throughout the week, have students reread this week's and previous week's decodable stories to build fluency.

Note: The decodable passages for the lessons in the *Phonics and Word Study Intervention Teacher's Edition* are available online. At least two passages are available for each lesson.

High-Frequency Words

Read/Spell/Write

Explain to students that high-frequency words are words that will appear in many texts they read. These words either do not follow regular sound-spelling patterns or contain sound-spellings they have not yet learned. Tell students that you will be teaching them how to memorize these words by sight. These words will help them become better readers. When introducing the high-frequency words, you will use the same Read/Spell/Write Routine. Describe the routine to students.

Step 1: Read

Use the Read/Spell/Write Routine to introduce all high-frequency words that students encounter while reading decodable passages.

Tell students that you will read aloud the word shown on the card (or board), and they will repeat after you. Write a high-frequency word or display a high-frequency word card. For example, use the word *look*. Point to the word. *This is the word look. It is an action word, or verb. I will look for my pen. Point to the word look. Now you say the word. What is the word?* Have students chorally repeat the word.

Step 2: Spell

Tell students you will spell aloud the word and they will then spell it with you.

Say: *The word look is spelled l-o-o-k. Let's spell it together: l-o-o-k.*

Guide students in looking for any spelling patterns they have learned. Say: *What is the first sound you hear in look? (/l/) What letter stands for the sound /l/? (l) What letter do you see at the beginning of the word look? (l)*

Repeat with the ending sound and letter.

Step 3: Write

Have students write the word multiple times as they spell it aloud. Say: *Pay attention as I write the word look. I will say each letter as I write the word look.*

Model saying each letter aloud as you write it. *Now you try it. Write the word look five times. Say each letter aloud as you write it.*

Word Automaticity

Tell students that Speed Drills will help them read high-frequency words faster and more accurately. Explain that you will give them a page of words to practice reading. They will read aloud the words as you time them for one minute and count how many words they read correctly. Keeping track of the words that students read correctly will show them where they can improve their speed and accuracy in future drills. It also shows them words that they have trouble reading.

Step 1

Distribute copies of a Speed Drill to students. (See page 214 for speed drill form.)

Say: This page has high-frequency words that you can practice reading with a partner.

Step 2

Students practice the Speed Drill.

Say: You will practice reading all the words on the Speed Drill page. You will take turns with a partner. Each of you will read all the words in the Speed Drill. When it's your turn to listen, point to each word as your partner reads it. If your partner misses a word, say, "Stop" and say the word. After your partner repeats the word correctly, he or she will move back four words and will keep reading. Tell students that they will practice reading the words until they are ready to be timed.

Step 3

Teacher times student's reading.

Explain that you will time the student as he or she reads. (Since it is impossible to time each student each week, cycle through students—testing a few each week.) *Say: When you are ready to be timed, you will read the words aloud to me. I will time you for one minute and will count the number of words you read correctly.*

Step 4

Students chart their progress. (See page 215 for sample progress chart.)

Create (or display) a Progress Chart. Demonstrate how to fill out the chart. Tell students that they will chart their progress. *Say: You will read aloud the words in the Speed Drill a few times. I will time you each time. You will record each time on this chart. This way we can see the progress you are making. We can track the number of words you read correctly each time on the chart. This will show you the progress you are making with each drill. Model recording results on the chart. Suppose you read 30 words in a minute. Put a dot next to 30 on the chart. Suppose you read 40 the next time and 50 the time after that. Put a dot next to 40 and 50. Connect the dots.*

Step 5

Students move onto a new drill.

After students have mastered one drill, they can move onto a new drill. From time to time, pull out old drills and have students repeat them. Then introduce a new Speed Drill. Encourage students to read the words in the Speed Drill in a different order, such as down the columns or starting from the bottom and reading them to the top.

Use these lists with the High-Frequency Routine. Use the Speed Drill samples in the *Fluency Intervention Teacher's Edition* or make your own using the Speed Drill form.

Drill 1	Drill 2	Drill 3	Drill 4	Drill 5	Drill 6
a	always	about	am	after	an
again	away	because	around	bring	big
by	both	can	better	buy	brown
drink	clean	do	call	cold	came
eat	fall	fly	did	does	don't
goes	from	help	far	draw	fast
he	got	I	go	find	funny
kind	have	know	his	going	grow
long	him	live	it	had	its
my	is	me	little	hold	laugh
no	keep	much	must	into	once
one	made	not	or	just	play
pick	old	on	put	many	ran
pretty	own	please	show	new	see
round	ride	right	small	now	sing
say	she	said	there	off	the
so	start	tell	too	read	three
that	this	their	want	seven	us
under	walk	upon	who	take	warm
when	your	yellow	write	where	went

Drill 7	Drill 8	Drill 9	Drill 10	Drill 11	Drill 12
all	and	are	any	as	also
before	black	ate	at	ask	another
carry	could	best	blue	be	back
cut	done	five	but	been	called
down	eight	give	four	come	day
every	found	has	get	for	different
first	gave	hurt	here	full	each
good	her	like	look	green	even
how	in	never	make	hot	man
light	jump	open	our	if	more
may	let	pull	over	out	most
only	myself	saw	red	some	number
shall	of	sleep	six	these	other
soon	run	thank	stop	those	part
ten	sit	then	them	try	people
think	they	together	to	two	place
very	use	up	today	well	same
what	wash	we	was	which	such
work	were	why	white	will	than
you	yes	would	with	wish	things
					through
					time
					used
					water
					way
					word
					years

Fluency

Step 1: Introduce

Explain to students that fluency is the ability to read text quickly, accurately, and with proper expression (prosody). Point out that prosody includes reading with appropriate phrasing, intonation, and rhythm.

Say: Today we are going to work on becoming better readers. Good readers know how to read quickly and smoothly. As they read aloud, they read as if they are talking. If they read dialogue, they read it the way the character would have said it, expressing the character's emotions. While reading aloud their listeners understand what the author is trying to express.

Step 2: I Do

Model fluency by reading aloud a text using appropriate speed, accuracy, and prosody. Audio recordings of student texts can also be used as skilled, fluent models.

- First, select a short passage from a book. Then select an aspect of fluency to model, such as intonation. *Say: When we read aloud with natural expression, we show which words go together by pausing, raising and lowering our voices, and emphasizing certain words and sounds. Today I am going to read a passage from [chosen book]. Listen to me read. Notice how fast or slow I am speaking, note any time I stop, make facial expressions, or raise or lower my voice. For example, if I read a question I will raise my voice at the end. If I read an exclamation, I will say it in an excited way. If I see a comma, I will pause slightly.*
- Read the passage. Ask: *Did I read any sentences in a special way? If so, what did I do? How? Was I clear? Did you understand what I was reading? Did the passage make sense to you? Could you tell when something was about to happen next?*
- Read the passage a second time, only have students follow along in their text. *Say: This time, open your books to page _____ and follow along as I read.*

Step 3: We Do

Use echo and choral reading to help students practice fluency. As you listen to students read, offer immediate feedback on errors made. Do so by:

1. Pointing out the error;
2. Modeling how to correct it or tell students the word;
3. Ask students to start reading from the beginning of the sentence.

Echo Reading Model reading a sentence or two and have students repeat after you, using the same intonation, phrasing, and pace. Be sure to provide corrective feedback. Select a short text or a small portion of a longer passage. Provide students with a copy of the text.

Say: Today we are going to practice echo reading. I am going to read a short passage to you. I will then go back and read a sentence or two at a time, and you will repeat

aloud after me. Listen carefully to the way in which I read a sentence. You will use the same speed and expression.

Choral Reading Have students read a short passage aloud together. Use a soft voice so you can hear students read, but are also guiding them. Go around the room and notice those students who are struggling. Provide corrective feedback.

Say: Today we are going to practice choral reading. Read along with me as I read aloud. Try to use the proper phrasing, speed, and intonation.

Step 4: You Do

Partner reading and scheduled re-readings of text are good ways for students to practice their fluency skills. Provide sentence starters to help students offer their partners feedback during reading. For example: *That word is _____ . Let's say the word together, _____ . Now let's go back and return to the beginning of the sentence.*

After determining the general level of fluency among your students, pair a more fluent reader with a less fluent reader. Make sure the range of skill levels is not too extreme; otherwise, the more-skilled partner may become frustrated and the partnering will be less productive.

Say: Today we are going to work in pairs. You will take turns reading the passage aloud to your partner. [Note: The more fluent reader should read first.] After each turn, both of you are going to talk about and each write down the answers to these questions for me:

1. Were you able to read the words quickly and smoothly?
2. Did you find it easy to follow the punctuation marks?
3. Did you know when to stop, slow down, raise or lower your voice?
4. Did you understand what you read?
5. Were there any words you did not recognize?
6. Did your reader understand what you read?
7. Can you figure out what will happen next in the story?

Step 5: Assess

Many aspects of fluency need to be assessed throughout the year. For younger students (or struggling readers), it is necessary to assess their fluency (accuracy and speed) with alphabet recognition (letter naming and sound identification), high-frequency words (top 100–300 words), and word recognition (reading one-syllable words with phonics skills taught). In addition, at least three times a year assess students using fluency passages to determine their wcpm (words correct per minute) score. This score helps you to determine which students are above-level, on-level, or below-level for that point in the school year. To do this, compare each student's fluency score (wcpm) against national norms developed by Hasbrouck and Tindal (2006). Fluency instruction can be differentiated based on these assessment results.

Print Awareness

TEACH/MODEL

Introduce Display a book. Model for students how to properly hold the book. Point out the front and back covers. Explain the title and name of the author and/or illustrator on the front cover. Explain that the author is the person who wrote the words in the book. Point to some of the words. Explain that the illustrator drew the pictures. Point to a picture as an example. Then flip through the book to demonstrate page turns. Model running your finger under words and sentences as you read a couple pages to model left-to-right progression, top-to-bottom, and return sweeps.

PRACTICE/APPLY

Leveled Practice Throughout the week, focus on different aspects of print awareness. Continue modeling and posing questions about book handling until students easily recognize and exhibit these aspects of early reading.

Book Handling Distribute a book to each student. Check to make sure they are holding the book correctly (front cover facing them). Ask them to point to the title on the cover. Then point to the title and ask: *What is this called?* Then point to the name of the author and/or illustrator. Ask: *What does an author do? What does an illustrator do?*

Directionality Distribute a book to each student. Select one with limited text. Have students finger point as they read each word. Point out the word spaces between words, reading from left-to-right and top-to-bottom on the page, and return sweeps on pages with multiple lines of text. Then ask students to turn to the next page. Have students explain how they will read the page, demonstrating with their fingers for the class.

Differentiated Practice

For differentiated practice, observe students while reading independently. Ask them to finger point while reading a portion of the text aloud to you. In addition, pose questions about book handling and directionality while reading Big Books or other read alouds to the class.

ABC Order

TEACH/MODEL

Introduce Sing the Alphabet Song with students. Explain that the alphabet contains all the letters we see in words. Point out the difference between the uppercase (capital) and lowercase (small) letters. Tell students that the alphabet has a very specific order. Knowing this order is important because we use it to organize things, such as the words and their definitions in a dictionary or the names of students in the classroom on a list.

Ask questions such as: *Which letter comes after A? Which letter comes before Z?* Then display two words, such as *apple* and *box*. Read aloud the words. Model how to put the words in ABC order according to the first letter in the word. Say: *I want to put these words in ABC order. So, I look at the first letter in each word. Apple begins with the letter A. Box begins with the letter B. I know that the letter A comes before the letter B in the alphabet. So, the word apple comes before the word box.*

PRACTICE/APPLY

Leveled Practice Work on ABC order throughout the week as natural opportunities arise.

Alphabet Song Continue to sing the Alphabet Song daily. Use it as a warm-up or transitional activity. Point to each letter as you sing its name. Periodically, have volunteers point to the letters as the class sings.

Letters in ABC Order Display two letter cards. Help students put them in ABC order. Prompt them to explain how they did this, using the classroom alphabet chart as needed. Progress to three letter cards (and so on).

Words in ABC Order Display two word cards (such as names of students). Help students put them in ABC order. Prompt them to explain how they did this, using the classroom alphabet chart as needed. Progress to three word cards (and so on). As students become skilled with this, progress to two word cards in which both words begin with the same first letter, but have a different second letter. Model how to alphabetize these words and provide ample practice with word card sets increasing in size over time.

Differentiated Practice

For differentiated practice, start with small sets of letters (e.g., 2–3), then progress to larger sets with students needing more individual or small-group support. In addition, have students self-alphabetize during classroom activities such as lining up for recess. For example, say: *All students whose first names begin with the letter A, please line up.*

Alphabet Recognition

TEACH/MODEL

Introduce Sing the Alphabet Song with students. Explain that the alphabet contains all the letters we see in words. Point out the difference between the uppercase (capital) and lowercase (small) letters. Have students write or build their first names using letter cards. Work with them to name each letter in their first names.

As you introduce each new letter (or small set of letters) to students each week, focus on the letter name, the sound each stands for (point out the long and short sound of each vowel), and each letter's formation (uppercase and lowercase).

Model with the letter *Mm*. Say: *This is the letter Mm. What is the letter name?* [Students chorally respond.] *The letter m stands for the /m/ sound. What sound?* [Students chorally respond.] *We write the capital M like this.* [Model writing the letter. Have students write the letter in the air or copy it on their paper.] *We write the small m like this.* [Model writing the letter. Have students write the letter in the air or copy it on their paper.]

PRACTICE/APPLY

Leveled Practice Work on letter recognition daily using these and other activities:

- Select a letter or small set of letters to focus on each week using the modeling procedure above.
- Sing the Alphabet Song as a warm-up or transitional activity.
- Display a set of letter cards that students have learned up to that point. Quickly flip through the cards as students chorally say the letter name. Repeat at different speeds. Then continue by having students say each letter's sound.
- Provide practice writing each letter in isolation and in words. Have students say the letter's sound as they write the letter (in isolation) to reinforce and accelerate their learning of the letter-sound.
- When reading aloud Big Books, point to letters taught and ask students to identify them or have them locate specific letters on the page.

Differentiated Practice

For differentiated practice, focus on easily-confused letters such as *b* and *d*. Teach students a mnemonic for remembering the difference (e.g., For "b": draw the bat before the ball since the bat hits the ball).

Handwriting

TEACH/MODEL

Introduce Select the letter(s) and form (manuscript or cursive) you wish to focus on each week. Model correct brush strokes. Reinforce the placement of the letter on the lines, including discussion about letter parts that descend below the line. Have students trace the letter multiple times before attempting to write the letter on their own. When writing letters in isolation, have students say the letter's sound to reinforce and accelerate learning of the letter-sound. For example, when writing the letter "b" five times, students would say /b/, /b/, /b/, /b/, /b/.

PRACTICE/APPLY

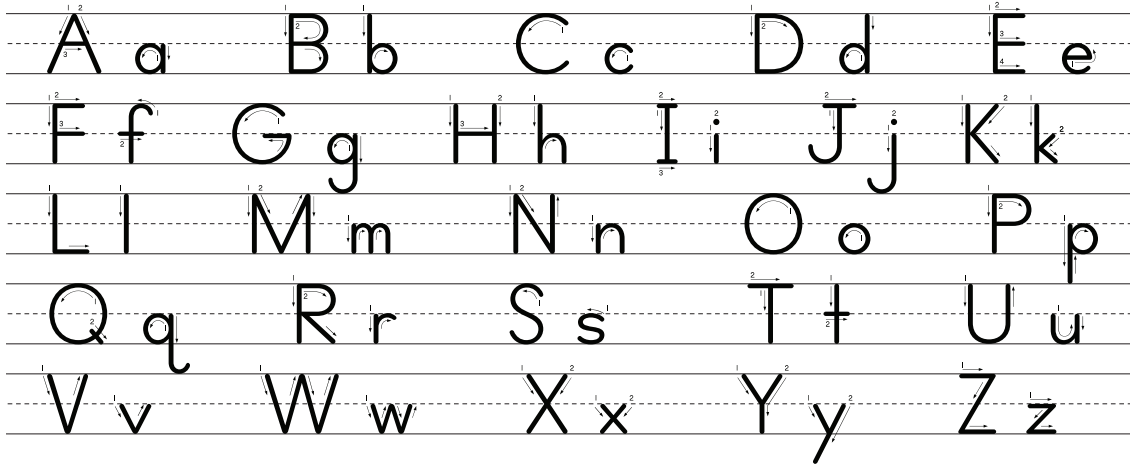
Practice Reproducible Use the charts on pages 32 (manuscript alphabet) and 33 (cursive alphabet) to teach and reinforce handwriting skills. Refer to the directional arrows to model correct letter formation. Provide practice writing the letter in isolation, in words, and in sentences. Additional handwriting support and practice can be found online in the Handwriting Workbook for your grade. It might be necessary to refer to a lower grade's workbook for English learners new to the Roman alphabetic system.

Differentiated Practice

For differentiated practice, review students' writing to determine which letters they need additional practice. Group students according to similar needs for small-group support.

The Manuscript Alphabet Review

Circle the letters that spell the name of your state.



Name _____

Date _____

Practice
Reproducible
RS4

The Cursive Alphabet

a b c d e f g h i
j k l m n o p q
r s t u v w x y z

A B C D E F G
H I J K L M N
O P Q R S T U
V W X Y Z

Word Awareness: Spoken Words

TEACH/MODEL

Introduce Tell students that a sentence is made up of a series of words. Say a 2-word sentence such as *I ran*. Clap on each word as you say it. Then have students repeat the sentence, clapping on each word as they say it. Display word cards for each word in the sentence you just said. Point to each word and read it aloud. Have students repeat. Count the number of words (word cards) with students. Then repeat saying the sentence with students as they clap on each word. Point out that when we write sentences, each word is separated by a small space. Knowing the difference between one word and another will help us as we write and read.

PRACTICE/APPLY

Leveled Practice Say aloud a word, such as “dog.” Have students repeat the word and clap as they say it. Slowly build a sentence, one word at a time. For example, say “the dog” and have students repeat and clap. Then say “The dog ran” and have students repeat and clap. Continue with other sentences. Do a few sentences each day as a warm-up until students can easily distinguish words in spoken sentences. Encourage students to write one or two of the simple sentence you say. Reinforce that each word is separated by a small space to increase word awareness. Students can use invented (phonic) spelling as necessary.

Differentiated Practice

For differentiated practice, start with short sentences (2–3) words and progress to longer sentences as students seem ready for the challenge. Display word cards (each word on an individual card) to help students count the words in simple sentences.

Sound Awareness: Categorize

TEACH/MODEL

Introduce Say a series of words. Ask students to listen for the beginning sound in each word. Emphasize or elongate that sound to assist students. Then ask students which words begin with a target sound, such as /s/.

Say: Today we will be listening for words that have something in common. We will listen for words that begin with the same sound. I will say three words. Tell me which of these words begin with the /s/ sound: sand, sock, map.

PRACTICE/APPLY

Leveled Practice Practice sound categorization using this progression of skills:

- Provide word sets of three words. Have students listen for a target beginning sound, such as /s/. If students struggle, drop back to two words and ask them which word or words begins with the target sound. Also, use picture cards for younger learners as this will help them remember the words.
- Provide word sets of three words. Have students listen for a target ending sound.
- Provide word sets of three words. Have students listen for a target medial sound. Long vowel sounds are easier to distinguish than short vowel sounds.
- Repeat the above activities using larger word sets.
- Provide a set of three words, such as *sand, sock, map*. Ask students to name the word that does not belong; that is, to identify the word that does not begin with the same beginning sound. Continue with ending sound and medial sound categorization as students are able.

Differentiated Practice

For differentiated practice, start with small sets of words (2–3) and progress to larger sets. Use picture cards for additional support. Emphasize by stretching, elongating, or reiterating the target sound in each word.

Rhyme

TEACH/MODEL

Introduce Model why words rhyme. Say two words: *mat* and *sat*. Have students repeat the words. Explain why the two words rhyme. Say: *Mat and sat rhyme because they both end in /at/. Listen: /m/ . . . /at/, mat; /s/ . . . /at/, sat. Do you hear /at/ at the end of mat and sat?*

Repeat with other word pairs. Use words that begin with continuous sounds (sounds that can be easily stretched), such as /f/, /l/, /m/, /n/, /r/, /s/, /v/, and /z/ before using words that begin with stop sounds, such as /b/ and /g/.

PRACTICE/APPLY

Leveled Practice Practice rhyme using this progression of skills:

- Say two words. Ask students if they rhyme. Use picture cards for the words to help younger students remember the words.
- Say three words. Ask students to identify which two words rhyme and tell why.
- Say a word. Ask students to generate words that rhyme with the word. For example, have them name words that rhyme with *sat*. You might wish to write the words on a chart and point out the same spelling patterns in the rhyming words.
- As students begin reading and writing, provide common phonograms or word families, such as *__at* and *__op* and have students generate a list of rhyming words.
- For corrective feedback in the above exercises, help students isolate the rhyming portion of each word (the vowel and everything after it). Then ask: *Do these words rhyme?*

Differentiated Practice

For differentiated practice, start with small sets of words (2–3) and progress to larger sets. Use picture cards for additional support. Have students build words with common phonograms or word families as they are introduced in their phonics lessons.

Syllables

TEACH/MODEL

Introduce Clapping syllables will help students listen and pay closer attention to parts of words. Syllables are easier to hear and distinguish than onset/rimes and individual phonemes (sounds). After students can readily detect syllables, you can move to having them segment a word by onset and rime, then finally phoneme by phoneme.

Say a word and model clapping the syllables. For example, say: *I will say a word. Then I will clap the number of syllables, or smaller word parts, in the word. Each syllable has one vowel sound. Listen: table.* Clap two times, once for each syllable as you say the word slowly. Ask students to repeat, saying the word and clapping on the syllables.

PRACTICE/APPLY

Leveled Practice Say a word. Have students repeat. Then ask students to clap the number of syllables in the word. Begin with words containing 1–3 syllables, then progress to words with 4 or more syllables. Use these and other words: *dog, chair, cup, rabbit, napkin, balloon, butterfly, elephant, computer, alligator, watermelon, helicopter.*

Alternate Activities Use these and other activities:

- Clap students' names by syllables as you call them to line up for lunch or recess.
- Have students select a picture card from a stack or bag, say the picture name, and clap the syllables in the name.
- Have students sort picture cards by number of syllables in the picture card names.

Differentiated Practice

For differentiated practice, have students place their hands under their chin as they pronounce a word. Have them count the number of chin drops (which equals the number of syllables). Begin with students' names, then progress to other words such as classroom objects or compound words (which will be easier to segment).

Sound Discrimination: Short vs Long Vowels

TEACH/MODEL

Introduce Explain to students the difference between consonant and vowel sounds. If your alphabet chart or sound-spelling cards are color-coded (e.g., all vowels in red), point that out. Tell students that the letters *a*, *e*, *i*, *o*, and *u* are vowels. (Sometime other letters can stand for vowel sounds, but students will learn that as they progress in the grades/scope and sequence.)

Point out that each of the five vowels has a short vowel sound and a long vowel sound. Explain that the long vowel sounds are the letter's names: A-E-I-O-U. Explain that the short vowel sounds are /a/, /e/, /i/, /o/ and /u/. Point to each vowel as you say its long and short vowel sound. Have students repeat.

PRACTICE/APPLY

Leveled Practice Use these and other activities to help students distinguish short from long vowel sounds.

- Display a set of picture cards for one vowel, such as picture cards whose names contain either a short and long *a* sound (cat, map, bag, train, cake, game). Have students sort the picture cards by short or long vowel sound.
- Use rhymes. Read aloud and display a rhyme. Have students listen for words with a short vowel sound. Then repeat for words with a long vowel sound. List the words in separate columns on a chart or highlight them in different colors on the rhyme.
- As students begin reading, have them sort words with short and long vowel sound-spellings. Focus on one vowel at a time (such as words with common long and short vowel *a* spelling patterns).

Differentiated Practice

For differentiated practice, focus on long vowel sounds first since they are easier to distinguish.

Oral Blending

TEACH/MODEL

Introduce Explain to students that a phoneme is an individual sound. You will say a series of sounds and then blend, or string together, the sounds to make a word. Model using the word *sat* and the sounds /s/ /a/ /t/.

Say: Today we will be blending, or putting together, sounds to make words. Watch as I do it first. I'll say each sound in a word. Then I will blend together the sounds to make the word. Listen: /s/ /a/ /t/, /sssaaat/, sat. The word is sat.

During initial modeling and practice exercises, use words that begin with continuous sounds (sounds that can be easily stretched), such as /f/, /l/, /m/, /n/, /r/, /s/, /v/, and /z/. Point out to students that being able to orally blend together sounds to say words will help them decode (or sound out) words while reading (print).

PRACTICE/APPLY

Leveled Practice Have students practice blending words sound by sound.

Do one example with them. Say the sounds, and have students independently blend them together. You might wish to have students turn to a partner and say the word formed to check their blending before you call on volunteers.

Say: Listen to the sounds. Blend, or put together, the sounds to say the whole word.

/s/ /a/ /d/	/m/ /a/ /t/	/f/ /i/ /sh/
/l/ /i/ /p/	/r/ /u/ /n/	/n/ /e/ /t/

Corrective Feedback When students make mistakes during blending, stretch (or sing) the sounds together. *Say: Listen as I blend the sounds /s/ /a/ /t/, /sssaaat/, sat. The word is sat. Repeat the sounds with me: /s/. [Students repeat.] /a/ [Students repeat.] /t/ [Students repeat.] /sssaaat/ [Students repeat.] The word is sat. What's the word?*

Differentiated Practice

For differentiated practice, start with smaller words (2–3 sounds) and words that begin with continuous sounds (e.g., f, l, m, n, r, s, v, z). Then progress to words that begin with stop sounds.

Oral Segmentation

TEACH/MODEL

Introduce Explain to students that you will model for them how to segment, or break apart, a word sound by sound. Point out that being able to do this will help them write words as they must think about the individual sounds in a word and the letter or spelling attached to each sound in order to spell/write the word.

Use Sound Boxes and counters to help students see and feel each sound in a word.

Say: Today we will be segmenting, or taking apart, a word sound-by-sound. I am going to say a word, then I will say it sound by sound. As I say each sound, I will place one counter in each box of the Sound Boxes. Listen: sat. [Stretch each sound three seconds so students can hear each discrete sound.] Now I will say the word sat sound by sound: /s/ [Place counter in first box.] /a/ [Place counter in second box.] /t/ [Place counter in third box.] The word sat has three sounds: /s/ /a/ /t/. [Point to each box as you say the sounds.]

PRACTICE/APPLY

Leveled Practice Use this progression when doing segmentation exercises:

- Begin segmenting with 2-letter VC words such as *am* and *it*.
- Progress to CVC words. Use words that begin with a single consonant (continuous sound that can be stretched like /s/) before using words that begin with a consonant blend.
- Progress to CVC words that begin with stop sounds (cannot be stretched like /b/). Then use words that begin with consonant blends.
- Once students can segment 3-letter words, progress to words with 4–5 sounds.
- Use oral segmentation and Sound Boxes during dictation exercises (guided spelling). Have students orally segment the word to be spelled using the counters and Sound Boxes. Then have them replace each counter with a letter or spelling. This will help students understand how to spell words, give them practice connecting letters to each sound, and accelerate their use of new sound-spellings in their writing.

Differentiated Practice

For differentiated practice, start with a small set of smaller words (2–3 sounds) and words that begin with continuous sounds (e.g., f, l, m, n, r, s, v, z). Then progress to words that begin with stop sounds. Connect segmenting to writing/spelling words every week during small-group time.

Phonemic Manipulation: Addition

TEACH/MODEL

Introduce Model how to add a sound to a word to make a new word. For the initial modeling, use letter cards as this will help students better understand the task.

Say: Today we will be adding a sound to a word to make a new word. I am going to say a word. Then I will add the sound /s/ at the beginning. Listen: at. I will add the sound /s/. The new word is sat.

Watch as I do this with letter cards. This is the word at. [Show the letter cards a, t, in a pocket chart.] The sound I need to add at the beginning is /s/. The letter s stands for the /s/ sound. Watch as I add the letter s, then blend the new word I made: /sssaaat/, sat. The new word I made is sat.

PRACTICE/APPLY

Leveled Practice Provide practice using a series of words and a target sound. For example, say: *Now let's try it together. I will say a word. I want you to add the /s/ sound to the beginning.*

it (sit)	and (sand)	end (send)
elf (self)	pin (spin)	nap (snap)

Note: Word Building exercises are a great to practice phonemic manipulation. In these exercises, you ask students to build a series of words by changing one or more letters. For example: *at, sat, mat, mad, map, mop, top, tap, tip, rip, trip, trap, track, rack, lack, lick, slick.*

Differentiated Practice

For differentiated practice, continue to use letter cards when modeling and practicing the skill. Build a word. Say the sound to be added. Ask students what letter stands for that sound. Add that letter card to the word. Then read the new word formed. This will help students more easily understand how to do addition tasks.

Phonemic Manipulation: Substitution

TEACH/MODEL

Introduce Model how to substitute, or replace, a sound in a word to make a new word. For the initial modeling, use letter cards as this will help students better understand the task.

Say: Today we will be substituting, or replacing, a sound in a word to make a new word. I am going to say a word. Then I will substitute, or replace, the first sound with /s/. Listen: mat. I will replace the first sound in mat with /s/. The new word is sat.

Watch as I do this with letter cards. This is the word mat. [Show the letter cards m, a, t, in a pocket chart.] The first letter in mat is m, the letter we write for the /m/ sound. I will substitute the /m/ sound with /s/. Therefore, I will take away the letter m, which stands for the /m/ sound, and replace it with the letter s, which stands for the /s/ sound. The new word I made is sat.

PRACTICE/APPLY

Leveled Practice Provide practice using a series of words and a target sound. For example, say: *Now let's try it together. I will say a word. I want you to replace the first sound with /s/.*

mad (sad)	fell (sell)	hit (sit)
rock (sock)	fun (sun)	bend (send)

Note: Word Building exercises are a great to practice phonemic manipulation. In these exercises, you ask students to build a series of words by changing one or more letters. For example: *at, sat, mat, mad, map, mop, top, tap, tip, rip, rap, ran, can, cat.*

Differentiated Practice

For differentiated practice, continue to use letter cards when modeling and practicing the skill. Build a word. Say the sound to be substituted. Ask students what letter stands for that sound. Replace that letter card with the target sound/letter in the word. Then read the new word formed. This will help students more easily understand how to do substitution tasks.

Phonemic Manipulation: Deletion

TEACH/MODEL

Introduce Model how to delete, or take away, a sound from a word to make a new word. For the initial modeling, use letter cards as this will help students better understand the task.

Say: Today we will be deleting, or removing, a sound from a word to make a new word. I am going to say a word. Then I will delete, or remove, the first sound. Listen: mat. I will delete the first sound in mat. The new word is at.

Watch as I do this with letter cards. This is the word mat. [Show the letter cards m, a, t, in a pocket chart.] The first sound in the word mat is /m/. The first letter is m, the letter we write for the /m/ sound. I will delete, or remove, the /m/ sound. Therefore, I will take away the letter m, which stands for the /m/ sound. What is left are the letters a, t. They spell the word at.

PRACTICE/APPLY

Leveled Practice Provide practice using a series of words and a target sound. For example, say: *Now let's try it together. I will say a word. I want you to delete the first sound to make a new word.*

fat (at)	sit (it)	send (end)
cup (up)	gate (ate)	boats (oats)

Note: Word Building exercises are a great to practice phonemic manipulation. In these exercises, you ask students to build a series of words by changing one or more letters. For example: *at, sat, mat, mad, map, mop, top, tap, tip, rip, rap, ran, an, can, cat, at.*

Differentiated Practice

For differentiated practice, continue to use letter cards when modeling and practicing the skill. Build a word. Say the sound to be deleted. Ask students what letter stands for that sound. Remove that letter card from the word. Then read the new word formed. This will help students more easily understand how to do deletion tasks.

Short a

TEACH/MODEL

Sound-Spelling Card Display the *Apple Sound-Spelling Card*. Say: *This is the Apple Sound-Spelling Card. The sound is /a/. What is the sound?* [Wait for choral response.] Say it with me again: /aaa/. Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed. Say: *The /a/ sound is spelled with the letter a. This is the letter at the beginning of the word apple.*

Blend Words Write the word *back* on the board. Model blending sound by sound. [For students needing additional support, use vowel-first blending.] Say: *This is the letter b. It stands for /b/. Say it with me: /bbb/. This is the letter a. It stands for /a/. Say it with me: /aaa/. Let's put these two sounds together. Listen: /baaa/.* [Run your finger under the letters as you sound them out.] Now you try. Say it with me: /baaa/. Say: *This is the blend ck. It stands for /k/. Say it with me: /k/. Now let's put all the sounds together to read the word. Listen: /baaak/, back.* [Run your finger under the letters as you sound out the word.] Now you try. Say it with me: /baaak/, back. Continue by blending the words *batch, land, stash, plan, and after.*

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH15**. Model blending the words in the first row, then have students blend them with you. Use the appropriate blending level to complete the remaining rows. See Blending Routine in the online **Instructional Routine Handbook**.

Build Words Use **Word-Building Cards** to build the word *plan*. Help students read the word. Then change, add, or delete one letter or blend to form the following words: *scan, scald, bald, back, stack, stall, call, cast, last, latter, chatter*. Have students read each new word formed.

English Learners

Transfer Skills In some languages, such as Spanish, Vietnamese, Cantonese, and Korean, there is no direct sound transfer for /a/. Use the **Sound Pronunciation online audio** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position when pronouncing /a/.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages pp. 7–8, available **online**.

Name _____

Date _____

Short a

Read Words

grab	crab	scab	drab	glad	clad
clap	wrap	trap	flap	strap	scrap
clam	swam	slam	chat	flat	scat
drag	flag	snag	brag	fact	pact
back	lack	pack	rack	crack	black
cash	dash	flash	hatch	catch	match

I closed the flap and tied the strap on my backpack.

I helped wrap the flag for the ceremony.

Stan saw a crab and a black clam.

We saw a flash of lightning in the sky.

Write Words

___ck	cl___	___tch	sl___
___ck	cl___	___tch	sl___
cr___	sp___	fl___	___sh
cr___	sp___	fl___	___sh

Short e

TEACH/MODEL

Sound-Spelling Card Display the *Egg Sound-Spelling Card*. Read *egg*. Say: *The sound is /e/. What is the sound?* [Wait for choral response. Have students repeat.] Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card. Say: *The /e/ sound is spelled with the letter e. This is the letter at the beginning of the word egg.*

Blend Words Write *mend* on the board. Model blending. [For students needing additional support, use vowel-first blending.] Say: *This is the letter m. It stands for /m/. Say it with me: /mmm/. This is the letter e. It stands for /e/. Say it with me: /eee/. Let's put these two sounds together. Listen: /mmmee/. Say it with me: /mmmee/. Say: This is the blend nd. It stands for /nd/. Say it with me: /nd/. Now let's put all the sounds together. Listen: /mmmeeend/, mend.* [Run your finger under the letters.] *Now you try. Say it with me: /mmmeeend/, mend.* Continue with *trend, blend, forget* and *agent*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH16**. Model blending the words in the first row, then have students blend them with you. Use the appropriate blending level to complete the remaining rows. See Blending Routine in the online **Instructional Routine Handbook**.

Build Words Use **Word-Building Cards** to build *sell*. Help students read the word. Then change, add, or delete one letter or blend to form *tell, tend, rend, rest, wrest, wreck, fleck, fled, pled, pledge, dredge*. Have students read each new word.

English Learners

Transfer Skills In Spanish, Haitian Creole, and some Asian languages, there is no direct sound transfer for /e/. Use the **Sound Pronunciation online audio** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position.

Linguistic Differences

/e/ Sound When the /i/ and /e/ sounds appear before the consonants *m* or *n* in words, such as *pen/pin* and *him/hem*, many speakers of African American English won't pronounce or hear the difference. Focus on mouth position for each vowel sound.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages pp. 9–10, available **online**.

Short e

Read Words

bend lend spend them stem then
 when tent vent scent shell smell
 swell shed sped less mess dress
 chess melt felt belt check speck
 self shelf bench trench length strength

Please put the bench near the shelf.

He will spend his allowance on a new belt.

The tailor will check the length of the dress.

Beth spent several minutes thinking of her next chess move.

Write Words

____ess ____ent ____elt ____en
 ____ell ____end ____eck ____em
 ____ell ____end ____eck ____ench

Short *i*

TEACH/MODEL

Sound-Spelling Card Display the *Insect* Sound-Spelling Card. Read *insect*. Say: *The sound is /i/. What is the sound?* [Wait for choral response. Have students repeat.] Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card. Say: *The /i/ sound is spelled with the letter i. This is the letter at the beginning of insect.*

Blend Words Write *fist* on the board. Model blending. [For students needing additional support, use vowel-first blending.] Say: *This is the letter f. It stands for /f/. Say it with me: /fff/. This is the letter i. It stands for /i/. Say it with me: /iii/. Let's put these two sounds together. Listen: /ffiii/.* [Run your finger under the letters as you say the sounds.] *Now you try. Say it with me: /ffiii/. Say: This is the blend st. It stands for /st/. Say it with me: /st/. Now let's put all the sounds together to read the word. Listen: /ffiiiist/, fist.* [Run your finger under the letters as you sound out the word.] *Now you try. Say it with me: /ffiiiist/, fist.* Continue to blend *spin, trim, prince, flinch,* and *twinkle.*

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH17**. Model blending the words in the first row, then have students blend them with you. Use the appropriate blending level to complete the remaining rows. See Blending Routine in the online **Instructional Routine Handbook**.

Build Words Use **Word-Building Cards** to build *cinch*. Help students read the word. Then change, add, or delete one letter or blend to form *pinch, pick, sick, singe, tinge, tickle, sickle, sickly, quickly, quitter*. Have students read each new word.

English Learners

Transfer Skills In some languages, such as Spanish, Haitian Creole, and some Asian languages, there is no direct sound transfer for /i/. Use the **Sound Pronunciation online audio** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position.

Linguistic Differences

/i/ Sound Many speakers of African American English won't pronounce or hear the difference between /i/ and /e/ in words such as *pen/pin* and *him/hem*. Focus on mouth position for each vowel sound.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages p. 11, available **online**.

Short *i*

Read Words

slim	swim	trim	list	mist	chin
grin	skin	thin	ship	drip	skip
clip	trip	hint	lint	print	inch
pinch	spill	chill	sniff	stiff	stick
click	thick	trick	pitch	ditch	twitch

We had a fun trip on the ship.

Can you stick that clip on the stack of papers?

Dad put a thick strip of meat on the grill.

The clown did a spin before his trick.

Write Words

___in	___ip	___ink	___ick
___in	___ip	___ink	___ick
___ill	___iff	___ist	___itch
___ill	___iff	___ist	___itch

Short o

TEACH/MODEL

Sound-Spelling Card Display the *Octopus Sound-Spelling Card*. Say: *This is the Octopus Sound-Spelling Card. The sound is /o/. What is the sound?* [Wait for choral response.] Say it with me again: /ooo/. Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed. Say: *The /o/ sound is spelled with the letter o. This is the letter at the beginning of the word octopus.*

Blend Words Write the word *stop* on the board. Model blending sound by sound. [For students needing additional support, use vowel-first blending.] Say: *This is the blend st. It stands for /st/. Say it with me: /st/. This is the letter o. It stands for /o/. Say it with me: /ooo/. Let's put these sounds together. Listen: /stooo/.* [Run your finger under the letters as you say the sounds.] Now you try. Say it with me: /stooo/. Say: *This is the letter p. It stands for /p/. Say it with me: /p/. Now let's put all the sounds together to read the word. Listen: /stooop/, stop.* [Run your finger under the letters as you sound out the word.] Now you try. Say it with me: /stooop/, stop. Continue by modeling how to blend the words *body, follow, bottom, opera* and *October*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH18**. Model blending the words in the first row, then have students blend them with you. Use the appropriate blending level to complete the remaining rows. See Blending Routine in the online **Instructional Routine Handbook**.

Build Words Use **Word-Building Cards** to build the word *prop*. Help students read the word. Then change, add, or delete one letter or blend to form the following words: *prod, trod, trot, slot, sloppy, choppy, chock, rock, robber, clobber, clod*. Have students read each new word formed.

English Learners

Transfer Skills In some languages, such as Spanish, Hmong, and Korean, there is no direct sound transfer for /o/. Use the **Sound Pronunciation online audio** and the articulation photo and prompts on the back of the small Sound-Spelling Cards to model correct mouth position when pronouncing /o/.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages p. 12, available **online**.

Short o

Read Words

nod pod sob rob snob slob
shop stop chop crop drop flop
blot plot spot trot slot knot
rock sock lock clock stock block
bond fond pond romp stomp chomp
clog frog smog notch blotch hopscotch

The frog liked to hop in the pond.

Put a rock on the spot to play hopscotch.

The clock was hung on the wall of the shop.

Mom said, "Stop before you drop that box!"

Write Words

___ob ___op ___omp ___od
___ob ___op ___ock ___og
___ot ___ond ___ock ___otch

Short u

TEACH/MODEL

Sound-Spelling Card Display the *Umbrella Sound-Spelling Card*. Say: *This is the Umbrella Sound-Spelling Card. The sound is /u/. What is the sound?* [Wait for choral response.] Say it with me again: /uuu/. Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed. Say: *The /u/ sound is spelled with the letter u. This is the letter at the beginning of the word umbrella.*

Blend Words Write *sung* on the board. Model blending sound by sound. [For students needing additional support, use vowel-first blending.] Say: *This is the letter s. It stands for /s/. Say it with me: /sss/. This is the letter u. It stands for /u/. Say it with me: /uuu/. Let's put these two sounds together. Listen: /ssuuu/. [Run your finger under the letters as you say the sounds.] Now you try. Say it with me: /ssuuu/. Say: This is the digraph ng. It stands for /ng/. Say it with me: /nng/. Now let's put all the sounds together to read the word. Listen: /ssuuunnng/, sung. [Run your finger under the letters as you sound out sung.] Now you try. Say it with me: /ssuuunnng/, sung. Continue by modeling how to blend the words *under, much, funny, sudden, and summer*.*

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH19**. Model blending the words in the first row, then have students blend them with you. Use the appropriate blending level to complete the remaining rows. See Blending Routine in the online **Instructional Routine Handbook**.

Build Words Use **Word-Building Cards** to build the word *must*. Help students read the word. Then change, add, or delete one letter or blend to form the following words: *rust, rung, stung, study, stunt, grunt, grumpy, lumpy, luck, muck, munch*. Have students read each new word formed.

English Learners

Transfer Skills In some languages, such as Spanish, Hmong, Cantonese, Haitian Creole, and Korean, there is no direct sound transfer for /u/. Use the **Sound Pronunciation online audio** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position when pronouncing /u/.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages p. 13, available **online**.

Short u

Read Words

club	stub	scrub	shrub	spun	stun
drum	plum	strum	undo	until	unsung
hunt	punt	bunt	snug	plug	slug
bump	dump	jump	lump	stump	plump
cuff	puff	stuff	hutch	clutch	crutch
brush	crush	slush	bunch	lunch	crunch

I can jump over the bump in the road.

Ana used a brush to scrub the sink.

James played the drums at the club.

The bird went to hunt for some lunch.

Write Words

___ub	___ug	___ump	___ush
___ub	___ug	___ump	___utch
___um	un___	___uff	___unch

Review: Progress Monitoring

PREPARING THE REVIEW

- Make one copy of the review for each student.
- Have the student write his or her name and today's date at the top of the review.

ADMINISTERING THE REVIEW

- Administer the review to one student at a time.
- For the Real Words section, explain to the student that he or she is to read aloud each word. You will circle all the words read correctly.
- For the Nonsense Words section, explain to the student that these words are made-up words, not real words. The student will sound out each silly word. You will circle all the words read correctly.

SCORING THE REVIEW

- For each section of the review, total the number of words read correctly.
- Use the Percentage Table below to identify a percentage. Students should get at least 80 percent correct.
- Analyze each student's errors. Each line of the Real Words portion of the review represents a different phonics skill.
- Reteach those skills in which the student misses more than one word per line.

Percentage Table			
63–70 correct	90%–100%	28–34 correct	40%–49%
56–62 correct	80%–89%	21–27 correct	30%–39%
49–55 correct	70%–79%	14–20 correct	20%–29%
42–48 correct	60%–69%	7–13 correct	10%–19%
35–41 correct	50%–59%	0–6 correct	0%–9%

Decoding Review

Real Words

answer	after	happen	began	plant
back	faster	animal	handsome	adjective
energy	helper	wreck	edge	very
well	empty	spelling	them	explain
within	include	insect	which	different
shrill	miss	citizen	little	important
olive	oxygen	clock	product	cannot
drop	follow	bottom	October	operate
upset	much	summer	unusual	hundred
just	ugly	butter	musty	upon

Nonsense Words

lat	ped	sib	mog	vuns
fim	hep	yot	rud	cag
sheg	chab	stot	whid	thuzz
bruck	cliss	smend	skitch	shum

Final e

TEACH/MODEL

Sound-Spelling Card Display the *Five Sound-Spelling Card*. Say: *This is the Five Sound-Spelling Card. The sound is /ī/. What is the sound?* [Wait for choral response.] Say it with me again: /ī/. Model correct articulation using the photo and prompts on the back on the small Sound-Spelling Card, as needed. Say: *When a word is spelled with a vowel, a consonant, and a final e, the vowel sound is usually long. The final e and the vowel before it act as a team.* Repeat this routine with the *Cube Sound-Spelling Card*.

Blend Words Write the word *plane* on the board. Model blending sound by sound. Say: *This is the blend pl. It stands for /pl/. Say it with me: /pl/. This is the letter a and this is the final letter e. They work as a team to make the sound /ā/. Say it with me: /ā/. Let's put those two sounds together. Listen: /plā/.* [Stretch the sounds as you blend.] Now you try. Say it with me: /plā/. This is the letter n. It stands for /n/. Say it with me: /n/. Now let's put all the sounds together. Listen: /plān/. [Stretch the sounds as you say the word.] The word is *plane*. Now you try. Say it with me: /plān/, *plane*. Continue by modeling how to blend the words *gave, site, wide, whole, and cute*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH21**. Model blending the words in the first row, then have students blend them with you. Use the appropriate blending level for the remaining lines. See Blending Routine in the online **Instructional Routine Handbook**.

Build Words Use Word-Building Cards to build the word *pan*. Have students read it aloud. Then add an *e* card to make the word *pane*. Have students read the new word aloud. Continue this routine with students by reading aloud then adding final *e* to the words *con, man, can, fin, ton, hug, rid, grip, fat, kit, and shin*.

English Learners

Transfer Skills In some languages, there is no direct transfer sound for long *a* or long *o*. Use the **Sound Pronunciation online audio** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages p. 14, available **online**.

Final e

Read Words

scale plane shine drive rode chase
globe cute theme huge extreme make
pride rose graze trace define gene
erode twice decide relate refuse same
liner white fumes cope page useless

Steve smiled as he rode along on his bike.

Jake refused to take the huge box to Pete.

The lion cannot escape from the cage.

He put a fuse in the fuse box of our
home's basement.

We went on a fast ride in Mike's plane.

Write Words

____eme ____ose ____ate ____use
____ice ____ile ____ake ____ode
____ine ____ole ____ame ____ute
____oke ____ice ____ete ____ace

Long a

TEACH/MODEL

Sound-Spelling Card Display the *Train Sound-Spelling Card*. Say: *This is the Train Sound-Spelling Card. The sound is /ā/. What is the sound?* [Wait for choral response.] Say it with me again: /ā/. Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed. Say: *The /ā/ sound can be spelled with the letters ai as in nail and the letters ay as in day. The sound can also be spelled with the letter a as in cable and the team a_e as in wake, or with the letters ea as in break, eigh as in weigh, and ey as in they.* Write each word on the board, and underline the long a spelling. Point to the spelling, and ask students to chorally say the sound.

Blend Words Write *drain* on the board. Model blending. Say: *This is the blend dr. It stands for /dr/. Say it with me: /drrr/. This is the long a spelling ai. It stands for /ā/. Say it with me: /ā/. Let's put these two sounds together. Listen: /drā/.* [Stretch the sounds as you blend.] Now you try. Say it with me: /drā/. This is the letter n. It stands for /n/. Say it with me: /nnn/. Now let's put all the sounds together. Listen: /drānnn/. [Stretch the sounds as you say the word.] The word is *drain*. Now you try. Say it with me: /drānnn/. Continue by modeling how to blend *navy, space, plain, hey, sleigh, away, and fame*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH22**. Model blending the words in the first row, then have students blend them with you. Use the appropriate blending level to complete the remaining lines. See Blending Routine in the online **Instructional Routine Handbook**.

Build Words Use **Word-Building Cards** to build *strain*. Help students read the word. Then change, add, or delete one letter or blend to form the following words: *strait, trait, tray, gray, grate, plate, plane, wane, weigh, neigh*. Have students read each new word formed.

English Learners

Transfer Skills In some languages, such as Hmong and Cantonese, there is no direct sound transfer for /ā/. Use the **Sound Pronunciation online audio** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position when pronouncing /ā/.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages p. 15, available **online**.

Long a

Read Words

laid	maid	paid	braid	raise	praise
bait	wait	gait	strait	snail	trail
gray	tray	sway	spray	stray	display
chain	grain	plain	drain	strain	explain
faint	paint	neigh	sleigh	today	complain
great	break	delay	retain	contain	maintain

Laura tried to explain her great delay in getting home.

The snail left a trail near the storm drain.

It is hard work to maintain my long braid.

We can stay near the train station.

Write Words

___ain	___ay	___aint	___aid
___ain	___ay	___aise	___ey
___ain	___ait	___ail	___eigh

Long e

TEACH/MODEL

Sound-Spelling Card Display the *Tree Sound-Spelling Card*. Say: *This is the Tree Sound-Spelling Card. The sound is /ē/. What is the sound?* [Wait for choral response.] Say it with me again: /ē/. Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed. Say: *The /ē/ sound can be spelled with the letter e as in be, the letters ea as in read, and the letters ee as in seed. It can also be spelled ey as in key, y as in pretty, ie as in chief, or e_e as in theme. Write each word on the board, and underline the long e spelling. Point to the spelling, and ask students to chorally say the sound.*

Blend Words Write *clean* on the board. Model blending sound by sound. Say: *This is the blend cl. It stands for /kl/. Say it with me: /kl/. This is the long e spelling ea. It stands for /ē/. Say it with me: /ē/. Let's put these two sounds together. Listen: /klē/. [Stretch the sounds as you blend.] Now you try. Say it with me: /klē/. This is the letter n. It stands for /n/. Say it with me: /nnn/. Now let's put all the sounds together. Listen: /klēnnn/. [Stretch the sounds as you say the word.] The word is clean. Now you try. Say it with me: /klēn/, clean. Continue by modeling how to blend the words *bead, flee, redo, oily, and thief*.*

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH23**. Model blending the words in the first row, then have students blend them with you. Use the appropriate blending level to complete the remaining lines. See Blending Routine in the online **Instructional Routine Handbook**.

Build Words Use **Word-Building Cards** to build the word *knee*. Help students read the word. Then change, add, or delete one letter or blend to form the following words: *glee, gleam, seam, seal, peal, peel, feel, fear, hear, here, mere*. Have students read each new word formed.

English Learners

Transfer Skills In some languages, such as Cantonese and Korean, there is no direct sound transfer for /ē/. Use the **Sound Pronunciation online audio** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position when pronouncing /ē/.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages p. 16, available **online**.

Long e

Read Words

weed	reed	bleed	ugly	funny	runny
cheat	cleat	wheat	treat	leave	weave
creak	sneak	speak	squeak	read	plead
crease	grease	creek	cheek	steel	wheel
creep	steep	Steve	mere	greet	sweet
peach	beach	teach	dream	scream	stream

A peach is a yummy treat to eat!

I like to read before I go to sleep.

Walk slowly down the steep steps at the beach.

We put grease on the wheel to stop the squeaking.

Write Words

___eed	___eak	___eet	___each
___y	___eep	___ead	___eave
___eat	___e	___eam	___ease
___eat	___e	___eam	___ease

Long *i*

TEACH/MODEL

Sound-Spelling Card Display the *Five Sound-Spelling Card*. Say: *This is the Five Sound-Spelling Card. The sound is /ī/. What is the sound?* [Wait for choral response.] Say it with me again: /ī/. Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed. Say: *The /ī/ sound can be spelled with the letter i as in child, the letter y as in try, and the letters igh as in high. It can also be spelled with the letters ie as in tries and with the vowel team i_e as in write.* Write each word on the board, and underline the long *i* spelling. Point to the spelling, and ask students to chorally say the sound.

Blend Words Write *site* on the board. Model blending sound by sound. Say: *This is the letter s. It stands for /s/. Say it with me: /sss/. This is the long i spelling i_e. It stands for /ī/. Say it with me: /ī/. Let's put these two sounds together. Listen: /sssī/.* [Stretch the sounds as you blend.] Now you try. Say it with me: /sssī/. This is the letter t. It stands for /t/. Say it with me: /t/. Now let's put all the sounds together. Listen: /sssīt/. [Stretch the sounds as you say the word.] The word is *site*. Now you try. Say it with me: /sīt/. Continue by modeling how to blend the words *bright, flyer, remind, ties, and decide*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH24**. Model blending the words in the first row, then have students blend them with you. Use the appropriate blending level to complete the remaining lines. See Blending Routine in the online **Instructional Routine Handbook**.

Build Words Use **Word-Building Cards** to build the word *child*. Help students read the word. Then change, add, or delete one or more letters to form the following words: *wild, file, trial, tries, rye, right, slight, sight, tight, tiny*. Have students read each new word formed.

English Learners

Transfer Skills In some languages, such as Cantonese, there is no direct sound transfer for /ī/. Use the **Sound Pronunciation online audio** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position when pronouncing /ī/.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages p. 17, available **online**.

Long *i*

Read Words

shy	sky	spy	why	eye	bye
wind	hind	rind	bind	blind	grind
sigh	thigh	light	sight	tight	bright
fright	flight	slight	glide	slide	stride
hive	live	dive	drive	shine	spine
smile	while	stripe	swipe	lie	cried

I painted a bright stripe on the orange bike.

Ty likes to glide down the water slide.

He cried when the bright light hurt his eyes.

We heard a slight beep when the flight took off.

Write Words

____y	____ight	____ide	____ile
____y	____ight	____ide	____ile
____y	____ight	____ind	____ipe
____igh	____ight	____ind	____ie

Long o

TEACH/MODEL

Sound-Spelling Card Display the *Boat Sound-Spelling Card*. Say: *This is the Boat Sound-Spelling Card. The sound is /ō/. What is the sound?* [Wait for choral response.] Say it with me again: /ō/. Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed. Say: *The /ō/ sound can be spelled with the letter o as in no, the letters oa as in soap, and the letters ow as in low. It can also be spelled with the letters oe as in goes and the vowel team o_e as in mole.* Write each word on the board, and underline the long o spelling. Point to the spelling, and ask students to chorally say the sound.

Blend Words Write *lone* on the board. Model blending sound by sound. Say: *This is the letter l. It stands for /l/. Say it with me: /lll/. This is the long o spelling o_e. It stands for /ō/. Say it with me: /ō/. Let's put these two sounds together. Listen: /lllō/.* [Stretch the sounds as you blend.] Now you try. Say it with me: /lllō/. This is the letter n. It stands for /n/. Say it with me: /nnn/. Now let's put all the sounds together. Listen: /lllōnnn/. [Stretch the sounds as you say the word.] The word is *lone*. Now you try. Say it with me: /lllōn/. Continue by modeling how to blend the words *poem, echo, foam, arrow, and owe*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH25**. Model blending the words in the first row, then have students blend them with you. Use the appropriate blending level to complete the remaining lines. See Blending Routine in the online **Instructional Routine Handbook**.

Build Words Use **Word-Building Cards** to build the word *bow*. Help students read the word. Then change, add, or delete one or more letters to form the following words: *blow, flow, follow, owner, over, trove, tone, toast, roast, road, toad, toe*. Have students read each new word formed.

English Learners

Transfer Skills In some languages, such as Hmong and Cantonese, there is no direct sound transfer for /ō/. Use the **Sound Pronunciation online audio** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position when pronouncing /ō/.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages p. 18, available **online**.

Long o

Read Words

foam	roam	soak	croak	toe	doe
colt	jolt	bolt	host	most	post
toll	roll	poll	scroll	stroll	goes
know	snow	show	slow	crow	flow
hold	mold	coal	goal	coach	roach
grown	blown	flown	globe	slope	spoke

The coach will show us how to score a goal.

The big, black crow has flown over the field.

Our parents enjoy a slow stroll in the park.

Do you know where on the globe it is cold?

Write Words

___ow	___ost	___oll	___old
___ow	___ost	___oll	___old
___ow	___own	__o__e	___oam
___oe	___own	___oak	___oach

Long u

TEACH/MODEL

Sound-Spelling Card Display the *Cube Sound-Spelling Card*. Say: *This is cube. The sound is /ū/. Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed. Say: The /ū/ sound can be spelled with the letter u as in usual and the vowel team u_e as in cute. Write each word on the board, and underline the long u spelling. Point to the spelling, and ask students to chorally say the sound. Explain that the u_e spelling can also stand for /ōo/ as in rule, tube, and dune.*

Blend Words Write *huge* on the board. Model blending. Say: *This is the letter h. It stands for /h/. Say it with me: /h/. This is the long u spelled u_e. It stands for /ū/. Say it with me: /ū/. Let's put these two sounds together. Listen: /hū/. This is the letter g. It stands for /j/. Say it with me: /j/. Now let's put all the sounds together. Listen: /hūj/. [Stretch the sounds as you say the word.] The word is huge. Now you try. Say it with me: /hūj/. Continue by modeling how to blend *unit, fuel, menu, and cube.**

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH26**. Model blending the words in the first row, then have students blend them with you. Use the appropriate blending level to complete the remaining lines. See Blending Routine in the online **Instructional Routine Handbook**.

Build Words Use Word-Building Cards to build the word *pupil*. Help students read the word. Then change, add, or delete letters to form the following words: *puny, truly, human, humid, huge, use, usual, unit, unify, uniform, unite*. Have students read each new word formed.

English Learners

Blending Difficulties In some languages, such as Cantonese and Korean, there is no direct sound transfer for /ū/. Use the **Sound Pronunciation online audio** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position when pronouncing /ū/.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages p. 19, available **online**.

Long u

Read Words

use	puny	humid	pupil	humor	human
future	tube	cute	unify	uniform	universe
rule	yule	mule	duly	duty	dubious
tuna	tube	tune	June	July	fugitive
unit	Utah	utilize	cubic	cube	funeral
truly	truth	truce	music	museum	musician

I truly enjoy the music.

The pupil usually wore her uniform.

Eunice moved here from Utah last June.

We'll study the unit on the universe in the future.

Write Words

hu_____	fu_____	_____ule	cu_____
hu_____	fu_____	_____ule	cu_____
pu_____	u_____	du_____	tru_____
pu_____	u_____	tu_____	mu_____

Review: Progress Monitoring

PREPARING THE REVIEW

- Make one copy of the review for each student.
- Have the student write his or her name and today's date at the top of the review.

ADMINISTERING THE REVIEW

- Administer the review to one student at a time.
- For the Real Words section, explain to the student that he or she is to read aloud each word. You will circle all the words read correctly.
- For the Nonsense Words section, explain to the student that these words are made-up words, not real words. The student will sound out each silly word. You will circle all the words read correctly.

SCORING THE REVIEW

- For each section of the review, total the number of words read correctly.
- Use the Percentage Table below to identify a percentage. Students should get at least 80 percent correct.
- Analyze each student's errors. Each line of the Real Words portion of the review represents a different phonics skill.
- Reteach those skills in which the student misses more than one word per line.

Percentage Table	
63–70 correct	90%–100%
56–62 correct	80%–89%
49–55 correct	70%–79%
42–48 correct	60%–69%
35–41 correct	50%–59%
28–34 correct	40%–49%
21–27 correct	30%–39%
14–20 correct	20%–29%
7–13 correct	10%–19%
0–6 correct	0%–9%

Name _____

Date _____

Decoding Review

Real Words

paper	ailment	jaywalk	weigh	volcano
spaceship	state	remake	named	airplane
treehouse	precede	peanut	monkey	thief
Steve	theme	mere	Pete	these
pie	climate	right	my	idea
describe	idle	white	size	widen
oatmeal	goes	throat	potato	lowly
those	hope	awoke	telephone	whole
cubic	usual	January	valuable	menu
tube	rule	tune	reduce	huge

Nonsense Words

bain	tay	fe	jeem	meap
deat	poan	fo	doat	cray
rone	tild	smy	bigh	dight
biel	dappy	spave	daster	slonest

Diphthongs /oi/ and /ou/

TEACH/MODEL

Sound Spelling Card Display the *Cow* and *Boy* Sound-Spelling Cards. Model reading the words out loud, drawing out each diphthong. Say: *The sound at the end of cow is /ou/. The sound at the end of boy is /oi/. What are the sounds?* Model correct articulation using the photos and prompts on the backs of the small Sound-Spelling Cards.

Blend Words with ow Ask: *What sound do you make when you stub your toe?* (Ow!) Write *ow* on the board. Model reading it, running your finger under the letters as you blend the sound. Write the word *scowl* under *ow*. Model correct articulation. Continue using the words *growl*, *crowd*, *drown*, and *howl*.

Blend Words with ou Write the word *sound*. Model reading it aloud, running your finger under the letters. Point out the sound is the same as the one in *cow*, but it is spelled differently. Explain that the letters *ou* make the /ou/ sound. Continue in this way, using *around*, *noun*, *aloud*, *slouch*, and *scout*.

Blend Words with oi Write the words *choice* and *joyful*. Model reading them out loud, running your finger under the letters. Point out that both words have the same sound, but it is spelled differently (*oi* and *oy*). Have students say *choice* and *joyful* with you. Continue this routine with *ointment*, *broil*, *decoy*, and *soybean*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH28**. Model blending the words in the first row, and then have students blend them with you. Use an appropriate blending level to complete the remaining rows. See Blending Routine in the online **Instructional Routine Handbook**.

Build Words Use Word-Building Cards to make the word *foil*. Have students read it aloud. Then change, add, or delete one letter or blend to form the following words: *foist*, *hoist*, *coin*, *join*, *coil*. Have students read each new word.

English Learners

Transfer Skills In some languages, there is no direct transfer sound for /ou/. Use the **Sound Pronunciation online audio** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages p. 20, available **online**.

Diphthongs /oi/ and /ou/

Read Words

mouse	about	blouse	bounce	rebound	bounty
cloudy	counsel	counter	found	mouth	allow
flower	howling	towel	browse	clown	down
ground	flour	counter	crowd	power	appoint
plow	boiling	choice	poison	jointly	voice
noise	spoil	annoy	oyster	employ	cowboy

The boy is browsing around the toy store.

This compound is an alloy made of two metals.

The crowd will join together as one voice in a loud cheer.

The royal family appointed only those who were loyal to them.

Write Words

_____ outh	_____ oil	_____ own
_____ ound	_____ oil	_____ ow
_____ ound	_____ oint	_____ ow
_____ ount	_____ oint	_____ oy
_____ ount	_____ oin	_____ oy

Variant Vowels /ü/, /ū/, and /û/

TEACH/MODEL

Sound-Spelling Card Display the *Spoon*, *Cube*, and *Book* Sound-Spelling Cards. Read the words aloud. Say: *The sound in the middle of spoon is /ü/. What is the sound?* [Wait for choral response.] Tell students that this sound can be spelled *oo*, *u_e*, *u*, *ew*, *ue*, *ui*, or *ou*. Say: *The sound in the middle of cube is /ū/. What is the sound?* [Wait for choral response.] Tell students that this sound can be spelled *u*, *u_e*, or *ew*. Say: *The sound in the middle of book is /û/. What is the sound?* [Wait for choral response.] Tell students that this sound can be spelled *oo* or *ou*. Model using the photos and prompts on the backs of the small Sound-Spelling Cards.

Blend Words Write *cool*. Underline *oo*. Repeat the routine from above, and identify the vowel as a long *oo*. Continue this routine, using *cook* for short *oo*, and using *food/foot*, *loot/look*, *coupon/could*, and *threw/true*. Point out that the last pair is different than the others. Say: *The spellings ew and ue almost always have long oo or long u sounds.* Model, using the words *cue* and *use*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH29**. Model blending the words in the first row, and then have students blend them with you. Use the appropriate blending level for the remaining rows. See Blending Routine in the online **Instructional Routine Handbook**.

Build Words Use Word-Building Cards to build the word *fool*. Have students read it aloud. Then change, add, or delete letters to form *foot*, *boot*, *boo*, *too*, *took*, *stoop*, *stood*, *rude*, *roof*, and *rook*.

English Learners

Transfer Skills In some languages there is no direct sound transfer for *oo*. Use the **Sound Pronunciation online audio** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position.

Linguistic Differences

Variant Vowels oo Many speakers of African American English drop the /l/ sound in words, particularly in words such as *cool* and *coal*. These students will drop the /l/ when spelling these words, as well. Provide additional articulation support.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages p. 21, available **online**.

Variant Vowels /ü/, /ū/, and /ù/

Read Words

regroup coupon crouton cougar threw moody
 afternoon spool loose barefoot goodbye noodles
 juice crooked smooth soothing spoon cooked
 wool drooping proof stool would truthful
 nephew cruise chewing renew igloo fewest
 tulip stew music spruce pollute refuse

The troops salute to pay tribute to the flag.

Lucy should put the toothbrush in the bathroom.

The students in the classroom drew in the new books.

A group of children walked by the drooping dogwoods on a gloomy afternoon.

Write Words

_____oom	_____ude	_____ooth
_____oom	_____ude	_____ooth
_____ood	_____ube	_____oof
_____ook	_____ould	_____oose
_____ook	_____ould	_____uise

Variant Vowel /ô/

TEACH/MODEL

Sound Spelling Card Display the *Straw* Sound-Spelling Card. Say: *The sound at the end of straw is /ô/. What is the sound?* Wait for the choral response. Have students say it with you again, modeling correct articulation and running your finger under the letters. Explain that this sound can be spelled seven different ways: *aw, au, a(lk), a(ll), ough, al(t), and (w)a*.

Blend Words with *aw* Write the word *law* on the board. Model reading it aloud, running your finger under the letters. Have students read it aloud with you. Point out that the spelling is the same as in *straw*. Write the words *claw, saw, and lawn*. Have students read them aloud.

Blend Words with *au* Write the word *fault* on the board. Model reading it aloud. Have students read chorally after you. Ask students if this is the same vowel sound they just read. Ask: *What is different about the spelling of this sound?* Have students identify the *au* spelling. Write the words *vault, applaud, and sauce*. Have students read them aloud as you run your finger under the letters.

Blend Words with *alk, all, alt, ough* and *wa* Repeat the above process with the words *talk, call, halt, cough, trough, thought, water, and want*. Invite students to volunteer other examples of each sound/spelling combination.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH30**. Model reading a word with your finger under each letter. After reading it, say the letters that form the sound /ô/. Continue modeling this routine for the first row. See Blending Routine in the online **Instructional Routine Handbook**.

Build Words Write the seven variant vowel endings on index cards and display them to students. Then have students use Word Building Cards to form words using each of the variant vowel spellings, such as *fault, fauna, fawn, fought, fall, falter, and Walter*. Have students read each new word aloud.

English Learners

Transfer Skills In some languages, there is no direct transfer sound for /ô/. Use the **Sound Pronunciation online audio** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages p. 22, available **online**.

Variant Vowel /ô/**Read Words**

saucer autumn fought taught pause applaud
 brought sought launch exhausted haunt laundry
 crawling hawk squaw lawful shawl strawberry
 alter withdraw wash halted chalk salty
 wanted cornstalk falling water ought thoughtful

Dawn thought the author would talk to the group.

Paul brought his drawing of a hawk to the sidewalk fair.

Saul was appalled to see the scrawny football player fall.

Because it is so hot, August is an awful month to mow a lawn.

Write Words

_____ause	_____all	_____alt
_____ause	_____all	_____alt
_____awk	_____awn	_____aw
_____awk	_____awn	_____aw
_____alk	_____ought	wa_____
_____alk	_____ought	wa_____

r-Controlled Vowels /är/, /ôr/

TEACH/MODEL

Sound-Spelling Card Display the *Star Sound-Spelling Card*. Say: *This is the Star Sound-Spelling Card. The sounds at the end of star are /är/. What are the sounds?* [Wait for choral response.] Say it with me again: /är/. Then display the *Corn Sound-Spelling Card*. Say: *This is the Corn Sound-Spelling Card. The sounds in the middle of corn are /ôr/. What are the sounds?* [Wait for choral response.] Say it with me again: /ôr/. Model correct articulation using the small Sound-Spelling Cards, as needed.

Blend Words with ar Write the word *arch* on the board. Underline the letters *ar*. Say: *The letters ar can be used to spell the /är/ sounds you hear at the beginning of the word arch.* Model blending the word *arch* sound by sound as you run your finger under the letters. Have students say the word with you. Continue in this way for *artist, jar, and garden*.

Blend Words with or, oar, and our Write the word *storm* on the board. Underline the letters *or*. Say: *The letters or can be used to spell the /ôr/ sounds you hear in the middle of storm.* Model blending the word *storm* sound by sound as you run your finger under the letters. Have students say the word with you. Repeat for the letters *oar* as in *soar* and *our* as in *four*. Continue in this way for *score, orbit, boar, hoarse, pour, and court*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH31**. Model blending the words in the first row, and then have students blend them with you. Use the appropriate blending level to complete the remaining rows. See Blending Routine in the online **Instructional Routine Handbook**.

Build Words Use **Word-Building Cards** to build the word *farm*. Help students read the word. Then change, add, or delete letters to form the following words: *yarn, scar, ark, park*. Follow the same routine with *force (forget, before, store, more)*.

English Learners

Transfer Skills In some languages, such as Spanish, Vietnamese, Hmong, Cantonese, Haitian Creole, Korean, and Khmer, there is no direct sound transfer for /är/. Use the **Sound Pronunciation online audio** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages p. 23, available **online**.

r-Controlled Vowels /är/, /ôr/**Read Words**

star	scar	spar	hard	yard	guard
dark	mark	park	bark	spark	shark
corn	horn	worn	sworn	sport	short
cork	fork	stork	cord	chord	sword
roar	boar	board	hoard	hoarse	coarse
gourd	fourth	detour	score	torch	more

My dog barks in the yard all day.

Can you put more corn on your fork?

I have worn my hair short for many years.

The lion roared loudly four times.

Write Words

_____ar	_____ark	_____orn	_____ore
_____ar	_____ark	_____orn	_____ore
_____ard	_____arn	_____ork	_____ord
_____oar	_____oard	_____our	_____ours
_____oar	_____oard	_____our	_____ours

r-Controlled Vowels /ûr/ (ir, ur, er, ear)

TEACH/MODEL

Sound-Spelling Card Display the *Shirt Sound-Spelling Card*. Say: *This is the Shirt Sound-Spelling Card. The sounds in the middle of shirt are /ûr/. Say the sounds with me: /ûr/.* Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card. Explain that when a vowel is followed by the letter *r*, the vowel sound changes. Say: *You know that i can stand for /i/, but when i and r are together, they stand for /ûr/.* Tell students that they will learn four spellings for /ûr/.

Blend Words with ir and ur Write *third*. Underline *ir*. Say: *The letters ir can be used to spell the /ûr/ sounds you hear in the middle of third.* Model blending *third*. Have students repeat. Continue with blending *circle, birthday, confirm, and whirl*. Repeat the routine with *blurt, urgent, hurry, occur*.

Blend Words with er and ear Write *camera*. Underline *er*. Say: *The letters er can also spell the /ûr/ sounds.* Model blending *camera*. Have students repeat. Continue with *other, wonder, and after*. Repeat the routine with *earn, learn, early*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH32**. Model blending the words in the first row. Have student repeat. Use the appropriate blending level to complete the remaining rows. See Blending Routine in the online **Instructional Routine Handbook**.

Build Words Use **Word-Building Cards** to build *thirst*. Help students read it. Then change, add, or delete letters to form these words: *first, fir, stirred, stirrup*. Follow the same routine with *spur (spurn, turn, turkey, urban), water (wonder, danger, stranger, anger), and pearl (earl, earlier, earth, earthen)*.

English Learners

Transfer Skills In some languages, there is no direct sound transfer for /ûr/. Use the **Sound Pronunciation online audio** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position when pronouncing /ûr/.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages p. 24, available **online**.

r*-Controlled Vowels /ûr/ (ir, ur, er, ear)*Read Words**

term	germ	stern	nerve	serve	swerve
herb	verb	jerk	clerk	earn	learn
girl	swirl	twirl	smirk	quirk	birth
bird	third	first	thirst	skirt	squirt
burn	turn	churn	hurt	blurt	lurk
nurse	purse	curb	blurb	urge	hurl

The clerk will serve us.

The nurse put ice on my burn.

It was my turn to earn a prize.

Samantha liked to twirl in her skirt.

Write Words

_____erm	_____erve	_____urb
_____erm	_____erve	_____urb
_____erb	_____irl	_____urn
_____earn	_____irth	_____urt
_____earn	_____irth	_____urt

r-Controlled Vowels /âr/ and /îr/

TEACH/MODEL

Sound-Spelling Card Display the *Chair Sound-Spelling Card*. Say: *This is the Chair Sound-Spelling Card. The sounds at the end of chair are /âr/. Say the sounds with me: /âr/. Say: The sounds at the end of cheer are /îr/. What are the sounds?* [Wait for choral response.] Say it with me again: /îr/. Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card.

Blend Words with /âr/ Write the word *pair* on the board. Underline the letters *air*. Say: *The letters air can be used to spell the /âr/ sounds you hear at the end of the word pair.* Model blending the word pair as you run your finger beneath the letters. Have students say the word with you. Continue in this way with the *are* and *ear* spellings, blending the words *hair*, *care*, and *wear*. In each of these words, point out the letters at the end of each word that make the /âr/ sounds.

Blend Words with /îr/ Write the word *dear* on the board. Underline the letters *ear*. Say: *The letters ear can be used to spell the /îr/ sounds you hear at the end of the word dear.* Model blending the word *dear* as you run your finger beneath the letters. Have students say the word with you. Continue in this way with the *ere* and *eer* spellings, blending the words *clear*, *here*, and *peer*. In each of these words, point out the letters at the end of each word that make the /îr/ sounds.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH33**. Model blending the words in the first row. Have students repeat. Use the appropriate blending level to complete the remaining rows. See Blending Routine in the **Instructional Routine Handbook**.

Build Words Use **Word-Building Cards** to build *rare*. Help students read it. Then change, add, or delete letters to form these words: *mare*, *square*, *flare*, *stare*. Follow the same routine with *steer* (*cheer*, *deer*, *sheer*, *jeer*).

English Learners

Transfer Skills In some languages, there is no direct sound transfer for /âr/ and /îr/. Use the **Sound Pronunciation online audio** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position when pronouncing /âr/ and /îr/.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages p. 25, available **online**.

r-Controlled Vowels /âr/ and /îr/**Read Words**

pair	air	fair	chair	hair
share	dare	spare	bare	snare
rare	ware	bear	tear	wear
cheer	peer	deer	sheer	steer
shear	ear	here	sphere	mere
fear	spea	year	smear	clear

Do you have any spare change to share?

Brush your hair and decide what to wear.

I saw a deer and a bear at the zoo last year.

The crowd over there will start a cheer.

Write Words

_____are	_____ear	_____air
_____are	_____ear	_____air
_____are	_____ear	_____air
_____eer	_____ere	_____ear
_____eer	_____ere	_____ear

Review: Progress Monitoring

PREPARING THE REVIEW

- Make one copy of the review for each student.
- Have the student write his or her name and today's date at the top of the review.

ADMINISTERING THE REVIEW

- Administer the review to one student at a time.
- For the Real Words section, explain to the student that he or she is to read aloud each word. You will circle all the words read correctly.
- For the Nonsense Words section, explain to the student that these words are made-up words, not real words. The student will sound out each silly word. You will circle all the words read correctly.

SCORING THE REVIEW

- For each section of the review, total the number of words read correctly.
- Use the Percentage Table below to identify a percentage. Students should get at least 80 percent correct.
- Analyze each student's errors. Each line of the Real Words portion of the review represents a different phonics skill.
- Reteach those skills in which the student misses more than one word per line.

Percentage Table	
63–70 correct	90%–100%
56–62 correct	80%–89%
49–55 correct	70%–79%
42–48 correct	60%–69%
35–41 correct	50%–59%
28–34 correct	40%–49%
21–27 correct	30%–39%
14–20 correct	20%–29%
7–13 correct	10%–19%
0–6 correct	0%–9%

Decoding Review

Real Words

about	counting	appoint	enjoy	noun
coin	shower	fountain	rejoice	loyal
few	bookstore	juice	drooping	grouping
football	tribute	mule	youth	chewing
pausing	lawful	salty	install	waterfall
thought	awkward	brought	baseball	hauling
carpet	market	alarm	aboard	hoarse
normal	absorb	stormy	ourselves	floured
affirm	first	thirsty	dirty	perfect
absurd	murmur	burden	earning	yearned
dispair	cheery	yearly	shared	smearing

Nonsense Words

bount	reboy	powt	stoiler	perflet
bewl	mooky	fearthful	loarthy	rebute
valk	kroup	kerchaw	berault	gare
blard	dornful	crougt	gurning	jirsting

Three-Letter Blends

TEACH/MODEL

Introduce Use Word-Building Cards to build the word *stretch*. Say: *There are three consonant sounds at the beginning of the word. This is called a three-letter blend. Let's say each letter one at a time.* [Point to the s.] *What is the sound?* [Wait for choral response. Then point to the t.] *What is the sound?* [Wait for choral response. Then point to the r.] *What is the sound?* [Wait for choral response.] *When these letters are next to each other, we say their sounds closely together: /sstrrr/. Say them with me again: /sstrrr/.* [Then model blending the word as you run your finger under the letters.] *Now you try. Say it with me: /sstrrretch/, stretch.* Explain that today students will learn different three-letter blends.

Blend Words Write the word *splash* on the board. Say: *There are three consonant sounds at the beginning of this word also. Let's say them one at a time.* [Point to each letter and say each sound. Wait for choral response before pointing to and saying the next letter.] *When these letters are next to each other, we say their sounds closely together: /ssplll/. Say them with me again: /ssplll/.* [Then model blending the word as you run your finger under the letters.] *Now you try. Say it with me: /ssplllash/, splash.* Continue by modeling how to blend the words *stripe, scratch, sprout, throw, squall*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH35**. Model blending the words in the first row, then have students blend them with you. Use the appropriate blending level to complete the remaining rows. See Blending Routine in the online **Instructional Routine Handbook**.

Build Words Use Word-Building Cards to build the word *screen*. Help students read the word. Then change, add, or delete letters to form the following words: *scratch, scribe, thrive, strive, string, spring, splat, squat*.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages p. 26, available **online**.

Three-Letter Blends

Read Words

stream strip straw strap strand strange
shred shrug shrub shrink split splash
scrub scrape screen scratch screw screech
spring spray sprain sprint spread sprinkle
throw thrill throne thread throat through
squad square squirm squirrel squawk squiggle

Go straight past the next three streets.

Please spray water on the squash.

I passed a strand of thread through the needle.

The crowd screamed when the pitcher threw a strike.

Write Words

str_____ shr_____ spr_____ thr_____

str_____ shr_____ spr_____ thr_____

str_____ scr_____ spl_____ squ_____

str_____ scr_____ spl_____ squ_____

Digraphs

TEACH/MODEL

Sound-Spelling Cards Display the *Thumb, Whale, Cheese, Shell,* and *Sing* Sound-Spelling Cards. Say: *The sound at the beginning of thumb is /th/. The sound at the beginning of whale is /hw/. The sound at beginning of cheese is /ch/. The sound at the beginning of shell is /sh/. Have students say each sound with you. Say: The sound at the end of sing is /ng/. These sounds are called digraphs, two letters that combine to make one sound.*

Blend Words Write *dash* on the board. Model blending it sound by sound as you run your finger under the letters. Have students read the word with you. Repeat using *shine, which, fetch, chase, math, thin, singer, laugh, phone.*

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible PH36**. Model blending words in the first row; have students complete the remaining rows. See Blending Routine in the online **Instructional Routine Handbook**.

Build Words Use Word-Building Cards to make *ash*. Have students read it aloud. Continue adding different initial sounds to make *bash, dash, mash, crash.*

English Learners

Transfer Skills In languages such as Spanish, Haitian Creole, and some Asian languages, there is no direct transfer sound for /sh/, /th/, or /hw/. Use the **Sound Pronunciation online audio** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position.

Linguistic Differences

/th/ sound For many speakers of African American English, the initial /th/ sound in words as *this* and *then* is produced as a /d/ sound. In words such as *thing* and *through*, the /th/ sound is produced as a /t/ sound. At the ends of words and syllables, such as *bath* and *bathroom*, the /th/ sound is replaced by /f/. Provide articulation support.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages p. 27, available **online**.

Linguistic Differences

/ch/ and /sh/ Many speakers of Chicano English will switch (or merge) the /ch/ and /sh/ sounds. Provide articulation and spelling support.

Digraphs

Read Words

month	other	south	chapter	approach	watch
hedge	ledge	dredge	such	match	stretches
graphic	dolphin	physical	chicken	fishing	wishes
shady	bushes	cashew	whim	awhile	whether
cough	enough	laughter	thing	strong	king

Sherry went shopping for a chair with Shawn and Theo.

We had enough sandwiches and alphabet soup for lunch.

The champion was proud to accomplish such an achievement.

As the sun shines, we gather near the shade of the tree.

The teacher said this paragraph is not long enough.

Write Words

th_____	ph_____	_____tch
sh_____	_____th	_____ng
ch_____	_____sh	_____dge
wh_____	_____gh	_____ng

Soft c and g

TEACH/MODEL

Introduce On the board, write these two word groups: *car, bicycle, ace, city* and *gave, gerbil, giraffe, edgy, cage*. Model reading each word group aloud. Have students read chorally after you. Explain that although the letters *c* and *g* can be pronounced /k/ and /g/, they are sometimes pronounced as a soft /s/ or /j/. Underline the *i* in *city* and *giraffe*, the *e* in *ace, gerbil, and cage*, and the *y* in *bicycle* and *edgy*. Say: *When an e, i, or y follows a c, or g, the c or g is usually soft.*

Sound-Spelling Card Display the *Jump Sound-Spelling Card*. Say: *This is the Jump Sound-Spelling Card. The sound is /j/. What is the sound?* [Wait for choral response.] Say it with me again: /j/. Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card. Repeat this routine with the *Sun Sound-Spelling Card*.

Blend Words On the board, write *fudge*. Model reading it aloud, pausing with your finger under the *e*, and going back to soften the *g*. Have students read aloud after you. Write the word *gym*. Model reading it aloud, pausing with your finger under the *y*, and going back to soften the *g*. Continue this routine with *receive, facing, circus, age, and genius*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH37**. Model reading aloud the first word, *peaceful*, pausing with your finger under the second *e*, and going back to soften the *c*. Have students read after you. Repeat for the rest of the first row. Use the appropriate blending level for the remaining lines. See Blending Routine in the online **Instructional Routine Handbook**.

Build Words Use Word-Building Cards to make *place*. Read the word aloud, modeling pausing with your finger under the *e*. Have students read it aloud after you. Make the word *case* and read it aloud. Insert an *e* to make *cease*. Have students read the new word aloud. Continue this routine for the words *dig, digest, sag, sage, stag, stage*.

English Learners

Transfer Skills In some languages, there is no direct transfer sound for /j/. Use the **Sound Pronunciation online audio** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages p. 28, available **online**.

Soft c and g

Read Words

peaceful price ceiling trace circle centimeter
 citizen slice entice niece iceberg cycle
 stage danger gentle giraffe giant pledge
 engage gender germs charge garbage judge
 gelatin urge package arrange voyage village

Gerald changed the fence around his garden.

The circus cars drove down the center of the city.

My advice is to lounge in peace when on a long voyage.

This package for the prince is certain to have a high price.

Write Words

ce_____	ge_____	_____ice
ce_____	gi_____	_____ice
ci_____	gi_____	_____age
ci_____	_____ace	_____age
ge_____	_____ace	_____edge

Words with Silent Letters

TEACH/MODEL

Introduce Write *know* on the board. Model reading it aloud, running your finger under the letters. Ask: *Did anyone hear the sound a k usually makes? Say: Letters can be silent. Silent letters often appear with certain other consonants.*

Blend Words with gn and kn Write *sign* on the board. Underline *gn*. Say: *The letters g and k are often silent when they come before n. The letters gn stand for the sound /n/. The g is silent.* Model blending *sign*. Continue, blending the words *gnat*, *gnome*, *gnarl*. Repeat with *kn* and *knowledge*, *knight*, *knit*.

Blend Words with wr and rh Write *wren* on the board. Underline *wr*. Say: *The letters w and h are often silent when they appear with an r. The letters wr stand for the sound /r/. The w is silent.* Model blending *wren*. Continue, blending the words *wrote*, *write*, and *wrist*. Repeat with *rh* and *rhyme*, *rhino*, and *rhapsody*.

Blend Words with mb and mn Write *thumb* on the board. Underline *mb*. Say: *The letters b and n are often silent when they appear with an m. The letters mb stand for the sound /m/. The b is silent.* Model blending *thumb*. Continue, blending *lamb*, *dumb*, and *crumb*. Repeat with *mn* and *autumn* and *column*.

Blend Words with sc, st, and lk Write *scene* on the board. Underline *sc*. Say: *The letters c and t are often silent when they appear with an s. Model blending scene.* Repeat with *st* and *listen* and *glisten*. Then repeat with *lk* and *talk* and *walk*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH38**. Model reading a word with your finger under each letter. When you reach the silent letter, draw a line through it. Continue this routine for the first row. Use the appropriate blending level for the remaining rows. See Blending Routine in the online **Instructional Routine Handbook**.

Build Words Use Word-Building Cards to build the word *rite*. Model reading it aloud. Add the letter *w* to form *write*. Point out that the sound has not changed. Continue with *nit/knit*, *ring/wring*, *plum/plumb*, *nap/knap*, *cent/scent*.

English Learners

Transfer Skills In some languages, there are few or no silent letters. Use the **Sound Pronunciation online audio** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages p. 29, available **online**.

Words with Silent Letters

Read Words

knew knot kneading chalk walk rhythm
 scenic scissors comb lamb rhinestone rhyme
 gnawing gnat campaign assign science transcend
 column hymn condemn wrack wrangle wrapping
 wreck wrestler fasten moisten castle rustle
 tomb balk talk yolk calf half

Some folks like to design wreaths for the holidays.

We wrapped the columns in autumn colors.

The writer knew how to write ghastly scenes.

He cut his thumb, wrist, and knuckles climbing the fence.

Write Words

kn_____	wr_____	_____mb
kn_____	wr_____	_____mb
_____bt	gn_____	_____lk
_____bt	sc_____	gh_____
rh_____	_____mn	_____stle

Words with /ən/ and /əl/

TEACH/MODEL

Introduce On the board, write the words *chicken*, *wagon*, and *muffin*. Model reading each one aloud, running your finger under the letters. Have students read the words chorally. Underline the *-en*, *-on*, and *-in*. Say: *Even though the final syllables are spelled differently, all of them are pronounced /ən/.* Write the words *metal*, *gravel*, and *towel*. Model reading each one aloud. Have students read the words chorally. Underline the *-al* and *-el*. Say: *These final syllables are spelled differently but all are pronounced /əl/.*

Blend Words Write the word *kitten* on the board. Model reading it aloud. Have students read the word chorally. Then write the words *taken*, *oven*, *dragon*, and *cousin*. Underline the final two letters in each word. Have students read the words chorally. Repeat this routine with *label*, *level*, *model*, and *moral*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH39**. Model reading the first few words out loud, using a pencil to underline the final /ən/ or /əl/ sounds. Have students read chorally after you. Continue modeling this routine for the rest of the first row. Use the appropriate blending level for the remaining lines. See Blending Routine in the online **Instructional Routine Handbook**.

Build Words Use the Word-Building Cards to make the word *travel*. Have students read it aloud. Remove the *t* to make *ravel*. Have students read the new word aloud. Then change, add, or delete letters, blends, and so on to form the /əl/ words *final*, *table*, *travel*, *towel*, *vowel*. Repeat this routine with the /ən/ words *muffin*, *dolphin*, *eleven*, *happen*, *melon*, and *glisten*.

English Learners

Transfer Skills In some languages, there is no direct transfer sound for /ən/ or /əl/. Use the **Sound Pronunciation online audio** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages p. 30, available **online**.

Words with /ən/ and /əl/

Read Words

cousin basin cabin napkin muffin margin
raisin frozen weaken eaten proven cotton
weapon lesson pardon happen golden sudden
table single able handle settle struggle
rattle level model travel tunnel label
towel quarrel easel final legal metal

The pumpkin is in the central part of the garden.

The children saw seven robins and a dozen little kittens.

An animal in the middle of the cabin frightened the people.

The kennel does not have a chicken, camel, squirrel, or even an eagle.

Write Words

sat + in = _____

dol + phin = _____

cap + tain = _____

com + mon = _____

lem + on = _____

noo + dle = _____

e + qual = _____

Words with /chər/ and /zhər/

TEACH/MODEL

Introduce On the board, write the words *treasure*, *seizure*, *teacher*, and *picture*. Model reading each word aloud, underlining the final four letters. Have students read chorally after you. Explain that these words end with the syllables /chər/ and /zhər/. Say: *These syllables can be spelled in any of the ways on the board. They usually come at the end of a word. They are not usually stressed.* Have students chorally repeat each word. Circle the letter *s* in *treasure*, the *z* in *seizure*, the *ch* in *teacher*, and the *t* in *picture*. Read the words aloud again. Ask: *What is different about the sounds at the beginning of the syllables?* Help students identify the difference between /ch/ and /zh/. Point out that when a word ends with one of these syllables, an *s* or a *z* usually sounds like /zh/. For the same reason, a *ch* or a *t* often sounds like /ch/.

Blend Words Write *capture* on the board. Model blending the word sound by sound, running your finger under each syllable as you read. Underline the second syllable of the word and repeat it aloud. Have students chorally read the word with you. Repeat this routine for *pleasure*, *leisure*, *creature*, *feature*, *azure*, and *watcher*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH40**. Model reading a word, moving your finger under each letter. Circle the letter or combination of letters that gives the final syllable its /ch/ or /zh/ sound. Continue modeling this routine for the first row. Use the appropriate blending level for the remaining rows. See Blending Routine in the online **Instructional Routine Handbook**.

Build Words Use Word-Building Cards to make the word *pitcher*. Model reading this word aloud. Have students read chorally after you. Repeat this routine with *catcher*. Challenge students to think of other words that end with /chər/ spelled *-cher* or *-tcher*, such as *butcher*, *watcher*, *switcher*, *fetcher*, *etcher*, *puncher*, and *preacher*. Repeat the routine with *pressure* and challenge students to think of words ending with /zhər/ spelled *-sure* or *-zure*.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages p. 31, available **online**.

Words with /chər/ and /zhər/

Read Words

structure	nature	pressure	feature	mixture
creature	lecture	gesture	texture	fixture
posture	seizure	nurture	moisture	puncture
vulture	leisure	butcher	puncher	launcher
azure	pleasure	treasure	seizure	leisure

We hope to capture the treasure.

In the future, you will need a voucher to pay.

The teacher showed a picture of a vulture.

The rancher wants to measure the pasture.

It is a pleasure to see sculptures from other cultures.

Write Words

na + ture = _____ frac + ture = _____

pleas + ure = _____ cen + sure = _____

rap + ture = _____ arch + er = _____

snatch + er = _____

Words with *ei* or *ie*

TEACH/MODEL

Introduce On the board, write the word groups *eight*, *weigh*, *neighbor* and *shield*, *field*, *believe*. Model reading each word group aloud. Circle the *ei* or *ie* in each word. Have students read the words chorally. Say: *Both these groups of words are spelled with a combination of e and i, but they sound different. Some sound like /ā/, and some sound like /ē/. How do you think we can tell when to say which sound?* Help students recognize that if the *e* comes first, the vowel sound is most likely /ā/. If the *i* comes first, the vowel sound is most likely /ē/.

- Say: *One exception is words that contain the c-e-i combination. Write ceiling, receive, deceive. Model reading each word aloud. Circle the ei group. Have students read the words chorally. Ask: How is e-i pronounced in these words?*
- Say: *Another exception is words that end with a y that changes to -i-e-s. Write try/tries, cry/cries, flurry/flurries. Model reading each pair aloud. Have students read the words chorally. Ask: Can you spot the difference between the original words? Point out that in try and cry, y makes a long i sound, so tries and cries also have a long i sound. In flurry, y makes an /ē/. The word flurries is an example of an ie pronounced /ē/.*

Blend Words Write *relief* on the board. Circle the *ie* combination. Model blending it sound by sound, running your finger under the letters as you read. Have students read chorally after you. Write *relies*. Circle the *ie* combination. Write *rely* above *relies*. Read *rely* aloud, emphasizing the long *i*. Point to *relies*. Have students read it chorally. Repeat with *neigh*, *deceive*, *belief*, *lies*, *rallies*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH41**. Model reading a word. Circle the *ei* or *ie* combination. Have students read chorally after you. Continue modeling for the first row. Use the appropriate blending level for the remaining rows. See Blending Routine in the **Instructional Routine Handbook**.

Build Words Use the Word-Building Cards to make the word *relief*. Model reading it aloud. Have students read it chorally. Change the first letter to make *belief*. Read it aloud. Continue this routine, changing one or two letters at a time, to make *belies*, *bellies*; *fields*, *yields*, *wields*.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages p. 32, available **online**.

Words with *ei* or *ie***Read Words**

grief	believe	field	shield	neighbor	weigh
sleigh	eight	wield	deceive	reprieve	aggrieve
receive	receipt	either	neither	freight	mercies
ceiling	weight	pies	hurries	berries	spies

A knight wields a shield on the field of battle.

Let's go the baseball field with our neighbors.

Dad will hit the ceiling when he sees the receipt.

I believe you deceived me when you promised pies.

Write Words

bel_____ve	w_____ght	tr_____s	all_____s
rec_____ve	l_____s	_____ght	gr_____f
c_____ling	sh_____ld	y_____ld	dec_____ve
funn_____s	rec_____ve	t_____s	w_____ld
n_____ghbor	fr_____ght		

Final /ər/

TEACH/MODEL

Introduce On the board, write the words *greater* and *lesser*. Model reading each of them aloud. Underline the final *er* in each letter. Have students read the words aloud chorally. Explain that many words in English end with /ər/. This sound is often spelled *e-r*. Write the words *sugar*, *doctor*, *flavor*. Model reading each one aloud. Underline the final letter combination in each word (*ar*, *or*). Have students read the words chorally.

Blend Words Write the word *shutter* on the board. Underline the final *er*. Model blending sound by sounds as you run your finger under the letters. Have students read chorally after you. Continue this routine with *leader*, *stronger*, *anger*, and *spider*. Say: *The endings -ar and -or can also make the /ər/ sounds.* Repeat the above routine with *vinegar*, *dollar*, *savor*, *labor*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH42**. Model reading a word aloud. Underline the final letter combination. Have students read chorally after you. Continue modeling this routine for the first row. Use the appropriate blending level for the remaining rows. See Blending Routine in the online **Instructional Routine Handbook**.

Build Words Use the Word-Building Cards to make the word *wither*. Model reading it aloud. Have students read it chorally. Change the opening letters to make *either*. Read it aloud. Have students read it after you. Continue this routine, changing one or two letters at a time, to make *hither*, *hitter*, *sitter*, *sinner*, *winner*, *dinner*.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages p. 33, available **online**.

Final /ər/**Read Words**

bother brother other father mother neighbor
 better weather either ever wetter hover
 runner washer teller later waiter doctor
 ancestor emperor favor flavor major receptor
 similar sugar grammar altar angular nuclear

My father is a better runner than I am.

Later, my sister and I have to go to the doctor.

I took forever to choose a flavor of fruit cobbler.

I'm a firm believer in wearing a sweater when the weather gets colder.

Write Words

_____ar _____er _____or
 _____ar _____er _____or
 _____ar _____er _____or
 _____ar _____er _____or
 _____ar _____er _____or

Vowel Alternation

TEACH/MODEL

Introduce On the board, write the words *crime* and *criminal*. Model reading each of them aloud, running your finger under the letters. Underline the letters *crim* in each word. Point out that the words are related. Have students read the words aloud chorally. Say: *Some words in English change their vowel sounds when a suffix is added.* Circle the vowels in each word. Read first the long *i* sound, then the short *i* sound. Discuss with students how the sounds are different.

Blend Words Write the word *decide* on the board. Model blending it sound by sound, running your finger under the letters. Erase the final *-de* and replace it with *-sion*. Read the new word *decision* aloud. Have students read it after you. Emphasize the changed vowel sound from long *i* to short *i*. Repeat this routine with *nation/national*, *respire/respiration*, *define/definition*, *wise/wisdom*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH43**. Model reading a word with your finger under each letter. Say the related word with an alternate vowel sound. Circle the letter which has a changing sound. Have students read chorally after you. Continue modeling this routine for the first row. Use the appropriate blending level for the remaining rows. See Blending Routine in the online **Instructional Routine Handbook**.

Build Words Use the Word-Building Cards to make the word *decide*. Model reading it aloud. Have students read it chorally. Change the ending to make *decision*. Read it aloud. Have students read it after you. Continue this routine with *deduce/deduction*, *contrite/contrition*, *bite/bitten*, *unite/unity*.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages p. 34, available **online**.

Vowel Alternation

Read Words

nation national confide confidence inspire inspiration
reduce reduction divide division perspire perspiration
extreme extremity unite unity reduce reduction
deduce deduction describe description process procession
nature natural crime criminal define definition

Your confidence is an inspiration to me.

The team aspires for unity. Our aspiration is to unite.

With wisdom, you can decide to make wise decisions.

Describe the procession again, because your description was lovely.

Write Words

descr___be	descr___ption	conf___de	conf___dence
n___tion	n___tional	dec___de	dec___sion
un___te	un___ty	inf___nite	inf___nity
w___se	w___sdom	div___de	div___sion

Consonant Alternation

TEACH/MODEL

Introduce On the board, write the words *music* and *musical*. Model reading each of them aloud, running your finger under the letters. Have students read them chorally after you. Circle the letter *c* in each word. Have students identify whether it is hard or soft. (*hard*) Say: *What happens when we write the word for someone who plays music? Write the word musician.* Model reading it aloud. Circle the *c*. Point out the *i* that follows the letter *c*. Have students identify whether this *c* is hard or soft. (*soft*) Say: *Some words change their final consonant sounds when a suffix is added. Often, the final consonant softens somehow. A t might become /sh/. An s might also become /sh/. If a word ends with a silent letter, that letter might be pronounced.*

Blend Words Write the word *hymn* on the board. Model blending it sound by sound, running your finger under the letters. Add the suffix *-al*. Read the new word *hymnal* aloud. Have students read it after you. Circle the consonant that has changed. Repeat this routine with *reject/rejection*, *sign/signature*, *collect/collection*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH44**. Model reading a word, running your finger under each letter. Say the related word with an alternate consonant sound. Circle the letter which has a changing sound. Have students read chorally after you. Continue modeling this routine for the first row. Use the appropriate blending level for the remaining rows. See Blending Routine in the online **Instructional Routine Handbook**.

Build Words Use the Word-Building Cards to make the word *react*. Model reading it aloud. Have students read it chorally. Add a suffix to make *reaction*. Read it aloud. Have students read it after you. Continue this routine with *object/objection*, *infect/infection*, *critic/criticize*.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages p. 35, available **online**.

Consonant Alternation

Read Words

physics	physicist	physician	mathematics	mathematician
object	objection	infect	infected	infection
defect	defector	defection	clinic	clinician
subject	subjective	office	officer	official
artifice	artificer	artificial	intuit	intuition
hymn	hymnal	condemn	condemned	condemnation

My mother objects to artificial sweeteners in food.

The organist played solemn music from the hymnal.

We saw a physician at the clinic to treat the infection.

The company made an official statement to deflect criticism.

Write Words

critic + ism = _____ critic + al = _____

music + ian = _____ music + al = _____

object + ion = _____ solemn + ize = _____

sign + ature = _____ reject + ion = _____

office + ial = _____ intuit + ive = _____

Review: Progress Monitoring

PREPARING THE REVIEW

- Make one copy of the review for each student.
- Have the student write his or her name and today's date at the top of the review.

ADMINISTERING THE REVIEW

- Administer the review to one student at a time.
- For the Real Words section, explain to the student that he or she is to read aloud each word. You will circle all the words read correctly.
- For the Nonsense Words section, explain to the student that these words are made-up words, not real words. The student will sound out each silly word. You will circle all the words read correctly.

SCORING THE REVIEW

- For each section of the review, total the number of words read correctly.
- Use the Percentage Table below to identify a percentage. Students should get at least 80 percent correct.
- Analyze each student's errors. Each line of the Real Words portion of the review represents a different phonics skill.
- Reteach those skills in which the student misses more than one word per line.

Percentage Table	
81–90 correct 90%–100%	36–44 correct 40%–49%
72–80 correct 80%–89%	27–35 correct 30%–39%
63–71 correct 70%–79%	18–26 correct 20%–29%
54–62 correct 60%–69%	9–17 correct 10%–19%
45–53 correct 50%–59%	0–8 correct 0%–9%

Name _____

Date _____

Decoding Review

Real Words

which	snatch	moth	both	chew	thatch
cement	gym	energy	icicle	hedge	gentle
limb	gnash	knife	stalk	scientist	wrestle
open	shovel	moral	eaten	sudden	castle
culture	torture	rapture	measure	teacher	vulture
relief	receive	neighbor	eight	freight	shield
leader	totter	supper	savor	greater	sugar
wisdom	decision	unity	natural	criminal	national
medicine	musician	deflection	signature	official	physician

Nonsense Words

spatch	sposh	whell	choff	thitch	whopp
decern	retegy	lage	nace	macity	satency
domb	wrimage	kniff	wride	gnoll	manness
tuffin	lovel	gommon	pettle	hapture	weasure
beizure	mitcher	honture	trieve	meight	proceive
yalker	misser	histen	conity	tamnity	hombic

Prefixes *re-*, *pre-*

TEACH/MODEL

Introduce Explain that a prefix is a word part added to the beginning of a base word to change its meaning. On the board, write the word *pay*. Read it aloud chorally with students. Add the prefix *pre-* to form *prepay*. Underline *pre-*, then read this word aloud chorally with students. Say: *The prefix pre- means “before.” The word prepay means “pay before.”* Now write the word *repay*. Read it aloud chorally with students. Say: *The prefix re- changes the base word in a different way. It means “again.” So if I prepay for a ticket and then lose it, I will have to repay for the ticket.*

Blend Words with *pre-* Write the word *preplan* on the board. Model blending the word sound by sound, running your finger under the letters. Have students repeat chorally. Ask them to define the base word, and then restate the meaning of the word with the prefix added. Continue with *cut* and *precut*, *mix* and *premix*, *cook* and *precook*, *heat* and *preheat*.

Blend Words with *re-* Write the word *redo* on the board. Model blending the word sound by sound, running your finger under the letters. Have students repeat chorally. Ask them to define the base word, and then restate the meaning of the word with the prefix added. Continue the routine with *tell* and *retell*, *print* and *reprint*, *wrap* and *rewrap*, *act* and *react*.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible PH46**. Ask students to underline *re-* and *pre-* in words in the first row. Model blending and have students repeat. Use the appropriate blending level to complete the rows and read the sentences. Then have students write *re-* and *pre-* before each word, and read the new words. See Blending Routine in the online **Instructional Routine Handbook**.

Build Words Write these base words on index cards: *cut*, *heat*, *wrap*, *pack*, and *glue*. Help students read each word. Then write the prefixes *re-* and *pre-* on two separate cards. Guide students to add the prefixes, one at a time, to each base word to form *recut*, *precut*, *reheat*, *preheat*, *rewrap*, *prewrap*, *repack*, *prepack*, *reglue*, *preglue*.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages pp. 36–40, available **online**.

Prefixes *re-*, *pre-*

Read Words

redo preplan remix prepay preorder prepare
precut reorder prewash reread prestamped revisit
reglue refried precool presale revisit preview
preheat remake precook react recycle recount

We prepared the children for preschool.

I preheated the oven to reheat the casserole.

The class reglued the fallen precut pieces to the mural.

Review the directions before you remix the paints.

To preorder the book, return this prestamped envelope.

Write Words

re + mix = _____	pre + mix = _____
re + pay = _____	pre + pay = _____
re + wrap = _____	pre + wrap = _____
re + cook = _____	pre + cook = _____
re + read = _____	pre + read = _____
re + order = _____	pre + order = _____

Prefixes *un-*, *de-*, *non-*, *dis-*, *mis-*

TEACH/MODEL

Introduce *un-*, *de-*, *non-* Say: A prefix is a word part added to the beginning of a base word to change its meaning. Write the words *fair*, *frost*, and *fiction*, and read them aloud. Add the prefix *un-* to form *unfair*, *de-* to form *defrost*, and *non-* to form *nonfiction*. Underline the prefixes. Read the words aloud chorally with students. Say: The prefixes *un-*, *de-*, and *non-* all mean “not” or “do the opposite of.” Discuss how *unfair* means “not fair,” *defrost* means “do the opposite of frost,” and *nonfiction* means “not fiction.”

Introduce *dis-* and *mis-* Write the words *belief* and *treat* and read them aloud. Add the prefix *dis-* to form *disbelief* and *mis-* to form *mistreat*. Underline the prefixes. Read the words aloud chorally with students. Explain that the prefix *dis-* means “not” or “a lack of” and *mis-* means “bad or wrongly.” Discuss how *disbelief* means “a lack of belief” and *mistreat* means “wrongly treated.”

Blend Words with *un-*, *de-*, *non-*, *dis-*, *mis-* Write the prefix *dis-* on the board. Model blending the word aloud sound by sound, running your finger under the letters. Have students repeat. Repeat this routine with *honest/dishonest*, *order/disorder*, *read/misread*, *code/decode*, *wrap/unwrap*, *stop/nonstop*.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible PH47**. Ask students to underline the prefixes in words in the first row. Model blending the words in the first row. Have students repeat. Use the appropriate blending level to complete the rows. See Blending Routine in the online **Instructional Routine Handbook**.

Build Words Write these base words on index cards: *able* and *cover*. Help students read each word. Then write the prefixes *un-* and *dis-* on two separate cards. Guide students to add these prefixes, one at a time, to each base word to form *unable*, *disable*, *uncover*, *discover*.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages pp. 36–40, available **online**.

Prefixes *un-*, *de-*, *non-*, *dis-*, *mis-*

Read Words

dishonest	unable	defuse	misjudge	nonstick
unfair	distrust	misplace	disobey	decode
unlucky	untied	mislabel	distrust	dislike
nonentity	unexpected	nonstop	defrost	misbehave
mistake	nonsense	deplete	disagree	nonviolent
untrue	deactivate	mistreat	nonfat	dehumidify

She misplaced her homework.

Everyone dislikes being mistreated.

We drove nonstop until we depleted our fuel.

My disbelief was clear at the unexpected surprise.

Write Words

un + wise = _____ dis + appear = _____

non + sense = _____ mis + number = _____

de + code = _____

Prefixes *in-*, *im-*, *ir-*, *il-*

TEACH/MODEL

Introduce *in-*, *im-*, *ir-*, *il-* meaning “not” Say: A prefix is a word part added to the beginning of a base word to change its meaning. Write the words *correct*, *perfect*, *regular*, and *legal* and read them aloud. Add the prefixes *in-* to form *incorrect*, *im-* to form *imperfect*, *ir-* to form *irregular*, and *il-* to form *illegal*. Underline the prefixes. Read the words aloud chorally with students. Say: The prefixes *in-*, *im-*, *ir-*, and *il-* can all mean “not.” Explain *incorrect* means “not correct,” *imperfect* means “not perfect,” *irregular* means “not regular,” and *illegal* means “not legal.”

Introduce *in-* and *im-* meaning “within” or “into” Write the words *habit* and *port* and read them aloud. Add the prefixes *in-* to form *inhabit* and *im-* to form *import*. Underline the prefixes. Read the words aloud chorally with students. Say: The prefixes *in-* and *im-* can also mean “within” or “into.” Explain that *inhabit* means “living within” and *import* means “bring into a port.”

Blend Words Write the prefix *in-* on the board. Review the two meanings of the prefix with students. Write *direct* to form the word *indirect*. Model blending the word sound by sound, running your finger under each letter. Have students repeat. Continue the same routine with *in-*, *im-*, *ir-* and *il-* and *formal/informal*, *come/income*, *possible/impossible*, *migrate/immigrate*, *responsible/irresponsible*, *logical/illogical*.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible PH48**. Ask students to underline the prefixes in words in the first row. Model blending the words in the first row. Have students repeat. Use the appropriate blending level to complete the rows. See Blending Routine in the **Instructional Routine Handbook**.

Build Words Write the prefixes *in-*, *im-*, *ir-*, and *il-* on index cards. Have students work with a partner to generate at least five words that contain these prefixes. Direct them to write each base word on an index card. Then have partners exchange cards with another pair and take turns making words with the new set of index cards.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages pp. 36–40, available **online**.

Prefixes *in-*, *im-*, *ir-*, *il-*

Read Words

impossible irregular incorrect inhabit import
indirect inbound income illegible inborn
instill immigrate injustice irresponsible illiterate
inner inquire impolite inexpensive infant
invaluable incredible illegal impractical irreconcilable

That irregular shape is incomplete.

Injustice impedes progress for everyone.

Immigrants thought the land was inhospitable.

An inlet of water led us to the immovable cliff.

Write Words

in + formal = _____ ir + responsible = _____

im + perfect = _____ ir + rational = _____

im + mobile = _____ in + accurate = _____

im + polite = _____ in + frequent = _____

il + logical = _____ il + legally = _____

Prefixes *sub-*, *over-*

TEACH/MODEL

Introduce Say: A prefix is a word part added to the beginning of a base word to change its meaning. Write the word *crowded*, and read it aloud with students. Add the prefix *over-* to form *overcrowded*. Underline the prefix. Read the word aloud. Say: The prefix *over-* means “too much or too many.” Explain that the word *overcrowded* means “too many people.” Repeat with the prefix *sub-*. Write the word *subway*, and read it aloud with students. Say: The prefix *sub-* changes the base word in a different way. It means “under.” So an *overcrowded subway* is *underground transportation with too many people on it*.

Blend Words with *over-* Write the prefix *over-* on the board. Read it aloud chorally with students. Add the word *heat* to form *overheat*. Model blending the word sound by sound, running your fingers under the letters. Have students repeat the word aloud. Continue the routine with *grown/overgrown*, *slept/overslept*, *committed/overcommitted*, *active/overactive*.

Blend Words with *sub-* Write the prefix *sub-* on the board. Read it aloud chorally with students. Add the word *group* to form *subgroup*. Model blending the word sound by sound, running your fingers under the letters. Have students repeat the word aloud. Continue with *standard/substandard*, *marine/submarine*, *set/subset*, *conscious/subconscious*.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible PH49**. Ask students to underline *sub-* and *over-* in words in the first row. Model blending the words in the first row. Use the appropriate blending level to complete the rows. See Blending Routine in the online **Instructional Routine Handbook**.

Build Words Write these base words on index cards: *way*, *use*, *step*, *group*, *flow*, *marine*, *do*, and *act*. Help students read each word. Then write the prefixes *sub-* and *over-* on two separate cards. Model adding these prefixes to base words to form *subway*, *overuse*, *overstep*, *subgroup*, *overflow*, *submarine*, *overdo*, *overact*. Have students read each new word formed.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages pp. 36–40, available **online**.

Prefixes *sub-*, *over-*

Read Words

overheated submarine overstep subdivide overgrown
overuse overdo overshoot overflow overshadow
overload subgroup subhuman sublease substandard
oversleep subway subconscious overactive overwhelm
overpriced submerge overcrowded overcook overpower

Our subdivision gets overheated in winter.

Breakfast was substandard and overpriced.

Water overflowed from the overloaded dishwasher.

I watched a submarine submerge in the ocean.

Write Words

over + use = _____ sub + way = _____

over + grown = _____ over + lap = _____

sub + marine = _____ over + shadow = _____

sub + group = _____ over + joyed = _____

Prefixes *con-*, *out-*, *pro-*, *super-*, *trans-*, *inter-*

TEACH/MODEL

Introduce *con-* and *out-* Say: A prefix is a word part added to the beginning of a base or root word to change its meaning. Write the root *-fident*. Explain that this root comes from the Latin *fides*, meaning “faith” or “trust.” Add *con-* to form *confident*. Underline the prefix. Read the word with students. Explain that *con-* means “with” or “together.” Say: The word *confident* describes having faith or trust in something. Write the prefix *out-* and *outdoor*. Say: *Out-* can mean “out” or “away.” So *outdoor* means “out the door,” or not inside. Then write *outrun*. Say: *Out-* can also mean “more or better.” So, you might outrun someone in an outdoor race.

Introduce *pro-*, *super-*, *trans-*, *inter-* Write the root *-gress* and add the prefix *pro-* to form *progress*. Underline the prefix. Read the word aloud. Say: The prefix *pro-* means “before,” “forward,” or “forth.” So *progress* means “to go forward.” Repeat the routine with the prefixes *super-*, *trans-*, *inter-*. Write *supermarket*, *transplant*, and *interact*. Explain that *super-* means “above” or “beyond,” *trans-* means “across” or “on the other side of,” and *inter-* means “between” or “among.”

Blend Words Write *super-*. Read the prefix with students. Then write *star* to form *superstar*. Model blending the word sound by sound, running your finger under each letter. Have students repeat. Continue with *pro-*, *out-*, *inter-*, *con-*, and *trans-* and *claim/proclaim*, *cry/outcry*, *state/interstate*, *cede/concede*, *form/transform*.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible PH50**. Ask students to underline the prefixes in the first row. Model blending the words in the first row. Have students repeat. Use the appropriate blending level to complete the rows. See Blending Routine in the online **Instructional Routine Handbook**.

Build Words Write these base or root words on index cards: *continental*, *atlantic*, *pacific*, and *-portation*. Help students read them. Then write the prefix *trans-* on a separate card. Guide students to add *trans-* to each base or root word to form *transportation*, *transcontinental*, *transatlantic*, *transpacific*. Have students read each new word formed. Then write *con-*, *out-*, *pro-*, *super-*, and *inter-* on separate index cards. Challenge students to use the cards to brainstorm words containing these prefixes.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages pp. 36–40, available **online**.

Prefixes *con-*, *out-*, *pro-*, *super-*, *trans-*, *inter-*

Read Words

profess	outdoor	concert	interrupt	transform
outstanding	transcribe	project	conclusion	superstar
internet	interstate	transmit	supervise	interstellar
proclaim	conduct	supercede	concurrent	international
outside	produce	transfer	translate	superhuman
outlast	proceed	outrun	confront	supermarket

The concert was outstanding.

We will proceed to have recess outside.

This supermarket has many international foods.

The transcontinental railroad provided faster transportation.

Write Words

pro + duce = _____ con + front = _____

trans + form = _____ super + human = _____

inter + net = _____ out + last = _____

Number Prefixes *uni-*, *bi-*, *tri-*, *cent-*

TEACH/MODEL

Introduce *uni-*, *bi-*, *tri-* Remind students that a prefix is a word part added before a base word or root to change its meaning. Say: *Some prefixes, such uni-, bi-, and tri-, stand for numbers.* Write the word *cycle* and read it aloud. Add the prefix *bi-* to form *bicycle*. Underline the prefix and read the word aloud chorally with students. Explain that *bi-* means “two,” and a *bicycle* is “a cycle with two wheels.” Repeat with the prefixes *uni-* and *tri-*. Say: *The prefixes uni- and tri- change the base word in a different way. The prefix uni- means “one” and the prefix tri- means “three.”* Point out that a *bicycle* has two wheels, a *tricycle* has three wheels, and a *unicycle* has only one wheel.

Introduce *cent-* Write the word *meter* and read it aloud. Add the prefix *centi-* to form the word *centimeter*. Underline the prefix and read the word aloud chorally with students. Say: *The prefix centi- means “hundred.” A centimeter is one hundredth of a meter.* Repeat the routine using the prefix *cent-* and *centennial*.

Blend Words Write the prefix *tri-* on the board. Read it aloud. Add the word *angle* to form the word *triangle*. Model blending the word sound by sound, running your finger under the letters as you read. Have students repeat. Continue the same routine with *form/uniform*, *weekly/biweekly*, *grade/centigrade*.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible PH51**. Ask students to underline the prefixes in words in the first row. Model blending the words in the first row. Have students repeat. Use the appropriate blending level to complete the rows. See Blending Routine in the online **Instructional Routine Handbook**.

Build Words Write these base words on index cards: *state*, *color*, *cycle*, *weekly*, and *monthly*. Help students read each word. Then write the prefixes *bi-* and *tri-* on two separate cards. Guide students to add these prefixes to form *bistate*, *tristate*, *bicolor*, *tricolor*, *bicycle*, *tricycle*, *biweekly*, *triweekly*, *bimonthly*, *trimonthly*. Have students read each new word formed.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages pp. 41–42, available **online**.

Number Prefixes *uni-*, *bi-*, *tri-*, *cent-*

Read Words

uniform	bicycle	tricolor	bimonthly	century
triangle	tripod	tricycle	biweekly	bimonthly
centimeter	centipede	century	centennial	bicentennial
biplane	trimester	bisect	unicorn	triceps
universe	bilingual	binocular	unilateral	bilateral
unify	centigrade	unite	triangle	tristate

I drew a line to bisect the triangle.

Sam won the tristate bicycle race this year.

Kip rode a unicycle in the centennial parade.

The bilingual newsletter is published bimonthly.

A girl in a uniform carries a tricolored flag.

Write Words

uni + cycle = _____ centi + meter = _____

bi + focal = _____ tri + angle = _____

uni + form = _____ bi + weekly = _____

centi + pede = _____ bi + centennial = _____

Absorbed Prefixes

TEACH/MODEL

Introduce Review that a prefix is a word part added to the beginning of a root or base word to change that word's meaning. Say: *Sometimes the last letter of a prefix is absorbed by the base word to which it's attached. A letter from the prefix may be changed to make the word easier to say.* Remind students that the prefix *con-* means "with." Write *committee* and *committee* on the board, underline the *n* in the first word and the first *m* in the second word. Read the words aloud. Say: *In English, we don't say committee, because it is difficult to pronounce. Instead, we say committee.* Repeat with *conlect/collect* and *conrespond/respond*. Point out that the *n* at the end of *con-* gets absorbed by the first letter of the base word and the letters *l* and *r* are doubled. Have students read each word and note their spellings. Repeat the routine for the absorbed prefixes and the words *impossible/impossible*, *adriaval/arrival*, *subport/support*.

Blend Words Write the prefix *in-* and the word *mobile* on the board. Then add *in-* to *mobile*, absorbing the *n* in *in-* by the *m* at the beginning of *mobile*, to create the word *immobile*. Model blending the word sound by sound, running your finger under each letter. Have students repeat. Continue the routine with *logical* and *illogical*, *rest* and *arrest*, *mission* and *commission*, *press* and *suppress*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH52**. Ask students to identify the prefix and then underline the absorbed prefixes in words in the first row. Model blending words in the first row. Have students repeat. Complete the rows to practice reading absorbed prefixes *in-*, *ad-*, *con-*, and *sub-*. See Blending Routine in the online **Instructional Routine Handbook**.

Build Words Write these base words on index cards: *mission* and *press*. Help students read each word. Then write the prefixes *ad-*, *con-*, *sub-*, and *in-* on separate cards. Guide students to add the prefixes *ad-* and *con-* to *mission* to form *admission* and *commission*, explaining why the final *n* in *con-* is changed to an *m* to make *commission*. Repeat the routine by having students add *sub-* and *in-* to *press*, absorbing the last letter of the prefix by the first letter of the base word to form *suppress* and *impress*.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages pp. 43–44, available **online**.

Absorbed Prefixes

Read Words

impossible	illegal	arrive	collect	correspond
intent	immobile	irregular	immoral	immigrate
admit	announce	assemble	attribute	commotion
confront	collapse	succeed	support	illuminate
arrest	support	suffocate	suffix	accompany
commit	attain	assign	suppress	commission

It is impossible to arrive on time.

We are collecting support at the assembly.

Please accompany me to the suburbs.

Stop the commotion and announce the winners.

Write Words

Change each prefix so it is absorbed by the base word.

in + possible = _____ ad + rest = _____

con + motion = _____ sub + fix = _____

ad + company = _____ con + respond = _____

Prefixes and Suffixes

TEACH/MODEL

Review Prefixes Remind students that a prefix is a word part added to the beginning of a base word to change its meaning. Write the base word *done* and read it aloud. Add *un-* to form *undone*. Underline the prefix. Read the word aloud chorally with students. Say: *The prefix un- means "not." So, undone means "not done."* Repeat with the prefix *out-*. Say: *The prefix out- can mean "better." So, outdone means "done better than."*

Introduce Suffixes Explain that a suffix is a word part added to the end of a base word to change its meaning or its part of speech. Write the word *sail* and read it. Add the suffix *-or* to form *sailor*. Underline the suffix. Read the word aloud chorally with students. Say: *The suffix -or can mean "someone who does something."* Repeat with the suffix *-able*. Say: *The suffix -able changes the base word in a different way. It means "able to."* So, a boat that can sail is a *sailable* boat. Repeat for the suffixes *-ly*, which tells how something is done (kindly), and *-ment*, which shows a state of being (placement).

Blend Words Write *-able*. Write *break* on the board to form the word *breakable*. Model blending the word sound by sound, running your finger under the letters. Have students repeat the word chorally. Then add the prefix *un-* to form the word *unbreakable*. Read the word chorally with students. Continue the same routine with *fair/unfair/fairness*, *correct/incorrect/correctly*, *formal/informal/formally*, *reason/reasonable/unreasonable*. Have students identify which words have prefixes, which words have suffixes, and which have both.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible PH53**. Ask students to underline the prefixes or suffixes in the first row. Model blending words in the first row. Have students repeat and complete the rest of the page. See Blending Routine in the online **Instructional Routine Handbook**.

Build Words Write these base words on index cards: *fair*, *state*, *base*, *order*, *kind*, and *break*. Help students read them. Then write the prefixes *un-*, *dis-* and the suffixes *-ment*, *-ly*, *-able* on separate cards. Guide students to add a prefix or suffix to each base word to form *fairly*, *unfairly*, *statement*, *basement*, *orderly*, *disorderly*, *kindly*, *unkindly*, *breakable*, *unbreakable*. Have students read each new word aloud. Point out that some words have both prefixes and suffixes.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages p. 45, available **online**.

Prefixes and Suffixes

Read Words

kind	kindness	kindly	unkind	unkindly
place	placement	displace	replace	replacement
order	preorder	undone	disorder	replaceable
teach	teachable	teacher	notice	unnoticed
break	breaker	unbreakable	unkindness	do
redo	reorder	orderly	disorderly	noticeable

That arrangement is disorderly.

We preordered unbreakable windows.

The kindness of the teacher was noticeable.

Is it unreasonable to sleep in the basement?

I redid my paper by reordering the sentences.

Write Words

sail + or = _____ place + ment = _____

in + formal = _____ dis + agree = _____

kind + ly = _____ reason + able = _____

un + fair + ly = _____ dis + place + ment = _____

Prefixes, Suffixes, Base Words

TEACH/MODEL

Review Prefixes Explain that a prefix is a word part that is added to the beginning of a word that changes the word's meaning. Write the word *submit* on the board. Say it aloud. Work with students to define *submit*. Write *re-* on the board. Read it aloud and explain that it means "do something again." Add the prefix *re-* to form the word *resubmit*. Work with students to define the word using the meaning you have determined for *submit*.

Review Suffixes Explain that a suffix is a word part that is added to the end of a word that changes the word's meaning or its part of speech. Write on the board the suffix *-ion*, and explain that it means "the act or state of." Then add the suffix *-ion* to make *submission*. Point out that the spelling of the base word may change when a suffix is added. Work with students to define *submission*. Say: *Submit is a verb. Submission is a noun.*

Blend Words Write *-ion* on the board. Write *act* on the board. Model blending. Then add *-ion* to make *action*. Model blending the word and have students repeat it chorally. Continue blending with *division*, *emission*, and *depression*. Write *re-* on the board. Write *read* on the board and read it. Then write *reread*. Read *reread* and have students read it with you.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH54**. Have students underline the prefix at the beginning of each word or the suffix at the end of each word in the first row. Model blending these words. Have students repeat. Use appropriate blending level to complete the rest of the rows. See Blending Routine in the online **Instructional Routine Handbook**.

Build Words Write these base words on index cards: *locate*, *create*, and *admit*. Help students read each word. Then write the suffix *-ion* and the prefix *re-* on two separate cards. Guide students to add the suffix and prefix one at a time to each base word to form new words. Have students read each word and write it down. Make sure students adjust the spelling of the base word as necessary when adding a suffix.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages p. 45, available **online**.

Prefixes, Suffixes, Base Words

Read Words

except	exception	admit	admission	exclaim
explain	explanation	include	inclusion	decide
omit	omission	collide	collision	explode
heat	reheat	shape	reshape	create
mark	remark	claim	reclaim	locate
relocate	recreate	explosion	decision	exclamation

An exclamation is a sudden remark.

A collision might cause an explosion.

Omission is the opposite of inclusion.

You need permission for readmission to the school.

Write Words

express + ion = _____ permit + ion = _____

proclaim + ion = _____ decide + ion = _____

re + locate = _____ re + heated = _____

re + surface = _____ re + collect + ion = _____

Review: Progress Monitoring

PREPARING THE REVIEW

- Copy **Practice Reproducible PH55**. Make one copy for each student.
- Have the student write his or her name and today's date at the top of the review.

ADMINISTERING THE REVIEW

- Administer the review to one student at a time.
- For the Real Words section, ask the student to read each word aloud. You will circle all the words read correctly.
- Explain to the student that the words in the Nonsense Words section are made-up words, not real words. Ask the student to sound out each nonsense word. You will circle all the words read correctly.

SCORING THE REVIEW

- Total the number of words read correctly.
- Use the Percentage Table below to calculate a percentage. Students should get at least 80 percent correct.
- Analyze each student's errors. Each line of the Real Words portion of the assessment represents a different phonics skill.
- Reteach those skills in which the student misses more than one word per line.

Percentage Table			
68–75 correct	90%–100%	32–38 correct	40%–49%
61–67 correct	80%–89%	24–31 correct	30%–39%
54–60 correct	70%–79%	16–23 correct	20%–29%
46–53 correct	60%–69%	8–15 correct	10%–19%
39–45 correct	50%–59%	0–7 correct	0%–9%

Name _____

Date _____

Decoding Review

Real Words

rehash	prevent	relocate	predestined	redo
displease	deport	nonstop	undisclosed	mismanage
incomplete	immovable	illogical	illiterate	irresponsible
override	submarine	subdued	overbearing	subversive
promotion	outcast	supersede	interchange	outward
unicycle	bisect	century	triathlon	centimeter
announce	support	immortal	commotion	collaborate
encode	arrested	disruption	prevention	misinformation
reflection	confusion	division	expression	recapitulation
uniform	notable	remission	expression	intercession

Nonsense Words

repustle	premand	undale	dismaggle	delote
mismatch	nonvedal	inpaste	immane	irroostable
arrolt	subcane	overmire	prolume	outlixer
supertolic	interdasher	unifling	bisummer	centumble
triflect	illarion	rescraggle	guption	illackable

Suffixes *-ful, -ly, -y*

TEACH/MODEL

Introduce *-ful* Say: A suffix is a word part that is added to the end of a base or root word that changes that word's meaning or its part of speech. Write *-ful*. Say: This suffix means "full of." It makes a word an adjective. Write *suspense*. Work with students to define *suspense*. Then add *-ful* to make *suspenseful*. Work with students to define *suspenseful*. Say: *Suspense* is a noun. *Suspenseful* is an adjective.

Introduce *-ly* Write *-ly*. Say: This suffix means "characteristic of" and makes an adjective an adverb. Write *loose*. Read it aloud with students. Work with them to define *loose*. Then add the suffix *-ly* to make *loosely*. Then work with students to define *loosely*. Ask students to identify the parts of speech of *loose* and *loosely*. Say: If a base word ends in *y*, the *y* changes to *i* when the suffix *-ly* is added.

Introduce *-y* Write *-y* on the board. Say: This suffix means "characterized by or full of." It makes a base word an adjective. Write *mess*. Work with students to define *mess*. Then add the suffix *-y* to make *messy*. Work with students to define *messy*. Say: The spelling of the base word may change when *-y* is added.

Blend Words Write *shame*. Add *-ful* to make *shameful*. Model blending the word sound by sound. Have students repeat. Continue blending with *restful* and *respectful*; *-ly* and *respectfully* and *gently*; *-y* and *filthy*, *rosy*, and *noisy*. Point out that the final *e* is dropped from the base word in *rosy* and *noisy*.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible PH56**. Have students underline the suffix of each word in the first row. Model blending these words. Have students repeat. Use appropriate blending level to complete the rest of the rows. See Blending Routine in the **Instructional Routine Handbook**.

Build Words Write these base words on index cards: *use*, *pain*, and *success*. Help students read each word. Then write the suffixes *-ful* and *-ly* on two separate cards. Guide students to add *-ful* to each base word to form new words. Have students read each word and write it down. Then have students add *-ly* to the new words they have made. Again, have students read each word and write it down. Then write *juice*, *junk*, and *health* on index cards. Help students read each word. Then write the suffix *-y* on a card. Guide students to add *-y* to each base word to form new words. Have students read each new word and write it down. Make sure students drop the final *e* when they add the suffix to *juice*.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages pp. 46–47, available **online**.

Suffixes *-ful, -ly, -y*

Read Words

wonderful untruthful helpful useful thankful
thoughtful careful joyful fearful cheerful
quietly eagerly seriously comfortably independently
gratefully truthfully hopefully cheerfully beautifully
sunny furry sugary powdery peppery
juicy mousy fruity rainy funny

I am thankful it is a sunny day.

The powdery substance is quite messy.

Please work quietly and independently.

My wonderful friends cheerfully helped me.

Write Words

joy + ful = _____ forget + ful = _____

grim + ly = _____ unbelievable + ly = _____

mouse + y = _____ fluff + y = _____

noise + y + ly = _____ disgrace + ful + ly = _____

play + ful + ly = _____

Suffixes *-less, -ness, -ment*

TEACH/MODEL

Introduce Suffix *-less* Say: A suffix is a word part added to the end of a word that changes the word's meaning. It can also change its part of speech. Write *-less*. Say: This suffix means "without" or "lacking." It makes a noun an adjective. Write *defense* on the board. Read it aloud chorally with students. Work with them to define *defense*. Then add the suffix *-less* to make *defenseless*. Then work with students to define *defenseless*. Say: *Defense* is a noun. *Defenseless* is an adjective.

Introduce Suffix *-ness* Write *-ness*. Say: This suffix means "the quality or state of." It makes an adjective a noun. Write *gruff*. Work with students to define *gruff*. Then add *-ness* to make *gruffness*. Work with students to define *gruffness*. Ask them to identify the parts of speech of *gruff* and *gruffness*. Remind students that if a base word ends in *y*, the *y* changes to *i* when the suffix *-ness* is added.

Introduce Suffix *-ment* Write *-ment*. Say: This suffix means "the state, action, or result of." It changes a verb into a noun. Write *argue*. Read it aloud with students. Work with them to define *argue*. Then add the suffix *-ment* to make *argument*. Work with students to define *argument*. Ask students to use *argue* and *argument* in sentences. Point out the spelling change of the base word.

Blend Words Write *breath* on the board. Then add *-less* to make *breathless*. Model blending and have students repeat the word with you chorally. Continue the blending routine with *rest/restless, kind/kindness, refresh/refreshment*.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible PH57**. Have students underline the suffix of each word in the first row. Model blending these words. Have students repeat. Use appropriate blending level to complete the rest of the rows. See Blending Routine in the online **Instructional Routine Handbook**.

Build Words Write these base words on index cards: *pay, encourage, happy, and fear*. Read each base word chorally with students. Then write the suffixes *-less, -ness, and -ment* on separate cards. Model how to build words. Place *-less* after *pay* to make *payless*. Read the word aloud. Have students form as many words as they can using these base words and suffixes. Guide students to use more than one suffix when possible. Have students read each new word and write it down.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages pp. 46–47, available **online**.

Suffixes *-less, -ness, -ment*

Read Words

shameless	helpless	tactless	worthless
harmless	thoughtless	alertness	statement
likeness	tardiness	roughness	unhappiness
hopelessness	fearlessness	heartlessness	carelessness
treatment	assessment	deferment	retirement
development	purposeless	sickness	accompaniment

Try this treatment for your sickness.

Your tardiness is a sign of carelessness.

We performed an assessment of the project's development.

The fearless adventurer said the snake was harmless.

Write Words

shape + less = _____ fruit + less = _____

firm + ness = _____ serious + ness = _____

settle + ment = _____ commit + ment = _____

time + less + ness = _____

weight + less + ness = _____

Suffixes *-ion*, *-tion*, *-ation*, *-ition*

TEACH/MODEL

Review Suffixes Remind students that a suffix is a word part that is added to the end of a word. A suffix changes the word's meaning, and may change its part of speech.

Introduce Suffixes *-ion*, *-tion*, *-ation*, and *-ition* Write the suffixes *-ion*, *-tion*, *-ation*, and *-ition* on the board. Explain that these suffixes all have the same meaning: "the act or process." Write *react* on the board. Read it aloud chorally with students. Work with them to define *react*. Then add the suffix *-ion* to make *reaction*. Work with students to define *reaction*. Say: *React is a verb. Reaction is a noun.* Explain that sometimes the spelling of the base word changes when a suffix is added. Write *explain* and *explanation*. Point out that *i* in *explain* is not in *explanation*. Remind students to watch for spelling changes as they work with suffixes and root or base words. If they are unsure of the spelling, encourage them to check a classroom dictionary.

Blend Words Write the suffixes *-ion*, *-tion*, *-ation*, and *-ition* on the board. Read each suffix aloud chorally with students. Write *exploit* on the board. Then add *-ation* to make *exploitation*. Model blending the word sound by sound, running your finger under each letter as you read. Have students repeat the word chorally. Continue blending with *represent/representation*, *deport/deportation*, *transmit/transmission*. Have students blend and read the words with you.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH58**. Have students underline the suffix at the end of each word in the first row. Model blending these words. Have students repeat. Use appropriate blending level to complete the rest of the rows. See Blending Routine in the online **Instructional Routine Handbook**.

Build Words Write these base words on index cards: *adopt*, *distribute*, and *intone*. Read each word aloud with students. Then write the suffixes *-ion*, *-tion*, *-ation*, *-ition* on separate cards. Work with students to add the correct suffix to each base word to form a new word. Have students read each word and write it down. Make sure students adjust the spelling of the base word as necessary when adding a suffix.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages pp. 48–49, available **online**.

Suffixes *-ion, -tion, -ation, -ition*

Read Words

discussion impression remission expression illusion
pollution distraction detection creation abstraction
rumination ramification clarification initiation explanation
tuition munitions rendition expedition edition
champion inspiration respiration ignition ambition

Pollution can affect a person's respiration.

That vague expression needs clarification.

Our discussion made an impression on me.

The expedition moved quietly to avoid detection.

Write Words

Combine the parts to make new words. Watch for spelling changes. Check a dictionary if you need help.

defame + ation = _____ allocate + ion = _____

reclaim + ation = _____ associate + ion = _____

add + ition = _____ reflect + ion = _____

submit + tion = _____

Suffixes *-ive*, *-age*, *-ize*

TEACH/MODEL

Introduce Suffix *-ive* Remind students that a suffix is a word part that is added to the end of a word and changes the word's meaning and may change the part of speech or base word's spelling. Write the suffix *-ive* on the board. Say: *This suffix means "having the quality of or tending toward an action." It forms an adjective.* Write *secret* on the board. Read it aloud with students, and work with them to define the word. Then add the suffix *-ive* to make *secretive*. Work with students to define *secretive*. Say: *Secret is a noun. Secretive is an adjective.*

Introduce Suffix *-age* Write the suffix *-age* on the board. Say: *This suffix means "action or process." It forms a noun.* Write *storage* on the board. Read it aloud with students. Have them identify the base word *store*. Point out that the spelling of the base word changed when the suffix was added. Then work with students to define *storage*. Ask students to identify the parts of speech of *store* and *storage*.

Introduce Suffix *-ize* Write *-ize*. Say: *This suffix means "to make or form." It forms a verb.* Write *modern*. Read it aloud with students. Work with them to define *modern*. Then add the suffix *-ize* to make *modernize*. Then have students define *modernize*. Ask students to use *modern* and *modernize* in sentences.

Blend Words Write *attract* on the board. Then add *-ive* to make *attractive*. Model blending. Have students repeat the word with you chorally. Continue blending with *create/creative*, *assemble/assemblage*, *carry/carriage*, *emphasis/emphasize*, *scrutiny/scrutinize*. Discuss spelling changes.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible PH59**. Have students underline the suffix of each word in the first row. Model blending these words. Have students repeat. Use appropriate blending level to complete the rest of the rows. See Blending Routine in the **Instructional Routine Handbook**.

Build Words Write these base words on index cards: *act*, *color*, *villain*, *post*. Read each base word with students. Then write the suffixes *-ive*, *-age*, and *-ize* on separate cards. Model how to build words. Place *-ive* after *act* to make *active*. Read the word aloud. Have students form as many words as they can using these base words and suffixes. Have students read each new word and write it down. Work with students to find the meaning of each word they form.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages p. 50, available **online**.

Suffixes *-ive, -age, -ize*

Read Words

reactive	divisive	explosive	decisive	positive
passive	negative	marriage	computerize	standardize
storage	suffrage	postage	frontage	percentage
realize	satirize	homogenize	specialize	recognize
vocalize	criticize	advantage	sympathize	organize

Let's organize a march for suffrage.

If you are positive, vocalize your concerns.

Highly reactive materials can be explosive.

Writers may satirize something to criticize it.

Write Words

select + ive = _____ permit + ive = _____

wreck + age = _____ sign + age = _____

personal + ize = _____ romantic + ize = _____

Suffixes *-able*, *-ible*, *-ous*

TEACH/MODEL

Introduce Suffixes *-able* and *-ible* Remind students that a suffix is a word part that is added to the end of a word. It changes the word's meaning and often its part of speech. Write the suffixes *-able* and *-ible* on the board. Say: *Both of these suffixes mean "able to." They change verbs into adjectives.* Write *love* on the board. Read it aloud with students. Have them define *love*. Then add the suffix *-able* to make *lovable*. Point out that when *-able* is added to a word that ends in a consonant + *e*, the final *e* is often dropped as in *lovable*. Then work with students to define *lovable*. Say: *Love is a verb. Lovable is an adjective.*

Introduce Suffix *-ous* Write the suffix *-ous* on the board. Say: *This suffix means "full of." It changes nouns into adjectives.* Write *fame* on the board. Read it aloud with students. Have them define *fame*. Then add *-ous* to make *famous*. Point out that when *-ous* is added to a word that ends in a consonant + *e*, the final *e* is often dropped as in *famous*. Then work with students to define *famous*. Say: *Fame is a noun. Famous is an adjective.* Point out that when *-ous* is added to a word that ends *y*, the *y* changes to *i* as in *glorious*.

Blend Words Write *break* on the board. Add *-able* to make *breakable*. Model blending sound by sound, running your finger under each letter as you read. Have students repeat chorally. Continue blending with *enjoy/enjoyable*, *collapse/collapsible*, *deduct/deductible*, *outrage/outrageous*, *mystery/mysterious*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH60**. Have students underline the suffix at the end of each word in the first row. Model blending these words. Have students repeat. Use appropriate blending level to complete the rest of the rows. See Blending Routine in the online **Instructional Routine Handbook**.

Build Words Write these base words on index cards: *port*, *inhabit*, *remark*, *sense*, *joy*, *poison*. Read each base word aloud with students. Then write the suffixes *-able*, *-ible*, and *-ous* on separate cards. Model how to build words. Place *-able* after *port* to make *portable*. Read the word aloud. Have students form new words using these base words and suffixes. Work with students to decide which suffix to add. Have students read each new word and write it down. Make sure students adjust spelling of base words as necessary.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages pp. 51–53, available **online**.

Suffixes *-able, -ible, -ous*

Read Words

laughable noticeable capable unbearable suitable
possible visible indivisible audible compatible
comfortable usable affordable favorable inexplicable
credible edible flexible legible tangible
furious glamorous courageous mysterious outrageous

The sign was visible but not legible.

That affordable car is suitable for our needs.

Is it possible that this old sandwich is edible?

The woman was mysterious but not dangerous.

Write Words

honor + able = _____ believe + able = _____

notice + able = _____ comfort + able = _____

convert + ible = _____ resist + ible = _____

flex + ible = _____ hazard + ous = _____

danger + ous = _____ glory + ous = _____

Suffixes *-ant*, *-ent*, *-ance*, *-ence*

TEACH/MODEL

Introduce Suffixes *-ant* and *-ent* Remind students that a suffix is a word part added to the end of a word that changes the word's meaning. Write *-ant* and *-ent*. Say: *Both of these suffixes mean "performing an action or being in a state." These suffixes change verbs into adjectives. Write observe. Work with students to define observe. Then add -ant to make observant. Remind students that the spelling of the base word may change when a suffix is added. Then work with students to define observant. Say: Observe is a verb. Observant is an adjective.*

Introduce Suffixes *-ance* and *-ence* Write the suffixes *-ance* and *-ence* on the board. Say: *Both of these suffixes have the same meaning of "action or process."* Point out that this meaning is similar to the meaning of *-ant* and *-ent*, but *-ance* and *-ence* create nouns. Point to the word *observant* on the board. Change the suffix *-ant* to *-ance* to make *observance*. Ask students to define *observance*. Encourage them to use the definition of *observant* and what they know about the suffix *-ance*. Ask students to identify the part of speech of *observance*.

Blend Words Write *persist*. Add *-ent* to make *persistent*. Model blending the word sound by sound. Have students repeat the word chorally. Then add *-ence* to *persist* to make *persistence*. Have students read *persistence* with you chorally. Continue blending *fragrant/fragrance* and *permanent/permanence*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH61**. Have students underline the suffix at the end of each word in the first row. Model blending these words. Have students repeat. Have students underline the suffixes at the end of the other words. Use appropriate blending level to complete the rest of the rows. See Blending Routine in the online **Instructional Routine Handbook**.

Build Words Write these base words on index cards: *defy*, *hesitate*, and *reverse*. Read each base word aloud with students. Then write the suffixes *-ant*, *-ent*, *-ance*, and *-ence* on separate cards. Model how to build words. Place *-ant* after *defy* to make *defiant*. Read the word aloud. Point out that the *y* at the end of the base word changed to *i* when the suffix was added. Have students form two words using each base word. Have students read each new word and write it down. Work with students to find the meaning of each word they form.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages pp. 54–55, available **online**.

Suffixes *-ant, -ent, -ance, -ence*

Read Words

intelligent	evident	violent	elegant	diligent
intelligence	evidence	violence	elegance	diligence
constant	brilliant	coherent	abundant	arrogant
experience	nuisance	conference	coincidence	reference
acquaint	acquaintance	excel	excellent	excellence

A genius is very intelligent.

The police found evidence of violence.

The constant phone calls are a nuisance.

The speaker at the conference was barely coherent.

Write Words

resist + ant = _____ confide + ent = _____

occur + ence = _____ disappear + ance = _____

vigil + ant = _____ vigil + ance = _____

Suffixes *-er, -or, -ist*

TEACH/MODEL

Introduce Suffixes *-er, -or, and -ist* Remind students that a suffix is a word part added to the end of a word that changes the word's meaning and may change its spelling or part of speech. Write the suffixes *-er, -or,* and *-ist* on the board. Say: *All of these suffixes have the same meaning, "person who." They make the base word a noun.* Write the word *create* on the board and read it aloud with students. Work with them to define *create*. Then add the suffix *-or* to make *creator*. Point out the spelling change. Then work with students to define *creator*. Say: *Create is a verb. Creator is a noun.*

Blend Words Write *teach* on the board. Then add *-er* to make *teacher*. Model blending the word aloud. Have students repeat the word with you chorally. Continue the routine with *print/printer*; *-or* using *direct/director, act/actor*; and *-ist* using *science/scientist, harp/harpist*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH62**. Have students underline the suffix at the end of each word in the first row. Model blending these words. Have students repeat. Have students underline the suffixes at the end of the other words. Use appropriate blending level to complete the rest of the rows. See Blending Routine in the online **Instructional Routine Handbook**.

Build Words Write these base words on index cards: *write, cycle, drive,* and *edit*. Read each base word aloud with students. Then write the suffixes *-er, -or,* and *-ist* on separate cards. Model how to build words. Place *-er* after *write* to make *writer*. Read the word aloud. Point out that the *e* at the end of the base word is dropped. Have students match each of the other words with the correct suffix to make a word (*cyclist, driver, editor*). Have students read each new word and write it down. Work with students to find the meaning of each word they form. Remind students that they can use a dictionary if they're unsure of spellings.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages pp. 56–57, available **online**.

Suffixes *-er, -or, -ist*

Read Words

shopper	renter	baker	ruler	farmer
sailor	debtor	sculptor	counselor	senator
biologist	finalist	chemist	artist	dentist
carpenter	excavator	violinist	recruiter	commentator
specialist	explorer	orator	ecologist	exterminator
doctor	drummer	cyclist	editor	shipper

That artist is a sculptor.

I think the senator is a good orator.

The baker was a finalist in the bake-off.

A shopper who overspends may become a debtor.

Write Words

ski + er = _____ compose + er = _____

moderate + or = _____ conduct + or = _____

novel + ist = _____ piano + ist = _____

Suffixes *-al*, *-ial*

TEACH/MODEL

Introduce Suffixes *-al* and *-ial* Review with students that a suffix is a word part added to the end of a base word to change that word's meaning. Point out that suffixes may also change the spelling of the base word or the new word's part of speech. Write the suffixes *-al* and *-ial*. Say: *These two suffixes have the same meaning of "related to." They turn a base word into an adjective. Write *memorial* on the board, and read it aloud chorally with students. Underline the suffix *-ial* and point out the base word *memory*. Work with students to find the meaning of the base word. Then ask students to find the meaning of *memorial* (related to remembering) by combining the meaning of the base word and the suffix.*

Blend Words Write *external* on the board. Point out the suffix *-al*. Model blending the word sound by sound, running your finger under the letters as you read. Have students repeat the word chorally. Continue the routine with *global*, *dental*, *editorial*, *partial*, and *social*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH63**. Have students underline the suffix at the end of each word in the first row. Model blending these words. Have students repeat. Have students underline the suffixes at the end of the other words. Use appropriate blending level to complete the rest of the rows. See Blending Routine in the online **Instructional Routine Handbook**.

Build Words Write these roots on index cards: *norm*, *spat*, *vit*, and *mart*. Then write the suffixes *-al* and *-ial* on separate cards. Model how to build words. Place *-al* after *norm* to make *normal*. Read the word aloud. Have students match each of the other roots with the correct suffix to make a word (*spatial*, *vital*, *martial*). Have students read each new word and write it down. Work with students to find the meaning of each word they form. Remind them to watch for spelling changes and check a dictionary if necessary.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages pp. 56–57, available **online**.

Suffixes *-al, -ial*

Read Words

rental	verbal	digital	thermal	visual
official	special	social	material	industrial
fatal	final	central	original	alphabetical
cordial	serial	perennial	colloquial	circumstantial
lateral	logical	bilingual	diagonal	marginal
natural	royal	remedial	maternal	commercial

My original offer is final.

Movements can be lateral or diagonal.

The thermal material is good for insulation.

Please put these special papers in alphabetical order.

Write Words

spine + al = _____ finance + ial = _____

accident + al = _____ commerce + ial = _____

education + al = _____ residence + ial = _____

Plural Words

TEACH/MODEL

Introduce Plural Words Say: *The most common way to form a plural word is to add the letter s.* Write *student* on the board. Then add an *s* to make *students*. Read the two words aloud chorally with students. Write *-sh*, *-ch*, *-s*, *-ss*, and *-x* on the board. Say: *When words end in these letters, you form the plural by adding -es.* Write *box*, and then add *-es* to make *boxes*. Write *lens*, and then add *-es* to make *lenses*. Explain that sometimes a base word needs to be changed in some way before the *-es* ending can be added. Say: *For words that end in y, the y usually changes to an i and then -es is added to form the plural.* Write *family*, and then write *families*. Underline the *y* in the singular and the *i* in the plural. Say: *The y changes to an i before the -es is added.* Write *wife*, and then write *wives*. Underline the *f* in the singular and the *v* in the plural. Say: *The f changes to a v before the -es is added.* Point out that some words are the same in both the singular or plural. Write *fish* on the board. Explain that *fish* is singular and plural.

Blend Words Write *festival* on the board. Model blending. Have students repeat the word chorally. Then write the plural word *festivals*. Have students read the plural with you. Continue with *cracker/crackers*, *shelter/shelters*, *country/countries*, *hostess/hostesses*, *crutch/crutches*. Point out the *-es* form of the plural where appropriate.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH64**. Have students underline the plural ending in each word. If a letter changed before the plural ending (*y* to *i* or *f* to *v*), have students circle that letter. Model blending these words. Have students repeat. Have students mark other rows in the same way. Use appropriate blending level to complete the rest of the rows. See Blending Routine in the online **Instructional Routine Handbook**.

Build Words Write these words on index cards: *eagle*, *elf*, *melody*, *bias*, *mix*, and *mattress*. Then write the plural endings *-s* and *-es* on separate cards. Write *i* and *f* on separate cards, too. Model how to build plural words. Place *-s* after *eagle* to make *eagles*. Read the word aloud. Have students form plurals with the rest of the words. Remind students to change the word if necessary before adding *-es*. Have them read each plural word and write it down. Work with students to find the meaning of each plural word they form.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages pp. 58–59, available **online**.

Plural Words

Read Words

captains guesses liberties dispatches nurseries
officials photographs refrigerators trophies biographies
bounties stretchers buses messes libraries
calendars abilities lashes zeroes losses
identities reptiles batches boxes taxes
foxes wolves walruses cafeterias waterways

The officials took buses to the local libraries.

These biographies are all about captains.

Every day we send out batches of dispatches.

The case holds trophies and photographs of the champions.

Write Words

half + (s/es) = _____ address + (s/es) = _____

echo + (s/es) = _____ possibility + (s/es) = _____

thief + (s/es) = _____ sheriff + (s/es) = _____

hoax + (s/es) = _____ iris + (s/es) = _____

Irregular Plural Words

TEACH/MODEL

Introduce Irregular Plural Words Remind students there are many ways to form a plural word by adding to or changing letters in the base word. Explain that there are some singular words that have plural forms in which, rather than the base word changing, the plural is an entirely different word. Write *man* on the board, and then write *men*. Say: *The plural form of the word man is men.* Point out that some words are the same in both the singular and plural. Write *sheep* on the board. Explain that *sheep* is both singular and plural. Repeat with *fish*, *moose*, and *deer*.

Blend Words Write *child* on the board. Model blending. Have students repeat the word chorally. Then write the plural word *children*. Have students read the plural with you. Continue with *mouse/mice*, *tooth/teeth*, *foot/feet*, and *goose/geese*. Remind students that a plural word is “more than one” of a person or thing.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH65**. Have students underline the plural words in the first row. Model blending these words. Have students repeat. Use the appropriate blending level to complete the rest of the rows. See Blending Routine in the online **Instructional Routine Handbook**.

Build Words Write *person*, *ox*, *woman*, *louse*, *die*, and *moose* on index cards. Have students read each word. Then have them write the plural form of each word and read it aloud.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages pp. 58–59, available **online**.

Irregular Plural Words

Read Words

woman	women	foot	feet	mouse	mice
goose	geese	die	dice	person	people
tooth	teeth	man	men	child	children
antenna	antennae	louse	lice	ox	oxen
cactus	cacti	moose	fish	sheep	deer

The children played on the playground.

Many people filled the audience.

The mice scurried past the cacti.

Ava wiggled her two front teeth back and forth.

Write Words

goose (plural) = _____	ox (plural) = _____
foot (plural) = _____	person (plural) = _____
man (plural) = _____	woman (plural) = _____
louse (plural) = _____	sheep (plural) = _____
antenna (plural) = _____	moose (plural) = _____
fish (plural) = _____	cactus (plural) = _____

Contractions

TEACH/MODEL

Introduce Contractions Explain that a contraction is a short way of writing two words. Say: *A contraction uses an apostrophe (') to show a letter or letters have been left out.* Write the words *do not* on the board. Below them write *don't*. Underline the *n't* and model how to read the whole word. Tell students that in the word *don't* the letter *o* has been dropped and an apostrophe put in its place. Say: *One type of contraction is made up of a verb and the word not. Another kind of contraction connects a pronoun and a verb.* Write *I am* on the board. Write *I'm* under it. Underline *'m* and model how to read the whole word. Ask students what letter or letters have been dropped (*a*). Make sure students understand the difference between contractions and possessives. Say: *Both contractions and possessives use an apostrophe, but a possessive shows ownership.*

Blend Words Explain that a contraction is one word. Write the words *are not* on the board. Then write *aren't* below it. Underline the *n't*. Model blending as you run your finger under the letters in *aren't*. Have students repeat. Follow the same steps with *he is/he's, I would/I'd, they will/they'll, is not/isn't*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH66**. Have students underline the contraction at the end of words in the first row. Model blending these words. Have students repeat. Use the appropriate blending level to complete the rest of the rows. See Blending Routine in the online **Instructional Routine Handbook**.

Build Words Write these words on index cards: *have, could, they, and you*. Write *not, n't, have,* and *'ve* on separate cards. Place the card with the word *not* after the card with the verb *have*. Help students read each word. Then have students cover the word *not* with the *n't* card to form the contraction *haven't*. Help them read the contraction. Guide students to repeat with the verb *could*. Then have students follow the same pattern with the pronouns *you* and *they* and *have* and *'ve*. Help students read aloud each new word formed and tell which letter(s) the apostrophe in each contraction replaces.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages p. 60, available **online**.

Contractions

Read Words

was not wasn't did not didn't had not hadn't
there is there's she would she'd we would we'd
were not weren't cannot can't are not aren't
we are we're I would I'd that is that's
would've I'll won't they'll that's it's

There's a storm coming.

I didn't have a good day.

If we don't hurry, we're going to be late.

It's not fair that we weren't able to play.

Write Words

must + not = _____ is + not = _____

they + will = _____ you + are = _____

I + am = _____ should + not = _____

does + not = _____ who + is = _____

Possessives

TEACH/MODEL

Introduce Possessives Explain to students that to possess something means to have or own something. Possessives are words that show a person, animal, place, thing, or idea has or owns something. Write *Nick has a brown cat.* on the board. Explain that Nick has, or possesses a brown cat. Say: *You can rewrite the sentence using a possessive. To make a singular word possessive, add an apostrophe and the letter s to the end of the word.* Write: *Nick's cat is brown.* Write *Jane, elephant, and airport* on the board. Model how to write the possessive form of each word. Remind students that a plural word names more than one. Many plural words end in *s*. Say: *To make a plural word possessive, add an apostrophe to the end of the word.* Write *buses, trees, and schools* on the board. Model how to write the possessive form of each word. Remind students there are some plural words that do not end in the letter *s*. Say: *To make the word possessive, add an apostrophe and the letter s to the end of the word.* Write *children, women, and moose* on the board. Model how to write the possessive form of each word.

Blend Words Write the word *doll* and *doll's* on the board. Underline the *'s*. Model blending. Have students repeat. Continue with *barn/barn's, Mark/Mark's, leaves/leaves', girls/girls', geese/geese's, men/men's.*

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH67**. Have students underline the possessive part of the words in the first row. Model blending these words. Have students repeat. Use the appropriate blending level to complete the rest of the rows. See Blending Routine in the **Instructional Routine Handbook**.

Build Words Write *people, dog, toys, coach, and players* on index cards. Have students read each word. Then have them write the possessive form of each word and read it aloud.

English Learners

Transfer Skills Possessive words often confuse students. Help them define if the possessive word, or owner of the object or thing, is singular or plural. Then identify if the word ends in the letter *s* or not in its given form.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages p. 61, available **online**.

Possessives

Read Words

cake's	teachers'	boat's	deer's	shoes'
door's	socks'	men's	Nia's	books'
people's	bird's	beach's	cars'	house's
sheep's	stores'	Emily's	horse's	window's
giraffes'	bucket's	children's	Chris's	roofs'

The teachers' classrooms were painted during the summer.

Jordan's soccer game starts at 9:00 a.m.

It took all morning to shear the sheep's wool coat.

All the roofs' tiles glistened after the rain.

Write Words

David + ('s) = _____ singers + ('s) = _____

women + ('s) = _____ pen + ('s) = _____

bicycle + ('s) = _____ planes + ('s) = _____

diners + ('s) = _____ class + ('s) = _____

dancer + ('s) = _____ baby + ('s) = _____

Inflectional Endings

TEACH/MODEL

Introduce Inflectional Endings Say: *Inflectional endings can be added to base verbs to change the time of the action.* Write *-s*. Explain that *-s* can tell what one person is doing now. Write *talks*. Underline *-s*. Say: *Talks tells what one person is doing now.* Write *-ed*. Explain that *-ed* is added to show that an action happened in the past. Write *talked*. Underline *-ed*. Say: *Talked tells what someone did in the past.* Write *-ing*. Explain that *-ing* can also tell what someone is doing right now. Write *talking*. Underline *-ing*. Say: *Talking tells what somebody is doing right now.* Remind students that a base word's spelling may change when an ending is added. Write *raise, raises, raised, raising* and *chop, chops, chopped, chopping*.

Blend Words Write *whisper*. Read the word aloud chorally with students. Then add the ending *-ed* to form *whispered*. Write *whispering*. Repeat the routine. Write *whispers*. Repeat the routine. Continue the routine with *vote/votes/voted/voting, spray/sprays/sprayed/spraying, lap/laps/lapped/lapping*.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible PH68**. Have students underline the *-s*, *-ed*, or *-ing* ending in the first row. Model blending these words. Have students repeat. Use appropriate blending level to complete the rest of the rows. See Blending Routine in the online **Instructional Routine Handbook**.

Build Words Write on index cards: *ask, help, smell, blink, test, and shuffle*. Help children read each word. Write *-s*, *-ed* and *-ing* on separate cards. Model using the cards to make new words. Place *-s* after *ask* to make *asks*. Read *asks* aloud. Then cover *-s* with *-ed* to make *asked*. Read *asked* aloud. Repeat with *-ing*. Guide students to add the inflectional endings to the rest of the words. Have students read each word aloud and write it in a sentence.

English Learners

Transfer Skills Explain that regular past-tense verbs in English always have an *-ed* ending. In some Asian languages, verbs do not change to show the tense. Adverbs or expressions of time indicate when an action has taken place. Speakers of several languages, including Arabic, may find the English distinction between the past and present perfect tenses unfamiliar. Show contrasting examples, and explain how the sense of time differs.

Linguistic Differences

-ed Ending Many speakers of African American English understand the use of *-ed* to form the past tense, but leave it out or add sounds when pronouncing it as in *pick* or *pickted* for *picked*. They may also pronounce words with *-ing* as /ang/. For example, they may say *thang* for *thing*. Emphasize the /i/ sound in these words. Students might need additional work with pronouncing and spelling words with *-ed* and *-ing*.

Inflectional Endings

Read Words

laugh laughing laughs mixed mixing
dance danced dances scrubbed scrubbing
dripped chased whispered voted sprayed
forgetting replacing wrapping exploring chatting
regrets shouts throws embraces sprints
scrounged regretting hiccups participating measuring

I was laughing as I danced.

People whispered while they watched the movie.

He spent the afternoon chatting and wrapping gifts.

We scrounged up chairs for all the people participating on the panel.

Write Words

dart + ed = _____

dart + ing = _____

dart + s = _____

clasp + ed = _____

clasp + ing = _____

clasp + s = _____

trade + ed = _____

trade + ing = _____

Inflectional Endings (Changing *y* to *i*)

TEACH/MODEL

Review Remind students that *-ed* can be added to the end of a verb to show that an action happened in the past. Remind them that *-ing* can be added to the end of a verb to show that an action is happening now.

Introduce Explain that when *-ing* is added to verbs, sometimes a letter is changed. Say: *I study everyday*. Write *study* on the board. Model blending, and have students repeat. Then say: *I studied yesterday*. Write *studied* below *study*. Underline the *-ed* ending, and model reading the whole word. Have students repeat. Then circle the *i* in *studied*. Explain that the *y* in *study* is changed to *i* before adding *-ed*. Then say: *I am studying now*. Write *studying* below *studied*. Underline the *-ing* ending, and read the whole word. Have students repeat. Circle the *y* in *studying*. Tell students that the *y* in *study* is not changed before adding the ending *-ing*.

Blend Words Write *spy* on the board. Model blending *spy*. Then change the *y* to *i* and add the ending *-s*. Model blending *spies* as you run your finger under the letters. Point out that the ending *-s* in *spies* makes the /z/ sound. Have students repeat the /z/ sound, and then read *spies* together. Write *spy* again. Read the word, and add the ending *-ing*. Model blending *spying*. Point out that the ending *-ing* in *spying* makes the /ing/ sounds. Have students repeat the /ing/ sounds and read the word together. Continue with *apply*, *applies*, *applied*, and *applying*; *cry*, *cries*, *cried*, and *crying*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH69**. Ask students to underline the *-ed* or *-ing* at the end of each word in the first row. Model blending the words in this row. Have students repeat. Use the appropriate blending level to complete the remaining rows. See Blending Routine in the online **Instructional Routine Handbook**.

Build Words Write *dry*, *rely*, *carry*, *scurry* on index cards. Have students read each word. Then have them add *-s*, *-ed* and *-ing* to each word and read it aloud.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages pp. 64–65, available **online**.

Inflectional Endings (Changing *y* to *i*)

Read Words

fry	fried	frying	try	tried	trying
carry	carries	carrying	empty	empties	emptying
baby	babied	babying	marry	married	marrying
bury	buries	buried	worry	worries	worried
dry	dries	dried	vary	varies	varied

I emptied the trash can.

I worked busily on my paper.

The baby was happier with her bottle.

My mom laughed at our silliness.

Write Words

try + ed = _____

carry + ed = _____

empty + ed = _____

marry + ing = _____

worry + ing = _____

deny + ing = _____

cry + ing = _____

hurry + s = _____

bury + s = _____

dry + s = _____

Inflectional Endings: *-er* and *-est*

TEACH/MODEL

Introduce Say: *Inflectional endings can be added to adjectives to compare two or more things.* Explain that *-er* is added to an adjective to compare two people, places, or things. Write this sentence on the board: *Ricky is older than Joe.* Explain that *-est* is added to an adjective to compare three or more things. Write this sentence on the board: *Ethan is the oldest of all.*

Remind students that a base word's spelling may change when an ending is added. Write these examples on the board and point out the spelling changes: *large, larger, largest* (drop *e* before adding the ending); *hot, hotter, hottest* (double ending consonant before adding the ending); *early, earlier, earliest* (change *y* to *i* before adding the ending).

Blend Words Write *pretty* on the board. Read the word aloud chorally with students. Then add the ending *-er* to form *prettier*. Model blending the word sound by sound, running your finger under the letters as you read. Write *prettiest*. Repeat the blending routine. Continue the routine with *big/bigger/biggest, mild/milder/mildest, angry/angrier/angriest, tall/taller/tallest*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH70**. Have students underline the *-er* or *-est* ending in the first rows. Have students write the words in the last rows. Remind them that sometimes the spelling can change when *-er* or *-est* is added to a word.

Build Words Write on index cards: *warm, easy, wet, and safe*. Read each base word aloud with students. Write *-er* and *-est* on separate cards. Model using the cards to make new words. Place *-er* after *warm* to make *warmer*. Read *warmer* aloud. Then cover *-er* with *-est* to make *warmest*. Read *warmest* aloud. Guide students to add the inflectional endings to the rest of the words. Have students read each word aloud and write it in a sentence.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages p. 66, available **online**.

Inflectional Endings: *er* and *est*

Read Words

clear	clearer	clearest	fast	faster	fastest
new	newer	newest	long	longer	longest
wet	wetter	wettest	early	earlier	earliest
safe	safer	safest	dry	drier	driest
long	longer	longest	big	bigger	biggest
strong	stronger	strongest	happy	happier	happiest

Sam is faster than Scott.

Bo is the silliest kitten of all.

This book is newer than that one.

Maria grew the biggest pumpkin of all.

Write Words

tall + er = _____	big + er = _____
steep + est = _____	strong + est = _____
tiny + er = _____	easy + est = _____
fierce + est = _____	high + er = _____

Review: Progress Monitoring

PREPARING THE REVIEW

- Copy **Practice Reproducible PH71**. Make one copy for each student.
- Have the student write his or her name and today's date at the top of the review.

ADMINISTERING THE REVIEW

- Administer the review to one student at a time.
- For the Real Words section, ask the student to read each word aloud. You will circle all the words read correctly.
- Explain to the student that the words in the Nonsense Words section are made-up words, not real words. Ask the student to sound out each nonsense word. You will circle all the words read correctly.

SCORING THE REVIEW

- Total the number of words read correctly.
- Use the Percentage Table below to calculate a percentage. Students should get at least 80 percent correct.
- Analyze each student's errors. Each line of the Real Words portion of the assessment represents a different phonics skill.
- Reteach those skills in which the student misses more than one word per line.

Percentage Table			
68–75 correct	90%–100%	32–38 correct	40%–49%
61–67 correct	80%–89%	24–31 correct	30%–39%
54–60 correct	70%–79%	16–23 correct	20%–29%
46–53 correct	60%–69%	8–15 correct	10%–19%
39–45 correct	50%–59%	0–7 correct	0%–9%

Name _____

Date _____

Decoding Review

Real Words

wishful	puppy	library	sadly	suddenly
clueless	careless	forgiveness	goodness	enjoyment
impression	admission	addiction	relation	ignition
supportive	responsive	blockage	authorize	recognize
edible	possible	enormous	delicious	dependable
observant	resistant	excellent	different	appearance
guitarist	columnist	creator	carpenter	landscaper
material	memorial	festival	global	arrival
telephones	bullies	ladies	oxen	fungi
you're	aren't	I've	hadn't	you'll
George's	snakes'	football's	Madison's	flower's
agreeing	depositing	delivers	doubts	accepted
worried	worrying	carried	darker	loveliest

Nonsense Words

paperly	guppyless	wolfation	mippive	brokable
nistance	plaintist	sellowal	bleeches	daldren
cradn't	shou's	grying	zarried	rentist

Closed Syllables

TEACH/MODEL

Introduce Tell students that every syllable in a word has one vowel sound. (See the Six Basic Syllable Patterns Chart on page 213.) Write the word *button* on the board. Say the word, and clap the syllables. Explain that this word has two vowels that stand for two vowel sounds, so it has two syllables. Draw a line between the syllables (*but|ton*). Explain that you have divided the word into syllables to make it easier to read. Point out that each syllable ends with a consonant. This is called a closed syllable. The vowel is “closed in” by the consonant. The vowel sound in a closed syllable is usually the short vowel sound, in this case short *u*, /*u*/. Model how to pronounce each syllable, and use it to read the whole word. Say: *The first syllable is but, which I know is pronounced /but/. The second syllable is ton, which is pronounced /tun/. When I put the two syllables together, but . . . ton, I get the word button.*

Follow the same procedure with the word *signal*: Write *signal* on the board, divide it into syllables (*sig|nal*), point out the consonant-short vowel-consonant pattern in the first syllable, and use the same modeling script as above to sound out and read *signal*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH72**. Model reading the words in the first row. Then ask students to draw a line to divide the two-syllable words into syllables, placing the line after the second consonant. Point out the consonant-short vowel-consonant pattern in the first syllable. Pronounce the syllable, and have students repeat. Then help them put the two syllables together to read the whole word.

Build Words Write the following word parts on index cards: *mit, pump, tic, al ter, kin, cen bum, sub, rus*. Help students read the word parts. Then guide students to put the word parts together to form the following words: *submit, pumpkin, rustic, album, center*. Have students read each new word formed.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages p. 67, available **online**.

Closed Syllables

Read Words

contest dentist happen insect napkin pencil
subject sudden itself problem pilgrim trumpet
publish supper tennis sudden better slender
wonder bottom hundred plastic until window
sitting insult adjust unzip member campus

The janitor came to adjust the window.

Jonathan forgot the answer to the problem.

I use a napkin when I eat spaghetti for supper.

Brenda put the pumpkin in the center of the table.

Write Words

sun + set = _____ sig + nal = _____

plas + tic = _____ rib + bon = _____

wit + ness = _____ bas + ket = _____

yel + low = _____ con + test = _____

trac + tor = _____ mat + ter = _____

Open Syllables

TEACH/MODEL

Review Write the word *matter* on the board. Remind students that they have learned how to break this word into syllables. (See the Six Basic Syllable Patterns Chart on page 213.) Have them tell you where to divide the word (*mat|ter*) and then read the word with you. Point out the double consonants in the middle of this word.

Introduce Now write the word *paper* on the board. Draw a line after the *a* (*pa|per*). Tell students that when the first syllable ends with a vowel, it is an open syllable. The vowel sound is usually long; the vowel can “say its name.” In this case, it is long *a*. Model how to pronounce each syllable in *paper* and use it to read the whole word. Say: *The first syllable ends with a long vowel sound for a, which is /ā/, so the first syllable is /pā/. The second syllable is per, which is pronounced /pûr/. When I put the two syllables together, pa . . . per, I get the word paper.*

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH73**. Model reading the words in the first row. Then ask students to draw a line to divide the words into syllables, placing the line after the first vowel. Pronounce the syllable, and have students repeat. Then help them put the two syllables together to read the whole word.

Build Words Write the following word parts on index cards: *jor, ma, val, ba, zen, ma, ri, con, fro, ker*. Help students read the word parts. Then guide them to put the word parts together to form the following words: *major, maker, rival, bacon, frozen*. Have students read each new word formed.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages p. 68, available **online**.

Open Syllables

Read Words

return	hotel	human	clover	beside	local
future	even	relax	climate	result	basic
crayon	begin	paper	latest	human	decide
famous	basic	result	demand	silent	yodel
basil	depend	tiger	degree	music	writer

Did you read the latest paper?

What crayon did the pupil choose?

Please return the basil to the refrigerator.

When taking a test, remember to relax and focus.

Write Words

na + ture = _____

re + make = _____

spo + ken = _____

clo + ver = _____

ba + sic = _____

sa + ving = _____

de + ter = _____

o + val = _____

po + lite = _____

ra + ven = _____

Open Syllables (V/V)

TEACH/MODEL

Review Remind students that every syllable in a word has one vowel sound. Have students identify the syllables in the following words: *pencil* (*pen|cil*), *subject* (*sub|ject*), *contest* (*con|test*). Remind students that an open syllable is one that ends with a vowel. Write the word *moment* on the board. Ask students where to divide the word (*mo|ment*). Point out that the first syllable ends in a long *o*, /ō/.

Introduce Write the word *pliant* on the board. Draw a line after the *i* (*pli|ant*). Point out that the first syllable is an open syllable since it ends with a vowel. In this case, it is a long *i*, /ī/. Explain that the second syllable begins with a vowel. In this case, it is a short *a*, /a/. Model how to pronounce each syllable in *pliant* and then read the whole word with students. Say: *The first syllable ends with a long vowel sound for i, which is /ī/, so the first syllable is /plī/. The second syllable is ant, which is pronounced /ant/. When I put the two syllables together, pli...ant, I get the word pliant.*

Repeat the procedure using the word *triumph*. Write *triumph* on the board and divide it into syllables (*tri|umph*). Point out the long vowel sound at the end of the first syllable and the short vowel sound at the beginning of the second. Use the same script as above to sound out and read *triumph* with students.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH74**. Model blending the words in the first row. Ask students to insert lines to divide the words into syllables. Pronounce the syllables for students, and have them repeat. Then help students put the syllables together to read the entire word.

Build Words Write the following word parts on index cards: *di, flu, al, angle, on, cri, id, tri, ne, er*. Guide students to put the word parts together to form the following words: *dial, fluid, triangle, neon, crier*. Have students read each word aloud and identify the long vowel sound in each open syllable.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages p. 69, available **online**.

Open Syllables (V/V)

Read Words

happier	realize	dialogue	Canadian	violent
diary	reassign	trial	meow	create
video	scientist	idea	preamble	violet
chaos	malaria	react	theater	rearrange
dialect	casual	pious	furious	funnier
happiest	hysteria	diabetic	menial	reacquaint
boa	phobia	biology	diabolic	prearrange

Scientists work in quiet labs.

I react with fear when I see a boa constrictor.

We performed a duet for the theater audience.

The Canadian girl is fluent in a French dialect.

Write Words

tri + al = _____ pro + ac + tive = _____

ri + ot = _____ pi + o + neer = _____

cre + ate = _____ de + ni + al = _____

di + et = _____ va + ri + ety = _____

Final e (VCe) Syllables

TEACH/MODEL

Review Remind students that every syllable in a word has one vowel sound. Write the word *made* on the board. Explain that the final *e* in this word has an important job. Although the *e* is silent, it changes the way we pronounce the vowel *a*. Write *mad* and *made* on the board. Say each word aloud. Explain that the final *e* makes the *a* become a long *a* sound.

Explain that whenever a word has a silent *e* at the end, it makes the vowel before the consonant long. The *e* is a helper that makes the first vowel stronger and able to say its name.

Write the word *bite* on the board. Draw a line from the final *e* to the *i*. Explain that the final *e* makes the *i* become a long *i* sound. Erase the final *e*. Say *bit*. Explain that without the final *e*, *bite* becomes *bit*. The *i* becomes a short *i* sound.

Repeat this activity with other VCe words: *tape*, *cube*, *pine*, *globe*, *plane*, *huge*, *code*. Model saying each word with and without the final *e* so students can hear the difference between the short and long vowel sounds.

When students seem comfortable with one-syllable words, you can combine this syllable type with open and closed syllables to form multisyllabic words. Some examples include *disclose*, *combine*, *debate*, *escape*, *reptile*, *resale*, *retire*, *timeless*, and *upgrade*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH75**. Model reading the words in the first row. Ask students to underline the VCe pattern in each word. Pronounce syllables for students and have them repeat, as needed. Finally, have students write and pronounce VCe words.

Build Words Use letter tiles to practice. Have student pairs build a one-syllable word, such as *made*, with tiles. Have the partner pronounce the word. Then have them remove the letter *e* tile and pronounce the new word. Use word pairs such as *can/cane*, *at/ate*, *kit/kite*, *cub/cube*.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages p. 70, available **online**.

Final e (VCe) Syllables

Read Words

at	ate	bit	bite
hug	huge	slat	slate
pan	pane	cap	cape
cub	cube	man	mane
grip	gripe	hid	hide
rat	rate	fin	fine
escape	reptile	confuse	combine
hopeless	timeless	dislike	debate

Mom gave me a huge hug.

Michael put on both his cap and his cape.

That fish has a fine fin.

Put the vane in the van.

Say and Write Words

can + e = _____ twin + e = _____

tot + e = _____ din + e = _____

sam + e = _____ hid + e = _____

Vowel Team Syllables

TEACH/MODEL

Review Write *main, coast, employ, survey, player, and flowing* on the board, and model reading them. Remind students that two letters together can stand for one vowel sound, such as *ai, oa, oy, ey, ay, and ow*. Remind them that every syllable in a word has one vowel sound and that sometimes that vowel sound is made using more than one vowel letter. (See the Six Basic Syllable Patterns Chart on page 213.)

Introduce Say: *The /ē/ sound can be spelled many ways, such as with the letters ea as in flea, the letters ey as in key, and the letters ee as in beet. Write each one-syllable word on the board, and underline the /ē/ spelling. Point to each spelling, and ask students to chorally say the sound. Say: Each of these underlined letter groups is a vowel team because they work together to form one vowel sound. Then write peanut, honey, and fifteen. Say: Some longer words contain one or more vowel teams. When these words are divided into syllables, the vowel teams should be kept together in the same syllable. Model dividing peanut into syllables (pea|nut). Pronounce each syllable. Have students repeat. Then help them put the two syllables together to read the whole word. Repeat with the other words.*

Use the same routine to teach other vowel-team spellings.

- Write and read these one-syllable words: *croak* and *throw*. Underline each /ō/ spelling. Then write and read these two-syllable words: *coaching* and *borrow*.
- Write and read these one-syllable words: *plain* and *stay*. Underline each /ā/ spelling. Then write and read these two-syllable words: *remain* and *always*.
- Write and read this one-syllable word: *slight*. Underline the /ī/ spelling. Then write and read this two-syllable word: *mighty*.
- Write and read this one-syllable word: *soy*. Underline the /oi/ spelling. Then write and read this two-syllable word: *soybean*.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible PH76**. Model blending the words in the first row. Have students circle vowel teams in these words and then draw a line to divide each word into syllables. Have them practice blending the remaining words.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages p. 71, available **online**.

Vowel Team Syllables

Read Words

around aloud needle between believe succeed
playful awful trainer explain remain detail
agree freedom ideal reason relay payment
waitress tailor poison rejoice joyful boiler

Playful children can be noisy.

The waitress walked around the table.

The tailor uses a special needle for sewing.

We hope our team will succeed at the relay.

Write Words

free + dom = _____

train + er = _____

be + lieve = _____

a + round = _____

joy + ful = _____

rea + son = _____

bor + row = _____

re + lease = _____

a + wait = _____

pain + ful = _____

Consonant + /e Syllables

TEACH/MODEL

Review Remind students that every syllable in a word has one vowel sound. (See the Six Basic Syllable Patterns Chart on page 213.)

Introduce Write the word *cable* on the board. Point out that when a word ends in *-le*, the consonant before it plus the letters *-le* form the last syllable. This is called a consonant + *le* syllable. Underline the syllable *ble* in the word *cable*. Model how to pronounce the syllable and use it to read the whole word. Say: *I know that -le and the consonant before it form the last syllable in a word. Therefore, the last syllable in cable is ble. That is pronounced /bəl/. That leaves ca, which is pronounced /kā/ because it is an open syllable with a long vowel sound. When I put the two syllables together, ca . . . ble, I get the word cable.*

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH77**. Teach students how to pronounce each consonant + *le* syllable. Then model blending the syllables and words in the first row. Have students repeat. Ask them to underline consonant + *le* syllable in the longer words. Then help them put the two syllables together to read the whole word.

Build Words Write the following word parts on index cards: *ble, gle, ple, tle, mum, gob, wig, sim, dim, bat*. Help students read the word parts. Then guide them to put the word parts together to form the following words: *mumble, gobble, wiggle, simple, dimple, battle*. Have students read each new word formed.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages p. 72, available **online**.

Name _____

Date _____

Practice
Reproducible
PH77

Consonant + /e Syllables

Read the Syllables

ble	cle
dle	fle
gle	ple
tle	zle

Read Words

ta	table	bun	bundle	bu	bugle
bub	bubble	cra	cradle	ea	eagle
sta	stable	cud	cuddle	ap	apple
peb	pebble	hur	hurdle	rip	ripple
cir	circle	baf	baffle	bat	battle
un	uncle	ruf	ruffle	set	settle
cy	cycle	waf	waffle	puz	puzzle

My uncle jumped over the hurdle.

The girl wore a ruffle on her dress.

Does the baby cuddle a blanket in her cradle?

The bubble was shaped like a circle.

Final Stable Syllables

TEACH/MODEL

Review Remind students that when a word ends in *-le*, the consonant before it and *-le* make up the last syllable. Have students identify the syllables in the following words: *mantle* (*man|tle*), *ample* (*am|ple*), *cuddle* (*cud|dle*).

Introduce Write *-el*, *-al*, and *-le* on the board. Tell students they all make the sound /əɪ/ when they are word endings. Explain that *-el*, *-al*, and *-le*, plus the consonant before any of these endings, makes up the last syllable of a word. Tell students that these types of syllables are known as final stable syllables. Write the words *tunnel*, *dental*, and *candle* on the board. Draw lines to divide the words into syllables: (*tun|nel*), (*den|tal*), (*can|dle*). Model how to pronounce the syllables in *tunnel* and then read the word with students. Say: *The first syllable is tun. Since this is a closed syllable, it is pronounced with the a short vowel sound: /tun/. The second syllable is nel, which is pronounced /nəl/. When I put the two syllables together, tun . . . nel, I get tunnel.* Repeat the script above to sound out and read *dental* and *candle* with students.

Write *-ion* on the board. Explain that when a word ends in *-ion*, the *-ion* and the consonant before it make up the last syllable of the word. Tell students this is another type of final stable syllable. Write the word *section* on the board. Draw a line to divide the word into syllables (*sec|tion*). Use the same script as above to sound out and read *section* with students. Repeat with *session* and *nation*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH78**. Model reading the words in the first row. Point out the final stable syllables in each word. Ask students to insert lines to divide the words into syllables, and circle the final stable syllables. Pronounce syllables for students and have them repeat. Then help students combine the syllables to read the entire word.

Build Words Write the following word parts on index cards: *por*, *deci*, *mel*, *lo*, *bee*, *tion*, *sion*, *tle*, *ca*, *cal*. Guide students to put the word parts together to form the following words: *portion*, *decision*, *beetle*, *camel*, *local*. Have students read each word aloud and identify the final stable syllables.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages p. 73, available **online**.

Final Stable Syllables

Read Words

conclusion	chapel	illegal	profession	metal
capable	fiction	cattle	tension	chisel
principle	original	fusion	snuggle	illusion
hotel	channel	portal	acceptable	approval
election	kernel	minimal	promotion	cancel
deduction	external	festival	mention	snorkel
apparel	creation	pummel	constable	believable

She practiced her diction before the election.

My article will mention the festival.

Bring your snorkel and a beach towel.

Mr. Sample is the principal at my school.

Write Words

mor + sel = _____ frac + tion = _____

in + ver + sion = _____ aud + i + ble = _____

a + bys + mal = _____ dec + i + mal = _____

r-Controlled Vowel Syllables

TEACH/MODEL

Review Write *whir* on the board, and underline the *r*. Say *whir*, and have students repeat after you. Tell them that when a vowel is followed by *r*, it stands for a vowel sound that is neither long nor short. Repeat with *fern* and *arch*. Now remind students that every syllable in a word has one vowel sound. (See the Six Basic Syllable Patterns Chart on page 213.)

Introduce Write *perhaps* on the board. Tell students that you will divide this word into syllables to make it easier to read. Draw a line to divide it into syllables (*per|haps*). Point out that the first syllable ends with *r*, so the vowel in this syllable is *r*-controlled, which means the *r* changes how the vowel sounds. These two letters work together to make a new vowel sound, so they must stay together in the same syllable. Model how to pronounce each syllable, and use the syllables to read the whole word. Say: *Since the first syllable ends in er, I'm going to pronounce it to rhyme with her, /pûr/. The second syllable is a closed syllable, so I'll pronounce it /haps/. When I put the two syllables together, per . . . haps, I get perhaps.*

Point out that when the second syllable in a word ends with vowel + *r*, the vowel sound is usually similar to *e + r*. Write *feather*, *doctor*, and *dollar* on the board. Divide the words into syllables (*feath|er*, *doc|tor*, *doll|lar*), and underline *er*, *or*, and *ar*. Say each word, emphasizing the vowel + *r* at the end of the second syllable. Have students repeat. Point out that in all three words, the second syllable ends with /ə r/.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH79**.

Model blending the words in the first row. Then ask students to draw a line to divide each word into syllables. Have students circle the vowels that are followed by an *r*. Pronounce each syllable. Have students repeat. Then help them put the two syllables together to read the whole word. Have them read the remaining words.

Build Words Write *den*, *cir*, *ter*, *ple*, *mod*, *cus*, *gar*, *pur*, *ern*, *wet*, on index cards. Help children read the word parts. Guide them form *garden*, *circus*, *wetter*, *purple*, *modern*. Have students read each new word formed.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages p. 74, available **online**.

r-Controlled Vowel Syllables

Read Words

acorn	support	story	format	afford	resort
absorb	tornado	organ	glory	carport	hornet
ignore	snoring	record	turnip	squirted	blurled
confirm	circus	chirping	twirling	thirsty	squirrel
started	gargle	marble	startle	carted	market
guitar	farther	pardon	remark	largest	darken

My favorite marble is blue.

Can we afford a nicer guitar?

The circus clown started the show.

Last year's tornado is the largest on record.

Write Words

gar + gle = _____

twirl + ing = _____

car + port = _____

re + sort = _____

af + ford = _____

ig + nore = _____

mark + er = _____

sir + loin = _____

or + der = _____

fac + tor = _____

VCCV and VCCCV Patterns

TEACH/MODEL

Review Remind students that every syllable in a word has one vowel sound. Have students identify the syllables in the following words: *someone* (some|one), *movement* (move|ment), *result* (re|sult).

Introduce Write *observe* on the board. Draw a line after the *b* (ob|serve). Point out that the word is divided into syllables between two consonants. Explain that this is an example of a vowel-consonant-consonant-vowel, or VCCV pattern. Say: *The first syllable is ob, which is pronounced /ob/. The second syllable is serve, which is pronounced /zûrv/. When I put the two syllables together, ob . . . serve, I get the word observe.* Use the same script to sound out and read *insect* with students.

Write *hundred* on the board. Draw a line after the *n* (hun|dred). Explain that this is an example of a vowel-consonant-consonant-consonant-vowel, or VCCCV pattern. Point out and remind students that *dr* is an example of two letters that form a blend or digraph. Tell students they should look for consonants that form a blend or digraph, and divide the word before or after the blend or digraph for words that have the VCCCV pattern. Use the same script as above to sound out and read *hundred* with students. Repeat with *explode* and *children*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH80**. Model reading the words in the first row. Ask students to insert lines to divide the words into syllables. Pronounce syllables for students and have them repeat. Then help students combine the syllables to read the entire word.

Build Words Write the following word parts on index cards: *mer, trast, sam, chant, con, haps, chim, ple, per, ney*. Guide students to put the word parts together to form the following words: *merchant, contrast, sample, perhaps, chimney*. Have students read each word aloud and identify whether each word has a VCCV or VCCCV pattern. For words with VCCCV patterns, have students identify the blend or digraph.

English Learners

Transfer Skills In some languages, there is no direct transfer sound for some consonant blends. Use the **Sound Pronunciation online audio** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages p. 75, available **online**.

VCCV and VCCCV Patterns

Read Words

extreme	improve	churches	merchant	pretzel
themselves	thunder	exchange	sandwich	September
gumdrop	pumpkin	distrust	distract	complain
expire	confess	English	instead	thickness
extra	district	embrace	purchase	disregard
informed	conflict	gutter	particle	except
complaint	suspend	absolute	entrap	curtail

She entered a dance contest.

My address is 65 Main Street.

The meal he served was splendid.

This story is about an enchanted land.

Write Words

com + plex = _____

Con + gress = _____

trans + form = _____

al + though = _____

un + hap + py = _____

com + prise = _____

V/CV and VC/V Patterns

TEACH/MODEL

Review Remind students that every syllable in a word has one vowel sound. Have students identify the syllables in the following words: *number* (num|ber), *chimney* (chim|ney), *monster* (mon|ster).

Introduce Write the word *recent* on the board. Draw line after the first *e* (re|cent). Point out that the word is divided into syllables between a vowel and a consonant followed by a vowel. Explain that this is an example of a V/CV pattern. Model how to pronounce each syllable in *recent*, and then read the word with students. Say: *The first syllable is re, which is pronounced /rē/. The second syllable is cent, which is pronounced /sent/. When I put the two syllables together, re...cent, I get the word recent.* Repeat the routine using *moment*. Use the same script to sound out and read *moment* with students.

Write the word *manage* on the board. Draw line after the *n* (man|age). Point out that the word is divided into syllables between a vowel followed by a consonant and a vowel. Explain that this is an example of a VC/V pattern. Model how to pronounce each syllable in *manage* and then read the word with students. Say: *The first syllable is man, which is pronounced /man/. The second syllable is age, which is pronounced /ij/. When I put the two syllables together, man . . . age, I get the word manage.* Repeat the routine using *dozen*. Write *dozen* on the board and divide it into syllables (doz|en). Point out the VC/V pattern. Use the same script as above to sound out and read *dozen* with students. Explain that words with this pattern typically have short vowel sounds in the first syllable.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH81**. Model reading the words in the first row. Ask students to insert lines to divide the words into syllables. Pronounce syllables for students and have them repeat. Model putting the syllables together to pronounce the words. Then help students combine the syllables to read the entire word.

Build Words Write the following word parts on index cards: *Cu, re, pun, ho, ta, fi, pid, sign, ish, ping, ken, ber*. Guide students to put the word parts together to form the following words: *Cupid, resign, punish, hoping, taken, fiber*. Have students read each word aloud and identify whether each word has a V/CV or VC/V pattern.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages p. 76, available **online**.

V/CV and VC/V Patterns

Read Words

minus	humor	salad	tulip	closet	program
legal	vacant	equal	profile	focus	never
punish	famous	wagon	rapid	comet	duty
recent	music	silent	fiber	primate	cavern
palace	vanish	shadow	honest	lizard	chosen
local	travel	topic	robin	flavor	pirate

I enjoy the flavor of salad with mixed greens.

The pirates hid in the cavern.

Focus your camera on that lizard.

We saw a famous singer on a recent music program.

Write Words

lo + cal = _____ sha + dow = _____

pro + gram = _____ rob + in = _____

tul + ip = _____ van + ish = _____

Review: Progress Monitoring

PREPARING THE REVIEW

- Copy **Practice Reproducible PH82**. Make one copy for each student.
- Have students write their name and today's date at the top of the review.

ADMINISTERING THE REVIEW

- Administer the review to one student at a time.
- For the Real Words section, ask the student to read each word aloud. You will circle all the words read correctly.
- For the Nonsense Words section, explain to the student that these words are made-up words, not real words. The students will sound out each silly word. You will circle all the words read correctly.

SCORING THE REVIEW

- For each section of the review, total the number of words read correctly.
- Use the Percentage Table below to calculate a percentage. Students should get at least 80 percent correct.
- Analyze each student's errors. Reteach those skills in which the student misses more than one word per line.

Percentage Table			
68–75 correct	90%–100%	30–37 correct	40%–49%
60–67 correct	80%–89%	23–29 correct	30%–39%
53–59 correct	70%–79%	15–22 correct	20%–29%
45–52 correct	60%–69%	8–14 correct	10%–19%
38–44 correct	50%–59%	0–7 correct	0%–9%

Name _____

Date _____

Decoding Review

Real Words

trumpet	fabric	glitter	rabbit	sluggish	catnip
thicket	sunlit	cosmic	insect	tranquil	ransom
music	began	silence	request	behind	science
quiet	create	cereal	video	diary	goat
chose	premade	gripe	unwise	mistake	designate
explain	notebook	count	guide	freedom	crumble
handle	tremble	puddle	single	mumble	mantle
mother	scare	guitar	remark	square	award
orchard	heard	third	horn	shutter	pumpkin
distrust	purchase	transform	English	improve	sandwich
linen	profile	fifteen	panic	primate	rapid

Nonsense Words

wird	rocent	pumpcat	convise	loggen
disfort	sirt	bimple	sloonder	peplain
cuffer	rebtil	plipped	meside	fady

Words with Greek Roots

TEACH/MODEL

Introduce Explain that many English words have Greek roots. Say: *The meanings of these Greek roots give the reader clues about the meanings of the English words that use these roots. Words with Greek roots often relate to science or social studies topics.*

Write the word *mobile* on the board. Circle the Greek root *mob* in the word. Review that this root means *move*. Say: *The Greek root of this word means move. The word mobile means "able to move."* Point out that the meaning of the Greek root is closely related to the meaning of the English word. Explain that words can contain more than one Greek root. Write the *automobile* on the board. Circle the Greek roots *auto* and *mob*. Review that the root *auto* means *self*. Say: *The Greek roots mean "self" and "move." The word automobile refers to something that moves by itself, a car.* Write the Greek roots *astro* (meaning "star" or "outer space"), *graph* (meaning "write"), *hydro* (meaning "water"), *tele* (meaning "far away"), and *photo* (meaning "light") on the board. Read each root aloud and explain its meaning. Then repeat the above routine, and point out any spelling changes, with *astronaut*, *graphite*, *hydrate*, and *telephoto*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH83**. Model reading the first row of words for students and finding the Greek roots. Then have students read the rest of the words. Remind them to find the Greek root in each word, and provide assistance with root identification as necessary.

Build Words Write the Greek root *-ology* on an index card. Then write *psych*, *zoo*, *bio*, *myth*, and *socio* on separate index cards. Help students read the word parts, pointing out that the *p* in *psych* is silent. Then guide them to put the parts together to form the following words: *psychology*, *zoology*, *biology*, *mythology*, *sociology*. Point out that repeated letters are dropped from the new words. Have students read each new word formed.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages pp. 77–78, available **online**.

Words with Greek Roots

Read Words

mythology	phonics	democracy	astronomer
autograph	automobile	chronic	archeology
nautical	mobility	hydrogen	motion
graphite	graphics	hydrate	telephoto
photograph	psychology	biology	chronological
telescope	astronaut	diameter	telegraph

Be aware of the motion of the automobile.

He asked the astronaut for her autograph.

The astronomer looked through the telescope.

I included a bibliography with my biology report.

Write Words

auto + biography = _____ tele + phone = _____

bio + ology = _____ geo + logist = _____

mech + anize = _____ astro + nomy = _____

Words with Latin Roots

TEACH/MODEL

Introduce Explain that many English words have Latin roots. Say: *The meanings of these Latin roots give the reader clues about the meanings of the English words that use them. Words with Latin roots often appear in literature and textbooks.*

Write the word *inspect* on the board. Circle the Latin root *spect* in the word. Say: *The Latin root spect means “to look at.” The word inspect means “to look into.”*

Point out that the meaning of the Latin root is closely related to the meaning of the English word. Explain that words can contain more than one Latin root. Write the *manuscript* on the board. Circle the Latin roots *manu* and *script*. Review that the root *manu* means “hand” and the root *script* means “to write.” Say: *The Latin roots mean “hand” and “write.” The word manuscript refers to something that is written, often by hand.* Write the Latin roots *port* (meaning “carry”), *aud* (meaning “to hear”), and *bene* (meaning “good”) on the board. Read each root aloud and explain its meaning. Then repeat the above routine, and point out any spelling changes, with *portable*, *audio*, and *benefactor*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH84**. Model reading the first row of words and finding the Latin roots. Then have students read the rest of the words. Remind them to find the Latin root in each word, and provide assistance with root identification as necessary.

Build Words Write the Latin root *sub* on an index card. Challenge students to generate as many words as they can that contain this root. Write each word students suggest on the board and read it aloud. Repeat the routine with *ject*, *dict*, and *port*.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages pp. 79–80, available **online**.

Words with Latin Roots

Read Words

reject	audience	dictate	vocalize	describe
transport	deflect	subway	erupt	inspector
inscribe	spectator	visual	injection	submarine
section	benefit	reflex	incredible	manufacture
bisect	rupture	portable	objection	prospect
portable	tractor	structure	edict	audible

The audience vocalized their support.

This visual arts presentation is incredible!

Please describe the book's structure to the class.

One benefit of the device is that it is portable.

Write Words

inter + rupt = _____

con + struct = _____

spect + ator = _____

sub + merge = _____

tract + ion = _____

bene + ficial = _____

Greek and Latin Prefixes

TEACH/MODEL

Review Remind students that many English words have Greek and Latin roots. Point out that readers can use their knowledge of Greek and Latin roots to figure out the meanings and pronunciations of unfamiliar words.

Introduce Explain that some English words use Greek and Latin prefixes. A prefix is a word part that is added to the beginning of a word and changes the meaning of the base word. Combining the meaning of a Greek or Latin prefix with a base word can help readers determine the meaning of unfamiliar words. Some common Greek and Latin prefixes are *co-/con-* (with), *post-* (after), *pro-* (before, in favor of), and *sub-* (below, almost).

Write *submarine* on the board. Circle the Latin prefix *sub* in the word. Review that this prefix means *below*. Say: *The Latin prefix of this word means below. The root relates to the sea. The word submarine means "below the sea."* Point out that the meaning of the Latin prefix is closely related to the meaning of the English word. Repeat this routine with *cooperate*, *postdate*, *proactive*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH85**. Model reading the first row of words for students and finding the Greek and Latin prefixes. Then have students read the rest of the words. Remind them to find the Greek or Latin prefix in each word, and provide assistance as necessary.

Build Words Write the prefixes *co-*, *con-*, *post-*, *pro-*, and *sub-* on the board. Have partners work together to generate as many words as possible using these prefixes and known roots or base words. Invite volunteers to share their word lists. Write each word on the board and read it aloud with students.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages pp. 81–82, available **online**.

Greek and Latin Prefixes

Read Words

construct	program	postpone	subdue
subject	co-producer	connection	subzero
postwar	subcontract	prologue	coincide
collaborate	progress	postdate	concede
prognosis	concert	confer	co-chair
postgraduate	project	substandard	coordinate

His work on this project is substandard.

Please coordinate with the program co-chair.

I heard the prologue before the music concert began.

The pro-school committee meeting coincides with lunch.

Write Words

co + author = _____ con + nect = _____

post + script = _____ pro + ceed = _____

pro + logue = _____ sub + merge = _____

sub + par = _____ sub + zero = _____

Greek Suffixes

TEACH/MODEL

Review Remind students that many English words have Greek word parts, such as suffixes. Review that a suffix is a word part added to the end of a word that changes the meaning of the word.

Introduce Tell students that English words often use suffixes from Greek. Combining the meaning of a Greek suffix with a base word can help readers determine the meaning of unfamiliar words. Some common Greek suffixes are *-logy* (the science or study of), *-cracy/-crat* (rule or government), *-pathy* (feeling, disease, or disorder), and *-ician/-ist* (a specialist in a field).

Write *physician* on the board. Circle the Greek suffix *-ician* in the word. Review that this suffix means *a specialist in a field*. Say: *The Greek suffix of this word means "a specialist." The root relates to the physical body. The word physician means "a specialist in the field of the physical body."* Point out that the meaning of the Greek suffix is closely related to the meaning of the English word. Repeat this routine with *psychology*, *democrat*, *empathy*, and *violinist*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH86**. Model reading the first row of words for students and finding the Greek suffixes. Then have students read the rest of the words. Remind them to find the Greek suffix in each word, and provide assistance as necessary.

Build Words Write the suffixes *-logy*, *-cracy*, *-crat*, *-pathy*, *-ician*, and *-ist* on the board. Have partners work together to generate as many words as possible using these suffixes and known roots or base words. Invite volunteers to share their word lists. Write each word on the board and read it aloud with students.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages pp. 83–84, available **online**.

Greek Suffixes

Read Words

sociology	guitarist	autocrat	musician
democracy	electrician	sympathy	pianist
apathy	psychology	mortician	audiologist
chemist	homeopathy	radiology	dietician
aristocracy	zoology	archeologist	violinist
empathy	mythology	theocracy	mathematician

That musician is a pianist.

The physician expressed his sympathy.

Any democracy has at least one bureaucrat.

I can't decide whether to study psychology or sociology.

Write Words

zoo + logy = _____ demo + cracy = _____

aristo + crat = _____ diet + ician = _____

guitar + ist = _____ em + pathy = _____

Compound Words

TEACH/MODEL

Introduce Tell students that some English words are compound words. In a compound word, two or more separate words are joined together to form a new word. Explain that finding the meaning of the smaller words can help readers determine the meaning of a longer compound word. Point out that compound words can be closed, meaning the words are written as one word; hyphenated, meaning they are joined with a hyphen; or open, meaning they are written as more than one word.

Write *doghouse* on the board. Circle the two smaller words *dog* and *house*. Say: *This compound word contains the words dog and house. It is written as one word, so it is a closed compound.* Work with students to write a definition of *doghouse* (a house for a dog). Repeat the routine with *backpack*, *daylight*, and *outdoors*.

Write *eight-year-old* on the board. Circle the three smaller words *eight*, *year*, and *old*. Say: *This compound word contains the words eight, year, and old. It is written with hyphens, so it is a hyphenated compound.* Work with students to write a definition of *eight-year-old* (a person who is eight years old). Repeat the routine with *sister-in-law*, *over-the-counter*, and *two-liter*.

Write *public school* on the board. Circle the two smaller words *public* and *school*. Say: *This compound word contains the words public and school. It is written as two words, so it is an open compound.* Work with students to write a definition of *public school* (a school open to the public). Repeat the routine with *real estate*, *mail carrier*, and *full moon*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH87**. Model reading the first row of words and finding the smaller words in each compound word. Then have students read the rest of the words and identify the words that make up each compound word.

Build Words Write the following words on index cards: *school*, *table*, *shrink*, *market*, and *fact*. On separate index cards, write *teacher*, *cloth*, *wrap*, *place*, *sheet*. Help students use the index cards to form compound words. Have them read each new word aloud.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages p. 85, available **online**.

Compound Words

Read Words

watermelon	birdhouse	drive-through	middle school
homework	nighttime	snowflake	seafood
windpipe	mother-in-law	countdown	fire drill
real estate	background	playwright	headband
cookout	overturn	post office	notebook
passer-by	haircut	secondhand	ten-year-old

I like to watch the birdhouse at nighttime.

We ate watermelon with our landlord at a cookout.

I left my homework and notebook at the post office.

That ten-year-old plays in the outfield on the middle school team.

Write Words

land + slide = _____ grand + mother = _____

post + office = _____ hair + cut = _____

back + yard = _____ count + down = _____

eye + sight = _____ high + school = _____

Words from Mythology

TEACH/MODEL

Introduce Explain to students that many English words come from places and people in mythology, especially Greek and Roman mythology. Tell them that recognizing these words can help students better understand their meanings.

Write the word *cereal* on the board. Read it aloud with students. Say: *Ceres was the Roman goddess of grain and the harvest. Our English word cereal comes from her name.* Work with students to define the word *cereal*. Discuss how the meaning of the English word relates to the name of the Roman goddess. Repeat with *March*, *volcano*, and *jovial*. Encourage students to use a classroom dictionary to help them understand each word.

Write the word *arachnid* on the board. Read it aloud with students. Say: *Arachne was a character in Greek mythology. She was a good spinner and weaver. Our English word arachnid comes from her name.* Work with students to define the word *arachnid*. Discuss how the meaning of the English word relates to the name of the Greek mythological figure. Repeat with *panic*, *odyssey*, and *marathon*. Encourage students to use a classroom dictionary to help them understand each word.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH88**. Model reading the first row of words. Then have students read the rest of the words. Encourage them to research the origins of any unfamiliar words to better understand their meanings.

Build Words Write the names of several mythological characters, such as Hercules, Titan, Mars, Ceres, and Odysseus on the board. Have students generate English words relating to each name. Write the words on the board. Have students read aloud each word.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages pp. 86–87, available **online**.

Name _____

Date _____

Words from Mythology

Read Words

atlas	echo	flora	jovial	labyrinth
museum	siren	titanic	volcano	ambrosia
marathon	helium	odyssey	tantalize	zephyr
palladium	narcissus	meander	Herculean	nectar
hermetic	furious	arachnid	chaos	hypnotic
March	cereal	mentor	calypso	panic

My sister is running in a marathon in March.

A narcissus is one kind of flora.

The dessert of ambrosia will tantalize you.

My mom was furious about the chaos in my room.

Write Words

ech + o = _____

pan + ic = _____

men + tor = _____

fur + i + ous = _____

vol + can + o = _____

at + las = _____

Words from Around the World

TEACH/MODEL

Introduce Explain to students that English borrows words from many other cultures and countries around the world. Tell students that the meanings and origins of these words can be looked up in a dictionary. Point out that sometimes the spellings and pronunciations of the words are the same as in the original language, and sometimes they have been changed. Say: *Learning to identify words from other languages can help readers correctly pronounce and better understand unfamiliar words.*

Write the word *café* on the board. Work with students to define the word (a small restaurant). Then explain that in French, *café* means coffee, and *cafés* are places where people go to drink coffee and eat snacks or small meals. Point out that the meaning of the English word is closely related to the meaning of the original French word. Repeat the routine with *avocado*, *patio*, and *bazaar*. Help students look up the meanings and origins of words in a dictionary as needed.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH89**. Model reading the first row of words. Then have students read the rest of the words. Encourage them to research the origins of any unfamiliar words to better understand their meanings.

Build Words Write the following word parts on index cards: *bal, ay, pin, lot, ka, ess, de, par, to, pot*. Help students use the cards to form the words *ballot, essay, pinto, parka, depot*. Have them read each new word aloud, and use a dictionary to better understand the origin and meaning of each word.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages pp. 88–89, available **online**.

Words from Around the World

Read Words

pretzel	safari	judo	tofu	hamburger
carnival	aloha	klutz	ninja	essay
chipmunk	diesel	wagon	yam	algebra
robot	magazine	coyote	cola	hurricane
macaroni	Iowa	suite	mosquito	parka
ballot	depot	jungle	tycoon	boulevard

We wrote an essay for algebra class.

He lives in a bungalow in the jungle.

The magazine has an article about Iowa.

I ate a hamburger and a pretzel at the carnival.

Write Words

cole + slaw = _____ wa + gon = _____

chip + munk = _____ sa + fa + ri = _____

hurr + i + cane = _____ mac + a + ron + i = _____

Homophones

TEACH/MODEL

Introduce Explain to students that homophones are words that sound the same but have different spellings and meanings.

Write the words *sight* and *cite* on the board. Say: *These words are homophones. They are both pronounced the same way, /sīt/. The word sight spelled s-i-g-h-t means "vision." The word cite spelled c-i-t-e means "to name or refer to a source."*

Read the words aloud with students. Reinforce that they have the same pronunciation. Repeat the routine with *blew/blue*, *way/weigh*, *rain/reign*, and *brows/browse*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH90**. Model reading the first row of words with students. Point out to students that the first two words have the same pronunciation even though they are spelled differently and have different meanings. Then have students read the rest of the words.

Build Words Write the following words on index cards: *flower, flour, ate, eight, right, and write*. On separate index cards, write *plant part, powder for cooking, to have eaten, one more than seven, to be correct, and to mark on paper*. Help students match the word card to its definition and talk about which words have the same pronunciation but different meanings and spellings.

Linguistic Differences

Because of the unique phonological rules of Chicano English, many words that are not homophones in standard English will sound like homophones (i.e., *fine/find, pen/pin*). Clearly pronounce and exaggerate the sounds in these words to help students spell them. Provide articulation support.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages p. 90, available **online**.

Homophones

Read Words

flower	flour	need	knead	piece	peace
lone	loan	for	four	scent	cent
air	heir	chord	cord	wait	weight
blew	blue	ate	eight	right	write
hire	higher	wood	would	aloud	allowed
to	too	two	their	there	they're

I need to knead this bread dough.

She could see the waves on the sea.

The blue flag blew in the wind.

They're going to build their home over there.

Write Sentences

hire _____

allowed _____

flower _____

four _____

Homographs

TEACH/MODEL

Introduce Explain to students that homographs are words that are spelled the same but have different meanings and sometimes different pronunciations.

Write the words *bow* and *bow* on the board. Say: *These words are homographs. I can pronounce the word bow with a long o sound to mean “something tied with a curved shape.” I can also pronounce the word bow to rhyme with how. This means “the act of bending down to show respect to someone.”* Read the words aloud with students using different pronunciations. Repeat the routine with *content/content*, *compact/compact*, and *recount/recount*. Then repeat the routine again with words that are pronounced the same: *fine/fine*, *row/row*, and *wave/wave*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH91**. Model reading the first row of words with students. Demonstrate reading the homographs with different pronunciations. Then have students read the rest of the words. Remind them to determine two pronunciations for each word.

Build Words Write the following words on index cards: *rose*, *sow*, and *present*. On separate index cards, write *flower*, *got up*, *plant*, *female pig*, *give*, and *gift*. Help students match the word card to its definitions and talk about whether the pronunciation of each word changes its meaning.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages p. 91, available **online**.

Homographs

Read Words

close	close	object	object	lead	lead
minute	minute	live	live	record	record
present	present	tear	tear	content	content
sow	sow	bass	bass	rose	rose
dove	dove	wind	wind	wound	wound

We will present him with his birthday present.

I object to that object being left on my desk.

Mike is content with the content of the book.

Emma will close the door that is close to her.

You can see live animals that live at the zoo.

Write Sentences

object _____

minute _____

record _____

tear _____

Irregularly Spelled Words

TEACH/MODEL

Introduce Say: *You have learned spelling rules, but some words do not follow the rules. To spell these words, you have to remember how they are spelled. Some words, such as seize, neither, their, and weird, do not follow the i before e except after c rule. Explain that other words, such as women, people, surprise, cereal, and business, do not sound the way they are spelled.*

Tell students that the best way to learn these words is simply to look at them closely and write them frequently.

Write the following words on the board.

cough	cousin	exercise
grammar	guarantee	height
hoarse	machine	neither
privilege	receive	rhythm
cereal	serial	sincerely
suppose	surprise	truly
until	vacuum	weird
women	accidentally	ache
business	people	weird

Read each word aloud chorally with students. Invite students to explain why each word is irregular. Help students think of ways to remember how to spell each word that is difficult for them.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH92**. Model reading the first row of words with students and note why each word is irregular. Then have students read the rest of the words and identify how each is irregular. Have students write the words in the last rows.

Build Words Have student pairs use index cards with an irregularly spelled word on each card. Have one student ask the other how to spell a word. Then the two reverse roles. Students take turns asking and spelling irregularly spelled words.

Differentiated Practice

For differentiated practice reading connected text, use Decodable Passages p. 92, available **online**.

Irregularly Spelled Words

Read Words

cough cousin exercise grammar guarantee height
hoarse machine neither privilege receive rhythm
cereal serial sincerely suppose surprise truly
until vacuum weird women accidentally ache
business people weird ceiling neither business

It is a privilege to receive this award.

Would you vacuum up that weird stuff from the floor?

I guarantee this cereal will taste wonderful.

My cousin was hoarse and had a bad cough.

Write Words

exer + cise = _____ gram + mar = _____

peo + ple = _____ re + ceive = _____

wo + men = _____ accident + ally = _____

bus + iness = _____ ma + chine = _____

Review: Progress Monitoring

PREPARING THE REVIEW

- Copy **Practice Reproducible PH93**. Make one copy for each student.
- Have students write their name and today's date at the top of the review.

ADMINISTERING THE REVIEW

- Administer the review to one student at a time.
- For the Real Words section, ask the student to read each word aloud. You will circle all the words read correctly.
- For the Nonsense Words section, explain to the student that these words are made-up words, not real words. The students will sound out each silly word. You will circle all the words read correctly.

SCORING THE REVIEW

- For each section of the review, total the number of words read correctly.
- Use the Percentage Table below to calculate a percentage. Students should get at least 80 percent correct.
- Analyze each student's errors. Reteach those skills in which the student misses more than one word per line.

Percentage Table			
59–65 correct	90%–100%	27–32 correct	40%–49%
52–58 correct	80%–89%	20–26 correct	30%–39%
46–51 correct	70%–79%	14–19 correct	20%–29%
39–45 correct	60%–69%	7–13 correct	10%–19%
33–38 correct	50%–59%	0–6 correct	0%–9%

Name _____

Date _____

Decoding Review

Real Words

phonics	democracy	geography	astronaut	automobile
chronic	sympathy	produce	dictate	subscribe
progress	response	pendant	traction	benefit
microwave	nonstop	disrespect	deplane	microscope
android	geometry	violinist	politician	dialogue
summarize	self-service	honeycomb	ponytail	playhouse
raincoat	blueberry	Jupiter	volcano	atlas
echo	solar	Venus	panic	café
burro	coleslaw	safari	pretzel	alligator
sow	close	blew	present	eight
mail	heir	weigh	aunts	flour
grammar	cousin	neither	sincerely	exercise

Nonsense Words

miceography	astrobird	autodoll	produck	subdoc
microhomework	puppydroid	buttonize	gumist	catfork
tomday	panize	titanocean	burroplace	sombet

Sound-Spelling Cards Chart

Card Number	Sound	English Spellings
1 Aa apple	/a/ (short a)	a
2 Bb bat	/b/	b
3 Cc camel	/k/	c k _ck
4 Dd dolphin	/d/	d _ed
5 Ee egg	/e/ (short e)	e ea
6 Ff fire	/f/	f ph
7 Gg guitar	/g/	g
8 Hh hippo	/h/	h_
9 Ii insect	/i/ (short i)	i
10 Jj jump	/j/	j _dge _ge gi_
11 Kk koala	/k/	k c _ck
12 Ll lemon	/l/	l _le
13 Mm map	/m/	m
14 Nn nest	/n/	n kn_ gn_
15 Oo octopus	/o/ (short o)	o
16 Pp piano	/p/	p
17 Qq queen	/k/ /kw/qu	qu_
18 Rr rose	/r/	r wr_
19 Ss sun	/s/	s ce_ ci_
20 Tt turtle	/t/	t _ed
21 Uu umbrella	/u/ (short u)	u
22 Vv volcano	/v/	v
23 Ww window	/w/	w_
24 Xx box	/ks/	_x
25 Yy yo-yo	/y/	y_
26 Zz zipper	/z/	z _s

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Card Number		Sound	English Spellings
27	thumb	/th/ (path) /TH/ (the)	th
28	shell	/sh/	sh
29	cheese	/ch/	ch _tch
30	whale	/hw/	wh_
31	sing	/ng/	_ng
32	train	/ā/ (long a)	a ai_ a_e _ay ea ei
33	five	/ī/ (long i)	i i_e igh y _ie
34	boat	/ō/ (long o)	o o_e oa_ _ow _oe
35	cube	/ū/ (long u) also written as /yoo/	u u_e _ew _ue
36	tree	/ē/ (long e)	e e_e ee ea _y _ey _ie
37	star	/är/ <i>r</i> -controlled vowel	ar
38	shirt	/ür/ <i>r</i> -controlled vowel	er ir ur
39	corn	/ôr/ <i>r</i> -controlled vowel	or oar ore
40	cow	/ou/ diphthong	ou ow
41	boy	/oi/ diphthong	oi oy
42	book	/ü/ variant vowel also written as /oo/	oo
43	spoon	/ü/ variant vowel also written as /oo/	oo u_e u _ew _ui_ ou
44	straw	/ô/ variant vowel	au aw
45	chair	/är/ variant vowels	air are ear ere

English Learners: Phonics Transfer Issues

Sound Transfer (Phonology)

The symbol • identifies areas in which these primary language speakers may have some difficulty pronouncing and perceiving spoken English. The sound may not exist in the primary language, may exist but be pronounced somewhat differently, or may be confused with another sound. Sound production and perception issues impact phonics instruction.

SOUND		SPANISH	VIETNAMESE	HMONG	CANTONESE	HAITIAN CREOLE	KOREAN	KHMER
Consonants	/b/ as in <u>b</u> at			•	•		•	
	/k/ as in <u>c</u> at and <u>k</u> ite			•				
	/d/ as in <u>d</u> og				•		•	
	/f/ as in <u>f</u> an						•	
	/g/ as in <u>g</u> oat			•	•		•	•
	/h/ as in <u>h</u> en					•		
	/j/ as in <u>j</u> acket	•	•	•	•		•	
	/l/ as in <u>l</u> emon						•	
	/m/ as in <u>m</u> oney							
	/n/ as in <u>n</u> ail							
	/p/ as in <u>p</u> ig			•				
	/r/ as in <u>r</u> abbit	•		•	•	•	•	
	/s/ as in <u>s</u> un			•				
	/t/ as in <u>t</u> een		•	•				
	/v/ as in <u>v</u> ideo	•				•		•
	/w/ as in <u>w</u> agon	•		•				•
	/y/ as in <u>y</u> o- <u>y</u> o							
	/z/ as in <u>z</u> ebra	•		•	•			•
/kw/ as in <u>q</u> ueen			•					
/ks/ as in <u>X</u> -ray			•	•				
Short Vowels	short <u>a</u> as in <u>h</u> at	•	•		•		•	
	short <u>e</u> as in <u>s</u> et	•		•	•	•	•	
	short <u>i</u> as in <u>s</u> it	•	•	•	•	•	•	
	short <u>o</u> as in <u>h</u> ot	•		•			•	
	short <u>u</u> as in <u>c</u> up	•		•	•	•	•	

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SOUND	SPANISH	VIETNAMESE	HMONG	CANTONESE	HAITIAN CREOLE	KOREAN	KHMER
Long Vowels	long <i>a</i> as in <u>date</u>			•	•		
	long <i>e</i> as in <u>be</u>				•	•	
	long <i>i</i> as in <u>ice</u>				•		
	long <i>o</i> as in <u>road</u>			•	•		
	long <i>u</i> as in <u>true</u>				•	•	
Vowel Patterns	<i>oo</i> as in <u>book</u>	•	•	•		•	•
	<i>aw</i> as in <u>saw</u>	•				•	
Diphthongs	<i>oy</i> as in <u>boy</u>			•			
	<i>ow</i> as in <u>how</u>	•					
r-Controlled Vowels	<i>ir</i> as in <u>bird</u>	•	•	•	•	•	•
	<i>ar</i> as in <u>hard</u>	•	•	•	•	•	•
	<i>or</i> as in <u>form</u>	•	•	•	•	•	•
	<i>air</i> as in <u>hair</u>	•	•	•	•	•	•
	<i>ear</i> as in <u>hear</u>	•	•	•	•	•	•
Consonant Digraphs	<i>sh</i> as in <u>shoe</u>	•	•		•		•
	<i>ch</i> as in <u>chain</u>		•	•			
	<i>th</i> as in <u>think</u>	•	•	•	•	•	•
	<i>ng</i> as in <u>sing</u>	•		•		•	
Consonant Blends	<i>bl, tr, dr</i> , etc. (start of words) as in <u>black, tree, dress</u>		•	•	•	•	
	<i>ld, nt, rt</i> , etc. (end of words) as in <u>cold, tent, start</u>		•	•	•	•	•

English Learners: Phonics Transfer Issues

Sound-Symbol Transfer (Phonics)

The following chart identifies sound-symbol transfer issues for four languages that use the roman alphabet. (The remaining three do not.) The symbol • identifies symbols which do not represent the corresponding sound in the writing system of the primary language.

	SOUND-SYMBOLS	SPANISH	VIETNAMESE	HMONG	HAITIAN CREOLE
Consonants	<i>b</i> as in <u>b</u> at			•	
	<i>c</i> as in <u>c</u> at as in <u>c</u> ent		• •	• •	•
	<i>d</i> as in <u>d</u> og				
	<i>f</i> as in <u>f</u> ish				
	<i>g</i> as in <u>g</u> oat as in <u>g</u> iant	•		• •	
	<i>h</i> as in <u>h</u> en	•			
	<i>j</i> as in <u>j</u> acket	•	•	•	
	<i>k</i> as in <u>k</u> ite			•	
	<i>l</i> as in <u>l</u> emon				
	<i>m</i> as in <u>m</u> oon				
	<i>n</i> as in <u>n</u> ice				
	<i>p</i> as in <u>p</u> ig				
	<i>qu</i> as in <u>q</u> ueen	•		•	•
	<i>r</i> as in <u>r</u> abbit	•		•	
	<i>s</i> as in <u>s</u> un			•	
	<i>t</i> as in <u>t</u> een			•	
	<i>v</i> as in <u>v</u> ideo	•			
	<i>w</i> as in <u>w</u> agon		•	•	
	<i>x</i> as in <u>X</u> -ray			•	•
<i>y</i> as in <u>y</u> o-yo					
<i>z</i> as in <u>z</u> ebra	•	•	•		
Consonant Digraphs	<i>sh</i> as in <u>sh</u> oe	•			
	<i>ch</i> as in <u>ch</u> air				•
	<i>th</i> as in <u>th</u> ink as in <u>th</u> at	•			•

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Vowels and Vowel Patterns

	SOUND-SYMBOLS	SPANISH	VIETNAMESE	HMONG	HAITIAN CREOLE
	<i>a</i> as in <u>bat</u>	•		•	
	<i>aCe</i> as in <u>date</u>	•	•		
	<i>ai</i> as in <u>rain</u>	•	•	•	•
	<i>ay</i> as in <u>day</u>	•		•	•
	<i>au</i> as in <u>author</u>	•	•	•	•
	<i>aw</i> as in <u>saw</u>	•	•	•	•
	<i>e</i> as in <u>bet</u>	•		•	•
	<i>ee</i> as in <u>seed</u>	•	•	•	•
	<i>ea</i> as in <u>tea</u>	•	•	•	•
	<i>ew</i> as in <u>few</u>	•	•	•	•
	<i>i</i> as in <u>sit</u>	•		•	•
	<i>iCe</i> as in <u>pipe</u>	•	•	•	•
	<i>o</i> as in <u>hot</u>	•		•	•
	<i>o</i> as in <u>rode</u>	•	•	•	•
	<i>oo</i> as in <u>moon</u>	•	•	•	•
	<i>oo</i> as in <u>book</u>	•		•	•
	<i>oa</i> as in <u>boat</u>	•	•	•	•
	<i>ow</i> as in <u>row</u>	•	•	•	•
	<i>ow</i> as in <u>how</u>	•	•	•	•
	<i>ou</i> as in <u>sound</u>	•	•	•	•
	<i>oi</i> as in <u>boil</u>			•	•
	<i>oy</i> as in <u>boy</u>		•	•	•
	<i>u</i> as in <u>cup</u>	•	•	•	•
	<i>uCe</i> as in <u>June</u>	•	•		
	<i>ui</i> as in <u>suit</u>	•	•	•	•
	<i>ue</i> as in <u>blue</u>	•	•	•	•
	<i>y</i> as in <u>try</u>	•	•	•	•
	<i>ar</i> as in <u>star</u>			•	•
	<i>er</i> as in <u>fern</u>	•		•	•
	<i>ir</i> as in <u>bird</u>	•		•	•
	<i>or</i> as in <u>torn</u>	•		•	
	<i>ur</i> as in <u>burn</u>	•		•	

Accelerating Phonics for English Learners: Spanish

For Spanish-speaking students who are already reading in their primary language, it isn't necessary to follow the regular English phonics scope and sequence as some of the sound-spellings are transferrable from Spanish to English. For these sound-spellings, simple point them out. Then focus on the sound-spellings that do not transfer. This will accelerate students' learning of English phonics skills.

Sound-Spellings that Transfer from Spanish to English

The following consonant sound-spellings transfer from Spanish to English and can be quickly reviewed or simply pointed out during instruction:

/b/ b	/k/ c	/d/ d
/f/ f	/k/ k	/l/ l
/m/ m	/n/ n	/p/ p
/s/ s	/t/ t	/ks/ x
/y/ y		

The consonant digraph ch /ch/ also transfers, but many speakers of Chicano English substitute /ch/ and /sh/, so focus on this sound-spelling during direct, explicit instruction.

Non-Transferrable Phonics Skills: A Suggested Sequence

Explicitly and directly teach the following phonics and word study skills in the sequence provided or a similar one. The sequence is designed to go from simple to more complex skills. With older students, skills can be taught at a faster pace. You can also vary the skills in any given section as your curriculum or needs dictate.

BASIC PHONICS (one-syllable words)

Short Vowels (CVC words)

/a/ a
/i/ i
/o/ o
/u/ u
/e/ e

Short Vowels (with consonant blends)

s-blends
l-blends
r-blend

Short Vowels (with consonant digraphs)

/sh/ sh, /ch/ ch, tch

/th/ th (both sounds)

/hw/ wh, /ng/ ng

Final e: a_e, i_e, o_e, e_e, u_e

Long Vowels (focus on two spellings at a time)

Long a, Long e

Long i, Long o

Long u

3-Letter Blends

Silent Letters

Soft c and g

r-Controlled Vowels

/ûr/, /är/ and /ôr/, /âr/ and /îr/

Diphthongs: /oi/ and /ou/

Variant Vowels: /ü/, /û/, and /û/, /ô/

BASIC WORD STUDY

Plural Words

Contractions

Possessives

Inflectional Endings

Inflectional Endings (spelling changes)

Inflectional Endings: er and est

Compound Words

Irregular Plural Words

Homophones

ADVANCED PHONICS (multisyllabic words)

Closed Syllables

VCCV and VCCCV Patterns

Open Syllables

V/CV and VC/V Patterns

Consonant + le Syllables

Final Stable Syllables

Vowel Team Syllables

r-Controlled Vowel Syllables

Final e (VCe) Syllables

Open Syllables (V/V)

WORD STUDY

Prefixes and Suffixes

Prefixes re, pre

Suffixes ful, ly, y

Suffixes er, or, ist

Suffixes less, ness, ment

Prefixes un, de, non, dis, mis

Suffixes ion, tion, ation, ition

Suffixes able, ible, ous

Prefixes in, im, ir, il

Prefixes sub, over

Suffixes ive, age, ize

Suffixes ant, ent, ance, ence

Prefixes con, out, pro, super, trans, inter

Suffixes al, ial

Prefixes, Suffixes, Base Words

Prefixes uni, bi, tri, cent

Absorbed Prefixes

Other More Complex Skills

Homographs

Irregularly Spelled Words

Words with /ən/ and /əl/

Words with /chər/ and /zhər/

Words with ei or ie

Final /ər/

Vowel Alternation

Consonant Alternation

Greek and Latin Roots

Words with Greek Roots

Words with Latin Roots

Greek and Latin Prefixes

Greek Suffixes

Words from Mythology

Words from Around the World

African American English (AAE)

Phonics Differences

Use the chart that follows to identify African American English linguistic differences and instructional modifications that can help students as they learn to successfully and fluently speak, read, and write standard English.

English/ Language Arts Skill	Linguistic Differences and Instructional Modifications
Digraph <i>th</i> as in <i>bathroom</i>	For many speakers of African American English, the initial /th/ sound in function words like <i>this</i> and <i>then</i> is often produced as a /d/ sound. In some words, such as <i>thing</i> and <i>through</i> , the /th/ sound is produced as a /t/ sound. At the ends of words and syllables, such as <i>bathroom</i> , <i>teeth</i> , <i>mouth</i> , and <i>death</i> , the /th/ sound is replaced by the /f/ sound. In the word <i>south</i> , it is replaced by the /t/ sound (sout'). This will affect students' spelling and speaking. Students will need articulation support prior to spelling these words.
Final Consonant <i>r</i>	Many speakers of African American English drop the /r/ sound in words. For example, these students will say <i>sto'</i> for <i>store</i> or <i>do'</i> for <i>door</i> . They might also replace it with the "uh" sound as in <i>sista</i> for <i>sister</i> . Clearly pronounce these words, emphasizing the /r/ sound. Have students repeat several times, exaggerating the sound before spelling these words.
<i>r</i> -Blends	Many speakers of African American English drop the /r/ sound in words with <i>r</i> -Blends. For example, these students will say <i>th'ow</i> for <i>throw</i> . Clearly pronounce these words in the lesson, emphasizing the sounds of the <i>r</i> -Blend. Have students repeat several times, exaggerating the sound.
Final Consonant <i>l</i> and Final <i>l</i> -Blends	Many speakers of African American English drop the /l/ sound in words, particularly in words with <i>-ool</i> and <i>-oal</i> spelling patterns, such as <i>cool</i> and <i>coal</i> , and when the letter <i>l</i> precedes the consonants <i>p</i> , <i>t</i> , or <i>k</i> , as in <i>help</i> , <i>belt</i> , and <i>milk</i> . The /l/ sound might also be dropped when it precedes /w/, /j/, /r/ (a'ready/already); /u/, /o/, /aw/ (poo/pool), or in contractions with <i>will</i> (he'/he'll). These students will drop the <i>l</i> when spelling these words, as well. Provide additional articulation support prior to reading and spelling these words.
Final Consonant Blends (when both are voiced as in <i>ld</i> or voiceless as in <i>sk</i>)	Many speakers of African American English drop the final letter in a consonant blend (e.g., <i>mp</i> , <i>nd</i> , <i>nt</i> , <i>nk</i> , <i>kt</i> , <i>pt</i> , <i>ld</i> , <i>lt</i> , <i>lk</i> , <i>sk</i> , <i>st</i> , <i>sp</i>) or consonant blend sounds formed when adding <i>-ed</i> (e.g., /st/ as in <i>missed</i> or /pt/ as in <i>stopped</i>). For example, they will say <i>des'</i> for <i>desk</i> . Clearly pronounce the final sounds in these words and have students repeat several times, exaggerating the sound.
Other Final Consonants	Many speakers of African American English drop the final consonant in a word when the consonant blend precedes a consonant, as in <i>bes'kind</i> for <i>best kind</i> . They also drop the final consonant sound in words ending in <i>-ed</i> , as in <i>rub</i> for <i>rubbed</i> . Provide additional articulation support prior to reading and spelling these words.

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English/ Language Arts Skill	Linguistic Differences and Instructional Modifications
Plurals	When the letter <i>-s</i> is added to a word ending in a consonant blend, such as <i>test (tests)</i> , many speakers of African American English will drop the final sound. This is due to the phonological (pronunciation) rules of AAE that restricts final consonant blends. Therefore they will say <i>tes'</i> or <i>tesse</i> s. These students will need additional articulation support.
Contractions	Many speakers of African American English drop the <i>/t/</i> sound when pronouncing the common words <i>it's</i> , <i>that's</i> , and <i>what's</i> . These words will sound more like <i>i's</i> , <i>tha's</i> , and <i>wha's</i> . These students will need additional articulation support in order to pronounce and spell these words.
Short Vowels <i>i</i> and <i>e</i>	When the <i>/i/</i> and <i>/e/</i> sounds appear before the consonants <i>m</i> or <i>n</i> in words, such as <i>pen/pin</i> and <i>him/hem</i> , many speakers of African American English won't pronounce or hear the difference. Focus on articulation, such as mouth position for each vowel sound, during lessons.
Inflectional Ending <i>-ing</i>	Many speakers of African American English will pronounce words with <i>-ing</i> as <i>/ang/</i> . For example, they will say <i>thang</i> for <i>thing</i> . Emphasize the <i>/i/</i> sound in these words to help students correctly spell and pronounce them.
Stress Patterns	Many speakers of African American English place the stress on the first syllable in two syllable words instead of the second syllable (more common in standard English). For example, they will say <i>po'lice</i> instead of <i>police</i> . These students will need additional articulation support in order to pronounce these words.
Homophones	Due to the phonological rules of AAE, many words that are not homophones in standard English become homophones in African American English. This will affect students' spelling and understanding of these words. Some examples include <i>find/fine</i> , <i>run/rung</i> , <i>mask/mass</i> , <i>pin/pen</i> , <i>coal/cold</i> , <i>mold/mole</i> . Focus on articulation, such as mouth position, and differences in meaning for each word pair during lessons.

Chicano/a English (CE)

Phonics Differences

Use the chart that follows to identify Chicano(a) English linguistic differences and instructional modifications that can help students as they learn to successfully and fluently speak, read, and write standard English.

English/ Language Arts Skill	Linguistic Differences and Instructional Modifications
Final Consonants	<p>Many speakers of Chicano English will drop sounds in words or syllables that end with multiple final consonants, thereby reducing the consonant cluster sound to one consonant sound. For example, they will say “mine” instead of “mind” or “harware” for “hardware.” This occurs when consonant clusters are voiced and unvoiced as in <i>prized/price</i>, <i>worst/worse</i>, and <i>strict/strick</i>. Other consonant clusters that are problematic include <i>ft</i>, <i>sk</i>, <i>sp</i>, and <i>pt</i>. This will affect students’ spelling and speaking. Students will need articulation support prior to spelling these words. Clearly pronounce these words. Have students repeat several times, exaggerating the final consonant sounds before spelling these words.</p>
Digraphs /ch/ and /sh/	<p>Many speakers of Chicano English will switch (or merge) the /ch/ and /sh/ sounds. This is more common in Tejanos (Chicanos from Texas) than Californianos. Some examples include <i>teacher/teasher</i>, <i>watch/wash</i>, <i>chop/shop</i>, <i>chair/share</i>, <i>shake/chake</i>, <i>shy/chy</i>, <i>shame/chame</i>, <i>shop/chop</i>, <i>share/chair</i>. Provide articulation support. Exaggerate the sound and have students repeat.</p>
Consonants /z/ and /v/	<p>Many speakers of Chicano English will replace the /z/ sound with /s/ and the /v/ sound with /f/. Examples include <i>prized/price</i>, <i>fuzz/fuss</i>, <i>raise/race</i>, (<i>When I don’t race my hand the teasher makes a fuzz</i>) and <i>lives/lifes</i>, <i>save/safe</i> (<i>The hero safe many lifes</i>). Articulation support connected to word meanings will be beneficial.</p>
Homophones	<p>Because of the unique phonological rules of Chicano English, many words that are not homophones in standard English will sound like homophones. For example, “fine” will be used for both <i>fine</i> and <i>find</i>, “tin” will be used for both <i>tin</i> and <i>ten</i>, and “pen” will be used for both <i>pen</i> and <i>pin</i>. Clearly pronounce these words and focus on mouth position during articulation. Have students repeat several times, exaggerating the sound before spelling these words.</p>
Stress Patterns	<p>In Chicano English, stress is placed on one syllable prefixes as well as roots. The stress is also often elongated. For example, speakers of Chicano English will say <i>tooday</i> for “today,” <i>deecide</i> for “decide,” and <i>reepeat</i> for “repeat.” Articulation work will be needed.</p>
Intonation	<p>Many speakers of Chicano English will exhibit a pattern of intonation that is different from standard English. This pattern, derived from the Náhuatl language, involves a rise and sustain (or rise and fall) at the end of a phrase or sentence. For example, these speakers will say “Doont be baaad.” Provide articulation support, Recast students’ sentences to emphasize intonation when working with students one-on-one.</p>

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English/ Language Arts Skill	Linguistic Differences and Instructional Modifications
Consonant /w/	Many speakers of Chicano English will pronounce the /w/ sound with an added breath so that it sounds more like /wh/. As a result, words like <i>with</i> sound like <i>whith</i> and <i>will</i> like <i>whill</i> . This might also affect students' spelling. Contrast words beginning with <i>w</i> and <i>wh</i> and have students keep lists in their writing notebooks.
Pronouncing "the"	The word <i>the</i> is pronounced in standard English with a schwa sound (<i>thuh</i>) before a word beginning with a consonant, and a long <i>e</i> sound (<i>thee</i>) before a word beginning with a vowel. Many speakers of Chicano English will use the schwa pronunciation for all words. Point out the distinction and usage of each.

Reading Big Words

1. Look for the word parts (prefixes) at the beginning of the word.
2. Look for the word parts (suffixes) at the end of the word.
3. In the base word, look for familiar spelling patterns. Think about the six syllable-spelling patterns you have learned.
4. Sound out and blend together the word parts.
5. Say the word parts fast. Adjust your pronunciation as needed. Ask yourself: "Is it a real word?" "Does it make sense in the sentence?"

Six Basic Syllable Spelling Patterns Chart

(Moats, 1995)

1. closed: These syllables end in a consonant. The vowel sound is generally short (examples: *rabbit, napkin*).

2. open: These syllables end in a vowel. The vowel sound is generally long (examples: *tiger, pilot*).

3. vowel-silent e (VCe): These syllables generally represent long-vowel sounds (examples: *compete, decide*).

4. vowel team: Many vowel sounds are spelled with vowel digraphs such as *ai, ay, ea, ee, oa, ow, oo, oi, oy, ou, ie, and ei*. The vowel digraphs appear in the same syllable (examples: *boat, explain*).

5. r-controlled: When a vowel is followed by *r*, the letter *r* affects the sound of the vowel. The vowel and the *r* appear in the same syllable (examples: *bird, turtle*).

6. consonant + le: Usually when *le* appears at the end of a word and is preceded by a consonant, the consonant + *le* form the final syllable (examples: *table, little*).

Speed Drill

Practice reading the words. Tell your teacher when you are ready to be timed.

Name: _____

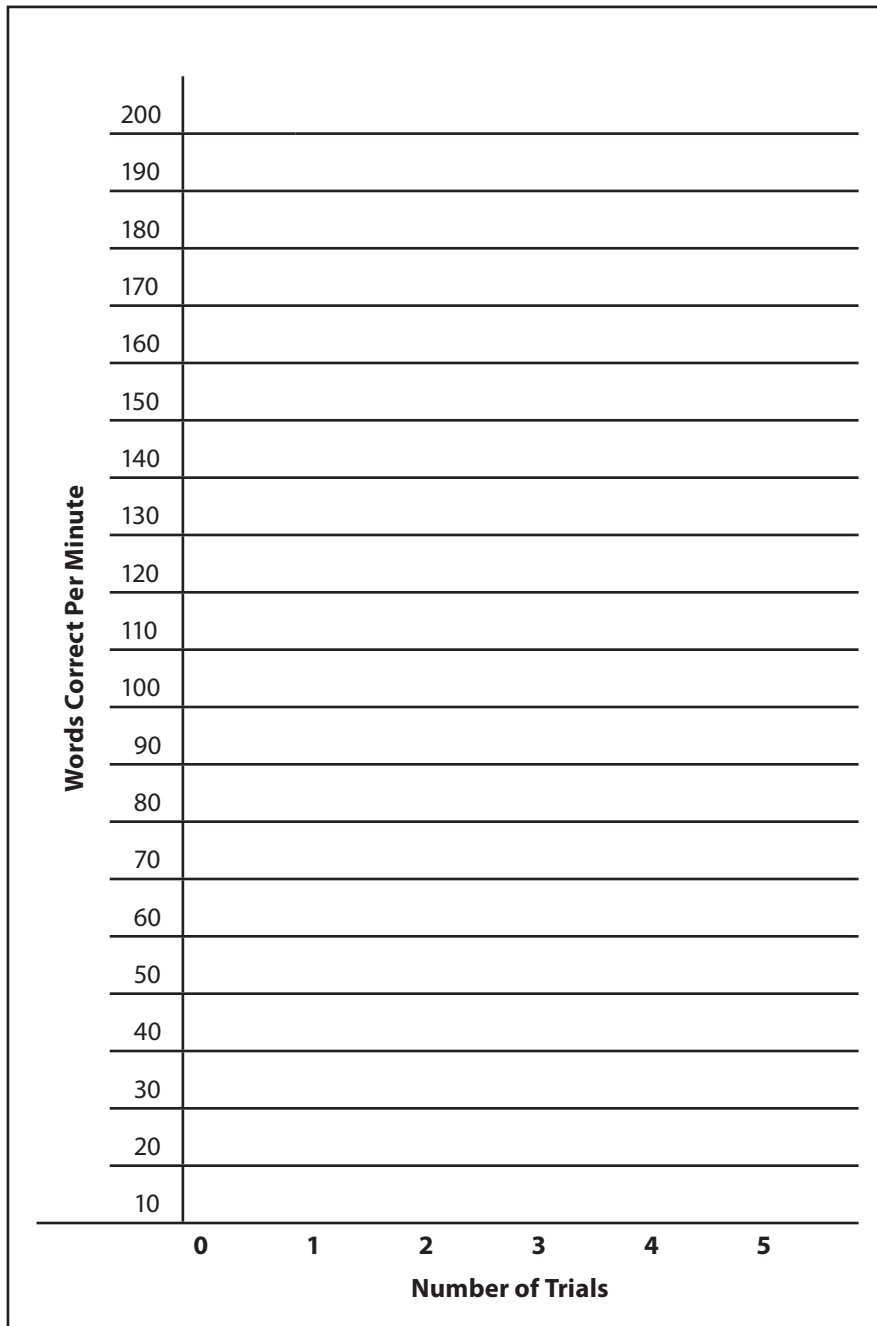
Progress Chart

Beginning Date: _____

Ending Date: _____

Book/Passage: _____


Number of Words Correctly Read in One Minute: _____




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Sound-Spelling Cards (Large)

Nn



n
kn_ gn
nest



e_e ea ee
e _y
ie _ey
tree



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Sound-Spelling Cards

USER'S GUIDE

Sound-Spelling Cards will help students identify, remember, pronounce, and spell the sounds of the English Language. The set contains 47 full-color cards for the most frequently taught sounds in preschool and elementary school programs.

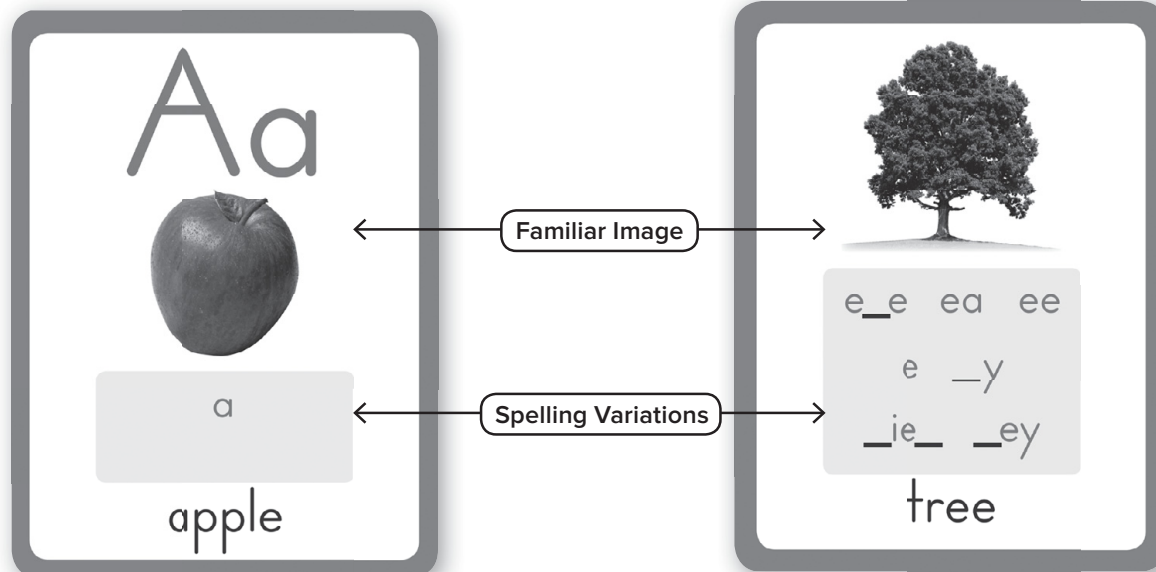
How to Use the Large Sound-Spelling Cards

Show the front of the card to the students. Pronounce the featured sound. Then say the name of the image. Point out the variations in the spelling of the sound. When the letter in the yellow box is red, it indicates a vowel sound. A dash indicates that the sound occurs only at the end of a word or syllable, or as part of another spelling pattern.

As the students study the front of the cards, read aloud the *Action Script*, the *Articulation*, and *Words for Oral Practice*.

These Sound-Spelling cards should be displayed around the classroom as a wall frieze.

The FRONT of the Sound-Spelling Cards

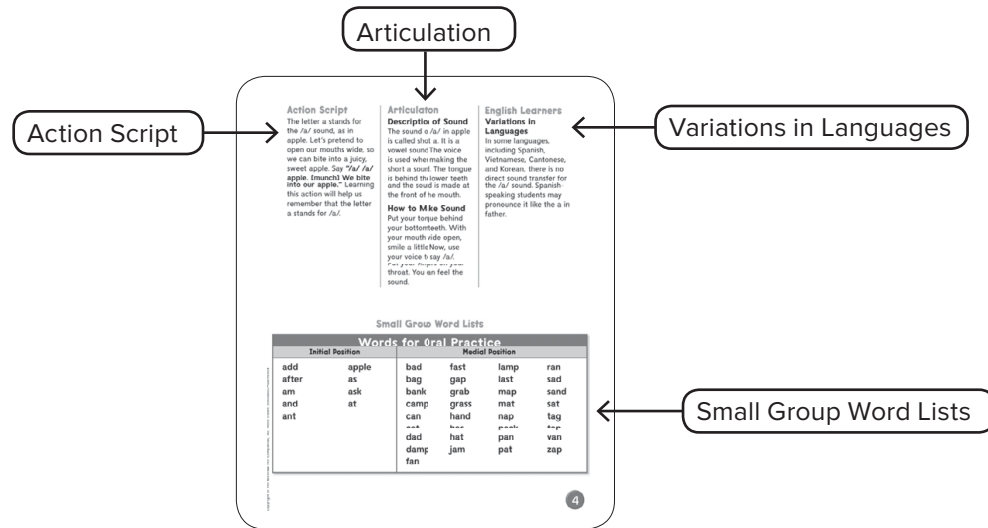


On the front of each card is a featured sound, a familiar image and spelling variations of the sound. These sounds may be vowels, consonants, digraphs (letter combinations that stand for one sound, such as /th/), diphthongs (sounds made up of two vowel sounds, such as /ou/), or variant vowels (sounds such as r-controlled /är/ or /ô/).

English/Spanish Transfer Skills

The dotted borders on cards denote sounds which transfer directly into Spanish, while the solid borders on the cards denote those sounds which do not transfer.

The BACK of the Sound-Spelling Cards



Action Script

The *Action Script* text is to be read aloud. Combining the pronunciation of the featured sound with an action and an image reinforce identifying and remembering the sound. These scripts are to be used in small group instruction for students needing extra support.

Articulation

The teacher should read the *Description of the Sound*. The *How to Make the Sound* sentences should be read aloud to students. Details for the position of the lips, tongue, teeth, and the use of breath and vocal cords are provided in “kid-friendly” language.

Variations in Languages

Languages which don’t use the featured sound are listed here. This will be useful for teaching students whose first or home language is not English.

Small Group Word Lists

Words are listed here which contain the featured sound-spellings. *Words for Oral Practice* have the featured sound in the initial, medial, and final position, where applicable. Read these words aloud and have the students repeat them. Use these words for phonemic awareness activities. They can also be used for word-building and decoding exercises with small groups.

Sound Spelling-Card Contents

Card#	Featured Sound	Card#	Featured Sound
1	Aa /a/ as in apple	25	Yy /y/ as in yo-yo
2	Bb /b/ as in bat	26	Zz /z/ as in zipper
3	Cc /k/ as in camel	27	/th/ as in thumb /th/ as in that
4	Dd /d/ as in dolphin	28	/sh/ as in shell
5	Ee /e/ as in egg	29	/ch/ as in cheese
6	Ff /f/ as in fire	30	/hw/ as in whale
7	Gg /g/ as in guitar	31	/ng/ as in sing
8	Hh /h/ as in hippo	32	/ā/ as in train
9	Ii /i/ as in insect	33	/ī/ as in five
10	Jj /j/ as in jump	34	/ō/ as in boat
11	Kk /k/ as in koala	35	/ū/ as in cube
12	Ll /l/ as in lemon	36	/ē/ as in tree
13	Mm /m/ as in map	37	/är/ as in star
14	Nn /n/ as in nest	38	/ûr/ as in shirt
15	Oo /o/ as in octopus	39	/ôr/ as in corn
16	Pp /p/ as in piano	40	/ou/ as in cow
17	Qq /kw/ as in queen	41	/oi/ as in boy
18	Rr /r/ as in rose	42	/ōō/ as in book
19	Ss /s/ as in sun	43	/ōō/ as in spoon
20	Tt /t/ as in turtle	44	/ô/ as in straw
21	Uu /u/ as in umbrella	45	/âr/ as in chair
22	Vv /v/ as in volcano	46	/ll as in llave
23	Ww /w/ as in window	47	ñ/ as in niña
24	Xx /ks/ as in box		

A a



a

apple

Action Script

The letter a stands for the /a/ sound, as in apple. Let's pretend to open our mouths wide, so we can bite into a juicy, sweet apple. Say "/a/ /a/ apple. [munch] We bite into our apple." Learning this action will help us remember that the letter a stands for /a/.

Articulation

Description of Sound

The sound of /a/ in apple is called short a. It is a vowel sound. The voice is used when making the short a sound. The tongue is behind the lower teeth and the sound is made at the front of the mouth.

How to Make

Sound Put your tongue behind your bottom teeth. With your mouth wide open, smile a little. Now, use your voice to say /a/. Put your fingers on your throat. You can feel the sound.

English Learners

Variations in

Languages In some languages, including Spanish, Vietnamese, Cantonese, and Korean, there is no direct sound transfer for the /a/ sound. Spanish-speaking students may pronounce it like the a in father.

Small Group Word Lists

Words for Oral Practice

Initial Position	Medial Position		
add	bad	grab	pack
after	bag	grass	pan
am	bank	hand	pat
and	camp	has	ran
ant	can	hat	sad
apple	cat	jam	sand
as	dad	lamp	sat
ask	damp	last	tag
at	fan	map	tap
	fast	mat	van
	gap	nap	zap

Bb



b

bat

Action Script

The letter b stands for the /b/ sound, as in bat or ball. Now get ready to bounce a ball. Hold it in your hand, then let it hit the floor. Bounce it fast and slow “/b/ /b/ /b/ bounce the ball.” This action will remind you that the letter b stands for /b/.

Articulation

Description of Sound

The sound of /b/ in bat is a voiced consonant. The voice is used to make this sound. The air that you breathe out is stopped for a moment before it is suddenly pushed through the lips.

How to Make Sound

With your lips together, push a little air behind them. Let the air push through as you open your mouth. Your throat will vibrate, or hum. Put your hand on your throat. Can you feel it?

English Learners

Variations in

Languages In some languages, including Hmong, Cantonese, and Korean, there is no direct sound transfer for /b/. In Spanish it is pronounced similarly to /v/.

Small Group Word Lists

Words for Oral Practice

Initial Position		Final Position	
baby	bill	cab	sub
back	bit	crib	tub
bag	bike	cub	web
ball	bite	grab	
base	bone	jab	
beam	boss	job	
bed	box	knob	
bell	both	lab	
best	boy	rib	
be	bus	rub	
begin	buy	sob	
big			

Cc



c ck k

camel

Action Script

The letter c stands for the hard c, or /k/ sound. Pretend to take a picture of the camel with a camera [click!]. Say “/k/ /k/ /k/ camel. Click the camera at the camel.” Remember clicking the camera at the camel to learn that hard c stands for /k/.

Articulation

Description of Sound

The sound of /k/ in camel is called hard c. It is a consonant which sounds like the /k/ in kite. The sound is made at the back of the mouth, without using the voice. The breath is stopped just before making the sound.

How to Make Sound

Open your mouth. Put your tongue against the back and top of your mouth. Hold you breath. Now, let a little air out as you lower your tongue.

English Learners

Variations in

Languages In some languages, including Hmong, there is no direct sound transfer for /k/.

Small Group Word Lists

Words for Oral Practice

Initial Position			Final position
cab	cloud	cool	back
call	closet	copy	lock
cap	clown	cost	neck
can	clue	cow	pick
cane	coal	crab	quick
car	coat	crib	rock
cat	code	crowd	stick
cause	coil	cry	
clap	coin	cup	
clean	cook	cut	
clip	color	cute	
clock	cone		

Dd



d

_ed

dolphin

Action Script

The letter d stands for the /d/ sound as in dolphin or in the word dance.

Let's dance around the desk. You can dance to a slow or fast beat. Ready? Say "/d/ /d/ /d/ dance. Dance around the desk."

Learn this action for the /d/ sound to remember that the letter d stands for /d/.

Articulation

Description of Sound

The sound of /d/ in dolphin is a voiced consonant. The voice is used to make the /d/ sound. The tongue is behind the top, front teeth and the sound is made as the breath is suddenly released.

How to Make Sound

Open your mouth a little. Put the front of your tongue just behind your top front teeth. Now, use your voice and flick your tongue down to say /d/.

English Learners

Variations in

Languages In some languages, including Cantonese and Korean, there is no direct sound transfer for /d/.

Small Group Word Lists

Words for Oral Practice

Initial Position	Final Position		
dad	add	had	paid
day	and	head	red
deep	bad	hid	rod
did	bed	kid	sad
disk	bend	led	said
dive	bird	lid	
do	card	loud	
doll	did	mad	
door	fed	mind	
down	feed	mud	
dry	flood	nod	
dust	glad	pad	

Ee



e

ea

egg

Action Script

The letter e stands for the /e/ sound as in egg or in the word engine. Pretend you are in a car. The engine will start soon. The grownup turns the key and “/e/ /e/ /e/ /e/ /e/ engine. The engine starts slowly.” This action will help us to remember that the letter e stands for /e/.

Articulation

Description of Sound

The sound of /e/ in egg is called short e. It is a vowel sound. The voice is used when making the short e sound. The tongue is in the middle of the mouth and lips are relaxed.

How to Make Sound

Open your mouth a little. Start with your tongue in the middle of your mouth. Now, use your voice and just let your jaw move down a bit as you say /e/.

English Learners

Variations in

Languages In some languages, including Hmong, Cantonese, Haitian Creole, and Korean, there is no direct sound transfer for /e/.

Small Group Word Lists

Words for Oral Practice

Initial Position	Medial Position		
edge	bed	leg	rent
effort	belt	lend	rest
egg	cent	less	sent
empty	deaf	let	set
end	dent	men	then
enter	desk	met	ten
ever	fed	neck	web
exit	fell	net	went
	get	pen	west
	head	pest	wet
	help	pet	
	jet	red	

Ff



f

ph

fire

Action Script

The letter f stands for the /f/ sound, as in fire or fan. This fire is hot. We want to cool down. So, turn on the fan. Say “/f/ /f/ /f/ /f/ /f/ /f/ /f/ /f/ fan. Feel the breeze.”

This action will help us to remember that the letter f stands for /f/.

Articulation

Description of Sound

The sound /f/ in fire is a voiceless consonant. The sound is made as air is pushed through the bottom teeth and the upper lip. The voice is not used to make the /f/ sound.

How to Make Sound

Put your top front teeth on your lower lip. Don't use your voice. Push air through your teeth. Hold your hand in front of your mouth as you practice. Can you feel the air?

English Learners

Variations in

Languages In some languages, including Korean, there is no direct sound transfer for /f/.

Small Group Word Lists

Words for Oral Practice

Initial Position			Final Position	
fan	fin	fort	brief	thief
face	find	found	calf	wolf
fade	fine	full	deaf	
fair	fire	fun	golf	
fall	first	fur	half	
fan	fist		if	
far	fit		off	
fast	food		proof	
fed	fool		roof	
feed	fox		self	
fell	for		shelf	

Gg



g

guitar

Action Script

The letter g stands for the /g/ sound as in guitar, or grape. Are you thirsty? Pretend to hold a glass of grape juice, and get ready to drink. Say "/g/ /g/ /g/ /g/ /g/ gulp the grape juice. Good!" This action will help us to remember that the letter g stands for /g/.

Articulation

Description of Sound

The sound of /g/ in guitar is called hard g. It is a voiced consonant. The sound is made at the back of the mouth. The breath is held in the throat, then pushes past the tongue.

How to Make Sound

Open your mouth a little. Hold the back of your tongue on the top of your mouth, near your throat. Use your voice, and push your tongue forward a little. Place your hand on your throat. Can you feel your throat move?

English Learners

Variations in

Languages In some languages, including Hmong, Cantonese, Korean, and Khmer, there is no direct sound transfer for /g/.

Small Group Word Lists

Words for Oral Practice

Initial Position	Final Position	
gap	bag	hug
game	brag	jug
gate	big	leg
get	bug	mug
gift	dig	pig
giggle	dog	plug
glad	dug	rag
glide	drag	rug
glue	egg	sag
go	flag	tag
good	fog	wag
guess	frog	wig

Hh



h _

hippo

Action Script

The letter h stands for the /h/ sound as in hippo. This hippo has a huge mouth. Pretend that the hippo can laugh out loud. Say “/h/ /h/ hippo. Here’s a happy hippo, ha ha ha!” Recalling this will scene will help us remember that the letter h stands for /h/.

Articulation

Description of Sound

The sound of /h/ in hippo is a voiceless consonant. The voice is not used to make the /h/ sound. Air is forced up the throat and through the opened mouth.

How to Make Sound

Open your mouth. Keep your tongue on the bottom of your mouth. Breathe out a puff of air. Hold your hand in front of your mouth. Can you feel the air?

English Learners

Variations in

Languages In some languages, like Haitian Creole, there is no direct sound transfer for the /h/ sound.

Small Group Word Lists

Words for Oral Practice

Initial Position

had	hen	hive	hose
hair	her	hold	hot
half	hill	hole	hour
hand	hike	home	house
happy	him	honey	how
hard	hip	hook	howl
hat	hire	hoop	hug
he	his	hop	huge
head	hiss	hope	hum
heel	hippo	horn	hunt
help	hit	horse	hurt

Ii



i

insect

Action Script

The letter i stands for the /i/ sound as in insect. Some people think that this insect is beautiful. Some think that it is icky! Point to the insect and say “/i/ /i/ /i/ icky, icky insect!” This action will help us remember that the letter i stands for /i/.

Articulation

Description of Sound

The sound of /i/ in insect is called short i. It is a vowel sound. The voice is used to make the short i sound. The tongue is held in the upper part of the mouth, and the sound is made at the front of the mouth.

How to Make Sound

Open your mouth a bit. The corners of your mouth should move back a little. Now, flatten your tongue and move it up and forward. Use your voice to say /i/.

English Learners

Variations in

Languages In some languages, including Spanish, Vietnamese, Hmong, Cantonese, Haitian Creole, and Korean, there is no direct sound transfer for /i/. Spanish-speaking students will want to pronounce i as /ē/.

Small Group Word Lists

Words for Oral Practice

Initial Position	Medial Position		
if	big	hit	rid
ignore	bit	kit	rim
in	clip	lid	risk
inch	did	lip	sink
ink	dig	list	sip
insect	fist	lit	sit
into	fit	miss	thin
is	grip	mix	this
it	him	pig	tip
	hip	pin	trip
	his	pit	win

J j



j dge

ge gi_

jump

Action Script

The letter j stands for the /j/ sound as in jump. Let's stand up and give ourselves room to jump. Say "/j/ /j/ /j/ jump! [jump]. We jump and say /j/." This action will help us remember that the letter j stands for /j/.

Articulation

Description of Sound

The sound of /j/ in jump is a voiced consonant. The voice is used to make the /j/ sound. The sound is made as air pushes over the tongue along the top of the mouth.

How to Make Sound

Put your tongue on the top of your mouth, close to your front teeth. Now, open your mouth a bit and push your lips out a little. Use your voice and move your tongue down. You should feel a little puff of air move over your tongue.

English Learners

Variations in

Languages In some languages, including Spanish, Vietnamese, Hmong, Cantonese, and Korean, there is no direct sound transfer for /j/. In Spanish, j is pronounced similarly to /h/.

Small Group Word Lists

Words for Oral Practice

Initial Position

jacket

jade

jam

January

Japan

jar

jaw

jeep

jelly

jet

jewel

jig

jigsaw

jingle

job

jog

join

joke

jolly

jot

joy

judge

jug

juggle

juice

July

jumble

June

jungle

junk

jump

just

Kk



c k ck

koala

Action Script

The letter k stands for the /k/ sound as in koala. This koala is so cute! Let's pretend to blow a kiss to the koala. Say "/k/ /k/ **kiss the koala.**" Learning this action will help us remember that the letter k stands for /k/.

Articulation

Description of Sound

The sound of /k/ in koala is an unvoiced consonant. The sound is made at the back of the mouth. The voice is not used. The sound is made as air pushes over the tongue.

How to Make Sound

Open your mouth. Put your tongue on the top of your mouth, toward the back. Let a puff of air out as you lower your tongue. Hold your hand up to your mouth. Do you feel the puff of air?

English Learners

Variations in

Languages In some languages, including Hmong, there is no direct sound transfer for /k/.

Small Group Word Lists

Words for Oral Practice

Initial Position	Final Position		
kangaroo	ask	ink	risk
keep	back	link	rock
kept	bank	lock	sick
key	black	look	stick
kick	block	mark	talk
kid	book	mask	walk
kin	clock	neck	wink
kind	cook	oak	work
king	desk	pack	
kiss	dock	pick	
kite	duck	pink	
kitten	hook	quick	

L l



l
_le

lemon

Action Script

The letter l stands for the /l/ sound as in lemon. Is a lemon too sour? How about a lemon lollipop? Pretend to hold a lollipop. Get your tongue ready and Say “/l/ /l/ /l/ llllllick the lemon lollipop.” Learning this action will help us remember that the letter l stands for /l/.

Articulation

Description of Sound

The sound of /l/ in lemon is a voiced consonant. The voice is used to make the /l/ sound. The sound is made at the front of the mouth. Air moves past the tongue and through both sides of the mouth.

How to Make Sound

Open your mouth. Put just the tip of your tongue on the roof of your mouth, just behind your teeth. Use your voice. Let the air pass by both sides of your tongue. Hold your hand in front of your mouth. Can you feel the air on both sides?

English Learners

Variations in

Languages In most Asian languages there is no direct sound transfer for the /l/.

Small Group Word Lists

Words for Oral Practice

Initial Position	Final Position		
lap	all	hill	smell
lay	ball	ill	snail
let	bell	jail	tail
leaf	boil	mail	tall
lip	call	meal	tell
list	doll	nail	trail
lie	drill	oil	wall
lime	fall	pail	well
lot	fell	pull	will
look	girl	rail	yell
loan	hall	sell	

Mm



m

map

Action Script

The letter m stands for the /m/ sound as in map. Look at the map. Where do you live? Point to where you live. Say "/m/ /m/ /m/ map. /m/ /m/ /m/ me [point] Me on the map..." Learning this action will help us remember that the letter m stands for /m/.

Articulation

Description of Sound

The sound of /m/ in map is a voiced consonant. The voice is used to make the /m/ sound. The lips are closed and air goes through the nose.

How to Make Sound

Put your lips together. Keep your tongue in the bottom of your mouth. Now, use your voice to make a humming sound. If you pinch your nose closed, the sound will stop!

English Learners

Variations in

Languages The /m/ sound transfers directly into Cantonese, Haitian Creole, Hmong, Korean, Spanish, and Vietnamese.

Small Group Word Lists

Words for Oral Practice

Initial Position	Final Position		
man	aim	jam	team
main	am	mom	trim
met	arm	plum	worm
meet	brim	ram	zoom
mine	clam	rim	
miss	dim	room	
more	dream	seem	
move	drum	slam	
mug	film	slim	
must	gem	steam	
mule	harm	stem	
my	him	sum	

Nn



n

kn_ gn

nest

Action Script

The letter n stands for the /n/ sound, as in nest. The nest is a nice home for those blue eggs, but they are fragile. Don't touch. Shake your head and say **"/n/ /n/ /n/ no no no, don't touch the nest."** Learning this action will help us remember that the letter n stands for /n/.

Articulation

Description of Sound

The sound of /n/ in nest is a voiced consonant. The voice is used to make the /n/ sound. The sound is made at the front of the mouth, and air goes through the nose.

How to Make Sound

Put your lips apart just a little bit. Push your tongue behind your top teeth. Use your voice and let the air go out through your nose. If you pinch your nose the /n/ sound will stop!

English Learners

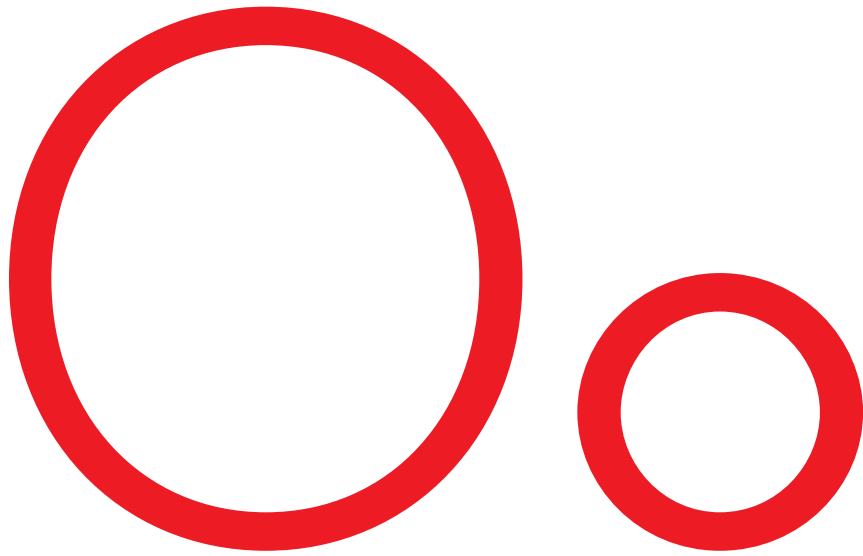
Variations in

Languages The /n/ sound transfers directly into Cantonese, Haitian Creole, Hmong, Korean, Spanish, and Vietnamese.

Small Group Word Lists

Words for Oral Practice

Initial Position	Final Position		
nap	an	man	sun
name	bean	men	tan
net	bin	moon	teen
need	can	noon	thin
new	den	pan	then
nice	fin	pain	ton
nine	fan	pin	van
no	fun	plan	win
nod	green	queen	won
none	grin	ran	
not	hen	rain	
now	in	run	



octopus

Action Script

The letter o stands for the /o/ sound as in octopus. You have to open your mouth wide to say it, just like when you visit the doctor. Here's the doctor, open your mouth for a long time to say /oooooooooooo/. Recalling this image will help us remember that the letter o stands for /o/.

Articulation

Description of Sound

The sound of /o/ in octopus is called short o. It is a vowel sound. The vocal cords vibrate when making the short o sound. The tongue is low in the mouth.

How to Make Sound

Open your mouth and make your lips look like a circle. Put your tongue on the bottom of your mouth. Use your voice to say /o/. You should make the sound in the back of your mouth. Place your fingers on your throat. Can you feel the sound?

English Learners

Variations in

Languages In some languages, including Spanish, Hmong, and Korean, there is no direct sound transfer for the /o/ sound.

Small Group Word Lists

Words for Oral Practice

Initial Position	Medial Position		
octagon	block	hot	pop
octopus	box	knob	pocket
odd	clock	knot	rock
olive	dock	knock	rocket
on	dot	lock	rot
onto	drop	lot	sock
otter	flock	mom	spot
ox	fox	mop	stop
	got	nod	top
	hop	not	

Pp



p

piano

Action Script

The letter p stands for the /p/ sound as in piano. After the piano lesson, it's time for a popcorn snack. Make some fresh popcorn. Say "/p/ /p/ /p/ /p/ /p/ [pop, pop, pop,] popcorn pops on the pot." Learning this action will help us remember that the letter p stands for /p/.

Articulation

Description of Sound

The sound of /p/ in piano is a voiceless consonant. The voice is not used to make the /p/ sound. The sound is made when air pushes through closed lips.

How to Make Sound

Press your lips together. Keep your tongue in the bottom of your mouth. Don't use your voice. Force a little air against the back of your lips. Let the air build up until it pushes out between your lips.

English Learners

Variations in

Languages In some languages, including Hmong, there is no direct sound transfer for /p/.

Small Group Word Lists

Words for Oral Practice

Initial Position	Final Position		
pat	beep	hip	slap
pay	cup	hop	slip
paste	clap	lap	tap
pen	clip	keep	trap
peel	deep	lip	trip
pin	dip	map	up
pie	drip	mop	zap
pod	drop	nap	zip
poor	flap	pop	
pole	flip	rip	
prune	gap	scoop	
put	grip	sip	

Q q



qu_

queen

Action Script

The letters qu stand for the /kw/ sounds as in queen. Let's be quiet for the queen. She does not want to be disturbed! Hold your finger up to your lips. Feel them move as you say softly, "/kw/ /kw/ /kw/ quiet for the queen." Learning this action will help us remember that the letters qu stand for /kw/.

Articulation

Description of Sound
The /kw/ sounds in queen are a combination of the sounds /k/ and /w/. The voice is not used to make the sounds. The sounds begin at the back of the mouth and move forwards.

How to Make Sound

Open your mouth a little. Put your tongue on the top of your mouth, toward the back. Let a puff of air out as you lower your tongue. As your tongue moves down, push your lips out and open your mouth wider.

English Learners

Variations in Languages In some languages, including Hmong, there is no direct sound transfer for the /kw/ sounds.

Small Group Word Lists

Words for Oral Practice

Initial Position		Medial Position
quack	quickly	aquarium
quail	quiet	equal
quake	quietly	equate
quality	quill	sequel
quantity	quilt	squeeze
quarter	quit	tranquil
queen	quitter	
quest	quite	
question	quiz	
quick	quote	

Rr



r

wr_

rose

Action Script

The letter r stands for the /r/ sound as in rose. Racecars can be as red as roses. Listen to the cars roar around the track. Say /rrrrrrrrrrrrrrrrrr/, **roaring red racecars**. Learning this action will help us remember that the letter r stands for /r/.

Articulation

Description of Sound

The sound of /r/ in rose is a voiced consonant. The voice is used to make the r sound. The sound is made at the roof of the mouth, and the tongue controls the flow of air.

How to Make Sound

Open your mouth a little. Move your tongue to the back of your mouth. Put the tip of your tongue close to, but not touching, the top of your mouth. Use your voice, and let air move over the top of your tongue.

English Learners

Variations in

Languages In some languages, including Spanish, Hmong, Cantonese, Haitian Creole, and Korean, there is no direct sound transfer for the /r/ sound. In several languages the sound is created with a rapid roll of the tongue, and may not be voiced.

Small Group Word Lists

Words for Oral Practice

Initial Position		Final Position	
rain	rock	car	lore
rat	rose	deer	more
ray	run	ear	near
red	ruin	four	nor
real		fur	pear
rid		hear	rare
rip		her	roar
right		jar	soar
ripe		lair	star
road		liar	steer

Ss



s

ce ci_

sun

Action Script

The letter s stands for the /s/ sound as in sun or snake. The snake wakes with the sun and starts to hiss. Say “/sssssss/ hear the snake hissing?” Learning this action will help us remember that the letter s stands for /s/.

Articulation

Description of Sound

The sound of /s/ in sun is a voiceless consonant. The voice is not used to make the /s/ sound. The sound is made at a small opening at the front of the mouth.

How to Make Sound

Keep your top and bottom teeth close together. Your lips should be open a little bit. Now, put your tongue just behind your front teeth. Force air through your teeth. Hold your hand up close to your mouth. You should feel a little air coming out.

English Learners

Variations in

Languages In some languages, including Hmong there is no direct sound transfer for the /s/ sound.

Small Group Word Lists

Words for Oral Practice

Initial Position		Final Position		
sad	some	across	glass	moss
same	soon	bass	grass	pass
sat	sun	bus	guess	plus
see		case	hiss	press
send		chess	kiss	this
set		class	less	toss
sit		dress	loss	us
side		floss	mess	yes
so		gas	miss	

T t



t

_ed

turtle

Action Script

The letter t stands for the /t/ sound, as in turtle. The turtle moves so slowly and quietly. The clock ticks as it moves along. Sway back and forth slowly and say “/t/ /t/ /t/ /t/ tick tock tick tock turtle.” Learning this action will help us remember that the letter t stands for /t/.

Articulation

Description of Sound
The sound of /t/ in turtle is a voiceless consonant. The voice is not used to make the /t/ sound. The sound is made when the tongue lets out a puff of air at the front of the mouth.

How to Make Sound
Open your mouth a little. Put the tip of your tongue on the roof of your mouth. Don't use your voice. Flick your tongue forward and push out a little air. If you put your hand in front of your mouth, you should feel a quick puff of air.

English Learners

Variations in Languages In some languages, including Vietnamese and Hmong, there is no direct sound transfer for the /t/ sound.

Small Group Word Lists

Words for Oral Practice

Initial Position	Medial Position		
tag	at	get	pot
take	bat	hot	put
talk	bit	hit	quit
test	but	it	rat
team	cut	let	root
tip	dent	lot	sat
tie	dirt	mat	sit
toad	dot	neat	spot
top	eat	nut	that
tube	eight	oat	wet
tug	exit	pat	what
turn	fit	pit	yet

Uu



u

umbrella

Action Script

The letter u stands for the /u/ sound as in umbrella. Let's pretend to open an umbrella and hold it overhead. Say "/u/ /u/ /u/ up, up, umbrella." **[Open it up.]** Learning this action will help us remember that the letter u stands for /u/.

Articulation

Description of Sound

The sound /u/ in umbrella is called short u. It is a vowel sound. The voice is used to make this sound. The sound is made with a relaxed mouth and lips. The tongue is held in the middle of the mouth.

How to Make Sound

Open your mouth just a little and keep it very relaxed. Keep your tongue in the middle of your mouth. Use your voice to make the /u/ sound. Place your hand on your throat. You should feel the sound.

English Learners

Variations in

Languages In some languages, including Spanish, Hmong, Cantonese, Haitian Creole, and Korean, there is no direct sound transfer for /u/.

Small Group Word Lists

Words for Oral Practice

Initial Position	Medial Position		
umbrella	bug	fun	must
ugly	bus	gum	mutt
uncle	cup	grumpy	nut
under	cut	hug	rug
undo	drum	hum	run
until	duck	hut	rust
up	dug	jump	sum
upper	dull	just	sun
upset	dust	lump	tub
us	full	mug	tug

V v



v

volcano

Action Script

The letter v stands for the /v/ sound, as in volcano. Volcanoes erupt with a loud sound. Hold your arms up in a v shape. Say “/v/ /v/ /v/ volcano. [vvvvvvvooom!]”

Learning this action will help us remember that the letter v stands for /v/.

Articulation

Description of Sound

The sound of /v/ in volcano is a voiced consonant. The vocal cords vibrate to make the /v/ sound. The sound is made as air is forced through a very narrow opening between the teeth and lips.

How to Make Sound

Put your top front teeth on your lower lip. Keep your tongue down. Now, let a little air build up behind your teeth. Use your voice, and let the air push out your lower lip.

English Learners

Variations in

Languages In some languages, including Spanish, Cantonese, Korean and Khmer, there is no direct sound transfer for the /v/ sound. For Spanish students, the sound will be similar to the pronunciation of the letter b.

Small Group Word Lists

Words for Oral Practice

Initial Position		Final Position		
vacation	voice	believe	glove	stove
van	vote	brave	grave	wave
value		cave	grove	weave
vanilla		crave	have	
vase		dive	hive	
vest		dove	leave	
very		drive	live	
vet		drove	love	
video		eve	move	
view		five	olive	
vine		gave	pave	
visit		give	save	

W w



w _

window

Action Script

The letter w stands for the /w/ sound as in window. Let's pretend to wash the window. Move your hand up and down, tracing the w shape in the air. Say "/w/ /w/ /w/ window. We wash and wipe the window." Learning this action will help us remember that the letter w stands for /w/.

Articulation

Description of Sound

The sound of /w/ in window is a voiced consonant. The voice is used to make the /w/ sound. The sound is made through moving lips.

How to Make Sound

Push out your lips. They should be very close together, but not touching. Then, as you use your voice, open your mouth. The corners of your mouth should move back a little, too.

English Learners

Variations in

Languages In some languages, including Hmong and Vietnamese, there is no direct sound transfer.

Small Group Word Lists

Words for Oral Practice

Initial Position

wait

walk

wake

want

war

was

waste

water

wave

way

we

wear

web

week

weep

well

went

were

west

wet

wide

wife

wide

wife

wig

will

win

window

wire

wise

wish

with

wolf

won

wonder

wood

wool

word



x

box

Action Script

The letter x stands for the /ks/ sounds as in box. A box arrives for you. Let's open it with scissors. Pretend to use scissors and say "/ks/ /ks/ /ks/ open the box." Learning this action will help us remember that the letter x stands for /ks/.

Articulation

Description of Sound

The sounds of /ks/ in box are voiceless. X is two sounds combined. The voice is not used to make the /ks/ sounds.

How to Make Sound

Begin with the /k/ sound. Open your mouth a little. Put your tongue on the top of your mouth, toward the back. Let a puff of air out as you lower your tongue. Then, move your top and bottom teeth close together, and put your tongue just behind your front teeth. Force air through your teeth, and finish with the /s/ sound. Can you combine /k/ and /s/ sounds to make the /ks/ sounds?

English Learners

Variations in

Languages In some languages, including Cantonese, Vietnamese and Hmong, there is no direct sound transfer for the /ks/ sound.

Small Group Word Lists

Words for Oral Practice

Medial Position		Final Position	
boxer	taxi	ax	ox
fixer	Texas	box	six
maximum	waxy	deluxe	tax
Mexico		fix	wax
mixer		fox	
oxen		hoax	
saxophone		Max	
sixty		mix	

Y Y



y -

yo-yo

Action Script

The letter y stands for the /y/ sound as in yo-yo. Let's pretend to spin a yo-yo. Put the loop over your finger. Hold your hand flat and move it up and down. Say "/y/ /y/ /y/ /y/ yo-yo." Learning this action will help us remember that the letter y stands for /y/.

Articulation

Description of Sound

The sound of /y/ in yo-yo is a voiced consonant. The voice is used to make the /y/ sound. The sound is made at the roof of the mouth as air flows out.

How to Make Sound

Open your mouth a little. Press your tongue to the top of your mouth. The sides of your tongue should touch your upper teeth. The tip of your tongue should point down. Now, as you use your voice make your tongue come down.

English Learners

Variations in

Languages In some languages, including Vietnamese, there is no direct sound transfer for /y/.

Small Group Word Lists

Words for Oral Practice

Initial Position

yak
yam
yard
yarn
yawn
year
yell

yellow
yes
yesterday
yet
yo-yo
yoga
yolk

you
your
yourself
young
youth
yuck
yummy

Zz



z

_s

zipper

Action Script

The letter z stands for the /z/ sound as in zipper. Let's pretend to zip and unzip our jackets. Move the zipper up and down. Say "/z/ /z/ zip the zipper. [zzzzzz zip up- zzzzzz zip down]" Learning this action will help us remember that the letter z stands for /z/.

Articulation

Description of Sound

The sound of /z/ in zipper is a voiced consonant. The voice is used to make the /z/ sound. The sound is made at the front of the mouth, with air escaping a narrow opening of the teeth and lips.

How to Make Sound

Move your teeth close together. Your lips should be open just a little. Place your tongue just behind your front teeth. Use your voice and push air out between your teeth.

English Learners

Variations in

Languages In some languages, including Spanish, Hmong, Cantonese, Korean, and Khmer, there is no direct sound transfer for /z/.

Small Group Word Lists

Words for Oral Practice

Initial Position	Medial Position	Final Position
zap	breezy	daze
zebra	cozy	freeze
zero	crazy	gaze
zigzag	dozen	graze
zip	frozen	haze
zipper	gazing	maze
zone	grazing	prize
zoo	hazy	quiz
zoom	lazy	size
	razor	sneeze
	breeze	squeeze



th

thumb

Action Script

The letters th stand for the the /th/ sound as in thumb. Hold out your thumb. Say “/th/ /th/ /th/ **this thing is the thumb**”. Now when you see your thumb you will remember that the letters th stand for /th/.

Articulation

Description of Sound

The sound of /th/ in thumb is called a digraph. The two letters represent one sound. The voice may or may not be used when making the /th/ sound, as the letters th stand for two different sounds. The sound is made at the front of the mouth. The air pushes through a narrow opening between the teeth and lips.

How to Make Sound

Move your upper and lower teeth close together. Place the tip of your tongue in between your front teeth. Force a little air through your teeth. You may or may not use your voice, depending on the word.

English Learners

Variations in

Languages In some languages, including Cantonese and Hmong, there is no direct sound transfer for the /th/ sound. There is an approximate transfer for Spanish and Vietnamese.

Small Group Word Lists

Words for Oral Practice

Initial Position		Medial Position	Final Position	
than	thank	either	bath	north
that	thin	father	cloth	path
the	thing	feather	fourth	south
them	think	mother	health	tooth
this	thumb	other	math	with
those		weather	mouth	



sh

shell

Action Script

The letters sh stand for the /sh/ sound, as in shell. Pretend to hold a shell up to your ear. According to folklore, you can hear the ocean. Say “/sh/ /sh/ shell. Hear the ocean in the shell.” Learning this action will help us remember that the letters sh stands for /sh/.

Articulation

Description of Sound

The sound of /sh/ in shell is a digraph. The two letters represent one sound. The voice is not used to make the /sh/ sound. This sound is made a moves along the roof of the mouth and out between the teeth.

How to Make Sound

Put your teeth close together. Push out you lips a little. The sides of your tongue should touch your side teeth. Now, force some air through your teeth.

English Learners

Variations in

Languages In some languages, including Spanish, Vietnamese, and Cantonese, there is no direct sound transfer for the /sh/ sound.

Small Group Word Lists

Words for Oral Practice

Initial Position		Final Position	
shake	shop	ash	hush
shark	should	brush	mash
shape	short	cash	push
shave	should	crash	rush
shell	shove	dash	trash
she	shovel	dish	wash
shine	show	flash	wish
shirt	shy	fresh	



ch

tch

cheese

Action Script

The letters ch stand for the /ch/ sound, as in cheese. Do you like pizza, or maybe cheese and crackers? Say “/ch/ /ch/ cheese. [chomp] We bite into some cheese.” Learning this action will help us remember that the letters ch stands for /ch/.

Articulation

Description of Sound

The sound of /ch/ in cheese is a digraph. The two letters represent one sound. The voice is not used to make the /ch/ sound. The sound is made as air is pushed along the roof of the mouth.

How to Make Sound

Put the tip tongue on the roof of your mouth. It should be just behind your front teeth. Stick out your lips a bit. Force out a little air and pull your tongue down and away from your teeth.

English Learners

Variations in

Languages In some languages, including Vietnamese and Hmong, there is no direct sound transfer for the /ch/ sound.

Small Group Word Lists

Words for Oral Practice

Initial Position		Final Position	
chain	chimp	arch	porch
charcoal	chin	branch	punch
chase	chisel	clench	ranch
chat	chocolate	French	rich
cheat	choice	inch	such
cheer	choose	itch	stitch
chew	chum	launch	which
chimes	chunk	lunch	wrench
		munch	



wh_

whale

Action Script

The letters wh stand for the /hw/ sound, as in whale. Whales spout air and water when they breathe. Pretend to spout like a whale. Say “/hw/ /hw/ /hw/ whale. Whoosh!” Learning this action will help us remember that the letters wh stand for /hw/.

Articulation

Description of Sound

The sound of /hw/ in whale is a digraph. The two letters represent one sound. The voice is not used to make the /hw/ sound. The sound is made as air moves along the roof of the mouth and passes through a small opening between the lips.

How to Make Sound

Put your front teeth close together. Stick out your lips to make a small circle. The sides of your tongue should touch your side teeth. Force some air over your tongue. Then, open your mouth to finish the /hw/ sound.

English Learners

Variations in

Languages In some languages, including Hmong, Cantonese, Korean and Khmer, there is no direct sound transfer for the /hw/ sound.

Small Group Word Lists

Words for Oral Practice

Initial Position

whale

what

whatever

wheat

wheel

when

where

which

while

whine

whir

whirl

whisker

whisper

whistle,

white

whoop

why



ng

sing

Action Script

The letters ng stand for the /ng/ sound, as in sing. What's your favorite song? You can hum a little bit of it. Then say "/ng/ /ng/ sing. Sing a song." Learning this action will help us remember that the letters ng stand for /ng/.

Articulation

Description of Sound

The sound of /ng/ in sing is called a digraph. The two letters represent one sound. The voice is not used to make the /ng/ sound. The sound is made at the back of the mouth, and air goes out through the nose.

How to Make Sound

Open your lips a little. Put the middle of your tongue on the roof of your mouth. Use your voice and let your breath go out through your nose. If you pinch your nose closed, the sound will stop.

English Learners

Variations in

Languages In some languages, including Spanish, Hmong, and Haitian Creole, there is no direct sound transfer for the /ng/ sound.

Small Group Word Lists

Words for Oral Practice

Final Position

bang
being
bring
ceiling
cling
fang
gang
hang

icing
king
long
lung
ping-pong
ring
rung
sing

song
spring
string
thing
wing
wrong



a ai _ _ ay

a _ e ea ei

train

Action Script

The /ā/ sound in train is the long a sound. Pretend that you are a train conductor and the train is coming into the station. Say “/ā/ /ā/ make way for the train!” Remembering this will help you learn the /ā/ sound.

Articulation

Description of Sound

The sound of /ā/ in train is called long a. The letter says its name. It is a vowel sound. The voice is used to make the long a sound. The sound is made at the front of the mouth, with the tongue in the middle position.

How to Make Sound

Open your mouth wide. Hold your tongue about halfway up to the roof of your mouth. Use your voice and pull back the corners of your mouth a little.

English Learners

Variations in

Languages In some languages, including Cantonese, Vietnamese and Hmong, there is an approximate sound transfer for the /ā/.

Small Group Word Lists

Words for Oral Practice

Initial Position	Medial Position	Final Position
able	base	clay
age	cave	day
aim	date	gray
ate	fame	hay
	gate	may
	name	say
	rain	stay
	tape	way

5

i y i_e
igh ie

five

Action Script

The sound of /ī/ in five is the long i sound. We can count to five with the fingers on one hand. Say "/ī/ /ī/ /ī/ /ī/ /ī/ five. [look at fingers] I see five." Learning this action will help us remember the /ī/ sound.

Articulation

Description of Sound

The sound of /ī/ in five is called long i. It is a vowel sound. The voice is used to make the long i sound. The sound is made by raising the middle of the tongue up and forward in the mouth.

How to Make Sound

Open your mouth a little. Start with your tongue in a low position in your mouth. Use your voice, and move your tongue up and forward. Pull back the corners of your mouth a bit as you finish this sound.

English Learners

Variations in

Languages In some languages, including Cantonese, there is no direct sound transfer for the long i sound. Spanish-speaking students may pronounce it like the word: ay (ouch), in Spanish.

Small Group Word Lists

Words for Oral Practice

Initial Position	Medial Position	Final Position
I	bike	lie
I'm	climb	pie
ice	crime	tie
island	dime	high
item	drive	by
ivy	fine	dry
	glide	sigh
	hide	my
	kite	try



o oa ow

o _ e _ oe

boat

Action Script

The sound of /ō/ in boat is the long o sound. Let's pretend to row a boat. As you pull your arms back, say "/ō/ /ō/ stroke, stroke. We row our boat." Learning this action will help us remember the /ō/ sound.

Articulation

Description of Sound

The sound of /ō/ in boat is called long o. It is a vowel sound. The voice is used to make the long o sound. The sound is made at the back of the mouth.

How to Make Sound

Open your mouth a little, and push out your lips. Keep your tongue in the bottom of your mouth. Use your voice and move your lips forward slightly. Your lips should come closer together and look more rounded.

English Learners

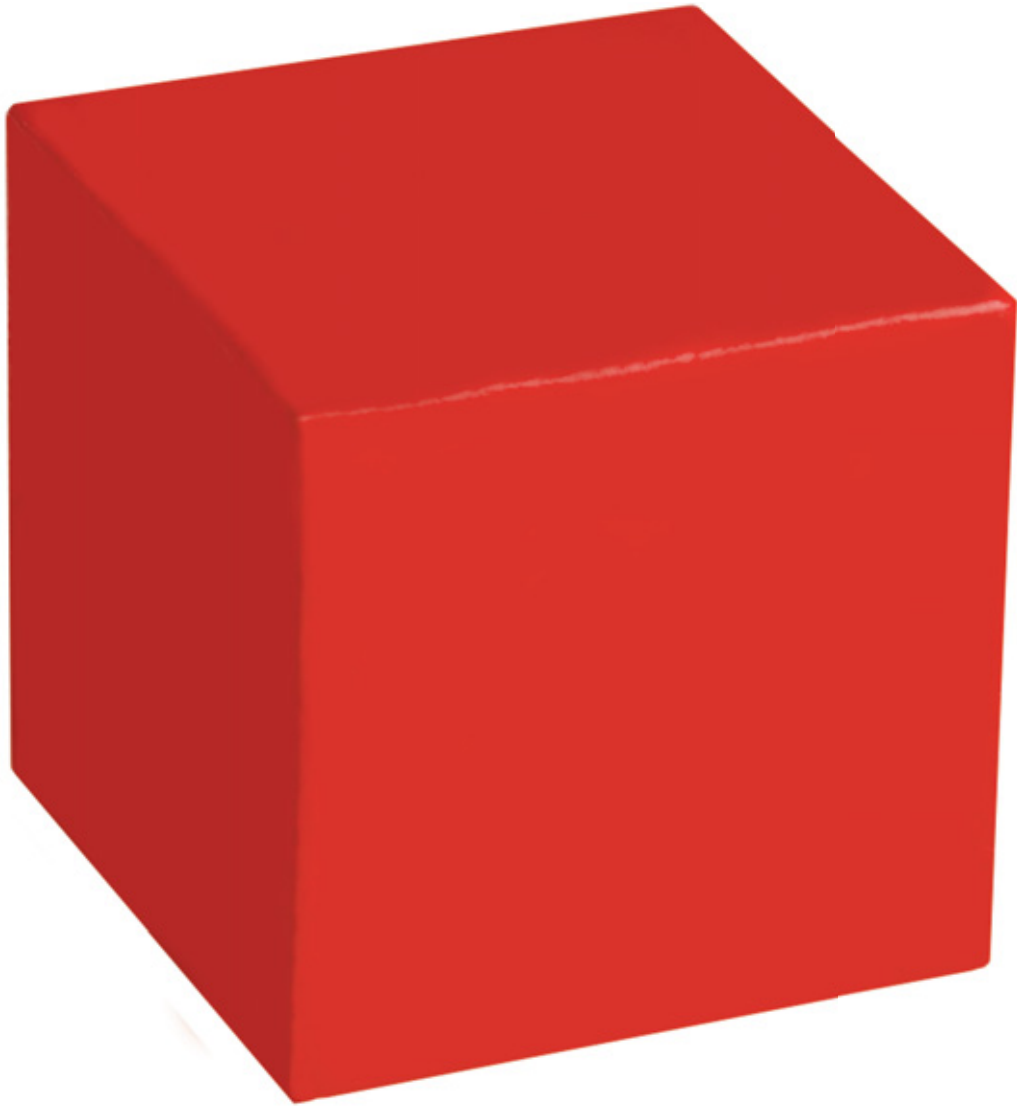
Variations in

Languages In some languages, including Hmong and Cantonese, there is no direct sound transfer for the long o sound.

Small Group Word Lists

Words for Oral Practice

Initial Position	Medial Position		Final Position
oak	boast	rose	go
oatmeal	broken	soap	no
ocean	coal	toast	so
old	donate	vote	doe
only	goat		toe
open	hope		low
over	joke		mow
	locate		snow



u u_e

_ew _ue

cube

Action Script

The /ū/ sound in cube is the long u sound. Let's pretend to hold a smooth, cube in our hand. Say "/ū/ /ū/ cube. View the smooth cube". This will help us remember the /ū/ sound.

Articulation

Description of Sound

The sound of /ū/ in cube is called long u. It is a vowel sound. The voice is used to make the long u sound. The sound is made at the back of the mouth. The lips are pushed out and the tongue is held high in the mouth.

How to Make Sound

Open your mouth a little and push your lips forward. Start with your tongue in the bottom of your mouth. Use your voice. Move your tongue toward the roof of your mouth.

English Learners

Variations in

Languages In some languages, including Cantonese and Korean, there is no direct sound transfer for the long u sound.

Small Group Word Lists

Words for Oral Practice

Initial Position	Medial Position	Final Position
unicycle	bugle	argue
uniform	cube	clue
unify	future	cue
unite	huge	few
universe	human	glue
use	humid	new
useful	lure	value
usual	music	review
Utah	pupil	stew
		view



e_e ea ee

e_y

ie _ey

tree

Action Script

The /ē/ sound in tree is the long e sound. Pretend that there is a big tree in the distance. Now, point and say “/ē/ /ē/ I see the tree.” This little rhyme will help you remember the /ē/ sound.

Articulation

Description of Sound

The sound of /ē/ in tree is called long e. It is a vowel sound. The voice is used to make the long e sound. The sound is made at the front of the mouth.

How to Make Sound

Move the corners of your mouth back, as if you were going to smile. Your top and bottom teeth should be close but not touching. Hold your tongue near the roof of your mouth and use your voice to make the long e sound.

English Learners

Variations in

Languages In some languages, including Cantonese, there is an approximate sound transfer for the /ē/ sound.

Small Group Word Lists

Words for Oral Practice

Initial Position	Medial Position	Final Position
each	deep	alley
eager	here	any
east	meter	bee
eat	piece	free
eel	please	happy
eject	reach	key
elect	seek	me
equal	theme	monkey
		see
		she
		tree
		we



ar

star

Action Script

The /är/ sounds in star are an r-controlled vowel sound. Let's hold up the star above our heads. Say "/är/ /är/ star, far away star." Learning this action will help us remember that the letters ar stand for /är/.

Articulation

Description of Sound

The /är/ sounds in star are called an r-controlled vowel. The voice is used to make this sound. The lips are wide open and the sound is made in the back of the mouth.

How to Make Sound

Open your mouth wide. Begin with your tongue in the bottom of your mouth. As you use your voice, move your tongue toward the back of your mouth. Your mouth will close a little bit.

English Learners

Variations in

Languages In some languages, including Spanish, Vietnamese, Hmong, Cantonese, Haitian Creole, Korean, and Khmer, there is no direct sound transfer for the /är/ sounds.

Small Group Word Lists

Words for Oral Practice

Initial Position	Medial Position	Final Position
arch	barn	car
archer	card	far
argue	dart	jar
arm	farm	radar
armadillo	harm	scar
armor	market	star
army	part	
art	star	
article	start	
artist		



er ir
ur or

shirt

Action Script

The /ûr/ sounds in shirt are an r-controlled vowel sound. This bright red shirt is too big. You need to return it to the store. Say “/ûr/ /ûr/ shirt. Return the shirt.” Recalling this will help us remember the /ûr/ sounds.

Articulation

Description of Sound

The /ûr/ sounds in shirt are an r-controlled vowel. The voice is used to make this sound. The sound is made at the back of the mouth.

How to Make Sound

Open your mouth a little. Hold your tongue near the back of the roof of your mouth. The sides of your tongue should touch the inside of your top teeth. Use your voice and let air move across the top of your tongue.

English Learners

Variations in

Languages In some languages, including Spanish, Vietnamese, Hmong, Cantonese, Haitian Creole, Korean and Khmer, there is no direct sound transfer for the /ûr/ sounds.

Small Group Word Lists

Words for Oral Practice

Medial Position		Final Position	
burst	jury	anger	mother
certain	nerve	answer	over
circle	nurse	bitter	sir
dirt	serve	butter	stir
during	shirt	danger	under
fern	swirl	editor	visitor
firm	turn	fur	whisper
first	verse	her	
girl	worm	letter	
hurt	worse		



oar or ore

corn

Action Script

The /ôr/ sounds in corn are an r-controlled vowel sound. Let's pretend to round our mouths a little so we can fit a single kernel of corn past our lips. Say "/ôr/ /ôr/ corn." This will help us remember that the letters or stand for /ôr/.

Articulation

Description of Sound

The sounds of /ôr/ in corn are an r-controlled vowel. The voice is used to make this sound. The /ôr/ sounds are made at the back of the mouth as air is forced through a round, narrow opening of the mouth and lips.

How to Make Sound

Open your mouth slightly. Round your lips and stick them out a little. Place your tongue in the bottom of your mouth. Use your voice and raise the middle of your tongue upward, to make the or sound.

English Learners

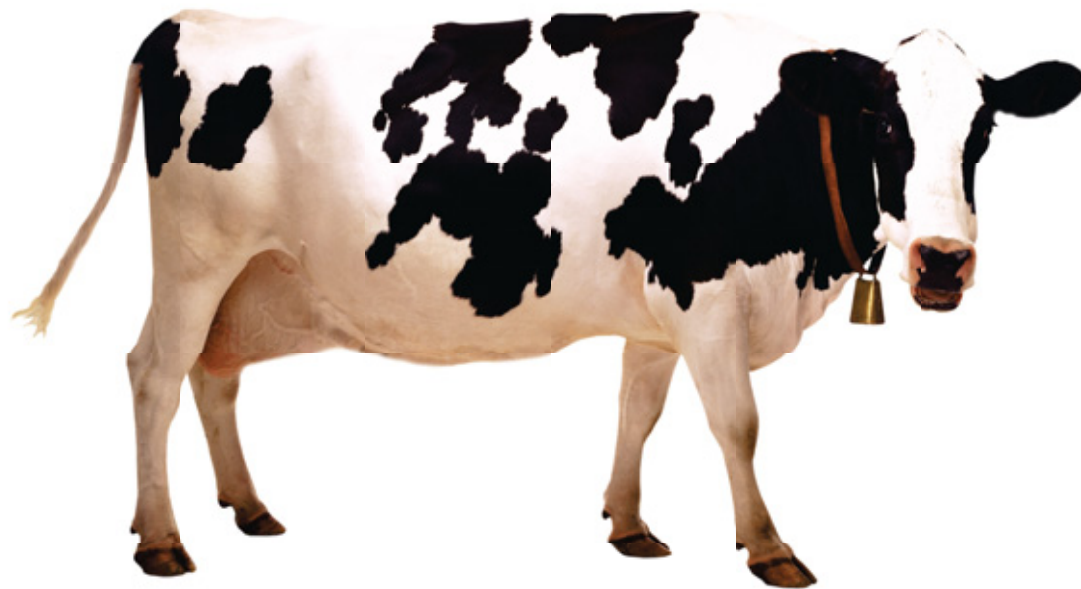
Variations in

Languages In some languages, including Spanish, Vietnamese, Hmong, Cantonese, Haitian Creole, Korean, and Khmer, there is no direct sound transfer for the /ôr/ sounds.

Small Group Word Lists

Words for Oral Practice

Medial Position		Final Position	
acorn	form	adore	nor
adore	fort	before	oar
born	glory	boar	pour
bored	morning	core	roar
core	north	for	store
corn	story	lore	wore
dorm	yourself	more	your



ow

ou

COW

Action Script

The /ou/ sound as in cow is a diphthong. The sound glides or moves in the mouth. Pretend that you found a cow in your classroom. Say “/ou/ /ou/ cow. We found a cow.” Seeing this image will remind us of the /ou/ sound.

Articulation

Description of Sound

The sound of /ou/ in cow is a diphthong. The voice is used to make the /ou/ sound.

How to Make Sound

Move your tongue downward. Open your mouth wide, pulling back the corners of your lips. Start with your mouth wide open. Start with your tongue in the bottom of your mouth. Use your voice. Slowly make your mouth less open and push out your lips. Your tongue will move up and back to make the /ou/ sound.

English Learners

Variations in

Languages In some languages, including Spanish, there is no direct sound transfer for the /ow/ sound.

Small Group Word Lists

Words for Oral Practice

Initial Position	Medial Position		Final Position
ouch	about	howl	allow
our	bounce	mouse	bow
out	brown	noun	cow
outdoors	couch	pounce	how
owl	down	power	now
	found	sound	vow
	frown	sour	wow
	gown	tower	
	ground	town	
	growl	vowel	



oi

-oy

boy

Action Script

The sound of /oi/ in boy is called a diphthong. Take a look at the boy on the card What's his name? Roy. Say "/oi/ /oi/ that boy is Roy." Recalling his name will help us to remember that the letters oy stand for /oi/.

Articulation

Description of Sound The sound of oy in boy is called a diphthong. The voice is used to make the oy sound. The sound moves from the middle of the mouth to the front.

How to Make Sound Push out your lips a little. They should make a round shape. Now, use your voice. Move your tongue from the middle of the back of your mouth toward the front. As you finish the sound, your lips should make a little smile.

English Learners

Variations in Languages In some languages, including Hmong, there is no direct sound transfer for /oi/.

Small Group Word Lists

Words for Oral Practice

Medial Position		Final Position
boil	point	annoy
boy	royal	boy
coil	soil	decoy
coin	soybean	destroy
foil	spoil	enjoy
join	voice	joy
loyal		soil
moist		soy
noise		toy



oo

book

Action Script

The letters oo stand for the /oo/ sound, as in book. Let's pretend to open the book and look inside. Say "/oo/ /oo/ book. Look in the book." Learning this action will help us remember that the letters oo stand for /oo/.

Articulation

Description of Sound

The sound of /oo/ in book is called short oo. It is a vowel sound and the voice is used. To make the /oo/ sound, the lips are rounded, and the back of the tongue is held high in the mouth.

How to Make Sound

Push out your lips a little. They should make a round shape. Move the back of your tongue toward the back of your mouth. Use your voice to make the oo sound. Touch your throat. Can you feel your voice making the sound?

English Learners

Variations in

Languages In some languages, including Spanish, Vietnamese, Hmong, Haitian Creole, Korean, and Khmer, there is no direct sound transfer for the /oo/ sound.

Small Group Word Lists

Words for Oral Practice

Medial Position

book	good	stood
brook	hood	took
cook	hook	wood
crooked	look	wool
foot	shook	
football	soot	



oo u_e u

_ew ue

ou _ui_

spoon

Action Script

The letters oo stand for the long /ōō/ sound, as in spoon. Let's pretend to eat some soup from a spoon. Round your lips, hold up the spoon to your mouth. Say "/ōō/ /ōō/ spoon. [sip] We sip soup from our spoon." Learning this action will help us remember that the letters oo stand for /ōō/.

Articulation

Description of Sound

The sound of /ōō/ in spoon is called long oo. The voice is used to make this sound. The sound is made at the front of the mouth.

How to Make Sound

Open your mouth a little, push your lips out. They should form a small circle. Keep your tongue high in your mouth. Use your voice and let the air pass over your tongue. Put your hand in front of your face. Can you feel the air? Now touch your throat. You can feel it there, too.

English Learners

Variations in

Languages In some languages, including Cantonese and Korean, there is no direct sound transfer for long /ōō/ sound.

Small Group Word Lists

Words for Oral Practice

Medial Position			Final Position	
boom	pool	suit	boo	too
cool	moon	stool	blue	true
doom	move	stoop	chew	through
drool	noon	tooth	clue	
food	pool		drew	
fool	room		due	
groove	rule		glue	
hoop	school		grew	
loop	soon		igloo	
plume	soup		moo	



a aw au

augh al

straw

Action Script

The letters aw stand for the /ô/ sound, as in straw. Pretend to hold a glass of juice. Take a sip through the straw. Say “/ô/ /ô/ straw, Awesome!” Learning this action will help us remember the /ô/ sound.

Articulation

Description of Sound

The sound of /ô/ in straw is called variant vowel sound. It is similar to the short o vowel sound. The voice is used to make this sound in the middle of the mouth.

How to Make Sound

Open your mouth wide. Push your lips forward just a little bit. Hold your tongue in the middle of your mouth. Use your voice to make the aw sound.

English Learners

Variations in

Languages In some languages, including Spanish and Korean, there is no direct sound transfer for the /ô/ sound.

Small Group Word Lists

Words for Oral Practice

Initial Position	Medial Position	Final Position
always	because	claw
August	cause	draw
author	caught	jaw
awesome	daughter	law
awful	dawn	paw
awkward	fault	raw
	haunt	saw
	lawn	straw
	pause	
	talk	
	walk	



air are

ear ere

chair

Action Script

The letters air stand for the /âr/ sound, as in chair. This chair has no cushions; it is bare. Say “/âr/ /âr/ bare chair.” Recalling this image will help us remember that the letters air stand for /âr/.

Articulation

Description of Sound

The sound of /âr/ in chair is an r-controlled vowel. The three letters represent one sound. The voice is used to make the air sound. It is made at the back of the mouth.

How to Make Sound

Open your mouth. Move the front of your tongue forward and up against the roof of your mouth. Now bring back the corners of your lips. Use your voice and move your tongue back just a little.

English Learners

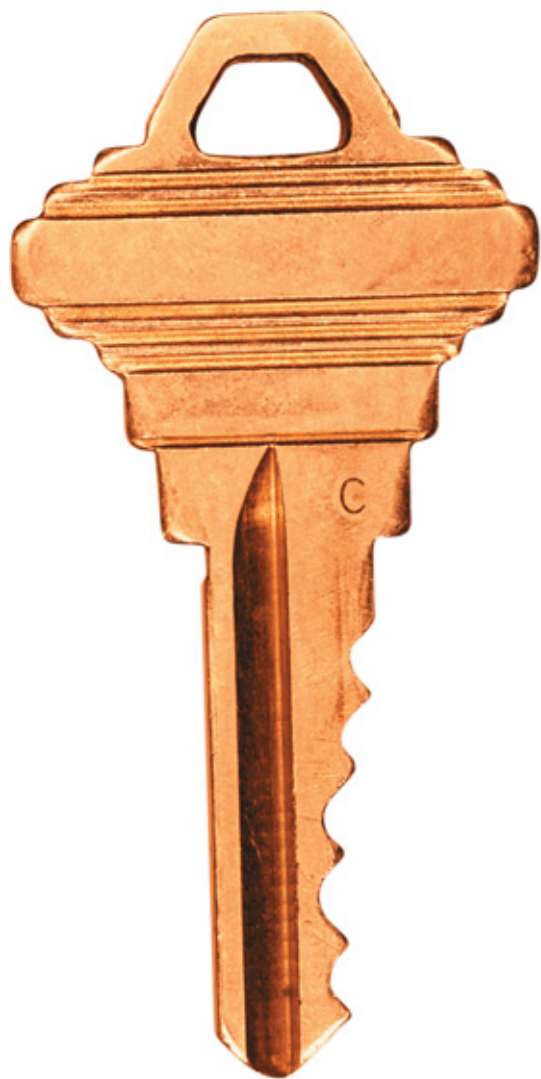
Variations in

Languages In some languages, including Spanish, Vietnamese, Hmong, Cantonese, Haitian Creole, Korean, and Khmer, there is no direct sound transfer for the /âr/ sound.

Small Group Word Lists

Words for Oral Practice

Medial Position	Final Position	
careful	bare	rare
daily	blare	repair
daring	care	share
hairy	chair	scare
primary	compare	square
scary	dare	stare
stairway	fair	tear
	glare	their
	hair	there
	lair	wear
	pear	where



||

y-

llave

Action Script

The letter ll stands for the /ll/ sound as in the word llave. It is similar to the /y/ sound as in the English word yes. Pretend to look for a key in your pocket, now wipe away a tear and say “/ll/ /ll/ llave. Ella olvidó la llave y por eso llora.” (She forgot her key and so she cries.) Learning this action will help us remember that the letter ll stands for /ll/.

Articulation

Description of Sound

The sound of /ll/ in llave is a voiced consonant in Spanish. The sound is made in the back of the mouth, as air moves over the tongue.

How to Make Sound

Open your mouth a little. Raise your tongue close to the roof of your mouth so that it is just behind your top teeth. Now, use your voice and let air move through the small space over your tongue.

English Learners

Variations in

Languages In Spanish there are two letters which have the /ll/ sound. These letters are ll as in llave and y as in yaguar. In English the /ll/ sound does not exist.

Small Group Word Lists

Words for Oral Practice

Initial Position	Medial Position
llamada	caballero
llamar	calle
llano	ella
llanto	gallina
llenar	mejilla
llevar	sollovo
lloro	
lluvia	

Ñ



ñ

niña

Action Script

The letter ñ stands for the /ñ/ sound as in the word niña. Pretend to hold a handkerchief in front of your face and say /ñ/ /ñ/ niña. 'La niña pequeña se ocultó la cara con el pañuelo'. (The little girl hides her face with a handkerchief.) Learning this action will help us remember that the letter ñ stands for /ñ/.

Articulation

Description of Sound

The sound of /ñ/ in niña is a voiced consonant in Spanish. It is similar to a combination on the /n/ and /y/ sounds in English. The sound is made by forcing air through the nose.

How to Make Sound

Open your mouth a little. Press your tongue to the roof of your mouth so that it stops air from leaving your mouth. Now, use your voice and let air move through your nose. To finish the sound you need to push your tongue forward a little, just before pronouncing the next vowel in the word.

English Learners

Variations in

Languages In English, the letter ñ does not exist, but the /ñ/ sound is similar to the sounds in the words canyon, onion, and union.

Small Group Word Lists

Words for Oral Practice

Medial Position

niña

piña

cañon

señor

mañoso

mañana

bañar

dueño

sueño

apaño



Grades 3-6 • Word-Building Cards

- | | | | | | |
|------------|-------------|-------------|--------------|--------------|-------------|
| 1. a | 34. attend | 67. bru | 100. clear | 133. day | 166. enter |
| 2. able | 35. attract | 68. burn | 101. close | 134. de | 167. eo |
| 3. ac | 36. au | 69. but | 102. clude | 135. den | 168. er |
| 4. accept | 37. aud | 70. by | 103. co | 136. depend | 169. ered |
| 5. act | 38. auto | 71. ca | 104. coat | 137. der | 170. ern |
| 6. ad | 39. avail | 72. cal | 105. col | 138. ders | 171. ers |
| 7. adopt | 40. aware | 73. call | 106. color | 139. di | 172. es |
| 8. af | 41. ay | 74. can | 107. com | 140. dia | 173. est |
| 9. after | 42. ba | 75. candle | 108. come | 141. did | 174. et |
| 10. ag | 43. back | 76. cannon | 109. comic | 142. dif | 175. ev |
| 11. age | 44. bark | 77. cap | 110. con | 143. dis | 176. eve |
| 12. air | 45. barn | 78. capable | 111. concern | 144. disturb | 177. event |
| 13. al | 46. bask | 79. car | 112. connect | 145. dle | 178. ever |
| 14. allow | 47. bat | 80. care | 113. cor | 146. do | 179. evid |
| 15. als | 48. bath | 81. cat | 114. cord | 147. door | 180. ex |
| 16. am | 49. be | 82. catch | 115. correct | 148. drag | 181. expect |
| 17. an | 50. bel | 83. cate | 116. coun | 149. drawn | 182. extern |
| 18. ance | 51. ber | 84. ceal | 117. count | 150. dy | 183. eye |
| 19. angle | 52. bet | 85. cede | 118. counter | 151. e | 184. fa |
| 20. ank | 53. bi | 86. ceive | 119. court | 152. eam | 185. fac |
| 21. answer | 54. bio | 87. cell | 120. cov | 153. east | 186. fair |
| 22. any | 55. birth | 88. cen | 121. cover | 154. eco | 187. fall |
| 23. ap | 56. ble | 89. cent | 122. cracy | 155. ed | 188. fat |
| 24. apo | 57. bles | 90. chain | 123. cret | 156. een | 189. fear |
| 25. appear | 58. block | 91. char | 124. cu | 157. eet | 190. fect |
| 26. ar | 59. bod | 92. charge | 125. cul | 158. ef | 191. fer |
| 27. arm | 60. bone | 93. ci | 126. cus | 159. el | 192. fi |
| 28. as | 61. book | 94. cial | 127. cust | 160. em | 193. field |
| 29. ash | 62. bor | 95. cir | 128. cut | 161. en | 194. file |
| 30. at | 63. born | 96. cit | 129. cy | 162. ence | 195. fill |
| 31. ate | 64. bot | 97. class | 130. cycle | 163. end | 196. fin |
| 32. ation | 65. break | 98. classic | 131. da | 164. enjoy | 197. fish |
| 33. attach | 66. bright | 99. cle | 132. dan | 165. ent | 198. fix |



Grades 3-6 • Word-Building Cards

- | | | | | | |
|--------------|-------------|--------------|-------------|-------------|--------------|
| 199. flow | 232. health | 265. joy | 298. logic | 331. mis | 364. nus |
| 200. for | 233. heav | 266. judge | 299. long | 332. mo | 365. nut |
| 201. fore | 234. high | 267. jun | 300. low | 333. mobile | 366. ny |
| 202. form | 235. ho | 268. ket | 301. loyal | 334. modern | 367. o |
| 203. fran | 236. house | 269. kind | 302. lu | 335. mon | 368. ob |
| 204. fratern | 237. hunt | 270. la | 303. ly | 336. more | 369. oc |
| 205. fright | 238. i | 271. lack | 304. ma | 337. moth | 370. of |
| 206. ful | 239. ible | 272. land | 305. made | 338. mu | 371. ogy |
| 207. gan | 240. ic | 273. lands | 306. mag | 339. mul | 372. ology |
| 208. gar | 241. ies | 274. lar | 307. magic | 340. my | 373. on |
| 209. gard | 242. ig | 275. lat | 308. main | 341. na | 374. one |
| 210. geal | 243. il | 276. law | 309. make | 342. nal | 375. op |
| 211. gel | 244. im | 277. lead | 310. mal | 343. nate | 376. or |
| 212. gen | 245. import | 278. lease | 311. man | 344. nation | 377. organ |
| 213. ger | 246. in | 279. lec | 312. mar | 345. near | 378. ous |
| 214. gi | 247. ing | 280. lect | 313. mark | 346. neg | 379. out |
| 215. gig | 248. ings | 281. legal | 314. mat | 347. nel | 380. over |
| 216. gle | 249. inter | 282. length | 315. matic | 348. ner | 381. ow |
| 217. go | 250. intern | 283. lent | 316. mature | 349. ness | 382. pa |
| 218. gown | 251. ion | 284. less | 317. me | 350. net | 383. paid |
| 219. grace | 252. ior | 285. let | 318. mea | 351. new | 384. pain |
| 220. gram | 253. ir | 286. li | 319. meas | 352. ni | 385. pair |
| 221. grand | 254. is | 287. lic | 320. mem | 353. night | 386. pan |
| 222. graph | 255. ish | 288. light | 321. men | 354. Nile | 387. par |
| 223. great | 256. ism | 289. lik | 322. ment | 355. ning | 388. pare |
| 224. ground | 257. ist | 290. like | 323. ments | 356. nish | 389. part |
| 225. gul | 258. it | 291. lin | 324. mer | 357. no | 390. pass |
| 226. hand | 259. ite | 292. lingual | 325. merge | 358. non | 391. pathy |
| 227. hap | 260. its | 293. lish | 326. meter | 359. nor | 392. patient |
| 228. har | 261. ive | 294. living | 327. mi | 360. nore | 393. pay |
| 229. hard | 262. ize | 295. lo | 328. mil | 361. novel | 394. pe |
| 230. haust | 263. jack | 296. load | 329. min | 362. n't | 395. pear |
| 231. head | 264. jo | 297. log | 330. mind | 363. nu | 396. peb |



Grades 3-6 • Word-Building Cards

- | | | | | | |
|---------------|--------------|-------------|--------------|--------------|--------------|
| 397. pen | 430. pre | 463. rus | 496. sis | 529. ta | 562. tight |
| 398. per | 431. pres | 464. ry | 497. sist | 530. tac | 563. tin |
| 399. persist | 432. press | 465. sa | 498. sleep | 531. tact | 564. ting |
| 400. phone | 433. pri | 466. sad | 499. snow | 532. tain | 565. tion |
| 401. phono | 434. pro | 467. sal | 500. so | 533. tal | 566. tions |
| 402. photo | 435. proach | 468. sand | 501. sold | 534. tan | 567. tive |
| 403. pi | 436. pub | 469. sat | 502. some | 535. te | 568. tle |
| 404. pic | 437. pute | 470. scope | 503. son | 536. tect | 569. to |
| 405. pit | 438. quence | 471. scr | 504. sons | 537. ted | 570. told |
| 406. pla | 439. ra | 472. se | 505. soon | 538. teer | 571. tom |
| 407. place | 440. radi | 473. seas | 506. south | 539. tel | 572. ton |
| 408. plas | 441. rage | 474. sec | 507. speak | 540. tele | 573. toon |
| 409. plat | 442. rais | 475. sect | 508. special | 541. tell | 574. tor |
| 410. play | 443. ral | 476. self | 509. spl | 542. tem | 575. tors |
| 411. ple | 444. re | 477. semi | 510. spr | 543. ten | 576. tour |
| 412. plea | 445. react | 478. sen | 511. stand | 544. tend | 577. tra |
| 413. ples | 446. read | 479. sens | 512. star | 545. tens | 578. trace |
| 414. plet | 447. real | 480. sent | 513. start | 546. tent | 579. tract |
| 415. plor | 448. rec | 481. ser | 514. ster | 547. ter | 580. tral |
| 416. plore | 449. rect | 482. serve | 515. stop | 548. terr | 581. trans |
| 417. ploy | 450. regular | 483. set | 516. stor | 549. ters | 582. traught |
| 418. plug | 451. ren | 484. shame | 517. story | 550. test | 583. tray |
| 419. ply | 452. rep | 485. shine | 518. str | 551. text | 584. treas |
| 420. po | 453. respons | 486. ship | 519. stub | 552. thank | 585. treat |
| 421. pod | 454. ri | 487. should | 520. su | 553. the | 586. tri |
| 422. point | 455. ried | 488. show | 521. sub | 554. ther | 587. tro |
| 423. por | 456. rip | 489. si | 522. sug | 555. thick | 588. trust |
| 424. port | 457. rise | 490. sic | 523. sun | 556. thought | 589. truth |
| 425. pos | 458. ro | 491. side | 524. sup | 557. thr | 590. try |
| 426. poss | 459. room | 492. sim | 525. super | 558. through | 591. tu |
| 427. possible | 460. round | 493. sin | 526. sur | 559. ti | 592. turb |
| 428. post | 461. row | 494. sion | 527. sure | 560. tic | 593. ture |
| 429. prac | 462. rub | 495. sions | 528. sus | 561. ties | 594. tures |



Grades 3-6 • Word-Building Cards

595. turn
596. tury
597. ty
598. u
599. uer
600. um
601. un
602. up

603. us
604. use
605. used
606. va
607. val
608. var
609. vel
610. ven

611. ver
612. vi
613. vid
614. view
615. viol
616. vis
617. vise
618. vo

619. vol
620. wag
621. walk
622. ward
623. ware
624. wash
625. way
626. weekly

627. west
628. where
629. wil
630. wild
631. win
632. with
633. won
634. wonder

635. work
636. wov
637. writ
638. y
639. yard
640. zoo
641. zy

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Fluency

Teacher's Edition



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Using *Fluency Intervention*

Purpose and Use

The lessons provides a set of strategic intervention materials, for oral reading fluency. The materials contain more than ninety 15-minute lessons. These lessons

- provide explicit, sequential, and systematic needs-based instruction of standards taught in previous grades that have not been mastered by students;
- are designed for efficient and effective use in tutorial or small-group instructional settings;
- can be administered by a teacher or teacher's aide but are also great for after-school programs and one-on-one tutoring sessions;
- contain a periodic progress-monitoring review for determining attainment of skills taught after approximately every ten lessons.

Contents and Resources

Fluency Intervention organizes instruction and practice on two-page spreads (except the Speed Drills) for ease of use. A short, 15-minute lesson provides targeted instruction in a discrete skill. A Practice Reproducible provides targeted practice for that skill.

The image shows a two-page spread from a lesson book. The left page is titled "LESSON 8 Fluency" and contains the "Echo Reading Routine" with instructions for teaching and modeling, a fluent reading checklist, and guided practice. The right page is titled "Practice Reproducible FL8" and contains the poem "The Stormy Ride" with line numbers and a comprehension question. The pages are numbered 16 and 17 respectively.

LESSON 8
Fluency

Echo Reading Routine

TEACH/MODEL

Introduce In the Echo Reading routine, you read a phrase or a sentence and students read back, or "echo," what you have read. Write the sentences below.

Can a crow and an alligator speak? No, they only speak in fantasy stories.

Review the steps of the routine. Then follow the routine to read the sentences.

1. First, the teacher reads aloud. Say: *I will model fluent reading by reading only a phrase or a sentence. (See Fluent Reading Checklist.)*

2. Students follow along. Say: *You will whisper-read every word as I read it aloud. It is very important that you listen to how I read the phrase or sentence.*

3. Then students read aloud. Say: *Then you will read the same phrase or sentence back to me. You will try to read it the same way I read it.*

4. Repeat. Say: *Then we will do the same thing again until we finish reading.*

Fluent Reading Checklist

- ✓ Read smoothly and pronounce words correctly.
- ✓ Read sentences in chunks or phrases.
- ✓ Emphasize important words.
- ✓ Pause at commas or periods.
- ✓ Change your voice to show a question.
- ✓ Change your voice to show strong feeling at an exclamation point.
- ✓ Read dialogue the way someone might speak it.

GUIDED PRACTICE

Practice Reproducible Distribute **Practice Reproducible FL8**. Then follow the routine to echo read "The Stormy Ride." You may want to echo read the poem more than once. Provide corrective feedback.

Comprehension Have partners discuss the comprehension questions. Then discuss their answers as a group.

APPLY

Echo Reading Use the Echo Reading routine to read the poem again, but now have students lead while you respond. Individual students can take turns leading. Tell students to point out how they read each phrase or sentence before you read it back to them. Prompt them with questions such as these: *Where did you pause? Where did you change your voice?*

16 Fluency Intervention, Section 1

Name _____ Date _____ **Practice Reproducible FL8**

Practice Echo Reading

The Stormy Ride

The crow and the alligator went to sea
8 Along a rocky shore.
12 The crow looked out and saw a storm
20 The rains began to pour.
28 The huge waves crashed on to the boat
33 And tossed it all about.
38 The crow cried out and flapped his wings
46 The alligator closed his snout.
51 "Are you afraid?" the alligator asked,
57 As water filled his mouth.
62 "No, I'm not," the crow declared,
68 "For I can fly about."
73 "Water is my friend, you know,"
79 The alligator said with a smile.
85 "I'll hold my breath and take a swim.
93 The storm will pass in a while!"
100 The friends parted ways and promised each other
108 They would be together soon.
118 The very next day, the sun shone through
129 And the two played in the afternoon. 128

Comprehension Why did the alligator ask the crow if he was afraid? What do you think might happen next?

17 Practice Reproducible

Sample Lesson

Additional materials used with the instruction in *Fluency Intervention* include the following reproducibles, located in the back of the guide:

- 2006 Oral Reading Fluency Data (Hasbrouk & Tindal)
- Progress Chart
- Sound-Spelling Cards Chart
- Reading Big Words
- Six Basic Syllable Patterns Chart

Progress Chart

Beginning Date: _____

Ending Date: _____

Book: _____

Number of Words Correctly Read in One Minute: _____

Words Correct Per Minute	0	1	2	3	4	5
200						
190						
180						
170						
160						
150						
140						
130						
120						
110						
100						
90						
80						
70						
60						
50						
40						
30						
20						
10						

2006 Oral Reading Fluency Data Progress Chart 159

Progress Chart

Placement Students can be placed within the sequence of lessons based on the fluency skills that will have the greatest impact on their reading growth (e.g., mastering high-frequency words or specific phonics skills through speed drills). Students can be placed into the sequence of lessons based on a lack of mastery of specific fluency tasks.

Each section in *Fluency Intervention* focuses on a small set of fluency skills. You can place students in one of the following ways:

- You can teach a discrete lesson or a discrete group of lessons as a prescription for specific skills that students have not yet mastered.
- You can provide sequential and systematic instruction over a longer period of time, perhaps as a regular part of additional instruction that you might be providing a group of struggling readers. For example, you might use formal or informal reviews to determine a starting point (such as the speed drill skill students have not mastered) and then teach the following lessons sequentially.

Progress Monitoring To determine students' mastery of skills taught, use the progress-monitoring review provided at the end of each section in the guide.

- These reviews appear after about every ten lessons.
- Use the results to determine which students are ready to move on and which need to repeat the sequence of lessons.

Name _____ Date _____ Practice Reproducible FL.19

Decoding Review

Real Words

slam	pet	map	next	lead
slick	stuck	tug	drip	blob
brick	skunk	plant	trap	slump
cloth	whisk	kitchen	shelf	sandwich
lunches	wishes	socks	boxes	echoes
knives	children	people	geese	shelves
made	slide	hope	scrape	fine
classmate	homework	notebook	daytime	inside
three	night	slay	bowl	cube
seedling	universe	weekend	going	roadway
jumping	pressed	stomped	crashing	thanked
picnicking	clapped	bugging	closed	voted
didn't	wasn't	I'm	she's	it's
I've	you'll	she'd	he'll	they'll
cheaper	coldest	slower	tightest	fastest
fluffiest	flatter	nicest	happier	silliest

Nonsense Words

kane	pate	mo	smait	mipped
wabed	basn't	P've	dutting	slea
gew	brigh	sny	gowl	srute
steen	blasser	truff	whess	shob

Practice Reproducible 57

Sample Review

Instructional Modifications

Many struggling readers lack the prerequisite skills needed to decode grade-level text or are unable to keep up with the core program's pace of instruction. These students need more time and practice to master these essential building blocks of reading. To better gauge a struggling reader's comprehension level, you may wish to read passages and questions to the student and have him answer the questions orally.

- Students who are below level in fluency are often below level due to weaknesses in other prerequisite skills, such as phonics and mastery of basic sight words.
- Therefore, in addition to using the lessons in *Fluency Intervention*, assess each student's phonics, letter recognition, high-frequency word, and phonemic awareness skills, using the *Foundational Skills Assessments*.
- Use the lessons in *Phonics/Word Study Intervention* in conjunction with those provided here.

Research and Guiding Principles

Research on fluency has shown the following:

- Fluency is the ability to read a text accurately, quickly, effortlessly, and with proper expression.
- Fluency is important because it provides a bridge between word recognition and comprehension. Because fluent readers do not have to concentrate on decoding the words, they can focus their attention on what the text means. This is especially critical as students move through the grades and texts contain more complex vocabulary and concepts.
- To read with expression, students must be able to divide text into meaningful chunks. Readers must also know how to pause appropriately within and at the ends of sentences and must know when to change emphasis or tone.
- It is important to model fluent reading for students.
- Fluency develops as a result of many opportunities to practice reading with a high degree of success.
- Repeated and monitored oral reading improves reading fluency and overall reading achievement.
- Effective repeated reading techniques include choral reading, echo reading, tape-assisted reading, partner reading, and Readers Theater.
- Monitoring student progress in reading fluency is useful in evaluating instruction and setting instructional goals. It can also be motivating to students.

Skills Correlations

This chart will help you identify practice pages for skills taught in this book.

Skill	Pages where skill is taught	*
Accuracy	2–3, 6–109, 114–121, 129, 146–149, 176–177, 182–187	
Comprehension and Understanding	4–5, 146–153, 165, 170–171, 178–187	
Expression	2–3, 6–21, 110–113, 122–129, 150–153, 166–177	
Fluency Routines	2–21	
High-Frequency Word Drills	22–37	
Intonation	122–129, 168–177, 187	
Pausing	130–145	
Phrasing	2–3, 6–21, 34–35, 130–145, 154–165, 192–197	
Pronunciation	2–165	
Punctuation	130–145	
Purpose	4–5	
Rate	2–3, 6–33, 38–109, 130–165, 182–187	
Self-Monitoring	178–181, 187	
Speed Drills	22, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 100, 101, 102, 103, 104, 105, 106, 107	
Speed Drill: Closed Syllables	82, 83, 99	PWS
Speed Drill: Compound Words	58, 59, 73	PWS
Speed Drill: Consonant + <i>le</i> Syllables	90, 91, 99	PWS
Speed Drill: Contractions	52, 53, 57	PWS
Speed Drill: Diphthongs <i>ou</i> , <i>ow</i> , <i>oi</i> , <i>oy</i>	64, 65, 73	PWS
Speed Drill: Endings <i>-er</i> , <i>-est</i>	54, 55, 57	PWS
Speed Drill: Final <i>e</i> Syllables	88, 89, 99	PWS
Speed Drill: Final <i>e</i> Words	46, 47, 57	PWS

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* Practice for these skills can also be found in the Teacher's Edition for Phonics/Word Study (PSW).

Skills Correlations (continued)

Skill	Pages where skill is taught	*
Speed Drill: Inflectional Endings <i>-ed, -ing</i>	50, 51, 57	PWS
Speed Drill: Irregular Plurals	45, 57	PWS
Speed Drill: Long Vowel Words	48, 49, 57	PWS
Speed Drill: Open Syllables	84, 85, 99	PWS
Speed Drill: Plurals <i>-s, -es</i>	44, 57	PWS
Speed Drill: <i>r</i> -Controlled Syllables	92, 93, 99	PWS
Speed Drill: <i>r</i> -Controlled Vowels <i>er, ir, ur, ar, or</i>	60–63, 73	PWS
Speed Drill: Short <i>a</i> Words	38, 57	PWS
Speed Drill: Short <i>e</i> Words	38, 57	PWS
Speed Drill: Short <i>i</i> Words	39, 57	PWS
Speed Drill: Short <i>o</i> Words	39, 57	PWS
Speed Drill: Short <i>u</i> Words	39, 57	PWS
Speed Drill: Short Vowels with Digraphs	42, 43, 57	PWS
Speed Drill: Short Vowels with Final Blends	41, 57	PWS
Speed Drill: Short Vowels with Initial Blends	40, 57	PWS
Speed Drill: Silent Letters	68, 69, 73	PWS
Speed Drill: Soft <i>g</i> and Soft <i>c</i>	70, 71, 73	PWS
Speed Drill: Word Families <i>-am, -ad, -et, -id, -ut, -un</i>	107, 109	
Speed Drill: Word Families <i>-an, -ap, -at, -in, -ug</i>	100, 109	
Speed Drill: Word Families: <i>-ail, -ain, -ay, -eat, -ight</i>	106, 109	
Speed Drill: Word Families: <i>-ice, -ide, -oke, -ore</i>	105, 109	
Speed Drill: Word Families: <i>-ill, -ell, -ing, -ock, -uck, -ump, -unk</i>	103, 109	
Speed Drill: Word Families: <i>-ine, -ake, -ale, -ame, -ate</i>	104, 109	
Speed Drill: Word Families: <i>-ink, -ack, -ank, -ash, -est, -ick</i>	102, 109	
Speed Drill: Word Families: <i>-ip, -op, -aw, -or, -ir</i>	101, 109	
Speed Drill: Variant Vowels <i>oo, oo</i>	66, 73	PWS
Speed Drill: Vowel Team Syllables	86, 87, 99	PWS
Speed Drill: Variant Vowels / <i>ô</i> / Spelled <i>aw, au, a, alt, ough</i>	67, 73	PWS
Speed Drills: Greek and Latin Roots	94, 95, 96, 97, 99	PWS
Speed Drills: Prefixes <i>un-, re-, pre-, dis-, de-, mis-</i>	74, 75, 76, 77, 99	PWS
Speed Drills: Suffixes <i>-er, -or, -ful, -less, -ly, -able</i>	78, 79, 80, 81, 99	PWS
Tempo	2–3, 6–33, 38–109, 130–165, 182–187	
Word Automaticity	22–33, 36–37	

What Is Fluency?

TEACH/MODEL

Introduce Fluency Tell students that good readers are fluent readers. Explain that this book will help them improve their fluency and become better readers.

- They will learn routines that will help improve their fluency. These routines are for working with the whole group, with a partner, or on their own.
- They will increase their speed and accuracy when reading. They will use speed drills to do this. Speed drills are word lists they practice reading many times.
- They will learn to read aloud, changing their voice to show feeling and help make meaning clear. They will read passages to practice these skills.
- They will emphasize that comprehension is an important part of fluency. Whenever they read a passage, students will also talk about what it means.

Introduce Fluency Routines Students will learn these routines: choral reading, partner reading, timed reading, readers theater, echo reading, oral recitation.

Introduce Features of Fluent Reading Review the **Fluent Reading Checklist**.

Fluent Reading Checklist

- ✓ Read smoothly and pronounce words correctly.
- ✓ Read sentences in chunks or phrases.
- ✓ Emphasize important words.
- ✓ Pause at commas or periods.
- ✓ Change your voice to show a question.
- ✓ Change your voice to show strong feeling at an exclamation point.
- ✓ Read dialogue the way someone might speak it.

GUIDED PRACTICE

Practice Reproducible Distribute **Practice Reproducible FL1**. Say: *I will model fluent reading by reading an entire passage. Listen as I read each phrase or sentence.* Read “The Sense of Things.” Have students partner-read it and provide feedback.

Comprehension Have partners discuss the comprehension questions. Then discuss their answers as a group.

APPLY

Partner Reading Have partners practice reading “The Sense of Things” aloud to each other. Then ask individual students to read to the group.

What Is Fluency?

The Sense of Things

I listen for the sound of things,
7 for whistles, trains, and bells that ring.
14 I listen to the laughing sounds
20 of friends beside me all around.
26 I see the sunshine's glowing light,
32 I see the stars above at night.
39 I smell the good things I can eat,
47 like vegetables and fresh-cooked meat.
53 I smell the scent of blooming flowers,
60 and fresh, clean soap after my showers.
67 The foods I taste are often sweet,
74 like apple pie—a favorite treat!
80 I like to touch so many things,
87 soft like fur and hard like rings.
94 I feel the grass with my barefoot toes
102 and snuggle in my warmest clothes.
108 All my senses serve me well,
114 to taste, to touch, to hear, to smell. 122

Comprehension What things does the poet like to smell? What can you touch that is “soft like fur” or “hard like rings?” What is the last new food you tasted? What is sweet, sour, or salty? Did you like it?

Reading with Purpose and Understanding

TEACH/MODEL

Introduce Tell students that when you read aloud with purpose and understanding, you show the meaning of the selection as you read. For example, you would read a story aloud differently than you would read a restaurant menu because each selection has a different purpose.

Explain that when you begin a new selection, you should read it to yourself first. Say: *As you read silently, try to figure out what the selection is about. If you're not sure, ask yourself:*

- *What is the topic?*
- *What are most of the sentences about?*

Explain that when you understand what a selection is about, it will help you understand its purpose. Say: *Authors write to inform, persuade, and entertain. When you read a selection aloud, the purpose of the selection can influence how you speak. For example, if the purpose of a selection is to give directions, you would want to show confidence and guidance in your voice when you read the selection.*

Explain that students can ask themselves a few questions about the selection to identify the purpose:

- *Why did the author write this?*
- *How does the purpose affect the way I read it?*

Say: *Reading with purpose and understanding is part of developing and improving fluency when you read.*

GUIDED PRACTICE

Practice Reproducible Distribute **Practice Reproducible FL2**. Have students read the passage silently to themselves as they try to figure out the purpose and how that will influence the way they read the passage aloud.

Comprehension Have partners discuss the comprehension questions. Then discuss their answers as a group.

APPLY

Partner Reading Have partners practice reading “Center Stage” aloud to each other, practicing reading with the purpose of entertaining each other.

Reading with Purpose and Understanding

Center Stage

The curtains were closed. Madeleine smoothed
6 her tutu and took a deep breath. She rehearsed her
16 steps over and over in her head. It was opening night.

27 “What if I mess up?” she thought. Madeleine was
36 a little nervous. She had rehearsed for so many weeks
46 and was ready to perform.

51 The curtains opened. Madeleine looked out to
58 see the audience. The music started. Madeleine
65 glided through her steps, leaps, and turns.

72 The music stopped as she struck her final pose.
81 The audience erupted in applause. “Wow,” Madeleine
88 thought. “I did a great job. The audience loved it! All
99 my hard work was worth it!” 105

Comprehension What was the topic of the passage?
What was the purpose of the passage? How did the topic
and purpose affect the way you read?

Choral Reading Routine

TEACH/MODEL

Introduce Explain that in the Choral Reading routine, you read a passage along with students. Write the sentences below on the board.

Can an eagle and a rabbit play a game? Who do you think will win?

Explain that you will use the Choral Reading routine to read these sentences. Review the steps of the routine. Follow the routine to read each sentence.

- 1. Teacher and students read together.** Say: *I will read, and you will read at the same time. (See **Fluent Reading Checklist**.)*
- 2. Students keep up with the teacher.** Say: *I will read slowly. Be sure to keep your voice with mine.*
- 3. Teacher and students keep reading.** Say: *We don't stop. We keep reading until we are done with a part or a section.*

Fluent Reading Checklist

- ✓ Read smoothly and pronounce words correctly.
- ✓ Read sentences in chunks or phrases.
- ✓ Emphasize important words.
- ✓ Pause at commas or periods.
- ✓ Change your voice to show a question.
- ✓ Change your voice to show strong feeling at an exclamation point.
- ✓ Read dialogue the way someone might speak it.

GUIDED PRACTICE

Practice Reproducible Distribute **Practice Reproducible FL3**. Then follow the steps of the routine to chorally read "Soaring Eagle and Clever Rabbit." Provide corrective feedback.

Comprehension Have partners discuss the comprehension questions. Then discuss their answers as a group.

APPLY

Choral Reading Use the Choral Reading routine to read the play again, but now have half the students read Eagle's part and half read Rabbit's part. Then have them switch parts. Ask: *What did you do with your voice to show the difference between Eagle and Rabbit? Where did you pause?*

Practice Choral Reading

Soaring Eagle and Clever Rabbit

Eagle: Hello down there, Rabbit. Would you like to
8 play a game with me?

Rabbit: What kind of game can an eagle like you
13 play with a rabbit like me?
22

Eagle: A game that I can win, of course!
28

Rabbit: Yes, of course. That's exactly what I
36 thought. And if you win, will I be your prize?
43

Eagle: A tasty rabbit for my supper will be quite a
53 prize, indeed. Would you like to play?
63

Rabbit: Explain the game to me and I will decide.
70

Eagle: In this game, you will run like the wind and
79 hide behind a tree. When I count to ten, I will try to
89 find you. If I see you from high in the sky, I will be
102 the winner.
116

Rabbit: Ah, I see. You have the eyes of an eagle.
118 How can I hide from that?
128

Eagle: You have the clever ways of a rabbit.
134

Rabbit: Then I shall use my clever ways to say
142 "Good day, Eagle" and pop into my hole! 159

Comprehension What kind of game does Eagle want to play with Rabbit? Who do you think is smarter, Eagle or Rabbit? Why? What other stories have you read in which animals play games together?

Partner Reading Routine

TEACH/MODEL

Introduce Explain that in the Partner Reading routine, students take turns reading with a partner. Write the sentences below on the board.

Why are dogs called man's best friend? Dogs can help people in many ways.

Review the steps of the routine. Choose a student to be your partner. Follow the routine to read each of the sentences you wrote.

1. The first partner reads. Say: *Don't read loudly. Lean toward your partner and whisper.*

2. The second partner listens. Say: *Look at your partner. Lean toward your partner so he or she can whisper.*

3. Then the second partner reads and the first partner listens. Say: *Remember to lean toward your partner and whisper.*

4. Partners keep taking turns. Say: *Keep taking turns until you have finished.*

Ranking and Pairing Plan carefully which readers to make partners.

Step A List your students and rank them by order of their reading proficiency. Don't just consider oral reading ability. Consider also students's overall comprehension of what they read, as well as their speaking, listening, and reading vocabularies. Number the students in your list.

Step B Divide your list in half. Make two columns. Put your highest readers in one column and your lowest readers in the other column, still numbered.

Step C Pair the top reader in the first column with the top reader in the second column. Then pair the readers listed second in both columns. Continue until all the students have partners.

GUIDED PRACTICE

Practice Reproducible Distribute **Practice Reproducible FL4**. Follow the steps to partner-read "The Dogs That Saved a Town." Provide feedback.

Comprehension Have partners discuss the comprehension questions. Then discuss their answers as a group.

APPLY

Partner Reading Use the routine to read the passage again, but now have partners read different parts. Have students to point out how they read each phrase or sentence. Ask: *What did you do with your voice to show that the action was exciting? What did you do when you came to a difficult word?*

Practice Partner Reading

The Dogs That Saved a Town

It was the winter of 1925. In the town of
10 Nome, Alaska, some children became very ill.
17 The hospital ran out of medicine. If the hospital
26 did not get more, many people would become
34 sick and die.

37 There was medicine 674 miles away in
44 Nenana. But how could the medicine be brought
52 to Nome? No train tracks or roads led to Nome.

62 The only hope was by dogsled. On January
70 27, a team led by a husky named Blackie carried
80 the medicine 52 miles. Then Togo and his team
89 raced 91 miles. In all, 20 teams took part.

98 On February 2, a team led by Balto traveled
107 through the night to bring the medicine the last
116 53 miles. Nome was saved! 121

Comprehension How many teams helped bring the medicine? Why did they travel by dogsled? Can you think of other ways that dogs are helpful to people?

Repeated Reading Routine

TEACH/MODEL

Introduce Explain that in the Repeated Reading routine, students practice reading a single passage and record their progress. Review the routine.

- 1. Choose a passage at the student's instructional reading level.** Say: *You will read aloud a passage that is just a little bit hard for you. I will listen.*
- 2. Time the reading.** Say: *I will stop you after one minute. I will tell you how many words you read correctly in that time.*
- 3. Provide feedback.** Say: *We'll talk about words that gave you trouble.*
- 4. Record progress.** Say: *Then we will record on a chart the number of words you read correctly in one minute. (See Progress Chart on page 189.)*
- 5. Have students practice reading.** Say: *Then you will practice reading this same passage, either on your own or with a partner. You will read it many times.*
- 6. Time the reading again.** Say: *I'll time you reading again. You'll do much better!*

Motivating Students to Read Repeatedly Charting their progress can be highly motivating for many struggling readers. After students have read the passage once, help them set a words-per-minute goal that is a stretch but still realistic. Here are some other techniques to motivate them:

- Have students read to a student in a lower grade.
- Have students read to a friend or family member. They can even read to a pet.
- Help students record their reading or prepare a Readers Theater version.

Note: This routine is not recommended for students already reading fluently.

GUIDED PRACTICE

Practice Reproducible Distribute **Practice Reproducible FL5**. Follow the routine for repeated readings of "Look to the Sky!" Have students set a new goal for words correct per minute with each reading. Provide corrective feedback.

Comprehension Have partners discuss the comprehension questions. Then discuss their answers as a group.

APPLY

Repeated Reading Use the Repeated Reading routine to read the passage again. Have students point out how they read each phrase or sentence. Ask: *Were there words that were difficult to pronounce? What did you do with your voice to pronounce them more clearly?*

Practice Repeated Readings

Look to the Sky!

Bessie Coleman had a big dream. She wanted
8 to fly a plane. She wanted to become a pilot. But
19 in 1920, black women could not get into
27 American flight schools.

30 So Bessie went to France to attend a famous
39 flight school. She was the first African American
47 woman to become a pilot.

52 Back home, Bessie could not find a job as a
62 pilot. Instead, she became a barnstormer,
68 performing exciting tricks in her plane.

74 Bessie flew at air shows all over the country.
83 Crowds gathered to see her perform. She became
91 known as “Brave Bessie.”

95 Bessie had a big dream to start a flight school
105 for African Americans. Sadly, Bessie died in 1926
113 before she could make her dream come true.
121 But in 1929 a flight school named after her was
131 opened—and Bessie Coleman’s dream lived on. 138

Comprehension What was Bessie’s dream? What did she accomplish in her life? What are your big dreams?

Timed Reading Routine

TEACH/MODEL

Introduce Explain that teachers measure how many words students read correctly in a minute to make sure students are becoming better readers. They do this by timing students as they read aloud and counting the words read correctly. Review the steps of the routine.

- 1. Choose a passage at the student's independent reading level.** As the student's reading ability improves, choose passages that are at least 200 words long. Say: *You will read aloud a passage you have never seen before. It will not be a hard passage; it will have the kinds of words you are used to reading.*
- 2. Make two copies of the passage.** Say: *We will both have a copy of the same passage. I will mark on my copy any words that you don't read correctly.*
- 3. Time the reading.** Say: *I will stop you after one minute.*
- 4. Mark the last word read.** Say: *I will count how many words you read correctly.*

Counting Words Read Correctly Words read correctly are words that students read with the correct pronunciation for the context.

- If students correct themselves in less than three seconds, count the word as read correctly. If students struggle for more than three seconds, read the word for them and count it as an error.
- Count mispronunciations and substitutions as incorrect. Mispronunciations are words that are misread: *bet* for *bit*. Substitutions are words that are substituted in place of other words.
- Count omissions as incorrect. Omissions are words not read. If a student skips an entire line, each word is counted as an error.

GUIDED PRACTICE

Practice Reproducible Distribute **Practice Reproducible FL6**. Have students read "Who Am I?" alone or with a partner more than once. Then follow the routine to do a timed reading of the passage. Have them set a new goal for words correct per minute with each reading. Provide corrective feedback.

Comprehension Have partners discuss the comprehension questions. Then discuss their answers as a group.

APPLY

Timed Reading Use the Timed Reading routine to read the passage again. Have students point out how they read each phrase or sentence.

Practice Timed Readings

Who Am I?

I was born in a log cabin in 1809. Years later I
12 lived in the most famous house in the land. As a
23 boy, I loved to read. I always carried a book with
34 me, even when plowing a field.

40 As a grown man, I was more than six feet tall.
51 I seemed even taller because I sometimes wore a
60 high black hat.

63 I enjoyed telling jokes and laughing at myself.
71 Once, a man who didn't like me called me "two-
81 faced." I replied, "If I had another face, do you
91 think I would wear this one?"

97 A little girl wrote to me, saying I would look
107 better if I grew a beard. I took her advice. Today
118 you will find my face on the penny and five-
128 dollar bill.

130 Who am I? I am Abraham Lincoln, the
138 sixteenth president of the United States. 144

Comprehension What did Abraham Lincoln love to do?
What did he look like? What would you do if you were
president?

Readers Theater Routine

TEACH/MODEL

Introduce Readers Theater is one way for students to learn and practice fluent reading. The teacher and students take turns reading dialogue. Write:

One Fish: *Hello, my old friend!*

Two Fish: *Hi. I'm going for a swim. How about you?*

Review the steps of the routine. Choose a student to be your partner. Then follow the routine to read each of the sentences you wrote.

- 1. Readers take turns.** *Say: I will read one character's line and you will read the next character's line. Read only your lines. (See **Fluent Reading Checklist**.)*
- 2. Readers read the way a character might speak.** *Say: We will read slowly and read dialogue the way a character might speak.*
- 3. Readers keep reading.** *Say: Don't stop. Keep reading until we are done with a part or a section.*

Fluent Reading Checklist

- ✓ Read smoothly and pronounce words correctly.
- ✓ Read sentences in chunks or phrases.
- ✓ Emphasize important words.
- ✓ Pause at commas or periods.
- ✓ Change your voice to show a question.
- ✓ Change your voice to show strong feeling at an exclamation point.
- ✓ Read dialogue the way someone might speak it.

GUIDED PRACTICE

Practice Reproducible Distribute **Practice Reproducible FL7**. Then follow the steps of the routine to read "The Farmer and Field Mouse." You may want to have students read the play more than once. Provide corrective feedback.

Comprehension Have partners discuss comprehension questions. Then discuss their answers as a group.

APPLY

Readers Theater Use the routine to read the play again, but have students switch parts. Ask: *How are the voices of the characters different? What did you do with your voice to read each character's lines?*

Practice Readers Theater

The Farmer and the Field Mouse

Narrator: Once there was a little brown Field Mouse.
8 Each day, he went looking for food for his family.
18 One day, he saw a shiny acorn lying in the grass.
29 **Field Mouse:** I will take this shiny acorn home.
36 **Narrator:** As the mouse reached for the acorn, it
44 began to roll down the hill. The mouse chased after
54 the acorn. Down, down the hill it rolled, into a little
65 house. The mouse quickly followed the acorn into the
74 house. Suddenly, the door slammed shut behind him.
82 **Farmer:** Well, well, little mouse. I see you are trying
91 to steal my acorn!
95 **Field Mouse:** This is not yours. It is mine! I found it.
105 **Farmer:** Ha! Now it's in MY house, so I will keep it.
116 **Narrator:** The farmer kept the little field mouse to
124 cook and clean for him. Each day, he left the house
135 and locked the door so the mouse could not leave.
145 One day, the farmer forgot to lock the door.
154 **Field Mouse:** Now is my chance to leave! But I will
163 not go until I find my shiny acorn to take home.
174 **Narrator:** The mouse searched and searched. He
180 found the acorn in a cupboard and rolled it home. 190

Comprehension How did Field Mouse get trapped inside Farmer's house? How did he get away? What do you think the mouse learned from his experience?

Echo Reading Routine

TEACH/MODEL

Introduce In the Echo Reading routine, you read a phrase or a sentence and students read back, or “echo,” what you have read. Write the sentences below.

Can a crow and an alligator speak? No, they only speak in fantasy stories.

Review the steps of the routine. Then follow the routine to read the sentences.

- 1. First, the teacher reads aloud.** Say: *I will model fluent reading by reading only a phrase or a sentence. (See **Fluent Reading Checklist**.)*
- 2. Students follow along.** Say: *You will whisper-read every word as I read it aloud. It is very important that you listen to how I read the phrase or sentence.*
- 3. Then students read aloud.** Say: *Then you will read the same phrase or sentence back to me. You will try to read it the same way I read it.*
- 4. Repeat.** Say: *Then we will do the same thing again until we finish reading.*

Fluent Reading Checklist

- ✓ Read smoothly and pronounce words correctly.
- ✓ Read sentences in chunks or phrases.
- ✓ Emphasize important words.
- ✓ Pause at commas or periods.
- ✓ Change your voice to show a question.
- ✓ Change your voice to show strong feeling at an exclamation point.
- ✓ Read dialogue the way someone might speak it.

GUIDED PRACTICE

Practice Reproducible Distribute **Practice Reproducible FL8**. Then follow the routine to echo-read “The Stormy Ride.” You may want to echo read the poem more than once. Provide corrective feedback.

Comprehension Have partners discuss the comprehension questions. Then discuss their answers as a group.

APPLY

Echo Reading Use the Echo Reading routine to read the poem again, but now have students lead while you respond. Individual students can take turns leading. Tell students to point out how they read each phrase or sentence before you read it back to them. Prompt them with questions such as these: *Where did you pause? Where did you change your voice?*

Practice Echo Reading

The Stormy Ride

The crow and the alligator went to sea
8 Along a rocky shore.
12 The crow looked out and saw a storm
20 The rains began to pour.
25 The huge waves crashed on to the boat
33 And tossed it all about.
38 The crow cried out and flapped his wings
46 The alligator closed his snout.
51 “Are you afraid?” the alligator asked,
57 As water filled his mouth.
62 “No, I’m not,” the crow declared,
68 “For I can fly about.”
73 “Water is my friend, you know,”
79 The alligator said with a smile.
85 “I’ll hold my breath and take a swim.
93 The storm will pass in a while.”
100 The friends parted ways and promised each other
108 They would be together soon.
113 The very next day, the sun shone through
121 And the two played in the afternoon. 128

Comprehension Why did the alligator ask the crow if he was afraid? What do you think might happen next?

Oral Reading Modeling Routine

TEACH/MODEL

Introduce Explain that Oral Reading Modeling, also called Oral Recitation, is another effective way for students to learn and then practice fluent reading. In this routine, you combine the modeling and practicing of fluent reading with more in-depth discussion of comprehension. Review the steps.

- 1. The teacher reads the entire passage.** Say: *I will model fluent reading by reading an entire passage. Listen carefully.* (See **Fluent Reading Checklist.**)
- 2. Discuss the passage.** Say: *We will work together to understand the passage. We will create a class summary of the passage. We may also answer questions about it.*
- 3. Connect comprehension and fluency.** Say: *Then we will discuss how our understanding of the passage changes how we read the passage.* Note any connections between the passage and the elements on the Fluent Reading Checklist.
- 4. Students practice reading the passage.** Say: *Practice the way we discussed.*

Fluent Reading Checklist

- ✓ Read smoothly and pronounce words correctly.
- ✓ Read sentences in chunks or phrases.
- ✓ Emphasize important words.
- ✓ Pause at commas or periods.
- ✓ Change your voice to show a question.
- ✓ Change your voice to show strong feeling at an exclamation point.
- ✓ Read dialogue the way someone might speak it.

GUIDED PRACTICE

Practice Reproducible Distribute **Practice Reproducible FL9**. Follow the routine to read and discuss “The Middle of the Mountain.” Provide feedback.

Comprehension Have partners discuss the comprehension questions. Then discuss their answers as a group.

APPLY

Echo Reading Use the Echo Reading routine to read the passage again, but now have students lead while you respond. Individual students can take turns leading. Prompt students to point out how they read each phrase or sentence before you read it back to them. Ask: *How did the old man act when he met the girl? Where did you change your voice to show the girl talking?*

Practice Oral Recitation

The Middle of the Mountain

An old man lived high on a mountaintop. He
9 lived alone and never had a visitor. Each day, he woke
20 up, sipped his tea, and walked to the bottom of the
31 mountain. He rested and snacked on berries. Soon,
39 he returned home for dinner. Then he went to bed.
49 It was a lonely life.

54 One day, a young girl climbed the mountain. On
63 her way up, she saw the old man walking toward her.

74 “Hello,” she said happily. The old man stopped,
82 but said nothing.

85 “I never thought I would meet anyone on this
94 mountain. Where are you from?” asked the girl. The
103 old man pointed to the top. “What a long way! Why
114 have you left your home?”

119 The old man showed the girl the berries. He
128 pointed to the bottom of the mountain. “That looks
137 wonderful,” she cried. “May I join you?”

144 The old man headed down the mountain. The girl
153 followed him. Then she followed him back up.

161 “Thank you,” she said returning home.

167 Now, each day the old man and the young girl
177 meet, and the old man isn’t lonely any more. 186

Comprehension How does the old man spend his days?
How did the young girl act toward the man?

Round-Robin Reading Alternatives

TEACH/MODEL

Limitations Round-robin reading is not an effective way to improve fluency. Students need to read an entire selection from start to finish, but in round-robin reading they tend not to follow along as other students read. As a result, they also spend too much time “off task,” waiting for their turn.

Alternatives You can use these alternatives to round-robin reading.

- **Silent reading with discussion** Allow students to read on their own. Say: *You will read a few pages of your story silently. Then I will ask you some questions, and we'll have a discussion about what you read.* Focus on comprehension.
- **Listen to individual students** Circulate and listen as students whisper-read to themselves. Provide corrective feedback. Focus on accuracy, but ask questions about the content of what they are reading.
- **Rotate group reading** When reading as a group, call on students frequently and unpredictably. You can even call on students at the end of a sentence that is in the middle of a paragraph.

If you do use round-robin reading, make sure students read the entire selection afterward. Have students read the entire selection either independently or with a partner after the group reading.

PRACTICE/APPLY

Alternatives to Round-Robin Reading Use a passage at the student’s reading level, or use a Practice Reproducible in this book. Try one of the alternatives to round-robin reading: silent reading with discussion, listening to individual students, or rotating group reading.

Audiobooks Routine

TEACH/MODEL

Introduce Explain that listening to how a good reader reads aloud will help students improve their own reading.

Review the steps of the routine.

- 1. Choose an audiobook at the student's reading level.** You can use audiobooks in your school or classroom. You can also use the **audio recording** for each text in the program.
- 2. Have students follow along.** *Say: You will listen to the audio recording book but follow along by reading the words from the same text.*
- 3. Have students stop and reread.** *Say: When the narrator is finished with a section, you should stop the recording and then reread the section on your own.* Provide corrective feedback. Help students to read with the same pace, phrasing, and expression as the narrator.
- 4. Repeat.** *Say: You should finish reading the text in this way, listening to a section being read and then reading it yourself.* Have students do this as many times as they need until they are ready to read the entire text aloud on their own.
- 5. Have students record their own reading.** *Say: When you are ready, we can make a recording of you reading this text.* You might place the recording in a center so other students can listen to it.

PRACTICE/APPLY

Audiobooks Routine Choose an audiobook or recording of a text in the program. Have students follow the routine until they are ready to record their own reading. Ask students to listen to each other's recordings.

Introduce Routines: Speed Drills

TEACH/MODEL

Introduce Explain that the Speed Drill routine is an effective way for students to improve their speed and accuracy. In this routine, students practice reading a page of words or phrases. Then the teacher times them for one minute and counts the number of words read correctly. Students use this information to set new fluency goals as they practice with the Speed Drill.

Review the steps of the routine.

- 1. The teacher distributes copies of a Speed Drill page.** *Say: I will pass out a page that has words for you to practice reading. This page might have High-Frequency Words, or it might have words with a certain syllable or spelling pattern. Sometimes this page will have phrases, or groups of words.*
- 2. Students practice reading the Speed Drill.** *Say: You will practice reading all the words on the Speed Drill page. If the page has words with a certain syllable or spelling pattern, you will mark the pattern before you start practicing. If you need help, I will help you.*
- 3. The teacher times students reading.** *Say: When you are ready to be timed, I will time you for one minute. I will count the number of words you read correctly in one minute.*
- 4. Students chart their progress.** *Say: You will read and I will time you more than once. This way we can see the progress you are making. We may record your progress on a chart. (See the Progress Chart on page 189.)*

Recording Progress It is motivating for students to keep a record of their progress. Show students a copy of the Progress Chart on page 189. Model recording results on this chart. *Say: Suppose I read 30 words in a minute the first time the teacher timed me. Then I would put a dot next to 30 on the chart. Suppose I read 40 words the second time and 50 words the third time. I would put a dot next to 40 and 50. Then I would connect all the dots in a line and see how much I am improving.*

GUIDED PRACTICE

Practice Reproducible Distribute copies of **Practice Reproducible FL12**. Have students practice reading the words until they are ready to be timed.

APPLY

Speed Drills Once students are ready to be timed, have them read the words aloud to you. Record words read correctly. As an incentive, have students record their progress on the Progress Chart.

Name _____

Date _____

High-Frequency Word Drill: Words 1-25

Practice reading the words. Tell your teacher when you are ready to be timed.

before	around	again	away	an
been	are	after	ate	am
because	any	about	at	always
be	another	a	ask	also
back	and	best	as	all
away	an	before	around	again
ate	am	been	are	after
at	always	because	any	about
ask	also	be	another	a
as	all	back	and	best

Teach High-Frequency Words

TEACH/MODEL

High-Frequency Word Cards Remind students that there are certain words that they will see a lot when reading. Explain that knowing these words will help them become better readers. Then use the **Read/Spell/Write** routine to teach High-Frequency Word 26.

Display **High-Frequency Word Card 26**: *better*.

- **Read** Point to and say the word *better*. Say: *This is the word better*. Put the word in context: *My friend will get better soon*.
- **Spell** *The word better is spelled b-e-t-t-e-r. Spell it with me: b-e-t-t-e-r.*
[Review how to decode familiar letter-sounds in the word. Note any sound-spellings that have already been taught.]
- **Write** Write the word *better* as you say each letter.

Follow the same steps to review other words on the High-Frequency Word Cards with which students need assistance. Note any sound-spellings that have already been taught.

GUIDED PRACTICE

Practice Reproducible Distribute copies of the appropriate **Practice Reproducible FL13–FL18b**. Have students practice reading the words until they are ready to be timed.

APPLY

Speed Drills Once students are ready to be timed, have them read the words aloud to you. Record words read correctly. As an incentive, have students record their progress on a chart. (See Progress Chart on page 189.)

Name _____

Date _____

High-Frequency Word Drill: Words 26-50

Practice reading the words. Tell your teacher when you are ready to be timed.

does	carry	both	cut	by
do	can	blue	could	buy
different	came	black	come	but
did	called	big	cold	brown
day	call	better	clean	bring
cut	by	carry	both	does
could	buy	can	blue	do
come	but	came	black	different
cold	brown	called	big	did
clean	bring	call	better	day

Name _____ Date _____

High-Frequency Word Drill: Words 51-75

Practice reading the words. Tell your teacher when you are ready to be timed.

get	first	drink	every	four
gave	find	draw	even	found
funny	fast	down	eight	for
full	far	don't	eat	fly
from	fall	done	each	five
four	every	get	first	drink
found	even	gave	find	draw
for	eight	funny	fast	down
fly	eat	full	far	don't
five	each	from	fall	done

Name _____ Date _____

High-Frequency Word Drill: Words 76-100

Practice reading the words. Tell your teacher when you are ready to be timed.

into	here	good	how	has
in	her	going	hot	had
if	help	goes	hold	grow
I	he	go	his	green
hurt	have	give	him	got
how	has	into	here	good
hot	had	in	her	going
hold	grow	if	help	goes
his	green	I	he	go
him	got	hurt	have	give

Name _____ Date _____

High-Frequency Word Drill: Words 101-125

Practice reading the words. Tell your teacher when you are ready to be timed.

much	long	just	many	let
most	live	jump	man	laugh
more	little	its	make	know
me	like	it	made	kind
may	light	is	look	keep
many	let	much	long	just
man	laugh	most	live	jump
make	know	more	little	its
made	kind	me	like	it
look	keep	may	light	is

Name _____ Date _____

High-Frequency Word Drill: Words 126-150

Practice reading the words. Tell your teacher when you are ready to be timed.

people	one	new	our	of
part	once	never	other	number
own	on	myself	or	now
over	old	my	open	not
out	off	must	only	no
our	of	one	people	new
other	number	once	part	never
or	now	on	own	myself
open	not	old	over	my
only	no	off	out	must

Name _____ Date _____

High-Frequency Word Drill: Words 151-175

Practice reading the words. Tell your teacher when you are ready to be timed.

sit	said	pretty	red	seven
sing	run	please	read	see
show	round	play	ran	say
she	right	place	put	saw
shall	ride	pick	pull	same
seven	red	sit	said	pretty
see	read	sing	run	please
say	ran	show	round	play
saw	put	she	right	place
same	pull	shall	ride	pick

Name _____ Date _____

High-Frequency Word Drill: Words 176-200

Practice reading the words. Tell your teacher when you are ready to be timed.

this	that	some	there	take
think	thank	so	then	such
things	than	small	them	stop
they	ten	sleep	their	start
these	tell	six	the	soon
there	take	this	that	some
then	such	think	thank	so
them	stop	things	than	small
their	start	they	ten	sleep
the	soon	these	tell	six

Name _____ Date _____

High-Frequency Word Drill: Words 201-225

Practice reading the words. Tell your teacher when you are ready to be timed.

we	use	to	two	warm
way	us	time	try	want
water	upon	through	too	walk
wash	up	three	together	very
was	under	those	today	used
warm	two	we	use	to
want	try	way	us	time
walk	too	water	upon	through
very	together	wash	up	three
used	today	was	under	those

Name _____ Date _____

High-Frequency Word Drill: Words 226-247

Practice reading the words. Tell your teacher when you are ready to be timed.

your	wish	went	write	which
you	will	well	would	where
yes	why	write	work	when
yellow	who	would	word	what
years	white	work	with	were
write	which	your	wish	yes
would	where	you	will	yellow
work	when	yes	why	years
word	what	yellow	who	went
with	were	years	white	well

Name _____ Date _____

PRACTICE REPRODUCIBLE**High-Frequency Phrase Drill**

Practice reading the phrases. Tell your teacher when you are ready to be timed.

the people	one more time
by the water	all day long
What will they do?	Have you seen it?
Write it down.	Could you go?
you and I	up in the air
He called me.	each of us
Look for some people.	There was an old man.
now and then	It may fall down.
So there you are.	What are these?
I like him.	She said to go.

Name _____ Date _____

PRACTICE REPRODUCIBLE**High-Frequency Phrase Drill**

Practice reading the phrases. Tell your teacher when you are ready to be timed.

Come and get it.	That dog is big.
a number of people	Get on the bus.
more than the other	the first word
This is a good day.	but not for me
part of the time	as big as the first
from my room	from here to there
Give them to me.	Did you like it?
It's been a long time.	a long way to go
at your house	for some of your people
Now is the time.	all or some

Review: Progress Monitoring

PREPARING THE REVIEW

- Make one copy of the review for each student.
- Have the student write his or her name and today's date at the top of the review.

ADMINISTERING THE REVIEW

- Administer the review to one student at a time.
- Explain to the student that he or she is to read each word. You will circle all the words read correctly.

SCORING THE REVIEW

- Total the number of words read correctly.
- Use the Percentage Table below to identify a percentage. Students should get at least 80 percent correct.
- Analyze each student's errors. Each line of the review represents a different group of high-frequency words.
- Reteach those word groupings in which the student misses more than one word per line.

Percentage Table			
100 correct	100%	50 correct	50%
90 correct	90%	40 correct	40%
80 correct	80%	30 correct	30%
70 correct	70%	20 correct	20%
60 correct	60%	10 correct	10%

Name _____

Date _____

High-Frequency Word Review

about	again	another	any	around
back	because	before	brown	buy
call	came	carry	cold	could
day	different	does	don't	draw
each	eight	every	far	find
four	funny	gave	give	goes
good	green	had	have	help
here	his	hot	hurt	if
into	it	jump	keep	know
let	little	live	look	make
many	more	most	must	myself
never	no	not	number	off
once	one	open	other	out
own	people	place	please	pull
ran	read	ride	right	round
sleep	small	some	start	such
tell	thank	that	their	there
these	things	those	through	today
under	used	very	walk	water
went	where	which	years	yellow

PRACTICE REPRODUCIBLE**Speed Drill: Short *a*, *e* Words**

Single Consonant Sounds/Blends and Digraphs Underline the short *a* or *e* in each word. Then practice reading the words. Tell your teacher when you are ready to be timed.

am	slam	bed	lend	mad
at	trap	let	tent	tap
mad	black	pen	next	slam
fan	blank	men	nest	snack
tap	clam	well	send	glad
man	clap	egg	bend	bed
cap	glad	led	end	pen
ran	that	leg	desk	lend
tab	fast	met	fetch	next
sat	snack	set	pest	fetch
am	slam	bed	lend	mad
at	trap	let	tent	tap
mad	black	pen	next	slam
fan	blank	men	nest	snack
tap	clam	well	send	glad
man	clap	egg	bend	bed
cap	glad	led	end	pen
ran	that	leg	desk	lend
tab	fast	met	fetch	next
sat	snack	set	pest	fetch

Name _____ Date _____

PRACTICE REPRODUCIBLE**Speed Drill: Short *i*, *o*, *u* Words**

Single Consonant Sounds/Blends and Digraphs Underline the short *i*, *o*, or *u* in each word. Then practice reading the words. Tell your teacher when you are ready to be timed.

pin	drip	hot	blob	duck
zip	still	pop	shop	puff
hill	slick	mom	stomp	rut
lip	skill	top	cloth	crumb
did	crisp	top	luck	much
big	flip	chop	fun	truck
fill	dog	clock	hum	stuck
pick	job	smog	nut	snug
slip	fox	chomp	cup	slump
drink	lock	shock	gull	chunk
pin	drip	hot	blob	duck
zip	still	pop	shop	puff
hill	slick	mom	stomp	rut
lip	skill	top	cloth	crumb
did	crisp	top	luck	much
big	flip	chop	fun	truck
fill	dog	clock	hum	stuck
pick	job	smog	nut	snug
slip	fox	chomp	cup	slump
drink	lock	shock	gull	chunk

PRACTICE REPRODUCIBLE**Speed Drill: Short Vowels
with Initial Blends**

Two- and Three-Letter Blends Underline the initial blend in each word. Then practice reading the words. Tell your teacher when you are ready to be timed.

grab	trap	scrap	strong	plan
drop	crop	strap	split	clip
plan	step	spend	strut	fluff
trim	stop	strand	stock	pluck
clip	press	spring	struck	trap
fluff	brim	script	stretch	trick
sled	slipped	string	hitch	scrap
snug	trim	scrub	strum	strand
clot	cried	swell	splash	split
spot	plum	stress	scrap	stretch
grab	trap	scrap	strong	plan
drop	crop	strap	split	clip
plan	step	spend	strut	fluff
trim	stop	strand	stock	pluck
clip	press	spring	struck	trap
fluff	brim	script	stretch	trick
sled	slipped	string	hitch	scrap
snug	trim	scrub	strum	strand
clot	cried	swell	splash	split
spot	plum	stress	scrap	stretch

Name _____

Date _____

PRACTICE REPRODUCIBLE**Speed Drill: Short Vowels
with Final Blends**

Initial and Final Blends Underline the final blend in each word. Then practice reading the words. Tell your teacher when you are ready to be timed.

ask	honk	slump	stamp	bend
raft	hint	plant	scent	soft
lost	best	blink	blank	tilt
end	pump	quest	plunk	chant
dent	lift	skunk	drink	bent
rust	soft	scalp	sprint	honk
help	bent	grunt	stomp	slump
tilt	tend	quilt	blond	quest
soft	sent	spent	slept	skunk
bend	chant	plump	scalp	stamp
ask	honk	slump	stamp	bend
raft	hint	plant	scent	soft
lost	best	blink	blank	tilt
end	pump	quest	plunk	chant
dent	lift	skunk	drink	bent
rust	soft	scalp	sprint	honk
help	bent	grunt	stomp	slump
tilt	tend	quilt	blond	quest
soft	sent	spent	slept	skunk
bend	chant	plump	scalp	stamp

PRACTICE REPRODUCIBLE**Speed Drill: Short Vowels with Digraphs**

One-Syllable Words Underline the digraph in each word. Then practice reading the words. Tell your teacher when you are ready to be timed.

path	rush	thud	when	think
much	shed	chick	ship	moth
shut	which	thick	chat	shut
wish	think	whisk	shop	ship
chop	moth	cloth	check	chat
when	thud	path	rush	thud
ship	chick	much	shed	chick
chat	thick	shut	which	thick
shop	whisk	wish	think	whisk
check	cloth	chop	moth	cloth
path	rush	thud	when	think
much	shed	chick	ship	moth
shut	which	thick	chat	shut
wish	think	whisk	shop	ship
chop	moth	cloth	check	chat
when	thud	path	rush	thud
ship	chick	much	shed	chick
chat	thick	shut	which	thick
shop	whisk	wish	think	whisk
check	cloth	chop	moth	cloth

Name _____ Date _____

PRACTICE REPRODUCIBLE**Speed Drill: Short Vowels with Digraphs**

Multi-Syllable Words Underline the digraph in each word. Then practice reading the words. Tell your teacher when you are ready to be timed.

finish	kitchen	splashing	brother	bathtub
thump	itching	sunshine	weather	searching
broth	chunk	fisherman	there	purchase
chicken	dolphin	friendship	smoother	merchant
whether	shopping	ashes	breathing	exchange
children	sandwich	establish	farther	stretched
shipment	dishes	flashed	leather	overwhelm
chapter	punishing	shallow	northern	somewhat
patch	shopper	something	author	everywhere
polishing	shipped	mother	athlete	meanwhile
finish	kitchen	splashing	brother	bathtub
thump	itching	sunshine	weather	searching
broth	chunk	fisherman	there	purchase
chicken	dolphin	friendship	smoother	merchant
whether	shopping	ashes	breathing	exchange
children	sandwich	establish	farther	stretched
shipment	dishes	flashed	leather	overwhelm
chapter	punishing	shallow	northern	somewhat
patch	shopper	something	author	everywhere
polishing	shipped	mother	athlete	meanwhile

PRACTICE REPRODUCIBLE**Speed Drill: Plurals -s, -es**

Base Words Underline the plural endings. Then practice reading all the words. Tell your teacher when you are ready to be timed.

lunch	lunches	map	maps	bus
buses	hill	hills	sock	socks
wish	wishes	daisy	daisies	pocket
pockets	lemon	lemons	box	boxes
puppy	puppies	kitchen	kitchens	trumpet
trumpets	anchor	anchors	behave	behaves
charity	charities	activity	activities	dwelling
dwelling	flipper	flippers	echo	echoes
radio	radios	family	families	cliff
cliffs	videos	video	journey	journeys
lunch	lunches	map	maps	bus
buses	hill	hills	sock	socks
wish	wishes	daisy	daisies	pocket
pockets	lemon	lemons	box	boxes
puppy	puppies	kitchen	kitchens	trumpet
trumpets	anchor	anchors	behave	behaves
charity	charities	activity	activities	dwelling
dwelling	flipper	flippers	echo	echoes
radio	radios	family	families	cliff
cliffs	videos	video	journey	journeys

Name _____ Date _____

PRACTICE REPRODUCIBLE**Speed Drill: Irregular Plurals**

Irregular Plurals Underline the plural endings or spelling changes in the words in which they appear. Then practice reading all the words. Tell your teacher when you are ready to be timed.

loaf	loaves	wife	wives	shelf
shelves	half	halves	ox	oxen
child	children	foot	feet	goose
geese	man	men	mouse	mice
oasis	oases	index	indices	basis
bases	crises	crises	sheep	sheep
tooth	teeth	woman	women	deer
deer	knife	knives	thief	thieves
wolf	wolves	brother	brethren	axis
axes	aircraft	aircraft	person	people
loaf	loaves	wife	wives	shelf
shelves	half	halves	ox	oxen
child	children	foot	feet	goose
geese	man	men	mouse	mice
oasis	oases	index	indices	basis
bases	crises	crises	sheep	sheep
tooth	teeth	woman	women	deer
deer	knife	knives	thief	thieves
wolf	wolves	brother	brethren	axis
axes	aircraft	aircraft	person	people

Name _____ Date _____

PRACTICE REPRODUCIBLE**Speed Drill: Final e Words**

One-Syllable Words Underline the final *e* spelling in each word with a long vowel sound. Then practice reading all the words. Tell your teacher when you are ready to be timed.

tin	tine	dim	dime	pin
pine	mad	made	tap	tape
cap	cape	fad	fade	rip
ripe	dam	dame	hop	hope
mop	mope	cop	cope	ban
bane	tot	tote	rot	rote
hug	huge	dud	dude	not
note	plan	plane	bit	bite
hat	hate	scrap	scrape	hid
hide	rid	ride	man	mane
tin	tine	dim	dime	pin
pine	mad	made	tap	tape
cap	cape	fad	fade	rip
ripe	dam	dame	hop	hope
mop	mope	cop	cope	ban
bane	tot	tote	rot	rote
hug	huge	dud	dude	not
note	plan	plane	bit	bite
hat	hate	scrap	scrape	hid
hide	rid	ride	man	mane

Name _____ Date _____

PRACTICE REPRODUCIBLE**Speed Drill: Final e Words**

Multi-Syllable Words Underline the final *e* spelling in each word with a long vowel sound. Then practice reading the words. Tell your teacher when you are ready to be timed.

handmade	awake	escape	fireplace	seaside
explode	describe	inside	frostbite	sidewalk
erase	classmate	airplane	grapefruit	skateboard
complete	backbone	anyplace	handshake	statewide
notebook	mistake	backfire	homemade	suitcase
homework	confuse	barefoot	meantime	timetable
daytime	female	baseball	nationwide	handmade
notepad	inside	campfire	outline	wholesale
scrapbook	outside	countryside	rattlesnake	workforce
deplane	reptile	driveway	sagebrush	mistake
explode	describe	inside	frostbite	sidewalk
erase	classmate	airplane	grapefruit	skateboard
complete	backbone	anyplace	handshake	statewide
notebook	mistake	backfire	homemade	suitcase
homework	confuse	barefoot	meantime	timetable
daytime	female	baseball	nationwide	handmade
notepad	inside	campfire	outline	wholesale
scrapbook	outside	countryside	rattlesnake	workforce
deplane	reptile	driveway	sagebrush	mistake
skateboard	homemade	homework	airplane	backfire

Name _____ Date _____

PRACTICE REPRODUCIBLE**Speed Drill: Long Vowel Words**

One-Syllable Words Underline the long vowel spelling in each word. Then practice reading the words. Tell your teacher when you are ready to be timed.

pay	beach	no	by	cube
wait	peach	show	try	mule
stay	pea	snow	sky	cure
tray	speed	go	child	cute
train	three	so	night	huge
gray	see	grow	shy	used
clay	he	cold	mind	cue
Spain	tree	loan	mild	few
may	she	hold	why	fumes
paint	feed	bowl	dry	fuse
day	flea	goat	spy	cured
hay	beet	gold	climb	mute
paid	sea	coat	high	lute
way	reach	colt	sly	flute
braid	meet	loaf	my	cube
trail	real	slow	find	mule
snail	bee	soap	wild	cure
bait	seal	mow	kind	cute
faint	be	oak	dry	huge
play	feet	boat	sight	used

Name _____

Date _____

PRACTICE REPRODUCIBLE**Speed Drill: Long Vowel Words**

Multi-Syllable Words Underline the long vowel spelling in each word. Then practice reading the words. Tell your teacher when you are ready to be timed.

away	before	yellow	winding	future
aiming	heated	loading	grinding	computer
Sunday	seedling	oatmeal	typing	fueling
birthday	feeling	croaking	lightning	useful
trailer	being	soapsuds	highway	cutest
maybe	teacher	pillow	minded	unicorn
paying	eastern	jolted	blindens	united
painter	beekeeper	oldest	frighteningly	uniform
brainstorm	beeper	profile	kindest	universe
tailor	seasickness	rowboat	drying	music
sprayer	leaping	sparrow	myself	argue
braided	leader	toasting	brightening	review
subway	leaning	window	twilight	amuse
Thursday	dreamer	shadow	fighter	confuse
mayor	weekend	going	binder	refuse
fainted	feasted	folded	trying	unite
railway	seeming	shallowly	tightened	refusing
mailbox	cheaper	floating	sighting	perfume
birthday	peeking	roasted	frying	cucumber
aiming	streamer	roadway	tiger	volume

PRACTICE REPRODUCIBLE**Speed Drill: Inflectional
Ending *-ed, -ing***

Words Without Spelling Changes Underline the *-ed* or *-ing* ending in each word in which it appears. Then practice reading all the words. Tell your teacher when you are ready to be timed.

spell	spelled	stack	stacking	crash
crashed	crash	crashing	lock	locked
lock	locking	toss	tossed	trust
trusting	end	ended	fuss	fussing
end	ending	floss	flossing	pick
picked	jump	jumped	duck	ducking
jump	jumping	chomp	chomping	thank
thanked	ask	asked	thank	thanking
yell	yelled	pass	passed	kick
kicking	yell	yelling	pass	passing
box	boxed	box	boxing	lend
lending	fill	filling	blink	blinked
miss	missed	camp	camping	snack
snacked	rest	resting	dash	dashed
drink	drinking	turn	turned	wink
winking	stomp	stomped	knock	knocking
scoop	scooped	sing	singing	knock
knocked	pick	picking	pluck	plucked
press	pressed	dress	dressing	send
sending	duck	ducked	block	blocked

Name _____

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PRACTICE REPRODUCIBLE**Speed Drill: Inflectional
Ending *-ed, -ing***

Words with Spelling Changes Underline the *-ed* or *-ing* ending in each word in which it appears. Then practice reading all the words. Tell your teacher when you are ready to be timed.

hope	hoping	like	liking	tag
tagged	save	saving	trade	traded
race	raced	race	racing	beg
begging	name	named	beg	begged
use	used	skip	skipping	bat
batting	pet	petted	slice	sliced
plug	plugging	clap	clapping	close
closing	skip	skipped	name	named
bug	bugging	like	liked	slide
sliding	write	writing	vote	voting
bake	baking	drum	drummed	joke
joked	sit	sitting	slip	slipped
zip	zipping	range	ranged	trip
tripped	panic	panicking	picnic	picnicking
cut	cutting	joke	joking	bake
baked	vote	voted	bug	bugged
name	naming	skip	skipping	close
closed	clap	clapped	plug	plugged
slice	slicing	pet	petting	bat
batted	use	using	skip	skipped

PRACTICE REPRODUCIBLE**Speed Drill: Contractions**

Contractions with *not* and *be* Underline the letters in each contraction that form the contraction. Then practice reading all the words. Tell your teacher when you are ready to be timed.

do not	don't	is not	isn't	we are
we're	she is	she's	would not	wouldn't
could not	couldn't	he is	he's	they are
they're	should not	shouldn't	have not	haven't
cannot	can't	were not	weren't	did not
didn't	are not	aren't	I am	I'm
she is	she's	it is	it's	has not
hasn't	you are	you're	do not	don't
we are	we're	he is	he's	should not
shouldn't	did not	didn't	I am	I'm
do not	don't	is not	isn't	we are
we're	she is	she's	would not	wouldn't
could not	couldn't	he is	he's	they are
they're	should not	shouldn't	have not	haven't
cannot	can't	were not	weren't	did not
didn't	are not	aren't	I am	I'm
she is	she's	it is	it's	has not
hasn't	you are	you're	do not	don't
we are	we're	he is	he's	should not
shouldn't	did not	didn't	I am	I'm

Name _____ Date _____

PRACTICE REPRODUCIBLE

Speed Drill: Contractions

Contractions with *have, will, and would* Underline the letter or letters in each word pair that are removed to form a contraction. Then practice reading all the words. Tell your teacher when you are ready to be timed.

I have	I've	you will	you'll	he would
he'd	she will	she'll	I would	I'd
they have	they've	she would	she'd	you have
you've	I will	I'll	he will	he'll
he would	he'd	we have	we've	she would
she'd	he will	he'll	we will	we'll
you would	you'd	they will	they'll	they would
they'd	he would	he'd	we have	we've
I have	I've	you will	you'll	he would
he'd	she will	she'll	I would	I'd
they have	they've	she would	she'd	you have
you've	I will	I'll	he will	he'll
he would	he'd	we have	we've	she would
she'd	he will	he'll	we will	we'll
you would	you'd	they will	they'll	they would
they'd	you would	you'd	they will	they'll
he would	he'd	we have	we've	she would
she'd	he will	he'll	we will	we'll
you would	you'd	they will	they'll	they would
they'd	he would	he'd	we have	we've

PRACTICE REPRODUCIBLE**Speed Drill: Endings -er, -est**

Base Words and Endings Underline the *-er* and *-est* endings. Then practice reading all the words. Tell your teacher when you are ready to be timed.

cold	colder	slow	slower	tall
taller	cold	coldest	old	older
long	longer	slow	slowest	cold
coldest	bright	brighter	plain	plainer
high	higher	tall	tallest	neat
neater	tight	tighter	quick	quicker
long	longest	fast	faster	kind
kinder	high	highest	old	oldest
strong	stronger	fast	fastest	neat
neatest	cheap	cheaper	slow	slower
plain	plainest	quick	quickest	tight
tighter	old	older	kind	kindest
strong	strongest	neat	neater	cheap
cheapest	tight	tightest	cold	colder
long	longer	tall	taller	bright
brightest	high	higher	slow	slowest
fast	fastest	old	oldest	cheap
cheaper	quick	quickest	plain	plainest
bright	brightest	strong	stronger	kind
kindest	tight	tightest	long	longest

Name _____ Date _____

PRACTICE REPRODUCIBLE**Speed Drill: Endings -er, -est**

Endings -er and -est with Spelling Changes Underline the *-er* and *-est* endings. Then practice reading all the words. Tell your teacher when you are ready to be timed.

fluffy	fluffier	pale	paler	messy
messier	hot	hotter	pale	palest
fluffy	fluffiest	happy	happier	flat
flatter	slimy	slimier	flat	flattest
thin	thinner	cute	cuter	happy
happiest	lazy	lazier	hot	hottest
fluffy	fluffiest	nice	nicer	mad
madder	brave	braver	funny	funnier
cute	cutest	flat	flatter	silly
sillier	slimy	slimiest	lazy	laziest
brave	bravest	happy	happier	pale
paler	silly	silliest	messy	messiest
nice	nicer	thin	thinnest	funny
funniest	lazy	lazier	cute	cuter
mad	maddest	hot	hotter	silly
sillier	brave	braver	messy	messiest
mad	maddest	fluffy	fluffier	flat
flattest	nice	nicest	pale	palest
thin	thinnest	funny	funnier	slimy
slimier	happy	happiest	hot	hottest

Review: Progress Monitoring

PREPARING THE REVIEW

- Make one copy of the review for each student.
- Have the student write his or her name and today's date at the top of the review.

ADMINISTERING THE REVIEW

- Administer the review to one student at a time.
- For the Real Words section, explain to the student that he or she is to read each word. You will circle all the words read correctly.
- For the Nonsense Words section, explain to the student that these words are made-up words, not real words. The student will sound out each silly word. You will circle all the words read correctly.

SCORING THE REVIEW

- For each section of the review, total the number of words read correctly.
- Use the Percentage Table below to identify a percentage. Students should get at least 80 percent correct.
- Analyze each student's errors. Each line of the Real Words portion of the review represents a different phonics skill.
- Reteach those skills in which the student misses more than one word per line.

Percentage Table			
100 correct	100%	50 correct	50%
90 correct	90%	40 correct	40%
80 correct	80%	30 correct	30%
70 correct	70%	20 correct	20%
60 correct	60%	10 correct	10%

Name _____

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Decoding Review

Real Words

slam	pet	map	next	lend
stick	stuck	tug	drip	blob
brick	skunk	plant	trap	slump
cloth	whisk	kitchen	shelf	sandwich
lunches	wishes	socks	boxes	echoes
knives	children	people	geese	shelves
made	slide	hope	scrape	fine
classmate	homework	notebook	daytime	inside
three	night	slay	bowl	cube
seedling	universe	weekend	going	roadway
jumping	pressed	stomped	crashing	thanked
picnicking	clapped	bugging	closed	voted
didn't	wasn't	I'm	she's	it's
I've	you'll	she'd	he'll	they'll
cheaper	coldest	slower	tightest	fastest
fluffiest	flatter	nicest	happier	silliest

Nonsense Words

kane	pute	mo	smait	mipped
wabed	basn't	P've	dutting	slea
gew	brigh	sny	gowl	srute
steen	blasser	truff	whess	shob

Name _____ Date _____

PRACTICE REPRODUCIBLE**Speed Drill: Compound Words**

Two-Syllable Words Put a slash (/) between the two words that make up each compound word. Then practice reading the words. Tell your teacher when you are ready to be timed.

sunrise	hilltop	firefly	drumstick	peanut
bathtub	pinecone	mailbox	seaweed	sunshine
firefly	rainbow	peanut	backpack	flagpole
hilltop	goldfish	bathtub	cupcake	handshake
rainbow	sunrise	beanbag	hilltop	backseat
backpack	peanut	drumstick	backseat	seaweed
mailbox	cupcake	sunshine	rainbow	drumstick
beanbag	firefly	flagpole	tugboat	beehive
goldfish	handshake	backpack	sunshine	bathtub
pinecone	backseat	sunrise	handshake	cupcake
tugboat	seaweed	backseat	beanbag	firefly
peanut	mailbox	cupcake	beehive	pinecone
handshake	bathtub	hilltop	goldfish	backpack
drumstick	sunshine	pinecone	flagpole	tugboat
flagpole	beehive	goldfish	bathtub	sunrise
cupcake	tugboat	rainbow	peanut	mailbox
sunshine	drumstick	beehive	pinecone	beanbag
seaweed	backpack	handshake	firefly	goldfish
beehive	beanbag	seaweed	mailbox	hilltop
backseat	flagpole	tugboat	sunrise	rainbow

Name _____ Date _____

PRACTICE REPRODUCIBLE**Speed Drill: Compound Words**

Three-Syllable Words Put a slash (/) between the two words that make up each compound word. Then practice reading the words. Tell your teacher when you are ready to be timed.

grasshopper	overnight	summertime	grandfather	jellyfish
dragonfly	pillowcase	newspaper	shopkeeper	wallpaper
summertime	sunflower	dragonfly	grandmother	stepladder
jellyfish	stepladder	underpass	grasshopper	handwriting
pillowcase	grandfather	tablespoon	thunderstorm	fingerprint
newspaper	shopkeeper	wintertime	wallpaper	fingernail
stepladder	grasshopper	handwriting	sunflower	pillowcase
sunflower	fingerprint	grandmother	tablespoon	underpass
grandfather	newspaper	fingernail	stepladder	wintertime
wallpaper	summertime	fingerprint	overnight	grasshopper
overnight	grandmother	jellyfish	underpass	newspaper
fingerprint	dragonfly	shopkeeper	pillowcase	grandmother
shopkeeper	underpass	overnight	wintertime	thunderstorm
tablespoon	wallpaper	sunflower	summertime	grandfather
handwriting	jellyfish	thunderstorm	newspaper	shopkeeper
wintertime	fingernail	grandfather	dragonfly	overnight
grandmother	thunderstorm	pillowcase	handwriting	summertime
underpass	tablespoon	wallpaper	fingernail	dragonfly
thunderstorm	wintertime	stepladder	jellyfish	tablespoon
fingernail	handwriting	grasshopper	fingerprint	sunflower

PRACTICE REPRODUCIBLE**Speed Drill: *r*-Controlled
Vowels *er, ir, ur***

One- and Two-Syllable Words Underline the vowel + *r* spelling in each word. Then practice reading the words. Tell your teacher when you are ready to be timed.

fir	under	burn	hurt	fir
fur	turtle	thirsty	clerk	after
her	after	lurking	dirt	burn
circle	winter	person	germ	circle
curb	hurt	sir	burn	curb
term	clerk	turn	thirsty	her
girl	dirt	hurt	lurking	dirt
turtle	germ	clerk	person	clerk
after	burn	dirt	sir	fur
winter	thirsty	germ	turn	germ
hurt	lurking	under	fir	girl
clerk	person	circle	fur	hurt
dirt	sir	curb	her	lurking
germ	turn	term	circle	person
burn	fir	girl	curb	sir
thirsty	fur	turtle	term	thirsty
lurking	her	after	girl	term
person	circle	winter	turtle	turn
sir	curb	sir	after	winter
turn	term	fur	burn	turtle

Name _____

Date _____

PRACTICE REPRODUCIBLE**Speed Drill: *r*-Controlled
Vowels *er, ir, ur***

Multi-Syllable Words Underline the vowel + *r* spelling in each word. Then practice reading the words. Tell your teacher when you are ready to be timed.

purple	southern	whirring	birthday	gurgle
Thursday	underline	suburb	perfect	salesclerk
birthday	determine	circus	gurgle	nursing
perfect	interesting	twirling	salesclerk	southern
gurgle	pursue	nursery	nursing	underline
salesclerk	centimeter	sunburn	whirring	determine
nursing	furniture	Thursday	suburb	interesting
whirring	birthday	southern	circus	pursue
suburb	perfect	underline	twirling	centimeter
circus	gurgle	determine	nursery	furniture
twirling	salesclerk	interesting	sunburn	purple
nursery	nursing	pursue	southern	Thursday
sunburn	purple	centimeter	underline	birthday
southern	whirring	furniture	determine	whirring
underline	suburb	birthday	interesting	suburb
determine	circus	perfect	pursue	circus
interesting	twirling	gurgle	centimeter	twirling
pursue	nursery	salesclerk	furniture	nursery
centimeter	sunburn	nursing	purple	sunburn
furniture	Thursday	purple	Thursday	perfect

Name _____ Date _____

PRACTICE REPRODUCIBLE**Speed Drill: *r*-Controlled Vowels *ar*, *or***

One- and Two-Syllable Words Underline the *ar* or *or* spelling in each word. Then practice reading the words. Tell your teacher when you are ready to be timed.

born	fork	short	porch	sharp
far	far	cord	start	artist
porch	sharp	hard	park	dark
start	artist	target	far	corn
park	dark	garden	short	market
fork	corn	storm	cord	star
short	market	porch	hard	port
cord	star	start	target	yarn
hard	port	park	garden	short
target	yarn	sharp	storm	cord
garden	short	artist	fork	hard
storm	cord	dark	born	target
sharp	hard	corn	sharp	garden
artist	target	market	artist	storm
dark	garden	star	dark	porch
corn	storm	port	corn	start
market	porch	yarn	market	park
star	start	fork	star	born
port	park	born	port	far
yarn	born	far	yarn	fork

Name _____

Date _____

PRACTICE REPRODUCIBLE**Speed Drill: *r*-Controlled Vowels *ar*, *or***

Multi-Syllable Words Underline the *ar* or *or* spelling in each word. Then practice reading the words. Tell your teacher when you are ready to be timed.

fortress	morning	parlor	charter	reforming
sharpen	orphan	fortress	affordable	morning
harmful	charming	sharpen	reporting	fortress
reforming	ignorant	harmful	spectator	orphan
morning	horizon	reforming	recorded	charming
charter	forever	morning	porcupine	ignorant
affordable	cartwheel	orphan	parlor	horizon
reporting	bargain	charming	reforming	forever
spectator	artichoke	ignorant	morning	cartwheel
recorded	charter	horizon	orphan	bargain
porcupine	affordable	forever	charming	artichoke
parlor	reporting	cartwheel	ignorant	charter
orphan	spectator	bargain	horizon	affordable
charming	recorded	artichoke	forever	reporting
ignorant	porcupine	charter	cartwheel	spectator
horizon	parlor	affordable	bargain	recorded
forever	fortress	reporting	artichoke	porcupine
cartwheel	sharpen	spectator	fortress	parlor
bargain	harmful	recorded	sharpen	sharpen
artichoke	reforming	porcupine	harmful	artichoke

PRACTICE REPRODUCIBLE**Speed Drill: Diphthongs *ou*, *ow***

One- and Two-Syllable Words Underline the *ou* or *ow* spelling in each word. Then practice reading the words. Tell your teacher when you are ready to be timed.

town	scowling	cloud	powder	shouting
sprouted	growl	countdown	ouch	south
round	loud	soundproof	scout	pound
powder	flounder	town	scowling	brown
ouch	shouting	sprouted	growl	towel
cloud	south	cow	loud	shower
countdown	pound	scout	flounder	cow
soundproof	brown	growl	shouting	scout
cow	towel	loud	south	scowling
scout	shower	flounder	pound	growl
scowling	cloud	shouting	brown	loud
growl	countdown	south	towel	flounder
loud	soundproof	pound	shower	cloud
flounder	powder	brown	cow	countdown
shouting	ouch	towel	scout	soundproof
south	town	shower	cloud	powder
pound	sprouted	powder	countdown	ouch
brown	round	ouch	soundproof	town
towel	cow	scowling	town	sprouted
shower	scout	flounder	sprouted	round

Name _____ Date _____

PRACTICE REPRODUCIBLE**Speed Drill: Diphthongs *oi*, *oy***

One- and Two-Syllable Words Underline the *oi* or *oy* spelling in each word. Then practice reading the words. Tell your teacher when you are ready to be timed.

appoint	enjoy	pointer	uncoil	enjoy
cowboy	poison	boy	oyster	destroy
pointer	uncoil	employ	annoy	oily
enjoy	loyal	oyster	join	annoy
avoid	joyful	decoy	voyage	appoint
poison	foil	annoy	pointing	moisture
loyal	oily	avoid	joyful	voyage
decoy	pointer	tinfoil	soybean	oyster
joyful	soybean	voyage	enjoy	cowboy
pointing	decoy	uncoil	appoint	poison
coil	avoid	cowboy	moisture	tinfoil
soybean	moisture	pointing	employ	avoid
uncoil	oyster	destroy	toy	pointer
destroy	pointing	joyful	oily	coil
tinfoil	appoint	moisture	loyal	employ
moisture	voyage	enjoy	avoid	soybean
employ	annoy	poison	tinfoil	joyful
oyster	destroy	soybean	pointer	decoy
voyage	choice	appoint	destroy	pointing
annoy	employ	oily	cowboy	loyal

PRACTICE REPRODUCIBLE**Speed Drill: Variant
Vowels oo, oo**

Multi-Syllable Words Underline the *oo* spelling in each word. Then practice reading the words. Tell your teacher when you are ready to be timed.

wood	boot	goodness	grooming	cookbook
brook	mushroom	foot	outlook	moonlight
soothing	sooner	shook	footstep	goodness
cookbook	tooth	root	scoot	foot
moonlight	zoo	spoonful	cartoon	shook
grooming	goodness	boot	wood	root
outlook	foot	mushroom	brook	spoonful
footstep	shook	sooner	soothing	boot
scoot	root	tooth	cookbook	mushroom
cartoon	spoonful	zoo	moonlight	sooner
goodness	grooming	wood	boot	tooth
foot	outlook	brook	mushroom	zoo
shook	footstep	soothing	sooner	grooming
root	scoot	cookbook	tooth	outlook
spoonful	cartoon	moonlight	zoo	footstep
boot	wood	grooming	goodness	scoot
mushroom	brook	outlook	foot	cartoon
sooner	soothing	footstep	shook	wood
tooth	cookbook	scoot	root	brook
zoo	moonlight	cartoon	spoonful	soothing

Name _____

Date _____

PRACTICE REPRODUCIBLE**Speed Drill: Variant Vowel /ô/
Spelled *aw, au, a, alt,* and *ough***

Multi-Syllable Words Underline the *aw, au, a, alt,* or *ough* spelling in each word. Then practice reading all the words. Tell your teacher when you are ready to be timed.

bought	salt	lawful	waterfall	malt
fault	launch	jaw	beanstalk	bought
malt	brought	because	bought	fault
waterfall	yawning	laundry	fault	salt
beanstalk	autumn	author	malt	launch
lawful	thought	salt	lawful	brought
jaw	fall	launch	jaw	yawning
because	faucet	brought	because	autumn
laundry	walker	yawning	laundry	thought
author	talk	autumn	author	fall
thought	bought	thought	salt	faucet
fall	fault	fall	launch	walker
faucet	malt	faucet	brought	talk
walker	waterfall	walker	yawning	lawful
talk	beanstalk	talk	autumn	jaw
salt	lawful	bought	thought	because
launch	jaw	fault	fall	laundry
brought	because	malt	faucet	author
yawning	laundry	waterfall	walker	waterfall
autumn	author	beanstalk	talk	beanstalk

PRACTICE REPRODUCIBLE**Speed Drill: Silent Letters**

One-Syllable Words Underline the silent *kn*, *gn*, *wr*, *rh*, *mb*, or *mn* in each word. Then practice reading all the words. Tell your teacher when you are ready to be timed.

sign	hymn	wren	knit	wrap
wrench	gnat	sign	limb	kneel
gnome	rhyme	wrench	wrap	lamb
write	wrong	gnome	kneel	hymn
know	knob	write	lamb	gnat
knit	knock	know	wren	rhyme
limb	wren	hymn	sign	wrong
climb	sign	gnat	wrench	knob
knee	wrench	rhyme	gnome	knock
gnaw	gnome	wrong	write	wren
wrap	write	knob	know	sign
kneel	knit	knock	gnaw	wrench
lamb	limb	wrap	hymn	gnome
hymn	climb	kneel	gnat	write
gnat	knee	lamb	rhyme	know
rhyme	gnaw	knit	wrong	knit
wrong	know	limb	knob	limb
knob	wrap	gnaw	knock	climb
knock	kneel	rhyme	climb	knee
wren	lamb	wrong	knee	gnaw

Name _____ Date _____

PRACTICE REPRODUCIBLE

Speed Drill: Silent Letters

Multi-Syllable Words Underline the silent *kn*, *gn*, *wr*, *rh*, *mb*, or *mn* in each word. Then practice reading all the words. Tell your teacher when you are ready to be timed.

autumn	knowledgeable	column	knuckle	wrapper
column	knuckle	climbing	kneecap	gnashed
written	kneecap	rhubarb	wreckage	gnarly
knowledgeable	wreckage	autumn	written	knuckle
knocking	written	written	wrapper	knowledgeable
knuckle	resign	foreign	gnashed	foreign
kneecap	autumn	rhythm	gnarly	rhythm
wreckage	written	knuckle	plumber	rhubarb
written	foreign	kneecap	autumn	column
wrapper	rhythm	wreckage	resign	foreign
gnashed	column	written	knowledgeable	written
gnarly	climbing	wrapper	climbing	plumber
resign	rhubarb	gnashed	rhubarb	resign
foreign	knuckle	gnarly	autumn	autumn
rhythm	kneecap	plumber	written	knuckle
climbing	wreckage	resign	wrapper	kneecap
rhubarb	written	rhubarb	column	wreckage
plumber	wrapper	wreckage	climbing	written
column	gnashed	plumber	foreign	climbing
written	gnarly	knowledgeable	rhythm	rhubarb

Name _____ Date _____

PRACTICE REPRODUCIBLE**Speed Drill: Soft c and Soft g**

One-Syllable Words Underline the soft *c* or *g* in each word. Then practice reading all the words. Tell your teacher when you are ready to be timed.

cell	nice	gem	icy	giant
cent	germ	pace	wage	cell
rice	city	stage	face	gel
race	huge	nice	stage	cent
pace	spice	germ	nice	age
nice	large	city	germ	rice
city	icy	giant	city	gem
spice	wage	cell	gym	pace
icy	face	gel	race	stage
face	gym	cent	huge	nice
age	race	age	spice	germ
gem	giant	rice	large	city
gym	cell	icy	gel	huge
stage	gel	wage	cent	spice
germ	cent	face	age	large
huge	age	gym	rice	icy
large	rice	race	giant	wage
wage	gem	huge	cell	face
gel	pace	spice	gel	gym
giant	stage	large	pace	race

Name _____ Date _____

PRACTICE REPRODUCIBLE**Speed Drill: Soft c and Soft g**

Multi-Syllable Words Underline the soft *c* or *g* in each word. Then practice reading all the words. Tell your teacher when you are ready to be timed.

cedar	original	orange	circle	bouncy
pencil	allergy	celery	fancy	energy
circle	Virginia	digital	orange	recycle
celery	justice	pencil	cymbal	original
recycle	geography	circle	digital	allergy
bouncy	cedar	fancy	pencil	Virginia
fancy	orange	original	bouncy	justice
cymbal	celery	allergy	energy	geography
cider	digital	Virginia	recycle	cedar
justice	pencil	justice	cider	pencil
energy	circle	geography	engine	circle
allergy	fancy	cedar	original	fancy
apology	bouncy	orange	allergy	pencil
imagine	energy	celery	Virginia	orange
engine	recycle	digital	justice	celery
digital	apology	pencil	geography	digital
orange	cymbal	circle	cedar	bouncy
geography	imagine	fancy	orange	energy
Virginia	cider	imagine	pencil	recycle
original	engine	cymbal	geography	fancy

Review: Progress Monitoring

PREPARING THE REVIEW

- Make one copy of the review for each student.
- Have the student write his or her name and today's date at the top of the review.

ADMINISTERING THE REVIEW

- Administer the review to one student at a time.
- For the Real Words section, explain to the student that he or she is to read each word. You will circle all the words read correctly.
- For the Nonsense Words section, explain to the student that these words are made-up words, not real words. The student will sound out each silly word. You will circle all the words read correctly.

SCORING THE REVIEW

- For each section of the review, total the number of words read correctly.
- Use the Percentage Table below to identify a percentage. Students should get at least 80 percent correct.
- Analyze each student's errors. Each line of the Real Words portion of the assessment represents a different phonics skill.
- Reteach those skills in which the student misses more than one word per line.

Percentage Table			
63–70 correct	90%–100%	28–34 correct	40%–49%
56–62 correct	80%–89%	21–27 correct	30%–39%
49–55 correct	70%–79%	14–20 correct	20%–29%
42–48 correct	60%–69%	7–13 correct	10%–19%
35–41 correct	50%–59%	0–6 correct	0%–9%

Decoding Review

Real Words

sunrise	backpack	pinecone	hilltop	goldfish
wrinkle	climb	hymn	foreign	kneecap
nice	geography	gem	pencil	cider
turtle	perfect	winter	chirp	surf
charming	dart	yard	bargain	sharp
fort	worn	porch	reform	sword
scowling	cloud	growl	south	countdown
moisture	soil	voyage	broil	joyful
cartoon	cookbook	spoon	shook	tooth
brought	draw	small	chalk	because

Nonsense Words

flunmack	sibbest	gest	zall	knoves
glarn	flomb	blirp	seaves	sharn
roop	florm	mowb	blaw	snoy
wreep	stort	stook	touth	monot

PRACTICE REPRODUCIBLE**Speed Drill: Prefixes *un-* and *re-***

Multi-Syllable Words Underline the prefix *un-* or *re-* at the beginning of each word. Then practice reading the words. Tell your teacher when you are ready to be timed.

return	recreate	unbuttoned	reaccept	unproductive
unlock	unnatural	unbreakable	unachievable	rebuilding
reliving	recounted	reappear	unequal	unnatural
unsettled	unbuttoned	uncomfortable	replace	recapture
unselfish	unsettled	rebuilding	rearrange	recounted
replace	reliving	recreate	unselfish	unachievable
recapture	unproductive	unnatural	return	reappear
rebuilding	unlock	reaccept	unbuttoned	unbreakable
unequal	return	rearrange	reliving	unlock
reappear	unselfish	recapture	recounted	return
uncomfortable	unbreakable	unachievable	unproductive	reliving
recounted	replace	unsettled	recreate	unbuttoned
reaccept	recapture	reliving	unlock	unequal
rearrange	unequal	unselfish	unbreakable	unsettled
recreate	reappear	return	uncomfortable	replace
unachievable	rebuilding	unlock	unnatural	reaccept
unbreakable	uncomfortable	replace	recapture	unselfish
unproductive	rearrange	unequal	unsettled	uncomfortable
unbuttoned	reaccept	recounted	rebuilding	rearrange
unnatural	unachievable	unproductive	reappear	recreate

Name _____ Date _____

PRACTICE REPRODUCIBLE

Speed Drill: Prefixes *pre-* and *dis-*

Multi-Syllable Words Underline the prefix *pre-* or *dis-* at the beginning of each word. Then practice reading all the words. Tell your teacher when you are ready to be timed.

displease	prepacked	prejudge	predawn	preexisting
disorder	precook	disinformation	preheat	preplan
disservice	disinfect	preapprove	prehistoric	disadvantage
discomfort	preheat	displease	preview	disorganized
disrespect	distasteful	disservice	discomfort	prepacked
disadvantage	disorganized	preview	prejudge	disorder
disinformation	preview	disorder	preexisting	prehistoric
disorganized	disadvantage	prepacked	displease	disrespect
distasteful	preapprove	predawn	preplan	disservice
disinfect	disinformation	discomfort	precook	predawn
prehistoric	disservice	distasteful	disrespect	displease
preplan	prejudge	preheat	disorganized	precook
preview	disrespect	preexisting	preapprove	disinformation
preapprove	disorder	disinfect	disservice	discomfort
precook	preplan	disadvantage	prepacked	disinfect
predawn	discomfort	disrespect	distasteful	preheat
preexisting	prehistoric	disorganized	disinformation	preview
preheat	displease	preplan	disorder	preapprove
prejudge	predawn	prehistoric	disadvantage	distasteful
prepacked	preexisting	precook	disinfect	prejudge

PRACTICE REPRODUCIBLE**Speed Drill: Prefixes *de-* and *mis-***

Multi-Syllable Words Underline the prefix *de-* or *mis-* at the beginning of each word. Then practice reading all the words. Tell your teacher when you are ready to be timed.

deactivate	misbehavior	misplace	demagnetize	misrepresent
debark	mislay	decode	misguided	misstep
deboned	derail	misbehavior	mistreat	misplace
decelerate	misrepresent	misinform	misfortune	deactivate
decode	dehydrate	misstep	deface	misprint
deface	misplace	derail	misinform	debark
deforestation	decelerate	misprint	deforestation	mislay
demagnetize	mistreat	deboned	decelerate	misguided
dehydrate	deface	misrepresent	decode	demagnetize
derail	misguided	debark	misbehavior	mistreat
misinform	misfortune	dehydrate	deactivate	deboned
misprint	demagnetize	deface	derail	misfortune
misstep	decode	mislay	deboned	decelerate
mistreat	misprint	deforestation	debark	decode
misbehavior	deboned	decelerate	misrepresent	deforestation
misfortune	deforestation	demagnetize	misstep	misinform
misguided	misinform	mistreat	misplace	deface
mislay	debark	deactivate	dehydrate	derail
misplace	misstep	misfortune	misprint	dehydrate
misrepresent	deactivate	misguided	mislay	misbehavior

Name _____ Date _____

PRACTICE REPRODUCIBLE**Speed Drill: Prefixes**

Multi-Syllable Words Underline the prefix *un-*, *re-*, *pre-*, *dis-*, *de-*, or *mis-* at the beginning of each word. Then practice reading all the words. Tell your teacher when you are ready to be timed.

unequal	unofficial	retelling	unprofessional	distasteful
displease	prebook	decompose	discomfort	precaution
unprofessional	retelling	misstep	preload	redirect
unofficial	depart	displease	precaution	misconception
discomfort	unequal	deactivate	redirect	decompose
distasteful	decompose	misconception	mislay	preload
prebook	redirect	unprofessional	recall	deactivate
precaution	misbelief	unofficial	unequal	discomfort
preload	displease	presuppose	depart	misbelief
retelling	recall	distasteful	decompose	presuppose
redirect	deactivate	prebook	misstep	unprofessional
recall	discomfort	misbelief	unofficial	mislay
depart	mislay	unequal	presuppose	retelling
decompose	distasteful	precaution	misconception	recall
deactivate	unprofessional	recall	displease	depart
misbelief	preload	redirect	prebook	misstep
mislay	presuppose	mislay	distasteful	unofficial
misstep	misconception	depart	misbelief	displease
presuppose	misstep	preload	retelling	prebook
misconception	precaution	discomfort	deactivate	unequal

PRACTICE REPRODUCIBLE**Speed Drill: Suffixes -er and -or**

Multi-Syllable Words Underline the suffix *-er* or *-or* at the end of each word. Then practice reading the words. Tell your teacher when you are ready to be timed.

protector	performer	generator	projector	bookkeeper
defender	inventor	extinguisher	inspector	conductor
supporter	adviser	exterminator	daydreamer	commander
projector	impersonator	bookkeeper	performer	instructor
inspector	amplifier	conductor	inventor	generator
daydreamer	governor	commander	adviser	extinguisher
bookkeeper	blogger	instructor	impersonator	exterminator
conductor	generator	performer	amplifier	protector
commander	extinguisher	inventor	governor	defender
instructor	exterminator	adviser	blogger	supporter
performer	bookkeeper	impersonator	generator	projector
inventor	conductor	amplifier	extinguisher	inspector
adviser	commander	governor	exterminator	daydreamer
impersonator	instructor	blogger	bookkeeper	performer
amplifier	projector	protector	conductor	inventor
governor	inspector	defender	commander	adviser
blogger	daydreamer	supporter	instructor	impersonator
generator	protector	projector	protector	amplifier
extinguisher	defender	inspector	conductor	governor
exterminator	instructor	daydreamer	supporter	blogger

Name _____ Date _____

PRACTICE REPRODUCIBLE

Speed Drill: Suffixes *-ful* and *-less*

Multi-Syllable Words Underline the suffix *-ful* or *-less* at the end of each word. Then practice reading all the words. Tell your teacher when you are ready to be timed.

baseless	tasteless	motionless	forgetful	delightful
beautiful	graceful	thoughtful	limitless	emotionless
ageless	thankless	thoughtless	peaceful	baseless
delightful	disrespectful	regretful	baseless	beautiful
emotionless	useless	beautiful	delightful	tasteless
forgetful	cheerful	ageless	emotionless	graceful
limitless	worthless	baseless	motionless	thankless
peaceful	armful	tasteless	thoughtful	disrespectful
motionless	baseless	graceful	thoughtless	useless
thoughtful	beautiful	thankless	regretful	cheerful
thoughtless	ageless	disrespectful	tasteless	worthless
regretful	delightful	useless	graceful	armful
tasteless	emotionless	cheerful	thankless	motionless
graceful	forgetful	worthless	disrespectful	thoughtful
thankless	limitless	armful	useless	thoughtless
disrespectful	peaceful	forgetful	cheerful	regretful
useless	motionless	limitless	worthless	ageless
cheerful	thoughtful	peaceful	armful	forgetful
worthless	thoughtless	delightful	beautiful	limitless
armful	regretful	emotionless	ageless	peaceful

PRACTICE REPRODUCIBLE**Speed Drill: Suffixes *-ly* and *-able***

Multi-Syllable Words Underline the suffix *-ly* or *-able* at the end of each word. Then practice reading all the words. Tell your teacher when you are ready to be timed.

cleverly	knowledgeable	properly	clickable	memorable
portable	suddenly	extendable	decently	foolishly
honestly	incurable	absolutely	affordable	knowledgeable
memorable	politely	debatable	knowingly	suddenly
foolishly	favorable	annoyingly	acceptable	incurable
knowledgeable	memorable	clickable	portable	politely
suddenly	foolishly	decently	honestly	favorable
incurable	cleverly	affordable	properly	clickable
politely	portable	knowingly	extendable	decently
favorable	honestly	acceptable	absolutely	affordable
properly	clickable	knowledgeable	debatable	knowingly
extendable	decently	suddenly	annoyingly	acceptable
absolutely	affordable	incurable	memorable	cleverly
debatable	knowingly	politely	foolishly	properly
annoyingly	acceptable	favorable	cleverly	extendable
clickable	properly	memorable	knowledgeable	absolutely
decently	extendable	foolishly	suddenly	debatable
affordable	absolutely	cleverly	incurable	annoyingly
knowingly	debatable	portable	politely	memorable
acceptable	annoyingly	honestly	favorable	extendable

Name _____

Date _____

PRACTICE REPRODUCIBLE**Speed Drill: Suffixes**

Multi-Syllable Words Underline the suffix *-er*, *-or*, *-ful*, *-less*, *-ly*, or *-able* at the end of each word. Then practice reading all the words. Tell your teacher when you are ready to be timed.

sufferable	inventor	powerful	spectator	debater
additionally	reusable	navigator	harmful	healthful
debater	collectively	removable	careless	inventor
harmless	limitless	fluently	notable	reusable
healthful	computer	converter	generously	collectively
inventor	sufferable	sufferable	powerful	limitless
reusable	additionally	spectator	navigator	computer
collectively	debater	harmful	removable	powerful
limitless	harmless	careless	fluently	navigator
computer	healthful	notable	converter	removable
powerful	spectator	generously	sufferable	fluently
navigator	harmful	additionally	additionally	converter
removable	careless	inventor	debater	spectator
fluently	notable	reusable	harmless	harmful
converter	generously	collectively	healthful	careless
spectator	powerful	limitless	inventor	notable
harmful	navigator	computer	reusable	generously
careless	removable	harmless	collectively	sufferable
notable	fluently	debater	limitless	harmless
generously	converter	healthful	computer	additionally

PRACTICE REPRODUCIBLE**Speed Drill: Closed Syllables**

Two-Syllable Words Underline the first syllable in each word. This is a closed syllable, which ends in a consonant and has the short vowel sound. Then practice reading the words. Tell your teacher when you are ready to be timed.

napkin	sunlamp	polish	instruct	distant
cactus	bankrupt	pattern	submit	magnet
muffin	album	cactus	obstruct	tennis
polish	rustic	muffin	uplift	disrupt
pattern	bigwig	sunlamp	mustang	mistrust
distant	instruct	bankrupt	napkin	cactus
magnet	submit	album	polish	muffin
tennis	obstruct	rustic	pattern	instruct
disrupt	uplift	bigwig	sunlamp	submit
mistrust	mustang	distant	bankrupt	obstruct
instruct	distant	magnet	album	uplift
submit	magnet	tennis	rustic	mustang
obstruct	tennis	disrupt	bigwig	sunlamp
uplift	disrupt	mistrust	distant	bankrupt
mustang	mistrust	napkin	magnet	album
sunlamp	napkin	instruct	tennis	rustic
bankrupt	cactus	submit	disrupt	bigwig
album	muffin	obstruct	mistrust	polish
rustic	polish	uplift	cactus	pattern
bigwig	pattern	mustang	muffin	napkin

Name _____ Date _____

PRACTICE REPRODUCIBLE**Speed Drill: Closed Syllables**

Three-Syllable Words Draw lines to divide each word into syllables. Then practice reading the words. Remember that closed syllables have short vowel sounds. Tell your teacher when you are ready to be timed.

capital	welcoming	bucketful	basketball	happening
pocketbook	government	corduroy	commonly	suddenly
cinnamon	trumpeting	tunneling	capital	sandwiches
happening	commonly	partnership	antenna	peppermint
welcoming	cinnamon	basketball	publisher	pocketbook
trumpeting	capital	government	intended	commonly
partnership	bucketful	antenna	balcony	corduroy
antenna	happening	suddenly	tunneling	welcoming
intended	pocketbook	sandwiches	peppermint	tunneling
suddenly	publisher	cinnamon	bucketful	balcony
government	partnership	peppermint	welcoming	trumpeting
publisher	sandwiches	happening	corduroy	basketball
balcony	tunneling	capital	pocketbook	bucketful
sandwiches	peppermint	balcony	suddenly	publisher
tunneling	intended	trumpeting	cinnamon	antenna
bucketful	balcony	publisher	partnership	intended
peppermint	corduroy	welcoming	government	capital
basketball	suddenly	commonly	happening	partnership
corduroy	antenna	pocketbook	sandwiches	cinnamon
commonly	basketball	intended	trumpeting	government

PRACTICE REPRODUCIBLE**Speed Drill: Open Syllables**

Two-Syllable Words Underline the open syllable in each word. The open syllable ends in a vowel and has the long vowel sound. Then practice reading the words. Tell your teacher when you are ready to be timed.

major	frozen	pilot	label	student
final	tribal	silent	depend	unit
pilot	human	flavor	latest	basis
silent	open	frozen	locate	protest
flavor	request	tribal	moment	tulip
label	student	human	final	depend
depend	unit	open	frozen	latest
latest	basis	request	tribal	locate
locate	protest	student	human	moment
moment	tulip	unit	open	frozen
student	major	basis	request	tribal
unit	final	protest	pilot	human
basis	pilot	tulip	silent	open
protest	silent	label	flavor	request
tulip	flavor	depend	major	label
frozen	label	latest	student	major
tribal	depend	locate	unit	final
human	latest	moment	basis	pilot
open	locate	final	protest	silent
request	moment	major	tulip	flavor

Name _____

Date _____

PRACTICE REPRODUCIBLE**Speed Drill: Open Syllables**

Three-Syllable Words Draw lines to divide each word into syllables. Then practice reading the words. Remember that open syllables have a long vowel sound. Tell your teacher when you are ready to be timed.

grocery	decision	library	refusal	potato
finalist	museum	photograph	favorite	musical
tomato	united	refusal	dinosaur	recently
library	photograph	vacation	radio	favorite
united	finalist	recently	musical	relaxing
museum	tomato	radio	babysit	vacation
babysit	refusal	decision	united	ladybug
potato	recently	grocery	relaxing	library
decision	ladybug	potato	nitrogen	dinosaur
ladybug	library	favorite	tomato	photograph
recently	nitrogen	musical	photograph	grocery
radio	babysit	museum	vacation	radio
relaxing	dinosaur	finalist	decision	ladybug
nitrogen	grocery	relaxing	library	refusal
finalist	musical	tomato	recently	babysit
favorite	vacation	dinosaur	potato	nitrogen
musical	ladybug	united	museum	tomato
vacation	favorite	photograph	grocery	decision
refusal	potato	nitrogen	radio	united
dinosaur	relaxing	babysit	finalist	museum

PRACTICE REPRODUCIBLE**Speed Drill: Vowel Team Syllables**

One Vowel-Team Syllable Draw a line to divide each word into syllables. Next, underline the vowel team in each word. The vowel team appears in the same syllable. Then practice reading the words. Tell your teacher when you are ready to be timed. Note: Some vowel teams contain a consonant acting as a vowel (for example, *ow* as in *how* or *ay* as in *way*).

cheaper	money	pausing	squawk	display
repeat	throat	detail	lawful	childhood
childhood	boundary	faint	degree	pausing
boasted	council	highway	fifteen	detail
display	shampoo	faucet	monkey	faint
pausing	squawk	money	boasted	highway
detail	lawful	throat	cheaper	faucet
faint	degree	boundary	display	money
highway	fifteen	council	childhood	throat
faucet	monkey	shampoo	repeat	boundary
squawk	pausing	squawk	money	council
lawful	detail	lawful	throat	shampoo
degree	faint	degree	boundary	cheaper
fifteen	highway	fifteen	council	boasted
monkey	faucet	monkey	shampoo	repeat
money	display	boasted	pausing	squawk
throat	childhood	cheaper	detail	lawful
boundary	boasted	repeat	faint	degree
council	cheaper	childhood	highway	fifteen
shampoo	repeat	display	faucet	monkey

Name _____

Date _____

PRACTICE REPRODUCIBLE**Speed Drill: Vowel Team Syllables**

Two Vowel-Team Syllables Draw a line to divide each word into syllables. Next, underline the vowel teams in each word. Then practice reading the words. Tell your teacher when you are ready to be timed. Note: Some vowel teams contain a consonant acting as a vowel (for example, *ow* as in *how* or *ay* as in *way*).

playground	daydream	seaweed	moonbeam	fountain
rainbow	fourteen	bowtie	oatmeal	countdown
loudspeaker	cheerleader	teaspoon	seesaw	seaweed
oatmeal	playground	seabreeze	floorboard	houseboat
daydream	moonbeam	fourteen	seaweed	downtown
fourteen	houseboat	countdown	rainbow	daydream
seaweed	downstairs	footstool	downtown	cheerleader
teaspoon	rainbow	playground	bowtie	loudspeaker
cheerleader	bowtie	seesaw	houseboat	teaspoon
seesaw	loudspeaker	floorboard	footstool	oatmeal
bowtie	teaspoon	downstairs	loudspeaker	fourteen
moonbeam	countdown	rainbow	cheerleader	seabreeze
countdown	seabreeze	moonbeam	daydream	playground
houseboat	footstool	downtown	fountain	floorboard
seabreeze	seaweed	oatmeal	fourteen	rainbow
floorboard	downstairs	loudspeaker	seabreeze	moonbeam
downtown	floorboard	fountain	countdown	footstool
footstool	fountain	houseboat	teaspoon	downstairs
downtown	seesaw	cheerleader	downstairs	bowtie
fountain	oatmeal	daydream	playground	seesaw

PRACTICE REPRODUCIBLE**Speed Drill: Final e Syllables**

Two-Syllable Words Underline the syllable with final *e* in each word. Then practice reading the words. Tell your teacher when you are ready to be timed.

advice	explode	include	invite	confuse
perfume	confiscate	spaceship	complete	amaze
athlete	escape	racetrack	explore	include
confuse	translate	shapeless	grateful	spaceship
amaze	pancake	awoke	hailstone	racetrack
invite	include	explode	advice	shapeless
complete	spaceship	confiscate	perfume	awoke
explore	racetrack	escape	athlete	explode
grateful	shapeless	translate	confuse	confiscate
hailstone	awoke	pancake	amaze	escape
include	advice	invite	explode	translate
spaceship	perfume	complete	confiscate	pancake
racetrack	athlete	explore	escape	invite
shapeless	confuse	grateful	translate	complete
awoke	amaze	hailstone	pancake	explore
explode	invite	advice	include	grateful
confiscate	complete	perfume	spaceship	hailstone
escape	explore	athlete	racetrack	advice
translate	grateful	confuse	shapeless	perfume
pancake	hailstone	amaze	awoke	athlete

Name _____ Date _____

PRACTICE REPRODUCIBLE**Speed Drill: Final e Syllables**

Three-Syllable Words Underline the syllable with final *e* in each word. Then practice reading the words. Tell your teacher when you are ready to be timed.

advertise	microwave	homeowner	usefulness	rattlesnake
anytime	riverside	prizewinner	microscope	lemonade
homeowner	lemonade	telephone	anytime	celebrate
microwave	rattlesnake	estimate	imitate	homeowner
imitate	prizewinner	advertise	riverside	buttonhole
incomplete	homeowner	celebrate	decorate	firecracker
usefulness	buttonhole	rattlesnake	summertime	advertise
riverside	telephone	microwave	buttonhole	usefulness
rattlesnake	imitate	anytime	homeowner	incomplete
summertime	firecracker	lemonade	advertise	microscope
lemonade	advertise	decorate	firecracker	crocodile
microscope	celebrate	summertime	rattlesnake	microwave
buttonhole	anytime	crocodile	celebrate	decorate
prizewinner	estimate	usefulness	telephone	riverside
firecracker	summertime	incomplete	microwave	prizewinner
telephone	decorate	microscope	estimate	imitate
celebrate	crocodile	riverside	incomplete	telephone
estimate	incomplete	firecracker	lemonade	summertime
decorate	usefulness	buttonhole	crocodile	estimate
crocodile	microscope	imitate	prizewinner	anytime

PRACTICE REPRODUCIBLE**Speed Drill: Consonant + *le* Syllables**

Two-Syllable Words Underline the consonant + *le* syllable in each word. Then practice reading the words. Tell your teacher when you are ready to be timed.

single	ample	purple	saddle	crumble
puzzle	ankle	wobble	noble	castle
wobble	babble	puzzle	ruffle	fable
dimple	cattle	single	grumble	stumble
purple	tangle	ample	table	sample
crumble	saddle	ankle	purple	dimple
castle	noble	babble	wobble	puzzle
fable	ruffle	cattle	dimple	saddle
stumble	grumble	tangle	ample	noble
sample	table	crumble	ankle	ruffle
saddle	crumble	castle	babble	grumble
noble	castle	fable	cattle	table
ruffle	fable	stumble	tangle	ample
grumble	stumble	sample	crumble	ankle
table	sample	dimple	castle	babble
ample	single	saddle	fable	cattle
ankle	puzzle	noble	stumble	tangle
babble	wobble	ruffle	sample	purple
cattle	dimple	grumble	single	wobble
tangle	purple	table	puzzle	single

Name _____

Date _____

PRACTICE REPRODUCIBLE**Speed Drill: Consonant + *le* Syllables**

Multi-Syllable Words Underline the consonant + *le* syllable in each word. Then practice reading the words. Tell your teacher when you are ready to be timed.

paddleboat	unscramble	capable	sensible	unbuckle
unsettled	bicycle	crabapple	handlebars	unsinkable
capable	terrible	bubblegum	candlelight	gentleman
tabletop	handlebars	unbuckle	possible	unsaddle
untangle	candlelight	paddleboat	tentacle	sensible
gentleman	crabapple	sensible	tabletop	terrible
bubblegum	capable	unsaddle	gentleman	unscramble
possible	unable	unsettled	bicycle	untangle
tentacle	paddleboat	terrible	unsinkable	candlelight
unbuckle	unsettled	unscramble	crabapple	bubblegum
candlelight	unsinkable	unable	capable	handlebars
unscramble	sensible	bicycle	unsaddle	possible
terrible	tabletop	tentacle	untangle	unable
bicycle	unbuckle	unsinkable	bubblegum	paddleboat
sensible	untangle	gentleman	unsettled	crabapple
unable	possible	handlebars	terrible	tabletop
crabapple	gentleman	untangle	unscramble	tentacle
handlebars	unsaddle	tabletop	paddleboat	bicycle
unsaddle	tentacle	candlelight	unbuckle	unsettled
unsinkable	bubblegum	possible	unable	capable

PRACTICE REPRODUCIBLE**Speed Drill: *r*-Controlled Syllables**

One *r*-Controlled Vowel Syllable Underline the vowel + *r* syllable in each word. Then practice reading the words. Tell your teacher when you are ready to be timed.

apart	marvel	moisture	bargain	calories
chapter	curve	ordinary	thirsty	comfortable
author	falter	regular	birch	marvel
calories	fiber	turnip	virtual	curve
comfortable	hover	urchin	admiration	falter
marvel	calories	bargain	moisture	fiber
curve	comfortable	thirsty	ordinary	hover
falter	apart	birch	regular	bargain
fiber	chapter	virtual	turnip	thirsty
hover	author	admiration	urchin	birch
moisture	bargain	marvel	calories	virtual
ordinary	thirsty	curve	comfortable	admiration
regular	birch	falter	apart	chapter
turnip	virtual	fiber	chapter	author
urchin	admiration	hover	author	moisture
bargain	moisture	calories	marvel	ordinary
thirsty	ordinary	comfortable	curve	regular
birch	regular	apart	falter	turnip
virtual	turnip	chapter	fiber	urchin
admiration	urchin	author	hover	apart

Name _____

Date _____

PRACTICE REPRODUCIBLE**Speed Drill: *r*-Controlled Syllables**

More Than One *r*-Controlled Vowel Syllable Underline the vowel + *r* syllables in each word. Then practice reading the words. Tell your teacher when you are ready to be timed.

furniture	arbor	order	charter	carpenter
moreover	armor	perform	former	furniture
carpenter	orbiter	furthermore	cursor	firmer
corner	archer	overturn	harder	order
murmur	parlor	sharpener	mortar	perform
arbor	furniture	charter	furniture	furthermore
armor	firmer	former	firmer	overturn
orbiter	carpenter	cursor	carpenter	sharpener
archer	corner	harder	order	charter
parlor	murmur	mortar	perform	former
order	charter	arbor	furthermore	cursor
perform	former	armor	overturn	harder
furthermore	cursor	orbiter	sharpener	mortar
overturn	harder	archer	arbor	corner
sharpener	mortar	parlor	armor	murmur
charter	order	furniture	orbiter	arbor
former	perform	firmer	archer	armor
cursor	furthermore	carpenter	parlor	orbiter
harder	overturn	corner	corner	archer
mortar	sharpener	murmur	murmur	parlor

Name _____ Date _____

PRACTICE REPRODUCIBLE**Speed Drill: Greek Roots**

Multi-Syllable Words Underline the roots *tele*, *photo*, *graph*, or *meter* in each word. Then practice reading all the words. Tell your teacher when you are ready to be timed.

teleport	centimeter	autograph	telecast	photocopy
television	telegram	barometer	photogenic	telecast
telecast	speedometer	photocell	thermometer	photosynthesis
telecommunication	photosynthesis	photocopy	biographer	telecommunication
telegram	photojournalist	telecommunication	kilometer	autograph
photosynthesis	telecast	photosynthesis	graphic	teleport
photogenic	teleport	bibliography	photocell	geography
photocell	kilometer	telegram	geography	photojournalist
photocopy	photocell	photogenic	centimeter	centimeter
photojournalist	geography	television	bibliography	thermometer
biographer	barometer	biographer	photosynthesis	television
autograph	telecommunication	centimeter	teleport	barometer
bibliography	graphic	photojournalist	autograph	photocell
geography	photocopy	geography	photojournalist	kilometer
graphic	biographer	teleport	barometer	bibliography
speedometer	photogenic	speedometer	telegram	speedometer
centimeter	autograph	television	telecast	graphic
kilometer	thermometer	thermometer	telecommunication	photogenic
barometer	television	graphic	speedometer	telegram
thermometer	bibliography	kilometer	photocopy	biographer

Name _____

Date _____

PRACTICE REPRODUCIBLE**Speed Drill: Greek Roots**

Multi-Syllable Words Underline the roots *astr*, *auto*, *phon*, *mech*, *aero*, *geo*, or *cycle* in each word. Then practice reading all the words. Tell your teacher when you are ready to be timed.

astronomy	automate	unicycle	automobile	unicycle
astral	motorcycle	aeronaut	cyclist	phonics
automobile	geometry	astral	phonics	cyclist
autocrat	cyclist	automate	mechanize	geographer
automate	astronomy	geometry	autocrat	astral
phonics	geology	mechanic	aerobic	aerospace
microphone	aeronaut	aerospace	microphone	mechanize
saxophone	geographer	bicycle	geology	geometry
mechanic	unicycle	automobile	mechanic	autocrat
mechanize	saxophone	phonics	geographer	motorcycle
aerobic	astral	aerobic	astral	microphone
aeronaut	aerospace	astronomy	bicycle	aerobic
aerospace	phonics	mechanize	aeronaut	automobile
geology	bicycle	geology	saxophone	bicycle
geographer	autocrat	microphone	geometry	geology
geometry	mechanic	motorcycle	aerospace	automate
bicycle	automobile	geographer	astronomy	aeronaut
cyclist	aerobic	saxophone	motorcycle	mechanic
unicycle	microphone	cyclist	automate	saxophone
motorcycle	mechanize	autocrat	unicycle	astronomy

Name _____ Date _____

PRACTICE REPRODUCIBLE**Speed Drill: Latin Roots**

Multi-Syllable Words Underline the roots *port*, *spec*, *mit/miss*, or *flect/flex* in each word. Then practice reading all the words. Tell your teacher when you are ready to be timed.

airport	spectator	dismiss	deflect	spectacle
carport	reflex	mission	deport	carport
portable	carport	portable	transmit	spectator
deport	spectacle	inspect	airport	reflex
import	deflect	admit	inflection	inspect
aspect	mission	import	reflect	aspect
speculate	inflection	submit	speculate	flexible
spectacle	reflect	airport	dismiss	submit
spectator	portable	reflex	carport	deflect
inspect	aspect	speculate	inspect	airport
dismiss	import	spectator	admit	reflect
mission	flexible	transmit	aspect	mission
submit	dismiss	deport	spectacle	inflection
admit	airport	deflect	portable	deport
transmit	admit	inflection	spectator	transmit
reflect	speculate	carport	flexible	import
flexible	submit	reflect	mission	admit
inflection	deport	spectacle	reflex	speculate
reflex	inspect	aspect	import	portable
deflect	transmit	flexible	submit	dismiss

Name _____

Date _____

PRACTICE REPRODUCIBLE**Speed Drill: Latin Roots**

Multi-Syllable Words Underline the roots *aud*, *ject*, *sect*, *dict*, or *rupt* in each word. Then practice reading all the words. Tell your teacher when you are ready to be timed.

audible	bankrupt	interrupt	reject	section
audience	audition	predict	erupt	audition
audition	erupt	object	audible	bankrupt
auditorium	rupture	intersect	verdict	bisect
eject	bisect	audience	inject	reject
reject	eject	dictate	dissect	rupture
inject	predict	auditorium	eject	audible
object	audible	reject	predict	dictionary
intersect	section	dictionary	section	interrupt
section	object	erupt	object	audience
bisect	interrupt	inject	bisect	bankrupt
dissect	auditorium	verdict	audition	predict
dictate	dictionary	audible	interrupt	intersect
predict	inject	bankrupt	auditorium	dissect
verdict	dictate	section	eject	verdict
dictionary	dissect	eject	audience	erupt
interrupt	audience	rupture	dictate	dictate
rupture	verdict	bisect	rupture	inject
erupt	reject	audition	intersect	auditorium
bankrupt	intersect	dissect	dictionary	object

Review: Progress Monitoring

PREPARING THE REVIEW

- Make one copy of the review for each student.
- Have the student write his or her name and today's date at the top of the review.

ADMINISTERING THE REVIEW

- Administer the review to one student at a time.
- For the Real Words section, explain to the student that he or she is to read each word. You will circle all the words read correctly.
- For the Nonsense Words section, explain to the student that these words are made-up words, not real words. The student will sound out each silly word. You will circle all the words read correctly.

SCORING THE REVIEW

- For each section of the review, total the number of words read correctly.
- Use the Percentage Table below to identify a percentage. Students should get at least 80 percent correct.
- Analyze each student's errors. Each line of the Real Words portion of the assessment represents a different phonics skill.
- Reteach those skills in which the student misses more than one word per line.

Percentage Table			
54–60 correct	90%–100%	24–29 correct	40%–49%
48–53 correct	80%–89%	18–23 correct	30%–39%
42–47 correct	70%–79%	12–17 correct	20%–29%
36–41 correct	60%–69%	6–11 correct	10%–19%
30–35 correct	50%–59%	0–5 correct	0%–9%

Decoding Review

Real Words

replace	unfold	unkind	refresh	repaint
quickly	sailor	dreamer	safely	washer
mistake	tennis	polish	joyful	distant
pilot	disable	predict	flavor	telecast
rustic	puzzle	castle	sample	crumble
virtual	strapless	squawk	erupt	phonic
charter	invite	complete	useless	amaze
purple	marble	governor	thirteen	astronomy

Nonsense Words

aerogard	redok	rabel	sofler	tonlid
cabnib	dispay	sunly	mascle	soble
bleem	wanable	thaist	ingraph	choop
troan	birker	scorpore	prechip	flurdar

Name _____ Date _____

PRACTICE REPRODUCIBLE**Speed Drill: Word Families**

Phonograms *-an, -ap, -at, -in, -ug* Underline *an, ap, at, in, or ug* in each word. Then practice reading the words.

Tell your teacher when you are ready to be timed.

banner	administer	stature	democrat	strap
entrap	flap	muffin	glance	democrat
acrobat	strap	American	attract	muffin
muffin	democrat	banner	entrap	ugly
shrug	attract	opinion	snug	earplug
glance	acrobat	burlap	organ	burlap
strap	stature	shrug	strap	entrap
intend	American	earplug	administer	American
stature	ugly	intend	acrobat	glance
earplug	banner	glance	flap	stature
American	entrap	snug	shrug	organ
snug	opinion	attract	muffin	banner
burlap	shrug	ugly	burlap	acrobat
opinion	organ	acrobat	intend	administer
attract	glance	democrat	American	attract
organ	burlap	strap	stature	opinion
ugly	muffin	flap	banner	intend
flap	snug	administer	opinion	shrug
democrat	intend	entrap	earplug	flap
administer	earplug	organ	ugly	snug

Name _____ Date _____

PRACTICE REPRODUCIBLE**Speed Drill: Word Families**

Phonograms *-ip, -op, -aw, -or, -ir* Underline *ip, op, aw, or, or* in each word. Then practice reading the words. Tell your teacher when you are ready to be timed.

chipmunk	scorn	governor	eclipse	shipment
gallop	dawdle	bawl	chipmunk	opera
shipment	awful	gallop	strip	popular
awful	opera	armor	tropical	strip
formula	chipmunk	ornament	armor	armor
scorn	whir	formula	ornament	lawsuit
bawl	eclipse	popular	dawdle	gallop
tropical	tropical	flipper	shipment	tropical
flipper	gallop	scorn	governor	strip
ornament	bawl	eclipse	bawl	formula
popular	lawsuit	chipmunk	popular	opera
whir	formula	opera	whir	scorn
eclipse	normal	awful	gallop	normal
governor	armor	normal	scorn	awful
armor	flipper	shipment	lawsuit	ornament
opera	strip	normal	formula	chipmunk
lawsuit	ornament	whir	dawdle	flipper
strip	governor	dawdle	awful	bawl
dawdle	shipment	eclipse	flipper	governor
normal	popular	lawsuit	tropical	whir

Name _____ Date _____

PRACTICE REPRODUCIBLE**Speed Drill: Word Families**

Phonograms *-ink, -ack, -ank, -ash, -est, -ick* Underline *ink, ack, ank, ash, est, or ick* in each word. Then practice reading the words. Tell your teacher when you are ready to be timed.

tackle	contest	investor	trickery	snicker
smash	ankle	clank	sickle	smash
clank	snicker	tank	bashful	ankle
arrest	tackle	blinker	arrest	wrinkle
trickery	cracker	sinking	flank	investor
sinking	arrest	attack	mashed	attack
tank	blinker	smash	tank	clank
bashful	flank	sickle	wrinkle	inkling
wrinkle	wrinkle	bashful	tackle	trickery
contest	clank	inkling	contest	investor
ankle	snicker	trickery	snicker	cracker
sickle	sinking	ankle	smash	tackle
inkling	sickle	arrest	attack	bashful
cracker	investor	mashed	flank	blinker
mashed	smash	contest	sinking	tank
flank	mashed	flank	cracker	mashed
blinker	bashful	tackle	ankle	sickle
attack	trickery	cracker	blinker	arrest
investor	inkling	attack	clank	contest
snicker	tank	wrinkle	inkling	sinking

Name _____

Date _____

PRACTICE REPRODUCIBLE**Speed Drill: Word Families**

Phonograms *-ill, -ell, -ing, -ock, -uck, -ump, -unk* Underline *ill, ell, ing, ock, uck, ump, or unk* in each word. Then practice reading the words. Tell your teacher when you are ready to be timed.

jellybean	stockade	tingle	thumped	knocker
chilly	huckleberry	chilly	sunk	shrunk
shrunk	buckle	swell	jellybean	fingerprint
buckle	stump	thumped	tingle	hockey
thrill	jellybean	huckleberry	kingdom	jellybean
stockade	clump	buckle	thrill	kingdom
knocker	sunk	dwelled	buckle	million
thumped	hockey	shrunk	clump	tingle
swell	chilly	kingdom	stockade	chilly
tingle	million	thrill	bunker	thumped
bunker	fingerprint	sunk	chilly	huckleberry
huckleberry	knocker	hockey	swell	stump
million	kingdom	jellybean	knocker	thrill
stump	bunker	stump	million	sunk
dwelled	thrill	fingerprint	shrunk	bunker
clump	swell	bunker	dwelled	clump
sunk	tingle	stockade	fingerprint	buckle
fingerprint	shrunk	clump	huckleberry	dwelled
hockey	dwelled	knocker	hockey	stockade
kingdom	thumped	million	stump	swell

Name _____ Date _____

PRACTICE REPRODUCIBLE**Speed Drill: Word Families**

Phonograms *-ine, -ake, -ale, -ame, -ate* Underline *ine, ake, ale, ame, or ate* in each word. Then practice reading the words. Tell your teacher when you are ready to be timed.

pale	whiner	naked	locate	tale
locate	intake	migrate	female	magistrate
tamer	pale	shale	lame	whiner
migrate	tale	tamer	awaken	locate
equate	naked	twine	equate	intake
famed	flamed	magistrate	naked	flamed
magistrate	lame	locate	whiner	equate
shale	awaken	pineapple	flamed	sake
pineapple	sake	famed	pale	pineapple
twine	tamer	engine	intake	engine
engine	shale	lame	sake	shale
naked	migrate	female	tamer	migrate
lame	engine	equate	intake	naked
intake	magistrate	whiner	tale	twine
female	twine	pale	famed	lame
awaken	pineapple	flamed	twine	female
whiner	locate	tale	shale	tamer
sake	famed	awaken	migrate	awaken
tale	equate	sake	pineapple	pale
flamed	female	magistrate	engine	famed

Name _____ Date _____

PRACTICE REPRODUCIBLE**Speed Drill: Word Families**

Phonograms *-ice, -ide, -oke, -ore* Underline *ice, ide, oke, or ore* in each word. Then practice reading the words. Tell your teacher when you are ready to be timed.

advice	token	provoke	bridesmaid	collide
spices	collide	glide	aside	device
provoke	aside	ignored	moreover	glide
iceberg	device	spices	advice	awoke
glide	forehead	pored	sliced	forehead
moreover	awoke	yoked	token	yore
device	ignored	abide	iceberg	provoke
yore	spices	yore	device	yoked
token	glide	advice	collide	abide
forehead	sliced	moreover	artichoke	artichoke
pored	bridesmaid	aside	pored	spices
awoke	provoke	artichoke	forehead	iceberg
collide	iceberg	awoke	ignored	aside
abide	artichoke	device	yoked	moreover
bridesmaid	advice	sliced	spices	bridesmaid
sliced	yoked	bridesmaid	glide	pored
aside	abide	forehead	yore	token
yoked	moreover	iceberg	provoke	awoke
artichoke	yore	token	abide	advice
ignored	pored	collide	ignored	sliced

Name _____ Date _____

PRACTICE REPRODUCIBLE**Speed Drill: Word Families**

Phonograms *-ail, -ain, -ay, -eat, -ight* Underline *ail, ain, ay, eat, or ight* in each word. Then practice reading the words. Tell your teacher when you are ready to be timed.

airmail	email	hangnail	available	dismayed
maintain	attainable	brainstorm	complained	meatloaf
runway	payment	betrayed	hangnail	highlights
buckwheat	defeated	backseat	brainstorm	email
alight	brightening	delighting	betrayed	attainable
email	maintain	dismayed	backseat	payment
attainable	runway	meatloaf	delighting	defeated
payment	buckwheat	highlights	email	brightening
defeated	alight	airmail	attainable	hangnail
brightening	available	maintain	payment	brainstorm
hangnail	complained	runway	defeated	betrayed
brainstorm	dismayed	buckwheat	brightening	backseat
betrayed	meatloaf	alight	airmail	delighting
backseat	highlights	email	maintain	available
delighting	airmail	attainable	runway	complained
available	hangnail	payment	buckwheat	airmail
complained	brainstorm	defeated	alight	maintain
dismayed	betrayed	brightening	highlights	runway
meatloaf	backseat	available	dismayed	buckwheat
highlights	delighting	complained	meatloaf	alight

Name _____

Date _____

PRACTICE REPRODUCIBLE**Speed Drill: Word Families**

Phonograms *-am, -ad, -et, -id, -ut, -un* Underline *-am, -ad, -et, -id, -ut, or -un* in each word. Then practice reading all the words. Tell your teacher when you are ready to be timed.

champion	walnut	ladle	sunlight	badgers
badgers	running	alphabet	diagram	champion
cabinet	program	pyramid	ironclad	program
humid	notepad	shortcut	fidgeting	ladle
bunny	bracket	walnut	acidic	alphabet
program	sunlight	running	cabinet	pyramid
ladle	diagram	program	humid	shortcut
alphabet	ironclad	notepad	bunny	sunlight
pyramid	fidgeting	bracket	walnut	diagram
shortcut	acidic	program	running	ironclad
sunlight	program	champion	program	fidgeting
diagram	ladle	badgers	notepad	acidic
ironclad	alphabet	cabinet	bracket	walnut
fidgeting	pyramid	humid	champion	running
acidic	shortcut	bunny	badgers	program
walnut	champion	sunlight	program	notepad
running	badgers	diagram	ladle	bracket
program	cabinet	ironclad	alphabet	cabinet
notepad	humid	fidgeting	pyramid	humid
bracket	bunny	acidic	shortcut	bunny

Review: Progress Monitoring

PREPARING THE REVIEW

- Make one copy of the review for each student.
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ADMINISTERING THE REVIEW

- Administer the review to one student at a time.
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SCORING THE REVIEW

- For each section of the review, total the number of words read correctly.
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33–38 correct	60%–69%	6–10 correct	10%–19%
28–32 correct	50%–59%	0–5 correct	0%–9%

Name _____

Date _____

Decoding Review

Real Words

entrap	American	acrobat	intend	flame
chipmunk	notepad	ornament	lawsuit	acidic
wrinkle	contest	armor	crack	token
thrill	bunker	jellybean	hockey	shale
migrate	iceberg	moreover	sliced	kingdom
champion	shortcut	magistrate	program	gallop
alphabet	artichoke	humid	sunlight	pineapple

Nonsense Words

lat	zin	yan	shir	thop
nash	mest	fank	lor	vill
stug	devete	frink	lurster	gank
adnipe	contruse	pabeness	wice	ronetake

Reading Different Sentence Types

TEACH/MODEL

Introduce Explain that good readers change their voices to show what sentences mean. Tell students that they should read different types of sentences differently. Tell them to listen as you say the following sentences differently:

Frogs can fly. Frogs can fly? Frogs can fly!

Write the three sentences below. Read them in a robot-like monotone, so there is no difference between the way you read them. Then model reading each type of sentence differently:

This story is about Max and Tim. What are Max and Tim doing? They are playing!

Explain how you decided to read each sentence differently.

- Circle the period. Say: *A period ends a statement that gives information. It tells me to read the sentence in a steady way.* Reread the first sentence.
- Circle the question mark. Say: *A question mark ends a question. It tells me to raise my voice at the end.* Reread the question, emphasizing raising your voice at the end.
- Circle the exclamation point. Say: *An exclamation point ends a sentence that shows strong feeling. It tells me to use a voice that shows strong feeling.* Reread the exclamation, emphasizing excitement.

GUIDED PRACTICE

Practice Reproducible Distribute **Practice Reproducible FL56**. Have partners circle and name the punctuation mark at the end of each sentence. Remind them to circle periods, question marks, and exclamation points.

Echo Reading Read one sentence at a time and have students echo-read it. Point out the end punctuation mark and make sure students read each type of sentence differently.

Comprehension Have partners discuss the comprehension questions. Then discuss the questions as a group.

APPLY

Partner Reading Have partners practice reading the sentences aloud to each other. Remind them to use their voices to show the type of sentence they are reading. Then ask individual students to read to the group.

Reading Different Sentence Types

Read aloud each sentence below. Change your voice for each type of sentence.

1. Max, can you play with us today?
- 7 2. Yes, my homework is finished.
- 12 3. What do you want to play?
- 18 4. I want to play basketball, Tim.
- 24 5. Sure, that sounds like fun!
- 29 6. Do you have a basketball?
- 34 7. My basketball is at home.
- 39 8. Let's go get it now!
- 44 9. How fast can you run, Max?
- 50 10. I am a fast runner, Tim!
- 56 11. Not as fast as I am.
- 62 12. Ready, set, go! 65

Comprehension How does Tim feel about playing basketball? What do you think the boys will do next?

Reading Different Sentence Types

TEACH/MODEL

Introduce Explain that good readers change their voices to show what sentences mean. Tell students that they should read different types of sentences differently. Tell them to listen as you say the following sentences differently: *Frogs can talk. Frogs can talk? Frogs can talk!*

Write the three sentences below. Read them in a robot-like monotone, so there is no difference between the way you read them. Then model reading each type of sentence differently and explain why you read each the way you did.

Sally Ride started a science camp for girls. Who knows? She might help a girl go to space!

- Circle the period. Say: *A period ends a statement that gives information. It tells me to read the sentence in a steady way.* Reread the first sentence without raising your voice.
- Circle the question mark. Say: *A question mark ends a question. It tells me to raise my voice at the end.* Reread the question, emphasizing raising your voice at the end.
- Circle the exclamation point. Say: *An exclamation point ends a sentence that shows strong feeling. It tells me to use a voice that shows strong feeling.* Reread the exclamation, emphasizing excitement.

GUIDED PRACTICE

Practice Reproducible Distribute **Practice Reproducible FL57**. Have partners read “Space Woman” and circle periods, question marks, and exclamation points. Have them discuss how each sentence should be read. Provide corrective feedback.

Oral Reading Modeling Model reading “Space Woman,” and then create a group summary. Point out how hearing the different types of sentences helps readers understand Sally Ride’s journey. Read the passage again to students, and have them practice reading it aloud to a partner.

Comprehension Have partners discuss the comprehension questions. Then discuss their answers as a group.

APPLY

Echo Reading Use the Echo Reading routine to read “Space Woman” again, but now have students lead while you respond. Have students say how they read each phrase or sentence before you repeat it. Prompt them with this question each time it is your turn: *How should I change my voice when I read this sentence?*

Reading Different Sentence Types

Space Woman

In 1983, Sally Ride was the first American woman
9 to go to space.

13 In college, Sally loved to study science. Soon, she
22 wanted to join the space program. Many men and women
32 wanted to become astronauts, too. Only 29 men and 6
42 women were accepted that year. Can you guess who was
52 one of the women chosen?

57 Sally worked hard in training. She jumped from an
66 airplane. She trained in the water. Sally enjoyed learning
75 many new things but most of all, she loved to fly. Finally,
87 she was chosen to be on a team to go to space. She took her
102 first trip into space on the shuttle Challenger! She took
112 another flight the next year. Sally spent over 343 hours
122 flying in space!

125 Today, Sally Ride says her space trips were fun.
134 She has received many honors. Sally speaks to students at
144 schools around the country. She started camps for girls to
154 help them learn science. Who knows? One day Sally might
164 help another girl go to space! 170

Comprehension How did Sally train to be an astronaut? What details did you learn about Sally's first space flight? Why do you think Sally wants to help girls learn science?

Pronunciation

TEACH/MODEL

Introduce Explain that when reading aloud, good readers pronounce each word clearly and correctly so their listeners will not be confused.

- Tell students to listen for a mistake as you say this sentence: *The Wind said, "I am (mumble mumble). Say: The way I read this sentence was confusing because you couldn't hear all the words.*
- Tell students to listen for a mistake as you say this sentence: *What is the weether like today? Say: The way I read this sentence was confusing because I didn't pronounce all the words correctly. I should have pronounced that word /WETH er/, not /WEETH er/. Then you would have understood me.*

Write the sentence below and model reading it two or three times, each time with clearer and more correct pronunciation of the words *wind* and *waves*. Then have students read the sentence, pronouncing each word clearly and correctly.

The wind blew the waves across the sea.

GUIDED PRACTICE

Practice Reproducible Distribute **Practice Reproducible FL58**. Read aloud the title. Tell students that the wind and the sun are both powerful. Ask them to tell anything they know about these forces.

Oral Reading Model reading "The Wind and the Sun" aloud. Point out how you are reading every word clearly and correctly. Read the passage again to students, and have them practice reading it aloud to a partner.

Comprehension Have partners discuss the comprehension questions. Then discuss the questions as a group.

APPLY

Echo Reading Read "The Wind and the Sun" aloud. Read one sentence at a time and have students echo-read it. Remind them to pronounce words clearly and correctly.

Pronunciation

The Wind and the Sun

One day, the Wind was talking to the Sun. The
10 Wind said, "I am very powerful. I can blow the ocean
21 waves across the sea. I can blow sand and dirt away.
32 I can even make buildings fall down with my strongest
42 force. Do you think you are more powerful than me?"

52 The Sun thought for a moment. Then he said,
61 "Yes, I believe I am stronger. I shine very brightly and
75 warm the Earth from far away. I can burn dry plants and
87 heat up the world's oceans. I think I am more powerful."

98 Soon, a man walked by wearing a coat. The
107 Wind said, "Let's see who is strong enough to make that
118 man take off his coat. That one will be the winner."

129 The Sun agreed, so the Wind began to blow and
139 blow. The man did not take off his coat. He pulled it
151 even closer. Next, the Sun shone with all his might. It got
163 hotter and hotter, until the man took off his coat.

173 "You win," said the Wind. "You are the strongest."

182 "Yes," said the Sun. "Now you see that you
191 don't need to work so hard to get what you want." 203

Comprehension Who was stronger, the Sun or the Wind?
Why? What is another way they could show who is stronger?

Pronunciation

TEACH/MODEL

Introduce Explain that when reading aloud, good readers pronounce each word clearly and correctly so their listeners will not be confused.

- Tell students to listen for a mistake as you say this sentence: *A clever lion lived in the (mumble mumble).* Say: *The way I read this sentence was confusing because you couldn't hear all the words.*
- Tell students to listen for a mistake as you say this sentence: *I am not felling well today.* Say: *The way I read this sentence was confusing because I didn't pronounce all the words correctly. I should have pronounced that word /FEEL ing/, not /FELL ing/. Then you would have understood me.*

Write the sentence below and model reading it two or three times, each time with clearer and more correct pronunciation of the words *curious* and *clever*. Then have students read the sentence, pronouncing each word clearly and correctly.

The curious animals visited the clever lion.

GUIDED PRACTICE

Practice Reproducible Distribute **Practice Reproducible FL59**. Read aloud the title. Tell students that a lion and a fox are both clever animals. Ask them to tell anything they know about these animals.

Oral Reading Model reading "The Clever Lion" aloud. Point out how you are reading every word clearly and correctly. Read the passage again to students, and have them practice reading it aloud to a partner.

Comprehension Have partners discuss the comprehension questions. Then discuss the questions as a group.

APPLY

Echo Reading Read "The Clever Lion" aloud. Read one sentence at a time and have students echo-read it. Remind them to pronounce words clearly and correctly.

Pronunciation

The Clever Lion

A clever lion lived in the jungle. Each time he came
11 near, the other animals would run away in fear that the
22 lion would attack them. Lion thought of an idea. Soon,
32 he walked slowly through the jungle.

38 “I am not feeling well,” Lion said loudly. I think I’ll
49 go into my den and lay down.”

56 Soon, the animals became curious. Many felt
63 sorry for Lion and went to see how he was feeling.
74 When they visited, Lion would invite them in and
83 quickly eat them for supper.

88 One day, Fox came to visit Lion. “How are you
98 feeling?” Fox asked.

101 “Not well,” said Lion. “Please come in and visit.”

110 “No, thank you,” said Fox. “I see many footprints
119 leading into your cave, but none are coming out.”

128 Fox went home and told all the animals how he had
139 out-foxed the most clever lion at his own game. 148

Comprehension What was lion’s clever plan? Who was more clever, the lion or the fox? Why?

Pronunciation

TEACH/MODEL

Introduce Explain that good readers pronounce their words carefully. Before reading, a reader may not be familiar with all the words in a text. Good readers preview a text to find difficult or unfamiliar words. Then they can look up—or sound out—those words before reading. Previewing allows a reader to read without interruptions.

Explain that you will read a paragraph from a nonfiction book about turtles.

Say: I will preview the paragraph quickly by skimming it and looking for unfamiliar words. I will pay special attention to long words, since they can cause me to stumble when I read. I will also look for any vocabulary words in bold, italic, or highlighted type. Explain that if the text calls attention to a word, it is very likely a new word for readers.

Preview the following text by writing the bold words on the board, but not reading them aloud. Have students look up these words in a dictionary to provide accurate pronunciations. Then, read the paragraph aloud.

*Turtles are **reptiles**. These **fascinating** animals are cold-blooded. That means they **depend** on the sun for warmth. Their bodies do not **generate** their own heat, the way **mammals'** bodies do.*

GUIDED PRACTICE

Practice Reproducible Distribute **Practice Reproducible FL60**. Have students preview the passage by skimming the text, and underlining any long, unfamiliar, or vocabulary words in bold type. Ask students to read aloud the words they underlined. As a group, resolve questions of pronunciation.

Choral Reading Read “Reptiles” aloud with students. Be sure to keep the reading pace consistent as students read words they have previewed.

Comprehension Have partners discuss the comprehension questions. Then discuss the questions as a group.

APPLY

Partner Reading Have partners practice reading “Reptiles” aloud to each other. Then ask individual students to read to the group.

Pronunciation

Reptiles

What class **includes** animals that slither, crawl,
7 swim, and run? **Reptiles!** All reptiles are alike in
16 some ways. They are **vertebrates**. That means they
24 have backbones. They are also cold-blooded. Their
31 bodies do not make heat. Reptiles do not give birth to
42 live babies, they **reproduce** by laying eggs.

49 Reptiles also have amazing **variety**. Some reptiles—
56 like sea turtles—get around by swimming. They have
65 flippers instead of feet. Other reptiles do not have
74 arms or legs! Snakes do not have any **appendages**.
83 Snakes that live on land get around by slithering. Sea
93 snakes swim! Other reptiles, such as toads, hop.
101 Lizards climb, run, and crawl.

106 You can find reptiles all over the world. Many live
116 in the **desert**. Rattlesnakes and lizards like the dry
125 heat of deserts. Other snakes like warm, wet **climates**.
134 Some snakes live in the rain forest. Swamps are home
144 to some reptiles. For example, **alligators** live in the
153 swamps of Florida. 156

Comprehension How are all reptiles alike? What are
some ways in which reptiles are different? What are some
climates where reptiles live?

Pronunciation

TEACH/MODEL

Introduce Explain that good readers may read a text more than once. Rereading helps readers check their understanding and pronounce words accurately. Between readings, a reader may look up difficult or unfamiliar words. Some readers also make notes in the margins or underline words so that they have some extra help the next time they read.

Explain that you will read a tongue twister. Say: *A tongue twister has some pronunciation challenges, so I'll read it more than once. The first reading will be practice. If the second reading still feels difficult, I'll read it again.*

Read the following text aloud. As you read, comment upon difficult aspects of pronunciation or places where you almost stumble. Model marking those places with a pencil. Comment on the phrases you find most challenging. Reread one such phrase by itself. Then, read the entire text aloud again.

A spider spied some cider, so she tried to take a sip.

She skipped and stepped and tiptoed to the cider pitcher's lip.

"You'll slip! You'll trip! You'll tumble! Listen, sister, get a grip!"

Cried the fly who flew beside her when he spied her try to sip.

GUIDED PRACTICE

Practice Reproducible Distribute **Practice Reproducible FL61**. Explain that the group will read this passage together. Everyone will have the chance to read it more than once. Have students read with a pencil in hand so they can mark words or sentences they find challenging. Point out long words and the word with the pronunciation as places to pay special attention.

Echo Reading Read one sentence at a time and then have students echo it. Remind students to mark difficult words as they read.

Comprehension Have partners discuss the comprehension questions. Then discuss the questions as a group.

APPLY

Partner Reading Have partners practice reading aloud to each other. Give students enough time for each student to read more than once. Then ask individual students to read to the group.

Pronunciation

Sesquipedalians

Have you ever thought about really long words?

8 Here are a few you may know: *Arachnophobia* means
17 “fear of spiders.” *Grandiloquent* means “long-winded.”
24 *Splendiferous* means “good.” All of these words are
32 sesquipedalians (seh-skwi-h-peh-DAY-lee-uhn-z).
34 *Sesquipedalian* means “long word.” It’s just a
41 sesquipedalian way of saying it!

45 In many cases, there is a simpler way of saying the
56 ideas in a long word. Long words often come about
66 because someone is having fun with language.
73 Sometimes, people use long words just so they can
82 sound smarter!

84 Many of the long words in English come from
93 Greek, Latin, and French roots. Many of the short
102 words come from German and Anglo-Saxon roots.
109 Our language is mixture—and that’s the long and the
119 short of it! 122

Comprehension What is a sesquipedalian? What are some examples of sesquipedalians? What are some reasons people use long words?

Reading Emphasized Words

TEACH/MODEL

Introduce Remind students that good readers read each word clearly and correctly. Explain that good readers read important words more loudly and clearly. Tell students to listen as you say the following sentence, emphasizing the underlined word: *I would like to own a kitten, not a snake.*

Point out that you said the word *kitten* more loudly and clearly. Explain that this is called *emphasizing*. Good readers emphasize important words to make the meaning clear.

Write these two sentences on the board. Read the question with a rising voice, and then read the answer, emphasizing the underlined word.

Does the store sell cat food? No, but it sells dog food.

Point out that you emphasized the word *dog* by saying it loudly and clearly.

Then write this sentence on the board: *I LOVE my dog Freckles.*

Tell students that sometimes a writer will put an important word in all uppercase letters to help readers know that the word should be emphasized. Model reading the sentence, emphasizing *LOVE*. Explain that writers don't do this very often. Most of the time readers need to think about the meaning to decide which word is important and needs to be emphasized.

GUIDED PRACTICE

Practice Reproducible Distribute **Practice Reproducible FL62**. Point out that the sentences are paired—the first is a question and the second is the answer. Have partners say the word *question* or *answer* as they point to each end mark.

Echo Reading Read one question and one answer at a time, emphasizing the most important word in the answer. Have students echo-read each question and answer. Have them repeat the word in the answer that is said louder and clearer.

Comprehension Have partners discuss the comprehension questions. Then discuss the answers as a group.

APPLY

Partner Reading Have partners take turns reading each question and answer. Remind them to decide which words to say especially loudly and clearly. Then ask individual students to read to the group.

Reading Emphasized Words

Read aloud each sentence below. Emphasize an important word in each sentence.

1. Have you been to the new pet store at the mall?
- 11 2. It sells toys, fish, food, and more!
- 18 3. How old are those kittens in the window?
- 26 4. I think they are eight weeks old.
- 33 5. Have you seen the goldfish at the pet store?
- 42 6. Yes, I saw them yesterday.
- 47 7. Would you like to own a pet snake?
- 55 8. No, I don't like snakes.
- 60 9. Did you buy a new brush for your dog?
- 69 10. No, the store didn't have any brushes.
- 76 11. Have you seen the young rabbits at the store?
- 85 12. They are so tiny! 89

Comprehension What could you buy at the pet store? How old are the kittens? What is one more question and answer you could add about the pet store?

Reading Emphasized Words

TEACH/MODEL

Introduce Remind students that good readers read each word clearly and correctly. Explain that good readers read important words more loudly and clearly. Tell students to listen as you say the following sentence, emphasizing the underlined word: *She even puts pickles on her cereal.*

Point out that you said *even* more loudly and clearly than you said other words. Tell students that saying a word more loudly and clearly is called *emphasizing*. Good readers emphasize important words to make the meaning clear.

Write these two sentences on the board. Read the question with a rising voice, and then read the answer, emphasizing the underlined word.

How many pickles can one girl EAT? Melissa ate too many pickles.

Point out that you emphasized the word *EAT* by reading it more loudly and clearly than you read the other words. Explain that emphasizing this word shows it is important and helps make clear what the sentence means. Then write this sentence on the board:

Melissa LOVES pickles.

Tell students that sometimes a writer will put an important word in all uppercase letters to help readers know that the word should be emphasized. Model reading the sentence, emphasizing *LOVES*. Explain that writers don't do this very often. Most of the time readers need to think about the meaning to decide which word is important.

GUIDED PRACTICE

Practice Reproducible Distribute **Practice Reproducible FL63**. Have students read the title together. Explain that the important words in this passage tell about Melissa.

Choral Reading Read "Too Many Pickles" aloud with students. Remind students to keep their voices with yours. Read with natural stresses within sentences. Point out that the words you emphasize are the important ones in the sentence.

Comprehension Have partners discuss the comprehension questions. Then discuss the questions as a group.

APPLY

Repeated Reading You might use "Too Many Pickles" to help students improve their reading rate. Time students on their first reading of the passage. Then have them practice reading to a partner. Time them again. You might use the Progress Chart on page 189 to record their progress.

Reading Emphasized Words

Too Many Pickles

Melissa LOVED pickles! She loved pickles on
7 sandwiches, pickles with chicken, even pickles on
14 pancakes. She ate pickles and jam on toast, and pickles
24 on her salad. She EVEN put pickles on her cereal!

34 Melissa's mom was worried. "How many pickles
41 can one girl EAT?" Mom wondered. She decided to
50 take Melissa to a doctor. The doctor looked in Melissa's
60 mouth and in her ears. She pushed on Melissa's belly.

70 "OUCH!" cried Melissa. "That really hurts!"

76 The doctor shook her head. "I'm not surprised," she
85 said. "You're eating WAY too many pickles! To feel
94 better, you must eat other fruits and vegetables and
103 FEWER pickles."

105 Melissa went home and ate an apple. At dinner time,
115 she ate chicken and fresh green beans with NO pickles.
125 She drank a glass of fresh water. Everything tasted great!

135 She didn't eat pickles for an entire week. "I feel much
146 better already," said Melissa. "But I still love pickles!" 155

Comprehension Why was Mom worried? How do Melissa's feelings about pickles change? Have you ever liked something as much as Melissa liked pickles? What was it?

Reading Emphasized Words

TEACH/MODEL

Introduce Remind students that good readers read each word clearly and correctly. Explain that good readers read important words more loudly and clearly. Tell students to listen as you say the following sentence, emphasizing the underlined word. *I said come now!” Mother Bear growled.*

Point out that you said *now* more loudly and clearly than the other words. Say: *This is called emphasizing. Good readers emphasize important words to make the meaning clear.*

Write these two sentences on the board. Read the question with a rising voice, and then read the answer, emphasizing the underlined word.

“What’s that sound, Mama?” asked the cubs. “Hush now,” Mama said.

Point out that you emphasized the word *that* by reading it more loudly and clearly than you read the other words. Explain that emphasizing this word shows it is important and helps make clear what the sentence means. Then write this sentence on the board:

“Now, GOOD NIGHT,” Mama said.

Tell students that sometimes a writer will put important word in all uppercase letters to help readers know that the words should be emphasized. Model reading the sentence, emphasizing *GOOD NIGHT*. Explain that writers don’t do this very often. Most of the time readers need to think about the meaning to decide which words are important.

GUIDED PRACTICE

Practice Reproducible Distribute **Practice Reproducible FL64**. Have students read the title together. Ask them to predict what the sounds might be. Explain that the important words in this passage will be words that describe the sounds.

Choral Reading Read “What’s That Sound?” aloud with students. Remind students to keep their voices with yours. Read with natural stresses within sentences. Point out that the words you emphasize are the important ones in the sentence.

Comprehension Have partners discuss the comprehension questions. Then discuss the questions as a group.

APPLY

Repeated Reading You might use “What’s That Sound?” to help students improve their reading rate. Time students on their first reading of the passage. Then have them practice reading to a partner. Time them again. You might use the Progress Chart on page 189 to record their progress.

Reading Emphasized Words

What's That Sound?

Mama Bear was putting her cubs to bed after a long
11 day of playing in the forest. All was quiet until there was
23 a sound.

25 TAP, TAP, TAP. "What's that sound?" asked the cubs.

34 "That is a papa woodpecker building a home. Now go
44 to sleep," said Mama. Soon there was another sound.

53 WHACK, WHACK, WHACK! "What's that sound?"

59 "That is a papa beaver slapping his tail on a log to build
72 a nest for his family. Now go to sleep."

81 The cubs closed their eyes. They were almost asleep
90 when they heard the loudest sound of all.

98 THUMP! BUMP! THUMP! "Mama! Mama!
103 What's that loud and scary sound?" asked the cubs.

112 "THAT sound?" said Mama. "That is Papa Bear
120 climbing down the tree above us with your breakfast
129 for tomorrow. If you had gone to bed on time, you would
141 have slept through all these sounds. GOOD NIGHT!" 149

Comprehension What sounds kept the cubs awake? What other stories have you read where characters hear a lot of sounds?

Review: Progress Monitoring

PREPARING THE REVIEW

- Make one copy of the review for each student.
- Have the student write his or her name and today's date at the top of the review.

ADMINISTERING THE REVIEW

- Administer the review to one student at a time. Explain to the student that he or she is to read aloud each sentence.
- Follow these instructions for each item. The lesson in which each fluency skill was taught is indicated in parentheses.
 1. Student should read different sentence types, changing his or her voice with each. (Lessons 56–57)
 2. Student should pronounce words clearly. (Lessons 58–61)
 3. Student should read the sentence, emphasizing important words. (Lessons 62–64)

SCORING THE REVIEW

- For each section of the review, total the number of sentences read correctly. Assign two points to each line. Use the rubric below.

2 points	Student demonstrates full mastery of the skill.
1 point	Student demonstrates some mastery of the skill.
0 points	Student demonstrates no mastery of the skill.

- Use the Percentage Table below to identify a percentage. Students should get at least 80 percent correct.
- Analyze each student's errors. Reteach those skills which the student has not mastered.

Percentage Table			
18–20 correct	90%–100%	8–9 correct	40%–49%
16–17 correct	80%–89%	6–7 correct	30%–39%
14–15 correct	70%–79%	4–5 correct	20%–29%
12–13 correct	60%–69%	2–3 correct	10%–19%
10–11 correct	50%–59%	0–5 correct	0%–9%

Prosody/Intonation Review

1. Charlie was a fox who loved to listen to music. When did he love to listen? He loved to listen in the morning, at noon, and at night. He couldn't remember a time when he didn't like music!
2. There was a reason that Charlie liked music. It was his ears. They were enormous!
3. Charlie liked the music of a banjo and a violin, but he really wanted to learn to play the piano.

One day, as Charlie was thinking about listening to music, he heard someone playing a piano. That's when he met Benjamin Bear.

"Will you teach me to play the piano?" asked Charlie.

"Certainly!" said Benjamin. "However we do have a tiny problem. I don't own a piano. This one belongs to my friend Wally Wolf."

"Oh, that's okay," said Charlie. "We can use the one in the school."

Benjamin exclaimed, "Really? That would make me very, very happy!"

"And it would be music to MY ears," Charlie said with a laugh.

Pausing at the End of Sentences

TEACH/MODEL

Introduce Explain that good readers pause at the end of sentences as they read aloud. Remind students that good readers also change their voice at the end of different kinds of sentences. Tell them that punctuation marks can help them know when to do this.

- Write a **period** (.). Say: *This tells readers to pause at the end of a sentence.* Then write the sentences below on the board. Model reading them aloud, pausing at the end of each sentence. Point to each period as you pause.

Marco plays the guitar. Sometimes we sing along.

- Write a **question mark** (?). Say: *This tells readers to make a sentence sound like a question and then to pause.* Change the periods to question marks on the sentences you just wrote. Then model reading each sentence aloud, raising your voice and then pausing. Point to each question mark as you do so.

Marco plays the guitar? Sometimes we sing along?

- Write an **exclamation point** (!). Say: *This tells readers to show a strong feeling about a sentence and then to pause.* Change the question marks to exclamation points on the sentences you wrote. Then model reading each sentence aloud, showing strong feeling and then pausing. Point to each exclamation point.

Marco plays the guitar! Sometimes we sing along!

GUIDED PRACTICE

Practice Reproducible Distribute **Practice Reproducible FL66**. Have partners circle the punctuation at the end of each sentence in “We Love Music!” Remind them to circle periods, question marks, and exclamation points.

Echo Reading Read “We Love Music!” aloud. Read one sentence at a time and have students echo-read it. Point out the period, question mark, or exclamation point as you change your voice and pause at the end of each sentence.

Comprehension Have partners discuss the comprehension questions. Then discuss the questions as a group.

APPLY

Partner Reading Have partners practice reading “We Love Music!” aloud to each other. Remind them to change their voice and pause at the end of each sentence. Then ask individual students to read to the group.

Pausing at the End of Sentences

We Love Music!

My older brother Marco loves all kinds of music.

9 Most of all, he loves to play his guitar. He can play both
22 fast rock music and slow ballads. Our family prefers
31 to listen to the faster tunes because we like to dance.
42 Sometimes we even sing along!

47 Last week Marco wrote a special song for me. His
57 song tells all the things he likes about me. He also tells
69 some things he doesn't like. Mom wanted to know if he
80 hurt my feelings. I told her that I know he is just teasing.

93 Marco practices the guitar every day after school. I
102 think he has become the best musician in his band. On
113 the weekends, the band often plays at weddings, parties,
122 and high school dances.

126 Marco is teaching me to play the guitar. It's more
136 difficult than it looks, and I have to practice a lot. My
148 fingers often don't want to play the right notes. Marco
158 has some finger exercises for me to practice. Marco
167 says if I work hard, I will be a better player than he is.
181 Someday, I will write a song about him! 189

Comprehension Which musical instrument does Marco play? What is Marco teaching the narrator of this story?

Pausing at the End of Sentences

TEACH/MODEL

Introduce Explain that good readers pause at the end of sentences as they read aloud. Remind students that good readers also change their voice at the end of different kinds of sentences. Tell them that punctuation marks can help them know when to do this.

- Write a **period** (.). Say: *This tells readers to pause at the end of a sentence.* Then write the sentences below on the board. Model reading them aloud, pausing at the end of each sentence. Point to each period as you pause.

The dinosaur sprang to life. It headed toward Jamal.

- Write a **question mark** (?). Say: *This tells readers to make a sentence sound like a question and then to pause.* Change the periods to question marks on the sentences you just wrote. Then model reading each sentence aloud, raising your voice and then pausing. Point to each question mark as you do so.

The dinosaur sprang to life? It headed toward Jamal?

- Write an **exclamation point** (!). Say: *This tells readers to show a strong feeling about a sentence and then to pause.* Change the question marks to exclamation points on the sentences you wrote. Then model reading each sentence aloud, showing strong feeling and then pausing. Point to each exclamation point.

The dinosaur sprang to life! It headed toward Jamal!

GUIDED PRACTICE

Practice Reproducible Distribute **Practice Reproducible FL67**. Have partners circle the punctuation at the end of each sentence in “A Matter of Imagination.” Remind them to circle periods, question marks, and exclamation points.

Echo Reading Read “A Matter of Imagination” aloud. Read one sentence at a time and have students echo-read. Point out the period, question mark, or exclamation point as you change your voice and pause at the end of each sentence.

Comprehension Have partners discuss the comprehension questions. Then discuss the questions as a group.

APPLY

Partner Reading Have partners practice reading “A Matter of Imagination” aloud to each other. Remind them to change their voice and pause at the end of each sentence. Then ask individual students to read to the group.

Pausing at the End of Sentences

A Matter of Imagination

Jamal followed his teacher into the museum. The students
9 stood and listened carefully. A guide told them about the
19 gigantic skeleton that loomed in front of them. It was so tall
31 that its head almost touched the ceiling.

38 “Do you know this animal?” said the guide. “This dinosaur
48 lived millions of years ago. It used its sharp teeth and claws to
61 hunt other animals. It even ate smaller dinosaurs!”

69 As Jamal listened, he thought back to a movie that he
80 had seen. There was an island filled with dinosaurs. Some
90 people got stuck on the island, and had to hide so they weren’t
103 dinosaur dinner!

105 Jamal was lost in his daydream when he heard a
115 cracking sound. Then he heard a thud and a low rumble.
126 The noises sounded like big feet moving toward him.
135 Oh, no! Was the dinosaur coming after him? Jamal blinked
145 his eyes. The dinosaur had not moved. The noise was just a
157 truck going by!

160 “Boy, I have a vivid imagination!” Jamal thought. 168

Comprehension Why is Jamal at the museum? What does he daydream about? Have you ever heard a noise that was one thing, but turned out to be something else? What was it?

Pausing at Commas

TEACH/MODEL

Introduce Explain that good readers pause briefly at commas when they read aloud. Pausing at commas shows with the voice that each thing is separate. Explain that the pause should be shorter than when they pause at the end of a sentence.

Commas in a Sentence Remind students that commas help separate two parts of a sentence. Write the sentence below on the board: *My dog is black, and he also has a funny bark.* Circle the comma. Model reading the sentence aloud, pausing at and pointing to the comma.

Commas in a List Remind students that commas help separate things in a list. Write the sentence below on the board: *Maggie has black, white, and brown fur.* Circle each comma. Say: *This sentence lists the colors of Maggie's fur. A comma appears between each color.* Point to the commas. Then model reading the sentence aloud, pausing at each comma. Point to each comma as you pause.

Commas in Dialogue Remind students that commas are often used in dialogue. Write these sentences on the board: *Jim said, "I like to fish in the pond." "That fish is big," said Nan.* Circle each comma. Remind students to pause briefly at the comma before or after reading the words the character says (those in quotation marks). Model reading the sentences aloud, pausing at and pointing to each comma.

GUIDED PRACTICE

Practice Reproducible Distribute **Practice Reproducible FL68**. Have partners circle the commas in each sentence in "Training Maggie." Remind them that commas appear in lists and before or after the words a character speaks.

Echo Reading Read "Training Maggie" aloud one sentence at a time. Have students echo-read. Remind students to pause briefly when they see a comma.

Comprehension Have partners discuss the comprehension questions. Then discuss the questions as a group.

APPLY

Readers' Theater Have students choose a narrator and three character parts (Ben, Mom, Dad) in "Training Maggie" to read aloud. Have them practice reading their parts, pausing briefly at each comma. Then ask students to read aloud.

Pausing at Commas

Training Maggie

When Ben was nine years old, his parents got him a dog
12 named Maggie. Maggie is small and has black, white, and
22 brown fur. Ben's jobs are to walk Maggie, feed her twice
33 a day, and give her a bath once a week.

43 It is not easy to walk a dog. Ben found this out
55 the first time he walked Maggie. "Maggie just wants to
65 run!" said Ben.

68 "That's because she's a happy puppy," Mom said.

76 "Maggie stops when I don't want her to!" said Ben.

86 "That's because she wants to smell things," Dad said.

95 "Maggie barks at the other dogs,"

101 "She's just saying 'hello!'" Mom said.

107 "Maggie tries to jump up on people," said Ben.

116 "She's happy to see everyone," Dad said.

123 Ben complained to his parents. "How can I walk
132 Maggie if she does not listen to me?"

140 "You will have to train Maggie to behave," Mom said.

150 "Right!" Dad said. "There is a dog training class in the
161 park every Saturday morning. You'll have to show Maggie
170 who's boss!" 172

Comprehension What problems did Ben have walking Maggie? What did Dad suggest to solve the problem? Explain why you think that would or would not work.

Pausing at Commas

TEACH/MODEL

Introduce Explain that good readers pause briefly at commas when they read aloud. Pausing at commas shows with the voice that each thing is separate. Explain that the pause should be shorter than when they pause at the end of a sentence.

Commas in a Sentence Remind students that commas help separate two parts of a sentence. Write the sentence below on the board: *“I want to ride my bicycle, play baseball, and go to the pool,” said Tamika.* Circle the commas. Model reading the sentence aloud, pausing at and pointing to the commas.

Commas in a List Remind students that commas help separate things in a list. Write this sentence on the board: *Gram added carrots, potatoes, and celery to the soup.*

Circle each comma. Say: *This sentence has a list of vegetables. Between the name of each vegetable on the list is a comma.* Point to the commas. Then model reading the sentence aloud, pausing at each comma. Point to each comma as you pause.

Commas in Dialogue Remind students that commas are often used in dialogue. Write these sentences on the board: *Jim said, “I like to fish in the pond.” “That fish is big,” said Nan.*

Circle each comma. Remind students to pause briefly at the comma before or after reading the words the character says (those in quotation marks). Model reading the sentences aloud, pausing at and pointing to each comma.

GUIDED PRACTICE

Practice Reproducible Distribute **Practice Reproducible FL69**. Have partners circle the commas in each sentence in “Rainy Day Soup.” Remind them that commas appear in lists and before or after the words a character speaks.

Echo Reading Read “Rainy Day Soup” aloud one sentence at a time. Have students echo-read it. Remind students to pause briefly when they see a comma.

Comprehension Have partners discuss the comprehension questions. Then discuss the questions as a group.

APPLY

Readers’ Theater Have students choose a narrator and two character parts (Tamika and Gram) in “Rainy Day Soup” to read aloud. Have them practice reading their parts, pausing briefly at each comma. Then ask them to read aloud.

Pausing at Commas

Rainy Day Soup

It had been raining for two days, and Tamika was bored.

11 “I want to ride my bicycle, play baseball with my friends,
22 and go to the pool. Gram, there’s nothing to do inside this
34 house,” sighed Tamika.

37 “Let’s play a game, read a book, or make soup,” said Gram.

49 “What kind of soup would we make?” Tamika asked.

58 “Let’s make Rainy Day Soup,” Gram suggested.

65 “How do we make it?” Tamika asked.

72 “First, we gather everything we need,” said Gram. “Let’s
81 find a large soup pot, a cutting board, a sharp knife, and a
94 big wooden spoon.”

97 “I know where to find all those things!” said Tamika.

107 “Now look in the refrigerator. We need some vegetables!”

116 “I see onions, some small potatoes, celery, carrots, and green
126 beans. Can we use all these vegetables?” asked Tamika.

135 “Those are perfect! You can wash the vegetables, and I’ll
145 cut them up,” explained Gram. Soon everything was ready
154 to go into the pot.

159 “Rainy days make great soup days!” said Tamika as she
169 filled her bowl with rich, thick soup. 176

Comprehension What did Tamika and Gram put in their soup?
What is your favorite kind of soup? What are the steps you
follow to make soup?

Pausing at Punctuation

TEACH/MODEL

Introduce Explain that good readers pause when they encounter punctuation. Punctuation marks carry meaning and separate thoughts. Sometimes, they show the relationship between thoughts or the emotional effect of thoughts. Pausing lets readers understand these meanings.

Explain that you will read a passage aloud, pausing at punctuation marks. Point out that pauses vary depending on the punctuation mark and the pace of the text. There is no single correct pause. Good readers pay attention to what they are reading and time their pauses appropriately.

Read the following text aloud, pausing appropriately at the different punctuation marks. After reading, ask students where they noticed that you paused. Ask whether some pauses were longer than others. Invite students to speculate about what punctuation each pause showed. Read the passage again, more slowly, inviting students to raise their left hands when they hear a short pause and raise their right hands when they hear a long pause.

Principal Evans hopes the mural will bring about three changes. First, the mural should make the school more attractive to visitors. Second, the mural should reduce cleaning costs. Finally, the new mural should make every student proud to attend Walton Elementary.

GUIDED PRACTICE

Practice Reproducible Distribute **Practice Reproducible FL70**. Explain that the group will be reading this passage together. Have students use a pencil to circle punctuation marks in the passage.

Echo Reading Read aloud one sentence at a time. Have students echo read. Point out the punctuation marks, particularly commas. Explain to students the ways these punctuation marks affect how long you pause.

Comprehension Have partners discuss the comprehension questions. Then discuss the questions as a group.

APPLY

Partner Reading Have partners work together to use a single slash mark (/) to show a brief pause and a double slash (//) to show a longer pause. Then have the partners practice reading aloud to each other. Then ask individual students to read to the group.

Pausing at Punctuation

The Announcement

Principal Evans cleared his throat. The kids in the
9 cafeteria quieted down. Sarah drew quietly on her notebook.
18 She could guess what this was about. There had been a lot of
31 litter on the playground on Monday morning. It looked awful.

41 “Good morning, students,” said Principal Evans. “I have
49 gathered you all here because I want to announce a contest.
60 As you know, on Monday morning our playground was
69 covered with litter. We could have new rules. We could do
80 away with playground time. However, I don’t want to run
90 that kind of school.”

94 This was new. Sarah stopped drawing.

100 “I want you all to take pride in your school,” said Principal
112 Evans. “That is why I am announcing a contest.” He paused.
123 The cafeteria grew silent. He continued.

129 “See this wall behind me? This wall is going to be a mural.
142 One of you will paint it. You have until next Friday to give
155 me your ideas about keeping the school clean. I’ll choose
165 the winner.”

167 Sarah’s heart jumped. A mural! She was the right artist for
178 the job. She just knew it. 184

Comprehension Why are the students gathered in the cafeteria?
What happened on Monday morning? What does the principal
announce? Why is Sarah excited about this announcement?

Pausing at Punctuation

TEACH/MODEL

Introduce Explain that good readers pause when they encounter punctuation. Punctuation marks carry meaning and separate thoughts. Sometimes, they show the relationship between thoughts or the emotional effect of thoughts. Pausing lets readers understand these meanings.

Explain that you will read a passage aloud, pausing at punctuation. Point out that pauses vary depending on the punctuation mark and the pace of the text. There is no single correct pause. Good readers pay attention to what they are reading and time their pauses appropriately.

Read the following text aloud, pausing appropriately at the different punctuation marks. After reading, ask students where they noticed that you paused. Ask whether some pauses were longer than others. Invite students to speculate about what punctuation each pause showed. Read the passage again, more slowly, inviting students to raise their left hands when they hear a short pause and raise their right hands when they hear a long pause.

"Mark!" called Mom. "Mark! Are you going to the store?"

"I'm going, I'm going," said Mark. "I just had to find my jacket."

"Maybe you should put this in your pocket," said Mom, smiling, handing him a five-dollar bill. "Add some apples to the list, and I'll make your favorite dessert."

GUIDED PRACTICE

Practice Reproducible Distribute **Practice Reproducible FL71**. Explain that the group will read together. Have students circle the punctuation marks.

Echo Reading Read aloud one sentence at a time. Have students echo read. Point out the punctuation marks, particularly commas. Explain to students the ways these punctuation marks affect how long you pause.

Comprehension Have partners discuss the comprehension questions. Then discuss the questions as a group. If time permits, have students identify places where Lin should pause while she speaks.

APPLY

Partner Reading Have partners work together to use a single slash mark (/) to show a brief pause and a double slash (//) to show a longer pause. Then have the partners practice reading aloud to each other. Ask individual students to read to the group.

Pausing at Punctuation

The Pink Calculator

Was there anything worse than the last five minutes
9 before a test? Paco didn't think so. He stared at the clock.
21 "Let's just get it over with," he thought. "Please. Now."
31 The clock's hands ticked at their same slow pace.

40 Lin dropped her book bag on the floor and crashed into
51 the desk next to his, chattering a mile a minute. Lin always
63 talked faster when she was nervous. Today, she was really
73 nervous: "Hi Paco did you study for the test I was up until
86 midnight and my mom got mad but I feel *so* much better
98 about long division now did you bring your calculator?"

107 Paco shook his head.

111 "I knew you'd forget," she said, handing him a pink
121 calculator. "I brought an extra just in case. I mean, I don't
133 need two of them, right?" She let out a giggle. "Right?"

144 "All right, everyone in their seats!" called Ms. Muldoon.
153 "And no talking."

156 Paco's stomach suddenly felt like he had swallowed an
165 ice cube. He stared at the pink calculator. It was as girly as
178 you could get—covered with shiny silver hearts. But it felt
189 good to know he had someone on his side. 198

Comprehension What is Paco waiting for? What kind of test does he have to take? Why does Lin talk so fast? How does she help Paco?

Pausing at Punctuation

TEACH/MODEL

Review Remind students that good readers pause at punctuation marks. Pausing helps readers understand what they read. Punctuation marks show how ideas are connected and separated. Sometimes, they show emotion. Review periods, commas, exclamation points, and question marks with students. Discuss how each punctuation mark affects the way you read.

Introduce Draw a long dash (—) and an ellipsis (. . .) on the board. Tell students that these special punctuation marks can indicate short or long pauses. A long dash can show an interruption, a break in thought, excitement, or simply a connection between thoughts. An ellipsis may show that a speaker trails off, which is a long pause. It may also show that a word is missing; in this case, the pause may be shorter. Readers must choose their pauses based on the context of the punctuation mark, or how it is used at the time.

Write the following sentences on the board: *“Where did you put your shoes—and not those old ones?” Mom asked. “I—I’m not sure,” said Alexandra slowly. “I think I left them at school . . .”* Circle the punctuation marks. Read the sentences aloud. Invite students to take turns reading the dialogue as though they were Mom or Alexandra.

GUIDED PRACTICE

Practice Reproducible Distribute **Practice Reproducible FL72**. Have students circle the long dashes and ellipses in the passage.

Echo Reading Read one line at a time and then have students echo read. Point out the punctuation marks, particularly the long dashes and ellipses. Identify the ways they affect how you read aloud.

Comprehension Have partners discuss the comprehension questions. Then discuss the questions as a group.

APPLY

Readers’ Repeated Reading You might want to use the passage to help students improve their reading rate. Time students on their first reading of the passage. Then have them practice reading to a partner. Time them again. You can use the Progress Chart on page 189 to record students’ progress.

Pausing at Punctuation

Keeping on Track

“Mom,” called Alexandra, “Coach Brenner is holding
7 tryouts for the running team! I’m—”

13 “Going to need some new shoes,” Mom said.

21 That Saturday, they drove to the mall and bought
30 Alexandra some new running shoes. The following Friday,
38 Alexandra came home from school and looked in her gym
48 bag. Her new shoes were gone!

54 “Where did you put your new shoes?” Mom asked.

63 “I—I’m not sure,” said Alexandra slowly. “I think I left
74 them at school . . .”

77 “Alexandra—those were expensive shoes!” Mom said.

84 “I know, Mom, but I was excited after tryouts. I ran my
96 best time ever, and Coach Brenner talked to me about the
107 team . . . I think I left them outside her office!”

116 On Monday, Alexandra ran into Coach Brenner.
123 She was holding Alexandra’s shoes. “Did you lose these?
132 You’re going to need them if you’re going to be on the team!”
145

Comprehension For what type of team does Alexandra try out? What happens when Alexandra loses her shoes? Does Alexandra make the team? How can you tell?

Review: Progress Monitoring

PREPARING THE REVIEW

- Make one copy of the review for each student.
- Have the student write his or her name and today's date at the top of the review.

ADMINISTERING THE REVIEW

- Administer the review to one student at a time. Explain to the student that he or she is to read aloud each sentence. Listen for correct pauses for punctuation marks.
- Follow these instructions for each item. The lesson in which each fluency skill was taught is indicated in parentheses.
 1. Student should pause at the end of each sentence, changing his or her voice to indicate periods, question marks, and exclamation points. (Lessons 66–67)
 2. Student should pause briefly at commas used in sentences, lists, and dialogue. (Lessons 68–69)
 3. Student should pause appropriately for various punctuation marks, including long dashes and ellipses. (Lessons 70–72)

SCORING THE REVIEW

- For each section of the review, total the number of sentences read correctly. Assign two points to each line. Use the rubric below.

2 points	Student demonstrates full mastery of the skill.
1 point	Student demonstrates some mastery of the skill.
0 points	Student demonstrates no mastery of the skill.

- Use the Percentage Table below to identify a percentage. Students should get at least 80 percent correct.
- Analyze each student's errors. Reteach those skills which the student has not mastered.

Percentage Table			
18–20 correct	90%–100%	8–9 correct	40%–49%
16–17 correct	80%–89%	6–7 correct	30%–39%
14–15 correct	70%–79%	4–5 correct	20%–29%
12–13 correct	60%–69%	2–3 correct	10%–19%
10–11 correct	50%–59%	0–5 correct	0%–9%

Prosody and Pacing Review

1. “I am the mightiest ruler who ever lived!” proclaimed the king. “No one will ever destroy my castle!”
2. “Of course not, Majesty,” said the jester. “But you might want to tell that to the mouse in the corner.” A mouse had just finished chewing a hole in the castle wall.
3. “You certainly cannot deny that I am the strongest man in the village, the country, and the world! I am mighty!” said the king. “Wait, where are you going?”
4. “I was going to tell the knights who stand guard outside the throne room,” the jester said. “If you’re so mighty, then you won’t need them to guard you.”
5. The king grew pale. “Don’t—do—that,” he whispered. “Oh,” said the jester.
“What I meant,” said the king, “was that I am the strongest in character. No man will ever have control of my heart or my mind!”
6. “Indeed, I think you are right about that,” said the jester thoughtfully. He watched the king’s young daughter, who ran to the throne. The king swept her up onto his lap and hugged her.
“Yes, Majesty,” murmured the jester. “No *man* will ever control your heart . . .”

When to Slow Reading Down

TEACH/MODEL

Introduce Explain that good readers slow down their pace of reading when the content is difficult. Tell students that it is easier to think carefully about what they are reading when they read more slowly. Point out that this is especially helpful to do when they are reading nonfiction books or articles about science or social studies.

Explain to students that a good reader decides when to read more slowly. Then write this short paragraph on the board. Read it aloud quickly. Next, model deciding to slow down your reading.

Water flows through canals in the starfish's five arms. The water goes into a tube at the end of each arm. That push of water helps the starfish move. The starfish then finds clams to eat.

Think Aloud *I was reading about starfish in an encyclopedia. I got to this paragraph, and I didn't understand what I was reading. So I will read the paragraph again—much more slowly. Water flows through canals in the starfish's five arms. [Point to the sentence.] What does that mean? Canals must be like little tubes or pipes. The water goes into a tube at the end of each arm. That push of water helps the starfish move. The water must come in the tube and push through strongly, the way that water does in a hose. I know that water coming out of a hose can knock things over. Something like that must help the starfish move.*

GUIDED PRACTICE

Practice Reproducible Distribute **Practice Reproducible FL74**. Have students circle unknown words. Discuss these words together.

Oral Reading Modeling Model reading “The Mighty Oak” and create a group summary of the passage. Help students see how slowing down when reading might help them remember how oaks grow. Read the passage again to students, and have them practice reading it aloud to a partner.

Comprehension Have partners discuss the comprehension questions. Then discuss the questions as a group.

APPLY

Partner Reading Have partners practice reading “The Mighty Oak” aloud to each other. Remind them to slow down when facts are presented and continue reading at a more natural pace. Then ask individuals to read to the group.

When to Slow Reading Down

The Mighty Oak

Few trees are impressive as an oak. They are native
10 to Europe, Asia, North America, and South America.
18 They are popular in parks because of their broad leaves
28 and spreading branches. Oak is a strong wood, which
37 makes it useful in furniture making and construction.

45 Oak trees are very hardy, growing to be 40 to 100
56 feet high. It may take many years for a tree to grow
68 that tall, but most oak trees begin the same way—from
79 an acorn. Nature is often responsible for seeding most
88 oaks. In late summer, an oak tree might have
97 thousands of acorns. In the fall, these acorns drop on
107 the ground.

109 Squirrels and other animals consume many of the
117 acorns, but some survive through the winter. Rain,
125 wind, and snow wear away the outer covering of the
135 nut. The warm sun and spring rains help the seed
145 inside to grow roots. The roots reach deep into the soil,
156 and a tiny tree appears. That tiny tree must grow for
167 many years to become a mighty oak. 174

Comprehension Why are oak trees used in parks? How does an acorn grow into an oak tree? How is the outer covering of the nut worn away?

When to Slow Reading Down

TEACH/MODEL

Review Remind students that good readers vary the pace of their reading according to the text. For some texts, a slower pace is more appropriate. To read a difficult passage or an informative piece of nonfiction, it makes sense to slow down and pay attention to difficult vocabulary or complicated ideas.

Introduce Explain that a good reader must decide how and when to slow reading down.

- Is the text nonfiction? Does it deal with science or social studies?
- Does the text contain long words or unfamiliar vocabulary?
- Does the text contain new ideas that you want to understand?

If the answer to any of these questions is yes, it's a good idea to slow down.

Model Read the following passage aloud. Demonstrate recognizing that this is a nonfiction passage with technical words, and slowing down appropriately. Think aloud as you encounter technical vocabulary by saying, "I wonder what that means. I'm going to keep reading to find out".

An archaeologist is a scientist who studies artifacts from the past. An artifact is anything left over from an earlier time. Artifacts tell archaeologists all kinds of information about the people who lived thousands of years ago—how they lived, what they ate, how they worked and played, how they made art, even what they wore.

GUIDED PRACTICE

Practice Reproducible Distribute **Practice Reproducible FL75**. Tell students that "Snow" is a scientific article, so they should look for unfamiliar words and complicated explanations.

Oral Reading Modeling Model reading "Snow" aloud. Draw attention to how reading slowly can help you answer questions about the passage and help you remember facts. Have students practice reading it aloud with a partner.

Comprehension Have partners discuss the comprehension questions. Then discuss the questions as a group.

APPLY

Repeated Reading Have students use "Snow" to improve their reading phrasing. Have students read the passage aloud to a partner and then ask questions about the passage to see how much the partner remembered.

When to Slow Reading Down

Snow

What's a form of precipitation that makes the world
9 look beautiful? Here are some hints: It only shows up
19 in the cold. It's made of tiny crystals. The crystals
29 are said to be unique—that is, no two are alike. Give
41 up? It's snow!

44 You might know that a lot happens far up in Earth's
55 atmosphere. Clouds and winds move around, heated
62 by the sun and by the currents of the oceans. (A large
74 body of water can heat or cool the air above it.)

85 Clouds consist of water droplets and tiny bits of dust.

95 A snowflake forms when water vapor—water that
103 has evaporated from a liquid into a gas—condenses
112 and freezes into ice. It forms a crystal around a speck
123 of dust in a cloud. As it falls, other crystals attach
134 themselves to it, forming a snowflake. As many as
143 200 crystals can cling together in one big flake!

152 Snow that is dry and fine is often called powder. It
163 doesn't melt fast, so it's good for skiing or building
173 snowmen. You wouldn't want to build a snowman
181 with sleet—wet snow that falls with freezing rain. 190

Comprehension How do snowflakes form? What are some forms that snow can take? What experiences have you had with snow?

When to Speed Reading Up

TEACH/MODEL

Introduce Explain that good readers read more quickly when the passage shows exciting action. Readers may also change their voice to show how excited they are.

Write the sentences below on the board. First, read the sentence group slowly and with limited expression. Then read the same sentences more quickly and with emphasis or excitement.

Jane's dog runs into the street. Oh no, a car is coming! She has to catch her dog before it's too late.

Point out that the events in these sentences are exciting and even a little frightening. Ask: *Which way of reading the sentences best helped you understand how frightening it was?* (the second, faster way of reading) Repeat with these sentences.

Ken was so excited! It was his birthday today. Mom had promised him a big surprise. What could it be?

GUIDED PRACTICE

Practice Reproducible Distribute **Practice Reproducible FL76**. Tell students that “The Stormy Day” is a story with action, so they should look for parts that are exciting and speed up when reading these sentences.

Choral Reading Read “The Stormy Day” aloud with students. Remind them to keep the pace and expression of their voices with yours. Be sure to model and draw attention to how to speed up when reading sentences that show exciting action.

Comprehension Have partners discuss the comprehension questions. Then discuss the questions as a group.

APPLY

Echo Reading Use the Echo Reading routine to read “The Stormy Day” again, but now have students lead while you respond. Have students point out how they read each phrase or sentence before you read it back to them. Prompt them with questions such as these: *Which parts of this story show exciting action? How will you read these sentences?*

When to Speed Reading Up

The Stormy Day

10 Tyler and Benjamin stood on top of the mountain. It
19 was a beautiful autumn day, and they were admiring
30 the view. The leaves of the trees on the hills below
38 were scarlet, gold, and orange. The boys drank
47 the water and ate the sandwiches they had brought
56 with them. The sun was pleasantly warm. Their father
64 had warned them to take raincoats. However, they
72 didn't listen. They didn't think it would rain.

82 As the boys sat eating, the wind increased. It grew
92 stronger, and the boys shivered a little in their light
102 jackets. Then, the sky began to turn gray and cloudy.
109 They were not worried until black thunderheads
114 gathered in the western sky.

122 "We had better get home immediately!" said Tyler.
132 The path down the mountain was steep. "I wish we
139 had brought our raincoats," said Benjamin. "I'm
150 freezing and wet, and I can't see where I'm going!" Just
160 then, Tyler slipped. "What are we going to do now?"
163 he asked Benjamin.

173 A minute later, they saw the light from a flashlight
180 coming up the path. It was Dad!

Comprehension Why did the boys decide not to take raincoats on their climb? Why was this a bad decision?

When to Speed Reading Up

TEACH/MODEL

Review Remind students that good readers match the pace of their reading to the text. For some texts, a fast pace is a good choice. A fast pace can help show the action, excitement, or humor of a story.

Introduce Discuss with students the ways you know when to speed reading up. Students can ask themselves such questions as:

- Is this fiction?
- Are characters speaking quickly? Does the dialogue have many dashes and exclamation points?
- Does this story have a lot of action? Is this story funny?

If the answer to any of these questions is yes, the reading pace should be faster.

Model Read the following passage at a slow pace—one that is appropriate to a serious or difficult informational text. Ask students to comment on the pace. Then, read it again, at a faster pace. Have students point out the differences.

Taylor crouched at the starting block, every muscle quivering with anticipation. This was it. There were only 400 meters of track between her and a gold medal. "On your marks!" yelled the starter. "I can do this," thought Taylor. "I can do it. I can do it." She tried not to think about how much she wanted the gold medal.

GUIDED PRACTICE

Practice Reproducible Distribute **Practice Reproducible FL77**. Have students quickly scan the story, asking themselves the questions above to determine the appropriate pace. Have them underline clues such as the dialogue and the short paragraphs. Ask volunteers whether the pace should be fast or slow.

Choral Reading Read "Stop, Thief!" aloud with students. Remind them to match your pace. Point out clues that show this should be a fast-paced story.

Comprehension Have partners discuss the comprehension questions. Then discuss the questions as a group.

APPLY

Partner Reading Have partners take turns reading the story to each other. After partners read, ask individual students to read to the group.

When to Speed Reading Up

Stop, Thief!

At first Casey thought it was the breeze. Then
9 something pulled at his hair, and cold air grazed the
19 top of his head. He knew that his lucky cap was gone!

31 Footsteps pounded away behind him. Casey
37 whirled. A boy in a black jacket was running away
47 fast, arms pumping, Casey's ball cap clutched in one
56 hand. Casey made out a blur of blue before the cap—
67 and the boy—vanished into the crowd.

74 Casey reacted without thinking. He ran after the boy,
83 harder than he had ever run in his life. The cold air
95 burned his lungs. His feet beat so hard on the sidewalk
106 that he was sure they were bruising. He didn't care.

116 People saw him coming and jumped out of the way.
126 "Hey!" yelled Casey. "Stop, thief!" he gasped.

133 "Oh, my," said a woman, hearing him. "Stop, thief!"
142 she called. Soon the street echoed: "Stop, thief!"

150 A man ducked out of a newsstand and grabbed the
160 boy. Casey ran to them, his sides aching. "That's the
170 kid who stole my—

174 Josh?"

175 The boy turned around. It was Casey's brother! 183

Comprehension What is stolen from Casey? How do the people on the street help Casey? Who is the thief?

Phrasing: Subjects and Predicates

TEACH/MODEL

Introduce Subjects and Predicates Tell students that sentences have two parts: the subject tells who or what the sentence is about and the predicate tells what a person, animal, or thing is or does. Understanding these two parts of a sentence can help students chunk a sentence into phrases. Write on the board, and model reading aloud: *The clock ticks loudly. A pig grunts. My sister Jan is sad.*

- Say: *There are three sentences here. One part of each sentence tells who or what the sentence is about.* [Underline *The clock, A pig, My sister Jan.*] These are the **subject** of the sentence. Note that the subject can include describing words.
- Then say: *The other word or words tell what a person, animal, or thing is or does.* [Circle *ticks loudly, grunts, is sad.*] These are called the **predicate** of the sentence.

Model Using Slashes Draw a single slash on the board. Explain that students can use this to mark a phrase. Draw a double slash. Explain that they can use this to mark a sentence. Then write these sentences, and model using subjects and predicates to mark the different phrases: *The fat green frog/ jumped.// The little fish/ swam away quickly.//*

Model reading the first sentence, pausing between the phrases. Pause again, and model reading the second sentence.

GUIDED PRACTICE

Practice Reproducible Distribute **Practice Reproducible FL78**. “First Flight” is written twice. The top passage has slash marks to show readers which phrases to group together. The bottom passage has the same words but without slash marks. Have them fold their paper so that only one passage is showing at a time.

Choral Reading Read the marked version of “First Flight” aloud with students. Remind them to keep their voices with yours. Model and point out that between each slash mark, good readers read the words smoothly and without pauses. Then have students practice with the unmarked version.

Comprehension Have partners discuss the comprehension questions.

APPLY

Echo Reading Use the Echo Reading routine to read “First Flight” again, but now have students lead while you respond. Prompt students to explain how they read each phrase. Ask: *Did you read the parts of a sentence without pausing?*

Phrasing: Subjects and Predicates

Practice reading the top passage. Then read the bottom passage without the marks.

First Flight

Today,/ all kinds of goods/ are shipped by airplane.//
9 However,/ the airplane/ is a recent invention.// Many
17 people worked on early versions,/ but few were successful.//
26 The Wright brothers/ were the first/ to get their plane/
36 off the ground.// The year/ was 1903.// Orville and Wilbur
46 Wright/ took their plane/ to a beach.// The winds on the
57 beach/ might help lift/ their plane into the air.// The first
68 flight/ was very short.// It/ lasted only twelve seconds.// 77

First Flight

Today, all kinds of goods are shipped by airplane.
9 However, the airplane is a recent invention. Many people
18 worked on early versions, but few were successful.
26 The Wright brothers were the first to get their plane
36 off the ground. The year was 1903. Orville and Wilbur
46 Wright took their plan to a beach. The winds on the
57 beach might help life their plane into the air. The first
68 flight was very short. It lasted only twelve seconds. 77

Comprehension What were the Wright Brothers the first to do? Why did they take their plane to the beach?

Phrasing: Conjunctions

TEACH/MODEL

Introduce Conjunctions Explain that two sentences that tell about a similar idea can be connected by words such as *and*, *but*, or *or*. These connecting words are called conjunctions. Tell students that good readers pause at these words before reading the next sentence.

- Say: *The word and joins things together. Write: I ate grapes, and I drank milk. Underline and. Read the sentence aloud, pausing before the word and.*
- Say: *The word but signals a difference. Write: Yesterday was rainy, but today is sunny. Underline but. Read the sentence aloud, pausing before the word but.*
- Say: *The word or signals a choice. Write: You can swim, or you can play with your friends. Underline or. Read the sentence aloud, pausing before the word or.*

Model Using Slashes Draw a single slash on the board. Explain that students can use this to mark a phrase. Draw a double slash. Explain that they can use this to mark a sentence. Then write this sentence on the board, and model using conjunctions to chunk it. *Mom cleans the bathtub, / and Mom dusts the table. //*

GUIDED PRACTICE

Practice Reproducible Distribute **Practice Reproducible FL79**. Tell students that “At the Farm” is written twice. The top passage has slash marks to show readers which phrases to group together. Explain that the bottom passage has the same words but without slash marks. Have students fold their paper so that only one passage is showing at a time. Ask them to circle the conjunctions.

Oral Reading Model Model reading “At the Farm.” After discussing the comprehension questions, discuss how sentences and ideas are combined using the words *and*, *but*, and *or*. Remind students to pause before the words *and*, *but*, and *or*. Then have them practice with the unmarked version.

Comprehension Have partners discuss the comprehension questions. Then discuss the questions as a group.

APPLY

Echo Reading Use the Echo Reading routine with “At the Farm,” but now have students lead while you respond. Prompt them to explain how they read each phrase or sentence before you read it back to them. Ask: *Did you pause before each and, but, and or? What kinds of words did you read together?*

Phrasing: Conjunctions

Practice reading the top passage. Then read the bottom passage without the marks.

At the Farm

My family/ visits my grandfather's farm/ every
7 Saturday.// I can/ feed the chickens// and ducks.// My
16 brother Ben and I/ like to work in the garden.// We
27 take turns pulling weeds/ and gathering the fresh
35 vegetables.// My sister Taylor/ enjoys feeding the cows/
43 and horses.// She picks flowers,/ and I rake leaves/ and
53 jump in them.// We see my grandfather/ and wave to
63 him.// He waves/ but keeps planting corn.// 70

At the Farm

My family visits my grandfather's farm every
7 Saturday. I can feed the chickens and ducks. My
16 brother Ben and I like to work in the garden. We
27 take turns pulling weeds and gathering the fresh
35 vegetables. My sister Taylor enjoys feeding the cows
43 and horses. She picks flowers, and I rake leaves and
53 jump in them. We see my grandfather and wave to
63 him. He waves but keeps planting corn. 70

Comprehension What do the narrator and his brother like to do on the farm? What does Taylor like to do? If you go to a farm, what would you like to do?

Phrasing: Prepositions

TEACH/MODEL

Introduce Explain that a preposition is a word that shows a relationship between other words. It often answers the question *Where?* or *When?* A preposition shows where something or someone is in relation to something else (“I left the key *under* the doormat *beside* the flowers”). It might show who or what is on the receiving end of an action (“She threw the ball *to* me”).

Work with students to list common prepositions on the board, including:

*to on above around about under before after beside in out
over behind into onto at by with near from for*

Prepositions are rarely the most important word in a sentence, so they are not usually emphasized. If a preposition is emphasized, it’s usually to point out a contrast (“I said I’d meet you *after* 4 o’clock, not *before*”).

Prepositions can be useful clues for dividing a sentence into smaller chunks. Often, a preposition introduces a phrase; a small pause can come before it.

Model Write the following sentences on the board. Have students underline the prepositions. Have students draw a slash to show where the preposition divides the sentence: *Greg gave flowers/ to Jessica/ before the dance. I went/ to the movies/ with Grace/ after dinner. After breakfast,/ I walk/ to school.*

GUIDED PRACTICE

Practice Reproducible Distribute **Practice Reproducible FL80**. Have students fold their papers in half, so that only the first (marked) passage is visible. Have students skim the first passage quietly. Prepositions are underlined, and slashes show the beginnings of prepositional phrases. Students may want to mark double slashes to show where those phrases end.

Oral Reading Modeling Model reading “Father’s Day.” Discuss how the prepositions are related to the phrasing and the pauses. Have students practice reading the unmarked version.

Comprehension Have partners discuss the comprehension questions. Then discuss the questions as a group.

APPLY

Partner Reading Have partners practice reading “Father’s Day” aloud, first with the marked version and then with the unmarked version.

Phrasing: Prepositions

Practice reading the top passage. Then read the bottom passage without the marks.

Father's Day

Jane blinked/ at her alarm clock. Why did she set it so
12 early? Then she remembered. It was Father's Day!
20 She tiptoed/ down the stairs and/ through the kitchen./
29 In the yard/ her dog Arthur let out a *whuff*/ and
40 trotted in circles/ around her. He sat patiently/ by her
50 side while she shoveled a flower bed/ around the plum
60 tree and slipped flowers/ into the earth. Her father
69 would never expect this! 73

Father's Day

Jane blinked at her alarm clock. Why did she set it so
12 early? Then she remembered. It was Father's Day!
20 She tiptoed down the stairs and through the kitchen.
29 In the yard her dog Arthur let out a *whuff* and
40 trotted in circles around her. He sat patiently by her
50 side while she shoveled a flower bed around the plum
60 tree, and slipped flowers into the earth. Her father
69 would never expect this! 73

Comprehension Why does Jane get up early? What is her surprise for her father? How does she make this surprise happen? Who is Arthur?

Phrasing

TEACH/MODEL

Introduce Explain to students that good readers “chunk” sentences into meaningful phrases and read each phrase without pausing. Write these sentences on the board and read them aloud: *The giant squid swam through the blue water and under the reef. I will walk down the street and over the bridge.*

Say: *The first part of each sentence is the subject. (Underline *The giant squid, I*.)*

Say: *The second part of the sentence tells the reader the predicate. (Circle *swam through the blue water, will walk down the street.*)*

Say: *Each of these sentences has yet another part. Words like *but, or, and* and *connect sentences or parts of the sentences. (Put a check mark above *and.*) These words are conjunctions.**

Say: *Finally, prepositions tell more about the sentence, such as *where* or *when* something takes place. (Bracket *under the reef, down the street, over the bridge.*)*

Model Using Slashes Draw a single slash on the board to mark a phrase, a part of the sentence that they read without pausing. Then draw a double slash to mark a sentence. Then write these sentences. For the first, model using subjects and predicates to chunk the phrases; for the second, model using conjunctions to chunk the phrases; and for the third, model using prepositions to chunk the phrases: *Sally bought/ a new red coat.// I fed my Siamese cat/ and walked my German Shepherd dog.// Tom crawled completely/ under the huge walnut table.//*

Guided Practice

Practice Reproducible Distribute **Practice Reproducible FL81**. Point out the slashes. Tell students to listen as read these groups of words without pausing.

Echo Reading Read “The Cat, the Rat, and Sam” one line at a time, and have the students echo-read it. Point out that the slash marks chunk phrases.

Comprehension Have partners discuss the comprehension questions.

Apply

Partner Reading Have partners practice reading “The Cat, The Rat, and Sam” aloud to each other. Have them look for subjects and predicates, conjunctions, and prepositions. If you find it useful, after every partner group has read through the passages, ask the class for examples of subjects and predicates, conjunctions, and prepositions from the passages. Put as many as they can offer on the board under the correct headings.

Phrasing

Practice reading the top passage. Then read the bottom passage without the marks.

The Cat, the Rat, and Sam

A cat and a rat/ lived in a big red hat.// They had/ a
14 pet flea.// His name/ was Sam.// The cat slept/ on a
25 pillow.// The rat slept/ on a mat,/ but Sam slept/ on the
37 rat.// They/ ate good food.// The cat/ liked cream/ on a
48 plate.// The rat loved to eat/ cheese/ on the table.//
58 Sam/ ate crackers/ on the floor.// The cat and the rat/
69 loved Sam.// Sam loved/ the cat and the rat.// They all/
80 loved the big red hat.// 85

The Cat, the Rat, and Sam

A cat and a rat lived in a big red hat. They had a
14 pet flea. His name was Sam. The cat slept on a
25 pillow. The rat slept on a mat, but Sam slept on the
37 rat. They ate good food. The cat liked cream on a
48 plate. The rat loved to eat cheese on the table.
58 Sam ate crackers on the floor. The cat and the rat
69 loved Sam. Sam loved the cat and the rat. They all
80 loved the big red hat. 85

Comprehension Do you think you'd like to live with the cat, the rat, and Sam? Would you like their food? Why do you think Sam sleeps on the rat?

Phrasing

TEACH/MODEL

Introduce Explain to students that a good reader breaks or “chunks” sentences into meaningful phrases and reads each phrase without pausing. There are different types of phrases, and these phrases use different combinations of words. Write on the board and read aloud: *The yellow butterfly danced in the air and flew through beds of tulips and daffodils. The wise old elephant moved along the path, but she knew the best grazing was over the hill.*

Say: *The first part of each sentence tells the reader the subject, who or what the sentence is about. (Underline *The yellow butterfly*, *The wise old elephant*.)*

Say: *The second part tells the reader the predicate, or what the subject does or is. (Circle *danced* and *flew*, *moved* and *knew*.)*

Say: *Each of these sentences has another part. Words like *but*, *or*, and *and* connect sentences or parts of the sentences. (Put a check mark above *but* and *and*.) These words are conjunctions.*

Say: *Prepositions tell more about the sentence, such as *where* or *when* something takes place. (Bracket *in the air*, *through the beds of tulips and daffodils*, *along the path*, *over the hill*.)*

Model Using Slashes Draw a single slash to mark a phrase. Then draw a double slash to mark a sentence. Write these sentences on the board. For the first, model phrasing using subjects and predicates; for the second, model using conjunctions; and for the third, model using prepositions. *John/ went to the doctor's office.// We ate lunch/ and went outside to play.// Going over the hill,/ Dorothy saw the rainbow.//*

Guided Practice

Practice Reproducible Distribute **Practice Reproducible FL82**. Tell students that “The Last Leaf” is written twice. Ask students to fold the paper over so only the top passage shows. Later, they can turn the paper over.

Oral Reading Model Model reading “The Last Leaf.”

Comprehension Have partners discuss the comprehension questions. Then discuss the questions as a group.

Apply

Partner Reading Have partners practice reading “The Last Leaf” aloud to each other. Ask them to look for subjects, predicates, conjunctions, and prepositions.

Phrasing

Practice reading the top passage. Then read the bottom passage without the marks.

The Last Leaf

The bright yellow leaf/ was lonely.// He was/ the last
10 leaf/ on the tree.// All of his friends/ were on the
21 ground.// The leaf could see them/ in a pile below.//
31 “I love it here,/ but my friends/ are on the ground.”//
42 Just then,/ a squirrel ran out/ on the branch.// “It looks
53 like you’re stuck!” the squirrel said.// He ran out/ on
63 the branch/ and jumped up and down.// The leaf felt a
74 snap,/ and then he was not alone anymore.// 82

The Last Leaf

The bright yellow leaf was lonely. He was the last
10 leaf on the tree. All of his friends were on the
21 ground. The leaf could see them in a pile below.
31 “I love it here, but my friends are on the ground.”
42 Just then, a squirrel ran out on the branch. “It looks
53 like you’re stuck!” the squirrel said. He ran out on
63 the branch and jumped up and down. The leaf felt a
74 snap, and then he was not alone anymore. 82

Comprehension Do you think the yellow leaf was happy to join the pile? Explain. How did the squirrel help the yellow leaf?

Review: Progress Monitoring

PREPARING THE REVIEW

- Make one copy of the review for each student.
- Have students write their name and today's date at the top of the review.

ADMINISTERING THE REVIEW

- Administer the review to one student at a time. Explain to the student that he or she is to read each sentence. Listen for correct phrasing, voice intonation, and fluency.
- Follow these instructions for each item. The lesson in which each fluency skill was taught is indicated in parentheses.
 1. Student should demonstrate reading more slowly when content is difficult or unfamiliar, especially in non-fiction. (Lessons 74–75)
 2. Student should demonstrate reading fiction more quickly. (Lessons 76–77)
 3. Student should use subjects and predicates to chunk text. (Lesson 78)
 4. Student should use conjunctions to chunk text. (Lesson 79)
 5. Student should use prepositions to chunk text. (Lesson 80)
 6. Student should use combined skills (subjects and predicates, conjunctions, and prepositions) to chunk text. (Lessons 81–82)

SCORING THE REVIEW

- For each section of the review, total the number of sentences read correctly. Assign two points to each line. Use the rubric below.

2 points	Student demonstrates full mastery of the skill.
1 point	Student demonstrates some mastery of the skill.
0 points	Student demonstrates no mastery of the skill.

- Use the Percentage Table below to identify a percentage. Students should get at least 80 percent correct.
- Analyze the errors. Reteach skills which the student has not mastered.

Percentage Table			
11–12 correct	90%–100%	5 correct	40%–49%
10 correct	80%–89%	4 correct	30%–39%
9 correct	70%–79%	3 correct	20%–29%
8 correct	60%–69%	2 correct	10%–19%
6–7 correct	50%–59%	0–1 correct	0%–9%

Prosody and Pacing Review

1. Plants produce a chemical that reacts with sunlight to make the plants green. Most plants cannot live without sunlight, but there are a few, like mushrooms, that actually need to be in the dark.
2. The quick brown fox jumped over the tired dog. The dog raced after him and tried to bite his tail. The fox darted into his hole, and the dog ran right into a log. Oh my, the dog was mad!
3. David told his mother he was going sledding. He put on his coat. He got his sled.
4. Paul saw his friend Susan and his brother Josh, but he kept walking down the street and whistling.
5. The kite danced through the sky. Bill ran over the hill trying to catch it. It disappeared into a cloud.
6. After Sue came home, but before she ate supper, she did her math homework at the table. Her dad helped her, but her cat just walked on the paper.

Reading Dialogue

TEACH/MODEL

Introduce Tell students that a conversation that is written down is called dialogue. When they read dialogue aloud, good readers use their voices to sound like the speakers. They express the same emotion as the character. Tell students to listen and watch as you pretend to be talking on the telephone:

"What time should I be there? . . . OK, I'll see you at six. . . . Me, too!"

Explain that if the words you said were written down, they would be called dialogue. Tell students that there are special ways of writing dialogue so readers know who said which part of the conversation and how they sounded when they said those words. Write the sentences below. Model reading each aloud:

"What kind of pets did you see?" David asked Sue.

"There were so many, it was hard to count!" Sue answered.

- Circle all the quotation marks. Say: *Quotation marks show where someone's exact words begin and end.* Reread just the spoken words.
- Underline the words that are not enclosed in quotation marks. Say: *These words show who is speaking. They may also tell how the speaker says the words.*
- Circle the punctuation marks inside quotation marks. Say: *These marks help you know whether to ask a question, make a statement, or show strong feeling.* Reread the spoken words, using your voice to indicate sentence changes.

GUIDED PRACTICE

Practice Reproducible Distribute **Practice Reproducible FL84**. Have partners circle the dialogue. Have them underline the words that tell who is speaking.

Echo Reading Read one line of dialogue at a time and have students echo-read it. Point out the quotation marks and end marks, and have students say the spoken parts using different voices for each speaker.

Comprehension Have partners discuss the comprehension questions. Then discuss the questions as a group.

APPLY

Partner Reading Have one partner read aloud the spoken words while the other reads aloud words that tell about the speaker. Then have them switch. Tell students to use their voices to sound like the speakers. Ask individuals to read to the group.

Reading Dialogue

Read aloud each sentence below. Change your voice for each speaker.

1. “Did you go to the pet show?” David asked Sue.
- 10 2. “Yes, and I loved it,” Sue said.
- 17 3. “What kind of pets did you see?” David asked.
- 26 4. “There were so many,” Sue answered.
- 32 5. “Did you see dogs?” David asked.
- 38 6. “Yes, big ones and little ones, too,” Sue said.
- 47 7. “Did you see cats?” David asked.
- 53 8. “They had both cats and kittens,” Sue said.
- 61 9. “Did they have stripes? I love cats with stripes,”
70 David said.
- 72 10. “Some had stripes, and some had spots,” Sue
80 answered.
- 81 11. “Were there other animals, too?” David asked.
- 88 12. “Yes, there were bunnies and birds,” Sue said.
- 96 13. “What kind of birds did you see?” David asked.
- 105 14. “They were called parrots,” Sue answered.
- 111 15. “What did they look like?” David wondered.
- 118 16. “They had red and blue feathers,” Sue said.
- 126 17. “Did they talk?” David asked.
- 131 18. “One was so smart it said ‘hello!’” Sue said. 140

Comprehension What kinds of cats does David love?
Name three kinds of animals that were at the pet show.
Why did Sue call the parrot smart?

Reading Dialogue

TEACH/MODEL

Introduce Tell students that a conversation that is written down is called dialogue. When they read dialogue aloud, good readers use their voices to sound like the speakers.

Tell students that there are special ways of writing dialogue so readers know who said which part of the conversation and how they sounded when they said those words. Write the sentences below. Model reading each aloud:

"I'm so excited," Jessica said to her mom. "Today is the first day of school!"

"Now where's my backpack?" Jessica asked.

- Circle the quotation marks. Say: *Quotation marks show where someone's exact words begin and end. Reread just the spoken words.*
- Underline the words that are not enclosed in quotation marks. Say: *These words show who is speaking. They may also tell how the speaker says the words.*
- Circle the question mark, comma, period, and exclamation point inside quotations. Say: *These marks help you know whether to ask a question, make a statement, or show strong feeling. Reread the spoken words, emphasizing how your voice changes with each kind of sentence.*

GUIDED PRACTICE

Practice Reproducible Distribute **Practice Reproducible FL85**. Have partners circle the exact words that are spoken. Have them underline the words that tell who is speaking.

Choral Reading Read "First Day of School" aloud with students. Remind them to keep their voices with yours. Model how the characters sound when they speak. Draw attention to the punctuation marks that help you identify the spoken words and decide how the characters' voices will sound.

Comprehension Have partners discuss the comprehension questions. Then discuss their answers as a group.

APPLY

Readers' Theater Use the Echo Reading routine to read the passage again, but have students lead while you respond. Have the student point out how he or she read each phrase or sentence before you read it back. Use questions such as: *Where did you pause? Where did you change your voice?*

Reading Dialogue

First Day of School

“I’m so excited,” Jessica said to her mom. “Today
9 is the first day of school!”

15 Her mom smiled. “I know,” she replied. “You’ve
23 been ready for this day for at least two weeks.”

33 “Where’s my backpack?” Jessica asked.

38 “It is by the door, where you left it,” her mom said.

50 “Is my wallet in it?” Jessica asked.

57 “Yes,” her mom said. “You need to eat breakfast first.”

67 “I smell my favorite breakfast—blueberry pancakes!”
74 she cried. Jessica ate hurriedly. When she was nearly
83 finished, she heard the bus pull around the corner.

92 “That’s the bus,” her mom said. “You had better hurry.”

102 Jessica ran to the bus, but stopped suddenly and turned
112 around. “I forgot!” she cried. She ran to her mom and
123 hugged her. 125

Comprehension What did Jessica eat for breakfast? Why do you think she was ready for the first day of school for at least two weeks? Why did Jessica forget to do?

Reading Dialogue in Paragraphs

TEACH/MODEL

Review Remind students that a conversation written down is called dialogue. Review that quotation marks surround the words spoken by characters. Explain that when readers see quotation marks, they think about how the character sounds as well as what the character says.

Introduce Tell students that dialogue is often written in a paragraph. Write the dialogue below. Show the indents clearly. Then model reading it aloud:

“Wake up! Wake up!” Josh yelled at his brother. “Something is tapping on the window! What is it?”

“It’s just a branch,” said Ben in a sleepy voice. “It’s nothing to be scared of.”

- Point to the quotation marks. Say: *Quotation marks show where a character’s spoken words begin and end.*
- Point to the indents. Remind students that a paragraph begins with an indent. Say: *Every time a speaker changes, a new paragraph begins.* Point out how everything that Josh said before Ben answered him is written in one paragraph.
- Circle each punctuation mark. Remind students that these help them decide how to read each sentence. Say: *A question mark shows that a character’s voice goes up. An exclamation point shows that a character is speaking with excitement. A comma or a period shows that a character is making a statement.*

GUIDED PRACTICE

Practice Reproducible Distribute **Practice Reproducible FL86**. Have partners circle the dialogue. Have them underline the words that tell who is speaking.

Oral Reading Modeling Read aloud “In the Dark.” Then create a group summary of the passage. Point out how your voice changes when you read each speaker’s words. Identify the punctuation marks that help you decide how to sound. Read the passage aloud again, and have students practice reading it to a partner.

Comprehension Have partners discuss the comprehension questions. Then discuss the questions as a group.

APPLY

Readers’ Theater Have students take the parts of Josh, Ben, and the narrator. Two students may share the narrator’s part. Have the group practice reading together. Then have them read to the group.

Reading Dialogue in Paragraphs

In the Dark

Josh woke up suddenly. The bedroom was dark.
8 He could see his bed in the moonlight. Two eyes
18 were looking at him from the end of his bed!

28 “Help!” Josh whispered. The eyes did not blink.
36 They seemed to glow in the moonlight. Josh yelled
45 louder, “Help! Help!”

48 Josh’s brother Ben was in the next bed.

56 “What’s wrong?” Ben asked.

60 “Look at the end of my bed,” said Josh as he
71 pointed. “Two eyes are staring at me!”

78 Ben got up. He walked to the end of Josh’s bed.
89 Then he laughed. “Your feet are sticking out from
98 under the sheet,” Ben said. “Moonlight is on them.
107 Those two things are not eyes.”

113 “Then what are they?” asked Josh.

119 Ben answered, “They’re your toenails!” 124

Comprehension How does Josh feel when he wakes up suddenly? How does he probably feel at the end?

Reading Dialogue in Paragraphs

TEACH/MODEL

Review Remind students that a conversation written down is called dialogue. Write a pair of quotation marks (“ ”) and review that quotation marks surround the words spoken by characters. Explain that when readers read dialogue aloud, they use their voices to sound like the speakers.

Introduce Tell students that dialogue is often written in a paragraph. Write the dialogue below. Clearly show the indents. Then model reading it aloud:

“Here’s a riddle,” said Jay. “What do zebras have that no other animals have?” Leesha did not answer him. “Do you give up?” asked Jay.

“I know,” said Leesha. “Baby zebras!”

- Point to the quotation marks. Say: *Quotation marks show where a character’s spoken words begin and end.*
- Point to the indents. Remind students that a paragraph begins with an indent. Say: *Every time a speaker changes, a new paragraph begins.*
- Circle each punctuation mark. Remind students that these help them decide how to read each sentence. Say: *A question mark shows that a character’s voice goes up. An exclamation point shows that a character is speaking with excitement. A comma or a period shows that a character is making a statement.*

GUIDED PRACTICE

Practice Reproducible Distribute **Practice Reproducible FL87**. Have partners circle the exact words that are spoken. Have them underline the words that tell who is speaking.

Oral Reading Modeling Model reading aloud “Baking Bread.” Then create a group summary. Point out how your voice changes when you read each speaker’s words. Identify the punctuation marks that help you decide how to sound. Read the passage aloud again, and have students practice reading it to a partner.

Comprehension Have partners discuss the comprehension questions. Then discuss the questions as a group.

APPLY

Readers Repeated Reading Use “Baking Bread” to help students improve their reading rate. Time students on their first reading. Then have them practice reading to a partner and time them again. Use the Progress Chart on page 189.

Reading Dialogue in Paragraphs

Baking Bread

Diane and her dad were in the kitchen together.

9 “Let’s make a loaf of bread,” Diane said.

17 “Do you know how to bake bread?” her dad asked her.

28 “It is not hard,” Diane said. “We need flour, eggs, milk,
39 soda, salt, and yeast.”

43 Her dad admitted that he didn’t know how to use yeast.

54 “I do,” Diane replied. “We learned about it in science
64 class. You have to warm water to make it grow.” She put
76 warm water in the bowl and added the yeast. “Now we
87 put it in the dough,” she said, “and we mix everything.”

98 They mixed the dough. “Now we let it rise,” Diane said.
109 “We can cover it with a towel and keep it warm.”

120 “You really know what to do,” her dad said. “I’m very
131 proud of you.” They let the dough rise. Then they put the
143 dough in the pan. They put the bread in the oven and let
156 it bake. Soon it was warm and golden brown.

165 “You did it!” her dad said. “You are a great baker.”

176 “We did it together,” Diane said. “You are a great
186 assistant!” 187

Comprehension What are Diane and her dad doing? What are the steps in the process? How did Diane learn about yeast? What do you learn at school that you can use at home?

Reading Plays

TEACH/MODEL

Introduce Explain to students that when reading a play, most of the meaning comes from the dialogue and the way it is spoken. In a play, there are several ways to decide what type of expression is right for a character. These methods include the use of punctuation, the tone of voice, and deciding what type of tone a particular character might have.

Explain that good readers give expression to what they are reading even if there are no words. They use punctuation. A comma means a reader will pause; a period means the reader should stop. Question marks and exclamation points signal the reader about the expression needed, even when there are no words.

Model Readers can also convey expression by how loudly or softly they speak or by how long they draw out a word. Model this by writing *yes* on the board, then read it in many different ways conveying different emotions. Ask students to recreate the same range of expressions with the word *no*.

Model reading the paragraph below without and with expression. The first time read it in a monotone. The second time, put in appropriate expression. Ask the students what they think is in the box.

I got up this morning and went to the mailbox. There was a big box on the doorstep. I took it into the house. I wanted to open it, but there was a lot of tape, and I couldn't find my scissors. I finally opened it. What do you think I found? I couldn't believe it!

GUIDED PRACTICE

Practice Reproducible Distribute **Practice Reproducible FL88**. Have the students look over the text and identify the characters. Are they young or old? Do the characters have “big” voices or soft voices?

Oral Reading Modeling Read the excerpt from “The Runaway Kite” to the students. Discuss text clues that point to the expression the reader should use.

Comprehension Have partners discuss the comprehension questions. Then discuss the questions as a group.

APPLY

Readers' Theater The play “The Runaway Kite” has four characters. Ask students to pick parts. Read through the play, with each student reading one part. Then ask four more students to take the parts. Read through again and discuss whether different readers gave the characters different expressions.

Reading Plays

The Runaway Kite

The Kite: I have a secret. I'm going to run away today.
12 My string is old, and surely it will break soon. I'll fly free.
25 I'm going to the moon.
30 **The Ball:** Oh, please don't go! We'll miss you. The boy is
42 nice, and we have fun together. You and I talk every night
54 and look out the window at the moon.
62 **The Kite:** But I want to be free. I want to fly. I will come
77 back after I have been to the moon.
85 **The Ball:** Come back, kite! Come back!
92 **The Boy:** Hi there, kite. Let's go fly. I will hold tight.
104 **The Kite:** I hope he does not. I want to go free. Hi, bird.
118 **The Bird:** What kind of bird are you? You have no
129 feathers.
130 **The Kite:** I am a kite, not a bird. I am going to the moon.
145 **The Bird:** You won't like it. It's very cold.
154 **The Kite:** Really? I don't like the cold. I guess I will go
167 back to my home with the boy. Thank you.
176 **The Bird:** You are welcome, funny-looking bird.
184 **The Boy:** Come on, kite. We will go home, and I'll get
196 you new string. 199

Comprehension What was the Kite planning to do? Did the Ball think it was a good idea? What did the Bird tell the kite? If you could fly to the moon, would you go?

Reading Apostrophes

TEACH/MODEL

Introduce Explain to students that an apostrophe is used to show that letters are missing. Tell students that apostrophes are used in contractions. Write the words with apostrophes below on the board, along with their original forms.

<i>can't</i>	<i>cannot</i>	<i>don't</i>	<i>do not</i>
<i>won't</i>	<i>will not</i>	<i>I'll</i>	<i>I will</i>

Ask students to give other examples of contractions.

Model Explain to students that apostrophes are sometimes used in writing to indicate slang or dialect. These words have an apostrophe to let the reader know that a letter is missing. However, the meaning of the word does not change. Write the following passage on the board and model reading it for the group. Ask students to identify the words with apostrophes and to tell you if the word is a contraction or slang. If they identify the word as slang, ask them what the original word was.

"I'm bettin' you I know what I'm gettin' for my birthday," Jim said.

"Well, I can't imagine what you're goin' to get it, but go 'head and guess if it's goin' to make yo' feel better," Betty laughed.

GUIDED PRACTICE

Practice Reproducible Distribute **Practice Reproducible FL89**. Have the students preview the text by circling the words with apostrophes.

Oral Reading Model reading aloud "The Frog is Askin' and the Fox is Knowin'." Remind students that one of the strategies good readers use is to slow down when they are reading text that is difficult or unfamiliar. Model that as you read the slang words with apostrophes.

Comprehension Have partners discuss the comprehension questions. Then discuss the questions as a group.

APPLY

Partner Reading Have partners practice reading "The Frog is Askin' and the Fox is Knowin'" aloud. Have them check each other to make sure they agree on the meaning of the slang words with apostrophes.

Reading Apostrophes

The Frog is Askin' and the Fox is Knowin'

Once upon a time, there was a frog. He lived in a nice
13 cool pond. He had always lived there. He wondered what
23 the rest of the world was like. One morning, he was
34 resting on a log and thinking about it.

42 "I wish I knew if the rest o' the world is better than
55 my pond," he said to himself. Just then, a fox walked by.
67 He stopped and listened to the frog.

74 "Why are you askin' 'bout the world?" he said. "I
84 have seen the world and your pond. I can tell you which
96 one is best, if you really want to know."

105 "Well, I'm askin'," said the frog. "Is the rest o' the
116 world better than my pond?"

121 "Are you happy with the pond?" the fox asked.

130 The frog thought about it. "Yes, I'm happy."

138 "Then you are askin' if you should leave what you like
149 and go get the same thing somewhere else," the fox said.

160 The frog laughed. "I am askin' a dumb question."

169 The fox said, "I'm knowin' a smart answer. Stay here." 179

Comprehension What did the frog want to know? What did the fox tell him? Do you think it was a smart answer?

Self-Monitoring

TEACH/MODEL

Introduce Explain that good readers check their comprehension, or understanding, as they read. Tell students they can use self-monitoring strategies as they read to increase their fluency and become better readers. Tell students that when they come across text that is unfamiliar, they can use strategies to increase their fluency:

1. **Ask questions** such as “Does this make sense? What don’t I understand? What can I do about it?”
2. **Reread** the sentence or passage that is difficult to understand. Repeat, if necessary.
3. **Read on** to see if the author explains the difficult word or concept.
4. **Slow down** while reading to comprehend the text.
5. **Sound out** difficult words. Think about the sounds letters make.

Model Write the following sentences on the board. *The half-eaten sandwich on the table was the only sign that Brian had been there. “He’s not here!” exclaimed Mr. Manning. “He must have discovered a way to escape. We need to find him before he gets to the boat!”* Read the sentences aloud. Model how to use self-monitoring strategies.

Think Aloud *I know that exclamation points show excitement, but I don’t understand why Mr. Manning is excited. I will read the passage again, more slowly, to make sure I understand what is happening.*

Model reading the passage again. Read it slowly the second time to ensure comprehension.

GUIDED PRACTICE

Practice Reproducible Distribute **Practice Reproducible FL90**. Have students read the story silently, pausing occasionally to ask themselves questions to see if they are understanding the story.

After reading, ask students to share some self-monitoring strategies they used. Ask volunteers to share which parts of the story they did not understand. Did they reread or read on?

Comprehension Have partners discuss the comprehension questions. Then discuss their answers as a group.

APPLY

Distribute **Practice Reproducible FL91a and FL91b**. Have students use self-monitoring strategies as they read the passages. Then discuss the comprehension questions.

Self-Monitoring

My Baby Sister

“Sophie, clean up your toys so Lori won’t eat them!”

10 My mom’s warning is helpful. Still, I feel annoyed that
20 my baby sister might ruin my possessions.

27 Being in fourth-grade is difficult enough. I have
36 homework, soccer practice, and little time to spend
44 with friends after school. I don’t want to babysit my
54 two-year-old sister too!

59 Sometimes I want to leave a mess. Sometimes I would
69 like to have friends over without wondering if Lori will
79 bite them. And, just sometimes, it would be fun to watch
90 a television show I like, instead of watching her baby
100 shows all the time.

104 However, there are advantages to having a baby sister.
113 I can talk to her and she won’t argue back. She just listens,
126 looking at me with her curious eyes. When I get upset, she
138 knows and gives me a hug and a wet kiss. The best part is
152 when she hears music and wants to dance. She claps her
163 hands and smiles. She bends her knees really low and then
174 stomps to the music.

178 “OK, Mom. I’m cleaning up. She won’t eat them.”
187 I shout as I hear tiny feet clomping up the stairs. 198

Comprehension What is the story mainly about? Give at least three details. What does Sophie not like about her sister? What does Sophie like about her sister?

Self-Monitoring

Up in a Tree

- Henry stood at attention.
4 He could not lose sight of it.
11 He repressed his barks and twitched his tail.
19 He did not want to sit.
25 Even the wind whispered hints to him
32 But it was like talking to a wall.
40 The only thing that was on his mind
48 Was, “C’mon, go ahead and fall.”
54 Hiding behind every leaf and branch
60 As if to say “I’m not here.”
67 The squirrel just didn’t know what to do
75 And ran away in fear. 80

Comprehension Who are the main characters in this poem? What happened between them? How did the poem end?

Self-Monitoring

Korean Cuisine

Barbecued meat. Crisp lettuce leaves. Simmering
6 soup. Steamed rice. Do these dishes make your
14 stomach grumble? These Korean dishes have been
21 made for centuries. They are even made for royalty.

30 One dish called *bibimbap* is made of a mixture of
40 steamed rice, sautéed vegetables, and meat. A fried
48 egg is placed on top. It is appetizing and also visually
59 appealing. Brightly colored vegetables are used, such
66 as carrots, spinach, lettuce, and sprouts. Beef or
74 another meat is added to the vegetables. Red pepper
83 paste makes the mixture spicy. A bit of sesame oil is
94 added at the end. Then the dish is mixed with a spoon.

106 Another traditional dish is rice cake soup. It is
115 typically eaten during the New Year and is said to
125 bring good luck to those who eat it. This dish consists
136 of a broth with rice cakes, dumplings, and scallions.
145 For the final touch, beaten eggs are swirled into the
155 broth while cooking. The eggs look like delicate lace.

164 You can eat these Korean dishes year-round or only
174 on special occasions. They will always make you feel
183 like royalty. 185

Comprehension What are some ingredients in the first dish? Why do people eat the rice cake soup during the New Year?

Reading at Grade-Level Expectations

TEACH/MODEL

Introduce Say: *I will measure how many words you read correctly in a minute. I will do this to make sure you are becoming better readers. I will measure by timing you as you read aloud. Then I will count the number of words you have read correctly.*

Grade-Level Expectations Use this chart to set goals for each student. The goal for **all** students is to read at or above the 50th percentile.

2005 Oral Reading Fluency Data (Hasbrouck & Tindal)

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
3	90	128	146	162	1.1
	75	99	120	137	1.2
	50	71	92	107	1.1
	25	44	62	78	1.1
	10	21	36	48	0.8
4	90	145	166	180	1.1
	75	119	139	152	1.0
	50	110	127	139	0.9
	25	85	99	109	0.8
	10	61	74	83	0.7

* WCPM = Words Correct Per Minute

** Average words per week growth

Recording Progress It is motivating for students to record their progress. Say: *With practice, you can get better and reach these goals. One way to do this is to read the same passage many times and chart your progress on a graph.* Show the Progress Chart on page 189. Tell how to use it. (See **Lesson 6: Timed Reading**, on pages 12–13.)

GUIDED PRACTICE

Practice Reproducible Distribute **Practice Reproducible FL92**. Have students practice reading the passage. Time their reading for a minute. Circle words read incorrectly and mark the last word read on your copy of the passage. Then count the number of words read correctly. Record results on the graph.

Comprehension Have partners discuss the comprehension questions.

APPLY

Repeated Reading Use “Working with Clay” to help students improve their reading rate. Have them practice reading to a partner and time them again. Have them use the Progress Chart on page 189 to record their progress.

Reading at Grade-Level Expectations

Working with Clay

It's fun to mold clay into different shapes. One of the
11 easiest projects—and my favorite—is to make animal
20 figures.

21 First, take a piece of clay. Decide what kind of animal
32 you want to make.

36 Let's say you want to make a dog. Take a large chunk
48 of clay and roll it in your hands. Form the clay into a
51 dog's body.

53 Next, take a smaller piece of clay and shape it into the
65 dog's head. Attach the head to the body, smoothing
74 the spots where they join. Then take smaller pieces of
84 clay and roll them into legs. Attach them to the body,
95 too. Finally, take a smaller piece of clay and roll it into
107 a rope. That will become the tail. Attach it firmly to
118 the body so that it doesn't fall off.

126 Now it's time to add the details. Take a pencil and
137 gently poke it into the head to make the dog's eyes.
148 Draw lines with the pencil to indicate the dog's fur.
158 Add a small piece of clay for a nose, and use the
170 pencil to draw in the dog's mouth. 177

Comprehension Retell the sequence for making a clay dog. How many legs does the writer need to make for the dog? Why do you think the tail might easily fall off?

Reading at Grade-Level Expectations

TEACH/MODEL

Introduce Say: *I will measure how many words you read correctly in a minute. I will do this to make sure you are becoming better readers. I will measure by timing you as you read aloud. Then I will count the number of words you have read correctly.*

Grade-Level Expectations Use this chart to set goals for each student. The goal for **all** students is to read at or above the 50th percentile.

2005 Oral Reading Fluency Data (Hasbrouck & Tindal)

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
5	90	166	182	194	0.9
	75	139	156	168	0.9
	50	110	127	139	0.9
	25	85	99	109	0.8
	10	61	74	83	0.7
6	90	177	195	204	0.8
	75	153	167	177	0.8
	50	127	140	150	0.7
	25	98	111	122	0.8
	10	68	82	93	0.8

* WCPM = Words Correct Per Minute

** Average words per week growth

Recording Progress It is motivating for students to record their progress. Say: *With practice, you can get better and reach these goals. One way to do this is to read the same passage many times and chart your progress on a graph.* Show the Progress Chart on page 189. Tell how to use it. (See **Lesson 6: Timed Reading**, on pages 12–13.)

GUIDED PRACTICE

Practice Reproducible Distribute **Practice Reproducible FL93**. Have students practice reading the passage. Time their reading for a minute. Circle words read incorrectly and mark the last word read on your copy of the passage. Then count the number of words read correctly. Record results on the graph.

Comprehension Have partners discuss the comprehension questions.

APPLY

Repeated Reading Use “A Great Idea” to help students improve their reading rate. Have them practice reading to a partner and time them again. Have them use the Progress Chart on page 189 to record their progress.

Reading at Grade-Level Expectations

A Great Idea

Last night, my mom and I thought of a brilliant idea.

11 We decided to have a bake sale to raise money to help the
24 animal shelter. We didn't just make treats for humans.
34 We decided to make pet treats, too!

41 My mom and I called all of our friends to see if they would
55 help. We let them choose a type of treat to make. We made
68 chocolate chip cookies and a batch of doggie treats.

77 We decided to set up a table at a soccer tournament.
88 We had a large variety of items for both people and pets.
100 We arranged the goods on the table and made sure we
111 separated the people treats from the pet treats.

119 Everyone stopped to check out what we had for sale. No one
131 could resist our treats. The shelter even brought some of the
142 pets available for adoption for people to pet and play with.

153 Our sale was a huge success! We earned more than
163 \$500. My mom and I agreed that the bake sale was a great
175 idea. 176

Comprehension How was the money raised? What drew customers to the table? Why do you think the sale was a success?

Review: Progress Monitoring

PREPARING THE REVIEW

- Make one copy of the review for each student.
- Have each student write his or her name and today's date at the top of the review.

ADMINISTERING THE REVIEW

- Administer the review to one student at a time. Explain to the student that he or she is to read each sentence. Listen for correct phrasing, voice intonation, and fluency.
- Follow these instructions for each item. The lesson in which each fluency skill was taught is indicated in parentheses.
 1. Student should change his or her tone of voice when reading dialogue from different characters. Student should be able to use quotation marks as a signal to show where dialogue ends and narrative begins or where one speaker takes over from another. (Lessons 84–87)
 2. Student should be able to read slang words and dialect that use apostrophes in dialogue. (Lesson 89)
 3. Student should be able to use self-monitoring strategies as needed to answer the comprehension questions. (Lessons 90–91)

SCORING THE REVIEW

- For each section of the review, total the number of sentences read correctly. Assign two points to each line. Use the rubric below.

2 points	Student demonstrates full mastery of the skill.
1 point	Student demonstrates some mastery of the skill.
0 points	Student demonstrates no mastery of the skill.

- Use the Percentage Table below to identify a percentage. Students should get at least 80 percent correct.
- Analyze each student's errors. Reteach skills which the student has not mastered.

Percentage Table			
11–12 correct	90%–100%	5 correct	40%–49%
10 correct	80%–89%	4 correct	30%–39%
9 correct	70%–79%	3 correct	20%–29%
8 correct	60%–69%	2 correct	10%–19%
6–7 correct	50%–59%	0–1 correct	0%–9%

Prosody and Pacing Review

1. Ms. Patel's class had written a play about the early settlers in the Western Reserve. The class thought the play was so good that they were going to perform it for parents and friends. Jeremy was playing the lead, Moses Cleaveland.
2. "Our surveying party is very tired," said Jeremy. "This land near the large river and the big lake will make an excellent home. I can report to our investors that this bluff has good land."
3. Another member of his surveying party, played by Benjamin, said, "We should give our guides the gifts they deserve. They've been goin' with us everywhere 'round here! This plain is beautiful and the forest has lush growth. This will one day be a great city."

Aimee, the narrator of the play, then said: "And so the little surveying party went home to Connecticut. But Moses Cleaveland never returned to the city that bears his name."

2006 Hasbrouck & Tindal Oral Reading Fluency Data

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
1	90		81	111	1.9
	75		47	82	2.2
	50		23	53	1.9
	25		12	28	1.0
	10		6	15	0.6
2	90	106	125	142	1.1
	75	79	100	117	1.2
	50	51	72	89	1.2
	25	25	42	61	1.1
	10	11	18	31	0.6
3	90	128	146	162	1.1
	75	99	120	137	1.2
	50	71	92	107	1.1
	25	44	62	78	1.1
	10	21	36	48	0.8
4	90	145	166	180	1.1
	75	119	139	152	1.0
	50	94	112	123	0.9
	25	68	87	98	0.9
	10	45	61	72	0.8
5	90	166	182	194	0.9
	75	139	156	168	0.9
	50	110	127	139	0.9
	25	85	99	109	0.8
	10	61	74	83	0.7
6	90	177	195	204	0.8
	75	153	167	177	0.8
	50	127	140	150	0.7
	25	98	111	122	0.8
	10	68	82	93	0.8
7	90	180	195	202	0.7
	75	156	165	177	0.7
	50	128	136	150	0.7
	25	102	109	123	0.7
	10	79	88	98	0.6
8	90	185	199	199	0.4
	75	161	177	177	0.5
	50	133	151	151	0.6
	25	106	124	124	0.6
	10	77	97	97	0.6

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*WCPM = Words Correct Per Minute

**Average words per week growth

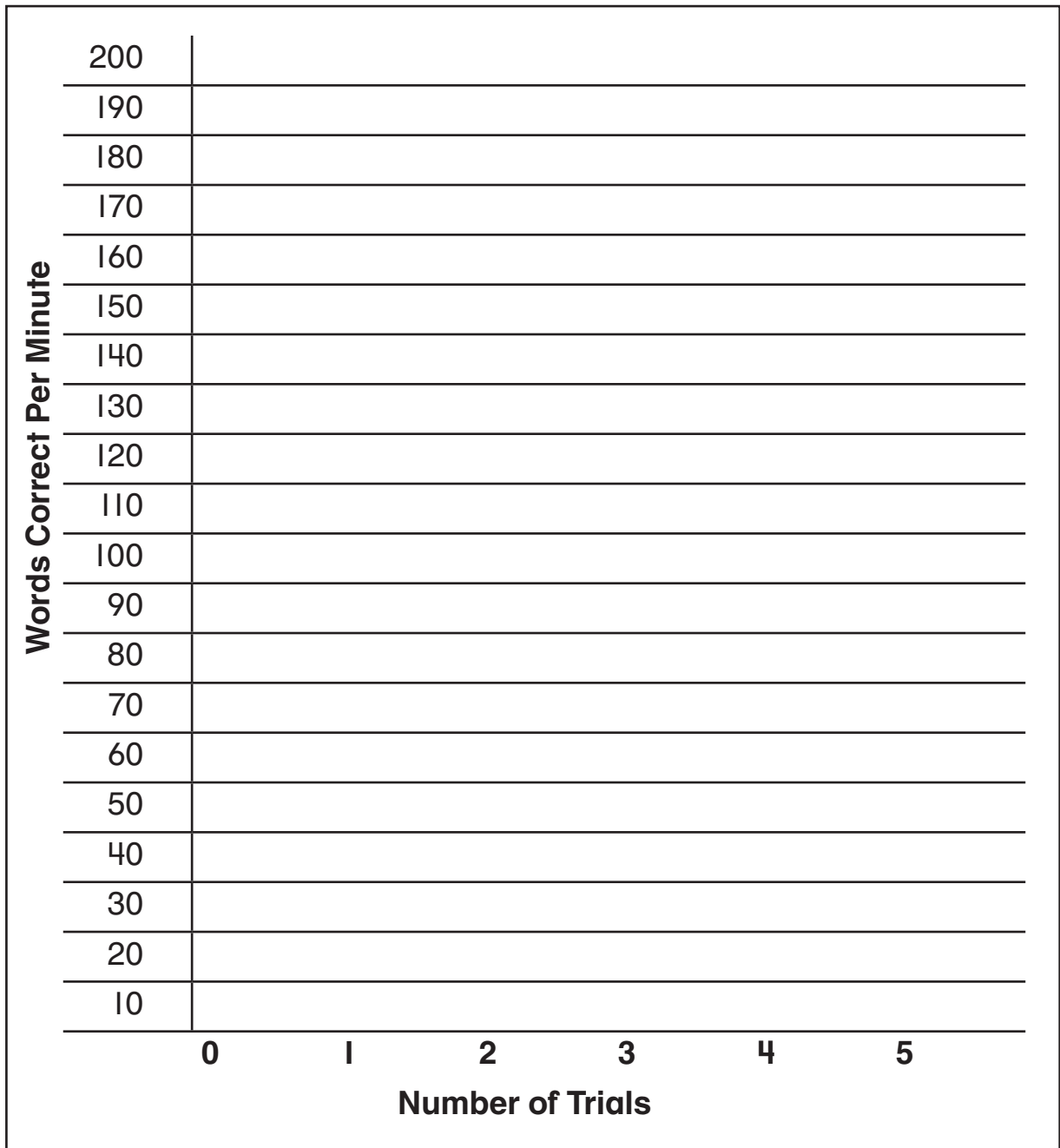
Progress Chart

Beginning Date: _____

Ending Date: _____

Book: _____

Number of Words Correctly Read in One Minute: _____



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Sound-Spelling Cards Chart

Card Number	Sound	English Spellings
1 Aa apple	/a/ (short a)	a
2 Bb bat	/b/	b
3 Cc camel	/k/	c k _ck
4 Dd dolphin	/d/	d _ed
5 Ee egg	/e/ (short e)	e ea
6 Ff fire	/f/	f ph
7 Gg guitar	/g/	g
8 Hh hippo	/h/	h_
9 Ii insect	/i/ (short i)	i
10 Jj jump	/j/	j _dge _ge gi_
11 Kk koala	/k/	k c _ck
12 Ll lemon	/l/	l _le
13 Mm map	/m/	m
14 Nn nest	/n/	n kn_ gn_
15 Oo octopus	/o/ (short o)	o
16 Pp piano	/p/	p
17 Qq queen	/k/ /kw/qu	qu_
18 Rr rose	/r/	r wr_
19 Ss sun	/s/	s ce_ ci_
20 Tt turtle	/t/	t _ed
21 Uu umbrella	/u/ (short u)	u
22 Vv volcano	/v/	v
23 Ww window	/w/	w_
24 Xx box	/ks/	_x
25 Yy yo-yo	/y/	y_
26 Zz zipper	/z/	z _s

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Card Number		Sound	English Spellings
27	thumb	/th/ (path) /TH/ (the)	th
28	shell	/sh/	sh
29	cheese	/ch/	ch _tch
30	whale	/hw/	wh_
31	sing	/ng/	_ng
32	train	/ā/ (long a)	a ai_ a_e _ay ea ei
33	five	/ī/ (long i)	i i_e igh y _ie
34	boat	/ō/ (long o)	o o_e oa_ _ow _oe
35	cube	/ū/ (long u) also written as /yoo/	u u_e _ew _ue
36	tree	/ē/ (long e)	e e_e ee ea _y _ey _ie
37	star	/ār/ r-controlled vowel	ar
38	shirt	/ūr/ r-controlled vowel	er ir ur
39	corn	/ōr/ r-controlled vowel	or oar ore
40	cow	/ou/ diphthong	ou ow
41	boy	/oi/ diphthong	oi oy
42	book	/ū/ variant vowel also written as /ōō/	oo
43	spoon	/ü/ variant vowel also written as /ōō/	oo u_e u _ew _ui_ ou
44	straw	/ô/ variant vowel	au aw
45	chair	/âr/ variant vowels	air are ear ere

Phonics Transfers:

Sound Transfers

This chart indicates areas where individual sounds transfer between some different native languages of your English Learners and Standard American English. The symbol (√) identifies an almost identical transfer; “approximate” means that the sound transfer is similar. It is important to note that sounds change depending upon where they are used in a word: beginning/middle/end and sometimes upon other letters they precede or follow in a word. In addition, some of your English Learners may speak different dialects of the same language and so may transfer the same sound differently.

SOUND TRANSFERS	SPANISH	CANTONESE	VIETNAMESE	HMONG	KOREAN	TAGALOG	ARABIC
/b/ as in bat	√		approximate		approximate	√	√
/k/ as in cake, kitten, peck	√	√	approximate	√	approximate	approximate	√
/d/ as in dog	√	approximate	approximate	√	approximate	√	√
/f/ as in farm	√	√	√	√			√
/g/ as in girl	√	approximate		approximate	approximate		√
/h/ as in ham	√	√	√	√	√	√	√
/j/ as in jet, page, ledge					approximate		
/l/ as in lion	√	√	√	√	√		√
/m/ as in mat	√	√	√	√	√		√
/n/ as in night	√	√	√	√	√	√	√
/p/ as in pen	√	√	√	approximate	√	√	√
/kw/ as in queen	√	approximate	√		√		√
/r/ as in rope	approximate				approximate *3	approximate	√
/s/ as in sink, city	√	√	√	√	√	√	√
/t/ as in ton	√	approximate	approximate	approximate	√	√	√
/v/ as in vine			√	√			√
/w/ as in wind	√	√			√		√
/ks/ as in six	√				√		√
/y/ as in yak	√	√	√*1	√	√	√	√
/z/ as in zebra			√		Can use	Can use	√

Consonants

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SOUND TRANSFERS	SPANISH	CANTONESE	VIETNAMESE	HMONG	KOREAN	TAGALOG	ARABIC
Digraphs	/ch/ as in cheek, patch	√		approximate	√	√	√
	/sh/ as in shadow		approximate	√*2	√	√	√
	/hw/ as in whistle		approximate			√	√
	/th/ as in path	approximate		approximate			√
	/TH/ as in that	approximate			√		√
	/ng/ as in sting	√	√	√	√	√	approximate

Key:

*1	Northern dialect only
*2	Southern dialect only
*3	Only between two vowels

SOUND TRANSFERS		SPANISH	CANTONESE	VIETNAMESE	HMONG	KOREAN	TAGALOG	ARABIC
Short Vowels	/a/ as in cat	approximate		approximate	√	√	√	
	/e/ as in net	√	approximate	approximate		√		√
	/i/ as in kid	approximate	approximate			√	√	√
	/o/ as in spot	approximate	approximate	approximate	approximate	approximate	√	√
	/u/ as in cup	approximate	approximate	√		√	approximate	√
Long Vowels	/ā/ as in lake, nail, bay	√	approximate	approximate	approximate	√	approximate	
	/ē/ as in bee, meat, cranky	√	approximate	√	√	√	approximate	approximate
	/ī/ as in kite, tie, light, dry	√	approximate	√	√	√	approximate	
	/ō/ as in home, road, row	√	approximate	approximate		√	√	
	/ū/ as in dune, fruit, blue	√	approximate	√	√	√	√	very approximate
	/yü / as in mule, cue	√	approximate			√		√

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SOUND TRANSFERS		SPANISH	CANTONESE	VIETNAMESE	HMONG	KOREAN	TAGALOG	ARABIC
r-Controlled Vowels	/är/ as in far	approximate	approximate					approximate
	/ör/ as in corn	approximate	approximate					
	/ür/ as in stern, bird, suburb	approximate	approximate					
	/är/ as in air, bear							
	/ir/ as in deer, ear							
Variant Vowels	/oi/ as in boil, toy	√	approximate	approximate		√	√	
	/ou/ as in loud, down	√	approximate	√	approximate	√	√	√
	/ô/ as in law	approximate	√	√	approximate	approximate	approximate	
	/ô/ as in laundry	approximate	approximate	√	approximate	approximate	√	
	/ôl/ as in salt, call	approximate	approximate			approximate	√	
	/ôô/ as in moon, drew	√	approximate	approximate	√	√	√	
	/öö/ as in look		approximate	approximate		approximate	√	
	/ə/ as in askew			approximate		√		

Key:

*1	Northern dialect only
*2	Southern dialect only
*3	Only between two vowels

Reading Big Words

1. Look for the word parts (prefixes) at the beginning of the word.
2. Look for the word parts (suffixes) at the end of the word.
3. In the base word, look for familiar spelling patterns. Think about the six syllable-spelling patterns you have learned.
4. Sound out and blend together the word parts.
5. Say the word parts fast. Adjust your pronunciation as needed. Ask yourself: *"Is it a real word?"*
"Does it make sense in the sentence?"

Six Basic Syllable Spelling Patterns Chart

(Moats, 1995)

1. closed: These syllables end in a consonant. The vowel sound is generally short (examples: *rabbit*, *napkin*).

2. open: These syllables end in a vowel. The vowel sound is generally long (examples: *tiger*, *pilot*).

3. vowel-silent e (VCe): These syllables generally represent long-vowel sounds (examples: *compete*, *decide*).

4. vowel team: Many vowel sounds are spelled with vowel digraphs such as *ai*, *ay*, *ea*, *ee*, *oa*, *ow*, *oo*, *oi*, *oy*, *ou*, *ie*, and *ei*. The vowel digraphs appear in the same syllable (examples: *boat*, *explain*).

5. r-controlled: When a vowel is followed by *r*, the letter *r* affects the sound of the vowel. The vowel and the *r* appear in the same syllable (examples: *bird*, *turtle*).

6. consonant + le: Usually when *le* appears at the end of a word and is preceded by a consonant, the consonant + *le* form the final syllable (examples: *table*, *little*).

Decodable Passages



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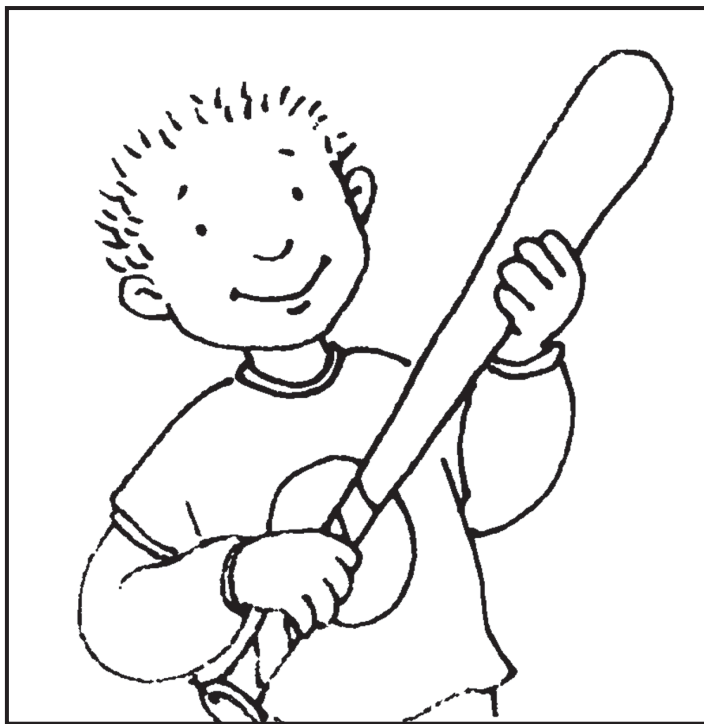
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Name _____



At Bat

Pam is at bat.
Pam hits a ball.
Pam will get a bat to Sam.

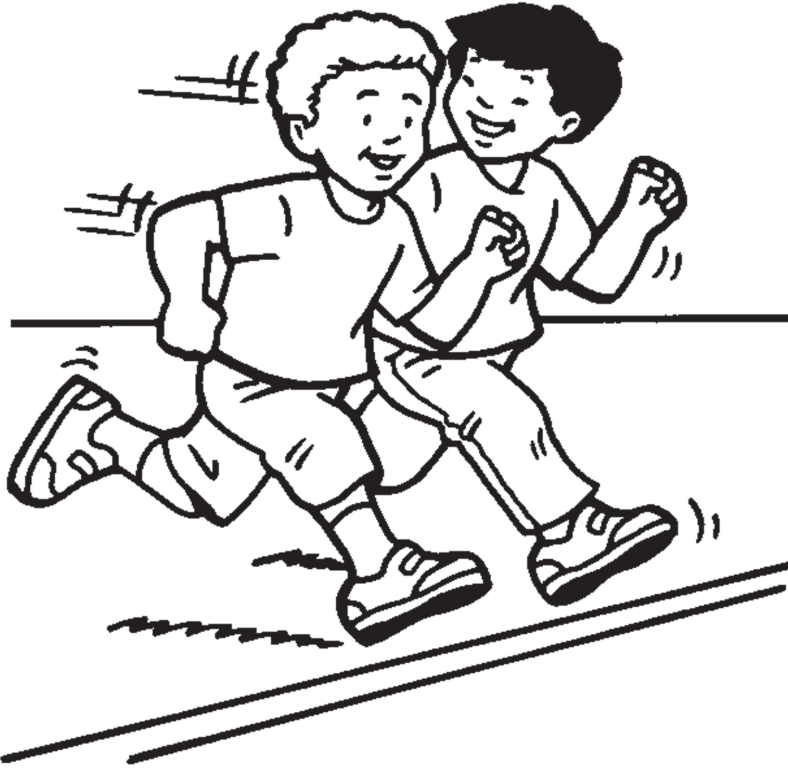
Sam will bat.
Bat Sam!
Sam hits a ball.
Where is it?

Pat gets to bat.
Will Pat hit the ball?
Pat hits!

★ACTIVITY★

Circle the words
that have a short *a*
sound.

Name _____



Sam Can Tag!

Jan ran to tag Sam.
Sam ran to tag Dan.
Sam can win. He can tag Dan.

Jan, Sam, and Dan sat on a mat.
“Did I win?” asked Sam.
“You did win!”
Sam wins a pin as big as a pan!

★ACTIVITY★

Underline the words
that have a short *a*
sound.

Name _____



Ben Gets a Pet

Ben met six hens.

Ben met six pigs.

Ben met six dogs.

The hens sit in the sun.

The pigs sit in the mud.

The dogs sit on a rug.

Ben gets a pet dog.

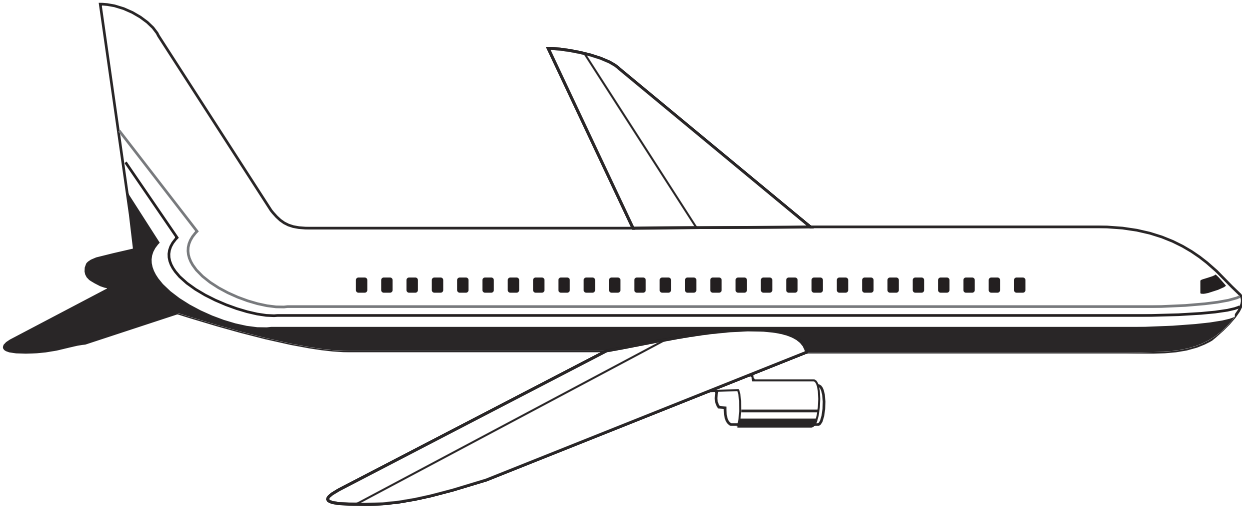
The dog runs and hops.

Ben pets his pet dog.

★ACTIVITY★

Underline the words that have a short e sound.

Name _____



Les on a Jet

Les gets on a big jet.
He has ten red pens.

Les sits with Beth. Beth has a ten bags.
Beth has a bag for Les.
Les lets Jill have a red pen.

The jet is ready to go.
Les and Beth sit.
Let's go!

★ACTIVITY★

Underline the words
that have a short e
sound.

Name _____

Pick Liz

Dan has to pick up Sam in a big van.

Can they go quick, quick, quick?

Sam is sick. Sam can not go in a big van.

Dan is sad. We can not win if Sam is sick.

Sam has a plan.

“Pick Liz,” Sam says. “If you pick Liz, we can win, win, win!”

Dan is not a big fan of Liz. Dan will pick Pam.

“Pam can not kick. Liz can kick. Pick Liz,” says Sam.

“I can pick Rick,” says Dan.

“Rick can kick, but Rick can not tap a rim. Liz can. Pick Liz,” says Sam.

Dan is a pal. Dan will pick Liz.

“You will win with Liz!” says Sam.

Kit is In

It is a big day for Kit. Dad and I go to the gym. I sit with Dad.
My sis, Kit, is a Ram.

Kit will sit and clap. Miss Kim can pick Kit or Pam to go in.
Kit and Pam sit. Tick, tick, tick! A Ram can win with six.

Jan and Tim zip, zip, zip. Tim will slip. Tim has to quit. Is it bad?

Dad says, “Miss Kim can stick in Kit!

Kit is not big, but Kit is quick! Will Miss Kim pick Kit?

Kit is in! Jan will dip and zip, zip, zip. Kit can hit the rim! It is in!

Dad and I clap for Kit. Kit can tip it in! Miss Kim has a big grin.

“Go Kit!” says Dad.

☆ **ACTIVITY** Write about a game you like to watch. Tell why. ☆

Name _____

Pet Hen

It is pet day at school.

Tom has a big dog. Tad has a cat. Jeb has a fish. Dot has a little dog.

Jack has a big red hen.

“A hen is not a pet,” says Dot. “A red hen is just a red hen!”

Tom, Tad and Jeb nod. A hen can not sit up or beg. It can not hop. It can not run to get a stick. A hen can not do a trick. It can not lick you on the chin. It can not sit in your lap. It can not nap on a bed. A hen can peck, cluck, and sit on a nest. A hen is a big dud!

“A hen can not sit, hop, or beg,” Jack says. “But if you want an egg, a hen is the best pet.”

Mops

Deb has a big pet dog, Mops. Mops has a lot of pep. See Mops run! Mops can run and grab a stick. Mops can tug a log. He can sit on a mat. Mops can yap, yap, yap!

Deb can get Mops to do a trick. See Mops sit and beg! Mops can stand up and do a jig. He can do a back flip. Mops can fit in a big box. He can get my red hat and sit on my lap.

See Mops get in a big tub. Mops is wet. Deb can pat Mops. But he still can run and have fun. Mops can go to his bed. He can nap. Is it a trick? Yes!

★ **ACTIVITY** Write about a pet you would like to have. ★

Name _____

A Mud Mess

Ted sat at the pond and filled a big pot with mud. Ted's hands dug in the wet dirt. Drops of mud fell off his hands. Then Ted set a lid on top of the pot and left.

When Ted came back, the lid was not there. How did the lid get lost? Is it a trick? Ted spotted mud tracks in the grass and followed them. The tracks ended back at the pond. Ted saw the pot lid. The lid did a big hop! Ted jumped back. He had a plan. Ted set his hand on top of the lid and started to pick it up. A frog with mud on it hopped past Ted. Ted ran and caught the frog and held it in his hands.

"Hi," grinned Ted. "Let's make a mud mess!"

The Missing Pug

Kim has a pet pug named Pat. Pat the pug naps in his snug rug by Kim's bed. Kim is fit. She will not nap. Kim will jog in the lot. Kim has a fun run but misses Pat. She flops in bed for a nap.

Pat is not on his rug. Pat is missing! Did Pat run after a cat?

Kim is suspicious. Where is Pat? Kim will panic if she does not find him. Crash! Oh, no! A cat must be in the trash can. Or is it Pat in the can? Pat has pulled his rug to the can and is as snug as a bug.

"Bad pug," scolds Kim.

Pat gives Kim a big wet kiss. Kim is miffed but cannot help but grin.

☆ **ACTIVITY** Circle all of the words that have a short *u* sound. ☆

Name _____

Ice Fishing with Jake

When the lake froze, Jake and I set a date to go fishing.

We made a hut with a place to sit. We cut a hole in the ice. I gave Jake a pole. I dropped a line in the hole.

“I hope I get a pike,” said Jake.

We sat. We sat and sat and sat. I felt like an ice cube.

“I hope I get a bite before morning,” I said. “What time is it?”

“Time for a bite,” said Jake with a smile.

My mom had made us a big lunch. I ate mine.

Jake was just set to take a bite of cake when his pole snapped. “Save a slice of cake for me,” yelled Jake. “I snagged a pike on my line!”

The Lake

In June we take a trip to a big lake. It is close on a map, but it can take an entire day to get to it. On the drive we play a game to make the time pass fast. The name of the game is “Spot 50.” I name the state of a plate on the back of a van. Kate can name nine. “Spot 50” is a fun game.

It is late when we get to the lake. The cabin is on Fox Lane. We are just in time to see the sun set. Dad will make a fire in a fireplace. Mom will make dinner. Kate will bake a cake.

I like the time I spend at the lake. It is the best landscape!

★**ACTIVITY** Circle words that have a long *i* sound and end in *e*. ☆

Name _____

Eight At Last!

I am eight! It is the greatest day of my life! To celebrate, Mom and Dad will take me to ride the Big Wave. They say I must be this tall and weigh this much and be this age to get in, but today is the day! Today I will play with the big kids. I will have a great time.

I waited my whole life for this time. Do not make me wait! It can rain. It can hail. A quake will not make me late! I am on my way to ride the Big Wave!

Mom and Dad will take my sis Dale with me. Dale is ten. Dale hates the Big Wave. No way! Today Dale will be brave and play with me. Dale will like it. It will be great!

Great-grandma, Gail

Dad got an email from Great-grandma. She will visit us in May. She will take a train and stay for five days. Great-grandma, Gail, will visit on my birthday. Mom says my neighbor, Jake, will be in for cake. Then Kay, Gabe, and I can play all day.

I tell Amy and Gabe.

“I can not wait to see Great-grandma,” I say.

“Maybe she has a cane,” says Kay.

“Maybe she will stay a day,” says Gabe.

As the train stops, I strain to see. Is Great-grandma a small lady with gray hair?

“Hey!” says Dad. He waves to a lady with a backpack.

Great-grandma?

At home, Kay and Gabe are playing a game with Jake.

“Who is the lady in the red top?” asks Kay.

“Great-grandma,” I say.

“She is a great Great-grandma!” says Gabe.

★ACTIVITY Tell where you would like to go for a special birthday celebration. ★

Name _____

Pete's Journey

Pete is on a journey. He needs to flee the heat of the streets and see green leaves and trees. Even under the trees, Pete feels the heat of the sun. He is thrilled to see a creek. Pete slips into the creek and is pleased to be in the sweet, clean sweep of the cool water. Pete feels a snail under his heel just as a breeze sweeps past his cheek. His hair begins to stand on end at the feel of the sleek snail and the cool air.

Pete cannot breathe. He hears wildlife a few feet away. Pete hears feet: big feet! "Please let it not be a real beast," pleads Pete.

The steps come near. It is Pete's big brother Steve!

"Get out of that creek before you begin to sneeze," teased Steve.

Mom and Eve Plant Seeds

Mom likes natural food. She will teach Eve to plant seeds. "Let's plant some salad greens and beets," exclaims Mom. Eve hops to her feet.

"Can we plant snap peas, too?" asks Eve.

"Yes," says Mom. "But first, we need to clean up and pick weeds. Then we will plant the seeds." Eve and her mom plant three neat rows of seeds with ease.

They leave to take a rest and drink tea. They are pleased with the garden. Mom says, "After we pick the plants, we will have a feast at a park. We will eat greens, beets, lean meat, and snap peas. Then we will have peaches and cream. It will be a treat fit for a queen!"

★ACTIVITY Make a list of words from the stories above that have a long e sound. ★

Name _____

High in the Sky

A lot of kids dream of being an astronaut. It is a fine job. It takes a lot of drive and time to train to be an astronaut. It is wise to do well on tests and be at the top in your grade. You must take pride in your work and be a team player.

A lot of astronauts can fly planes and jets. They will train for flight in space. They will ride miles high into the sky inside a rocket. On a flight, they can glide and rise just like a kite. To see a night sky from space is quite a treat. If you might like to fly in space, study a lot. You might find yourself high in the sky!

Mike's Dream

Mrs. Pike's class tells about dreams. Mike raises his hand to speak. "Tell the class your dream, Mike," says Mrs. Pike. Mike gets up.

"I had a nice dream last night. In my dream, I can fly. I can fly high in the sky. I can fly as high as a kite!" says Mike.

"Were you in a plane?" asks Mrs. Pike.

"No, I could fly by myself."

"Did you cry?" asks Meg.

"No, but it was bright up there. I wanted to be as high as the sun!"

"Did you feel it was wise to fly so high?" asks Don.

"I cannot tell," says Mike, "but it was fun! I want to fly in the sky in real life."

"Be realistic, Mike. Kids cannot fly," says Mrs. Pike.

"I know, but I can dream," sighs Mike.

★ACTIVITY Make a list of long *i* words using these patterns: *-ight, -y*. ☆

Name _____

Joan's Stamps

Joan needs to find the roll of stamps she has so she can mail a note. Then she can go on a camping trip. She thinks the roll of stamps is on the desk by the globe. It is not there. Joan's stuff is scattered so she cannot find the roll of stamps.

Joan decides to clean the clutter. She hangs her robe and yellow coat on the rack. She makes the bed and sets the foam pillows in place. She folds her clothes. She wipes the desk and globe with a rag. Dust floats in the light from the window. She still cannot find the roll of stamps.

Mom hears Joan stomp around the room. "Joan, do not stomp!" exclaims Mom.

"I need my stamps," groans Joan.

"I have the stamps!" says Mom. The stamps were not in Joan's room, but it was so cluttered, she did not know!

A Boat Trip

Otis hoped to see crabs and toads in their own habitat. He asked Dad to go on a trip to Lake Hope and Stone Bay. Otis and Dad drove on a slow, winding road to Lake Hope.

They rented a row boat to go over the lake and into the bay. They rowed to the bay and floated in the still water. Otis spotted a toad by the side of the boat. Dad put his finger to his lips.

"Keep your voice low, Otis. This is the toad's home," Dad whispered. Otis nodded. They sat and watched the toad. It began to croak.

The wind started to blow, and the boat rose and dove in the waves. As Otis and Dad rowed back, Otis spotted a big crab by the coast. It made his day!

★ **ACTIVITY** Write a story about Otis and the crab. ★

Name _____

New Tune

The music teacher at Andrew's school, Ms. Luce, has been teaching Andrew to play the flute. The first time Andrew blew across the holes in his flute, nothing happened! But with a few more tries, Andrew made music! Today Andrew plays the flute very well.

Ms. Luce wants Andrew to play his flute in the Flag Day parade in June. So Andrew has to learn to play a new tune. Andrew plays his flute at home every night. He plays the tune over and over. His brother Luke exclaims, "Too much tune!"

On Flag Day, Andrew spies Luke watching the parade. Andrew knew he would be there. Luke has a huge grin on his face. Luke yells to Andrew, "Great tune!"

Huge Balloons

New York has a big parade on Thanksgiving Day. Many people tune in to watch the parade on TV. Marching bands play music. People on floats wave. Huge balloons glide high in the air. Many of these balloons are cute animals such as a pig, frog, or mouse.

Each of the huge balloons needs a crew to move it down the streets. One balloon may need 70 people. All balloons have ropes on them. The people use the ropes to keep the balloons from flying away.

In the past, strong winds blew a balloon into the crowd. Persons in charge of the parade knew this was bad. Now balloon workers train in New Jersey for a few days. They must be strong. Flying huge balloons is hard work.

☆ACTIVITY Write what you like best about a parade. ☆

Name _____

Joy Looks for Mouse

Joy looks around every room of the house. She looks for Mouse. Joy is always looking for Mouse. Joy has many toys, but Mouse is the toy she loves most. She likes to have Mouse with her all the time.

Mouse is old, soiled, and gray. Mouse is not cute.

“Wow!” Joy gives a shout. “I found Mouse.”

“Oh, give up that mouse, Joy,” says her brother Roy. “Play with another toy. How can you be so silly? You act like a big baby.”

Joy frowns. She looks at Mouse. She looks at Roy. Joy does not want to act like a baby. But Joy loves Mouse.

Joy gives Mouse a hug and bounces out to join her other toys.

A Good Duck

The ducks at Farmer Roy’s are good ducks. They do not make noise. They do not stray far from the farm. They stay away from the plow. They walk with care.

Scout is one of these good ducks. But Scout wants to fly. “I vow I will fly someday,” she says.

The other ducks frown. “You will do no such thing!” one says. “Good ducks do not fly. You are a good duck.”

“Good ducks do not bounce around. They walk slowly on the ground. They do not clown around,” says another.

“Don’t even think of it,” they add.

But one day Scout goes to the far end of the field. She opens her wings and runs. Up into the clouds she soars. It is a lovely trip.

“I liked that,” she smiles. Then she joins the other ducks. She is a good duck.

★ **ACTIVITY** Tell about something that you want to do. ★

Name _____

Soup for Lunch

Brook was playing outside on a cool day. At noon, she went inside for lunch. Dad had made soup for the family. Her dad was a good cook. On this day, he had made a new kind of soup. He had read about this soup in a cookbook. Dad had also made blueberry muffins. Blueberries were Brook's favorite fruit.

Brook could hardly wait to eat. But soon everyone was at the table. Brook put a few bits of cracker in her soup. The soup was a little too hot. So Brook blew across her spoon to cool it.

Everyone enjoyed the new soup. Dad had made a huge pot of the soup. Brook was very happy. She knew there would be enough soup for second helpings.

Food for Birds

Last July, I noticed a group of blue jays on our deck. My mom had hung a tube feeder there with seeds in it. Mom also threw some seeds on the floor of the deck. The blue jays ate only those seeds. They were too big to sit on the tube feeder.

Mom and I looked in a bird book. I learned a few things about blue jays. They also eat nuts, acorns, and fruits. A female blue jay lays four or five eggs. At first, she stays in the nest with the baby birds. So the male brings food to her and to the baby birds.

I saw photos of baby blue jays. They were so cute. I hoped we would see them in a nest.

☆ **ACTIVITY** Write about your favorite food. ☆

Name _____

Sick Boy

My friend Paul is sick. He has a cough and sore throat. Paul thinks he caught a cold at school. He can't talk at all. So instead of talking, he writes notes on a small chalkboard.

Paul's mom wants him to drink a lot of water. And she made some salty chicken soup for him. Soon Paul was yawning.

I called to tell Paul about our baseball team. Our team, the Hawks, won today's game. And I hit a ball over the wall of the park! Paul's mom went to tell Paul this news. But Paul had fallen asleep.

Because he was sick, I bought a card for Paul. Everyone in the class signed it. This made Paul feel much better.

Hurt Pet

Most mornings, Dawn's pet bunny runs to her. Dawn calls her bunny Salt. This is because he's white. But one morning, Salt was having trouble walking. He kept licking a back paw. Dawn looked at his foot and saw a broken claw.

Dawn called her vet. The vet asked how Salt had broken his claw. Dawn wasn't sure of the cause. She thought for a minute. Maybe Salt had caught his claw on the rug. The vet wanted to see Salt. So Dawn brought him to the vet that day.

The vet treated Salt's paw. Salt wasn't hurt badly. Dawn was happy to take her bunny home. At home, Salt ate his parsley and drank some water. Soon he was running up and down the hall very fast!

★ **ACTIVITY** Write about a time when you or a pet was sick. ☆

Name _____

A Boring Day

Doris is bored. She has nothing to do. The sky is dark and the grass is wet so she cannot play sports in the park. She sits on the porch swing and watches the rain. She hears a dog barking in someone's yard. Doris's pals are not home. They cannot play. Doris has chores but she doesn't want to do them. She ignores doing her chores.

Then she gets an idea. She could spin around! That would be fun! So Doris starts to spin and spin. She spins so fast she cannot see. She holds her arms out to the side as she spins. She is a whirlwind! It is fun, but then Doris starts feeling dizzy. She needs to stop. Doris stops spinning and falls down. That was not a good idea. No more spinning for Doris!

Making a Go-Cart

Bob and Dan are going to make a go-cart. It was Bob's idea to make it, but Dan has many things for building and is very handy. They got a plan for the go-cart from the hobby store. It is a chart and is hard to read, but Bob and Dan figure it out. They work on the go-cart all morning. Soon it is lunch time. Dan's mom made a spinach and cheese tart for lunch.

"You are not getting into mischief with that cart?" asks Dan's mom.

"No, Mom, of course not!" says Dan.

Bob and Dan eat and go back to the go-cart. It takes the rest of the day to put the parts together, but they finish! Bob and Dan can't wait for the weekend when they can try it.

★ACTIVITY Write about what you do on boring days. ★

Name _____

Meeting Kids

Lily thought that the kids in school were not friendly. This was the third time she had changed schools. The other students had been friends for years. Lily was not happy and felt awkward. She ate her lunch alone. She was eating when a girl came up to her. “Hi, I am Nell,” said the girl. Lily felt shy.

“Hi, I’m Lily,” she whispered.

“Welcome to school!” said Nell. “It’s your first day, right?” she asked. Lily nodded her head. “Come with me and meet my friends,” grinned Nell.

Lily got up and followed Nell to a table with lots of kids. “This is Lily!” proclaimed Nell. All the kids waved hello. Lily had made a mistake. The kids were nice! Lily sat down at the table with Nell and her friends and met everyone.

The Lost Child

Curtis had to go shopping with his mom. He needed pants and shirts. Mom and Curtis went to the mall. In the first store, Curtis saw a little girl behind a rack of clothes. She was giggling and playing in the hanging shirts. Curtis watched her but did not see her parents or a guardian anywhere. She did not seem to know she was lost.

“Mom! That baby is alone!” declared Curtis.

“Oh my,” said Mom. Mom went to the lost child and held her hand. Curtis and his mom had to take the girl to mall security.

“We found this girl,” exclaimed Curtis to the man.

“It is good you interfered,” said the man. “Her mom was very scared!”

The man made a call, and then a woman came and hugged Curtis and his mom for finding her little girl. “Thank you so much!” she said.

☆ **ACTIVITY** Write about how you would greet a new student. ☆

Name _____

A Tree Can Share

The pear tree in Tom's back yard looks bad. It has no pears. The brown bark is dry. The branches are bare. The tree is dear to Mom and Tom. Mom likes to sit on a chair near the tree. Tom likes to play under the tree.

"What can we do about our fair tree? It always brings cheer most of the year." said Mom.

"It needs care," Tom said. But he did not know how to care for his dear tree.

Then one day a bird flies to the tree. It makes sounds of cheer. Then another bird comes. The pair make a nest. They make the tree happy. Soon Tom sees green on the tree. He sees pears. The bark looks fine.

"This tree just needs to share!" said Tom.

Not Fair!

Liz sat in a chair doing her homework. But not for long. Her baby brother Jo came in and sat near her. In two minutes her books, papers, and backpack are a mess!

"Mom!" she called. "Come and get Jo! He will not leave my stuff alone." Liz says her baby brother is a pain.

Mom came in and took Jo out of the room. There were tears in his eyes.

"He is just a baby, dear," Mom said as she goes out.

"I don't care. It is not fair!" Liz was still upset.

After a few minutes Liz went over to the bookcase. She took the books out of the low spaces. Then she found some animal toys. They were old but she could not bear to give them away.

"Jo," she called. "Come on in. I found a way to share."

★ **ACTIVITY** Write about some other ways to share. ☆

Name _____

The Squid

The squid is a strange sea animal. It has a huge head, eight arms, two tentacles, and a sharp beak. It eats shrimp, fish, and other squid. When feeding, a squid stretches out its strong tentacles to grab prey. It uses its arms to squeeze and hold onto the prey. Scientists have studied the squid's beak. It is powerful and very hard. It is not easy to scratch or bend this beak.

This sea creature protects itself from a threat by squirting ink. The splash of ink helps the squid hide from enemies. A squid also hides from enemies by changing the color of its skin.

Squids live deep in the ocean and breathe through gills. They are fast swimmers and streak through the water at high speeds.

Tasha's Fish

Tasha had fun making fish in school. First she spread scraps of colored paper on her desk. Next she cut out three squares and two circles. Then she drew a fish with stripes on each square. She drew fish with spots on the circles.

After that, Tasha cut five pieces of thread. With her teacher's help, Tasha pushed a line of thread through a hole in each shape. Then she tied each shape to a hanger. Last of all, she tied a string to the hanger and hung it from the ceiling.

Tasha looked up at her fish. The fish were moving in the air. To Tasha, they looked as if they were swimming in a stream. Her teacher looked at Tasha's fish and said, "What splendid fish!"

☆ **ACTIVITY** Write about an animal you like that lives in water. ☆

Name _____

Sounds

One morning Seth listened for sounds around his house. He made a list of the sounds he heard. He was on a mission to record ten sounds.

First Seth went into the den. There he heard his cat scratching on a cloth chair. He chased the cat out the cat door and heard the door shut.

Next Seth heard the banging of pans coming from the kitchen. At the same time, the phone rang. Then Seth heard laughing and shouting and opened the kitchen window. Children were playing with a basketball. The ball was landing with a thump. Birds were chirping. And a bell was clanging.

Then Seth saw his puppy Shadow behind a hedge. Shadow started to whine. And Seth added this last sound to his list.

Sharks

Have you seen a photo of a shark with an open mouth? Its mouth would have been full of teeth with sharp edges. Scientists have measured the pressure of shark jaws to learn about its bite. Some sharks have a very strong bite!

The ears of a shark are inside its head. There are hairs in each ear. These hairs help a shark sense sounds with a low pitch.

A shark's best sense is smell. A shark moves its head back and forth when swimming. This helps it find a scent. Then the shark knows which way to swim for food. Its tough skin helps it swim quickly.

Sharks can't see far ahead. Mostly they see changes in light and shadow. That's why sight is not an important sense.

★ **ACTIVITY** Describe something you have heard or smelled. ★

Name _____

Mountain Roads

Bruce told me about his recent trip to Colorado. He drove from the city of Denver into the mountains. First he got maps at a visitor center. Then he checked the weather. Weather can change quickly on mountain roads. In bad weather, he would be in danger.

Most roads were steep with sharp curves. Bruce had to drive at a slow pace. Long ago, cars couldn't make it up these roads. Their engines were weak. And there were few places for cars to leave a road and stop.

On one road, Bruce was close to the edge. The road was narrow with ledges on the side of the mountain. There was never a chance to pass another car. Bruce knew the danger. He was smart not to pass.

The Virginia Quarter

My class was studying coins. Cindy found a book about coins in the library. Some pages had pictures of U.S. coins. Cindy shared facts about the quarter. A quarter is worth 25 cents. It does not have a smooth edge. A quarter has 119 ridges on its edge. President George Washington's head is on the front of the quarter. His head faces the left side of the coin.

Since 1999, the backs of quarters have changed. The backs of the new quarters celebrate our 50 states. Cindy was excited to see the quarter for our state of Virginia. Thousands of Virginia citizens suggested ideas for the back. The chosen design shows three ships. These ships brought the first settlers from England to Jamestown, Virginia.

★ **ACTIVITY** Write what you like about your state. ★

Name _____

Skateboarding

Carmen lives close to her best friend. Their houses are only a half a block apart. Carmen does not always walk to her friend's house. Sometimes she gets there on her skateboard.

To keep from getting hurt, Carmen knows what to wear. So she always wears a helmet. She also wears knee pads and wrist guards. Both have straps and are easy to fasten.

One autumn day, Carmen and her friend go to watch skaters at a skateboard park. The girls find the sign for the park and go in. The skaters' tricks are amazing. But one skater gets hurt. He doesn't fall. He gets stung! A bee stings him on his thumb! Now he knows his wrist guards don't protect thumbs.

Baking Pies

I once heard a funny ghost story. The ghost in the story had a strange hobby. It liked to bake rhubarb pies. The ghost lived in a prince's castle. At night, the prince would listen for sounds in the kitchen. Then a sweet scent would fill the air.

The prince knew what would happen next. There would be a knock on his bedroom door. Then the ghost would gnarl and try to frighten him. Next the ghost would whistle a happy tune.

Finally the prince would leave his room and follow crumbs to the kitchen. There he would find two rhubarb pies. The pies' crusts were always burned. But the prince would eat half of one pie anyway.

I doubt this story is true. What do you think?

★ACTIVITY Write what you know about a sport or hobby. ★

Name _____

A Hero of the Civil Rights Movement

Dr. Martin Luther King, Jr., was a great man who contributed spectacular gains to the civil rights movement in the United States. King used nonviolent means to get people to allow all humans, regardless of the color of their skin, to have the same rights.

Time after time, King spoke out against unfair laws and amendments in the American legal system. He did not think it was normal for citizens of different colors to attend different schools or ride in different areas of urban buses.

King was a talented speaker who was able to dazzle a crowd. His famous speech, "I Have a Dream," addressed the need for harmony among people. Every year on Martin Luther King, Jr.'s birthday, people replay and recite this speech. He will forever be remembered as a hero in American history.

Jaden Gets a Lesson

Milton clenched his fist. "It is not fair!" he cried. "I cannot believe that people who live in rural lands must struggle for civil rights."

Jaden nibbled a piece of peanut brittle. "So what? I do not need to worry about humans who live in the middle of nowhere. Let them fight their own battles."

"It is not that simple," said Milton. "If something horrible happens to one person, it is possible that it can happen to you, too."

Jaden wiped her hands on her apron. "But if someone far away is in a pickle, what can I do to help?"

"You can write a letter to the newspaper telling people how you feel about these terrible things," said Milton. "You can let everyone know that you support the civil rights movement all over the world."

"That is a good lesson to learn," said Jaden. "Hand me a pen!"

★ **ACTIVITY** Write a letter to the newspaper for Jaden. ☆

Name _____

Nature Goes Nuts!

“Hurry!” Ani gestured for her brother Carlos to finish packing his treasures. Moisture from the storm was creeping into the house and they needed to leave.

“What will happen to all the creatures in the flood?” asked Carlos.

“Do not worry,” Ani assured him. “The rescue workers will capture any animals that are in trouble. They will put them in a safe enclosure.”

Carlos was not so sure his sister was right, but they made their departure just in time. The pasture was flooded now and the bridge was fractured. All the furniture in their home was underwater, but Carlos and Ani were secure in their teacher’s house on the mountaintop.

In the end, the flood did a lot of destruction to buildings, but no one was injured.

“What an adventure!” said Carlos. “And what a pleasure that it is over!”

Weather in the Future

Everyone is talking about global warming. Global warming is a rise in temperature all over the world. A rise in temperature can cause Arctic ice caps to melt, and this is not good for nature in many ways. Many creatures, both human and animal, depend on a measure of snow or moisture to survive.

Global warming can cause big changes in the atmosphere that affect temperature and weather. As a result of global warming, pastures can dry out, ranchers can lose their animals, and many living things can die because of exposure to floods or drought.

Global warming is surely no adventure. Unfortunately, it has become the nature of every part of our world. We must treasure our planet now so that all creatures will be secure in the future.

★ACTIVITY Write about treasures you would take with you if there were a storm. ★

Name _____

A Newly Conceived Breed

Meet the brand-new breed of cows: they're different because they're genetically changed and free of mastitis disease. Scientists hope that they have finally conceived a defense against the germs that yield a disease. The disease causes effects such as red, swollen, and infected udders, and stops the cows from giving milk.

This disease has weighed heavily on the dairy industry, costing it nearly \$2 billion a year. Many times, infected cows that could not be treated were seized and taken away.

Innovations in the fight against this disease reached its height when Annie, the first cow to receive engineering to resist the disease-causing germs, had her first birthday. Though her life has been brief, she has given the dairy industry at least some hope that this disease may be on the decline. Someday soon, we may see fields of these strong cows!

A Strange Reign

A lot of people believe that Saturn, veiled in its rings, reigns as the most fascinating planet in the Solar System. For one thing, it has over 56 moons. Each of the moons tells a piece of the planet's story.

The chief moon is Titan. It is so big that it has affected the orbits of the moons passing by it as they yield to Titan's mass and continue on changed paths. Two of the moons orbit the planet inside gaps in the main rings. Tiny moons exist in the same orbits as big ones. When they pass close by each other, Janus and Epimetheus exchange paths with each other!

Saturn's moons receive a lot of study from scientists, and may keep them busy as they continue exploring space. You can learn more about Saturn and its features at your local library.

★ACTIVITY Research and list other planets that have moons. ☆

Name _____

Writer's Block

Peter was in major trouble. He had been the author of many popular articles for his school's newspaper, the *Chester Middle School Ledger*, and the deadline for his most important piece was rapidly approaching. Most of the time, Peter worked faster than this. A sensational reporter, he always outlined his writing and turned in the piece earlier than it was due. This time, however, Peter suffered from a case of writer's block.

He was looking blankly at his computer when he started to remember what his favorite teacher, Mrs. Kissinger, had told him: "When you run out of ideas, take a breather. I find that music gets me inspired." Peter turned on his CD player and listened to a few songs. He took a deep breath. When he returned to his desk, he was ready to write.

Laura Ingalls Wilder, an American Author

Laura Ingalls Wilder wrote a series of books about her childhood spent on the frontier. Her most popular book is *Little House on the Prairie*.

Laura was born in 1867. When she was fifteen, Laura became a schoolteacher. When she got married, she had to give up her teaching career. In those days, married women were not allowed to be teachers. Laura became a mother and took care of her daughter, but knew she also wanted to be a writer. She started to write articles for magazines. In 1930, she wrote her autobiography, called *Pioneer Girl*, but could not find a publisher. With help from her daughter, Laura reworked *Pioneer Girl* into a book called *Little House in the Big Woods*.

Children all over the world loved the story about Laura and her sister, Mary. Laura went on to write six more stories about her life growing up on the prairie.

★ACTIVITY Describe a time you could not write and what you did about it. ★

Name _____

National Hero

An astronaut is the definition of a national hero. Everyone in the nation looked on with excitement when the first astronauts landed on the moon in the 1960s. These astronauts were an inspiration to many young boys and girls. They continue to inspire kids today.

Astronauts have helped us learn about the moon. They have helped us see more clearly planets, stars and other things in our universe. They have even done experiments to help us learn about what life in space would be like.

Scientists have recently sent a spacecraft to Mars. However, no astronauts were on it. Some are questioning the wisdom of sending people that far into space. Some say it is too dangerous. Others say it is too expensive. But the scientists at NASA have confidence in their ability to safely send people and missiles into space. What do you think?

Similar, but Not the Same

Because they were twins, everyone assumed that Mary and Ellen were the same person. While they were similar in certain ways, they were skilled at very different activities. Mary was a star writer, and Ellen was a great athlete.

Every day at 6 a.m., the girls practiced their respective talents. As Mary put the finishing touches on the essay she wrote about wild horses in Spain, Ellen was racing through the nearby wilderness on her mountain bike.

Mary had been the recipient of many writing honors, and Ellen took home trophies for her athletic abilities. Though their talents would shine through in different ways, each girl shone just as brightly as her sister. And though their interests differed, the girls were great friends, and helped each other using their respective talents.

★ACTIVITY Write about someone else whose talent you admire. ★

Name _____

Like a Magician's Magic

The people in the lab looked at Steven as if what he had just done was magic, but he was no magician. He was a scientist, and his magic was modern science. He furrowed his brow as he read the data on his screen.

“It’s from 500 B.C.,” he said. He was talking about the archaeological artifact that he had just carbon-dated. Carbon dating is a technique that scientists and technicians use to figure out the age of pieces from the past.

Steven was moved to select this particular artifact first. Looking at the piece, the reason for his selection was easy to see. It was a beautiful blue figurine.

Steven marveled at the piece. “Where did it come from,” he asked aloud, “and what can it tell us about the past?”

A Big Surprise

The mayor was hosting a meeting in his office. Around his table were several city officials, and the topic of discussion was the archaeological site in the center of town.

“It’s an eyesore!” cried the head of the parks commission. “My entire committee agrees with me!”

“I want to discuss how this project was ever approved in the first place,” shouted the head of the transportation department, with several facial expressions running across his face in just a few seconds.

Just then, Mrs. Jones, the local librarian, burst into the office. “Ladies and gentlemen,” she shouted, “I think it would benefit you to look out the window at the site.”

The entire room did just that, only to see a team of archaeologists uncovering what looked to be ruins of an ancient city.

★ **ACTIVITY** Finish writing one of the passages on this page. ☆

Name _____

Color

Most of us have a color we like best or a color we dislike. A color might make us feel some way. Colors tell us what we need to know. Let's share ideas about colors.

Anna likes blue best. It cheers her up when she is unhappy. Just seeing blue makes Anna smile.

Joel thinks that red is his lucky color. He has some lucky red socks. He would not want his socks to disappear. It would be unlucky. He might misspell a word on a spelling test! What nonsense!

Some people just dislike a color! Hank dislikes green. It would be unlikely for Hank to wear green.

All three know that colors can tell what is safe and what is unsafe. Red means danger. It would be unsafe to move on. Yellow tells us that it might be unwise to take a chance. Green? Okay to go!

Today is the Day!

"Today is the day!" Kay said. "What shall we do?"

Every Saturday Kay and her Aunt Mar spend the day together. They go to neat places and always have a good time. They discover great spots on the trips.

"I have two plans," said Aunt Mar. "We can take that long bike ride on the bike path. I know that you like bike riding. Or we can go to the art show. They have pictures my school group drew."

Kay took time to think. She did like bike riding nonstop! But she knew that Aunt Mar disliked it. She felt unsafe on long bike trips. And Kay knew that Aunt Mar liked art shows the best. Kay wanted to bike, but she did not want to make Aunt Mar unhappy. They never disagreed about where to go.

"I know," she said. "Let's ride our bikes to the art show. Then we can ride home."

★ACTIVITY Circle all the words that start with the prefix un-, dis- or non-. Then try to use those words in your own story. ★

Name _____

Uncovering Clues from the Past

A fossil is what is left behind by an animal or a plant that lived in the past. Nonliving things do not leave fossils behind.

Fossils can tell us something about how the animal or plant lived. There are different ways that fossils can form. Sometimes, when a living thing dies, it can get buried underneath mud. Over a long period of time, it can become a fossil. The hard parts like bones, teeth, and shells are most likely to become fossils.

Another way a fossil can form is if a plant or animal gets preserved in ice or tree sap. The tree sap gets hard and turns into amber.

Some animals will leave behind footprints that get fossilized. This is called an imprint. Leaves can also leave imprints. You can see the outline of the leaf in the imprint.

A paleontologist is a scientist who studies fossils. He or she will spend a lot of time digging for them. When a paleontologist unearths a fossil, it is very exciting. Sometimes it will be an animal or a plant that was previously undiscovered.

Fossils can give paleontologists clues to the past. Sometimes, fossils are found in unexpected places. For example, a fossil of an animal that lived in the water might be uncovered on a mountain. The place where this fossil was found must have been covered by water in the past.

Earth does not remain unchanged over time. An area that is a desert or mountain in present day might have been part of the sea in prehistoric times. Fossils can give scientists evidence of such things.

☆ **ACTIVITY** Research and write about fossils in your area. ☆

Name _____

An Uncommon Find

Brandon had always loved the sea. He loved everything about it—the water, the sand, and especially all the animals. One day, he was walking along the beach with his mom, keeping his eye on the sand for anything he could find, when he encountered a great big shell. It was unlike anything he had ever seen before. Unable to control his excitement, Brandon picked up the shell. It was perfect! It was unbroken with many colors. He thought it would be great to add this shell to his collection. Brandon was unprepared for what he would discover when he turned over the shell! What a shock he had when he saw that there was something living inside the shell! Brandon had never found a shell before that actually had a living creature inside of it.

Brandon quickly took out his book of sea animals. He wanted to find out what kind of animal he had uncovered. He inspected the shell carefully for its colors and markings and looked closely at the animal inside of it. The shell was large and had a spiral shape. The animal inside looked like a big snail. Brandon flipped through his book so he could name his discovery. After some searching, he found a match! It was a conch! His book said it was uncommon to find a living conch lying on the beach. He did not want to mistreat the conch, so Brandon decided he would put it back in the water. Brandon knew if he told his friends about the conch, they would think it was nonsense. They were unlikely to believe him, so he unpacked his camera to take pictures of the conch.

Brandon said goodbye to the conch and placed it back in the sea. He then continued his search on the beach for more sea treasures.

★ **ACTIVITY** Make a list of different features shells might have. ★

Name _____

Preoccupied with Birds

For fifty years, John James Audubon was our country's best wildlife artist. As a young man, he started drawing birds as a hobby, and when misfortune hit his line of work, he became more serious about his art. He boated along the Mississippi River, painting the birds he saw, but the American people disregarded his pictures. Then he went to England, where the people delightfully discovered his dramatic, life-sized bird paintings. The British called him "The American Woodsman," and he became a great success.

No longer discouraged, in 1826 Audubon wrote a book called *Birds of America*, a work that continues to influence naturalists to this very day. His beautiful, detailed observations of birds and nature are an invaluable contribution to art and science. The important bird conservation organization, The Audubon Society, is named after him.

Discover Ants!

Many people misunderstand ants. Most ants are inoffensive and do not carry diseases. However, some ants may bite or sting. This can cause great discomfort. People can be displeased when they discover ants indoors because the ants get into food. Ants have a diverse diet and will eat almost anything. You can prevent ants from entering your home by putting food away.

Ants are not insignificant and should not be mistreated. Ants can help people by eating other pests, such as flies and caterpillars. Scientists predict that unless we take care, some ant species may become extinct. This would be a great misfortune for humans as well as ants. The next time you see someone about to treat an ant in an inhumane way, discourage the person!

★ACTIVITY Write about a creature that you would like to study. Then, draw a picture of it. ★

Name _____

Dinosaur Discovery

In 1676, a man named Reverend Plot discovered a femur (or thigh bone) in England that he thought belonged to a giant. He might have been proclaimed a superstar had he known that he had unearthed a bone that may have belonged to a dinosaur. The find was outlined in a report published over a hundred years later.

People have been finding prehistoric dinosaur fossils for thousands of years. The Greeks and Romans found what they believed to be the bones of supernatural beasts. The first specimen to be described by scientists was *Megalosaurus*, excavated by William Buckland, a British clergyman.

The first dinosaur model was life-sized and made from concrete in 1854. The model was used for amusement at a party thrown for scientists at an exhibit in London. You can only imagine what the scientists felt, looking at the models for the first time!

An Outstanding Experience

Susan's parents had always encouraged her to pursue her dreams, but when she was a young girl, she would never have imagined that someday she would be unearthing a lost city . . . and yet, here she was!

Susan and her team were at an excavation site where they had dug hundreds of feet underground. They were just moments away from revealing the ancient tomb that people called the lost city.

An archaeologist since graduating from college, Susan had been researching and looking for the lost city for 10 years. What she saw before her was outstanding—massive columns, elaborate figurines, and the most incredible historical find in recent memory. Her eyes widened as she looked upon it. This was the long-lost emperor's burial site. She readied herself for a truly uncommon experience.

★ACTIVITY Write a story in which you discover a lost city. ★

Name _____

Bicentennial Balloon Race

Sunday morning, the triplets, Tara, Kara, and Dara, ran down the stairs. At last, it was the day of the Bicentennial Celebration, the day their town was officially two hundred years old. Best of all, it was the day of the balloon race!

“Come on,” Tara told her sisters. “Get on your bicycles! A centipede could move faster than you two.”

“I am moving as fast as I can,” said Kara.

“I am not a triathlete, you know!” said Dara.

Finally, the girls rode their bicycles down Union Street. Tara stared at the huge crowd that had gathered to watch the start of the balloon race. There were little kids on tricycles, acrobats on unicycles, and pilots who had arrived by biplane.

Everyone wanted to see the amazing balloons, each painted with a different design by a local artist. One balloon had a huge unicorn painted on it. “That is pretty unique,” thought Tara.

At last, the balloons were launched. The crowd roared as one unit as the balloons sailed up into the sky. Tara imagined herself in the unicorn balloon, flying higher and higher, out into the universe. “It would be fun to fly amongst the stars,” she thought.

Suddenly, the crowd began to cheer again. The balloon with the unicorn had won by a centimeter! And when Tara looked up again, she saw the acrobats in their sparkling uniforms, doing triple flips off a trapeze.

“I wish they would do this biannually,” said Kara.

“Or bimonthly,” said Dara.

“I think they should do it triweekly!” said Tara, and everyone laughed.

☆ACTIVITY Sort words from the story that begin with *uni-*, *bi-*, *tri-*, and *cent-*. ☆

Name _____

The Big Bicoastal Balloon Flight

“Hey, look at this sign,” said Kim. “It says that a hot-air balloon pilot, Tom Triangle, is looking for a companion to fly with him across the country.”

“That sounds scary,” said Ivan. “I bet you need to be pretty strong to fly a balloon, especially if there are gusty winds.”

“My father is a triathlete,” said Kim. “I can use his weights to build up my biceps and triceps. I am going to call the number on this sign and see if I can be part of that bicoastal balloon flight.”

The next day, Kim called Tom. “Well, I was looking for someone with a little more flying experience,” he said. “But maybe you can help me out.”

“How?” asked Kim.

“Do you have a camera and a tripod? I need someone to take photos of me in my balloon for the Universal Balloon Magazine contest. It is a biannual event, and they need the photographs by next week.”

“Wow, I would love to do that!” shouted Kim. “I just have to ask my father.”

“Great,” said Tom. “If he says yes, you and your father can meet me tomorrow at the corner of United Nations Avenue and Triplet Street.”

Kim was really excited when she and Dad went to meet Tom. They spent the entire day taking pictures. “I think I got some really unique shots,” said Kim.

A week later, the editor at Universal Balloon Magazine called. “These photos are fantastic! When the contest photographs are printed, I think our sales will triple! How would you like to go with our staff photographer and assist her as she takes pictures of Tom’s bicoastal balloon flight?”

Kim could hardly believe her ears. “I am the happiest girl in the whole universe!” she cried.

★ACTIVITY Write a poem using as many words with *uni-*, *bi-*, *tri-*, and *cent-* as possible. ☆

Name _____

The Time Machine

Before he was born, Charlie's parents had immigrated to America from Scotland. Dr. Cowan, Peter's father, had been one of Scotland's top government scientists. He had accomplished a lot during his long career. Lately, he was working on a new invention, so Dr. and Mrs. Cowan left for the United States for a while.

The family arrived in a small town, and Dr. Cowan worked as a night watchman. The irregular hours never bothered him. Dr. Cowan liked to stay up at night working on his secret science projects.

Mrs. Cowan was an illustrator for children's science-fiction books. Charlie's parents often collaborated on the books together. Mrs. Cowan loved her work because it allowed her to spend time with her husband and with Charlie when he came home from school. One morning before Charlie left, he found his mother getting dressed in her best clothes. It appeared as if she were going somewhere important.

"What's up today, Mom?" Charlie asked.

"I've got a meeting with an editor," she said excitedly. She assured him that she would be home on time to fix him a snack.

The school day was ordinary enough for Charlie. His walk home was uneventful. As he neared the house, however, he stopped dead in his tracks. He saw his father talking to a police officer. Behind him was a huge metal object that looked like a flying saucer.

"Angus Cowan, how dare you use a dangerous time machine," the police officer bellowed.

"It's not dangerous!" yelled Dr. Cowan. In the commotion, no one was paying attention to the time machine on the front lawn. Charlie knew what he had to do—use the time machine, go back in time, and come back safe and sound to prove his father's time machine was not dangerous.

☆ **ACTIVITY** Write about Charlie's trip in the time machine. ☆

Name _____

The Annual Meeting

“Hear ye, hear ye!” Professor Plat shouted. “The annual meeting of time travelers is hereby in session!” Immediately, the hundreds of people who occupied the long tables fell silent. She was the head of the Universal Time Travelers’ Committee, and when she spoke, people listened.

“Now,” the esteemed professor continued, “it has come to my attention that a number of time travelers have been misusing their time-traveling privileges. Allow me to illustrate my point with an example.” She paused. The travelers sat immobile in their seats, afraid to even fidget in case the professor would accuse them of the crime.

“Dr. Dumble!” a professor yelled and jumped to her feet, pointing at a short, bald man seated in the back of the room. “You have been using your time machine to bring dinosaurs back from the past!”

“I assure you, I’m innocent!” Dr. Dumble croaked. “The dinosaur was an accident, a misstep—it wasn’t my fault!”

“A likely story,” replied the professor, shifting her eyes to a table at the other end of the room. “What about you, Dr. Beantree?” she said. “Why did you allow your son and his friends to go on a trip to that ancient castle?”

“It was his birthday! I . . . I thought he wouldn’t do any harm,” she stammered.

“Offending a king with rude pranks! That was quite harmful!” the professor screamed. “And there are many more offenders in the audience!”

She was silent for a moment. Then she said, “I’m going to allow you to attain good standing with the committee once again. You are to go to your time machines—this instant! You will visit yourselves in the past, when you committed these crimes. You’ll give yourselves a good scolding and report back here twenty seconds from now!”

★ACTIVITY Write a story about what Dr. Beantree saw when he visited himself in the past. ☆

Name _____

Overturing Segregation

Growing up, Rosa Parks faced a lot of unkindness. She was born in 1913 and lived in Alabama. At that point in history, the South still had laws that enforced segregation. These laws were responsible for withholding equality from African-Americans. The freedoms of African-Americans were repressed and it seemed as though there was nothing anyone could do.

By the time Rosa Parks was a young woman, she found these disgraceful laws unfairly enforced on a small section of society. On December 1, 1955, she refused to give up her seat in the front of a bus in Montgomery for a white passenger. Her impressive action broke the law and started a court case that ultimately overturned the unbearable segregation laws. This brave woman helped shake up a system in need of reprogramming and helped to gain equality for everyone.

An Unshakeable Commitment

Eva was under the mistaken impression that food and shelter were given to everyone in the world. One day she discovered the truth when a woman from the local homeless shelter spoke to her class. Eva found what she had to say bewildering. There were people in her own city who didn't have shelter, food, or clothing. She decided, then and there, to help others.

That day, she signed up to volunteer at the shelter. Her experience caused massive change. Her commitment to helping others became a great enjoyment to her. She visited the shelter every weekend and started a service club at school that attracted the attention of even the most disinterested students. It wasn't long before Eva and her classmates were making a real difference in people's lives.

★ACTIVITY Write about how you can volunteer in your community. ★

Name _____

Meaningless Dots and Dashes?

Imagine that you are a sleepless telegraph operator enlisted to work at night in 1850. Suddenly, you see and hear a series of dots and dashes coming out of your machine. Is it just a lot of craziness? No, it is Morse code.

Invented by Samuel Morse in the 1800s, Morse code is a way to transmit messages using a code to represent letters, numbers, and punctuation. At first, it seemed hopeless that anyone would believe messages could be sent from city to city over a wire. Nevertheless, Morse was not powerless. He was determined to see his invention get the fairness it deserved.

Eventually, his cleverness was recognized. People all over the country began to enjoy the almost effortless way they could communicate over long distances. To this day, we appreciate the willingness of Samuel Morse to work hard!

The Speechless Day

“I have to work at the library today,” Mom told Tyrone. “You and Trinity will have to come with me.”

“Oh no!” said Tyrone. His body sagged. It was a sunny day, and he felt restless to join his friends on the playground. “It is so joyless in the library. All we do is sit there, practically motionless. We cannot even talk!” The unfairness of the situation was depressing.

“I know how we can communicate and have fun,” said Trinity. “We can write a secret code.”

In the library, Trinity and Tyrone worked on their code. Suddenly, the day seemed full of sweetness. The peacefulness of the library was even better than the playground. “Secret codes are cool,” Tyrone wrote in the new code. Tyrone and Trinity smiled with happiness.

★ACTIVITY Create your own secret code. Then, write a message to a classmate to decode. ☆

Name _____

Clueless with Mabel

Taking care of my lovable little sister, Mabel, used to be painless. She was helpless, and I liked being helpful. It was all doable until I had a grand plan. It seemed so harmless at the time.

Mabel was in a playful mood. I decided to teach her to walk. I am so thoughtful! Mabel held my hands and started to toddle across the room. I let go, and Mabel took a tumble. I braced myself for the painful scream, but Mabel was as cheerful as ever. I was speechless! She gave me a toothless smile and tried again.

Now Mabel is tireless! It is pointless to even try to sit down for a second. Taking care of Mabel is still enjoyable, but it is a lot more work.

Rules for Sitters

Taking care of kids can be stressful. You will find this out when you take care of kids yourself. You think you will be the cheerful, playful, lovable sitter of your dreams. But it is not that simple.

For one thing, the second the grown-ups leave, children can be tempted to get into mischief. Even the most delightful, well-behaved child gets a powerful urge to act silly. But when children start acting silly, they get careless. When they are not careful, accidents happen. These accidents are predictable and preventable.

It is pointless to give kids a list of rules and hope they can remember to follow them. Just try to stay away from breakable things, and be respectful. Respect yourself, and respect others. This will keep avoidable accidents from happening.

★ **ACTIVITY** What kind of sitter would you be? Write about it. ★

Name _____

The Production

Now that the construction of the school's new theater had reached completion, Mrs. Paulson's sixth-grade class decided to stage a play for their parents. Without hesitation, they decided that James should direct the play. James was a charming student whose gumption, determination, and good sense of humor made him the obvious best choice to direct the class production.

The class decided to stage an adaptation of one of their favorite movies, a science-fiction film called *Star Quest: The New Generation*. James held tryouts for all of the roles, giving everybody speaking parts.

The class rehearsed and rehearsed. When the day finally arrived, they waited with anticipation for the curtain to rise. Once it did, they were a hit! At the end of the play, the crowd showed their appreciation with a standing ovation.

Kim's Recital

The day of her piano recital, Kim woke up with a feeling of nervous anticipation. There were beads of perspiration running down her back. She trudged down the stairs despondently to find her father whistling happily in the kitchen. He turned and saw the look of frustration on her face.

"What's wrong, Kim?" he asked.

"A sudden reduction in my confidence level," she responded. "I'm not sure why. I feel like I'm going to need protection from the crowd tonight."

Kim's father scraped some eggs onto her plate. "I think there's an easy explanation. You have butterflies. Everybody gets nervous before a recital. You'll be a sensation. Just do your best and don't worry."

Kim began to feel better. "Thanks, Dad," she said. "My intention is to make you proud tonight!"

"You always do, Kim," her father said with affection.

★ **ACTIVITY** Write about a time when you performed in front of people. ★

Name _____

A Passion for Surfing

In 2003, 13-year-old Bethany Hamilton had an experience that might have caused a permanent diversion from her path toward becoming a champion surfer. It wasn't a loss or the decision of an unfair judge. Rather, she experienced a collision with a shark that bit off her arm!

Prior to the accident, Bethany was the eighth-ranked amateur surfer worldwide. As you might suspect, she listed her dream occupation as professional surfer. Her ascension through the ranks of surfers had been impressive. You might jump to the conclusion that the accident ended Bethany's career, but you'd be wrong!

In an awesome display of courage, Bethany was surfing again within a month. You might ask why her parents would give her permission to continue surfing. It's simple! As surfers themselves, they knew that being a pro surfer was Bethany's dream.

Making No Concessions

David Kiley is not your typical athlete. With incredible abilities and passion to match, David has been compared to such athletic sensations as Bo Jackson. But one thing makes him even more outstanding than his superstar peers: David is paralyzed from the waist down.

A collision left him without the use of his legs, but David has never made any concessions to this disability. He once climbed the summit of a mountain in New Mexico, pulling his wheelchair behind him. Those who meet David hardly even notice his chair. He is so easy-going and natural that it seems more like an extension of his body.

An inspiration to people everywhere, David stresses that we need to make the decision to try and make every day a positive one. His vision and determination make him truly an uncommon champion.

☆ **ACTIVITY** Write about your dream occupation. ☆

Name _____

The Man Who Modernized Underwater Exploration

Jacques-Yves Cousteau was born on June 11, 1910, in France. Adventure was always attractive to Cousteau, so he entered the naval academy in 1930. He was training to become a pilot when a massive car accident ended his flying career.

This setback did nothing to minimize Cousteau's passion for adventure. In fact, that spirit was still very much intact. In 1936, a swim in the ocean inspired him to begin exploring the underwater world. In 1943, Cousteau managed to develop the self-contained underwater breathing apparatus, or SCUBA, which went on to modernize underwater exploration.

He began making films about the secretive and mysterious world of the deep ocean and ship wreckage. He was among the first to criticize people for their environmental damage. Captain Cousteau died in 1997, but his influence on underwater exploration is still very much alive.

An Inquisitive Diver

After making sure that his SCUBA gear was active, Brian got ready to make his first open-water dive. The ocean was rough today, but not even the biggest wave could capsize Brian's boat. He had never imagined that he would manage to swim and breathe in the deep blue sea. He had always been inquisitive about the mysteries of the deep. For years, he had studied to familiarize himself with the works of other underwater explorers to give himself an advantage on diving.

Brian dove into the water. The colorful fish hovering in the water and attractive water plants made undersea life look like a kind of festive party. To maximize his underwater experience, he had brought a waterproof camera. "Wait until my friends see these pictures," he thought to himself with a smile.

★ **ACTIVITY** Describe an adventure you want to experience. ★

Name _____

A Remarkable Dream Come True

When Jane Goodall was a girl, she loved animals. On her second birthday, her parents gave her an adorable toy chimpanzee named Jubilee. The toy looked very real, and people said this was a horrible gift. They warned Jane's parents that it could give her terrible nightmares. But Jane loved her toy, and over seventy years later, Jubilee is still with her today.

Besides Jubilee, Jane loved books about animals. By the age of ten, Jane dreamed of going to Africa to live with animals. It was unthinkable for young girls to go on such remarkable adventures in those days, but this did not stop Jane. Jane's mother thought Jane's dreams were acceptable. She told Jane that her dream was possible, as long as she did sensible things and acted in a hardworking, reliable way.

Jane was unstoppable. When she was a young woman, she had a respectable job at a film company and then worked as a waitress to save money to go to Africa. Then, at age 23, she made the trip to Kenya by boat. Her happiness was indescribable!

Jane made an appointment to meet with the famous anthropologist, Dr. Louis Leakey, to ask him questions about animals. Then, Dr. Leakey made Jane an unbelievable offer. He asked her to work with him on his next fossil-hunting expedition.

From that day on, Jane's dream was on an irreversible path. She was finally in Africa, and with Dr. Leakey's help, she was soon able to begin studying a group of chimpanzees. At last, her childhood dream of working with animals came true, leading her to make some incredible discoveries. Today, the Jane Goodall Institute for Wildlife Research, Education, and Conservation is a very visible reminder of Jane's indestructible dream.

★ACTIVITY Write a story using words with *-able* and *-ible*. ★

Name _____

The Incredible, Shrinkable Sheep

“I do not have one usable idea for the science fair,” moaned Rachel. She looked around Aunt Ida’s laboratory. It was full of experiments, specimens, and Aunt Ida’s many pets, including her sheep, Reliable Roy. “Can you help me think of something?” asked Rachel. Aunt Ida was always busy, but when it came to advice, she was dependable.

Aunt Ida smiled. “I am sure you will think of something suitable. Try to be flexible. Sometimes, even ideas that seem unworkable can be remarkable.”

Rachel petted Reliable Roy’s woolly back. Written on the blackboard was an incomprehensible formula. There were so many numbers, it was barely readable. “What does it mean?” asked Rachel. “It looks so complicated!”

Aunt Ida nodded. “It is a formula for an incredible edible powder. Whoever eats it will shrink to the size of a bug! But one thing is missing and I am not sure it is findable. I have been unable to think of the right number that is divisible by 3.”

“How about 39?” suggested Rachel.

“Baa,” said Reliable Roy.

“I guess that means we should try it,” laughed Aunt Ida. “I have been so busy, I had forgotten that one.” She used the chalk to do some long division. Her handwriting was neat and legible. “Hey!” she cried. “You solved my problem!”

Aunt Ida used the formula to mix a batch of the incredible powder. “Now, who should I feed it to?” she wondered.

“How about Reliable Roy?” asked Rachel, and the sheep opened his mouth to take a spoonful.

“Wow,” cried Aunt Ida. “Reliable Roy is shrinking! Thanks to you, Rachel, my powder works!” When Reliable Roy was the size of a bug, she put him in Rachel’s hand. “And I think we just found your science fair project!”

★ACTIVITY Write a short story about a silly invention. ☆

Name _____

The Most Valuable Card

To Dana, everything was collectible, from seashells to coins. Of all her collections, it was her hall-of-famer baseball card collection that she found most loveable.

Some of the cards were irreplaceable. She kept these valuable cards in unbreakable glass cases. But for Dana, one baseball card had incredible value.

The player featured on the card was not famous. In fact, most of her friends had never heard of him. But this card was Dana's first card. In her mind, it had made her entire collection possible.

Friends found Dana's love for this card unbelievable. It wasn't worth any money, the statistics were barely legible, and you could probably find it at any baseball card shop for a dollar.

"Sometimes money isn't everything," Dana would say with an irrepressible smile.

Collectibles

Grandpa's house was incredible. On the outside, it was beautiful. Old and well-kept, the house looked like something you might see on a television show. Inside the house was a respectable collection of objects. Grandpa had a remarkable treasure trove of collectible things. Decades' worth of stuff spilled from every room.

Tim went to visit Grandpa whenever possible. He loved to see all of the old things and guess how valuable they were. One day in July, Grandpa came to the breakfast table with a suitcase so full it was barely closeable.

"What's in the suitcase?" Tim asked.

"Tim, you're in sixth grade. I think it's high time you took over my stamp collection," Grandpa replied. Tim's excitement was barely containable. He loved stamps and felt honored to be entrusted with these valuable prizes.

★ACTIVITY Write about something you'd like to collect. ★

Name _____

A Very Important Life

Dr. Martin Luther King, Jr., was the conscience of our nation during the civil rights movement. Before he became a public figure, Dr. King had a great deal of experience and education.

He was a very important civil rights leader. He encouraged African Americans to stand up for their rights without violence. He was responsible for the Montgomery bus boycott and gave many magnificent speeches.

The influence of Dr. King's "I Have a Dream" speech can still be felt today, years after his untimely death. In that speech, he imagined a world filled with tolerance for racial differences and equality for all. Martin Luther King, Jr., Day is celebrated every year in remembrance of the man and his ideas. We must all work to keep Dr. King's dream alive.

Breaking the Silence

Toko was different from the other kids in school. When she was ten, she had an important experience. She moved from Japan to America. At first, she did not know much English, and during her first year in the new school, she was hesitant to speak up. Still, she was an excellent student.

One girl named Lisa did not accept Toko's differences. "Why is she so quiet and silent all the time?" Lisa would say. She was persistent with her teasing.

One day, Lisa stopped Toko. "What's the matter?" she asked. "Can't you talk?"

Toko had had enough. "Of course I can," she said calmly. "I would appreciate it if you stopped your terrible teasing." Lisa reacted with stunned silence. Toko's English had improved greatly. The silence between Lisa and Toko was forever broken from that day on.

★ACTIVITY Describe how you might feel if you moved to another country. ★

Name _____

Mouse the Magnificent

“Mouse!” cried Duck. “A monster has made an appearance at our farm. He is an annoyance to all the innocent animals!”

“I am the magnificent Mouse,” said Mouse. “I can outsmart an ignorant monster. I have no tolerance for monsters! Soon you will see the brilliance of my plan.”

That night, the moon was full and luminescent. Mouse pretended to be the monster’s pal and invited him to eat dinner in his house. The monster quickly accepted Mouse’s invitation. Mouse promised him he would have an extravagant meal. And when the unfortunate monster arrived at Mouse’s house, he saw that the table was full of delicious food.

“What extravagance!” cried the monster, and in his greedy ignorance, did not see when a cage fell upon him.

Mouse turned the key in the cage’s lock. “Sorry, but I do not have tolerance for monsters,” said Mouse, shrugging his shoulders in innocence.

The Radiant Rabbit

An arrogant robber came to the forest where Rabbit lived. “There is an abundance of animals here,” said the robber. “I can catch them and earn significant cash.”

“I will educate this robber,” Rabbit said. “He will pay for his arrogance.” That night, Rabbit made a fake rabbit from a special metal. The fake rabbit glowed in the radiance of the moon. It was different from any other animal in the forest. Rabbit knew that when the robber saw it, he would desire it for its difference.

When the robber came upon the fake rabbit, he was thrilled. “I know the significance of this,” said the robber. “I will catch it and earn an abundance of riches.” He reached for the fake rabbit, but it glowed like the moon and pushed the robber far into the night sky.

The animals of the forest gathered to thank Rabbit for giving them their independence from the robber.

☆ **ACTIVITY** Write a story using words that end in *-ance* and *-ence*. ☆

Name _____

A Childhood Dream

Wilbur and Orville Wright were obsessed with the idea of flying. When they were boys, their father gave them a flying toy. They found the toy irresistible and dreamed of the day when they could make a machine that would let them fly!

When Wilbur and Orville grew up, they became bicycle builders. There were countless bicycle shops all over town, but the Wright Brothers' shop was different. Not only were Wilbur and Orville building bicycles, but they were also inventors experimenting with wings. They were going to figure out how to make a flying machine. Many people thought they were foolish, but the brothers were unstoppable.

Their first, or initial, flying machine had a five-foot wingspan. It was too small and unstable to hold a person, but Wilbur and Orville knew that they would be able to use this model in the development of a machine that a person could fly.

Finally, in 1903, the Wright Brothers finished their first full-sized flying machine. They called it the Flyer. On December 17, 1903, the Wright Brothers were the first pilots when their Flyer took off from Kitty Hawk, North Carolina, and they flew successfully for 120 feet. Their flight only lasted 12 seconds, but the idea of human flight was now a reality.

The impossible childhood dream of Wilbur and Orville Wright had become real. They were the first aviators. They had made history, and their flying machine became a useful tool in developing the airplanes we use today.

★ **ACTIVITY** Write a story about your own childhood dream. ★

Name _____

Kat's Incredible Day

It was Sunday morning, and Kat's family was eating breakfast. Her dad was reading the headlines in the newspaper when he suddenly pointed out a special flying show that was going on today.

"Would you like to go?" asked Kat's dad. Kat nodded happily.

"Oh, yes!" exclaimed Kat. "I love planes!"

"Well, then, go get ready quickly, because the show starts in an hour!" said her dad.

Kat and her parents got to the show just in time. The performance was about to begin. They all waited excitedly for the first plane. Kat heard rumbling and watched the plane climb upwards. Soon it was over her head! It was quickly joined by three other planes. The sound was so loud, she jumped!

"Don't worry, Kat," her mom yelled over the noisy planes.

Kat and her family watched the planes. They did many incredible tricks in the sky. It was magical! When the show was over, Kat wanted to see the planes on the ground, so her parents took her over. When Kat saw the planes up close, she was in awe. "Your plane is so graceful," she said to the pilot.

"Thank you," the pilot said. "Would you like to become a pilot some day?" she asked.

"Is it hard work?" asked Kat.

"Yes, but if you stay persistent, you will become universally known," she said. Kat beamed happily at the pilot. It was her dream to become a great pilot! The pilot gave her a packet. It was full of papers she could fill out to gain membership to the Junior Pilot's Club.

It was getting cloudy, and her parents wanted to go before the rain started. Kat shook the pilot's hand and thanked her for being so helpful. Kat couldn't wait to get home to start filling out her membership papers!

★ **ACTIVITY** Write about a club you would like to join. ★

Name _____

The Plains Indians

The Plains Indians made their homes in the part of the country between the Mississippi River and the Rocky Mountains. This part is known as the Great Plains. It has grasslands, streams, valleys, and hills.

Some Plains tribes hunted and followed the buffalo as they roamed. Other tribes hunted, raised crops, and lived in villages. Tribes also hunted deer, rabbits, and birds. Tribes picked berries and other plants for food and other uses. Some tribes traded supplies with other tribes. Many Plains tribes lived in tepees.

The Plains Indians had many ceremonies. One was named the Sun Dance. It included dancing, singing, and drumming. It lasted for a few days in the summer. The Plains Indians told stories and legends. These tales were always about times from the past. Children were told stories to help them learn about the past.

The Lost Moccasins

Harry lost his moccasins. Harry was so upset. They were his best moccasins. Where could his moccasins be? Harry checked under the bed, but he only found dust bunnies there! Harry checked behind the door. There were no moccasins. Harry yelled, "Mom, where are my moccasins?"

His mom yelled back, "I don't know, Harry! Ask your sister." Harry knocked on his sister's door. "Carrie, do you have my moccasins?" cried Harry.

"What is the password?" asked Carrie. Harry had to think of the secret password. "CHERRIES!" he yelled at the top of his lungs. Carrie opened the door, and in her hand she held Harry's moccasins.

"They were under my clothes," said Carrie. Harry jumped up and down. He was so happy to have his moccasins back!

★ **ACTIVITY** Write a story about something you lost and then found. ★

Name _____

The Tornadoes

It was the day of the big game. Steven's basketball team, the Tornadoes, would play against the Wolves in the city's basketball finals. The entire city was excited . . . even the local media, who ran a story on the game.

Steven wanted to be ready. The night before, he ate plates of pasta and tomatoes for energy. His parents had even set out several loaves of bread. Steven ate nearly an entire loaf by himself.

"I hope we can win," he told his brother, Matt, as he put the dinner plates back on the shelves. "Losing would be an embarrassment."

"Just work as a team," Matt said, cutting a pear in half. "Would you like half of this pear? You might need it."

"Work as a team," Steven repeated. At the game, the Tornadoes did just that. They played like champs and together they won the city finals!

Missing Potatoes

On Monday, Carmen's teacher, Mrs. Greenleaf, gave her class science homework. They were to report on the growth of potatoes. Carmen was enthralled by science, so she was excited. During lunch, something happened . . . someone had taken the potatoes!

"I'm sorry, class," said Mrs. Greenleaf. "I left them on the shelves but now they're gone!"

"We've got to find the thief, or thieves if there are more than one!" Carmen said to her friend David, looking around at her classmates for clues. They tried to solve the case of the missing potatoes, but the students could not find any leads.

"I'm stumped," Carmen sighed. "The potatoes weren't taken by elves!"

When classes were over, Carmen and David passed by the cafeteria and were surprised to see the next day's menu.

"Tuesday: French fries!" David read.

"I think I know where the potatoes went," said Carmen.

★ACTIVITY Write your own caper, or mystery story. ★

Name _____

A Good Plan

“We’re off to the pond,” Jake called. “Come on!”

“That’s a great idea,” said Barb. “We’ll play ball there.”

“I can’t go,” Reg spoke up. “I have to ask my mom.”

Barb knew what to say about that. “We’ll just stop by your house and ask her.”

“She’s at work. There’s no way to ask her.” Reg looked down at his feet.

“That’s not right!” cried out Barb. “I can go.”

Reg mumbled, “I’m sorry.”

“Let’s go this one time! We aren’t going to swim.” Barb did not want to give up.

“That’s not a good idea,” said Jake. “We can play tag here now. We’ll go to the pond tomorrow.”

“You’re right. That’s a good plan. You’re it!” she called out.

Kia and Mia at Home

Kia and Mia are at home. As always, Kia has an idea.

“I’m hungry,” she said. “Let’s make a snack.”

“But we don’t know how to make food! We’ll need to learn the rules first,” Mia says.

“That isn’t a problem. It’ll be a breeze. Who needs to learn rules?” Kia was happy with her idea.

Mia was not as sure, “Well.... I don’t know. It does not seem safe, but we can give it a try.”

Kia looks around. “Is this the stove?”

“Uh-oh. I’m not happy about this so far” says Mia. “Let’s forget the stove. We’ll have tea. What is this bag for? I can’t tell! I think we’re making a mistake.”

“Well, you are right! Let’s have an apple.” Kia laughed.

★ **ACTIVITY** Write about a time when you followed rules. ☆

Name _____

José and the Market

José's family members were rancheros. They had settled in New Mexico some time ago to be farmers in a new land with new opportunities. Today, he began the morning in the usual way. He awoke early to the rooster's crow and the wonderful smell of breakfast cooking downstairs.

When José came downstairs, his sister, Maria, met him. He got his oatmeal and sat down beside her. She looked at him.

"José, have you forgotten? It's your turn to accompany Papa to the market!" José suddenly remembered. The market was his favorite place. It was very exciting to help Papa sell the family's goods. As he joyfully ran to meet Papa, he imagined that he would be responsible for a farm of his own when he was grown up.

The Hopi

The Hopi are Native Americans who have lived on the mesas of northern Arizona for over a thousand years. Two of their villages, Walpi and Old Oraibi, are considered by historians to be two of the oldest continuously inhabited villages in North America.

Hopi culture is unique. For one thing, their family identity is traced through the mother's side of the family. Hopi society is organized by groups of families called clans.

The Hopi have passed their history down through generations by telling stories. These stories teach about morals and good behavior. The Hopi try to live in harmony with the land, as they believe that their deity, Massawu, gave it to them and that they must fulfill their duty to keep it healthy and protect its treasures.

★ACTIVITY Describe a kind of business you would like to own someday. ★

Name _____

Camping with Dad

Dad and Max went backpacking. For Dad, lugging stuff up a hill is fun. He climbed up the path. Max lagged in back, dragging his bag. Max stopped to fix his hat. His skin was burning. Max wished he had a wagon to get his stuff up to the camping spot.

“Are we stopping?” asked Max.

“You can not be getting tired. I just got going!” Dad grinned.

Max jogged to keep up. He huffed and puffed. “I am hot,” Max gasped. Max wanted to quit.

“We have reached the top!” said Dad.

Dad had stopped. Max stepped up next to him. The forest looked grand.

“What are you thinking?” asked Dad.

“I am glad I am camping with you,” said Max.

Planning a Trip

Pat and Mack are planning a trip. Planning a trip can be fun! Pat is dreaming of a place she can visit. Mack is dreaming of a place he can visit. What kind of place will be picked? Will they be visiting a spot on a hill? Will they be visiting a place in the sun? Pat is pulling out a big map to find a spot. Mack is reading a map. Will they be traveling by bus, van, ship, or jet?

Swimming is a must on a trip. Pat is picking a fun spot in the sun. Shopping and stopping at a camp is next. Mack is telling Pat to bring a backpack. They will be traveling a lot. Mack and Pat are beginning to pack a big bag. It will be a fun trip!

★ACTIVITY Write about a trip you recently took. Did you enjoy the trip? Tell why or why not. ★

Name _____

A Puppy for Jenny

Jenny begged her mom and dad to let her get a puppy. They thought she was bluffing. They told her she had to show she could take responsibility to care for a puppy by washing the dishes for a month.

When the month passed, Jenny went with her mom and dad to a shelter. There were a lot of cute puppies. Jenny didn't know which puppy to pick! She stopped in front of a pen. There sat a little black and white puppy. The puppy was a bit shy but let Jenny pet it. Soon, it started licking Jenny's hand.

"Hello, little one," Jenny said, grinning. Jenny asked if she could hold the puppy. The helper placed the puppy in Jenny's arms. The puppy started to lick Jenny's nose. Jenny giggled and petted the puppy. This was the perfect puppy for her! They were going to be best friends!

Caring for a Puppy

If you get a puppy, you need to take care of it. A puppy can be a lot of work. Puppies need fresh water each day. They also need to be fed twice a day.

A puppy needs exercise or it might get restless and have an accident inside. Puppies like to chew on things. It is wise to find a toy that the puppy can chew on. A puppy can be hard to train. If your puppy needs training, take it to obedience classes. In these classes, you can teach the puppy to sit and shake hands. You will have to keep up the training at home. A puppy needs to play with you or it will feel neglected. Make sure you have the time to take care of a puppy.

★ACTIVITY Pretend you found a puppy. Write about how you would care for it. ☆

Name _____

Inflectional Endings
(change y to i)**Gus**

Lily worries about her puppy Gus. One day, she gives Gus a new toy. Gus carries the toy to the couch. He pushes the toy under the couch. Then Gus tries to get the toy. But he cannot reach it. So he cries. Lily hurries to see why he's crying. She finds the toy and gives it to Gus. Gus scurries away and goes outside.

A short time later, Lily looked out the window. She saw Gus digging in the dirt. He had buried his toy!

The next day, Lily heard a noise in the kitchen. She hurried to the kitchen and saw Gus eating puppy treats! He had pried the lid off a box of treats with his teeth. Lily looked at Gus and said, "What next?"

Dog Pictures

My friend Leon takes pictures of dogs. He tries to take pictures of different breeds. He studies the breeds in books. After he takes a picture, he copies it on his computer. Leon has copied many pictures for me of my dog.

Leon never worries about a dog moving. He just waits until the dog is still to take the picture. He never hurries.

Sometimes Leon works outside. One time, it rained. So Leon dried the dog with a towel. Then he tried taking the picture again.

Leon has studied how to take pictures. He entered one of his pictures in a contest. But he worried if it was good enough. Yes, it was. Leon's picture won first prize!

★ **ACTIVITY** Write about your dog or a friend's dog. ☆

Name _____

The Wall of Daisies

Cathy's favorite flowers were daisies. She wanted a bunch in her room, but she didn't know where to find them. Cathy checked in the backyard, but no daisies grew there. "How can I get daisies?" she thought. Then she had an idea. She could cut pictures of daisies from magazines and tape them up on her wall.

Cathy asked everybody she knew for pictures. When she had a big stack, she started sorting them. Each time she came up with a daisy picture, she cut it out with caution because she didn't want to wreck it. Pretty soon, Cathy had pictures to cover her entire wall. She taped them up and then admired her pretty daisies. She was the happiest girl on Earth!

Stop Crying!

Billy was stuck with his baby sister. She was crying so loudly, it was the noisiest sound he had ever heard! He tried to make her happy by waving her stuffed bunnies around for her, but she just cried and cried. He needed to do something to make her stop! Suddenly, he had an idea. Maybe if he wore a disguise, she might start smiling.

Billy reached into the kitchen drawer and pulled out a big paper bag and some markers. He made a funny face with lots of colors and cut out two holes in the bag for his eyes. When he finished, he placed the bag on his head and went over to his sister. At first, she cried harder, but then she stopped and stared at him. Then she started to giggle like it was the funniest thing she had ever seen!

☆ **ACTIVITY** Write about a time when you solved a problem. ☆

Name _____

Inflectional Endings:
er and est

Which Dog?

James wanted to adopt a dog. There were three animal shelters in nearby towns. James went to the shelter closest to his house. It was the biggest one with the most dogs.

Of all the dogs at the shelter, James liked the smallest dogs. To him, they were the cutest. He liked two dogs, Jack and Jill, very much. Jack had darker fur than Jill. And his coat was thicker. Jack also had shorter legs and a longer tail. And he was younger than Jill.

Jack really was the prettier of the two dogs. Jill did have a thinner coat and a shorter tail. But James didn't care. He adopted Jill. He decided to give the older dog a home. And she was much friendlier than Jack.

Frogs and Toads

Emma wrote about the differences between frogs and toads. The back legs of a frog are longer and stronger than a toad's legs. And a toad has a wider body than a frog. Frogs live near water. So they have wetter skin. Their skin is smoother and slimier. Toads don't live near water. This makes their skin drier.

Emma described the giant toad, green toad, Mexican treefrog, and barking frog. The giant toad is one of the largest toads in the world. The green toad has green and yellow circles on its back. The Mexican treefrog has the stickiest toes of all frogs.

To Emma, the green toad is the prettiest of the four. And the barking frog is the strangest. It sounds like a dog!

★ACTIVITY Write about the differences between a pet cat and a tiger. ★

Name _____

Ann's Books

Ann liked reading. Each week, she went to the public library to choose three books to bring home. Monday was library day. Her mom dropped her off before she went shopping.

“I’ll be back in an hour,” Mom said.

Ann went into the library and walked up and down the rows of books. She loved to see all the books lined up on the shelves. She browsed through a book about a person who is a master chess player but decided not to check it out. She looked at the index of a book about cactuses growing in the Grand Canyon. She flipped through a cookbook. She liked the chapter on roasting perfect garden vegetables.



All the books contained interesting facts. She was having a big problem selecting books for the week! After much debate, she decided on three books. She was just in time. Ann looked at her watch—her hour was up! Mom was already waiting outside.

Library Services

A library has many services. Sometimes, people may take out books to read, and others may go to do research on different subjects. You can find any book in the entire library by looking in the card catalog.

Today, many libraries have a more advanced way of looking for books by using a computer. When searching for a book, find the book number. Then you can go find that number in the stacks. If you have trouble finding a book, you can ask a librarian for help.

Another service a library may have is classes. Perhaps your library has challenging classes! Sometimes libraries have summer reading programs. You can read lots of books and get prizes! You should try to use all your library’s services.

 **ACTIVITY** Make a list of other services a library might offer. 

Name _____

Guessing Game

Janet and David played a guessing game. David began the game. His first clue was, "I am a white bear." Janet's guess was polar bear. David's second clue was, "I am a wild cat with stripes. I am a silent hunter." Janet guessed tiger. She knew the next answer was camel. The clue was, "I travel across the desert." Then David said, "You will never guess this one. I am a playful river animal." Janet did not guess river otter.

Janet's clues were about humans. David guessed all of them correctly. Here are her clues and answers. "I am seven months old." (baby) "I make people laugh." (comic) "I fly rockets." (pilot)

Soon Janet and David will visit Aunt Judy. Then they will play the game again.

A New Game

Last weekend, Kevin and Susan went to Lazy Lake with their parents. They stayed in a cabin in a beautiful forest. At first, Dad couldn't find the key to the cabin. But then he found it in his pocket.

After dinner, Kevin and Susan wanted to play a game. They looked in a closet and noticed a metal box. Kevin opened the box and saw a game called "Robot." The children decided to play the game. They had never played it before.

Susan set the game on a table in the living room. First, each player tossed a number cube. The person with the highest number would begin the game. Kevin won the toss. But Susan won the game.

★ **ACTIVITY** Write about a game you like to play. ★

Name _____

Joanna's Poem

"Would you like to hear my poem about women's right to vote?" asked Joanna.

"Yes. I know that in the past, the reality was that no women could vote," said Ben.

"That is a shame," Joanna sighed. "This land was founded by people who loved the idea of freedom. Not being able to vote is a denial of what this land stands for. There was a bias against women but a few were brave enough to be pioneers," Joanna went on. "They were stoic and held fast in their plight. In 1920, women were triumphant and won the right to vote in all states."

"Thank you for explaining this history to me," said Ben. "Let me hear your poem." Joanna read Ben her poem. When she was finished, she waited to see how he would react.

"That poem was more than satisfactory, Joanna. You should submit it to a magazine. It would qualify to teach all kids about how hard women had to fight to win the right to vote," exclaimed Ben.

A Good Idea

Before the Civil War, no African Americans had the right to vote. Then, in 1865, when the war ended, the 15th Amendment to the United States Constitution brought an end to this cruel law for African American men. African American women did not gain this right until 1920, with all other American women.

There were states that did a variety of things to ruin the vote for African Americans. Some states created a poll tax. This was a tax people had to pay in order to qualify to submit a vote. Many African Americans did not have enough money to pay this tax.

After many protests, trials, and violent riots in the 1960s, Congress passed an amendment to make the poll tax illegal. At last, this good idea became a reality. Every man and woman in the United States could vote.

☆ **ACTIVITY** Write about what Joanna's poem might have said. ☆

Name _____

The Phone Call

“Lia! Are you busy?” calls Mom. “Come on inside. This is a good time to call Sis.”

“Okay, Mom, I’m coming,” Lia says.

“Here is her number. It is before six, but she should be home.”

Lia picks up the phone and puts in the number. “There is no answer. She must be outside.”

“It’s okay. Just wait for the beep and then talk. Hang up when your call is complete. You can do it. Be sure to include all that you want to say before you hang up,” says Mom.

Lia waits for the beep. “There it is! There’s the beep! Hi Sis! It’s me, Lia. I am calling to thank you for the DVD. It is just what I wanted. You are a cool sister and you give great treats.”

“Good job, Lia. You did it alone,” says Mom.

“Thanks, Mom. It was a breeze.”

Snow!

Chase wakes up and looks out the window. There is white snow on the surface of the land! Chase has been waiting all winter for this day. He wants to go on his sled before the snow is gone.

“You must eat breakfast first,” says Mom. “And it should include something hot.” So Chase eats.

“And make sure to wear something warm,” Mom adds.

So Chase puts on a hat, gloves, and a coat. Then Chase has to find his sled. He looks all over for it. He has to look alone. It takes a long time. He finds it!

“Now! I am finally ready to escape to the outside.”

★ **ACTIVITY** Write about the steps you take to do something. ☆

Name _____

By the Sea

Mickey and Bonnie live in a seacoast town. One day, they went looking for seashells. The sand was very hot. So they hurried across it on tiptoe. During their walk, they picked up seashells and seaweed. Bonnie found fifteen seashells. Mickey found thirteen.

Soon daylight started to fade away. Then the children followed their toe prints to go home. On the way, they saw waves spraying water against a cliff. The sunlight in the spray had made a rainbow! Mickey and Bonnie had seen rainbows in valleys. But they had never seen a sea spray rainbow. It was a peaceful sight. They enjoyed the beautiful colors.

There are stories about gold at the end of rainbows. Maybe the children found gold that day. Do you believe they did?

Charlie's Seafood Place

On Friday, Mr. and Mrs. Jersey went out to eat. They always liked to go to Charlie's Seafood Place. It was raining hard that night. So Mr. and Mrs. Jersey wore their yellow raincoats.

At Charlie's Place, they hung their coats on the coatrack. Then they sat down at a table by a window. They looked at the photos of old lighthouses on the walls. Soon a waiter brought their meal of seafood. He brought a little teapot for Mrs. Jersey. She poured tea into her teacup and added a little honey. Mr. Jersey had a cup of coffee.

Two men on a small stage started playing banjos. It was a joyful sound. And everyone was feeling happy.

★ **ACTIVITY** Write about what you would do at the seashore. ★

Name _____

The Camel

A camel is an incredible animal. It is able to handle extreme heat, little food and water, and lots of hot sand.

The sun beats down and there is not even a little puddle of water to drink. A camel has no trouble. The fat in its hump helps it control the water level in its body. It can also jiggle its internal body heat up or down to stay at the right level. When the camel gets a chance to drink, it guzzles gallons of water to store for later.

Long eyelashes protect the camel's pupils from blowing particles of grit and dust. Padded feet help make the camel able to stand the burning sand. It does not stumble in deep sand.

If you travel in the desert, take a camel with you!

A Fable

One day, a tradesman loaded his camel with as much as he was able to hold. Then he added a little table, a fiddle, and a metal candle stick.

"Don't wiggle," said the tradesman. "I'll buckle a strap around your middle so the load won't wobble."

The camel felt his legs tremble, but he did not even mumble a complaint.

"All set," said the tradesman. "Shall we go up the hill or down?"

"I will stumble on the rocky trail," said the camel. "And I will tumble on the steep slope. So I say we travel on the level path."

"Good thinking," said the tradesman. He picked up the bridle and off they went.

The moral of this story is, "The simple way can be the best way."

★ACTIVITY Find out some more information about camels.
Write a paragraph about them. ★

Name _____

Mabel's Fable

This is a fable about a girl named Mabel. One day, she was out in the forest and saw a wild horse eating grass. She slowly approached the horse so it wouldn't be afraid. The horse's ears perked up as Mabel got closer.

"I won't hurt you," whispered Mabel with affection. The horse didn't move, so Mabel crawled closer and kept talking to the horse. Soon she was level with his eyes. The horse snorted and Mabel giggled. "I am going to call you Snort!" she said.

Mabel was able to coax Snort to follow her home. She gave Snort a flannel blanket so he wouldn't get cold. She gave him hay and lots of water. Soon, all the people in town had heard the tale about how Mabel tamed the wild horse.

Wild Horses

Horses have always been important to American culture. In early colonial times, people used horses to help with farming and travel. They would use bridles to help control the horses. Wild horses used to run free throughout the United States, but as more people came to the country, they started to become tame.

A wild horse is also called a mustang. Today, mustangs only live in the western states. Mustangs can find sanctuary in locations that are protected by the federal government. It is difficult to keep this land because people want to develop it into homes and malls.

Habitat is very important to wild horses. It is an ongoing battle to protect them. You are able to see these beautiful creatures if you visit a sanctuary in the West.

☆ **ACTIVITY** Make a list of ways we use horses today. ☆

Name _____

A Special Painting

My cousin Martin is an artist. I admire his talent. I went to visit him last summer in Vermont. One morning, I watched him paint. He drew a sketch before beginning to paint.

Then he painted a cheerful person. Martin always painted happy pictures. The person in this painting was a young girl. She was sitting in a big, purple armchair. There was a birdcage beside her and a fireplace behind her. The bird in the cage was a blackbird.

The girl clearly looked like me. Martin gave me the painting to keep. The girl in his painting was me! Martin named the painting "My Cousin Arlene." I could hardly wait to show my friends the painting.

The Birdhouse

Doris and her dad made a birdhouse. On Thursday, they bought lumber at a hardware store. At home, Dad sawed the wood into parts. Then he helped Doris hammer the parts together. She was careful not to hit her fingers.

Later they returned to the hardware store to buy paint. Doris chose orange paint. After painting the birdhouse, they let the paint dry. Then Doris wanted to hang the birdhouse on the corner of the porch. But it was pouring rain. So they waited until the next day.

On Friday morning, Doris looked out the window. She saw a rabbit in the garden and a squirrel in a tree. Then she saw a bluebird go into the birdhouse! Doris thought her dad was an expert maker of birdhouses.

★ACTIVITY Write about something you have made with a family member. ★

Name _____

Maggie's Story

Ever since she could remember, Maggie had loved stories. When she was a baby, sitting in her cozy bed and listening to her dad read a story made her very happy. Before the story was over, she would ask her dad to read another. She loved to picture the faraway places in the stories.

In sixth grade, she decided to submit a story to a local literary magazine. She worked hard on the story, revising its focus many times to make it perfect before she sent it.

One sunny day, Maggie was outside in the garden. All of a sudden, her mom yelled, "Maggie! There's a letter for you!" She came running into the kitchen to find the letter she had been expecting. She opened the envelope. Her story was going to be published!

Midnight in the Attic

Christie awoke at midnight. The house was silent. She felt lazy and rolled over to go back to sleep. The next moment, she was startled by strange noises in the attic. There was a thump, and then some muffled sounds.

Christie wasn't scared a bit and decided to follow the sounds. This couldn't be a monster, she thought. She composed herself, took a flashlight from her drawer, and headed upstairs.

She opened the door and let her eyes adjust. What she saw made her giggle. Surrounded by a pile of her old winter clothes was her puppy, Miller! He must have followed her there earlier and gotten locked in. "What a silly puppy," she whispered as she picked Miller up and headed back to the comfort of her bed.

★ACTIVITY Write your own fictional story for a newspaper. ★

Name _____

One Heroic Dog

In January of 1925, doctors discovered that a deadly outbreak of diphtheria was about to cripple the city of Nome. To make things worse, only one valuable serum could prevent an epidemic, and it was nearly a thousand miles away in Anchorage. It couldn't be shipped by airplane because the Alaskan winter was so cold. City officials were desperate to stop this terrible event, so the serum had to come by sled dog.

The teams had to prepare quickly. It took twenty teams to reach Nome. The dogs worked hard and had to be tough to resist the freezing temperatures.

On February 2, a sled dog team arrived in Nome, led by a heroic dog named Balto. A year later, a statue honoring Balto was erected in New York's Central Park, where it remains to this day.

The Iditarod

Travis was afraid that the sun would never come up. He drove his team of dogs down the trail amidst what seemed like thousands of trees. He was competing in the Iditarod, the world's largest dogsled race, and he was determined to finish. His trusty sled dogs could easily handle this and kept on running. They had become like a machine. It seemed that when the cold weather became unbearable, the dogs pushed even more.

Just when it seemed like they would never finish, a noise sounded in the distance. Travis wasn't sure what it was, but when he came around a turn and focused his eyes, he could see a crowd of people beyond the trees. The sound he had heard was that of several people cheering him on. The cheers were getting louder. Travis and his dogs were about to reach the finish line!

★ACTIVITY Draw a picture of what you might see in an Iditarod race. Then write a paragraph to describe it. ★

Name _____

The Prince in the Photograph

A long time ago, there lived a princess named Allison. Allison wanted to marry a prince but was locked in a tower. One day, Allison was looking out her window with a telescope. In the distance, she saw a bubble floating toward her. Allison watched the bubble come closer and closer until it flew into her room in the tower. For a moment, the bubble hovered in front of her. It looked like plastic. Allison wondered if there was anything inside. All of a sudden, the bubble popped, and out came a fairy! Allison was so shocked, she did not know what to say.

“Well, don’t stand there with your mouth hanging open!” scolded the fairy.

“Don’t criticize me!” cried Allison. “I did not expect a fairy to come out of that bubble! Are you here to save me?”

The fairy grinned at her. “I cannot unlock the tower, but I can help you. I will put out three photographs of princes. Choose a photograph and in three days, that prince will unlock the tower and take you to his kingdom. Then you will marry that prince and live happily ever after.”

Allison studied the photographs. She did not know which to choose. Then she saw one of the photographs move. That prince gave her a big smile! She knew that was her prince. “I pick this one,” she said, pointing at the smiling prince.

The fairy gave her a hug. “Now wait three days and he will come,” she said as she flew away.

The three days were long. She passed the time walking around the perimeter of her room. On the morning of the third day, she awoke to the sound of banging on the tower door. Her prince had broken the lock! She ran down to meet him and he smiled at her as in the photograph. He whisked her to his kingdom, where they got married and lived happily ever after.

★ACTIVITY Write about what happened when the prince took Allison to his kingdom. ☆

Name _____

The Mechanical Frog

Once, not very long ago, an asteroid fell to Earth near the home of a mean boy who did not know how to write. “What kind of rock is this?” said the boy. Automatically, because the boy always broke everything, he used a hammer to break the asteroid. A big cloud of dust blew in his face, and when the dust cleared, the boy saw a mechanical frog.

“Ah!” cried the boy. “An ugly frog! I will use my hammer to break it.”

Now the mechanical frog was very tricky. She could use telepathy to read the boy’s mind and discover what he was thinking. So, even before the boy could raise his hammer to strike the frog, the frog had hopped away into the boy’s house.

“Where is that frog?” cried the boy in anger. He looked behind the television, under the table with the telephone, on the shelves of his sister’s bookcase filled with myths and fairy tales, inside the box with his father’s autograph collection, and in the back seat of his mother’s automobile. He could not find the frog anywhere, so the boy raised his hammer to break everything in the house.

Again, the mechanical frog used telepathy to read the boy’s mind, and she jumped out from behind the curtains. “Boy!” said the frog. “I will make a deal with you. If you will stop breaking things, I will teach you to write.”

The boy was so surprised, he put down his hammer. “Really?” he asked. “You will do that?”

“Yes,” said the frog. “What would you like to write first?”

“My autobiography!” shouted the boy.

★ACTIVITY Write about how the mechanical frog could help you. ★

Name _____

A Spectacular Hike

“Guess what?” said Ms. Portman. “Our class is going on a camping trip to celebrate the end of the school year!”

“Wow,” said Tammy. “What will we be doing?”

“We will be taking a three-kilometer hike in the national park,” said Ms. Portman, “and we will be making an audio recording of the birds that live there.”

The next day, the class packed up their camping gear and took public transportation to the park. Everyone was very excited to go on the hike. “Remember that we are guests in the park,” said Ms. Portman. “We must not be disrespectful. We must not commit any acts that will scare the birds.”

“What are we taking on our hike?” asked Abe.

“Let me check the information in the portfolio,” Ms. Portman responded. “All spectators need to read the information before we go on the trail. The first step it says to take is to bring a portable water supply. It can get very hot in the sun.”

The class met Miss Cosmos, who was certified to give tours. She told them never to separate from the group and to listen to all her instructions. Then they were off. Miss Cosmos knew many things about the park. She told the class that the birds there migrate to the south when the weather gets frigid. The class got a spectacular recording of the birds.

At the end of the hike, the class gave Miss Cosmos a big round of applause. Then they headed back to the campsite to make popcorn.

☆ACTIVITY Write about other animals the class saw on the hike. ☆

Name _____

A Permit for Kermit

Finally, it was summer vacation and Kermit could go and work in Uncle Porter's camping store. "This is the opportunity that I have been waiting for," cried Kermit when his plane landed at the airport. "This is the year I get to supervise the supply room. Maybe Uncle Porter will let me order supplies."

When Kermit arrived at the store, Uncle Porter took off his spectacles and grinned. "I am so glad you are here," he told his nephew. "I really need your help. Just today, an inspector came and told me I need to get a special permit. I have to fill out a lot of papers to get that permit."

"What is a permit?" asked Kermit.

"A permit is like a license. It is a piece of paper that shows you are following laws," explained Uncle Porter.

"What laws do you want to follow?" asked Kermit.

"Well, part of what I do in the store is called importing and exporting," said Uncle Porter. "When I go on a trip, I bring back things from other countries to sell. These things are called imports. Also, people in other countries want to buy things from America. These things are called exports."

"Wow, can I help you get your permit?" asked Kermit.

"Yes," said Uncle Porter. "First, you can help me submit all the paperwork. We need to fill out all the forms and be careful not to omit any important facts. Then we will use my fax machine to transmit the information."

Kermit was thrilled. He loved working with Uncle Porter, and within a few weeks, he helped his uncle get the permit. "Uncle Porter," Kermit said, "I want to make a commitment. When I grow up, I want to work in your store all year long."

Uncle Porter smiled. "I have to admit, this is great news!"

★ACTIVITY Write about what you might buy, or import, from another country. ☆

Name _____

Constructing and Completing the Brooklyn Bridge

The Brooklyn Bridge connects Manhattan and Brooklyn in New York City. It is one of the most interesting structures envisioned in U.S. history.

Construction of the Brooklyn Bridge began in New York City in 1870. Before it was completed fourteen years later, it faced several problems. The bridge's main engineer, John A. Roebling, died before the building of the bridge had even started. Roebling's son, Washington, took over the project, but was soon subjected to an illness called "the bends" that left him bedridden. He used a telescope to keep track of the bridge's progress while his wife, Emily, took over. Then there was an explosion, a fire, and a snapped cable.

In spite of all of these problems, construction continued at a fast pace. When the bridge was finally done, it was the longest suspension bridge in the world—about twice as long as any that had been built before. When all was said and done, the bridge cost \$15.1 million to produce.

The bridge opened to the public on May 24, 1883. On opening day, it provided a pathway for 150,300 people. Each person was charged one cent to cross. Vehicles were allowed to cross the bridge a few hours later on the same day. By the end of the day, a total of 1,800 vehicles had crossed and had been charged five cents each.

Though people were concerned about the safety of the bridge, it is the second-busiest bridge in New York City today. One hundred forty-four thousand vehicles cross the bridge every day.

★ACTIVITY Design your own way for people to travel across water. Then write about it. ★

Name _____

The Great Pyramid of Khufu: Quite a Project!

Scientists are not completely convinced as to why the pyramids were built. Many new theories concerning the purpose of the pyramids have been proposed. Some people believe that they were used to observe the stars in the night sky. Others think that they were places of worship, like churches, temples, and mosques. Still other people even bring up the subject of alien architects! The professional opinion of most scientists, however, is that the Great Pyramids were built by the great ancient Egyptian civilization as burial sites for their magnificent kings.

Contrary to common belief, the Great Pyramid of Khufu is the only one of the three Great Pyramids to be on top of the list of Great Wonders of the World. This pyramid was commissioned by the Egyptian Pharaoh Khufu to provide him with a final resting place when he died. The Great Pyramid of Khufu was quite a project. It took twenty years to build!

The tradition of constructing pyramids began in a simple way. Early pyramids were smaller and were used to cover royal tombs. They kept getting bigger and bigger, however, until they became giant monuments that paid tribute to dead pharaohs.

Khufu's pyramid consists of about two million blocks of stone. Each of them weighs more than two tons. Some people propose that there are enough of these big blocks in the three Great Pyramids to produce a wall around the country of France that would be ten feet high and one foot thick!

Wherever they came from, one fact can't be contested: Khufu and the other Great Pyramids are amazing designs.

★ACTIVITY Describe the types of rooms you would want in a building that honored you. ★

Name _____

A Letter from the Magician

Danny loved to write letters. While there is nothing irregular about liking to write—just like anybody else, he enjoyed writing to friends—Danny would write letters to anyone and everyone about everything.

He wrote to anthropologists to argue with them about their latest findings. He wrote to politicians, both Democrat and Republican, to suggest new holidays (Electricians' Day was his current favorite suggestion). He even wrote to a beautician in the area to compliment her on the hairstyles he had seen around town.

When he was in the sixth grade, he wrote to a magician whom he had seen at a friend's birthday party. The best trick this magician had performed happened when he pulled a rabbit out of a hat. Danny was a very smart boy, but he could not figure out how the trick had worked. Had the rabbit been in the hat the entire time, perched on the magician's head? Did he use some kind of space-age technology to create a rabbit out of thin air? Danny needed answers.

He was studying for a biology test after school when he heard a noise coming from the front door. The mail slot had opened and closed and a mysterious envelope was lying on the floor. The envelope was addressed to Danny.

He picked it up and inspected it like a criminologist looking for clues. He looked out the front door but saw no one except a technician working on some power lines.

With care, Danny opened the envelope. Was this the answer he had been waiting for? He could hardly contain his excitement. He removed the letter and stared at it for a long time. The paper contained only one sentence:

“A good magician never reveals his secrets.”

★ACTIVITY Write a letter to someone to compliment them or make a suggestion. ★

Name _____

Dear Jen

Dear Jen,

Thanks for your last e-mail! I'm sorry that I haven't been able to write back quickly. I've been busy with schoolwork, and our computer has been broken. A technician came by to repair it today, and now I can write to you again!

I miss you and all of my old friends back in Texas, but there is a lot to be excited about here at my new school. First of all, there is my new math teacher. Do you remember how much trouble I had with math? Well, Mr. Jones has made me feel like a mathematician. The way he teaches it, I feel like I finally understand it. Sometimes, math even seems easy! I still want to be a zoologist when I grow up, but who knows . . . maybe I can do something with math, too!

Speaking of zoology, we've been learning a lot about animals in my biology class. Did you know that a lot of animals are mammals, just like human beings? No wonder I always think my dog and I have a lot in common! Our teacher took us on a field trip to a farm in the country. I met a goat that laughed just like me!

I'm getting used to my new home state. Last week, my class went on a field trip to the state capital. It is an immense building downtown where decisions about our state get made. We met a politician who told us a little bit about what lawmakers do from day to day. It was really interesting to see how democracy works.

I can't wait until you come to visit! In the meantime, tell me more about what's happening at school!

Yours truly,

Laura

★ACTIVITY Write a letter to a friend about what you've been learning in school. ★

Name _____

Protecting the Butterfly

Sue liked wildlife and the outdoors. Most of all, she liked the butterfly.

For her birthday, Sue's mom gave her a membership to a nature newsletter. One night after finishing her homework, Sue read that some types of butterflies were endangered. One of the things that harms them, she read, is pollution.

One day, Sue and her mom drove on the highway to a wildlife preserve. They saw all kinds of wildlife—bullfrogs, wildflowers, blackbirds, and colorful butterflies. One even landed on her hand! They spent the day picking up trash around the preserve. It was almost nighttime when they drove home. Sue felt great. She knew that she had helped to protect her beloved butterflies and conserve wildlife.

Understanding Manatees

Manatees are an endangered species that scientists are still trying to understand. They are gentle mammals that live underwater. They can weigh up to thirty-five hundred pounds. The “mermaids” Christopher Columbus and his men thought they saw through a spyglass were probably manatees.

Manatees are very slow, and the biggest threat to them is humans. Although they have few defenses, manatees' senses are more developed than scientists used to think. Their eyesight and hearing are fairly good. While they have no ears (or very small ones), some scientists think that they hear using the large cheekbones that are in direct contact with their ear bones.

Many people have been working to outlaw the killing of these gentle creatures. Scientists hope that manatees will be around beyond our lifetime.

★ACTIVITY Research and write about another endangered animal. ★

Name _____

The Missing Mayor

The offices of the Davenport Odyssey were in a panic. This was unusual. The Odyssey was a small paper, and the staff was normally jovial and lighthearted. But today, shocking news had come. The mayor of Davenport, having a rare afternoon to himself, decided to see a new romantic comedy movie at a local theater called “The Titanic.” The movie had ended eight hours ago and the mayor was nowhere to be found.

“Alright, listen up, people!” shouted the editor-in-chief, Robert Saturn. “The mayor’s disappearance is privileged information. We can’t have anybody leaking it before we do!” Everybody agreed. If word got out too early about the mayor, it would only be a matter of time before the article they were writing would be old news.

The chief continued. “Now, covering this story is going to be a Herculean task. It’s going to take every ounce of effort we’ve got. We want to report on the story, and most importantly, find out what happened to the mayor!”

“Maybe he had a sudden case of amnesia,” whispered Iris Neptune, the paper’s number-one reporter and the only calm person in the room. “He probably just got lost looking for popcorn.”

“Not funny, Neptune,” shot back the chief. “Ok, this could be a tantalizing headline! Get to work.”

All of a sudden, Saturn’s phone rang. He picked it up quickly. “Hello,” he barked. He listened for a few minutes and then said, “I see, I see . . . all right. Fine. Thank you.”

He hung up the phone. Everyone waited.

“Well?” said Nina.

“It seems that ‘The Titanic’ didn’t have the mayor’s favorite kind of popcorn. He’s been looking for it for the last eight hours,” Saturn said sheepishly.

★ACTIVITY Write an ending to the story above. ★

Name _____

The Cherokee Phoenix

The sound of the first Native-American newspaper being printed must have been music to the ears of the Cherokee Nation. *The Cherokee Phoenix* was the first paper of its kind to be established in the United States. Its first edition was printed on Saturday, February 28, 1828, in New Echota, Georgia, which was the capital of the Cherokee Nation.

The Phoenix was a new odyssey for the Cherokee people. Until the paper came to be, this Native-American group had no place to turn for information relevant to its people. For the first time, the Cherokee could read the news about their people in their own language.

In the mid-1820s, the Cherokee Nation was under pressure from its neighbors to give up on being a unified nation and move to a territory west of the Mississippi River. This proposed move was hotly debated in the pages of *The Phoenix*. The Cherokee felt a deep connection to the present geography of their nation. There was talk that if the people of the nation did not volunteer to move, they would be moved by martial (military) force.

People began to panic about the idea of leaving their homes for places unknown with strange flora and fauna. Many Cherokee—including Elias Boudinot, the paper's editor—began to think that the Nation should move in order to avoid violence. The official leaders of the Cherokee Nation were strongly against any kind of move. These pressures and conflicts threw the paper into chaos and caused it to stop its presses in May 1834.

The Cherokee Nation prints *The Cherokee Phoenix* today. Parts of the original printing press can be found in museums around the state of Georgia.

★ACTIVITY Write a paragraph about how *The Phoenix* might have changed the Cherokee. ★

Name _____

Exploring the Volcano

Kendra woke up early. She changed out of her pajamas and into her hiking gear and grabbed the small bag she had packed for herself. Filled with chocolate, apricots, a map, and a water bottle, the bag contained some things she wanted to have while she went exploring today. A fine mist was coming down on the balcony outside her apartment, so she grabbed her poncho as she walked out the door. She was very excited and feeling ambitious. Today, she would go hiking in the dormant volcano nearby.

She was to meet her hiking group in a plaza just down the road. They would then take a van to the airport and travel to the volcano in a helicopter. Kendra could barely contain her excitement when she pictured cruising into the mouth of a huge volcano!

When she got there, it was even more amazing than she had imagined it would be. From a distance, the volcano had always looked like a huge, flat plateau to Kendra. Now, as she was flying down into the deep crater, she was a little bit nervous. What if the experts were wrong and the volcano was still active?

The hike was the best she had ever taken. The tour guide, a man in denim jeans with a kind voice, had led them all over the impressive landscape. Parts of the ground were very steep. Kendra was glad that she had taken ballet and that her legs were strong.

She took a lot of pictures, and looked at them happily on the screen of her camera as the helicopter flew her group back to the airport. This was not a day Kendra would soon forget.

★ACTIVITY Write about a trip you took that you will remember for a long time. ★

Name _____


Vesuvius

Picture waking up to the sound of a volcano erupting. At first you might be confused. “What are all those loud noises?” you might think to yourself. “Is that a gong? An explosion?” When you get to the window, seeing the smoke pouring out into the sky and the hot lava destroying the dwellings in your village would probably scare you out of your pajamas!

This is the tableau that you might have seen as a citizen of the city of Pompeii long ago in the year A.D. 79. Mount Vesuvius is a volcano that lies to the east of Naples, Italy. It is the only volcano on the mainland of Europe to have erupted within the last hundred years. Don’t panic too much, though. Mount Vesuvius is not currently erupting. There are two other volcanoes in Italy. They are called Etna and Stromboli, and they are located on islands.

Vesuvius is on the coast of the Bay of Naples, about six miles away from the actual city of Naples and a short distance from the coastline. If you were to take a cruise on a yacht through the Bay of Naples, you would see the breathtaking sight of Vesuvius rising over the city like a huge, beautiful statue. The ancient Roman and Greek people thought that the volcano was sacred to Hercules, a hero and demigod in their mythology. Imagine how the people of Pompeii felt when they saw the volcano erupt!

The entire city of Pompeii was destroyed and covered by lava. Vesuvius has erupted many times since. Beautiful and frightening at the same time, the volcano is surely a sight to see!

 **ACTIVITY** Write about a place you would like to visit, and describe what you might see there. ☆

Name _____

The Deer

One evening my sister Rose saw a herd of deer in our backyard. The deer were standing by some rows of corn. There were eight deer in all. Two of the deer were fawns. Rose knew about this kind of deer. She had read about them.

Rose told me facts about these deer. They are white-tailed deer. Their coats are red-brown in the summer and gray-brown in the winter. Only the males have antlers. Each year, they shed their antlers. Then they grow new ones. Males are called bucks. Females are does. I didn't know this.

Rose and I ate dinner. Then about an hour later, we went to look at the deer again. But the deer heard us and ran away. "Oh dear, no deer," Rose said.

The Bears

Alaska's Denali National Park had many visitors last year. Some rode buses through the park on a 90-mile road. They hoped to see the American black bear and other wild animals along the way.

Black bears eat mostly plants, berries, and insects. But they'll eat fish, too. In the winter, there is little food. The land and bushes are bare. Then a bear knows what to do. It will find a den, sleep, and wait for warmer weather.

A male black bear can weigh 600 pounds. It may be 60 inches long from nose to tail. The female is smaller. Her weight is about 150 pounds. Around age four, a female usually has two cubs. Cubs stay with her for two years. Visitors must leave mother bears alone.

★ACTIVITY Write about a wild animal you have seen. ★

Name _____

Robert Recounts the Recount

“How did the vote recount go at school?” Mom asked. “Did you make progress?”

Robert shook his head. “It is hard to be the class president. A few kids held a protest. They did not want me to recount the vote. I asked kids to cast more votes on the subject. There was a big conflict.”

“You need to progress with care,” said Mom.

“I tried,” Robert sighed. “But a lot of kids wanted to protest. I do not want to subject people to conflict, but there are certain kids in class who always conflict.”

“It sounds like there might be some disrespectful rebels in that class,” said Mom.

“Yes,” said Robert. “They always rebel whenever I try to get them to cooperate.”

“That is not fair,” said Mom. “At present, we live in a democracy.”

“Yes,” agreed Robert. “And that means I am free to present my ideas in class again tomorrow!”

Good Conduct on Election Day

On Election Day, people can go to voting polls and vote for the best presidential candidate. All year long, the candidates campaign to get votes.

Each candidate has a different campaign to present his or her ideas. Candidates try to conduct their campaign in a reasonable way, but sometimes there is conflict. Everyone wants to win and often it is a close race.

When people go to the voting booths, they should not do anything that will conflict with the process. Workers try to direct voters to the proper booths. They show voters how to open and close the curtain by moving the lever to the right and left. Voting is a right of all American people. Voting is a great present that you can give your country.

★ACTIVITY Write three sentences about why votes might have to be recounted. ☆

Name _____

Benjamin Franklin, Inventor

History judges Ben Franklin to be a great man. *Respected statesman, patriot, and author* are only a few ways biographers describe him today. He was also quite an inventor.

Ben designed a new kind of spectacles, called bifocals, which helped people to see things that were far away and to inspect objects that were close up. He invented an iron stove, a portable tool called an odometer to measure distances, and a tool called a long arm to reach books on high shelves.

Everyone has encountered the story about Ben discovering electricity when his kite was struck by lightning. This is not exactly true, but he did discover that metal attracts electricity and invented lightning rods to protect buildings and ships from damage. Ben Franklin was truly a smart thinker!

The Lemonade Stand

One morning, Liz was scribbling down ideas for the business she wanted to start over summer vacation. First, she thought she might invent a portable writer's kit. Liz was writing a movie script and was never able to keep all of her writing materials together.

Liz didn't want to work indoors, so she decided to work outdoors and make some money by starting a lemonade stand. She signed a contract with her dad. He would loan her some money, and in return she would save a percentage of the money she earned for college.

With its colorful sign and fresh supplies, the stand was quite a spectacle. Liz couldn't have anticipated how successful it would be. She sold lemonade to many people in the area.

★ACTIVITY Create an advertisement that Liz could use to get people to come to her lemonade stand. ☆

Foundational Skills Assessment



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Placement and Diagnostic Assessment

Phonological and Phonemic Awareness

Phonological and Phonemic Awareness Diagnostic/Placement

Overview

The ability to hear individual sounds (phonemes) in words is an important precursor to learning to read. Research has shown that deficits in phonological and phonemic awareness may be at the root of many difficulties in reading and spelling.

This assessment can help to identify students whose lack of phonological and phonemic awareness may be causing difficulty in their acquisition of reading and spelling skills. This is especially important for older readers who are struggling or for English learners with no or little English proficiency, to determine if they can detect and distinguish the component sounds of English as compared with sounds in their native language. This assessment should only be given to older students if they exhibit difficulties decoding words as based on the results of the Phonics and Structural Analysis Survey, on your observations of them reading, or on their English language proficiency level (e.g., no or little English speaking proficiency).

Phonological and Phonemic Awareness Subtests

The Phonological and Phonemic Awareness Assessment consists of these subtests:

Phonological Awareness Subtests (No or little Spoken English Proficiency)

1. Recognize Rhyming Words
2. Produce Rhyming Words
3. Segment and Count Syllables
4. Blend Syllables
5. Blend and Segment Onsets and Rimes

Phonemic Awareness Subtests (Struggling readers, English learners with no to little English language proficiency)

1. Count Phonemes
2. Isolate and Pronounce Phonemes
3. Match Phonemes
4. Blend Phonemes to Produce Words
5. Segment Words into Phonemes
6. CORE Phoneme Deletion Test
7. Add Phonemes to Make New Words
8. Substitute Phonemes to Make New Words
9. Represent Phonemes with Letters
10. Distinguish Long from Short Vowels

Phonological and Phonemic Awareness

How to Use the Assessment

The phonological subtests should be given to older students who are not yet reading, who exhibit difficulties decoding or writing words with basic sound-spellings, or who have little or no English speaking proficiency.

It is recommended that you administer the subtests on an individual basis. Students are led through the tasks by the teacher. Most of the subtests are conducted orally, with the teacher recording the student's responses on a record sheet. A few have a student page on which students indicate their answers by circling pictures or writing letters. Students unfamiliar with these types of tasks should receive practice in completing such tasks prior to administration of this assessment.

The subtests progress in difficulty according to the developmental sequence in which these skills are generally learned. Some of the subtests have multiple sections, and these sections are also sequenced by difficulty. If a student is unable to complete the first section of a subtest, do not go on to the second section. If a student is unable to complete two subtests, it is best to stop the assessment at that point.

How to Interpret the Results

Generally, students who do well on the phonological and phonemic awareness assessment are progressing well and have a good foundation for learning to read and spell. If a student does not do well on any part of the test, reassess the student to determine where the difficulty lies.

English learners might need additional support distinguishing, segmenting, and manipulating sounds, especially if the sounds do not exist in their native language. This instruction should be administered in an accelerated time frame appropriate for their age and skill needs.

Phonemic awareness and phonics instruction go hand-in-hand. Phonemic awareness is a precursor to reading but also develops as students learn to read. Students who are able to hear the individual phonemes in words are ready for phonics instruction. By the time students are decoding words easily, they no longer need to be assessed in phonemic awareness skills.

Students who do not do well on the phonemic awareness subtests may need more intensive phonemic awareness training. Instruction and guided practice is available for older students and English learners in the Phonics and Word Study Intervention Teaching Guide.

Phonological Awareness

Recognize Rhyming Words

This phonological awareness test assesses a student's ability to recognize words that rhyme. Say a word. Have the student circle the picture that names a word that rhymes

Instructions for Administering the Assessment

Make a copy of page PA5 for each child.

Say these directions to the child.

1. *Look at Number 1 (point to the number). Listen carefully as I say a word: pet. Now listen to these answer choices: cap, net, bed. Which word rhymes with pet? Circle the picture of the word that rhymes with pet.*
2. *Look at Number 2 (point to the number). Listen carefully as I say a word: van. Now listen to these answer choices: vase, fork, fan. Which word rhymes with van? Circle the picture of the word that rhymes with van.*
3. *Look at Number 3 (point to the number). Listen carefully as I say a word: coat. Now listen to these answer choices: boat, hat, sock. Which word rhymes with coat? Circle the picture of the word that rhymes with coat.*
4. *Look at Number 4 (point to the number). Listen carefully as I say a word: trunk. Now listen to these answer choices: drum, train, skunk. Which word rhymes with trunk? Circle the picture of the word that rhymes with trunk.*
5. *Look at Number 5 (point to the number). Listen carefully as I say a word: gate. Now listen to these answer choices: goat, skate, fruit. Which word rhymes with gate? Circle the picture of the word that rhymes with gate.*

Directions for Scoring

Give 1 point for each correct response. The highest score is 5.

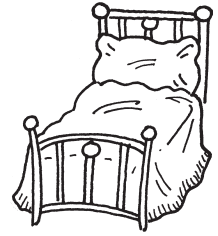
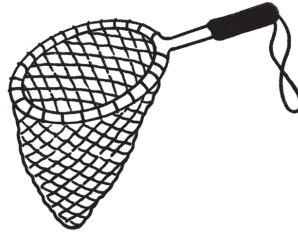
Answers: **1.** net; **2.** fan; **3.** boat; **4.** skunk; **5.** skate

Phonological Awareness

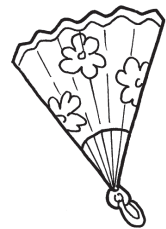
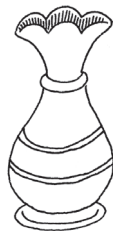
Name: _____ Date: _____

Recognize Rhyming Words

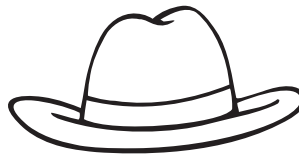
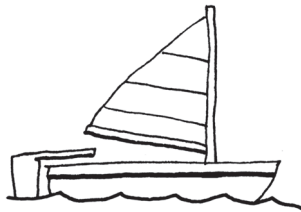
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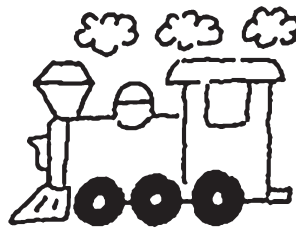
2



3



4



5



Score: _____ / 5

Phonological Awareness

Produce Rhyming Words

This phonological awareness test assesses a student's ability to produce his or her own rhymes. Say a word. Ask the student to say a rhyming word. Accept nonsense words that rhyme with the target word.

Instructions for Administering the Assessment

Make a copy of the record sheet on page PA7 for each child. Use the sheet to record the child's oral responses.

Say these directions to the child:

I am going to say a word. I want you to tell me a word that rhymes with it. If you want, you can make up a word. Let's try one. Listen: big. Tell me a word that rhymes with big. (Examples: dig, fig, gig, hig, jig, kig, pig, wig, and so on.)

Go to page PA7.

Directions for Scoring

Give 1 point for each correct response. The highest score is 5.

Sample answers: 1. not; 2. club; 3. bake; 4. ride; 5. pick

Phonological Awareness

Record Sheet

Produce Rhyming Words

Tell me a word that rhymes with . . .

	Word	Response
1.	hot	_____
2.	rub	_____
3.	rake	_____
4.	slide	_____
5.	kick	_____

Score _____ / 5

Phonological Awareness

Segment and Count Syllables

This phonological awareness test assesses a student's ability to count syllables in a word. Say a word. Have the student repeat the word and clap for each syllable, or word part, he or she hears. Then have the student tell the number of syllables in the word.

Instructions for Administering the Assessment

Make a copy of the record sheet on page PA9 for each child. Use the sheet to record the child's oral responses.

Say these directions to the child:

I am going to say a word. I want you to repeat the word slowly and clap for each syllable, or word part, you hear. Let's do one together. Ready? The word is picnic. Say and clap it with me: pic-nic. How many claps? (2) How many syllables? (2)

Go to page PA9.

Directions for Scoring

Give 1 point for each correct response. The highest score is 5.

Answers: **1.** three syllables; **2.** four syllables; **3.** two syllables; **4.** one syllable;
5. two syllables

Phonological Awareness

Name: _____ Date: _____

Record Sheet

Segment and Count Syllables

The word is Say and clap the word. . . . How many syllables?

	Word	Number of Syllables
1.	umbrella	_____
2.	caterpillar	_____
3.	pumpkin	_____
4.	kite	_____
5.	turtle	_____

Score _____ / 5

Phonological Awareness

Blend Syllables

This phonological awareness test assesses a student's ability to combine syllables to form compound and multi-syllabic words. Say the parts of a word. Have the student say the complete word.

There are three sets of words. The sets progress in difficulty. If a student is unable to correctly say the first set of words, do not go on to the next set.

Instructions for Administering the Assessment

Make a copy of the record sheet on page PA11 for each child. Use the sheet to record the child's oral responses.

Say these directions to the child:

I am going to say the parts of a word. I want you to put the word parts together and say the whole word. Let's try one. Listen: can-dle. Again: can-dle. What is the whole word? (candle)

Go to page PA11.

Directions for Scoring

Give 1 point for each correct response. The highest score for each set of items is 5.

Answers for each set

Compound Words: 1. pancake; 2. baseball; 3. popcorn; 4. rainbow; 5. airplane

Words with 2 Syllables: 1. trumpet; 2. costume; 3. reptile; 4. table; 5. tiger

Words with 3 or More Syllables: 1. cucumber; 2. computer; 3. alphabet; 4. apartment; 5. kindergarten

Phonological Awareness

Name: _____ Date: _____

Record Sheet

Blend Syllables

What is the whole word?

Compound Words

	Word Parts	Response
1.	pan-cake	_____
2.	base-ball	_____
3.	pop-corn	_____
4.	rain-bow	_____
5.	air-plane	_____

Score ____ / 5

Words with 3 or More Syllables

	Word Parts	Response
1.	cu-cum-ber	_____
2.	com-pu-ter	_____
3.	al-pha-bet	_____
4.	a-part-ment	_____
5.	kin-der-gar-ten	_____

Score ____ / 5

Words with 2 Syllables

	Word Parts	Response
1.	trum-pet	_____
2.	cos-tume	_____
3.	rep-tile	_____
4.	ta-ble	_____
5.	ti-ger	_____

Score ____ / 5

Phonological Awareness

Blend and Segment Onsets and Rimes

This phonological awareness test assesses a student's ability to combine onsets and rimes to form a word. Say the initial sound in a word (the onset) and then say the rest of the word (the rime). Have the student put the word together and repeat the whole word back to you.

Instructions for Administering the Assessment

Make a copy of the record sheet on page PA13 for each child. Use the sheet to record the child's oral responses.

Say these directions to the child:

I am going to say a word in two parts. I want you to put the parts together and say the whole word. Let's try one. Listen: /g/-ame. Again: /g/-ame. What is the whole word? (game) That's right, the word is game.

Go to page PA13.

Directions for Scoring

Give 1 point for each correct response. The highest score is 5.

Answers: **1.** sit; **2.** bear; **3.** call; **4.** toe; **5.** pants

Phonological Awareness

Name: _____ Date: _____

Blend and Segment Onsets and Rimes

What is the whole word?

	Onset and Rime	Response
1.	/s/-it	_____
2.	/b/-ear	_____
3.	/k/-all	_____
4.	/t/-oe	_____
5.	/p/-ants	_____

Score ___ / 5

Phonemic Awareness

Count Phonemes

This phonemic awareness test assesses a student's ability to break a word into its separate sounds (phonemes) and count the sounds. Name each picture. Have the student repeat the word, segment it into sounds, and tell the number of sounds in the word.

Instructions for Administering the Assessment

Make a copy of page PA15 for each child. Record the child's oral responses.

Say these directions to the child.

I am going to say a word. I want you to say the word very slowly and tell me how many sounds you hear. Let's try one. Listen: fan. Say it very slowly. (/f/ /a/ /n/) How many sounds do you hear? (three)

- 1. Look at Number 1 (point to the number). This is a picture of a rock. Say the word rock very slowly. How many sounds do you hear?*
- 2. Look at Number 2 (point to the number). This is a picture of a bee. Say the word bee very slowly. How many sounds do you hear?*
- 3. Look at Number 3 (point to the number). This is a picture of a snake. Say the word snake very slowly. How many sounds do you hear?*
- 4. Look at Number 4 (point to the number). This is a picture of a plant. Say the word plant very slowly. How many sounds do you hear?*
- 5. Look at Number 5 (point to the number). This is a picture of feet. Say the word feet very slowly. How many sounds do you hear?*

Directions for Scoring

Give 1 point for each correct response. The highest score is 5.

Answers: 1. three sounds; 2. two sounds; 3. four sounds; 4. five sounds; 5. three sounds

Phonemic Awareness

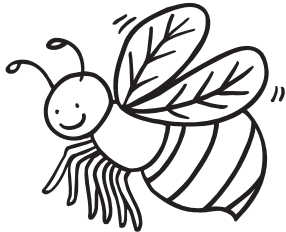
Name: _____ Date: _____

Count Phonemes

1



2



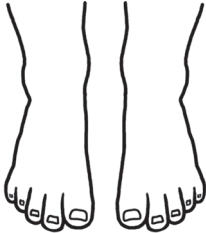
3



4



5



Score: _____ / 5

Phonemic Awareness

Isolate and Pronounce Phonemes

This phonemic awareness test assesses a student's ability to recognize individual sounds (phonemes) in a word. Say a word. Have the student say the first, last, or medial sound in the word.

Instructions for Administering the Assessment

Make a copy of the record sheet on page PA17 for each child. Use the sheet to record the child's oral responses.

Use the following directions depending on what is being assessed:

I am going to say a word. I want you to tell me the initial, or beginning, sound. Let's do an example. Listen: tag. Say the initial, or beginning, sound in tag. (/t/)

I am going to say a word. I want you to tell me the final, or ending, sound. Let's do an example. Listen: tag. Say the final, or ending, sound in tag. (/g/)

I am going to say a word. I want you to tell me the medial, or middle, sound. Let's do an example. Listen: tag. Say the medial, or middle, sound in tag. (/a/)

Go to page PA17.

Directions for Scoring

Give 1 point for each correct response. The highest score for each set of items is 5.

Answers for each grouping

Initial Sounds: 1. /b/; 2. /f/; 3. /l/; 4. /d/; 5. /n/

Final Sounds: 1. /d/; 2. /g/; 3. /m/; 4. /n/; 5. /p/

Medial Sounds: 1. /a/; 2. /ē/; 3. /e/; 4. /ā/; 5. /i/

Phonemic Awareness

Name: _____ Date: _____

Record Sheet

Isolate and Pronounce Phonemes

Initial Sounds

Say the initial, or beginning, sound in . . .

	Word	Response
1.	bag	_____
2.	fun	_____
3.	log	_____
4.	dip	_____
5.	net	_____

Score ___ / 5

Medial Sounds

Say the medial, or middle, sound in . . .

	Word	Response
1.	ran	_____
2.	team	_____
3.	set	_____
4.	wait	_____
5.	tip	_____

Score ___ / 5

Final Sounds

Say the final, or ending, sound in . . .

	Word	Response
1.	hid	_____
2.	wag	_____
3.	hum	_____
4.	pen	_____
5.	top	_____

Score ___ / 5

Phonemic Awareness

Match Phonemes

This phonemic awareness test assesses a student's ability to recognize the same sounds in different words. Say three words. Have the student say the words that have the same initial, final, or medial sound.

Instructions for Administering the Assessment

Make a copy of the record sheet on page PA19 for each child. Use the sheet to record the child's oral responses.

Use the following directions depending on what is being assessed:

I am going to say three words. I want you to tell me which two words begin with the same sound. Let's do an example. Listen: lap, pat, let. (Repeat.) Which two words begin with the same sound? (lap, let)

I am going to say three words. I want you to tell me which two words end with the same sound. Let's do an example. Listen: lap, pat, let. (Repeat.) Which two words end with the same sound? (pat, let)

I am going to say three words. I want you to tell me which two words have the same sound in the middle. Let's do an example. Listen: lap, pat, let. (Repeat.) Which two words have the same sound in the middle? (lap, pat)

Go to page PA19.

Directions for Scoring

Give 1 point for each correct response. The highest score for each set of words is 5.

Answers for each grouping

Initial Sounds: 1. mob, mess; 2. tack, toad; 3. neck, nose; 4. cut, cape; 5. get, game

Final Sounds: 1. seed, wood; 2. hog, rag; 3. take, pick; 4. team, gum; 5. foot, heat

Medial Sounds: 1. red, net; 2. mine, side; 3. sail, fade; 4. robe, loaf; 5. cub, jug

Phonemic Awareness

Name: _____ Date: _____

Record Sheet

Match Phonemes

Initial Sounds

Which two words begin with the same sound?

	Words	Response
1.	mob, mess, pod	_____
2.	lick, tack, toad	_____
3.	neck, keep, nose	_____
4.	cut, hut, cape	_____
5.	get, game, sum	_____

Score ___ / 5

Medial Sounds

Which two words have the same sound in the middle?

	Words	Response
1.	red, net, nut	_____
2.	mane, mine, side	_____
3.	sail, tall, fade	_____
4.	lot, robe, loaf	_____
5.	cub, jug, web	_____

Score ___ / 5

Final Sounds

Which two words end with the same sound?

	Words	Response
1.	seed, wood, sat	_____
2.	hip, hog, rag	_____
3.	take, tab, pick	_____
4.	men, team, gum	_____
5.	foot, heat, has	_____

Score ___ / 5

Phonemic Awareness

Blend Phonemes to Produce Words

This phonemic awareness test assesses a student's ability to combine phonemes to form words. Slowly say each sound in a word. Have the student say the word.

Instructions for Administering the Assessment

Make a copy of the record sheet on page PA21 for each child. Use the sheet to record the child's oral responses.

Say these directions to the child:

I am going to say a word, sound by sound. I want you to blend the sounds together and say the word. Let's try one. Listen: /s/ /a/ /d/. What word do you make when you blend the sounds /s/ /a/ /d/? (sad)

Go to page PA21.

Directions for Scoring

Give 1 point for each correct response. The highest score for each set of items is 5.

Answers for each grouping

Words with 3 Phonemes: 1. fed; 2. him; 3. jug; 4. fly; 5. chin

Words with 4 Phonemes: 1. brake (or break); 2. sleep; 3. nest; 4. lamp; 5. pinch

Phonemic Awareness

Name: _____ Date: _____

Record Sheet

Blend Phonemes to Produce Words

What word do you make when you blend the sounds ...?

Words with 3 Phonemes

	Phonemes	Response
1.	/f/ /e/ /d/	_____
2.	/h/ /i/ /m/	_____
3.	/j/ /u/ /g/	_____
4.	/f/ /l/ /i/	_____
5.	/ch/ /i/ /n/	_____

Score ____ / 5

Words with 4 Phonemes

	Phonemes	Response
1.	/b/ /r/ /ā/ /k/	_____
2.	/s/ /l/ /ē/ /p/	_____
3.	/n/ /e/ /s/ /t/	_____
4.	/l/ /a/ /m/ /p/	_____
5.	/p/ /i/ /n/ /ch/	_____

Score ____ / 5

Phonemic Awareness

Segment Words into Phonemes

This phonemic awareness test assesses a student's ability to break a word into its separate sounds. Say a word. Have the student segment the word into its sounds.

Instructions for Administering the Assessment

Make a copy of the record sheet on page PA23 for each child. Use the sheet to record the child's oral responses.

Say these directions to the child:

I am going to say a word. I want you to tell me all the sounds in the word. Let's try one. Tell me all the sounds you hear in the word pig. (/p/ /i/ /g/)

Go to page PA23.

Directions for Scoring

Give 1 point for each correct response. The highest score for each set of items is 5.

Answers for each grouping

Words with 3 Phonemes:

1. /r/ /u/ /b/; **2.** /g/ /o/ /t/; **3.** /f/ /ī/ /v/; **4.** /m/ /u/ /d/; **5.** /sh/ /ā/ /k/

Words with 4 Phonemes:

1. /t/ /r/ /ā/ /d/; **2.** /p/ /l/ /a/ /n/; **3.** /b/ /l/ /ē/ /d/; **4.** /d/ /e/ /s/ /k/; **5.** /k/ /a/ /m/ /p/

Phonemic Awareness

Name: _____ Date: _____

Record Sheet

Segment Words into Phonemes

Tell me all the sounds you hear in the word

Words with 3 Phonemes

	Word	Response
1.	rub	_____
2.	got	_____
3.	five	_____
4.	mud	_____
5.	shake	_____

Score ___ / 5

Words with 4 Phonemes

	Word	Response
1.	trade	_____
2.	plan	_____
3.	bleed	_____
4.	desk	_____
5.	camp	_____

Score ___ / 5

Phonemic Awareness

CORE Phoneme Deletion Test

This assessment includes four phoneme deletion tasks arranged in order of difficulty. The first task assesses the student's ability to delete initial phonemes. For example, the examiner may say the word *cat* and ask the student to say *cat* without the initial /k/ sound. The remaining tasks assess the student's ability to delete final phonemes, such as /t/ in the word *seat*; initial phonemes in blends, such as /s/ in the word *slip*; and phonemes embedded in blends, such as /l/ in the word *play*. The assessment contains minimal grade-level expectations for Grades 1 to 3, but can also be used with older students.

These tasks may help to determine whether deficits in phonemic, or sound, awareness account for the student's reading or spelling delays. According to research, the lack of phonemic awareness is the most powerful determinant of the likelihood of a student's failure to learn to read.

How to Use the Assessment

Before administering each task, administer the Practice Items. For all students, begin with the tasks in Part A of the test. Assess as far as the student can go, regardless of his or her grade placement. Do not correct errors; instead encourage students by praising their willingness to participate. Remember that this is an auditory assessment—students do not see the items on the test. The Correct Response column tells how the student's answer should sound, not how it should be spelled.

Phonemic Awareness

Part A

Begin by saying to the student, “We are going to play a word game. This game will give me information to help teach you better.” Then administer the following two Practice Items.

Initial Sound (Late K and Grade 1)

Practice Item 1

TEACHER: Say *cat*.

STUDENT: *cat*

TEACHER: Now say it without the /k/.

STUDENT: *at*

If the student responds incorrectly say, “Let’s try that again.” For example, if the student says *kit*, model the correct response by emphasizing the /k/ and artificially separating it from the *at*. Help the student to give the correct response by saying each sound slowly. Repeat the Practice Item until the student gives the correct response—even if the student does not seem to understand the task. After the student repeats the correct response, proceed to Practice Item 2.

Practice Item 2

TEACHER: Say *table*.

STUDENT: *table*

TEACHER: Now say it without the /t/.

STUDENT: *able*

If the student responds incorrectly say, “Let’s try that again.” For example, if the student says *bull*, model the correct response by emphasizing the /t/ and artificially separating it from *able*. Encourage the student to repeat the correct response.

If the student can correctly respond to these two Practice Items, proceed to the Test Items. If the student cannot correctly respond to these Practice Items, skip Part A and proceed to the Practice Items for Part B. Some students may be able to delete a final sound, but not an initial sound.

Phonemic Awareness

Part B

Final Sound (Grade 1)

Say to the student, "We are going to play another word game. The rules of this game are a little different. Pay close attention." Then administer the following Practice Item.

Practice Item

TEACHER: Say *seat*.

STUDENT: *seat*

TEACHER: Now say it without the /t/.

STUDENT: *sea*

If the student responds incorrectly say, "Let's try that again." For example, if the student says *keat*, model the correct response by elongating *sea* and artificially separating it from the /t/. Then say, "*Seat* without the /t/ is *sea*." Encourage the student to repeat the correct response.

If the student can correctly respond to the Practice Item, proceed to the Test Items. If the student cannot correctly respond to any of the Part A or B Practice Items, discontinue the assessment.

Part C

First Sound of a Consonant Blend (Grade 2)

Say to the student, "We are going to do something different now. Pay close attention." Then administer the following Practice Item.

Practice Item

TEACHER: Say *slip*.

STUDENT: *slip*

TEACHER: Now say it without the /s/.

STUDENT: *lip*

If the student responds incorrectly say, "Let's try that again." For example, if the student deletes the entire /sl/ blend and says *ip*, model a correct response by emphasizing the /s/ and separating it from *lip*. Say, "Be careful, you're taking off too much. Try to say it without the /s/." If necessary, help the student to repeat the correct response.

If the student can correctly respond to, or repeat, the Practice Item, proceed to the Test Items. If the student can respond correctly to at least two of the Test Items, proceed to Part D; otherwise, discontinue the assessment.

Phonemic Awareness

Part D

Embedded Sound of a Consonant Blend (Grade 3)

Say to the student, "We are going to play another word game. The rules of this game are a little different." Then administer the following Practice Item.

Practice Item

TEACHER: Say *play*.

STUDENT: *play*

TEACHER: Now say it without the /l/.

STUDENT: *pay*

If the student responds incorrectly say, "Let's try that again." For example, if the student deletes the entire blend and says *ay*, say: "You are taking off too much. I just wanted you to say it without /l/." Model a correct response by separating all three sounds of the word: /p/ /l/ /ay/, and say: "Without the /l/ it is just /p/ /ay/—*pay*. So, what is *play* without the /l/? Yes, it is *pay*." If necessary, help the student to repeat the correct response.

If the student can correctly respond to, or repeat, the Practice Item, proceed to the Test Items.

► **WHAT IT MEANS** Use the guidelines below to determine the student's performance level.

Minimal Grade-Level Expectations

1–6 correct	late K / early Grade 1
7–10 correct	end of Grade 1
11–13 correct	early Grade 2
14–15 correct	end of Grade 2
16–18 correct	early Grade 3
19–20 correct	end of Grade 3

► **WHAT'S NEXT** Students who are able to do Part A: Initial Sound are especially ready for formal reading instruction. Students who do not meet grade expectations will benefit from more intense phonemic awareness instruction.

Phonemic Awareness

CORE Phoneme Deletion Test

Name: _____ Grade: _____ Date: _____

Directions: Follow the format used in the Practice Items to administer the items for each level. Mark “+” to indicate a correct response or “-” to indicate an incorrect response. Write down incorrect responses, but do not correct the student. If the student cannot complete any of the items in Parts A or B, discontinue testing. If the student cannot do at least two items in Part C, discontinue testing. Remember that this is an auditory assessment. Students do not see the items.

Part A: Initial Sound

Practice Items

Say *cat* ... now say it without the /k/ ____ (at)

Say *table* ... now say it without the /t/ ____ (able)

TEST ITEM	CORRECT RESPONSE
-----------	------------------

- | | | | |
|------------|------|---------|-------|
| 1. (t)ower | our | (+) (-) | _____ |
| 2. (c)old | old | (+) (-) | _____ |
| 3. (b)ake | ache | (+) (-) | _____ |
| 4. (s)ize | eyes | (+) (-) | _____ |
| 5. (l)ow | owe | (+) (-) | _____ |

Part B: Final Sound

Practice Items

Say *seat* ... now say it without the /t/ ____ (sea)

Say *rake* ... now say it without the /k/ ____ (ray)

TEST ITEM	CORRECT RESPONSE
-----------	------------------

- | | | | |
|-------------|------|--------|-------|
| 6. to(n)e | toe | (+)(-) | _____ |
| 7. droo(p) | drew | (+)(-) | _____ |
| 8. ti(m)e | tie | (+)(-) | _____ |
| 9. ro(d)e | row | (+)(-) | _____ |
| 10. pla(c)e | play | (+)(-) | _____ |

Part C: First Sound of a Consonant Blend

Practice Items

Say *slip* ... now say it without the /s/ ____ (lip)

Say *cloud* ... now say it without the /k/ ____ (loud)

TEST ITEM	CORRECT RESPONSE
-----------	------------------

- | | | | |
|---------------|-------|---------|-------|
| 11. (f)reight | rate | (+) (-) | _____ |
| 12. (p)layed | laid | (+) (-) | _____ |
| 13. (s)weet | wheat | (+) (-) | _____ |
| 14. (b)reak | rake | (+) (-) | _____ |
| 15. (s)pill | pill | (+) (-) | _____ |

Part D: Embedded Sound of a Consonant Blend

Practice Items

Say *slip* ... now say it without the /l/ ____ (sip)

Say *play* ... now say it without the /l/ ____ (pay)

TEST ITEM	CORRECT RESPONSE
-----------	------------------

- | | | | |
|-------------|------|--------|-------|
| 16. b(l)end | bend | (+)(-) | _____ |
| 17. t(w)in | tin | (+)(-) | _____ |
| 18. g(r)ow | go | (+)(-) | _____ |
| 19. be(s)t | bet | (+)(-) | _____ |
| 20. li(f)t | lit | (+)(-) | _____ |

Items Correct _____ Grade Level _____

Phonemic Awareness

Name: _____ Date: _____

Add Phonemes to Make New Words

This phonemic awareness test assesses a student's ability to manipulate sounds in words by adding a phoneme to a word to make a new word. Say a word. Have the student add a phoneme and say the new word. Make a copy of this page for each child, and record the child's oral responses. Give 1 point for each correct response.

The highest score for each set of items is 5.

Add Initial Sound

Listen to the word I say. Then add the sound I say to the beginning of the word.

Word		Response
1. an	Add /k/ to the beginning of an.	_____ (can)
2. ice	Add /m/ to the beginning of ice.	_____ (mice)
3. eel	Add /s/ to the beginning of eel.	_____ (seal)
4. out	Add /p/ to the beginning of out.	_____ (pout)
5. ox	Add /f/ to the beginning of ox.	_____ (fox)
		Score ___ / 5

Add Final Sound

Listen to the word I say. Then add the sound I say to the end of the word.

Word		Response
1. bee	Add /d/ to the end of bee.	_____ (bead)
2. way	Add /v/ to the end of way.	_____ (wave)
3. he	Add /t/ to the end of he.	_____ (heat)
4. no	Add /z/ to the end of no.	_____ (nose)
5. boo	Add /m/ to the end of boo.	_____ (boom)
		Score ___ / 5

Add First Sound of Consonant Blend

Listen to the word I say. Then add the sound I say to the beginning of the word.

Word		Response
1. ranch	Add /b/ to the beginning of ranch.	_____ (branch)
2. loud	Add /k/ to the beginning of loud.	_____ (cloud)
3. win	Add /t/ to the beginning of win.	_____ (twin)
4. tar	Add /s/ to the beginning of tar.	_____ (star)
5. ray	Add /g/ to the beginning of ray.	_____ (gray)
		Score ___ / 5

Phonemic Awareness

Name: _____ Date: _____

Substitute Phonemes to Make New Words

This phonemic awareness test assesses a student's ability to manipulate sounds in words by substituting one phoneme for another to make a new word. Say a word. Have the student replace one phoneme and say the new word. Make a copy of this page for each child, and record the child's oral responses. Give 1 point for each correct response.

The highest score for each set of items is 5.

Initial Sound Substitution

Listen to the word I say. Then change the sound I say at the beginning of the word.

	Word		Response
1.	ham	Change the /h/ to /r/.	_____ (ram)
2.	face	Change the /f/ to /p/.	_____ (pace)
3.	jet	Change the /j/ to /s/.	_____ (set)
4.	line	Change the /l/ to /n/.	_____ (nine)
5.	house	Change the /h/ to /m/.	_____ (mouse)
			Score ____ / 5

Final Sound Substitution

Listen to the word I say. Then change the sound I say at the end of the word.

	Word		Response
1.	has	Change the /z/ to /t/.	_____ (hat)
2.	fig	Change the /g/ to /n/.	_____ (fin)
3.	safe	Change the /f/ to /m/.	_____ (same)
4.	hot	Change the /t/ to /p/.	_____ (hop)
5.	rode	Change the /d/ to /z/.	_____ (rose)
			Score ____ / 5

Medial Sound Substitution

Listen to the word I say. Then change the sound I say in the middle of the word.

1.	lip	Change the /i/ to /a/.	_____ (lap)
2.	sad	Change the /a/ to /i/.	_____ (side)
3.	rake	Change the /ā/ to /o/.	_____ (rock)
4.	rode	Change the /ō/ to /e/.	_____ (red)
5.	pile	Change the /i/ to /i/.	_____ (pill)
			Score ____ / 5

Phonemic Awareness

Represent Phonemes with Letters

This phonemic awareness test assesses a student's ability to connect sound to letter. Name a picture. Have the student circle the letter for the first, last, or middle sound in the picture name.

Instructions for Administering the Assessment

Make a copy of pages PA33, PA34, and PA35 for each child.

Say these directions to the child.

Page PA33: Initial Consonants

1. *Look at Number 1 (point to the number). This is a picture of a cup. Circle the letter that stands for the sound at the beginning of cup.*
2. *Look at Number 2 (point to the number). This is a picture of a note. Circle the letter that stands for the sound at the beginning of note.*
3. *Look at Number 3 (point to the number). This is a picture of a dog. Circle the letter that stands for the sound at the beginning of dog.*
4. *Look at Number 4 (point to the number). This is a picture of a goat. Circle the letter that stands for the sound at the beginning of goat.*
5. *Look at Number 5 (point to the number). This is a picture of a van. Circle the letter that stands for the sound at the beginning of van.*

Page PA34: Vowels

1. *Look at Number 1 (point to the number). This is a picture of a bib. Circle the letter that stands for the sound you hear in the middle of bib.*
2. *Look at Number 2 (point to the number). This is a picture of a bag. Circle the letter that stands for the sound you hear in the middle of bag.*
3. *Look at Number 3 (point to the number). This is a picture of a pot. Circle the letter that stands for the sound you hear in the middle of pot.*
4. *Look at Number 4 (point to the number). This is a picture of a sun. Circle the letter that stands for the sound you hear in the middle of sun.*
5. *Look at Number 5 (point to the number). This is a picture of a bed. Circle the letter that stands for the sound you hear in the middle of bed.*

Phonemic Awareness

Page PA35: Final Consonants

1. Look at Number 1 (point to the number). This is a picture of a cat. Circle the letter that stands for the sound at the end of cat.
2. Look at Number 2 (point to the number). This is a picture of a tub. Circle the letter that stands for the sound at the end of tub.
3. Look at Number 3 (point to the number). This is a picture of a hen. Circle the letter that stands for the sound at the end of hen.
4. Look at Number 4 (point to the number). This is a picture of a toad. Circle the letter that stands for the sound at the end of toad.
5. Look at Number 5 (point to the number). This is a picture of a drum. Circle the letter that stands for the sound at the end of drum.

Directions for Scoring

Give 1 point for each correct response. The highest score for each set of items is 5.

Answers for each page

Page PA33: **1. c; 2. n; 3. d; 4. g; 5. v**

Page PA34: **1. i; 2. a; 3. o; 4. u; 5. e**

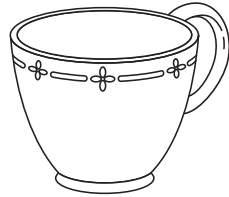
Page PA35: **1. t; 2. b; 3. n; 4. d; 5. m**

Phonemic Awareness

Name: _____ Date: _____

Represent Phonemes with Letters: Initial Consonants

1



b

f

c

2



m

n

w

3

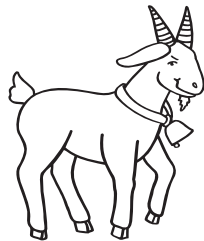


d

t

l

4

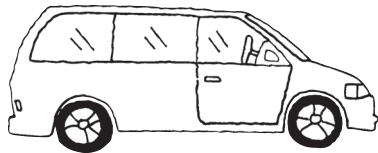


k

g

p

5



b

s

v

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Score ___ / 5

Phonemic Awareness

Name: _____ Date: _____

Represent Phonemes with Letters: Vowels

1

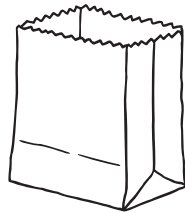


a

i

o

2

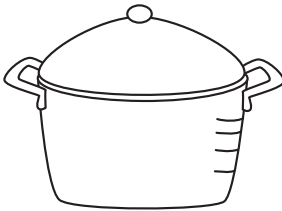


e

u

a

3

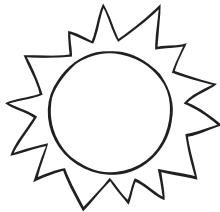


a

o

u

4

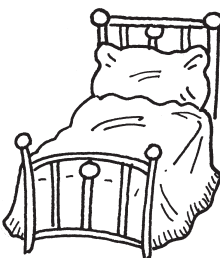


u

i

e

5



i

o

e

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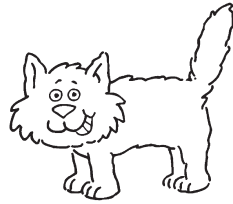
Score ____ / 5

Phonemic Awareness

Name: _____ Date: _____

Represent Phonemes with Letters: Final Consonants

1

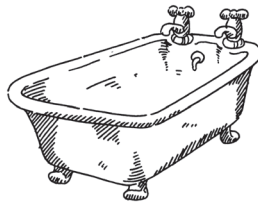


d

t

g

2



b

p

v

3

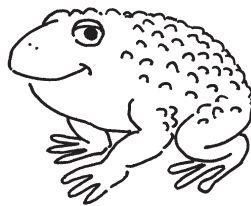


m

d

n

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g

d

p

5



n

m

k

Phonemic Awareness

Distinguish Long from Short Vowels

This phonemic awareness test assesses a student's ability to distinguish between long and short vowels. Say a pair of words. Ask the student to identify the word with a long or short vowel sound.

Instructions for Administering the Assessment

Make a copy of the record sheet on page PA37 for each child. Record the child's oral responses.

Say these directions to the child based on the assessment focus:

I am going to say two words. I want you to tell me which word has a short vowel sound. Let's try an example. Listen: cot, coat. Which word has a short vowel sound: cot or coat? (cot)

I am going to say two words. I want you to tell me which word has a long vowel sound. Let's try an example. Listen: cot, coat. Which word has a long vowel sound: cot or coat? (coat)

Go to page PA37.

Directions for Scoring

Give 1 point for each correct response. The highest score for each set of items is 5.

Answers for each grouping

Short Vowels: 1. man; 2. rip; 3. met; 4. hop; 5. slid

Long Vowels: 1. pine; 2. robe; 3. tape; 4. cube; 5. bead

Phonemic Awareness

Name: _____ Date: _____

Record Sheet

Distinguish Long from Short Vowels

Short Vowels

Which word has a short vowel sound?

Words	Response
1. man or mane?	_____
2. ripe or rip?	_____
3. meet or met?	_____
4. hop or hope?	_____
5. slide or slid?	_____

Score ___ / 5

Long Vowels

Which word has a long vowel sound?

Words	Response
1. pine or pin?	_____
2. rob or robe?	_____
3. tap or tape?	_____
4. cub or cube?	_____
5. bead or bed?	_____

Score ___ / 5

Letter Naming and Sight Words

Letter Naming and Sight Words

Letter Naming Fluency Assessment

Instructions for Administering Letter Naming Fluency

1. Make a copy of the Letter Naming Fluency record sheet. Use this sheet to record the student's oral responses.
2. Say these directions to the student:
Here are some letters. Tell me the names of as many letters as you can. When I say, "Begin" start here (point to the first letter) and go across the page. Point to each letter and tell me the name of that letter. If you come to a letter that you don't know, I'll tell it to you. Put your finger on the first letter. Ready, begin.
3. Start your stopwatch. Follow along with your copy of the Letter Naming Fluency record sheet. Put a slash (/) through letters named incorrectly. Place a check above letters named correctly.
4. **At the end of 1 minute, place a bracket (]) after the last letter named and say, Stop.**

Directions for Scoring

1. If the student does not get any correct letter names within the first 10 letters (1 row), discontinue the task and record a score of zero.
2. If the student hesitates for 3 seconds on a letter, score the letter incorrect, and provide the correct letter to the student.
3. If the student provides the letter sound rather than the letter name, say: *Remember to tell me the letter name, not the sound it makes.* If the student continues providing letter sounds, mark each letter as incorrect, and make a note of this behavior at the bottom of the page.
4. Score a point for each correct letter the student names and record the total number of correct letters at the bottom of the sheet.
5. Use the following benchmarks to gauge student achievement in this assessment.

Grade K

- Fall: 10 or more correct letters
- Winter: 30 or more correct letters
- Spring: 40 or more correct letters

Grade 1

- Fall: 40 or more correct letters
- Winter: 50 or more correct letters
- Spring: 60 or more correct letters

Letter Naming and Sight Words

Name: _____ Date: _____

Record Sheet

Letter Naming Fluency	# correct
g H t X r F C j T z	___ /10
K l q z b n y s I O	___ /10
A e V u Q Y z M j a	___ /10
f i W R g U d z S c	___ /10
k M g D o J n p m h	___ /10
C N E b u a g w V f	___ /10
G Y i d e n S T t c	___ /10
R F a m Z I w v C n	___ /10
f s P o Y W E j k Q	___ /10
D U g e A b i y B d	___ /10
N f p R F q l K p M	___ /10
L a W f U c O b x Z	___ /10

Total ___ /120

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Letter Naming and Sight Words

Sight Word Fluency Assessment

Instructions for Administering the Assessment

Make a copy of the record sheet. Use it to record the student's responses. Give the student the assessment sheet, and have the student put his or her finger on the first word in the first row. Explain that you would like the student to read as many words as he or she can in one minute. Tell the student to point to each word and say the word. Then say: *When you are ready, you may begin.* Start your stopwatch, timing the student for one minute as he or she reads the words.

1. Follow along as the student reads. Place a check above each word that is said correctly.
2. Place a line through each word that is read incorrectly or omitted.
3. If the student substitutes or mispronounces a word, put a line through the word and write the word the student said above it.
4. If the student does not correctly say a word within 3 seconds, say the word for the student and mark the word as incorrect.
5. Say *Stop* at the end of one minute and place a bracket ([]) after the last word read by the student.

Directions for Scoring

1. Count the total number of words read. This includes the words that are read correctly and incorrectly. Record that number on the table at the bottom of the sheet.
2. Count the number of errors for each line of words in the # of errors column. Record the total number of errors in the bottom table.
3. Use this formula to score Oral Reading Accuracy:

$$\frac{\text{Total No. of Words Read} - \text{No. of Errors}}{\text{Total Number of Words Read}} \times 100$$

Letter Naming and Sight Words

Name: _____ Date: _____

Record Sheet

Sight Word Fluency					# of errors
and	are	do	for	go	___ /5
has	have	he	here	is	___ /5
like	little	look	me	my	___ /5
play	said	see	she	to	___ /5
the	this	was	we	what	___ /5
where	with	you	jump	not	___ /5
up	too	yes	over	run	___ /5
come	good	on	that	very	___ /5
help	use	now	could	one	___ /5
two	they	her	does	who	___ /5
some	of	at	live	into	___ /5
many	out	want	under	show	___ /5

Total number of words read in one minute	
Number of errors	
Accuracy rate (use Oral Reading Accuracy formula)	

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Phonics and Structural Analysis Survey

based on **The Quick Phonics Screener**

Jan Hasbrouck, Ph.D.

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The purpose of the Phonics and Structural Analysis Survey (PSAS) is to provide informal diagnostic information that can be used to help (a) PLAN a student's instructional program in basic word reading skills, and (b) MONITOR THE PROGRESS or IMPROVEMENT in phonics and structural analysis skill development. The PSAS has not been normed or standardized. It is meant to be used as an informal classroom assessment tool.

How to Use the Assessment

The Phonics and Structural Analysis Survey is designed for older students who are struggling to decode words with basic sound-spellings and/or who perform below-level on the Fluency Assessment (e.g., their wcpm scores are below their grade-level) in order to determine specific skill deficits that need to be addressed during differentiated instruction. Continue to assess students every 3 months (or following an intensive period of intervention) to determine skill growth and plan future instructional modifications.

How to Interpret the Results

Rather than focusing on a specific phonics skill students miss in the assessment (e.g., long *o* spelled *oa*), begin instruction in the category of skills in which students exhibit their lowest-level skill deficits (e.g., short vowels). Then continue rebuilding students' foundational skills using the progression of the skills in the assessment as this progression moves from the most simplistic to the most complex phonics and word study skills. Provide ample instruction reading words in isolation and in context (e.g., connected text through decodable readers and passages). Strong instruction includes explicit teaching, blending models and practice, word building, and decodable text reading. Instruction and guided practice is available for older students (struggling readers) and English learners who need work on non-transferable phonics skills in the Phonics and Word Study Intervention teaching guide. Adopt an accelerated time frame for delivering this instruction to catch up students to their grade-level reading and writing demands and to take advantage of their pre-existing literacy knowledge (e.g., if they have experience reading and writing in a Roman alphabetic system, focus on those skills that are non-transferable to speed up learning).

Phonics and Structural Analysis

Directions for Administration and Scoring

1. Say to the student:

"I'm going to ask you to read some letters, words, and sentences to me so I can find out what kinds of words are easy for you to read and what kinds of words you still need to learn. I want you to try to do your best. We probably won't do this whole page; we'll stop if it gets too hard. Do you have any questions?"

Start the PSAS assessment where you believe the student's skills are fairly strong. For beginning readers, start with sounds or letter names.

For Skill 1, first (a) have the student tell the name of each letter. Then (b) have the student tell the sound each letter makes.

For the *NAMES* skill, have the student name the letter *Q*, not the *qu* digraph. For the *SOUNDS* skill, have the student give you the short sound for each of the vowels. If the student says the long sound (letter name), say: *"That is one sound that letter makes. Do you know the short sound for that letter?"* For the letter *c*, ask for the "hard sound" /k/, as in *cat*. For the letter *g* ask for the "hard sound" /g/, as in *gas*. For the letter *y* ask for the /y/ sound, as in *yes*. If the student offers a correct alternative sound for these letters, you should say, *"Yes, that is one sound for that letter. Do you know another sound that letter makes?"*

If a student reads 6/10 or more in Skill 2a, you may skip Skill 1 Letter Sounds.

2. If the student has difficulty (half or fewer correct on any skill) move up the page to an easier skill. If the student does well (more than half correct on a skill), move down to a harder skill.
3. On Skills 2–6: If the student reads all or almost all words correctly on part (a) of the skill (reading words), you may want to skip part (b) of the skill (reading sentences). If the next skill is difficult for the student, you can go back and complete the part of a previous skill that was skipped.
4. When the student is reading the words in text, only count errors on the target words (those underlined and in italics).
5. Stop the assessment when the student appears frustrated or tired. It is OK to stop in the middle of a skill. Not all skills must be administered, but try to assess as many as possible so you will have sufficient information to plan instruction or monitor progress.

Phonics and Structural Analysis

6. Mark errors and make notes or comments to help you remember how the student responded. Note that in Skill 9, students read the entire word, not syllable-by-syllable. The teacher's copy is written in syllables to facilitate marking/recording of errors within a word. For Skills 11-15, students read the entire word, and syllabication is not featured in the teacher's copy.
7. The PSAS is scored by each individual skill *only*. Record the ratio of correct responses over the total number possible, (e.g., 13/21 or 8/10 for each skill). Use the scoring chart that corresponds to each test to record PSAS results.

1. Letters		Score			Score
(a) Names	N/A not administered		(b) Sounds		18 /21 cons.
		/26			4 /5 vowels
2. VC and CVC				Comments	Score
(a) List					8 /10
(b) Text					17 /20
3. Consonant Digraphs				Comments	Score
(a) In List					/10
(b) In Text					4 /10

8. **NOTE:** Results from the PSAS **CAN ONLY** be used to determine a student's strengths/needs in key phonics and structural analysis skills, **NOT** his or her grade-level performance in reading.

Phonics and Structural Analysis

Phonics and Structural Analysis Survey, Test 1									
Skill 1(a)	b	h	o	m	d	qu	s	k	e
	l	j	g	u	w	a	n	i	x
Skill 1(b)	p	f	y	c	t	v	z	r	
Skill 2(a)	sab		luf		kig		tem		dos
	pok		fal		zid		bek		mun
Skill 2(b)	<p>Cal and Peg had a big hen.</p> <p>Mel and Tom got in a bus.</p> <p>Gus can hop and sit on the rug.</p> <p>Kim has a red hat.</p>								
Skill 3(a)	teng		bock		whel		dith		thal
	shev		pash		chot		tach		rong
Skill 3(b)	That dog had a red dish.				Rich and Sam ran on a long path.				
	My ship hit a rock.				When did Mick get back?				
Skill 4(a)	twib		dref		lasp		glet		tild
	renk		crut		blon		sapt		pund
Skill 4(b)	<p>The slim frog was snug in a pink tank.</p> <p>Stan must bend and put up the flag in the wind.</p>								
Skill 5(a)	fide		gake		sobe		jete		tude
	hize		mepe		wone		vabe		nute
Skill 5(b)	<p>Rose will bake a cute white cake.</p> <p>Steve rode his bike for a mile to buy a fuse.</p>								

Phonics and Structural Analysis

Phonics and Structural Analysis Survey, Test 1								
Skill 6(a)	carn	derd	zirl	burn	borg			
	tord	kurp	fird	mert	varp			
Skill 6(b)	I will turn the part under her cart.							
	A dark storm will stir and hit the shore first.							
Skill 7(a)	putch	ladge	gnaf	jox	wrep			
	kace	quob	tilk	lage	knek			
Skill 7(b)	She wrote a grade on the quiz.							
	Gene saw a gnat near the milk.							
	Max made hot fudge.							
	Knock dirt into the center of the ditch.							
Skill 8	noat	boas	drea	leat	doon	toop	baig	traib
	nolt	folp	fay	tray	roud	cloum	soit	poin
	toyn	loy	kaud	vaut	cawn	haw	voe	doe
	rewp	hew	thal	hal	tigh	sligh		
Skill 9(a)	cabin	bother	eager	planet	cotton			
	label	turkey	soggy	whisper	city			
Skill 9(b)	employer	journalist	melody	cranberry	magnetic			
	scavenger	endurance	customer	difference	forgetful			
Skill 9(c)	kindergarten	macaroni	magnificent	agriculture	difficulty			
	alligator	watermelon	television	convertible	patriotic			
Skill 10	disinfect	disregard	nonhuman	nonacidic	incorrect	infinite		
	preset	prehistory	resee	recycle	unreal	unafraid		
	conclude	conserve	misuse	mislead	question	function		
	various	serious	darkness	fitness	capable	available		
	thankful	bashful	library	primary	agreement	movement		

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Phonics and Structural Analysis

Phonics and Structural Analysis Survey, Test 1						
Skill 11(a)	hats	sticks	kisses	glasses	dishes	brushes
	arches	benches	axes	boxes	breezes	sizes
Skill 11(b)	flies	cries	babies	countries	ponies	stories
	elves	wolves	selves	wives	knives	shelves
Skill 12(a)	hums	snoops	tracks	fixes	catches	teaches
	played	funded	crashed	acting	swaying	gardening
Skill 12(b)	hurries	glories	quizzes	satisfies	bragged	hopped
	tried	magnified	fanning	swimming	lining	making
Skill 13(a)	boy's	dog's	child's	queen's	player's	mouse's
	birds'	girls'	men's	students'	doctors'	children's
Skill 13(b)	I'm	he'd	it's	she's	we've	they'll
	can't	didn't	couldn't	haven't	mustn't	shouldn't
Skill 14(a)	colder	faster	louder	smaller	cleaner	narrower
	slowest	roundest	warmest	freshest	smoothest	newest
Skill 14(b)	bigger	fatter	gladder	thinner	madder	wetter
	fittest	saddest	slimmest	hottest	reddest	hippest

Phonics and Structural Analysis

Phonics and Structural Analysis Survey Scoring Sheet, Test 1						
1. Letters		Score				Score
(a) Names	b h o m d qu s k e l j g u w a n i x p f y c t v z r	/26	(b) Sounds	/b/ /h/ /o/ /m/ /d/ /kw/ /s/ /k/ /e/ /l/ /j/ /g/ /u/ /w/ /a/ /n/ /i/ /ks/ /p/ /f/ /y/ /k/ /t/ /v/ /z/ /r/	Consonants: /21	Vowels: /5
2. VC and CVC				Comments	Score	
(a) In List	sab luf kig tem dos pok fal zid bek mun				/10	
(b) In Text	<i>Cal and Peg had a <u>big hen</u>. Gus can hop and sit on the <u>rug</u>.</i> <i>Mel and Tom got in a <u>bus</u>. Kim has a <u>red hat</u>.</i>				/20	
3. Consonant Digraphs				Comments	Score	
(a) In List	teng bock whel dith thal shev pash chot tach rong				/10	
(b) In Text	<i>That dog had a red <u>dish</u>. Rich and Sam ran on a <u>long path</u>.</i> <i>My <u>ship</u> hit a <u>rock</u>. When did Mick get <u>back</u>?</i>				/10	
4. CVCC and CCVC				Comments	Score	
(a) In List	twib dref lasp glet tild renk crut blon sapt pund				/10	
(b) In Text	<i>The <u>slim frog</u> was <u>snug</u> in a <u>pink tank</u>.</i> <i>Stan <u>must bend</u> and put up the <u>flag</u> in the <u>wind</u>.</i>				/10	
5. Silent e				Comments	Score	
(a) In List	fide gake sobe jete tude hize mepe wone vabe nute				/10	
(b) In Text	<i>Rose will <u>bake</u> a <u>cute white cake</u>.</i> <i>Steve <u>rode</u> his <u>bike</u> for a <u>mile</u> to buy a <u>fuse</u>.</i>				/10	

Phonics and Structural Analysis

Phonics and Structural Analysis Survey Scoring Sheet, Test 1								
6. r-Controlled Vowels							Comments	Score
(a) In List	carn	derd	zirl	burm				
	borg	tord	kurp	fird			/10	
	mert	varp						
(b) In Text	I will <u>turn</u> the <u>part</u> <u>under</u> <u>her</u> <u>cart</u> .						/10	
	A <u>dark</u> <u>storm</u> will <u>stir</u> and hit the <u>shore</u> <u>first</u> .							
7. Advanced Consonants (-tch, -dge, -x, qu, soft c & g, kn, gn, wr, -lk)							Comments	Score
(a) In List	putch	ladge	gnaf	jox				
	wrep	kace	quob	tilk			/10	
	lage	knek						
(b) In Text	She <u>wrote</u> a grade on the <u>quiz</u> .							
	<u>Gene</u> saw a <u>gnat</u> near the <u>milk</u> .							
	<u>Max</u> made hot <u>fudge</u> .							
	<u>Knock</u> dirt into the <u>center</u> of the <u>ditch</u> .						/10	
8. Vowel Teams							Comments	Score
oa, ea, oo,	noat	boas	drea	leat	doon	toop	baig	
ai, ol, ay, ou,	traib	nolt	folp	fay	tray	roud	cloum	
oi, oy, au,	soit	poin	toyn	loy	kaud	vaut	cawn	
aw, oe, ew,	haw	voe	doe	rewp	hew	thal	hal	
al, igh	tigh	sligh					/30	
9. Multi-Syllable							Comments	Score
(a) 2-Syllable	cab-in	both-er	ea-ger	plan-et				
	cot-ton	la-bel	tur-key	sog-gy			/10	
	whis-per	cit-y						
(b) 3-Syllable	em-loy-er	jour-nal-ist	mel-o-dy	cran-ber-ry				
	mag-net-ic	scav-eng-er	en-dur-ance	cus-tom-er			/10	
	dif-fer-ence	for-get-ful						
(c) 4-Syllable	kin-der-gar-ten	mac-a-ro-ni	mag-nif-i-cent	ag-ri-cul-ture				
	dif-fi-cul-ty	al-li-ga-tor	wa-ter-mel-on	tel-e-vi-sion			/10	
	con-vert-i-ble	pa-tri-o-tic						
10. Prefixes and Suffixes							Comments	Score
dis-, non-, in-, pre-, re-, un-, con-, mis-, -tion, -ous, -ness, -able, -ful, -ary, -ment	disinfect	disregard	nonhuman	nonacidic	incorrect			
	infinite	preset	prehistory	resee	recycle			
	unreal	unafraid	conclude	conserve	misuse			
	mislead	question	function	various	serious			
	darkness	fitness	capable	available	thankful			
	bashful	library	primary	agreement	movement		/30	

Phonics and Structural Analysis

Phonics and Structural Analysis Survey Scoring Sheet, Test 1						
11. Plurals (-s, -es)					Comments	Score
(a) No spelling changes	hats	sticks	kisses	glasses		/12
	dishes	brushes	arches	benches		
	axes	boxes	breezes	sizes		
(b) With spelling changes (y to i, f, fe, to v)	flies	cries	babies	countries		/12
	ponies	stories	elves	wolves		
	selves	wives	knives	shelves		
12. Inflectional Verb Endings (-s, -es, -ed, -ing)					Comments	Score
(a) No spelling changes	hums	snoops	tracks	fixes		/12
	catches	teaches	played	funded		
	crashed	acting	swaying	gardening		
(b) With spelling changes	hurries	glories	quizzes	satisfies		/12
	bragged	hopped	tried	magnified		
	fanning	swimming	lining	making		
13. Possessives and Contractions					Comments	Score
(a) Possessives (singular, plural, and irregular)	boy's	dog's	child's	queen's		/12
	player's	mouse's	birds'	girls'		
	men's	students'	doctors'	children's		
(b) Contractions (pronoun-verb and with <i>not</i>)	I'm	he'd	it's	she's		/12
	we've	they'll	can't	didn't		
	couldn't	haven't	mustn't	shouldn't		
14. Comparative Endings (-er, -est)					Comments	Score
(a) No spelling changes	colder	faster	louder	smaller		/12
	narrower	slowest	roudest	warmest		
	cleaner	freshes	smoothest	newest		
(b) With spelling changes	bigger	fatter	gladder	thinner		/12
	madder	wetter	fittest	saddest		
	slimmest	hottest	reddest	hippest		

Phonics and Structural Analysis

Phonics and Structural Analysis Survey, Test 2									
Skill 1(a)	n	a	j	w	o	c	u	q	f
	e	p	t	b	x	v	k	d	y
Skill 1(b)	g	i	s	r	h	l	z	m	
Skill 2(a)	pax		bis		kev		cuv		dus
	seg		gol		mab		sof		rit
Skill 2(b)	<p>Ben got a big hug from Mom.</p> <p>Dad put the cat in the tub.</p> <p>Liz had a pen in the bag.</p> <p>She let the dog sit in the sun.</p>								
Skill 3(a)	shaf		keck		beng		thun		tash
	mith		chon		wech		whan		whot
Skill 3(b)	I got the duck at the pet shop				When did Meg sing?				
	That is a bath tub for a king.				Sam had a chat with Chet.				
Skill 4(a)	jant		fusp		slon		swad		pilf
	prin		telt		grob		frug		lest
Skill 4(b)	<p>A frog slid in the sand at the pond.</p> <p>The swan just went to its nest to drop a twig.</p>								
Skill 5(a)	rame		wote		dife		sove		huse
	zule		jepe		fike		rebe		lape
Skill 5(b)	<p>Use cones to close the lane.</p> <p>He gave a note to June on his bike ride home.</p>								

Phonics and Structural Analysis

Phonics and Structural Analysis Survey, Test 2							
Skill 6(a)	barm	derp	gird	purt	forb		
	zurl	sork	nart	wirn	verm		
Skill 6(b)	<p>The first girl bought corn and pork at the farm store.</p> <p>Kirk could not forget the warm surf last summer.</p>						
Skill 7(a)	detch	frex	nulk	pidge	knal		
	quap	cend	lige	wrov	gnot		
Skill 7(b)	<p>There was quite a large sign on the fridge.</p> <p>The chalk made her itch.</p> <p>Use a wrench to fix her bike.</p> <p>Make a knot in the center of the rope.</p>						
Skill 8	doan	coast	neal	reat	toof	moop	pait
	hain						
	holb	volt	tay	vay	hout	mout	toid
	soip						
	groy	poy	laup	vaul	graw	craw	voe
	poe						
	dewn	rew	halk	balp	bigh	righ	
Skill 9(a)	fiddle	profit	ribbon	morning	camel		
	robot	wagon	tiger	bagel	parlor		
Skill 9(b)	elephant	pedestal	industry	nursery	trivial		
	messenger	lavender	pharmacy	transformer	advantage		
Skill 9(c)	formality	identical	democratic	category	geography		
	illustration	gymnasium	exaggerate	illogical	apologize		
Skill 10	dislodge	disobey	nonprofit	nonstick	inaccurate	informal	
	presew	preview	remind	reset	unplug	unlike	
	confer	conjoin	misstep	mismatch	hesitation	reaction	
	curious	nervous	goodness	thickness	notable	payable	
	useful	careful	secondary	voluntary	payment	shipment	

Phonics and Structural Analysis

Phonics and Structural Analysis Survey, Test 2						
Skill 11(a)	jars	balloons	grasses	addresses	ashes	bushes
	riches	branches	taxes	sixes	blazes	sneezes
Skill 11(b)	dries	armies	studies	parties	puppies	libraries
	calves	scarves	thieves	loaves	halves	knives
Skill 12(a)	scans	boots	snacks	teaches	flexes	rushes
	reached	staggered	tried	thinking	drawing	studying
Skill 12(b)	fries	hurries	carries	scurries	clogged	pried
	copied	unified	giving	batting	skating	creating
Skill 13(a)	cat's	writer's	mom's	chief's	animal's	woman's
	goats'	owners'	teams'	mens'	elves'	mice's
Skill 13(b)	you're	she'd	he's	we'll	it'll	they've
	don't	hadn't	aren't	weren't	wouldn't	doesn't
Skill 14(a)	taller	greater	softer	sweeter	kinder	darkest
	toughest	fewest	calmest	poorest	clearer	smartest
14(b)	flatter	sadder	slimmer	hotter	redder	gladdest
	fattest	thinnest	biggest	dimmest	wetter	fittest

Phonics and Structural Analysis

Phonics and Structural Analysis Survey Scoring Sheet, Test 2						
1. Letters		Score				Score
(a) Names	n a j w o c u q f e p t b x v k d y g i s r h l z m	/26	(b) Sounds	/n/ /a/ /j/ /w/ /o/ /k/ /u/ /kw/ /f/ /e/ /p/ /t/ /b/ /ks/ /v/ /k/ /d/ /y/ /g/ /i/ /s/ /r/ /h/ /l/ /z/ /m/	Consonants: /21	Vowels: /5
2. VC and CVC						
(a) In List	pax bis dus seg sof rit	kev cuv gol mab				/10
(b) In Text	<i>Ben got a <u>big hug</u> from <u>Mom</u>. <u>Liz had a pen in the bag</u>.</i> <i>Dad <u>put</u> the <u>cat in</u> the <u>tub</u>. She <u>let</u> the <u>dog sit in</u> the <u>sun</u>.</i>					/20
3. Consonant Digraphs						
(a) In List	shaf keck tash mith whan whot	beng thun chon wech				/10
(b) In Text	I got the <u>duck</u> at the pet <u>shop</u> . <u>That is a bath tub for a king</u> . <u>When</u> did Meg <u>sing</u> ? Sam had a <u>chat with Chet</u> .					/10
4. CVCC and CCVC						
(a) In List	jant fusp pilf prin frug lest	slon swad telt grob				/10
(b) In Text	A <u>frog slid</u> in the <u>sand</u> at the <u>pond</u> . The <u>swan just went</u> to its <u>nest</u> to <u>drop</u> a <u>twig</u> .					/10
5. Silent e						
(a) In List	rame wote huse zule rebe lape	dife sove jepe fike				/10
(b) In Text	<i>Use <u>cones</u> to <u>close</u> the <u>lane</u>.</i> <i>He <u>gave</u> a <u>note</u> to <u>June</u> on his <u>bike ride home</u>.</i>					/10

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Phonics and Structural Analysis

Phonics and Structural Analysis Survey Scoring Sheet, Test 2								Comments	Score
6. r-Controlled Vowels									
(a) In List	barm	derp	gird	putr				/10	
	forb	zurl	sork	nart					
	wirn	verm							
(b) In Text	The <u>first girl</u> bought <u>corn</u> and <u>pork</u> at the <u>farm store</u> . <u>Kirk</u> could not <u>forget</u> the warm <u>surf</u> last <u>summer</u> .							/10	
7. Advanced Consonants (-tch, -dge, -x, qu, soft c & g, kn, gn, wr, -lk)									
(a) In List	detch	frex	nulk	pidge				/10	
	knal	quap	cend	lige					
	wrov	gnot							
(b) In Text	There was <u>quite a large sign</u> on the <u>fridge</u> . The <u>chalk</u> made her <u>itch</u> . Use a <u>wrench</u> to <u>fix</u> her bike. Make a <u>knot</u> in the <u>center</u> of the rope.							/10	
8. Vowel Teams									
oa, ea, oo, ai, ol, ay, ou, oi, oy, au, aw, oe, ew, al, igh	doan	coast	neal	reat	toof	moop	pait	/30	
	hain	holb	volt	tay	vay	hout	mout		
	toid	soip	groy	poy	laup	vaul	graw		
	craw	voe	poe	dewn	rew	halk	balp		
	bigh	righ							
9. Multi-Syllable									
(a) 2-Syllable	fid-dle	prof-it	rib-bon	morn-ing				/10	
	cam-el	ro-bot	wa-gon	ti-ger					
	ba-gel	parl-or							
(b) 3-Syllable	el-e-phant	ped-e-stal	in-dus-try	nurs-er-y				/10	
	triv-i-al	mes-sen-ger	lav-en-der	phar-ma-cy					
	trans-form-er	ad-van-tage							
(c) 4-Syllable	for-mal-i-ty	i-den-ti-cal	dem-o-crat-ic	cat-e-go-ry				/10	
	ge-og-ra-phy	il-lus-tra-tion	gym-na-si-um	ex-ag-ger-ate					
	il-log-i-cal	a-pol-o-gize							
10. Prefixes and Suffixes									
dis-, non-, in-, pre-, re-, un-, con-, mis-, -tion, -ous, -ness, -able, -ful, -ary, -ment	dislodge	disobey	nonprofit	nonstick	inaccurate			/30	
	informal	presew	preview	remind	reset				
	unplug	unlike	confer	conjoin	misstep				
	mismatch	hesitation	reaction	curious	nervous				
	goodness	thickness	notable	payable	useful				
	careful	secondary	voluntary	payment	shipment				

Phonics and Structural Analysis

Phonics and Structural Analysis Survey Scoring Sheet, Test 2						
11. Plurals (-s, -es)					Comments	Score
(a) No spelling changes	jars	balloons	grasses	addresses		/12
	ashes	bushes	riches	branches		
	taxes	sixes	blazes	sneezes		
(b) With spelling changes (y to i, f, fe, to v)	dries	armies	studies	parties		/12
	puppies	libraries	calves	scarves		
	thieves	loaves	halves	knives		
12. Inflectional Verb Endings (-s, -es, -ed, -ing)					Comments	Score
(a) No spelling changes	scans	boots	snacks	teaches		/12
	flexes	rushes	reached	staggered		
	boxed	thinking	drawing	studying		
(b) With spelling changes	fries	hurries	carries	scurries		/12
	clogged	pried	copied	unified		
	giving	batting	skating	creating		
13. Possessives and Contractions					Comments	Score
(a) Possessives (singular, plural, and irregular)	cat's	writer's	mom's	chief's		/12
	animal's	woman's	goats'	owners'		
	teams'	mens'	elves'	mice's		
(b) Contractions (pronoun-verb and with not)	you're	she'd	he's	we'll		/12
	it'll	they've	don't	hadn't		
	aren't	weren't	wouldn't	doesn't		
14. Comparative Endings (-er, -est)					Comments	Score
(a) No spelling changes	taller	greater	softer	sweeter		/12
	kinder	darkest	toughest	fewest		
	calmest	poorest	clearer	smartest		
(b) With spelling changes	flatter	sadder	slimmer	hotter		/12
	redder	gladdest	fattest	thinnest		
	biggest	dimmest	wetter	fittest		

Phonics and Structural Analysis

Phonics and Structural Analysis Survey, Test 3									
Skill 1(a)	f	s	o	b	u	z	j	y	m
	k	v	d	x	q	e	n	a	w
Skill 1(b)	r	c	l	t	h	p	i	g	
Skill 2(a)	wog	hab	rud	tas	ren				
	pes	lib	bok	fim	nug				
Skill 2(b)	<p>Jan and Kip ran a lap.</p> <p>Cam had to get the tan cup.</p> <p>Mom and Dad let Tom sit in the hut.</p> <p>Val put the lid on.</p>								
Skill 3(a)	leth	shim	whun	chot	whog				
	ting	koch	thap	dush	zock				
Skill 3(b)	Put that dog in a bath.				Did Ling pack his mesh bag?				
	Check for a puck.				He got sick with a rash.				
Skill 4(a)	dweb	tand	zont	vink	twum				
	sted	plam	prin	clof	busk				
Skill 4(b)	<p>Rick and Kent must go past the flag.</p> <p>Bess and Brad held a clam and a crab.</p>								
Skill 5(a)	waze	libe	hene	lome	fune				
	zise	dete	fave	roke	hupe				
Skill 5(b)	<p>Gale and Steve dive into the lake with Dave.</p> <p>Cole broke the vase and put the blame on Clive.</p>								

Phonics and Structural Analysis

Phonics and Structural Analysis Survey, Test 3								
Skill 6(a)	mirn	turs	sark	hurn	ferd			
	zorf	gerp	corg	birt	harl			
Skill 6(b)	<p>Worms curl up in the firm dirt to avoid birds.</p> <p>Gert bought dark red shorts, a skirt, and a shirt.</p>							
Skill 7(a)	bex	gnep	todge	quib	pice			
	wral	filk	rutch	goft	knaf			
Skill 7(b)	<p>Gina went to fetch a silk wrap.</p> <p>Greg did not know the name of the lodge on the trip.</p> <p>The quick bird left its cage.</p> <p>The ax broke when it hit a gnarl on the branch.</p>							
Skill 8	zoat	toast	steab	peach	cood	spoon	haid	sail
	rolg	mold	nay	spray	roup	house	boin	moist
	poy	enjoy	raut	pause	gawf	dawn	foe	boe
	prew	stew	palt	salt	nigh	right		
Skill 9(a)	behind	pilot	lemon	summer	target			
	rotate	global	rapid	olive	channel			
Skill 9(b)	energy	counselor	establish	fantastic	cosmetic			
	persistence	scorpion	poetry	orphanage	hesitate			
Skill 9(c)	caterpillar	immaculate	significant	relationship	monopoly			
	semicircle	memorial	majority	obedient	capitalize			
Skill 10	disable	display	nonfiction	nonsense	inactive	indirect		
	predate	predict	reread	replace	uncut	unknown		
	connect	confer	misfile	misfit	option	mention		
	nervous	poisonous	happiness	sadness	reliable	laughable		
	restful	thoughtful	ordinary	solitary	ailment	pavement		

Phonics and Structural Analysis

Phonics and Structural Analysis Survey, Test 3						
Skill 11(a)	cars	tops	classes	bosses	flashes	wishes
	lunches	inches	faxes	prefixes	blazes	crazes
Skill 11(b)	spies	cities	berries	bodies	candies	ladies
	loaves	calves	scarves	wharves	wives	hooves
Skill 12(a)	clips	fools	knocks	meshes	jinxes	coaches
	waited	fizzed	floated	hurrying	dusting	straying
Skill 12(b)	tries	studies	rallies	remedies	dragged	chugged
	fried	certified	hiding	splitting	reducing	writing
Skill 13(a)	cow's	pilot's	dad's	teacher's	farmer's	sailor's
	boys'	babies'	armies'	monkeys'	women's	thieves'
Skill 13(b)	I'd	she'll	you'd	you'll	we've	they're
	isn't	wasn't	couldn't	wouldn't	haven't	weren't
Skill 14(a)	warmer	quicker	harder	fresher	wilder	crisper
	cleanest	kindest	roughest	fastest	steepest	weakest
14(b)	dimmer	fitter	redder	sadder	thinner	hipper
	flattest	tannest	hottest	wettest	slimmest	fattest

Phonics and Structural Analysis

Phonics and Structural Analysis Survey Scoring Sheet, Test 3						
1. Letters		Score				Score
(a) Names	f s o b u z j y m k v d x q e n a w r c l t h p i g	/26	(b) Sounds	/f/ /s/ /o/ /b/ /u/ /z/ /j/ /y/ /m/ /k/ /v/ /d/ /ks/ /kw/ /e/ /n/ /a/ /w/ /r/ /k/ /l/ /t/ /h/ /p/ /i/ /g/	Consonants: /21	Vowels: /5
2. VC and CVC						
(a) In List	wog hab rud tas ren pes lib bok fim nug					/10
(b) In Text	<u>Jan</u> and <u>Kip</u> <u>ran</u> a <u>lap</u> . <u>Mom</u> and <u>Dad</u> <u>let</u> <u>Tom</u> <u>sit</u> <u>in</u> the <u>hut</u> .	<u>Cam</u> <u>had</u> to <u>get</u> the <u>tan</u> <u>cup</u> . <u>Val</u> <u>put</u> the <u>lid</u> <u>on</u> .				/20
3. Consonant Digraphs						
(a) In List	leth shim whun chot whog ting koch thap dush zock					/10
(b) In Text	Put <u>that</u> dog in a <u>bath</u> . <u>Check</u> for a <u>puck</u> .	Did <u>Ling</u> <u>pack</u> his <u>mesh</u> bag? He got <u>sick</u> <u>with</u> a <u>rash</u> .				/10
4. CVCC and CCVC						
(a) In List	dweb tand zont vink twum sted plam prin clof busk					/10
(b) In Text	<u>Rick</u> and <u>Kent</u> <u>must</u> go <u>past</u> the <u>flag</u> . <u>Bess</u> and <u>Brad</u> <u>held</u> a <u>clam</u> and a <u>crab</u> .					/10
5. Silent e						
(a) In List	waze libe hene lome fune zise dete fave roke hupe					/10
(b) In Text	<u>Gale</u> and <u>Steve</u> <u>dive</u> into the <u>lake</u> with <u>Dave</u> . <u>Cole</u> <u>broke</u> the <u>vase</u> and put the <u>blame</u> on <u>Clive</u> .					/10

Phonics and Structural Analysis

Phonics and Structural Analysis Survey Scoring Sheet, Test 3								Comments	Score
6. r-Controlled Vowels									
(a) In List	mirn	turs	sark	hurn					
	ferd	zorf	gerp	corg				/10	
	birt	harl							
(b) In Text	<i>Worms <u>curl</u> up in the <u>firm dirt</u> to avoid <u>birds</u>.</i>								
	<i><u>Gert</u> bought <u>dark red shorts</u>, a <u>skirt</u>, and a <u>shirt</u>.</i>								/10
7. Advanced Consonants (-tch, -dge, -x, qu, soft c & g, kn, gn, wr, -lk)								Comments	Score
(a) In List	bex	gnep	todge	quib					
	pice	wral	filk	rutch				/10	
	foge	knaf							
(b) In Text	<i><u>Gina</u> went to <u>fetch</u> a <u>silk wrap</u>.</i>								
	<i>Greg did not <u>know</u> the name of the <u>lodge</u> on the trip.</i>								
	<i>The <u>quick</u> bird left its <u>cage</u>.</i>								
	<i>The <u>ax</u> broke when it hit a <u>gnarl</u> on the branch.</i>								/10
8. Vowel Teams								Comments	Score
oa, ea, oo, ai, ol, ay, ou, oi, oy, au, aw, oe, ew, al, igh	zoat	toast	steab	peach	cood	spoon	haid		
	sail	rolg	mold	nay	spray	roup	house		
	boin	moist	poy	enjoy	raut	pause	gawf		
	dawn	foe	boe	prew	stew	palt	salt		
	nigh	right							/30
9. Multi-Syllable								Comments	Score
(a) 2-Syllable	be-hind	pi-lot	lem-on	sum-mer					
	tar-get	ro-tate	glob-al	rap-id				/10	
	ol-ive	chan-nel							
(b) 3-Syllable	en-er-gy	coun-se-lor	es-tab-lish	fan-tas-tic					
	cos-met-ic	per-sist-ence	scor-pi-on	po-et-ry				/10	
	or-phan-age	hes-i-tate							
(c) 4-Syllable	cat-er-pil-lar	im-mac-u-late	sig-nif-i-cant	re-la-tion-ship					
	mo-nop-o-ly	sem-i-cir-cle	me-mo-ri-al	ma-jor-i-ty				/10	
	o-be-di-ent	cap-i-tal-ize							
10. Prefixes and Suffixes								Comments	Score
dis-, non-, in-, pre-, re-, un-, con-, mis-, -tion, -ous, -ness, -able, -ful, -ary, -ment	disable	display	nonfiction	nonsense	inactive				
	indirect	predate	predict	reread	replace				
	uncut	unknown	connect	confer	misfile				
	misfit	option	mention	nervous	poisonous				
	happiness	sadness	reliable	laughable	restful				
	thoughtful	ordinary	solitary	ailment	pavement			/30	

Phonics and Structural Analysis

Phonics and Structural Analysis Survey Scoring Sheet, Test 3						
11. Plurals (-s, -es)					Comments	Score
(a) No spelling changes	cars	tops	classes	bosses		/12
	flashes	wishes	lunches	inches		
	faxes	prefixes	blazes	crazes		
(b) With spelling changes (y to i, f, fe to v)	spies	cities	berries	bodies		/12
	candies	ladies	loaves	calves		
	scarves	wharves	wives	hooves		
12. Inflectional Verb Endings (-s, -es, -ed, -ing)					Comments	Score
(a) No spelling changes	clips	fools	knocks	meshes		/12
	jinxes	coaches	waited	fizzed		
	floated	hurrying	dusting	straying		
(b) With spelling changes	tries	studies	rallies	remedies		/12
	dragged	chugged	fried	certified		
	hiding	splitting	reducing	writing		
13. Possessives and Contractions					Comments	Score
(a) Possessives (singular, plural, and irregular)	cow's	pilot's	dad's	teacher's		/12
	farmer's	sailor's	boys'	babies'		
	armies'	monkeys'	women's	thieves'		
(b) Contractions (pronoun-verb and with not)	I'd	she'll	you'd	you'll		/12
	we've	they're	isn't	wasn't		
	couldn't	wouldn't	haven't	weren't		
14. Comparative Endings (-er, -est)					Comments	Score
(a) No spelling changes	warmer	quicker	harder	fresher	wilder	/12
	crisper	cleanest	kindest	roughest	fastest	
	steepest	weakest				
(b) With spelling changes	dimmer	fitter	redder	sadder	thinner	/12
	hipper	flattest	tannest	hottest	wettest	
	slimmest	fattest				

Phonics and Structural Analysis

Phonics and Structural Analysis Survey, Test 4									
Skill 1(a)	e	qu	c	s	w	m	f	u	j
Skill 1(b)	p	k	h	x	a	z	t	v	n
Skill 2(a)	sim	ral	jod	til	rom				
	lem	dun	feg	vad	sut				
Skill 2(b)	<p>Jon sat on a log.</p> <p>Jin has a bug on her bag.</p> <p>Kit had to get a cab.</p> <p>Viv can lug the bag on a jet.</p>								
Skill 3(a)	chud	seng	lith	whap	thub				
	fosh	gack	shan	vich	mong				
Skill 3(b)	Jack was in a rush.				We can chat.				
	When did you wash those?				That duck was on a path.				
Skill 4(a)	stod	spuf	bral	griv	glup				
	tras	flen	blit	crog	jesk				
Skill 4(b)	<p>Brit and Brad will swim past the raft in the pond.</p> <p>Glen has dust on the brim of his best hat.</p>								
Skill 5(a)	lefe	cobe	lope	vime	pume				
	gude	kede	paze	zite	nade				
5(b)	<p>Steve wants to hide his flute and bike at home.</p> <p>Eve hopes that the rake and the twine are on sale.</p>								

Phonics and Structural Analysis

Phonics and Structural Analysis Survey, Test 4								
Skill 6(a)	burb	lork	horm	garn	pert			
	sirm	cerk	firl	furd	jard			
Skill 6(b)	Kurt lives on a farm that sells corn and chard. Fern likes more circles on her purse and shirt.							
Skill 7(a)	wrom	fuge	wox	bedge	kitch			
	salk	knev	foce	quiv	gnas			
Skill 7(b)	The girls walk by the edge of the quiet river. Did you know that a gnome is small? Can you wrap the parcel? Mitch planted a box of sage seeds.							
Skill 8	hoak	goat	gream	meal	joot	spoon	mait	paint
	spold	fold	fayn	tray	boun	groun	toid	spoil
	poyt	oyster	naut	auto	daw	claw	loe	toe
	bew	stew	dalt	calm	lighs	tight		
Skill 9(a)	fiction		money	lettuce	dentist	vacant		
	pumpkin		coffee	fifteen	hamster	scholar		
Skill 9(b)	basketball	turbulent	improvise	humorous	photograph			
	computer	strawberry	highlighter	defiant	remember			
Skill 9(c)	experiment	discovery	macaroni	impossible	convertible			
	harmonica	elevator	activated	biology	horizontal			
Skill 10	disappear	disagree	nonverbal	nonlife	incapable	inactive		
	preheat	preschool	reknit	replay	unveil	unlock		
	concede	concur	misread	mistreat	attention	induction		
	fabulous	enormous	fairness	awareness	enjoyable	adorable		
	peaceful	hopeful	dietary	literary	statement	payment		

Phonics and Structural Analysis

Phonics and Structural Analysis Survey, Test 4						
Skill 11(a)	mugs	bricks	guesses	actresses	rashes	marshes
	watches	porches	suffixes	hoaxes	blazes	prizes
Skill 11(b)	fries	bunnies	lillies	supplies	families	patties
	shelves	halves	knives	wives	loaves	scarves
Skill 12(a)	mops	drips	coats	waxes	crashes	wishes
	rushed	nailed	heated	playing	sketching	pitching
Skill 12(b)	flies	denies	copies	glorifies	dried	planned
	grabbed	slipped	clapping	hiding	sliding	organizing
Skill 13(a)	principal's	king's	child's	flower's	giant's	worker's
	drivers'	directors'	ducks'	sheep's	ladies'	children's
Skill 13(b)	I'll	you've	they'll	he's	we're	it's
	hasn't	doesn't	shouldn't	aren't	couldn't	mustn't
Skill 14(a)	poorer	shorter	richer	harder	colder	prouder
	neatest	longest	coldest	loudest	dampest	slickest
14(b)	dimmer	tanner	bigger	wetter	redder	hotter
	saddest	thinnest	gladdest	flattest	maddest	fittest

Phonics and Structural Analysis

Phonics and Structural Analysis Survey Scoring Sheet, Test 4						
1. Letters		Score			Score	
(a) Names	e qu c s w m f u j p k h x a z t v n b g r i y o d l	/26	(b) Sounds	/e/ /kw/ /k/ /s/ /w/ /m/ /f/ /u/ /j/ /p/ /k/ /h/ /ks/ /a/ /z/ /t/ /v/ /n/ /b/ /g/ /r/ /i/ /y/ /o/ /d/ /l/	Consonants: /21	Vowels: /5
2. VC and CVC					Comments	Score
(a) In List	sim ral jod til rom lem dun feg vad sut					/10
(b) In Text	<u>Jon sat on a log.</u> <u>Kit had to get a cab.</u>	<u>Jin has a bug on her bag.</u> <u>Viv can lug the bag on a jet.</u>				/20
3. Consonant Digraphs					Comments	Score
(a) In List	chud seng lith whap thub fosh gack shan vich mong					/10
(b) In Text	<u>Jack was in a rush.</u> <u>When did you wash those?</u>	<u>We can chat.</u> <u>That duck was on a path.</u>				/10
4. CVCC and CCVC					Comments	Score
(a) In List	stod spuf bral griv glup tras flen blit crog jesk					/10
(b) In Text	<u>Brit and Brad will swim past the raft in the pond.</u> <u>Glen has dust on the brim of his best hat.</u>					/10
5. Silent e					Comments	Score
(a) In List	lefe cobe lope vime pume gude kede paze zite nade					/10
(b) In Text	<u>Steve wants to hide his flute and bike at home.</u> <u>Eve hopes that the rake and the twine are on sale.</u>					/10

Phonics and Structural Analysis

Phonics and Structural Analysis Survey Scoring Sheet, Test 4								
6. r-Controlled Vowels							Comments	Score
(a) In List	burb	lork	horm	garn				
	pert	sirm	cerk	firl			/10	
	furd	jard						
(b) In Text	<u>Kurt</u> lives on a <u>farm</u> that sells <u>corn</u> and <u>chard</u> . <u>Fern</u> likes <u>more circles</u> on <u>her purse</u> and <u>shirt</u> .						/10	
7. Advanced Consonants (-tch, -dge, -x, qu, soft c & g, kn, gn, wr, -lk)								
(a) In List	wrom	fuge	wox	bedge				
	kitch	salk	knev	foce			/10	
	quiv	gnas						
(b) In Text	The girls <u>walk</u> by the <u>edge</u> of the <u>quiet</u> river. Did you <u>know</u> that a <u>gnome</u> is small? Can you <u>wrap</u> the <u>parcel</u> ? <u>Mitch</u> planted a <u>box</u> of <u>sage</u> seeds.						/10	
8. Vowel Teams								
oa, ea, oo, ai, ol, ay, ou, oi, oy, au, aw, oe, ew, al, igh	hoak	goat	gream	meal	joot	spoon	mait	
	paint	spold	fold	fayn	tray	boun	groun	
	toid	spoil	poyt	oyster	naut	auto	daw	
	claw	loe	toe	bew	stew	dalt	calm	
	lighs	tight					/30	
9. Multi-Syllable							Comments	Score
(a) 2-Syllable	fic-tion	mon-ey	let-tuce	den-tist				
	va-cant	pump-kin	cof-fee	fif-teen			/10	
	ham-ster	schol-ar						
(b) 3-Syllable	bas-ket-ball	tur-bu-lent	im-pro-vice	hu-mor-ous				
	pho-to-graph	com-put-er	straw-ber-ry	high-light-er			/10	
	de-fi-ant	re-mem-ber						
(c) 4-Syllable	ex-per-i-ment	dis-cov-er-y	mac-a-ro-ni	im-pos-si-ble				
	con-vert-i-ble	har-mon-i-ca	el-e-va-tor	ac-ti-va-ted			/10	
	bi-ol-o-gy	hor-i-zon-tal						
10. Prefixes and Suffixes							Comments	Score
dis-, non-, in-, pre-, re-, un-, con-, mis-, -tion, -ous, -ness, -able, -ful, -ary, -ment	disappear	disagree	nonverbal	nonlife	incapable			
	inactive	preheat	preschool	reknit	replay			
	unveil	unlock	concede	concur	misread			
	mistreat	attention	induction	fabulous	enormous			
	fairness	awareness	enjoyable	adorable	peaceful			
	hopeful	dietary	literary	statement	payment		/30	

Phonics and Structural Analysis

Phonics and Structural Analysis Survey Scoring Sheet, Test 4						
11. Plurals (-s, -es)					Comments	Score
(a) No spelling changes	mugs	bricks	guesses	actresses		/12
	rashes	marshes	watches	porches		
	suffixes	hoaxes	blazes	prizes		
(b) With spelling changes (y to i, fe, fe to v)	fries	bunnies	lillies	supplies		/12
	families	patties	shelves	halves		
	knives	wives	loaves	scarves		
12. Inflectional Verb Endings (-s, -es, -ed, -ing)					Comments	Score
(a) No spelling changes	mops	drips	coats	waxes		/12
	crashes	wishes	rushed	nailed		
	heated	playing	sketching	pitching		
(b) With spelling changes	flies	denies	copies	glorifies		/12
	dried	planned	grabbed	slipped		
	clapping	hiding	sliding	organizing		
13. Possessives and Contractions					Comments	Score
(a) Possessives (singular, plural, and irregular)	principal's	king's	child's	flower's		/12
	giant's	worker's	drivers'	directors'		
	ducks'	sheep's	ladies'	children's		
(b) Contractions (pronoun-verb and with not)	I'll	you've	they'll	he's		/12
	we're	it's	hasn't	doesn't		
	shouldn't	aren't	couldn't	mustn't		
14. Comparative Endings (-er, -est)					Comments	Score
(a) No spelling changes	poorer	shorter	richer	harder		/12
	colder	prouder	neatest	longest		
	coldest	loudest	dampest	slickest		
(b) With spelling changes	dimmer	tanner	bigger	wetter		/12
	redder	hotter	saddest	thinnest		
	gladdest	flattest	maddest	fittest		

Phonics and Structural Analysis

Phonics and Structural Analysis Survey, Test 5									
Skill 1(a)	h	o	f	n	s	i	w	p	a
	k	b	v	y	c	t	l	qu	m
Skill 1(b)	e	j	d	r	u	x	z	g	
Skill 2(a)	col	hin	rul	caz	dup				
	jep	gat	hos	vig	tez				
Skill 2(b)	<p>Gus and Pat had to cut the ham.</p> <p>Jan sat on the mat</p> <p>Ted and Vin fed the dog in the den.</p> <p>Rob had to get the wet mop.</p>								
Skill 3(a)	nath	thop	whek	duth	shib				
	dush	rach	deng	chil	zeck				
Skill 3(b)	Check which map is hung.				Jen can wash a sock or hat.				
	A ship hit the dock.				What did Tom do with that jug?				
Skill 4(a)	rund	fleb	clav	gosp	keld				
	gred	zost	trul	skal	fint				
Skill 4(b)	<p>Fred had to stop and grab the flag by hand.</p> <p>Ross will miss his swim at camp.</p>								
Skill 5(a)	vate	cupe	wote	sine	veke				
	jipe	mobe	gade	lune	tefe				
Skill 5(b)	<p>Luke came to get fake pine cones at the sale.</p> <p>The dog made a pile of bones in the hole.</p>								

Phonics and Structural Analysis

Phonics and Structural Analysis Survey, Test 5								
Skill 6(a)	warl	vurb	pern	serd	lirp			
	tarf	mort	cirv	dorv	nurk			
Skill 6(b)	Dirk hurt his leg on a sharp and hard corner. She bore the dirt for the ferns with a fork.							
Skill 7(a)	knil	nage	natch	celm	wrib			
	vedge	quen	belk	drox	gnaz			
Skill 7(b)	Madge and I talk at lunch. Ginny was quick to put away her pencil. I know how to patch a hole. Max wrote about a gnat.							
Skill 8	poat	toast	fea	seal	loof	book	waip	mail
	trolk	bolt	blay	cay	lour	south	voit	coin
	koy	noy	raun	haut	taw	baw	loel	moep
	yewn	rew	galk	halk	digh	thigh		
Skill 9(a)	lucky	credit	napkin	problem	frantic			
	salad	medal	athlete	blister	cement			
Skill 9(b)	conclusion	melody	tomato	generate	slippery			
	syllable	acceptance	cabinet	horizon	family			
Skill 9(c)	operator	manufacture	preoccupied	captivity	secretary			
	facilitate	impossible	territory	calculator	incredible			
Skill 10	discontent	dismiss	nonliving	nonmeat	inflame	insincere		
	preset	precede	review	retell	unclear	unrest		
	conceal	conjoin	misbehave	misplace	ignition	creation		
	precious	cautious	kindness	wilderness	miserable	portable		
	grateful	powerful	monetary	necessary	equipment	settlement		

Phonics and Structural Analysis

Phonics and Structural Analysis Survey, Test 5						
Skill 11(a)	mats	smocks	dresses	kisses	ashes	wishes
	churches	arches	axes	mailboxes	sizes	mazes
Skill 11(b)	dries	trophies	groceries	cities	pennies	duties
	calves	loaves	selves	knives	thieves	hooves
Skill 12(a)	jogs	shoots	wrecks	mixes	pushes	rises
	shouted	added	laughed	bursting	staying	digesting
Skill 12(b)	replies	marries	defies	worries	fried	solved
	drummed	skidded	picturing	dropping	rotating	cycling
Skill 13(a)	waiter's	dancer's	writer's	farmer's	baby's	parent's
	pets'	foxes'	visitors'	teachers'	oxen's	men's
Skill 13(b)	I've	you'd	he'll	they're	she's	we'd
	can't	weren't	wouldn't	hasn't	shouldn't	isn't
Skill 14(a)	firmer	taller	longer	calmer	odder	smarter
	fairest	wildest	smallest	youngest	loudest	coldest
14(b)	madder	bigger	fitter	thinner	fatter	flatter
	gladdest	slimmest	reddest	hottest	dimmest	tannest

Phonics and Structural Analysis

Phonics and Structural Analysis Survey Scoring Sheet, Test 5						
1. Letters		Score				Score
(a) Names	h o f n s i w p a k b v y c t l qu m e j d r u x z g	/26	(b) Sounds	/h/ /o/ /f/ /n/ /s/ /i/ /w/ /p/ /a/ /k/ /b/ /v/ /y/ /k/ /t/ /l/ /kw/ /m/ /e/ /j/ /d/ /r/ /u/ /ks/ /z/ /g/	Consonants: /21	Vowels: /5
2. VC and CVC						
(a) In List	col hin rul caz dup jep gat hos vig tez					/10
(b) In Text	<u>Gus</u> and <u>Pat</u> <u>had</u> to <u>cut</u> the <u>ham</u> . <u>Ted</u> and <u>Vin</u> <u>fed</u> the <u>dog</u> <u>in</u> the <u>den</u> .	<u>Jan</u> <u>sat</u> on the <u>mat</u> . <u>Rob</u> <u>had</u> to <u>get</u> the <u>wet</u> <u>mop</u> .				/20
3. Consonant Digraphs						
(a) In List	nath thop whek duth shib dush rach deng chil zeck					/10
(b) In Text	<u>Check</u> <u>which</u> map is <u>hung</u> . A <u>ship</u> hit the <u>dock</u> .	Jen can <u>wash</u> a <u>sock</u> or hat. <u>What</u> did Tom do <u>with</u> <u>that</u> jug?				/10
4. CVCC and CCVC						
(a) In List	rund fleb clav gosp keld gred zost trul skal fint					/10
(b) In Text	<u>Fred</u> had to <u>stop</u> and <u>grab</u> the <u>flag</u> by <u>hand</u> . <u>Ross</u> <u>will</u> <u>miss</u> his <u>swim</u> at <u>camp</u> .					/10
5. Silent e						
(a) In List	vate cupe wote sine veke jipe mobe gade lune tefe					/10
(b) In Text	<u>Luke</u> <u>came</u> to get <u>fake</u> <u>pine</u> <u>cones</u> at the <u>sale</u> . The dog <u>made</u> a <u>pile</u> of <u>bones</u> in the <u>hole</u> .					/10

Phonics and Structural Analysis

Phonics and Structural Analysis Survey Scoring Sheet, Test 5								
6. r-Controlled Vowels							Comments	Score
(a) In List	warl	vurb	pern	serd				
	lirp	tarf	mort	cirv			/10	
	dorv	nurk						
(b) In Text	<i>Dirk <u>hurt</u> his leg on a <u>sharp</u> and <u>hard</u> corner.</i>							
	<i>She <u>bore</u> the <u>dirt</u> for the <u>ferns</u> with a <u>fork</u>.</i>						/10	
7. Advanced Consonants (-tch, -dge, -x, qu, soft c & g, kn, gn, wr, -lk)								
(a) In List	knil	nage	natch	celm				
	wrib	vedge	quen	belk			/10	
	drox	gnaz						
(b) In Text	<i><u>Madge</u> and I <u>talk</u> at lunch.</i>							
	<i><u>Ginny</u> was <u>quick</u> to put away her <u>pencil</u>.</i>							
	<i>I <u>know</u> how to <u>patch</u> a hole.</i>							
	<i><u>Max</u> <u>wrote</u> about a <u>gnat</u>.</i>						/10	
8. Vowel Teams								
oa, ea, oo,	poat	toast	fea	seal	loof	book	waip	
ai, ol, ay,	mail	trolk	bolt	blay	cay	lour	south	
ou, oi, oy,	voit	coin	koy	noy	raun	haut	taw	
au, aw, oe,	baw	loel	moep	yewn	rew	galk	halk	
ew, al, igh	digh	thigh					/30	
9. Multi-Syllable								
(a) 2-Syllable	luck-y	cred-it	nap-kin	prob-lem				
	fran-tic	sal-ad	med-al	ath-lete			/10	
	blis-ter	ce-ment						
(b) 3-Syllable	con-clu-sion	mel-o-dy	to-ma-to	gen-er-ate				
	slip-per-y	syl-la-ble	ac-cept-ance	cab-i-net			/10	
	ho-ri-zon	fam-i-ly						
(c) 4-Syllable	op-er-a-tor	man-u-fac-ture	pre-oc-cu-pied	cap-tiv-i-ty				
	sec-re-tar-y	fa-cil-i-tate	im-pos-si-ble	ter-ri-to-ry			/10	
	cal-cu-la-tor	in-cred-i-ble						
10. Prefixes and Suffixes								
dis-, non-, in-,	discontent	dismiss	nonliving	nonmeat	inflamm			
pre-, re-, un-,	insincere	preset	precede	review	retell			
con-, mis-,	unclear	unrest	conceal	conjoin	misbehave			
-tion, -ous,	misplace	ignition	creation	precious	cautious			
-ness, -able,	kindness	wilderness	miserable	portable	grateful			
-ful, -ary,	powerful	monetary	necessary	equipment	settlement		/30	
-ment								

Phonics and Structural Analysis

Phonics and Structural Analysis Survey Scoring Sheet, Test 5						
11. Plurals (-s, -es)					Comments	Score
(a) No spelling changes	mats	smocks	dresses	kisses		/12
	ashes	wishes	churches	arches		
	axes	mailboxes	sizes	mazes		
(b) With spelling changes (y to i, f, fe to v)	dries	trophies	groceries	cities		/12
	pennies	duties	calves	loaves		
	selves	knives	thieves	hooves		
12. Inflectional Verb Endings (-s, -es, -ed, -ing)					Comments	Score
(a) No spelling changes	jogs	shoots	wrecks	mixes		/12
	pushes	rises	shouted	added		
	laughed	bursting	staying	digesting		
(b) With spelling changes	replies	marries	defies	worries		/12
	fried	solved	drummed	skidded		
	picturing	dropping	rotating	cycling		
13. Possessives and Contractions					Comments	Score
(a) Possessives (singular, plural, and irregular)	waiter's	dancer's	writer's	farmer's		/12
	baby's	parent's	pets'	foxes'		
	visitors'	teachers'	oxen's	men's		
(b) Contractions (pronoun-verb and with <i>not</i>)	I've	you'd	he'll	they're		/12
	she's	we'd	can't	weren't		
	wouldn't	hasn't	shouldn't	isn't		
14. Comparative Endings (-er, -est)					Comments	Score
(a) No spelling changes	firmer	taller	longer	calmer	odder	/12
	smarter	fairest	wildest	smallest	youngest	
	loudest	coldest				
(b) With spelling changes	madder	bigger	fitter	thinner	fatter	/12
	flatter	gladdest	slimmest	reddest	hottest	
	dimpest	tannest				

Phonics and Structural Analysis

Phonics and Structural Analysis Survey, Test 6									
Skill 1(a)	g	r	b	z	m	y	u	p	j
	l	i	o	e	w	h	x	d	s
Skill 1(b)	f	c	qu	v	a	t	n	k	
Skill 2(a)	ked	tob	nes	buk	fak				
	dif	nal	pum	zop	pib				
Skill 2(b)	<p>The big bag was in the hut.</p> <p>Can you hit the bug on my leg?</p> <p>Dan and his dad won a hat.</p> <p>The cat sat on his lap.</p>								
Skill 3(a)	thal	teck	wath	vock	kish				
	shub	whid	whef	mang	gech				
Skill 3(b)	Tom got a ring at a shop.				Which fish did Mom pick?				
	Deb is a chess whiz.				Then he sang a song.				
Skill 4(a)	scaf	cemp	jusk	flot	vunt				
	brek	glat	swid	solt	hink				
Skill 4(b)	<p>I plan to get a golf club and a ball.</p> <p>Stop and grab the pink lamp from my hand.</p>								
Skill 5(a)	seme	beve	tane	koze	lume				
	hafe	pude	nive	lote	fide				
Skill 5(b)	<p>The haze will fade from the lake in time for games.</p> <p>Mike made a joke to make us smile.</p>								

Phonics and Structural Analysis

Phonics and Structural Analysis Survey, Test 6							
Skill 6(a)	urn	terb	sirt	gort	carg		
	darm	lorp	virn	nerk	murd		
Skill 6(b)	<p>I saw a bird dart by the porch and turn to the water.</p> <p>The jar over there is more dirty than the urn.</p>						
Skill 7(a)	soth	hudge	plax	nace	knef		
	jolk	pige	wral	quap	gnaz		
Skill 7(b)	<p>Get a quart of milk.</p> <p>The box will not budge.</p> <p>It will gnaw on the giant red pencil.</p> <p>I had a scratch on my knee and my wrist.</p>						
Skill 8	toaf	hoax	steab	jeans	doot	stool	taim paid
	stol	mold	glay	fay	foud	soun	rois joit
	gloy	joy	vaud	laun	daw	jaw	loe foe
	tew	knew	shal	talk	trigh	migh	
Skill 9(a)	actor	quiver	magic	improve	package		
	booklet	radish	bucket	soccer	finger		
Skill 9(b)	optional	talkative	excellence	bakery	demolish		
	butterfly	possible	hydrogen	favorite	cucumber		
Skill 9(c)	exaggerate	aluminum	delivery	citizenship	elevator		
	category	anybody	accidental	particular	helicopter		
Skill 10	dislocate	dislike	nonfat	nonslip	invisible	inaccurate	
	preview	pretest	refill	repay	unfair	undo	
	construct	convict	misspell	mistake	action	section	
	furious	numerous	business	illness	knowable	valuable	
	hopeful	restful	visionary	honorary	payment	treatment	

Phonics and Structural Analysis

Phonics and Structural Analysis Survey, Test 6						
Skill 11(a)	fans	pets	mattresses	glasses	blushes	sashes
	beaches	couches	sixes	hoaxes	glazes	snoozes
Skill 11(b)	skies	carries	ponies	studies	copies	butterflies
	elves	thieves	wolves	shelves	halves	knives
Skill 12(a)	hangs	strolls	skips	relaxes	launches	polishes
	asked	yelled	pelting	helping	starting	delaying
Skill 12(b)	applies	dries	identifies	worries	cried	supplied
	begged	stubbed	getting	timing	believing	recycling
Skill 13(a)	rider's	gardener's	uncle's	sheriff's	nurse's	fighter's
	experts'	horses'	friends'	artists'	people's	geese's
Skill 13(b)	I'm	you're	he'd	she'll	it's	they've
	didn't	haven't	wasn't	shouldn't	couldn't	mustn't
Skill 14(a)	softer	sharper	kinder	brighter	quieter	harsher
	poorest	newest	smallest	deepest	coolest	sweetest
14(b)	hotter	slimmer	sadder	hipper	redder	madder
	tallest	fittest	wettest	thinnest	biggest	tannest

Phonics and Structural Analysis

Phonics and Structural Analysis Survey Scoring Sheet, Test 6						
1. Letters		Score			Score	
(a) Names	g r b z m y u p j l i o e w h x d s f c qu v a t n k	/26	(b) Sounds	/g/ /r/ /b/ /z/ /m/ /y/ /u/ /p/ /j/ /l/ /i/ /o/ /e/ /w/ /h/ /ks/ /d/ /s/ /f/ /k/ /kw/ /v/ /a/ /t/ /n/ /k/	Consonants: /21	Vowels: /5
2. VC and CVC						
(a) In List	ked tob nes buk fak dif nal pum zop pib					/10
(b) In Text	The <u>big bag was in</u> the <u>hut</u> . <u>Dan</u> and <u>his dad won</u> a <u>hat</u> .	<u>Can you hit</u> the <u>bug on</u> my <u>leg</u> ? The <u>cat sat on his lap</u> .				/20
3. Consonant Digraphs						
(a) In List	thal teck wath vock kish shub whid whef mang gech					/10
(b) In Text	Tom got a <u>ring</u> at a <u>shop</u> . Deb is a <u>chess whiz</u> .	<u>Which fish</u> did Mom <u>pick</u> ? <u>Then</u> he <u>sang</u> a <u>song</u> .				/10
4. CVCC and CCVC						
(a) In List	scaf cemp jusk flot vunt brek glat swid solt hink					/10
(b) In Text	I <u>plan</u> to get a <u>golf club</u> and a <u>ball</u> . <u>Stop</u> and <u>grab</u> the <u>pink lamp from</u> my <u>hand</u> .					/10
5. Silent e						
(a) In List	seme beve tane koze lume hafe pude nive lote fide					/10
(b) In Text	The <u>haze</u> will <u>fade</u> from the <u>lake in time</u> for <u>games</u> . <u>Mike made</u> a <u>joke</u> to <u>make</u> us <u>smile</u> .					/10

Phonics and Structural Analysis

Phonics and Structural Analysis Survey Scoring Sheet, Test 6								
6. r-Controlled Vowels							Comments	Score
(a) In List	urn	terb	sirt	gort				
	carg	darm	lorp	virn			/10	
	nerk	murd						
(b) In Text	I saw a <u>bird</u> <u>dart</u> by the <u>porch</u> and <u>turn</u> to the <u>water</u> . The <u>jar</u> <u>over</u> there is <u>more</u> <u>dirty</u> than the <u>urn</u> .							/10
7. Advanced Consonants (-tch, -dge, -x, qu, soft c & g, kn, gn, wr, -lk)								
(a) In List	sotch	hudge	plax	nace				
	knef	jolk	pige	wral			/10	
	quap	gnaz						
(b) In Text	Get a <u>quart</u> of <u>milk</u> . The <u>box</u> will not <u>budge</u> . It will <u>gnaw</u> on the <u>giant</u> red <u>pencil</u> . I had a <u>scratch</u> on my <u>knee</u> and my <u>wrist</u> .							/10
8. Vowel Teams								
oa, ea, oo, ai, ol, ay, ou, oi, oy, au, aw, oe, ew, al, igh	toaf	hoax	steab	jeans	doot	stool	taim	
	paid	stol	mold	glay	fay	foud	soun	
	rois	joit	gloy	joy	vaud	laun	daw	
	jaw	loe	foe	tew	knew	shal	talk	
	trigh	migh					/30	
9. Multi-Syllable							Comments	Score
(a) 2-Syllable	ac-tor	quiv-er	mag-ic	im-prove				
	pack-age	book-let	rad-ish	buck-et			/10	
	soc-cer	fin-ger						
(b) 3-Syllable	op-tion-al	talk-a-tive	ex-cel-lence	bak-er-y				
	de-mol-ish	but-ter-fly	pos-si-ble	hy-dro-gen			/10	
	fa-vor-ite	cu-cum-ber						
(c) 4-Syllable	ex-ag-ger-ate	a-lu-mi-num	de-liv-er-y	cit-i-zen-ship				
	el-e-va-tor	cat-e-go-ry	an-y-bod-y	ac-ci-den-tal			/10	
	par-tic-u-lar	hel-i-cop-ter						
10. Prefixes and Suffixes							Comments	Score
dis-, non-, in-, pre-, re-, un-, con-, mis-, -tion, -ous, -ness, -able, -ful, -ary, -ment	dislocate	dislike	nonfat	nonslip	invisible			
	inaccurate	preview	pretest	refill	repay			
	unfair	undo	construct	convict	misspell			
	mistake	action	section	furious	numerous			
	business	illness	knowable	valuable	hopeful			
	restful	visionary	honorary	payment	treatment		/30	

Phonics and Structural Analysis

Phonics and Structural Analysis Survey Scoring Sheet, Test 6						
11. Plurals (-s, -es)					Comments	Score
(a) No spelling changes	fans	pets	mattresses	glasses		/12
	blushes	sashes	beaches	couches		
	sixes	hoaxes	glazes	snoozes		
(b) With spelling changes (y to i, f, fe, to v)	skies	carries	ponies	studies		/12
	copies	butterflies	elves	thieves		
	wolves	shelves	halves	knives		
12. Inflectional Verb Endings (-s, -es, -ed, -ing)					Comments	Score
(a) No spelling changes	hangs	strolls	skips	relaxes		/12
	launches	polishes	asked	yelled		
	pelting	helping	starting	delaying		
(b) With spelling changes	applies	dries	identifies	worries		/12
	cried	supplied	begged	stubbed		
	getting	timing	believing	recycling		
13. Possessives and Contractions					Comments	Score
(a) Possessives (singular, plural, and irregular)	rider's	gardener's	uncle's	sheriff's		/12
	nurse's	fighter's	experts'	horses'		
	friends'	artists'	people's	geese's		
(b) Contractions (pronoun-verb and with <i>not</i>)	I'm	you're	he'd	she'll		/12
	it's	they've	didn't	haven't		
	wasn't	shouldn't	couldn't	mustn't		
14. Comparative Endings (-er, -est)					Comments	Score
(a) No spelling changes	softer	sharper	kinder	brighter		/12
	quieter	harsher	poorest	newest		
	smallest	deepest	coolest	sweetest		
(b) With spelling changes	hotter	slimmer	sadder	hipper		/12
	redder	madder	tallest	fittest		
	wettest	thinnest	biggest	tannest		

Foundational Skills Assessment

Fluency Assessment

Our Great Forests

Long ago, most of the eastern United States was a big forest. The land was covered with trees. Today big parts of this forest are gone. People cut down the trees as they moved west. They used the trees to make farms and cities. Now people plant new forests. They want to put back some of the trees that were cut down.

There are three kinds of forests in the United States. In one kind the trees lose their leaves in the fall. In a second kind, the trees stay green all year. The third kind is a mixed forest. It has trees that lose their leaves and trees that stay green.

If you visit a forest, look at the trees. See if you can tell what kind they are.

- ✓ Why are people planting new forests?
- ✓ What are two types of forest in the United States?

Name: _____ Date: _____

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 21 forest. The land was covered with trees. Today big parts
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Working Dogs

Dogs make wonderful pets. They are fun to play with, and they can be very friendly as well. But did you know that dogs can have jobs, too? Many dogs work. They help people in important ways.

Some dogs are trained to help blind people get around. They are called seeing-eye dogs. Other dogs are trained to help deaf people. They can alert their owners to sounds. The sound may be a fire alarm or a doorbell.



Most dogs have an excellent sense of smell. That is why police officers use them to locate people who are lost or hurt. Dogs also herd animals. They know how to make sheep and cows move along. They help to protect the animals as well. Even though dogs like to play, they are hard workers, too!

- ✓ What are “seeing-eye dogs”?
- ✓ Name two types of jobs dogs can have.

Name: _____ Date: _____

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Kurt Goes to School

Mark had a playful dog named Kurt. Kurt was a nice dog, but he had a problem. He disturbed people when they were eating by putting his paws on the table and barking.

“Kurt will have to go to dog school,” Mark’s father declared.

Kurt had to stay at the school for three days. Mark missed him. He could not wait until Kurt would come home.

Finally, Mark and his dad went to pick up Kurt. While they ate lunch, Kurt sat quietly. He did not put his paws on the table. He did not bark.

Mark’s father noted, “See, Mark. Kurt is now a well-behaved dog.” Mark was just happy to have his furry pal back.

When they got home, Mark talked to Kurt. “From now on, I’m the only one who goes to school,” he said. Kurt wagged his tail.

- ✓ What is Kurt’s problem?
- ✓ How does Mark’s dad solve the problem?

Name: _____ Date: _____

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Slow as a Sloth

Sloths live in the rainforests of Central and South America. They are very slow moving. They may stay in the same tree for most of their lives. They can live for 30 years. They do not need much food because they are so slow. Sloths eat fruit, buds, and twigs.

There are two types of sloths. One has two toes on each foot. The other type has three toes. They are about the size of a small dog. Their fur is gray and brown. Their faces look like they are smiling.

Their long arms and big claws help them hang from branches. Sloths may sleep for as long as 20 hours a day. While sleeping, they put their heads between their arms. This helps to hide them from predators. At night they are awake, looking for food.

📌 Where do sloths live?

📌 Why do sloths eat so little?

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Why Do Zebras Have Stripes?

Herds of zebras are found on the plains of Africa. They look like small horses. In fact, they are related to horses. But they do not have the colors of horses we know. Instead, they have stripes that are black and white. Every zebra has its own design.

Stripes help keep zebras cool. They also help to protect the animals. How? When zebras stand in a herd, their stripes seem to blend together. This makes it hard for a lion. It cannot see just one zebra. The herd may look like one big blob.

There are three types of zebras. Each type has stripes that are a little different. One kind has wide stripes that fade to gray. A second kind has narrow stripes. The third kind has white stripes that look more like the color of cream.

- ✔ What animal does a zebra look like?
- ✔ How do its stripes help the zebra?

Name: _____ Date: _____

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Phillip Steps Up

Phillip Palmer was a quiet student. He completed his work and got good grades, but he just never had much to say.

One day, Phillip's class was working in groups on different projects. A boy in his group said to another boy, "That's not the way to do it. Why can't you do it the right way?" His voice sounded mean and nasty.

Phillip became angry. "You are being a bully," he said to the boy. "You cannot treat people that way because we have learned to respect and help each other."

The boy was surprised since no student had ever talked to him that way. He wanted to say something mean to Phillip. But he stopped when he saw his fierce and determined face.

"I'm sorry," said the boy. He was more respectful the rest of the time.

✔ What upsets Phillip?

✔ How does Phillip help a classmate?

Name: _____ Date: _____

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Flood Rescue

Jack, his mother, and sister watched as rain fell in torrents. Since they lived at the top of a steep hill, Jack's family was lucky

"Cory's family lives right near the stream!" cried Jack. "Can we help them?" he asked.

"Of course," said Jack's mom. "Luckily my cell phone is working, and I can call them right now."

It wasn't long before Cory's family was knocking at the door. They were soaking wet and were glad to get into some dry clothes. Soon it was time for bed.

From his window, Jack watched the storm. Soon, the whole house was quiet.

Jack woke up early. He looked out the window and down the hill. He saw that the stream had flooded. Just then he heard the sound of motorboats.

"Phew!" said Jack. "Looks like everyone will be rescued."

📌 Why is Jack's family safe from the storm?

📌 Why is Jack worried about Cory's family?

Name: _____ Date: _____

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Learning Something New

The program Amy watched in class was amazing. She never knew how important bats were. She discovered that bats help to pollinate flowers. They also eat tons of insects that damage crops and harm people. Bats were now Amy's new favorite animal.

That weekend Amy was at a picnic and heard people talking about bats.

"They are ugly and dangerous pests," one woman said. "They should be destroyed." Amy was upset when other people agreed with the woman. She had to say something.

"Bats are helpful," Amy said. "You don't see many mosquitoes bothering us at this picnic. That's because bats live around here. They eat insects at night. They won't bite you either. If they fly close to you, they will just dart away. They are chasing a tasty bug."

Amy was able to change their opinions about bats.

✓ What animal is Amy interested in?

✓ What does Amy do at the picnic?

Name: _____ Date: _____

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Greyhounds

Greyhounds are dogs that can run very fast. Some of them run in races. Most greyhounds can race for just a few years. Then homes must be found for them. Special groups help them find homes.

A group that helps greyhounds find homes is called an *adoption group*. There are adoption groups for all kinds of dogs and cats. There are even groups for horses.

The people who help in these groups love animals. They are hopeful that each one will find a good home. They want to make sure the homes give good care.

Sometimes it is hard to find homes for greyhounds. They are cute but big. Many of them grow up on a racetrack. (In some states, greyhound racing is an organized sport.) They have never lived in a home. They have not lived with a family. Some adoption groups work with the greyhounds. They help them get ready to live in a home.

- ✓ How long can greyhounds be racing dogs?
- ✓ Why can it be difficult to find homes for greyhounds?

Name: _____ Date: _____

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Syntax	O	O	O	O
Self-correction	O	O	O	O
Intonation	O	O	O	O

Space Age Science

The space program is exciting. Astronauts have visited the moon. They have gone around Earth many times in the shuttle. They also have helped build the space station. The space program has allowed us to explore Mars and other planets.

Many people like the space program. However, they wonder what it does for them. In fact, the space program is a part of many things. Some are things we use everyday. To send people into space, scientists had to create new technology. The new tools and products they made helped astronauts live in space. They also helped people on Earth.

Solar panels came from the space program. Freeze-dried food and water filters did as well. We have power tools without cords because of the space program. Equipment made for astronauts also has helped fight fires on Earth. The computer mouse came from the space program, too. We can thank the space program for making long-distance phone calls easier as well.

- ✓ Why does the author view the space program as “exciting”?
- ✓ How does the space program help people on Earth?

Name: _____ Date: _____

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The Welcome Club

Kevin and Ally noticed that their town was becoming bigger. More people were moving in. “There are two new families in my neighborhood,” Kevin said. “And I see new faces at school.”

“Some of the kids are from other countries,” Ally added. “It must be hard to learn a new language. It’s hard enough being in a new school.”

“I have an idea,” Kevin said. “Let’s see how we can help the new kids.” And that is how the Welcome Club was born.



Kevin and Ally talked to their friends. Many of them wanted to help. They talked to their teacher. Then their principal helped them with a plan. When new students were about to start school, the principal informed the Welcome Club. The club ate lunch with them. They took them on a tour. They answered questions and helped them find places. The Welcome Club became the new students’ first friends.

- ✔ What is the Welcome Club?
- ✔ How does Kevin and Ally’s principal help the Welcome Club?

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	L1	L2	L3	L4
Reading in Phrases	O	O	O	O
Pace	O	O	O	O
Syntax	O	O	O	O
Self-correction	O	O	O	O
Intonation	O	O	O	O

The Campaign

Tyra thought that the school elections were silly. Three students wanted to be president of the fourth grade. Posters were going up in the halls. Many students were wearing paper tags that read “Vote For” with a name written in.

The candidates also were telling students why they should be president. Tyra had not heard one good reason from any of them. One candidate wanted shorter school days. Another wanted more options during lunch. The third promised no homework if elected.

“None of them have the power to fulfill any of these promises,” Tyra muttered. “We need a serious candidate.” And suddenly that candidate became Tyra.

Tyra told others she wanted to make a difference. She wanted to start a recycling program in school. She wanted to partner with other schools to find ways to help their community. Tyra did not think that anyone would take her seriously. But they did. Tyra was soon the class president.

- 📌 Why does Tyra think none of the candidates are serious?
- 📌 Who wins the fourth-grade election?

Name: _____ Date: _____

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Moon Mysteries

The moon is the biggest (and most familiar) object in our night sky. But how much do we really know about the moon? Throughout history, people have made up stories about the moon, but most are not true. For example, there is no “man in the moon.” The face we think we see is formed by shadows on mountains and in craters.

Over many years, we have learned a lot about our moon. Many scientists think the moon was formed from Earth. It happened millions of years ago. An object about the size of Mars hit Earth when it was still forming. The material knocked off from Earth became the moon. Once in orbit, the moon’s gravity helped stop Earth from wobbling.

Although the moon is dry, scientists now think there is water on the moon. A spacecraft sent to the moon detected water vapor. This may come from ice deep in dark craters.

- 📌 What is the “man in the moon”?
- 📌 What theory do scientists have about the moon’s creation?

Name: _____ Date: _____

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Wrong Number

Mr. Bayville did not like telephones. In particular, he disliked cell phones. He certainly did not think they were “smart” phones. “Cell phones are dangerous,” he would say. Then he would say that people crashed their cars because of cell phones. Or that people walked into walls because of cell phones.

At the library, Mr. Bayville read about the invention of the telephone. He read about Alexander Graham Bell’s first phone call. Bell had called his assistant Thomas Watson from another room. His first words were, “Mr. Watson, come here. I want to see you.”

To get rid of the telephone, Mr. Bayville built a one-person time machine. He set the clock for March 10, 1876, and climbed in. The machine whirred and shook. In just a few moments, Mr. Bayville was in the room with Mr. Watson. Over the wire, Bell’s voice could be heard, calling for Mr. Watson.

“Don’t answer that call,” Mr. Bayville shouted. “It’s a wrong number.”

- ✔ What does Mr. Bayville dislike?
- ✔ What text evidence proves this story is not realistic?

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Ancient Farming

The Andes mountains of Peru are changing. Weather patterns are more extreme. Farmers who live high in the mountains find it hard to grow crops in the ways they are used to. So, many farmers are looking to the past.

Hundreds of years ago farmers in the Andes grew their crops on mounds of earth. The crops were watered with canals. The ruins of the canals can be seen still. Farmers are now repairing the canals. They are building up the mounds. In some places where the old ways are being used, crops have increased.

The farmers are also planting some of the crops their ancestors grew. These plants are stronger. They grow better in the highest parts of the mountains. The plants will grow in spite of frost, floods, and drought. One of these crops is a small pink potato. The potatoes can be stored for up to two years. Then, they still can be eaten.

- ✓ How are the Andes changing?
- ✓ How did farmers in the Andes change their methods?

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Not Interested

Joel entered his new school and looked for his classroom. He had seen the school a couple of weeks ago when he had come to register with his dad. He liked what he saw because there were students from many different backgrounds. They all seemed to be really involved in their school.

In his class, Joel saw the familiar things. Some students were quiet while others liked to joke around. Some had little trouble with the work and some struggled. And he noticed that most were friendly, but there was always at least one kid who was not.

He met this kid at lunch. Because he was new, the kid thought Joel was an easy target. He made fun of Joel's clothes and the way he wore his hair. He made fun of Joel's old school, too.

Joel sighed. Having moved a lot, he was used to it. Joel stared at the kid for a long moment. Then he said, "I'm not interested."

- 📌 What new situation is Joel dealing with?
- 📌 What does Joel mean when he says he is "not interested"?

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Wildlife and the Bay

Many animals live in and around the bay not far from my town. We live on the Oregon coast. The blue sea makes a fine home for wildlife. Tiny and big fish live in the water, along with crabs and sea stars. Even small sharks swim along the shore. Mammals such as sea otters live there too. Birds cluster on the rocky cliffs above the bay.

The sea otters are strong swimmers and divers. They make their homes on the shore. But they spend most of their time in the water. Sea otters eat fish, mussels, and clams. It's fun to watch them crack open clams with rocks. They use their stomachs as a dining table. After a meal, they spend a long time cleaning their faces and whiskers.

Eagles make their homes on the cliffs above the bay. They lay their eggs in large nests made of sticks. After the eggs hatch, the mother and father leave the chicks. They fly off to catch fish for their babies.

- ✓ Where does the narrator live?
- ✓ Where do sea otters spend most of their time?

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Snakes That Stay Off the Ground

Some people think that all snakes live on the ground. That is not true. Snakes can live in the water and up in trees, too.

Water snakes have lived in many places in the world. They often prey on fish and other animals that live in the same area. These snakes can swim just like fish. To defend themselves, water snakes will puff up their heads and open their mouths. This makes them look large and fierce. They also can give off a bad smell as a defense.

Some snakes live in trees. These green or brown snakes are difficult to see. Their color patterns blend in with the dappled leaves of the tree. Some tree snakes can be very small and thin. These snakes are able to blend in with vines growing on a tree. Other tree snakes can flatten themselves and glide from tree to tree. Tree snakes usually prey on birds and frogs.

So whenever you think about snakes, look up as well as down! Snakes are not always on the ground.

- ✓ Where can snakes live?
- ✓ How can water snakes protect themselves?

Name: _____ Date: _____

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The Photo Album

Maribel wanted to know about her family history. She knew her family originally came from Mexico. But she was not sure exactly where they had lived. Everyone seemed to be too busy to answer her questions. Some who did listen just said they didn't know.

On a weekend trip to see her aunt and uncle, there was a thunderstorm. It was too rainy to go outside, so Maribel decided to ask her aunt and uncle about her family history.

"Your great-grandmother and great-grandfather came from a little town outside of Mexico City," her uncle said. "Your grandfather was a teacher. He taught in a high school in Los Angeles for many years."

"What did they look like?" Maribel asked.

"I can show you," her aunt said. She went into the bedroom and came back with a large photo album. She sat with Maribel and went through page after page of family photos. Maribel saw her great-grandparents, grandparents, and cousins. By the end of the weekend, Maribel proudly knew the history of her family.

- ✓ What does Maribel want to find out?
- ✓ Why does Maribel ask her aunt and uncle questions instead of playing?

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Chinese New Year

The Chinese New Year begins with the first new moon in the year. It ends 15 days later when the moon is full. The date of the New Year changes every year. This is because the Chinese add an extra month every few years to their calendar.

The New Year is also known as the Spring Festival. In China, this festival is an important holiday. During a traditional New Year celebration, almost all business stops. People focus on their homes and family. Houses are cleaned and food prepared to honor ancestors.

Throughout the 15 days, many feasts are held. On the first night, one fish is left and not eaten. This fish is a symbol of abundance. People eat long noodles in the first five days as a symbol of long life. The Lantern Festival is held on the last night. Children carry lanterns through the streets. For the feast on that night, round dumplings are served. They are a symbol of the full moon and the family.

- 📌 Why does the date of the Chinese New Year change?
- 📌 What is another name for the Chinese New Year?

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Toothbrush Trivia

The toothbrush, like the one you use everyday, has been in use for only about 75 years. The modern toothbrush has nylon bristles. It was invented in 1938. So how did people clean their teeth before that time?

Amazingly, ancient forms of toothbrushes have been found that are over five thousand years old! They are thin twigs with one end chewed. The chewing made the end into a brush. The stick was then rubbed against the teeth to clean them.

In the late 1400s, the Chinese invented a toothbrush that used bristles. The bristles were made from hog hair. The rough hairs came from the back of a hog's neck. They were put on a handle made of bone or bamboo.



Before World War II, people did not take care of their teeth like we do today. Soldiers in the war were given toothbrushes. These were modern brushes with nylon bristles. The soldiers were told to brush their teeth. People heard what the soldiers did. So they began to use toothbrushes on their own teeth.

- ✔ How old are the earliest toothbrushes?
- ✔ What caused more people to use toothbrushes in the twentieth century?

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Fireball

Rico loved stargazing. He spent a few hours every clear night watching the skies. His sister thought he was wasting time, but Rico knew he wasn't. As he patiently watched, he saw amazing sights. He had seen the streak of a comet's tail and watched a space station whiz by.

Rico's favorite nights for watching the skies were when there was a meteor shower. These happened about four times a year. On one August night, he planned to see the Perseid shower, so he invited his sister to watch too.

"How boring!" his sister said. "You just sit and watch the sky?"

"Just try it," Rico said. At last, he convinced her to watch the sky with him.

After an hour, Rico's sister was bored and grumbling. She threatened to leave when suddenly a bright flash appeared and a fireball zipped across the sky. Rico and his sister could hear it crackle and sizzle as it burned. Then it disappeared over the horizon. Rico's sister was amazed. She would never again think that watching the sky was boring.

✓ What does Rico like to do?

✓ How does Rico's sister change at the end of the passage?

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Just One Rule

Long ago, there was a small village that had been established by people who did not like to be told what to do. So their village had no rules or regulations.

Everything was fine for a while. Then arguments began to break out. One woman complained that her neighbor did not get rid of his garbage fast enough. Another woman accused her neighbor of playing loud music late at night. Someone else announced that the big plastic flamingo he had put in his front yard had been stolen.

Finally, the people had a meeting. Everyone talked and shouted at once. At last, one man asked for quiet and said, "Someone has to conduct this meeting or we won't get anything done. It might as well be me." They all agreed and were quiet.

The man said, "I propose just one rule. Don't do anything to anyone else that you wouldn't want done to you. If you have a problem, then have a talk with me. But remember that I am not in charge." So everyone was happy after "Not in Charge" took charge.

- ✓ Why did the village have no rules?
- ✓ Why does the one rule make everyone happy?

Name: _____ Date: _____

Just One Rule

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Words Read	-	Errors	=	WCPM

- Fall (94 WCPM)**
- Winter (112 WCPM)**
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WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	O	O	O	O
Pace	O	O	O	O
Syntax	O	O	O	O
Self-correction	O	O	O	O
Intonation	O	O	O	O

Too Many Cats

Mr. Bixby had two big orange cats that he was very proud of. One had a magnificent long and bushy tail. The other cat was beautiful, with fur the color of marmalade jam.

The cats in the town knew that Mr. Bixby loved cats. So they were careful not to bother the birds around his home. They did not meow around his open window late at night.

One day, there was a big storm with several inches of rain. Many parts of the town were flooded. Mr. Bixby was fortunate that his house was on a hill, so his home was high and dry.

The day after the storm, Mr. Bixby went down into his basement. He was startled to find that the basement was full of many cats. "There are too many cats in here," he cried. "Where did they all come from?"

Mr. Bixby finally figured out why the cats were in the basement. They came to get away from the flood. So he began to call all of the townspeople. Everyone was thrilled their cats had been found safe and sound.

- ✓ How are Mr. Bixby's cats alike?
- ✓ Where do the cats go to escape the flood?

Name: _____ Date: _____

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Paul's Big Problem

Paul Breen felt discouraged. He had been selling fruit, jams, and preserves for a long time. Paul's fruit shop was the best in town. Then a new store, Joy's Veggie Nook, opened up in a small mall nearby. Now Joy seemed to be stealing Paul's customers because his shop had fewer customers each day. He had heard that Joy's store was crowded.

Paul went to talk to Joy. "I am not getting any new customers," he complained. "And the customers I always have had are now coming to you for their healthy snacks."

Joy thought for a moment and then beamed. "I think I can help you out. Why don't we join your fruits with my vegetables? Your shop is roomier than what I have here and can certainly hold two businesses. Customers will buy your fruits, my veggies, and healthy salads from both of us."

Paul thought for a moment. Then he grinned. "We have found the perfect solution!"

- ✓ What is Paul's problem?
- ✓ How is the problem solved?

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Trees or Gems?

Although both trees and gems are beneficial, or useful, trees are more beneficial. Gems are shiny and pretty. They can be made into necklaces and rings. Hard gems can be used in tools. But trees have even more uses. Trees give us paper and wood. They give us food as well, such as fruit and nuts. Birds and other animals live in trees. Trees also give us air to breathe.

Some people want to protect old trees that are still standing. Others say that aged trees need to be cleared away and young trees planted. The way to solve this argument is to cut only portions of a forest and leave others intact. That saves more trees and creates a healthy forest.

Many think that trees do not need to be protected because they are renewable. But as we cut them, we must replant them. That is the best way to save trees.

- ✓ Why does the author view trees as important?
- ✓ In the author's view, what is the best way to save trees?

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A Faster Way to Travel

People have always wanted to travel faster. Long ago, people were limited to how fast they could go by their own feet. Then people found that they could travel faster by boat (if there was water nearby). Soon they learned to make canoes and sailboats.

On land, people tamed wild horses. This meant they could ride much faster than they could walk. Yet, they were still limited by how much they could carry. The wheel and the invention of carts and wagons solved this problem. Wagons loaded with goods could be pulled by horses.



Wheels and carts finally led to the invention of trains and cars. Then people could travel much farther. A trip of many months took just a few days. The invention of airplanes made travel even faster. People could travel halfway around the world in a little more than a day. Now people look to the stars. How fast and far can they go in the future?

- ✓ Name two advances that made travel faster.
- ✓ Why did people tame wild horses?

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Surrender at Yorktown

Jeremy urged his horse to go faster as he raced through the Virginia countryside in 1781. He had heard that General Lord Cornwallis had surrendered to General George Washington in Yorktown. He wondered if the war was nearly over.

Jeremy soon reached his uncle's farm. Bursting through the door, he delivered the momentous news. His uncle made him sit down and take several deep breaths before telling more.

Jeremy had heard the story from a spectator who had watched the ceremony. "He told me that Cornwallis was not there," Jeremy panted. "He pretended to be ill. He sent his second in command instead. The British soldiers were sullen as well. Some threw their weapons down in disgust."



However, the surrender had happened, and it was still surrender. This was a major victory for the American Patriots. But Jeremy and his family would have to wait until 1783 for the Treaty of Paris to be signed. The treaty granted the colonies their independence.

- ✓ What news does Jeremy have for his uncle?
- ✓ What text evidence shows that Jeremy is excited?

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The Silk Road

The Silk Road was not made of silk. Nor was it truly a road. It was an ancient trade route. The Silk Road linked China and India with the Roman Empire. Silk was just one of the treasures that the caravans, or groups of travelers and traders, carried. They also brought gems, jade, and glass to the West. Horses and exotic foods were traded as well. The caravans returned with Roman gold. Three major routes made up the Silk Road. They snaked across deserts and over mountains for more than 2,800 miles.

Traveling the road was dangerous. Traders had to watch out for bandits who would rob them. There were also tribes who threatened the caravans. Tribal leaders often demanded money. If the traders did not pay, they could not pass.

The Silk Road continued as a major trade route for hundreds of years. More than just a way to sell goods, the Silk Road connected people. The road became a way to exchange new ideas.

- ✓ Why was the Silk Road important?
- ✓ How was the Silk Road dangerous?

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A Living Museum

When the Pilgrims landed on the coast of North America, they did not have homes to move into. They had to build a colony. There were no stores for them to buy food. So they had to grow their own food. They made their own clothing as well.

People today can see what life was like for the pilgrims. They can visit Plimoth Plantation in Massachusetts. An English village has been built here to show people what life was like in 1627. This was only seven years after the colonists arrived. At the time, there were about 160 people living there.

People at the site dress like the colonists did in 1627. They show visitors how the colonists led their daily lives. They also invite visitors to join in activities such as cooking and gardening.

There also are many animals in the village. These are the same types of animals that the colonists had. They include rare breeds of cattle, goats, chickens, and sheep.

📌 What is Plimoth Plantation?

📌 What text evidence shows that life for the Pilgrims was hard?

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Abigail Rests

Abigail was tired of tending to the herb garden. It was a hot day, and she had been working since early morning. She had fetched water for her mother then fed the chickens. From there she had gone to the garden. Now the sun was high.

Abigail peeked into the small wood-frame house where her mother had just finished baking bread.

“Mother, may I please have a few moments to go to the stream to rest?” Abigail asked. “It is very warm, and I would like some cool water.”

Her mother said yes and cautioned her to be careful. Abigail skipped away before her mother could change her mind. She quickly followed the path down to the water where there was shade and a cool place to relax.

Abigail remained for about an hour. She enjoyed listening to the birds’ chatter and watching a young deer come for a drink. At last, she felt refreshed. She knew it was time to go back to work.

- ✓ Why was Abigail tired?
- ✓ What does Abigail ask her mother?

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A Wildlife Project

Leon's group was having trouble coming up with a topic for its class project. The group had to focus on something local and use some form of technology.

"Let's do local wildlife," Leon said. There was a groan. The group didn't think Leon's idea was interesting at all. The group changed its mind after Leon told more about his idea.

On Saturday, Leon, his classmates, and some adults took a hike. The children used a camera and a cell phone to take pictures and videos. Later, they used a computer to put together their work. They had filmed a close-up of a hawk swooping through the sky. They had pictures of deer, squirrels, and even a fox. There was also a video of a flock of wild turkeys.

The presentation to the class went well. Everyone was surprised at how much wildlife could be seen in the area. They also liked the way the pictures and videos were done. It was more like a movie than a class project.

- ✓ What problem does Leon's group have?
- ✓ What does Leon's group do during their hike?

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Snakes of Many Colors

You might think snakes do not need protection, but they do. Pigs and mongooses prey on snakes. Large birds, such as the serpent eagle, think snakes are good to eat. Even other snakes, such as the King Cobra, hunt other snakes.

Snakes often use color to protect themselves. The bright colors of some snakes warn enemies that the snake is poisonous. Other snakes, such as the Mangrove snake, only pretend to be poisonous. The Pueblan milk snake has bright red, black, and white scales. They are arranged in bands. It looks like another kind of snake that is poisonous. Other animals leave it alone.

Snakes also use their colors to hide themselves. For example, the bright green cat snake lives high in a tree in the rainforest. The snake stays coiled around a branch during the day. It looks just like a vine. This fools animals that might want to make it their dinner.

These snakes need their colorful scales to stay safe. After all, it is a dangerous world—even for a snake.

- ✓ Why do snakes need protection?
- ✓ How do snakes use color to help themselves?

Name: _____ Date: _____

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Flying to Help

Pilots fly planes. Some pilots help people in danger by flying to places where people need help. They use their planes to help find people lost in parks. They also dump water and chemicals to put out fires. They bring supplies to the firefighting crew as well.

Pilots need special skills to do their job. For example, pilots who fly to help find people must have fine eyesight. They may have to spot a person from far away. They may have to land in canyons or deep valleys to drop off supplies. Pilots who help to put out fires must be able to respond quickly and focus on safety.

Flying to a fire is dangerous. For example, flames can burn the plane if it flies too low. The air may be filled with smoke, which makes it hard for the pilot to see and breathe.

Flying a plane to put out a fire or to find missing people is not easy. Sometimes it is not safe. But it is a job that helps many people. These brave pilots should be thanked for all they do.

- ✔ What is the author's view of pilots?
- ✔ Why is flying to a fire dangerous?

Name: _____ Date: _____

Flying to Help

10 Pilots fly planes. Some pilots help people in danger by
20 flying to places where people need help. They use their
31 planes to help find people lost in parks. They also dump
42 water and chemicals to put out fires. They bring supplies to
47 the firefighting crew as well.
57 Pilots need special skills to do their job. For example,
68 pilots who fly to help find people must have fine eyesight.
80 They may have to spot a person from far away. They may
92 have to land in canyons or deep valleys to drop off supplies.
104 Pilots who help to put out fires must be able to respond
109 quickly and focus on safety.
119 Flying to a fire is dangerous. For example, flames can
133 burn the plane if it flies too low. The air may be filled with
145 smoke, which makes it hard for the pilot to see and breathe.
158 Flying a plane to put out a fire or to find missing people
173 is not easy. Sometimes it is not safe. But it is a job that helps
183 many people. These brave pilots should be thanked for all
185 they do.

- What is the author’s view of pilots?
- Why is flying to a fire dangerous?

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- Fall (110 WCPM)**
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Pace	○	○	○	○
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Self-correction	○	○	○	○
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Victor Discovers History

Victor had no interest in history and did not see any value in learning about the past. “The past is past,” he would often proclaim. “I should only be concerned with what is happening now.”

One Saturday Victor had nothing to do. He was so bored he decided to take a walk downtown. Around one corner he found a sign that read “Town Museum.” He could not imagine what would be in a museum of his town. He did not think there was anything interesting to display. But he went inside to see.

Victor was in the museum for hours. He found out that there had been a rich silver mine near the town in the 1880s, and that there had been a massive explosion which was reported in national newspapers. New safety rules for all mines resulted from the accident.

The town had also been the state capital for a short time right after statehood was granted. This was soon after the railroad had reached the town and new settlers arrived by the hundreds.

“Wow!” Victor said. “I had no idea my town was so amazing!”

- ✓ How does Victor change in the passage?
- ✓ Name one thing Victor discovers about his town.

Name: _____ Date: _____

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Super Spots

A leopard has spots for more than one reason. The leopard's spots are dark brown and shaped like flowers. They help the big cat hide from its prey. In forests and grasslands, the spots break up the shape of the leopard. Other animals cannot easily see the leopard.

Another reason for the spots is communication. A leopard has a white spot on the tip of its tail and on the backs of its ears. These spots help leopards find each other in tall grass.

Even black leopards have spots. These cats live in the dark rain forests of Southeast Asia. They look solid black. But their spots can be seen from the right angle.

Jaguars and cheetahs are other big cats with spots. The spots of all three cats are about the same color. But the spots are different shapes. Jaguar spots are also like flowers, but they are bigger than leopard spots. Jaguar spots also have dots in the center. Cheetahs have solid spots that are evenly spread across its body.

✓ How do leopards use spots to communicate?

✓ What is the major difference between the spots of big cats?

Name: _____ Date: _____

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Rare Air

You can't see it, but clean air is an important and often rare resource. Nearly every living thing needs air to live. If air becomes dirty because of pollution, plants can die. People and animals can become sick.

Air pollution is often from smoke. In the 1200s in England, people complained about smoke when coal was first burned. Today, people burn oil and natural gas to heat their homes and operate their cars. Air pollution also comes from businesses, such as electrical plants.

When you can see hazy brown air, you know that it's dirty. Polluted air traps gases. When these gases cannot escape, they raise the temperature of Earth. People cannot breathe easily when the air is bad. Their eyes become red, and noses and lungs are irritated. They can develop asthma and other breathing problems.

There are ways to control air pollution. But they are costly. Many businesses do not want to pay a lot of money. Customers do not want to pay more for the products they buy.

- ✓ Why is clean air important?
- ✓ What problem does the author point out about controlling air pollution?

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Bright Stars

The Bayville Bright Stars played baseball, but none of them were stars. Each player had been rejected by another, better team.

The Bayville Bright Stars were definitely a team. The players liked each other, and they worked well together. As they organized their team, they discovered that each team member had one skill. Shawn could run fast while José could throw a baseball a long distance. Taylor was capable of watching the whole field to see what everyone was doing. Vera was good at shortstop; this was the one position she could play well. None of the Bright Stars were excellent players, but they were consistently good. Best of all, the team loved to play baseball.

The team decided to let each player choose his best position. They practiced often until their first game was scheduled. They didn't win that game, but at least they scored.

In the last game of the season, the Bright Stars finally demonstrated what they could do. They beat the best team by one run and shocked everyone. No team could have been happier with a win.

- ✓ How were the Bayville Bright Stars formed?
- ✓ Why does the narrator believe the Bayville Bright Stars are a good team?

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The Hidden Door

Zoe and Carl thought their new home was the oddest place. The big, rambling house squatted like a toad in the middle of a large field. It had been built in the mid-1800s as part of a large farm. It had many rooms and wandering hallways. Sometimes a hall would come to an abrupt stop. Stairs ended at a solid wall.

After several weeks, Zoe and Carl thought they knew everything about the old house. But their parents had one more surprise.

“Have you found the hidden door in the library?” their father asked.

The twins gazed around the room, seeing only tall shelves filled with books. Their father walked over to one bookcase and reached up under a shelf. They heard a click, and a part of the bookcase moved forward. There was a door behind it.

“We’ve discovered that this house used to be a part of the Underground Railroad before the Civil War. Escaped slaves from the South would stay in the rooms behind this bookcase. No one would find them behind the hidden door,” the twins’ mother explained.

✓ What is the house’s biggest surprise?

✓ How is the house a part of history?

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A Closer Look

Megan felt as though she had landed on another planet. She was spending the summer with her aunt and uncle who lived on a large ranch in Wyoming. Megan had come from a busy city in California.

On her first day, Megan went outside and gazed at the landscape. The land seemed completely empty as it stretched for miles.

“There’s nothing here,” Megan complained.

“Just wait,” her aunt said and smiled.

Megan did wait, but nothing seemed to happen. Then one day, Megan’s aunt and uncle took her for a ride to a mountain meadow where Megan saw beautiful wildflowers, but that was all.

And then over the wildflowers flitted tiny hummingbirds. Their wings moved in a blur. Megan’s aunt explained that they were Rufous hummingbirds. Then she pointed up in the sky where Megan saw a mass of fluttering insects. They turned out to be Monarch butterflies migrating to Wyoming from their winter home in Mexico.

“In the fall the elk herds migrate,” Megan’s uncle said.

“There is always something to see if you look closer.”

- ✔ What is Megan’s problem at the start of the passage?
- ✔ What lesson does Megan learn?

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The Seashore

There are many fun activities to choose from when you visit the seashore. The beaches, boardwalks, and ocean waters offer many things to do. You can build sandcastles, swim, surf, collect shells, or play games.

Lots of people like to collect seashells. Miles of sandy shores invite a walk along the water's edge. You will find that the waves push many shells onto the sand. Soft-bodied sea animals, called mollusks, use these shells for protection.

The ocean can cool you off on a hot day. Swimming and surfing are two ways to enjoy the water. Riding waves on a surfboard can be lots of fun! However, it is important for swimmers and surfers to be careful. Big waves or strong tides can make a fun activity unsafe.

If you like to play games, be sure to visit the beach and boardwalk. You can join a beach ballgame. You can also watch and cheer on the players. Most boardwalk games cost money but offer prizes if you win.

Paid passes are needed on many beaches. Often you can prepay for a whole season of fun. Then you can return to the seashore anytime. Everyone should go to the seashore!

✓ What is the author's view of the seashore?

✓ What are mollusks?

Name: _____ Date: _____

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Alicia's Dilemma

Alicia had a dog, a miniature schnauzer named Rosie that she had grown up with. Now Alicia had a little sister, Marta, who also loved the dog. But Marta was always sick with red, itchy eyes and a runny nose. Lately, she was getting ear infections.

"Your sister is allergic to your pooch," Dr. Hurtago said to Alicia one day when her mom had taken Marta to the doctor's office.

"Rosie is a member of our family," said Alicia's mom. "But Marta cannot be sick all the time."

The girls went home and embraced Rosie, which caused Marta to start sniffing all over again.

The next day after school, Alicia went to see Rosie's veterinarian. "I love Rosie, but she can't stay with us. She needs another home; it has to be someplace where I could visit her," Alicia explained.

The vet looked thoughtfully at her. "My sister loves schnauzers, and she just moved into town. She has been thinking about getting a dog, so this may be perfect."

"Could I visit and take Rosie for walks?" Alicia asked.

"I'm sure you could," said the vet with a smile.

- ✓ What is Alicia's dilemma?
- ✓ How does the veterinarian help Alicia?

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Making Perfume

Lin loved the smell of flowers and forest pine needles. She loved the smell of oranges and lemons.

Lin wondered how people made perfumes and got smells out of things in nature. So her mother took her to a perfume factory to see. A tour guide told them many things about perfumes.

The guide said that perfumes are made from oils. The oils once came from flowers, leaves, fruits, roots, and seeds. Oils from these sources are still used. But scientists can now make many of the same smells in their labs. They also make new smells that are not found in nature.

Lin watched people extracting oils. Some oils were squeezed out while others were boiled out. Some people were putting flower petals on big, flat trays. They covered the petals with pork fat that could pull out the sweet smells.

The guide said that as many as 300 different smells can go into one perfume. People who make perfumes must have a good sense of smell. They must also know how to put different smells together.

Lin thought about her sense of smell. She wondered if some day she might be able to make perfumes.

- ✓ Why does Lin's mother take her to the factory?
- ✓ How can smells that are not found in nature be found in perfumes?

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Carrie Chapman Catt

Women and men in the United States did not always share a right to vote. Men were in charge of voting, and women had no role in government. Susan B. Anthony tried to change the law. She fought hard for women's right to vote. This did not happen while Anthony was alive.

A woman named Carrie Chapman Catt joined Susan B. Anthony in the fight for women's rights. Catt was offended by the way women were treated. She felt that granting women the right to vote could not be delayed any longer.

Catt became part of a woman's group that discussed such topics as peace and women's rights. Catt told the group that women must have a part in making decisions. So she started a plan to bring women together. The women recognized that Catt was smart and her speeches were convincing. They agreed to help.

Catt organized marches and got women to write letters. This helped them reach many others. Several states began to allow women to vote. Finally, in 1920, women were granted the right to vote by the United States government. They had won their fight, and Catt had made a mark on history.

- ✓ What did Catt work to achieve?
- ✓ How did Catt convince other women to join her cause?

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Self-correction	○	○	○	○
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Changing Views of Earth

As you watch the moon and stars at night or see the sun rise and set, it's easy to imagine that the sky revolves around Earth. This was what people long ago thought. They believed that Earth was the center of the universe.

When some ancient Greek astronomers suggested that Earth revolved around the sun, others thought this idea was wrong. Astronomers long ago did not have telescopes to prove their ideas.

In the 1500s and 1600s, astronomers began to use telescopes, which had been invented by the Dutch. Galileo Gallilei was one of the most famous of these astronomers. He believed his observations of the skies proved that Earth revolved around the sun. He had seen moons orbiting the planet Jupiter. So he knew that not everything in space circled Earth. Galileo was criticized for his ideas. Many people were not ready to accept that Earth did not have the most important place in the universe.

As years passed, astronomers had better equipment. They also said that Earth orbited the sun. At last, everyone had to agree. The proof was too strong. And then a new idea was proposed. The sun was not the center of the universe, either!

- 📌 What did people long ago believe about Earth?
- 📌 How did telescopes affect people's views about the universe?

Name: _____ Date: _____

Changing Views of the Earth

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The Bridge

Once there was a village that was nestled high in the mountains. The only way to reach the village was to cross a rushing river and travel up a steep and rocky path that twisted around the mountains. The river was dangerous. The path was narrow and difficult to walk on, but the villagers liked it that way. The villagers did not welcome strangers, although they were polite when one arrived. And the world went on, leaving the village behind.

One day gold was discovered in the mountains around the village. Suddenly, strangers were everywhere, climbing the steep path and digging into the mountainsides. Many miners were hurt as they looked for gold. They fell from the path and slid down the mountain. They became lost in the path's twists and turns. Some disappeared and were never seen again.

At last, people in the valleys decided they must build a bridge across the river and make the path straight. When it was finished, the path to the village and into the mountains was much safer. New people came and moved into the village. They built homes and started businesses. The world had arrived, and the village was forever changed.

- ✓ How does the discovery of gold change the village?
- ✓ Why do the people in the valleys build a bridge?

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Seed Treasures

Many people think of treasure as gold, silver, and precious gems. However, gardeners know that their treasure is seeds. They especially value seeds that are known as *heirlooms*.

An heirloom is something valuable. It is handed down from generation to generation. Heirloom seeds come from plants that people have been growing for a long time. Some heirloom plants were first cultivated by Native Americans hundreds of years ago.

Besides age, heirloom seeds are thought to be “true-to-type.” This means that the seeds will produce a plant like the one they came from. Most vegetables grown today are from hybrid plants. The seeds from these plants are often not true-to-type. They may not even grow. If they do, the vegetables often are not like those that came from the parent plant.

Many gardeners also like heirloom seeds because of quality. These gardeners want tomatoes that taste like real tomatoes. They do not want tomatoes that taste like something else. They want sweet and juicy corn. They do not want something that looks good but has little taste.

✓ What are heirloom seeds?

✓ Why are heirloom seeds considered “true-to-type”?

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The Fox

The sun was about to set, so the fennec fox knew that it was about time to hunt for food. He poked his nose out of his underground den. Then his whole head emerged.

Anyone watching might think that a much larger animal lived there. The fox's ears were at least half the length of his 12-inch body. The fox treasured his ears because they helped to keep him cool in the searing desert heat. He also was proud of his long, thick hair. It also protected him from the hot sun and kept him warm at night. *It looks good, too*, the fox thought.

Out on the sand, the fox roamed. He was not picky about food. He would eat plants, rodents, eggs, small reptiles, and insects. If he found water, he might drink some, but he did not need it. He could survive without water for a long time.

At last, the fox sensed a reptile nest. He used his hairy feet to dig up the eggs. He finished his tasty meal before the other foxes in his community found out he had a wonderful treat. Then it was back to his cool den under the sand as the sun began to rise.

- 👇 Why does the fox think highly of his ears?
- 👇 Why does the fox not search for water?

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Saving Up

My class planned a trip to the aquarium. We decided to raise money for everyone's admission ticket. We earned the money by having a Good-to-Eat Sale at school.

Each morning for a week everyone brought in something that was both delicious and healthy. We had a wide assortment of treats to sell. I brought some enormous bran muffins. Miss Hansen brought in granola bar cookies. Other students brought raisins, carrot sticks, and bananas. We set up our table where the school buses and cars dropped off their passengers. Each morning, we arranged the goods on the table so they looked tempting.

As students were dropped off, they saw the delicious foods. Everyone was surprised to see what was for sale. No one could pass our table without stopping and buying something. The sale was a huge success. We earned enough money for everyone to attend the class trip. The class cannot wait to see all of the sharks and the rare fish at the aquarium.

📌 What is a Good-to-Eat Sale?

📌 What text evidence shows that the sale was a success?

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Fruit Fun

Ellen's favorite pastime was making things, so she was delighted when her aunt sent her a box of modeling clay. The clay was so soft and gooey. Ellen could press and mold it into all kinds of shapes.

Ellen started by creating different kinds of fruits. First, she molded apples, bananas, and oranges. Then she created some pears, plums, grapefruit, peaches, and lemons. She arranged her best pieces of fruit in a fancy china bowl. When her mother saw the bowl, she was amazed at how real the fruit looked. That gave Ellen and her mother an idea. They placed the pretty bowl in the center of the dining room table.

That evening when Dad arrived home, he immediately noticed the fruit bowl. "Those peaches look so ripe and delicious!" Dad exclaimed.

Ellen started laughing so hard she couldn't stop.

"What are you laughing at?" Dad demanded. He reached out and selected the prettiest peach. Right away he realized why Ellen was laughing.

"You completely fooled me," he said. "This peach certainly looks good enough to eat."

- ✓ What gift does Ellen receive?
- ✓ Why is Ellen laughing at the end of the passage?

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The Clay Men

Long ago a Chinese emperor believed he would live forever. When he was just a boy, he told workers to start making soldiers from clay. He felt these clay fighters would always keep him safe.

Each clay soldier was the same size as a real man, and each one was unique. They looked like the soldiers in the emperor's own army. Because the workers spent so much time on them, the clay men appeared ready to fight when ordered.

The emperor lived a long time ago. At the time, China sent ships filled with dazzling silk to many lands. Many countries paid well to have Chinese silks. They dressed in fine robes and held big festivals and feasts. The Chinese emperor was interested only in his clay army.

The ruler hid his clay fighters. He did not want anyone to find them. But in 1974, workers digging on the land found the underground rooms where thousands of the clay men were hidden. Now people can go to China to see them. It is a great sight.

- ✓ Why did the emperor want a clay army?
- ✓ How were the soldiers rediscovered?

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The Octopus

The octopus is a smart animal. It is also unusual. The octopus has a large head, eyes, and eight arms. It also has many tricks it can use to escape predators and other dangers.

One trick is to hide right in front of a predator. To do this the octopus uses special muscles and pigment cells on its skin. It changes itself to match the colors, patterns, and textures of its surroundings.

A predator may see where the octopus is hiding. Then the octopus has another trick. It releases black ink in a cloud. The predator cannot see the octopus escape. The ink also makes it difficult for a predator to smell the octopus.

The octopus is also a fast swimmer. If it is grabbed by an arm, the octopus will lose the arm and swim away. The arm will grow back later. The octopus has a sharp beak as well. It will bite hard to protect itself, and its saliva is poisonous. So predators will likely try an easier target.

- 📌 What text evidence supports the author's view that the octopus is smart?
- 📌 What happens if an octopus loses an arm?

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Lightning

Lightning is the bright flash of light you see during a storm. It is usually followed by thunder. A storm can be ten miles away and still cause lightning.

Lightning is electricity that is suddenly discharged. This release of energy heats the air. The air then rapidly expands with a loud boom of thunder. A bolt of lightning may travel across the sky or hit the ground. The electric current may then move along the ground.

Weather forecasters monitor lightning as they follow storms. They estimate that there are about 100,000 thunderstorms every year in the United States. These storms produce about 25 million lightning strikes. Earth may be hit by more than 100 lightning bolts every second.

Lightning is dangerous. Anyone who is outside when thunder is heard should immediately find shelter. Inside, any contact with water should be avoided during a storm. This is because water easily conducts electricity that comes from lightning. It is always better to think first about safety.

- ✓ How are lightning and thunder different?
- ✓ Why is it a good idea to avoid contact with water during a lightning storm?

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In the Deep Ocean

In the deepest parts of the ocean, there is no light. Yet there is life. Creatures who live deep in the ocean have adapted to the lack of light. Here are just a few of these strange creatures.

There are transparent jellyfish that float through the water. They look like glass. Many are dotted with a chemical that glows.

Fangtooth fish prowl the bottom. They are only about six inches long. But they look fierce with big heads, wide mouths, and long, sharp teeth.

Giant tube worms cluster around a deep ocean vent. Hot water heated deep in the earth gushes from the vent. The worms live on chemicals in the hot water.

Like most deep sea creatures, the blobfish moves slowly, eating whatever floats by. From the front, it has a face that looks like a blob with a big nose and mouth and tiny eyes.

Anglerfish are all teeth and spines. One of these spines dangles from the head like a fishing pole with a bright knob on the end that is bait to attract other fish.

📌 What is lacking in the deepest parts of the ocean?

📌 Why do you find tube worms around ocean vents?

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Strange Partners

Wolf was desperate. A falling tree had trapped his brother in a hole. Brother Wolf did not seem to be injured, but the tree could not be moved. Brother Wolf would starve unless someone would help.

At the farm, Wolf approached Horse cautiously. They had been enemies for a long time, and Horse likely would deny any request from Wolf.


“Please, Horse,” the Wolf pleaded. “Can we put aside our problems for a bit? I cannot move the tree that traps my brother, and I need your help. In return, I promise that we will hunt no one that lives on this farm.”

“Why should I believe you?” Horse snorted.

“There is no good reason for you to, but I ask you to try,” Wolf said.

Horse agreed to take a chance and followed Wolf to the forest. He found Wolf’s brother trapped as he said. Horse was strong and able to push the tree aside while Wolf dug in the ground to make it easier to move. When his brother was free, Wolf thanked Horse for being his partner.

 What is Wolf’s problem?

 Why does Horse find it hard to believe Wolf at first?

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 32 but the tree could not be moved. Brother Wolf would starve
 36 unless someone would help.
 45 At the farm, Wolf approached Horse cautiously. They had
 56 been enemies for a long time, and Horse likely would deny
 60 any request from Wolf.
 70 "Please, Horse," the Wolf pleaded. "Can we put aside our
 82 problems for a bit? I cannot move the tree that traps my
 94 brother, and I need your help. In return, I promise that we
 103 will hunt no one that lives on this farm."
 110 "Why should I believe you?" Horse snorted.
 124 "There is no good reason for you to, but I ask you to try,"
 126 Wolf said.
 137 Horse agreed to take a chance and followed Wolf to the
 147 forest. He found Wolf's brother trapped as he said. Horse
 160 was strong and able to push the tree aside while Wolf dug in
 172 the ground to make it easier to move. When his brother was
 180 free, Wolf thanked Horse for being his partner.

- What is Wolf's problem?
- Why does Horse find it hard to believe Wolf at first?

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Pace	○	○	○	○
Syntax	○	○	○	○
Self-correction	○	○	○	○
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A Message from the Past

Lucy and Karla were excited because their class was going on a trip. They were going to visit a natural history museum. There was a new exhibit at the museum about ancient Egypt. The girls were fascinated by the Egyptian picture writing called *hieroglyphics*.

After the trip, Karla wanted to find out more. She went to the library and checked out several books on ancient Egypt. She also searched the internet with her mother for information. On the internet, she even found a site where she could write her own message in hieroglyphics.


The next time Karla saw Lucy, she showed her a message in hieroglyphics. "This is very mysterious," Karla said. "It's a message from the past that has your name in it."

Lucy studied the message and then began to laugh. "This message is not from the past; it's from you," she chuckled.

"How do you know?" Karla asked, surprised.

"I've been studying hieroglyphics, too," Lucy explained. "You meant to say that 'Lucy is a friend', but you called me a 'frond' instead." They both laughed.

 What are hieroglyphics?

 How does Lucy know the message is not ancient?

Name: _____ Date: _____

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The Rules of Baseball

Fly balls, ground outs, and home runs are things that make us think of baseball. Baseball has been played for many years. In fact, the rules that baseball players use today were created in 1845.

Baseball games played before these rules were set used bats, baseballs, and bases, too. Players hit the ball with a bat and ran around the bases, just like today. But players used to hit the runners with the ball. Soon they realized this could harm a runner. So one of the new rules said that a player must tag out the runner as he runs to base, which is how the game is played today.

Players were not looking for fame; they just loved playing baseball. But they felt their game must have rules. One baseball club made a list of rules. One of these rules stated that if a player swings at a ball and misses three times, he is out.

The first baseball game played with the new set of rules was scheduled and played in 1846. The players still had fun and most everyone admitted that the new rules were helpful. This is how baseball got its rules.

👇 How was baseball before 1845 the same as it is today?

👇 How was baseball before 1845 different than today?

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My Country

Wangari Muta Maathai was a force for change in Africa. She was a champion for human rights and for democracy. She also fought for the environment and conservation. She wanted to preserve the beauty of her native Kenya. For her efforts, Maathai was awarded the Nobel Prize in 2004.

As part of her work for the environment, Maathai started the Green Belt Movement in Kenya. The focus of the movement was to organize women's groups to plant trees. Since 1976, women have planted more than 20 million trees on farms and schools across the country. Several African countries have since joined the Green Belt Movement.

Maathai was also influential in the fight to protect public land. In 2010, she joined the Karura Forest Environmental Education Trust. In that same year, she founded an institute. The plan for the institute was to support research on how to use the land wisely. One of the goals was to find ways to help people conserve as well as use land. Another goal focused on resolving conflicts over land resources.

In September of 2011, Maathai died at the age of 71. Many people honor her by continuing to fight for the land and for the people.

- ✓ What is the author's view of Maathai?
- ✓ What was a result of the Green Belt Movement?

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The Stilt House

While searching for a place to settle, a group of people long ago came upon a beautiful lake. They all agreed that the lake and the surrounding shores would be a perfect spot to build their village, so that is what they did. They gathered materials from the trees and created their homes in the traditional style of their culture.

When the hot months of summer came, rain fell heavily, and the water in the lake steadily rose. It flooded into the rooms, ruining the floors, the food, and the bed mats. At last, the water receded. The people repaired and cleaned their homes and continued on with life.

But the next year the rains came and the lake rose again. “What shall we do?” the people cried. They did not want to move away.

“Raise your houses,” an old man said. At first, no one knew what the old man meant, but then a young woman said, “He means to put our houses on stilts.” And that is what they did.

Today, in many parts of the world you can see houses on stilts. They are built near any place where the water may rise during the rainy season.

- ✓ What is the problem the settlers encountered in the summer months?
- ✓ What is the solution to this problem?

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Hand Talk

Jordan stared at the two students talking at the next table in the cafeteria. They weren't talking, exactly. Their hands were moving in a blur of gestures, and their mouths were moving. However, they weren't speaking.

Jordan did not want to be rude, but he was so curious that he had to ask them what they were doing. One of the two students said, "We are talking to each other with sign language." Her words sounded a little different. She smiled and pointed to one ear. "I'm deaf," she said.

"Can I learn sign language?" Jordan asked. The girl watched his mouth form the question then nodded, "Yes."

In the next few weeks, Jordan met with the two students every lunch hour. They taught him that sign language does not spell out every letter in a word. It uses gestures to indicate concepts. For example, he found out that pointing to himself then crossing his fist hands and forearms in front of his body, and pointing to another person is a way to say "I love you." Jordan was thrilled to learn a second language, especially an animated yet quiet language.

- 📌 What does Jordan not understand at the start of the passage?
- 📌 How does Jordan teach himself a second language?

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Strong Senses

As scientists learn more about the human brain, they are discovering that it is not as rigid as they once thought. Now they know that the brain can change in response to what a person experiences. This idea gives hope to people who suffer brain injuries.

An example of how the brain can redirect itself is how other senses may become stronger when one sense is lost. A blind person may develop acute hearing. Blindness may also result in a better sense of touch. A deaf person's sense of sight may improve. Touch may also become better. A deaf musician may play an instrument by feeling the vibrations in the music. To make these changes in the senses, the brain creates new connections. These connections go around the damaged area.

The brain can also trick the senses. Many people who lose a limb can still feel the missing part. A part of the brain near the area that used to process signals from the missing part seems to take over. That is why people may think that they still feel missing fingers when they touch their faces.

The brain is still a mystery in many ways. But scientists are learning more all the time.

- ✓ What is the main idea of the passage?
- ✓ Name one example of the way the brain might redirect itself.

Name: _____ Date: _____

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The Trash Band

In a village in Paraguay, a bright light shines on the future of a group of young people. These children are musicians. They and their families are very poor. They survive by sorting through a mountain of garbage to find things that can be recycled and sold.

A man named Favio Chavez wanted to give the children a chance. He wanted to teach them how to play music. Chavez knew that none of the children's families would ever have enough money to buy instruments. So he had a wild idea. The children would make their own instruments using materials they recycled from the garbage dump.

Now twenty children perform in the "Recycled Orchestra." They have cellos made from rusty cans and violins made from bowls with strings tightened by forks. Bottle caps became keys on a saxophone, and old X-rays became drum heads.

The orchestra plays music written by classic composers such as Mozart. They also play modern music. The Recycled Orchestra is becoming widely known. They now play concerts in many places. The orchestra has brought the young musicians into a brighter future.

- ✓ What was Chavez's idea?
- ✓ What is the "Recycled Orchestra"?

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Worth Saving

Every day on her way to school, Rosa passed a huge old oak tree that grew in the center of the road. It seemed to her like an old friend who would always be there.

One day Rosa's father said that the town planned to cut down the old oak tree because it was in danger of falling. Rosa was horrified. Her father said he would help her figure out what to do.

Rosa and her father found a tree expert who could tell them about the old tree. He had a technique to find out how old the tree was without harming it. He later informed them that the tree was probably over 300 years old.

"That tree was here when George Washington was alive!" Rosa exclaimed. "He may have even ridden past it."



Rosa wrote a letter to the newspaper telling what she imagined about George Washington and the tree. Many people read the letter, and they started a campaign to save the tree. So the tree was strengthened with cables instead of being cut down. Everyone agreed that it was a part of history worth saving.

- ✔ What text evidence supports the idea that the tree is important to Rosa?
- ✔ How does Rosa save the tree?

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The Park Wins

Henry often rode his bicycle on the path by the river near his house. He enjoyed watching the ducks and geese along the shore, but there was no place to stop. "This town needs a park by the river," Henry grumbled.

Henry talked to his grandmother. She thought that all of the property along the river was privately owned so there wouldn't be any place to put a park.

"What about that land where the oil tanks used to be? No one seems to be using it since the tanks were torn down," Henry suggested.

Henry and his grandmother went to town hall to investigate the property. They found out that the owner wanted to sell the property, and there were grants from scenic groups that could be used to purchase it for a park.

"This is our chance to get a park!" Henry exclaimed. They spread the news to everyone in town. Some people were excited at the possibility of a park, and others were against it. Finally, the town scheduled a day for the people to vote. When all the votes were counted, the park won. It wasn't long before people had a place where they could go to enjoy the river.

- ✓ What does Henry want to accomplish?
- ✓ Why do Henry and his grandmother go to town hall?

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Weekend Treat

I usually sleep late on weekends, but last Saturday morning was different. Our neighbor, Mr. Konkus, invited us to go to our local park to watch hot air balloons take off. I got up really early; I already was eating breakfast as the sun came up.

When we arrived at the park, I couldn't believe it. The balloons were beautiful, and each had a propane heater warming the air in the bag. The heaters were so loud that I could barely hear Mr. Konkus when he asked if I wanted to go up in a balloon.

I asked my parents, and they said it was okay. In fact, my mom decided to come with me. The two of us climbed into the gondola. (That's the wicker basket that hangs under the balloon.) The pilot turned up the heater, and our ride began.

I was shivering with excitement as I looked at the giant opening of the red and blue balloon above my head. The wind carried the balloon away from the park. However, the pilot soon steered us to a grassy field, and our descent to the ground was gentle. The chase truck came to pick us up; Dad was waiting in the back. I told my parents that I'd get up early every Saturday to do that again!

- ✓ What gets the narrator to wake up early on the weekend?
- ✓ Who goes on the balloon ride?

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- Who goes on the balloon ride?

Words Read	-	Errors	=	WCPM

- Fall (127 WCPM)**
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PROSODY				
	L1	L2	L3	L4
Reading in Phrases	○	○	○	○
Pace	○	○	○	○
Syntax	○	○	○	○
Self-correction	○	○	○	○
Intonation	○	○	○	○

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Invention of the Wheel

Exactly when the wheel was invented is not known. But ancient clay tablets have been found that show a drawing of a potter's wheel. These tablets are estimated to be about 5,500 years old. It seems that wheels did not appear as part of a vehicle until around 4,000 years ago. They can be seen on Egyptian chariots.

Wheels are such a basic and important part of human life that you may think every culture created them. Yet, the Inca, Aztec, and Maya civilizations did not appear to use the wheel for manufacture or transportation.

Archaeologists speculate people may have first used logs to make it easier to pull sleds carrying loads. They would have dragged the sled from one rolling log to the next.

Finally, people figured out how to cut a round wheel from a log. They attached two wheels to a sled to make a cart. For wheels to work, another invention was critical. That was an axle that connected to wheels and allowed them to turn. At some point, someone made a fixed axle. A fixed axle does not turn. Instead, it is attached to the cart frame. Only the wheels revolve, so carts could turn corners more smoothly. Since then, the basic wheel has not changed.

- ✓ Which ancient cultures did not use the wheel?
- ✓ Why was the invention of the fixed axle so important?

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Beyond the Invention

Many famous inventors have made history with their inventions. They include Thomas Edison and the light bulb, Alexander Graham Bell and the telephone, the Wright brothers and the airplane, and Ada Lovelace and the computer program.

Inventors think about what might be possible to meet people's needs. They may bring together the ideas of others with their own. But what happens to an invention after it has been invented?

People adjust, add to, and fine-tune things, and this activity is called "tweaking." These people make modifications to improve an invention and take it way beyond the original. For example, Steve Jobs changed the design of computers to make them easier to use. He took the beginnings of a portable phone and turned it into a much smaller device. New phones will do so much more than just take and make calls.

Another modifier was Henry Ford. He took the first automobiles and turned them into vehicles that the average person could afford. He did this by using the assembly line.

So look at inventions and ask, "What more can be done?"

- ✓ What happens when you tweak something?
- ✓ What is the main idea of this article?

Name: _____ Date: _____

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The Story Rug

The Navajo woman sat in front of her loom and searched her imagination. She was about to begin weaving a new rug from the wool of her sheep. She had carefully carded and spun the wool and dyed the white yarn red, cream, green, and yellow. The colors had come from plants she had gathered herself. She also had brown, black, and white yarn that she had left the natural colors of the sheep. These preparations took a long time, but the woman was pleased with the results. She wanted to create a traditional rug made in the old way.

So what story would the rug tell? She decided to show the traditional life of her people and of some Navajo who still desired to live in the old ways.

Over the next few weeks, the rug grew as images of corn, bean, and squash plants took shape. These were important plants to the Navajo. In the center appeared a six-sided Hogan, the traditional home made of logs. In the corners, the woman wove the images of four sacred mountains. Finally, the rug was finished. Not only was it a work of art, it was an amazing narrative as well.

- ✓ What story does the rug show?
- ✓ Why does the Navajo woman choose this story?

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Cave Painter

About 60,000 years ago an artist approached a large and deep cave in an area now called France. He carried several items of his craft. He had charcoal and mineral-laced clay in different colors. He also had a torch he would light once he got into the cave.

The artist had important work to do to help his clan and family. The large animals they hunted had become scarce. If the upcoming hunt was not successful, the artist's family might starve.

In the cave, the artist felt along the rough, rocky walls until he found a place that he knew would work. He lit his torch and began to mix paint on small flat rocks. The smoke from the torch made it somewhat difficult to see the wall, but the artist had done this many times in the past. He could almost close his eyes and see the pictures he would create.

The artist painted large bulls and deer with tall horns. He used the grooves and bulges in the rock to make the animals seem to leap from the walls. As he applied the colors, the animals came alive with power and strength. Finally, the artist placed his own hand on the painting and drew around the fingers to create a handprint. Now perhaps the animals would come.

- ✓ What does the artist create?
- ✓ What does the artist hope his art will do?

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Rosa Parks

In the early 1960s, the struggle for civil rights in the United States focused on equal treatment in work, housing, and daily life for African Americans. The movement began in earnest with one person who made all the difference.

Rosa Parks was a 42-year-old seamstress in 1955. When she boarded a public bus on December 1 in Montgomery City, she was on her way home. She sat behind the ten seats reserved for white people in the front of the bus. Those ten seats were quickly filled. Then a white man got on the bus. The driver told Mrs. Parks and three other African Americans to give up their seats. Mrs. Parks was tired and without planning to she said no. As a result, she was arrested and convicted of a crime. She had violated a law that separated white and black people. Mrs. Parks challenged and appealed her conviction.

Mrs. Parks became a spark for the civil rights movement. Activists soon started a boycott of public buses. More African Americans than whites rode the buses, so the bus companies were soon threatened. The boycott lasted for over a year until the Supreme Court ruled that the law of segregation was not legal. The government ordered buses to be integrated.

- 📌 Why was Rosa Parks arrested?
- 📌 What effect did Rosa Parks's stand have?

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Someone Once Lived Here

Lee planned to spend the summer with his cousin who had just moved with her family out into the country. His aunt and uncle had bought a farm where they planned to grow pumpkins and other vegetables.

When Lee arrived, his cousin Kiko excitedly told him that there were many places to explore. They were soon outside and on their way.

After hiking up a large hill and down into a small valley, Lee spied something ahead. "That looks like a stone wall," he said.

When they got closer, Kiko exclaimed, "It's not just a wall! It's an old house!"

The cousins examined the remains of the small stone house. They discovered a piece of an old bowl that had a blue design painted on it.

Kiko and Lee displayed the piece of pottery and described their find to Kiko's parents. Everyone was intrigued about the ruins.

At the local library, Lee and Kiko found documentation that showed the house was probably built in the early 1700s and was likely the first farmhouse on the land. Kiko was thrilled to find out that her new home had such history!

- 📌 Where is Lee spending the summer?
- 📌 What do Lee and Kiko find in the stone house?

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Changing the Game

Soccer is an ancient game that has been played in various forms and many places throughout history. Through the years, the game has changed. The soccer ball has also gone through many changes.

The ancient Chinese, Greeks, Romans, and Egyptians all played kicking games. The ball was made of various material including cloth, animal skulls, and pig or cow bladders. These balls were obviously not a regular shape so no one knew exactly where they would go when kicked. This unpredictability made for an interesting game with the ball flying off in many directions.

By 1836, vulcanized rubber became available. The pig bladder was replaced by a rubber bladder that helped the ball hold its shape. The outside of the ball was made of leather. By 1872, an official size and weight had been set for the ball. The measurements remain the same today.

People are still trying to improve the design of the soccer ball. The perfect ball would be waterproof, fast, and accurate. It also needs to feel soft so it doesn't hurt players' heads. The soccer ball of the future may still look the same, but it will be more high tech.

- ✓ How did early soccer balls make the game unpredictable?
- ✓ In the author's view, what would be a perfect soccer ball?

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