
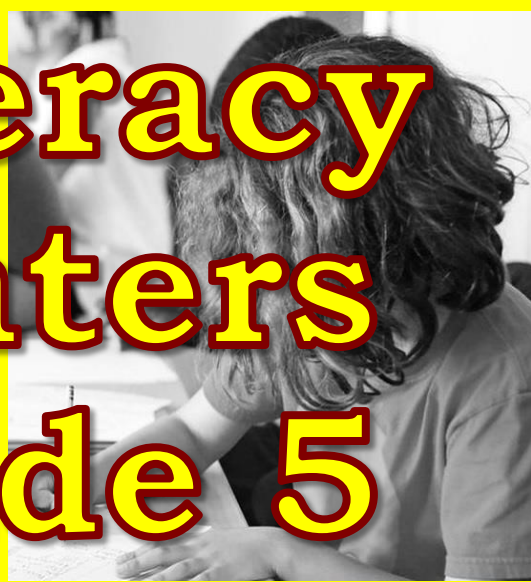




BUNDLE Academic



Literacy Centers Grade 5

- 
- ✓ Reading
 - ✓ Writing
 - ✓ Language Conventions
 - ✓ Vocabulary
 - ✓ Spelling and Syllabication
 - ✓ Study Skills



Aligned to the Common Core Standards



Academic Literacy Centers Grade 5 BUNDLE

Mark Pennington

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El Dorado Hills, CA

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How to Set up the Academic Literacy Centers

To set up and ensure successful program implementation, teachers need to accomplish seven tasks. The teacher's decision regarding one task will impact a decision on another.

1. Select the other literacy centers which you plan to implement.

Generally, teachers who have no **experience** with literacy centers or cooperative groups should start *small* and layer in additional groups when classroom management and routines are established. Often, excited and/or impulsive teachers jump in with eight-center rotations and struggle with the classroom management of such multi-tasking. Experienced teachers should know their *comfort zones* with respect to the number of literacy centers.

With respect to **time limitations**, instructional decisions are always reductive. In choosing to *do* literacy centers, you are choosing *not to do* another instructional approach or learning activity. The question will be how much time you are able to devote to literacy centers. Each Academic Literacy Center has been field-tested in grades 4–8 classrooms and takes about 20 minutes to complete. Available time will influence your decision about how many groups to form for literacy center rotations.

The **needs of your students** will impact *which* and *how* many literacy centers you choose to use. Generally, the focus of content literacy centers is split between grade-level/accelerated centers and remedial centers. Grade-level, Standards-based literacy centers usually afford the teacher with meaningful open-ended opportunities for acceleration. Effective remedial literacy centers are diagnostically-based and are composed with fluid ability groups.

Following are the grade-level and remedial literacy centers offered for grades 4–8 students by [Pennington Publishing](#):

Academic Literacy Centers

Reading Literacy Center #1: Reading Fluency and Comprehension

- 43 expository reading fluencies, leveled at 3rd, 5th, and 7th grades, with vocabulary, word counts, and timing sheets with YouTube modeled readings at 3 different speeds and fluency timing sheets
- 48 corresponding comprehension worksheets with vocabulary in context and higher level comprehension questions

Writing Literacy Center #2: Sentence Revisions and Literary Response

- 56 sentence revisions lessons, which include revising sentence structure, grammar application, and writing style
- 56 literary response activities, which include literary quotation mentor texts and writer response tasks with different rhetorical stance (voice, audience, purpose, and form)

Language Conventions Literacy Center #3: Grammar and Mechanics

- 56 grammar and mechanics lessons including online links for both grammar and mechanics content and/or skills (Internet access preferred with tablets, phones, or desktop access, but **not** necessary)
- **Biweekly unit tests** with definition, identification, and writing application

Vocabulary Literacy Center #4: Vocabulary Worksheets and Study Cards

- 56 vocabulary worksheets including multiple meaning words and context clues; Greek and Latin word parts; dictionary and thesaurus skills; figures of speech; word relationships; semantic connotations; and four square academic language words
- Vocabulary study guides and **biweekly unit tests** with definition and short answer

Spelling and Syllabication Literacy Center #5: Spelling and Syllabication Worksheets

- 28 spelling sorts based upon conventional spelling rules
- 28 syllable worksheets

Study Skills Literacy Center #6: Self-assessment, Study Skills Lessons, and Reflection

- 56 self-assessment, study skills lessons, and reflection
- Motivation, goal-setting, homework time management, organization, listening and note-taking, test preparation, memorization, research skills, reading, writing, and grammar strategies

Remedial Literacy Centers

Remedial Spelling Literacy Center

- Diagnostic spelling assessment and recording matrix
- 102 corresponding spelling pattern worksheets

Remedial Grammar and Mechanics Literacy Center

- Diagnostic grammar and usage assessment
- Diagnostic mechanics assessment
- Recording matrix
- 77 corresponding grammar and mechanics worksheets

Phonics Literacy Center

- Diagnostic vowel sounds phonics assessment
- Diagnostic consonant sounds phonics assessment
- Recording matrix
- Short vowel sounds, silent final e, consonant digraphs, consonant blends, long vowels, diphthongs, and r and l-controlled vowels workshops, each with formative assessments
- Phonics game cards

Sam and Friends Guided Reading Phonics Books Literacy Center

- Screening and placement assessments
- 54 guided reading phonics books, designed for older remedial readers with teenage characters and plots
- Each Sam and Friends book has new sight words, five embedded text-dependent questions, and a 30-second word fluency review of past sound-spellings and sight words, and a custom 200-word running records assessment
 - Books 1–8: Short vowels and consonants
 - Books 9–16: Consonant blends and digraphs (part 1)
 - Books 17–24: Consonant blends and digraphs (part 2)
 - Books 25–34: Long vowels and silent final e
 - Books 35–44: *r*-controlled vowels and diphthongs
 - Books 45–54: Syllable juncture and derivational influences
- All illustrated by master cartoonist, David Rickert

Check **BUNDLE** and **MEGABUNDLE** value pricing [HERE](#).

BUNDLE PRICING is available for the six grade-level (4, 5, 6, 7, and 8) Academic Literacy Centers.

BUNDLE PRICING is available for the four Remedial Literacy Centers.

MEGABUNDLE PRICING is available for all ten Academic and Remedial Literacy Centers.

2. Form the instructional groups.

Both **common sense** and the literacy stations you choose to use will impact your decisions.

Let's be realistic. One factor which determines effective group placement is behavior. No amount of training in group norms and leadership roles will allow Robert and Juan to be in the same group. Additionally, your non-English-speaking newcomer should participate in *some, but not all* of the literacy centers. The same will be the case for your three special education students and your two gifted and talented students who are pulled from your class on a regular basis. Additionally, a sizable amount of research suggests the optimal size of small groups to be from 3–6 students. The configurations and rotations used in this program work with those numbers.

The second factor used to determine group composition will be determined by your choice of literacy centers. Grade-level, Standards-based centers will permit heterogeneous group compositions, while one or more remedial groups will necessitate homogeneous groupings for *some* centers. The ideal rotations will allow some heterogeneous and some homogeneous groupings.

3. Decide upon your role as the teacher.

Depending upon the composition of your groups, you may choose to serve as a **supervisor**, **mini-conferencer**, or a specific literacy center **facilitator**. Of course, you can always change your mind later.

For teachers trying out literacy centers for the first time, I recommend the **supervisor** role in which the teacher does not lead a group, such as guided reading. As supervisor, the teacher is available to answer questions, walk the room, and help students fulfill their leadership roles. For example, “Who is the People Manager in this group? Sophie? Sophie, would you like me to help you maintain quiet voices in your group?”

As **mini-conferencer**, the teacher may pull entire groups or individual students. The teacher may choose to visit a literacy center to teach a lesson or ask students from the center to come up to the teacher’s desk for an individual conference.

The teacher may also serve as a literacy center **facilitator**, in which case the teacher presents the full 20-minute literacy center lesson. Or the teacher could meet for 10 minutes with each group during the 20 minutes allotted for one rotation. Guided reading and remedial literacy centers work well with the teacher serving in this role. The literacy center rotations provide options for guided reading once, twice, or four times per week for either 10 or 20 minutes per group.

4. Select the Literacy Centers Rotation.

Ten classroom rotations are provided as building blocks for your literacy centers. Of course, teachers will adapt and design rotations which work for them. Your decisions regarding tasks #s 1, 2, and 3 will determine your rotation options. The Center Rotations are found in the Addendum and range from **simple** 4 group, 2 rotations (40 minutes Total) per Day, 4 Days per Week, 4 Literacy Centers to more **complex** 8 group, 5 rotations (100 minutes Total) per Day, 4 Days per Week, 10 Literacy Centers.

5. Print and post resources, gather materials, and arrange your classroom.

Print, laminate, and post the Literacy Center Group Norms, the Leadership Roles, the Literacy Center Signs, and the Center Rotations (see Addendum). Many teachers like to use ceiling hangers for the Literacy Center Signs and either pocket charts or magnetic strips to post the Center Rotations. Also print and laminate the Task Cards and Answer Sheets for each Academic Literacy Center.

Print and collate the lessons. Use colored paper if you can. Provide scissors, colored pencils, and erasers for the literacy centers. Decide whether to staple for individual student packets or to distribute to literacy centers (in trays, folders, zip-lock bags, or bins). Either works fine.

Decide on a seating configuration for your desks or tables. Students need to be facing each other to collaborate. Separate the literacy centers as much as possible.

6. Establish and post your groups, teach the group norms, assign group leadership roles, and practice rotations and transitions.

Post the assigned groups and tell students that you may change these at any time.

Take time to specifically teach the posted Literacy Center Group Norms. Reinforce these norms often and pre-establish both rewards and consequences to ensure that your literacy centers will succeed. Teachers abandon literacy centers for two reasons: 1. Too much prep, correction, and mess. 2. Behavioral and class management issues. The Academic Literacy Centers program will take care of the first, but teachers need to take care of the second. The group norms are essential.

Tell students that they will help monitor the group norms through assigned leadership roles. Inform students that you will select the roles and change these at any time. Many teachers change these roles on a weekly or biweekly basis. Take time to specifically teach the posted Leadership Roles.

Refer to the posted Center Rotations and rehearse setting up the literacy centers, transitioning from center to center (quickly and quietly), tear-down, and clean-up. Students love to be timed and positive reinforcements work well to teach time management. Make sure that the clock is visible so the Task Manager can monitor the time for each center lesson or activity.

7. Model and practice the instructional procedures for each center.

Much care and classroom-testing has gone into planning Academic Literacy Center lessons that will foster independent, collaborative learning. After all, if you must teach each literacy center, this instructional model will quickly unravel. To the former end, each Academic Literacy Center has the same, predictable instructional procedures for its lessons. Task cards are provided for each center to remind students of the directions and group leadership tasks.

Teach the directions and model the procedures for the first lesson or activity (to the whole class) for each of the Academic Literacy Centers before permitting students to do them on their own. Students should complete all the written work and discussion with these introductory lessons.

Option: For the second lesson or activity for each literacy center, divide students into their groups and have them complete the *same* literacy center while you supervise. For example, each of the groups would complete the reading fluency and comprehension tasks of the Reading Literacy Center. You would answer questions, refer students to the literacy center task cards for directions, and debrief with the whole class before moving onto the second literacy center.

FAQs

The Academic Literacy Centers have been designed to minimize or eliminate preparation, correction, behavioral problems, and clean-up time and to maximize flexible, on-task learning.

✓ Can I set up, tear down, and move these centers quickly? Yes. Set up and tear down only take a few minutes. Perfect if you share a classroom or move to another classroom.

✓ What supplies do I need to provide? Just the paper copies. Use colored paper if you can. Also, scissors will be necessary for the vocabulary study cards. Plus, two different color pencils and erasers for the reading fluency cold and hot timings and a timer.

✓ Are there literacy center signs? Yes, they are provided in both color and black and white and are formatted for both pocket charts and center display. See Addendum.

✓ Do the print materials stay in the center or do students have weekly packets? Your choice. Either option works well.

✓ Are there directions for each lesson? Yes. There are longer teacher directions and shorter student directions on the literacy center task cards (provided in both color and black and white).

✓ Do the literacy centers use the same instructional procedures for each lesson? Yes. Read the directions and model the first activity or lesson for each literacy center once and your students will be able to work independently thereafter with the task card reminders for each center.

✓ Are there answers for all the literacy center lessons? Yes, except for open-ended thinking, free-response questions.

✓ How much correction is there? Plenty, but your students will do all the correcting. Students learn from their own mistakes.

✓ Are there unit tests? Yes, biweekly tests are provided for the language conventions and vocabulary literacy centers.

✓ Can I teach some of the lessons whole class or assign them as homework? Certainly, although your students will lose the benefits of cooperative learning.

✓ What exactly is Common Core State Standard grade-level specific and what is not? The sentence revisions (Writing Center), vocabulary worksheets (Vocabulary Center), and spelling sorts (Spelling Sorts and Syllabication Center) each have separate grades 4, 5, 6, 7, and 8 lessons. Other lessons cover the breadth of the grades 4–8 Standards. The reading fluencies and comprehension worksheets are leveled at third, fifth, and seventh grade levels. CCSS Standards alignment document are provided in the relevant appendices.

✓ Can I add (or substitute) other centers to the six Academic Learning Centers, such as guided reading, independent reading, computers, writers workshop, or? Yes, and I provide four other remedial centers: phonics, spelling, grammar and mechanics, and guided reading with decodable take-home books. **Check out the ten rotation options in the Appendix.**

Reading Academic Literacy Center

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Reading Academic Literacy Center Grades 4–8

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Reading Fluency and Reading Comprehension Introduction

This Reading Literacy Center helps your students practice both **reading fluency and reading comprehension**, using informational articles about common and uncommon animals. Each article has between 350–450 words and provides a physical description of the animal, its habitat, what it eats, its family life, interesting behaviors, and the status of its world population.

The articles are leveled in a pyramid design: the first two paragraphs are at an adjusted third-grade (*Fleish-Kincaid*) level (after deleting a few key multi-syllabic words such as *carnivores* or long animal names such as *armadillos*); the next two paragraphs are at the fifth-grade level; and the last two are at the seventh-grade level. The reader begins practice at an easier level to build confidence and then moves to more difficult academic language and sentence length. The same text is used for both the reading fluency and reading comprehension articles.

The reading fluency articles include difficult pronunciations in boldface in the upper right corner. Word counts are listed in the left margin for fluency timings. Timing charts are provided to help students track their *cold* (unpracticed) and *hot* (after choral readings) readings.

Additionally, if tablets, phones, or computers are available, students may access and practice reading along with the YouTube modeled readings for each article. Each of the reading fluency articles has been recorded at three different reading speeds ((Level A at 95-115 words per minute; Level B at 115-135 words per minute; and Level C at 135-155 words per minute) for optimal modeled reading fluency practice at your students' individual fluency challenge levels. Visit <http://bit.ly/1HaRC3h> to access the YouTube modeled reading videos.

Unsure about what level of modeled reading to assign to your individual students? Download and print [The Pets Fluency Assessment](#) to determine students' fluency challenge levels.

Although the program instructions are quite clear, teachers will appreciate viewing the “Pets” Fluency Assessment directions as well as the fluency and comprehension overview in the following YouTube training video: <http://bit.ly/1msN59b>.

The reading comprehension articles include five comprehension questions—one question for each of the five SCRIP Comprehension Strategies. The SCRIP acronym stands for Summarize, Connect, Re-think, Interpret, and Predict. The questions are placed in the right-hand margin to help students read *interactively* with the text. Additionally, three key vocabulary words are boldfaced within the article. Answers are provided following the comprehension worksheets.

Materials Preparation

Print the reading fluency and comprehension articles for each student. Provide a timer and a box of *cold* and *hot* color pencils and erasers. Many teachers use blue pencils to record the cold fluency timings and red pencils for the hot fluency timings. Of course, pencils and pens will serve the same purpose. Print the task card directions and comprehension answer sheets. Laminate in order to re-use.

Pre-Teaching to the Whole Class

Reading Fluency: Teachers should read the reading fluency directions and practice the cold and hot timings with the first article. Error analysis is provided at the bottom of each article to enable the teacher to periodically check individual students for word accuracy. Encourage students to read quickly, but to focus attention on punctuation, accurate pronunciation, and expression. If using the YouTube modeled readings, play the first reading fluency article, “The Ape,” Level B and have students read along to practice quiet voices (not whispering). Note: The author includes additional fluency practice in the comprehensive [Teaching Reading Strategies](#) program.

Reading Comprehension: Before beginning the comprehension worksheets, teachers should introduce the SCRIP Comprehension Strategies. Click [HERE](#) for five connected articles to introduce these strategies with the five fairy tales. Each of the five fairy tales helps your students learn one of the SCRIP Comprehension Strategies. All five of these comprehension strategy questions appear on each of the Reading Comprehension Worksheets. Print the five fairy tales (following this section) and teach one fairy tale to the whole-class, one per day before beginning the Reading Academic Literacy Center.

Also, use a think-aloud to introduce the **SALE** Context Clues Strategies (Click [HERE](#) for help). Each of fluency articles introduces key vocabulary words and the comprehension worksheets provide vocabulary in context.

Task Card Directions for Reading Fluency and Comprehension

1. The Clarifier picks up the task card, and the Task Manager passes out the *cold* and *hot* color pencils and erasers. The Task Manager notes the ending time for this literacy center. The People Manager makes sure that everyone in the group has the reading fluency article and reminds students to write their names on the page.
2. The Clarifier points to the **boldfaced** pronunciation words in the upper right corner of the article and says, “Ready, begin.” The group reads the words together (chorally) out loud and repeats any words which are mispronounced. The Clarifier asks the teacher if unsure of the pronunciation.
3. The Task Manager sets the timer for two minutes. The Reader reads the article title and then says, “Ready, begin.” The Task Manager starts the timer and students read the article in quiet voices (slightly louder than a whisper) at their own individual paces until the timer rings. When the timer rings, the students place a finger on their ending word.
4. Students look to the left column of their finger for the word count. Students add on the number of words on the line up to their finger to determine their cold or hot timings. The People Manager tells the students to record their cold timings quickly and neatly on the Fluency Timings Chart.
5. **Modeled Reading Option:** Students practice reading with model reader at the fluency level assigned by their teacher in a quiet voice (not a whisper). Students continue to read and re-read the article until the Task Manager says, “Stop” (when 10 minutes have passed).
6. The Reader reads the article title and then the first SCRIP question. Next, the Reader begins reading the article in a quiet voice until someone in the group says, “Stop,” because the the first SCRIP question has been answered or the related information has been read.
7. Students discuss how to word the answer and write the answer in the spaces provided below the SCRIP question. The Clarifier turns over the task card and reads the suggested answer. Students revise their answers if necessary.
8. When the Reader finishes a sentence in which a **boldfaced** vocabulary word appears, the Reader stops and students discuss the meaning of the word from surrounding **SALE** (Synonym, Antonym, Logic, Example) context clues. Students discuss how to word each definition and write the vocabulary words and their definitions in the article margins.
9. Continue these steps until the article is read, the SCRIP questions are answered, and the vocabulary words are defined. The Task Manager gets the answers from the teacher and students self-correct and revise their answers.
10. Follow the same directions (#3) for the hot timing and use the hot pencil to record the score on top of cold timing. If the student reads fewer words on this hot timing than on the cold timing, simply draw a line across the bar at the correct spot.

Animal Fluency Article Timing Charts Name _____

300																						
290																						
280																						
270																						
260																						
250																						
240																						
230																						
220																						
210																						
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160																						
150																						
140																						
130																						
120																						
110																						
100																						
Pencil = Cold Timing Pen = Hot Timing	Recording Example	“Ape”	“Eagle”	“Ibex”	“Okapi”	“Mule”	“Rooster”	“Woodpecker”	“Cow”	“Koi”	“Hawk”	“Ermine”	“Armadillo”	“Orca”	“Anteater”	“Elephant”	“Iguana”	“Otter”	“Umbrella Bird”	“Bear”	“Camel”	“Dog”

of Words Read in Two-Minute Timing

Animal Fluency Article

“The Ape” Reading Fluency #1

8	The ape is a very interesting animal. One		
16	type of ape is the orangutan. Male orangutans	orangutan	
25	can weigh as much as two normal size humans.	Sumatra	
32	Females weigh about half as much. Orangutans	Borneo	
41	have long, strong arms and their hands and feet	omnivore	
50	are shaped like hooks. They are shaggy and have	endangered	
52	red hair.	species	
59	Orangutans used to live all over Southeast		
73	Asia. Now they only live in a few rain forests on the islands of		
83	Sumatra and Borneo. Orangutans swing from tall trees to move		
96	around. It is warm where these animals live, but not too warm. There		
111	is a lot of rain there, so trees and plants grow very tall and big.		
121	Orangutans are <i>omnivores</i> , since they eat some birds and small		
133	mammals. However, they mostly eat plants, like fruit and leaves, instead of		
148	meat. Their diet consists of mostly fruit. The fruits they tend to prefer have a		
164	lot of sugar in them. One fruit that they like in particular are figs. Figs come		
179	from trees and they are easy for orangutans to pick and eat. Orangutans also		
189	eat lots of young leaves from many trees in their habitat.		
200	Unlike many other animals, orangutans are single adults, so they have		
213	no family structure. Mother orangutans raise their children one at a time. The		
230	baby rides on its mother’s back for three years at the start of its life. There, it		
242	learns how to pick food and protect itself from danger. Female orangutans		
255	usually have one baby every six years. Older male orangutans may fight each		
264	other for the attention of the available female orangutans.		
282	The territory of an adult orangutan is not clearly established, as is the case with many animals. Often,		
298	orangutan territories will overlap. However, this does not mean that orangutans are social animals. They limit		
316	their social interaction to feeding, mating, and calling each other. Only rarely will orangutans get in fights with		
333	each other over food or territory. In these fights, the apes will demonstrate their strength by destroying		
346	branches, charging at each other, and biting each other until one gives up.		
362	Due to deforestation of the rain forest (cutting down trees for grazing or farmland), orangutans are		
381	becoming more and more endangered with each day. Palm oil farmers have cut down much of the forest on		
399	Sumatra and Borneo. Some people even capture orangutans to use them as pets in their homes. Orangutans are		
413	already on international endangered species lists, and their habitat has been increasingly threatened by		
422	humans, mainly through the deforestation of the rain forest.		
	Total Number of Words Read	Total Number of Words Read	
	- Total Number of Mistakes	- Total Number of Mistakes	
	= Total Number of Words Read	= Total Number of Words Read	

“The Eagle” Reading Fluency #2

9	The eagle is a huge bird. One type of	
19	eagle is the bald eagle. This bird of prey has	prey
29	a large yellow beak shaped like a hook and a	salmon
38	pure white head. Its body is brown with a	Continental
46	white tail. Female bald eagles are much bigger	official
48	than males.	
56	Bald eagles live all over North and South	
67	America. They make their nests near rivers, ponds, and lakes. There	
80	they can find many fish. Bald eagles build the biggest nests of any	
91	bird in America. Mostly, the birds stay away from people. Some	
96	birds move their nests frequently.	
109	Bald eagles eat whatever they can find. But, mostly they eat fish. Some	
123	of their favorite meals are trout and salmon. To catch fish, bald eagles swoop	
139	down over the water and grab the fish with their feet, called talons. If the fish	
156	is too heavy for the eagle to carry, it might have to swim in the water. Many	
169	eagles aren't able to swim very well. Sometimes, bald eagles will steal their	
176	food from other birds that are smaller.	
189	At about five years old, bald eagles find mates. They pick partners as	
204	their mates for life. Sometimes, if the pair cannot have a baby, they will find	
218	new partners. Babies are hatched from eggs in their nests, which are made out	
232	of twigs and branches. Nests are usually in trees near open water. Mother and	
246	father eagles will take turns watching the eggs while the mate finds food or	
251	adds on to the nest.	
270	The bald eagle is also an important symbol of the United States of America. It is known as the	
289	national bird of the United States. In 1782, the Continental Congress named the bald eagle as the national bird.	
311	Ben Franklin once wrote that he thought that it was a bad choice. He said the bald eagle was too cowardly to	
329	symbolize the nation. Instead, he suggested the turkey. Today, the bald eagle appears on official seals of the	
351	United States on the backs of several coins. It was on the back of the quarter until 1999, with its head turned	
355	towards an olive branch.	
374	The bald eagle used to be a common sight in the United States. But, over the nation's history, this	
393	eagle's population has slowly decreased. This decrease is due to hunting and the use of pest spray by farmers.	
412	Many farmers used to spray DDT to reduce pests on their crops. This spray, when breathed by eagles, made	
429	them unable to have babies. Fortunately, the bald eagle population has begun to increase since DDT was	
448	banned as a pest spray. The bald eagle was officially removed from the list of endangered species in 1995.	
	Total Number of Words Read	Total Number of Words Read
	- Total Number of Mistakes	- Total Number of Mistakes
	= Total Number of Words Read	= Total Number of Words Read

“The Ibex” Reading Fluency #3

9	An ibex is a wild goat. Ibexes have big,	Europe herbivores predators taxidermists medicinal	
18	long horns that turn behind their heads. The horns		
28	have spiky bumps on them. Their fur is very short,		
38	and not shaggy like a dog’s fur. As the weather		
47	warms, the fur gets darker. Ibexes are about five		
56	feet long and three feet high. They weigh about		
63	as much as two people put together.		
70	Ibexes live in the mountains. They are		
78	found in Europe, Asia, and Africa. Their homes		
88	are made in the rocks. Ibexes have very hard feet,		
102	so they can walk on rocks all day long. Some even live in snowy		
114	mountains, where it’s very cold. Mostly, they like to stay in the		
120	shade of trees in the daytime.		
134	Ibexes are <i>herbivores</i> , so they eat only plants. In the daytime, when it is		
148	warm, they search for food. They usually eat leaves from trees that grow in		
162	their natural habitat. Many ibexes also search for fruit to eat. However, fruit is		
175	less common in some of their grazing areas. Although ibexes are plant eaters,		
188	this does not mean that they are less dangerous to humans. Ibexes dislike being		
201	near humans and will sometimes attack. The main animal that hunts for ibexes		
205	is the leopard.		
219	Ibexes live in two different groups. Groups are made up of about ten to		
232	twenty ibexes. Males make up one group, and females and babies make up the		
247	other. Males fight each other to establish power in their groups and to win		
260	females as their mates. The most powerful male ibexes avoid each other and		
269	do not fight. This helps them avoid serious injury.		
284	Ibexes are known for their charging abilities when they attack predators. Ibexes put down their heads		
302	and butt into their predators. Although younger ibexes often fight, they avoid hurting each other. In fact, much		
316	of their fighting involves circling and pretend charges, which are called <i>mock</i> charges.		
333	Ibexes used to be the subjects of many game hunts. The handsome male heads were prized by hunters,		
352	and many of these heads were stuffed by <i>taxidermists</i> and then displayed in the homes of big game hunters.		
368	They were also hunted because of the medicinal properties of various parts of their bodies. However, the		
385	advancement of modern medicine has stopped most of the hunting of ibexes for their medicinal value. About		
396	ten thousand ibexes still live today in the world.		
	Total Number of Words Read	Total Number of Words Read	
	- Total Number of Mistakes	- Total Number of Mistakes	
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“The Okapi” Reading Fluency #4

9	The okapi looks like a mix of zebra and	Democratic digestive communicating zoologists extinction	
16	giraffe. These animals have dark backs. On		
24	their legs, they have white stripes. These stripes		
32	make them look like zebras. Their bodies look		
41	like small giraffes. But, they do not have very		
50	long necks. Their ears are big and pointy, and		
58	their tongues are long, too. Okapi have short		
64	horns that are covered by skin.		
75	These animals like to live in large areas away from towns.		
88	They can be found only in the middle of Africa in the Democratic		
99	Republic of the Congo. Most okapi live in the mountains and forests.		
109	They leave scents to mark their territories. Males protect their land,		
122	but they allow females to walk through it to find food.		
134	Okapi are strange eaters. They are <i>herbivores</i> , so they eat tree leaves,		
148	grass, and fungi. But, they also have been known to eat charcoal from burnt		
161	trees! Also, they commonly eat red clay from the ground near streams or		
174	rivers. Along with plants, charcoal, and clay, they eat fruit and berries. Okapi		
188	spend most of their day eating and searching for food. When they find food,		
203	they chew it, spit it out, and chew it again. This helps their weak digestive		
204	system.		
219	Female okapi give birth to a single baby, called a calf. Babies are fed by		
232	their mothers and they grow quickly. Only thirty minutes after they are born,		
245	okapi can stand up and walk around. Mothers leave their babies during the day.		
260	They return at night to feed them. In zoos, okapi live for about thirty years.		
272	But, no one knows how long they live in the wild.		
287	Although they generally live alone, Okapi have ways of communicating with each other. They make		
306	different sounds that zoologists are able to identify. One sound, called a <i>chuff</i> , is made when one okapi meets		
324	another. The <i>bleat</i> is used when an okapi calf is separated from its mother and put into danger.		
341	The forests of the Democratic Republic of the Congo are threatened by people eager for their rich		
358	natural resources. As a result, okapi are losing their territory. Okapi are not only threatened by loggers, miners,		
376	and farmers, but they are also threatened by illegal hunters, called <i>poachers</i> , who hunt them for their valuable		
389	skins. The okapi population is currently classified as “near threatened” by extinction.		
	Total Number of Words Read	Total Number of Words Read	
	- Total Number of Mistakes	- Total Number of Mistakes	
	= Total Number of Words Read	= Total Number of Words Read	

“The Mule” Reading Fluency #5

7	Mules are babies, born from donkey and		
15	horse parents. They have short, thick heads. They	hybrids	
24	have long pointy ears. Mules have a short mane,	sterile	
33	like most horses. They come in all shapes and	intelligent	
43	sizes. Some mules can grow to weigh as much as	transportation	
50	six humans! Mules have small, strong hooves.	industrialized	
60	Most of the mules in the world are in China.		
69	In that country, mules are used for riding. Mules		
81	are also used for pulling carts. Many other mules are found in		
91	Mexico, South America, and North Africa. Mules live mostly on		
104	farms with people. There are only a few wild mules and many of		
115	these animals live in California. They were lost during the California		
127	Gold Rush of the 1850s and have survived in foothill canyons ever		
128	since.		
141	The mule’s owner can purchase food for mules at any farm store. Mules		
154	have the same diets as horses and donkeys. However, they need less protein		
167	than horses. Their favorite snacks are hay or other dried grasses. Mules need		
182	lots of fresh, clean water. But, if they drink too much, they can have serious		
193	problems. Mule owners need to control their food and drink levels.		
204	Since mules come from two different parent animals, they are called		
216	hybrids. Most mules are sterile. This means that they cannot produce any		
230	babies. But, some mules have been able to have babies. Mule babies are called		
247	<i>foals</i> . If a female mule and a male horse are the parents, then the foal is mostly		
257	horse-like. A male donkey produces a mostly donkey-like foal.		
273	Mules are intelligent animals. They can endure hardship and severe conditions, which is why they are		
289	commonly used for transportation and farm work. Mules are stubborn if treated harshly. Horses will forgive		
306	their owners for treating them poorly, but mules generally will not. Mules are very proud animals. When		
325	treated well by their owners, mules are usually very friendly. They will bond and work well with people who		
328	treat them decently.		
345	The number of mules in the world is increasing. Endangered animal agencies have rated the mule of		
363	“no concern” for extinction. In China, where there is the densest population, mules are still bred daily. The		
371	mule population is even increasing in industrialized nations.		
	Total Number of Words Read	Total Number of Words Read	
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“The Rooster” Reading Fluency #6

6	Roosters are male chickens. There are	traditional sentencing convicted domesticated	
14	many types of roosters. They come in a		
22	variety of colors: brown, white, black, and red.		
31	Roosters have red combs on the top of their		
38	heads. They have yellow beaks. They have		
46	black feathers on their tails. Below their eyes,		
55	roosters have a white spot. Their thin legs and		
60	feet are gray or black.		
72	Most roosters live on farms. In fact, chickens live in all areas of		
86	the world. But, most of them live in China and the United States.		
98	Most chicken owners keep their chickens in <i>coops</i> . A coop is a		
107	walled or screened shack designed for chickens. Coops keep roosters		
118	warm during the winter and cool in the summer time. Female		
128	chickens, called <i>hens</i> , even have built-in nesting spots in many		
130	coops.		
144	Most roosters are fed by their owners. Their diet is made up of insects,		
156	worms, slugs, and snails. However, they also eat plants, fruit, seeds, acorns,		
170	and other foods. Roosters can find their own food if the owner wishes. But,		
182	they must have a lot of room to search for their food.		
192	Farmers chiefly keep chickens for their eggs; however, some chicken		
207	farmers raise hens and roosters for their meat. The job of the rooster is to		
223	protect the nest and the hens. Usually, there is one rooster who is in charge of a		
236	group of other roosters and hens. The head rooster wins this position through		
241	fighting or pretend-fighting.		
253	Throughout history, roosters have been used in “cock fights.” People organize fights between roosters		
272	and bet on the winner. Roosters that are used in cock fights are specially bred and trained for strength.		
289	Although cock fighting is a traditional sporting event in nearly every part of the world, most Americans		
308	considered it to be animal cruelty. In fact, cock fighting is illegal in forty-nine states in the United States.		
326	Some community and state laws allow sentencing for up to three years in prison for those convicted of this		
342	crime. World-wide, thousands of birds are killed or hurt every year in cock fights.		
356	Roosters are domesticated animals. They have no threat of extinction. The number of chickens		
373	worldwide continues to increase. In fact, chickens are the world’s largest group of domesticated birds. With a		
386	population of over eight billion, there are more chickens than humans on earth!		
	Total Number of Words Read	Total Number of Words Read	
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“The Woodpecker” Reading Fluency #7

6	Woodpeckers are some of the loudest	Australia beetles repetitive threatened considered	
13	birds around. Not all woodpeckers look the		
23	same. Most have two toes on the front of their		
33	feet and two on the back. Their tongues are long		
42	enough to curl all the way around their heads.		
48	Woodpeckers have strong pointed beaks. Their		
56	bottom tail feathers are strong and stiff. Most		
62	woodpeckers weigh only about one pound.		
70	These birds can be found all over the		
78	world. They live in wooded areas everywhere but		
91	in Australia. Their homes are often made in the tops of trees in		
102	forests. Most woodpeckers will make holes in trees with their beaks		
114	to build their nests. Some will find holes and use them. Different		
123	types of woodpeckers like different trees. But, many woodpeckers		
128	prefer cypress trees and redwoods.		
139	A woodpecker’s daily diet consists of different foods depending on the		
150	type of woodpecker. Common foods include insects, fruits, and nuts. Like		
159	many birds, woodpeckers enjoy eating worms. Woodpeckers are mainly		
174	omnivores. They use their beaks to hit bark on trees to expose bugs (ants and		
186	beetles, usually) which they then eat. Some woodpeckers have been found to		
194	eat sap from trees. Others eat mostly acorns.		
203	Female woodpeckers produce about four babies each season. Males and		
219	females work together to dig holes out of trees to provide a nest for their		
232	babies. Babies remain in their eggs for about two weeks until they hatch. When		
246	they hatch, they are blind and do not have any feathers. One parent goes out		
262	and finds food to bring back to the nest, while the other stays behind to protect		
275	the eggs. Babies usually leave the nest after about thirty days.		
291	Woodpeckers are known for their repetitive tapping on tree trunks to expose insects from tree bark.		
308	Some species tap on trees to communicate or attract other woodpeckers. Woodpeckers can tap more than ten		
321	thousand times a day! They are usually not very protective of their territory.		
336	The population of woodpeckers is generally not considered to be threatened, but their habitat in some		
352	areas has been reduced due to woodcutting and deforestation. Two species of these birds are considered		
365	officially endangered by the government. Still, the overall woodpecker population is balanced.		
	Total Number of Words Read	Total Number of Words Read	
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“The Cow” Reading Fluency #8

7	Cows have many uses. Farmers raise cows for different reasons. Some raise cows for their	calves	
15	meat. Others raise cows for their dairy products.	climates	
23	Cows come in many colors. Cows can be brown,	Hinduism	
32	white, or black. Male cows are called <i>bulls</i> , and	sacred	
41	they have horns. Female cows are gentle. Bulls		
49	can be mean and dangerous.		
54	Almost every place in the world has cows.		
62	Cows live in grassy meadows or on farms. There are some wild cows		
75	left in the world. These wild cows are in Midwestern America, India,		
87	and Africa. Wild cows are not the same as farm cows. Still, most		
100	cows live on farms, not in the wild.		
108	Cows on farms are fed based on their use. Beef cows are fed differently		
122	from dairy cows. A beef cow is fed corn, grain, and grasses. Farmers feed		
136	these cows a large amount of protein. Dairy cows need large amounts of fiber.		
150	Dairy cows provide milk and cream. Cows have very large stomachs that are		
163	divided into four parts. Each part has a different job in digesting food. Usually,		
177	only older cows are used to make clothes. Their hides (the outer layers of cow		
192	skins) are dried into leather.		
197	Baby cows are called <i>calves</i> . Some calves die at birth, because they are		
210	so large. Older cows have less problems giving birth than do young cows.		
223	Calves are nursed by their mothers for about ninety days. Adult cows like to		
237	stay in groups with each other. Bulls usually stay by themselves.		
248	Cows require a lot of care from farmers. Cow hooves have to be trimmed by farmers once or twice		
267	each year. The hair at the end of a cow's tail (called the switch) must be frequently cleaned and trimmed. In		
288	the winter, cows are kept inside at night to protect them from the cold in most climates. Additionally, cows		
307	require a lot of fresh hay on which to sleep. They spend 40-50% of their day lying down. Cows take several		
328	naps throughout the day.		
332	In India, most people follow the religion of Hinduism. Hindus believe that cows are sacred animals.		
348	Hindus do not eat them and cows are free to roam about the countryside. Worldwide, cows are certainly not		
367	endangered animals. There are over 1.3 billion cows still in the world today. That number is almost equal to		
386	one cow for every six people on earth.		
394			
	Total Number of Words Read	Total Number of Words Read	
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“The Boy Who Cried Wolf”

There once was a naughty shepherd boy who lived in a small village. One day this boy was sitting at the top of a hill and was very bored. As he watched the sheep under his care, he came up with an idea to entertain himself. He turned in the direction of the village and at the top of his lungs he began screaming, "Wolf! Wolf! The Wolf is after the sheep!"

The villagers immediately left their business and came running up the hill to help the boy scare the wolf away. But when they made it to the top of the hill, they found no wolf. Instead, they found the naughty boy laughing at the joke that he played on them.

"Never cry 'wolf,' shepherd boy," **scolded** the villagers, "when there's no wolf!" They went back to the village very angry.

The very next day, the naughty boy was bored again. "I wonder if the trick will work again" he thought. He went up to the top of the hill, turned toward the village, and once again screamed, "Wolf! Wolf! The wolf is after the sheep!" Once again, he howled with laughter as he watched the villagers run up the hill to help him scare the wolf away.

When the villagers again found no wolf, they scolded the boy once more saying, "Save your screaming for when there really is something wrong! Don't ever cry 'wolf' when there is no wolf!" But the boy just laughed and watched them go down the hill to the village once more.

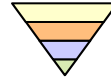
The next day, the naughty shepherd boy was again very bored. As he was dreaming up more mischief, he heard the bleating of his sheep. He ran toward the sound and then he saw what caused the sheep to cry. A huge wolf was **prowling** about his flock of sheep. Once again, he ran to the top of the hill and shouted, "Wolf! Wolf! The wolf is after the sheep!"

But the villagers had learned their lesson. They all said, "There goes that naughty shepherd boy playing his games once again." So the villagers didn't come. At sunset, some of the villagers wondered why the shepherd boy hadn't yet brought the sheep down to the village. They went up the hill to find the boy. They found him with his head down crying. Then they found out why he was crying. The flock was **scattered** everywhere and two sheep were dead.

"I cried out, 'Wolf!' Why didn't you help me?"

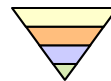
An old man responded, "That's what happens to those who lie. Sooner or later, no one believes them."

Summarize



(1) Summarize why the boy lied.

Summarize



(2) Summarize how the villagers responded to the boy's lies.

“Hansel and Gretel”

Once there lived a poor woodcutter with his two children and their stepmother. The boy was named Hansel and the girl was named Gretel. There was a severe **famine** in the land and the family was starving. Desperate, the stepmother said out loud to herself, “The children must go, else all of us will die of starvation.”

The children were so hungry that they had not been able to sleep, and they had heard their stepmother.

At sunrise, the stepmother woke the two children, saying, “Get up, we are going into the forest to gather wood.” She gave them each a bit of bread and said: “That’s all we have. Save it for your lunch.”

The stepmother led the children deep into the forest. Seeing her plan, Hansel dropped a small crumb of bread every few minutes, so that they could find their way home. Once they were completely lost, the stepmother ran away, leaving Hansel and Gretel alone.

“Don’t worry, Gretel,” said Hansel. “I have left a path to guide us back home. We will wait until father gets home and follow the trail by moonlight.”

Unfortunately, a flock of birds found and ate the trail of bread crumbs. Now, the children really were lost. Looking for water, the children saw a lighted **cottage**. They knocked on the door and an old woman welcomed them in to eat. She told them that she would help them go home the next day. She gave Hansel his own room and had Gretel sleep in the kitchen.

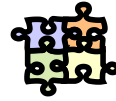
However, in the morning, they found the door to Hansel’s room locked. The old woman said, “I’ve been hungry, too. Last night, I fed you the last of my food. Now, you two will be my next meal!”

The old woman built a fire in her huge bread oven. Then, she told Gretel to open the oven door. But Gretel said, “The door is too heavy for me to open.”

As the old woman opened the door, Gretel gave her a shove into the oven. She shut the iron door and drew the bolt. How the old woman screamed! Gretel found an axe and broke the lock to Hansel’s room. As the children were leaving, Hansel caught a **glint** of light from something in a black pot by the door. The pot was full of precious rubies! Taking the jewels, they ran out into the woods. Just then, Hansel saw a bread crumb. The birds had not found all of them! The children followed the bread crumb trail back to their home.

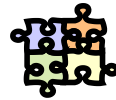
Their father greeted them with a hug and said, “Your stepmother told me what she did and she left.” The children showed their father the rubies and told their story. The family of three lived happily ever after.

Connect



(1) What other stories feature a forest as a dangerous setting?

Connect



(2) What other stories have an old woman as an evil character?

“Little Red Riding Hood”

There was once was a little girl who lived with her father and mother in a house at the edge of a forest. In the same forest, her grandmother also **resided**. Her grandmother had given her a long red hooded coat which she wore so much that everyone called her Little Red Riding Hood.

One morning Little Red Riding Hood's mother said, "Put on your coat and take this basket of cookies to your sick grandmother."

As Little Red Riding Hood was walking in the forest, a voice from behind said, "What have you in that basket, Little Red Riding Hood?" The girl turned around and saw a great big wolf.

"I have cookies for my **ailing** grandmother," she said.

"Ah... I know where she lives," the wolf said. "I hope she enjoys them." Then, the wolf ran into the forest toward the grandmother's house. He soon arrived and knocked at the door of her house.

"Who is there?" called the grandmother from her bed.

"Little Red Riding Hood," said the wolf in a girlish voice.

"Just open the door and come right on in."

The wolf opened the door and **pounced** on the bed, eating the grandmother up in one big bite. The wolf then put on the the grandmother's headscarf.

Soon afterwards, Little Red Riding Hood walked into the house saying, "Good morning, Grandmother, I brought you a basket of cookies." As she came close to the bed she said, "What big ears you have, Grandmother."

"All the better to hear you with, my dear."

"What big eyes you have, Grandmother."

"All the better to see you with, my dear."

"What a big nose you have."

"All the better to smell you with, my dear."

"But, Grandmother, what a big mouth you have."

"All the better to eat you up, my dear," screamed the wolf as he sprang at Little Red Riding Hood. Just at that moment, the woodcutter was passing the house and he heard the scream. He rushed in and with his axe chopped off the wolf's head.

The woodcutter carried Little Red Riding Hood back home. Everyone was happy that she had escaped the wolf. But, they were sad that the wolf had eaten her grandmother.

Re-think



(1) Why didn't the wolf eat Little Red Riding Hood right there in the forest?

Re-think



(2) Why might the grandmother have been tricked by the wolf?

“Goldilocks and the Three Bears”

Once there was a little girl named Goldilocks. One day she went for a **stroll** in the forest. Soon, she came upon a house. She knocked and, when no one answered, she walked right into the house.

On the kitchen table, there were three bowls of **porridge**. Hungry, Goldilocks tasted the first bowl.

"This porridge is too hot!" she shouted. So, she tasted the porridge from the second bowl.

"This porridge is too cold," she said. So, she tasted the third bowl of porridge.

"Ahhh, this porridge is just right," she said and she ate the whole bowl.

After she'd eaten the porridge, she immediately felt **exhausted**. So, she walked into the big room and saw three chairs. Goldilocks sat down in the first one.

"This chair is too big!" she sighed. Then she sat in the second chair.

"This chair is also too big!" she complained. Then she tried the third chair.

"Ahhh, this chair is just right," she said. But just as she sat down into the chair, it broke into pieces.

Goldilocks was very tired, so she went into the bedroom. She lay in the first bed, but it was too hard. She lay in the second bed, but it was too soft. Finally, she lay down in the third bed and it was just right. Then, she fell asleep. Soon, the three bears came home.

"Someone's been eating my porridge," said the papa bear.

"Someone's been eating my porridge," said the mama bear.

"Someone's been eating my porridge and they ate it all up!" cried the baby bear.

"Someone's been sitting in my chair," growled the papa bear.

"Someone's been sitting in my chair," said the mama bear.

"Someone's been sitting in my chair and it's all broken," cried the baby bear.

They went upstairs to the bedroom and the papa bear growled, "Someone's been sleeping in my bed."

"Someone's been sleeping in my bed, too," said the mama bear.

"Someone's been sleeping in my bed and she's still there!" exclaimed baby bear.

Just then, Goldilocks woke up and saw the three bears. She screamed, jumped up, and ran out of the room. Goldilocks ran down the stairs and out the door. Goldilocks never went back to visit.

Interpret



(1) Why would three bowls of porridge be left out on the table?

Interpret



(2) In the story, why does Goldilocks only like or use the things of the baby bear?

“Three Little Pigs”

Once upon a time there lived three little pigs. The first little pig was very lazy. He made his house out of straw. The second little pig was almost as lazy. He made his house out of sticks. The third little pig was not lazy. He was smart. This third little pig worked long hours to build a house completely out of brick.

One day, a wolf came into the pigs’ neighborhood. Smelling fresh **pork**, the wolf went up to the first pig’s house. He banged on the door and said, “Little pig, little pig. Let me in!”

“Not by the hair of my chinny-chin-chin,” **retorted** the first little pig.

“Then, I’ll huff, and I’ll puff, and I’ll blow your straw house down!” And he did so. But, as the house fell down, the first little pig escaped to the second pig’s house.

The hungry wolf next went up to the second pig’s house. He banged on the door and said, “Little pig, little pig. Let me in!”

“Not by the hair of my chinny-chin-chin,” responded the second little pig.

“Then, I’ll huff, and I’ll puff, and I’ll blow your stick house down!” And he did so. But, as the house fell down, the first and second little pigs escaped to the third pig’s house.

The very hungry wolf went up to the third pig’s house. He banged on the door and said, “Little pig, little pig. Let me in!”

“Not by the hair of my chinny-chin-chin,” responded the third little pig.

“Then, I’ll huff, and I’ll puff, and I’ll blow your brick house down!” said the hungry wolf. But, as much as he tried, the wolf could not blow the brick house down. So, the **famished** wolf climbed up the roof and jumped down the chimney.

Inside, the smart third little pig had been thinking. He knew that the wolf would not be able to get into the house any other way, than through the chimney. So he built a fire in the fireplace and boiled a huge pot of water.

The wolf slid right down into that boiling pot of water, and the three little pigs were saved.

Predict



(1) To where will the first and second little pigs escape?

Predict



(2) What will happen at the third pig’s brick house?

“The Ape” Comprehension Worksheet #1

The ape is a very interesting animal. One type of ape is the orangutan. Male orangutans can weigh as much as two normal size humans. Females weigh about half as much. Orangutans have long, strong arms and their hands and feet are shaped like hooks. They are shaggy and have red hair.

Orangutans used to live all over Southeast Asia. Now they only live in a few rain forests on the islands of Sumatra and Borneo. Orangutans swing from tall trees to move around. It is warm where these animals live, but not too warm. There is a lot of rain there, so trees and plants grow very tall and big.

Orangutans are *omnivores*, since they eat some birds and small mammals. However, they mostly eat plants, like fruit and leaves, instead of meat. Their diet consists of mostly fruit. The fruits they tend to prefer have a lot of sugar in them. One fruit that they like in particular are figs. Figs come from trees and they are easy for orangutans to pick and eat. Orangutans also eat lots of young leaves from many trees in their habitat.

Unlike many other animals, orangutans are single adults, so they have no family structure. Mother orangutans raise their children one at a time. The baby rides on its mother’s back for three years at the start of its life. There, it learns how to pick food and protect itself from danger. Female orangutans usually have one baby every six years. Older male orangutans may fight each other for the attention of the available female orangutans.

The territory of an adult orangutan is not clearly established, as is the case with many animals. Often, orangutan territories will overlap. However, this does not mean that orangutans are social animals. They limit their social **interaction** to feeding, mating, and calling each other. Only rarely will orangutans get in fights with each other over food or territory. In these fights, the apes will **demonstrate** their strength by destroying branches, charging at each other, and biting each other until one gives up.

Due to deforestation of the rain forest (cutting down trees for grazing or farmland), orangutans are becoming more and more endangered with each day. Palm oil farmers have cut down much of the forest on Sumatra and Borneo. Some people even capture orangutans to use them as pets in their homes. Orangutans are already on international endangered species lists, and their habitat has been increasingly threatened by humans, mainly through the deforestation of the rain forest.

Predict



(1) Why has the habitat of orangutans decreased?

Re-think



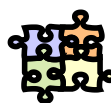
(2) How do orangutans depend on their habitat?

Summarize



(3) Summarize their family relationships.

Connect



(4) What other animals prefer independence and being alone to close relationships?

Interpret



(5) How could orangutans be saved?

“The Eagle” Comprehension Worksheet #2

The eagle is a huge bird. One type of eagle is the bald eagle. This bird of prey has a large yellow beak shaped like a hook and a pure white head. Its body is brown with a white tail. Female bald eagles are much bigger than males.

Bald eagles live all over North and South America. They make their nests near rivers, ponds, and lakes. There they can find many fish. Bald eagles build the biggest nests of any bird in America. Mostly, the birds stay away from people. Some birds move their nests frequently.

Bald eagles eat whatever they can find. But, mostly they eat fish. Some of their favorite meals are trout and salmon. To catch fish, bald eagles swoop down over the water and grab the fish with their feet, called **talons**. If the fish is too heavy for the eagle to carry, it might have to swim in the water. Many eagles aren't able to swim very well. Sometimes, bald eagles will steal their food from other birds that are smaller.

At about five years old, bald eagles find mates. They pick partners as their mates for life. Sometimes, if the pair cannot have a baby, they will find new partners. Babies are hatched from eggs in their nests, which are made out of twigs and branches. Nests are usually in trees near open water. Mother and father eagles will take turns watching the eggs while the mate finds food or adds on to the nest.

The bald eagle is also an important symbol of the United States of America. It is known as the national bird of the United States. In 1782, the Continental Congress named the bald eagle as the national bird. Ben Franklin once wrote that he thought that it was a bad choice. He said the bald eagle was too cowardly to **symbolize** the nation. Instead, he suggested the turkey. Today, the bald eagle appears on official seals of the United States on the backs of several coins. It was on the back of the quarter until 1999, with its head turned towards an olive branch.

The bald eagle used to be a common sight in the United States. But, over the nation's history, this eagle's population has slowly decreased. This decrease is due to hunting and the use of pest spray by farmers. Many farmers used to spray DDT to reduce pests on their crops. This spray, when breathed by eagles, made them unable to have babies. Fortunately, the bald eagle population has begun to increase since DDT was **banned** as a pest spray. The bald eagle was officially removed from the list of endangered species in 1995.

Interpret



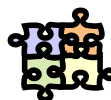
(1) Why might bald eagles move their nests so often?

Re-think



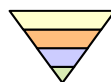
(2) Why might eagles be poor swimmers?

Connect



(3) Why would the location near water be important?

Summarize



(4) Summarize the selection of the bald eagle as the national bird.

Predict



(5) Why might the future of the bald eagle be safer than that of other endangered species?

“The Ibex” Comprehension Worksheet #3

An ibex is a wild goat. Ibexes have big, long horns that turn behind their heads. The horns have spiky bumps on them. Their fur is very short, and not shaggy like a dog’s fur. As the weather warms, the fur gets darker. Ibexes are about five feet long and three feet high. They weigh about as much as two people put together.

Ibexes live in the mountains. They are found in Europe, Asia, and Africa. Their homes are made in the rocks. Ibexes have very hard feet, so they can walk on rocks all day long. Some even live in snowy mountains, where it’s very cold. Mostly, they like to stay in the shade of trees in the daytime.

Ibexes are *herbivores*, so they eat only plants. In the daytime, when it is warm, they search for food. They usually eat leaves from trees that grow in their natural habitat. Many ibexes also search for fruit to eat. However, fruit is less common in some of their grazing areas. Although ibexes are plant eaters, this does not mean that they are less dangerous to humans. Ibexes dislike being near humans and will sometimes attack. The main animal that hunts for ibexes is the leopard.

Ibexes live in two different groups. Groups are made up of about ten to twenty ibexes. Males make up one group, and females and babies make up the other. Males fight each other to establish power in their groups and to win females as their mates. The most powerful male ibexes avoid each other and do not fight. This helps them avoid serious injury.

Ibexes are known for their charging abilities when they attack predators. Ibexes put down their heads and butt into their predators. Although younger ibexes often fight, they avoid hurting each other. In fact, much of their fighting involves circling and pretend charges, which are called *mock* charges.

Ibexes used to be the subjects of many game hunts. The handsome male heads were prized by hunters, and many of these heads were stuffed by *taxidermists* and then displayed in the homes of big game hunters. They were also hunted because of the medicinal properties of various parts of their bodies. However, the advancement of modern medicine has stopped most of the hunting of ibexes for their medicinal value. About ten thousand ibexes still live today in the world.

Interpret



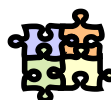
(1) Why might the fur get darker as the weather warms?

Re-think



(2) How would hard feet be helpful for walking on rocks?

Connect



(3) Why might fruit be hard to find in the ibex habitat?

Predict



(4) Why do ibexes separate into two groups?

Summarize



(5) Summarize why ibexes were hunted so often.

“The Okapi” Comprehension Worksheet #4

The okapi looks like a mix of zebra and giraffe. These animals have dark backs. On their legs, they have white stripes. These stripes make them look like zebras. Their bodies look like small giraffes. But, they do not have very long necks. Their ears are big and pointy, and their tongues are long, too. Okapi have short horns that are covered by skin.

These animals like to live in large areas away from towns. They can be found only in the middle of Africa in the Democratic Republic of the Congo. Most okapi live in the mountains and forests. They leave scents to mark their territories. Males protect their land, but they allow females to walk through it to find food.

Okapi are strange eaters. They are *herbivores*, so they eat tree leaves, grass, and fungi. But, they also have been known to eat charcoal from burnt trees! Also, they commonly eat red clay from the ground near streams or rivers. Along with plants, charcoal, and clay, they eat fruit and berries. Okapi spend most of their day eating and searching for food. When they find food, they chew it, spit it out, and chew it again. This helps their weak **digestive** system.

Female okapi give birth to a single baby, called a calf. Babies are fed by their mothers and they grow quickly. Only thirty minutes after they are born, okapi can stand up and walk around. Mothers leave their babies during the day. They return at night to feed them. In zoos, okapi live for about thirty years. But, no one knows how long they live in the wild.

Although they generally live alone, Okapi have ways of communicating with each other. They make different sounds that zoologists are able to identify. One sound, called a *chuff*, is made when one okapi meets another. The *bleat* is used when an okapi calf is separated from its mother and put into danger.

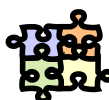
The forests of the Democratic Republic of the Congo are threatened by people eager for their rich natural resources. As a result, okapi are losing their territory. Okapi are not only threatened by loggers, miners, and farmers, but they are also threatened by illegal hunters, called *poachers*, who hunt them for their valuable skins. The okapi population is currently **classified** as “near threatened” by extinction.

Predict



(1) From their description, do okapi seem like they would be predators?

Connect



(2) How do the okapi eating habits explain why they like to live in large areas away from towns?

Interpret



(3) Why don't scientists know how long they live in the wild?

Re-think



(4) What other types of communication would be important?

Summarize



(5) Summarize the reasons the okapi is threatened.

“The Mule” Comprehension Worksheet #5

Mules are babies, born from donkey and horse parents. They have short, thick heads. They have long pointy ears. Mules have a short mane, like most horses. They come in all shapes and sizes. Some mules can grow to weigh as much as six humans! Mules have small, strong hooves.

Most of the mules in the world are in China. In that country, mules are used for riding. Mules are also used for pulling carts. Many other mules are found in Mexico, South America, and North Africa. Mules live mostly on farms with people. There are only a few wild mules and many of these animals live in California. They were lost during the California Gold Rush of the 1850s and have survived in foothill canyons ever since.

The mule’s owner can purchase food for mules at any farm store. Mules have the same diets as horses and donkeys. However, they need less protein than horses. Their favorite snacks are hay or other dried grasses. Mules need lots of fresh, clean water. But, if they drink too much, they can have serious problems. Mule owners need to control their food and drink levels.

Since mules come from two different parent animals, they are called **hybrids**. Most mules are sterile. This means that they cannot produce any babies. But, some mules have been able to have babies. Mule babies are called *foals*. If a female mule and a male horse are the parents, then the foal is mostly horse-like. A male donkey produces a mostly donkey-like foal.

Mules are intelligent animals. They can endure hardship and severe conditions, which is why they are commonly used for transportation and farm work. Mules are **stubborn** if treated harshly. Horses will forgive their owners for treating them poorly, but mules generally will not. Mules are very proud animals. When treated well by their owners, mules are usually very friendly. They will bond and work well with people who treat them **decently**.

The number of mules in the world is increasing. Endangered animal agencies have rated the mule of “no concern” for extinction. In China, where there is the densest population, mules are still bred daily. The mule population is even increasing in industrialized nations.

Predict



(1) What advantages might the mix of donkey and horse produce?

Interpret



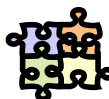
(2) Why are most of the mules found in those areas?

Re-think



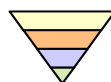
(3) How would mule owners need to plan ahead for additional mules?

Connect



(4) Why do mules respond as they do to the different ways in which they are treated?

Summarize



(5) Summarize the status of the overall world population of mules.

“The Rooster” Comprehension Worksheet #6

Roosters are male chickens. There are many types of roosters. They come in a variety of colors: brown, white, black, and red. Roosters have red combs on the top of their heads. They have yellow beaks. They have black feathers on their tails. Below their eyes, roosters have a white spot. Their thin legs and feet are gray or black.

Most roosters live on farms. In fact, chickens live in all areas of the world. But, most of them live in China and the United States. Most chicken owners keep their chickens in *coops*. A coop is a walled or screened shack designed for chickens. Coops keep roosters warm during the winter and cool in the summer time. Female chickens, called *hens*, even have built-in nesting spots in many coops.

Most roosters are fed by their owners. Their diet is made up of insects, worms, slugs, and snails. However, they also eat plants, fruit, seeds, acorns, and other foods. Roosters can find their own food if the owner wishes. But, they must have a lot of room to search for their food.

Farmers chiefly keep chickens for their eggs; however, some chicken farmers raise hens and roosters for their meat. The job of the rooster is to protect the nest and the hens. Usually, there is one rooster who is in charge of a group of other roosters and hens. The head rooster wins this position through fighting or pretend-fighting.

Throughout history, roosters have been used in “cock fights.” People organize fights between roosters and bet on the winner. Roosters that are used in cock fights are specially **bred** and trained for strength. Although cock fighting is a traditional sporting event in nearly every part of the world, most Americans considered it to be animal cruelty. In fact, cock fighting is illegal in forty-nine states in the United States. Some community and state laws allow **sentencing** for up to three years in prison for those convicted of this crime. World-wide, thousands of birds are killed or hurt every year in cock fights.

Roosters are domesticated animals. They have no threat of extinction. The number of chickens worldwide continues to increase. In fact, chickens are the world’s largest group of **domesticated** birds. With a population of over eight billion, there are more chickens than humans on earth!

Interpret



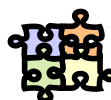
(1) Why are coops important to raising chickens?

Re-think



(2) Why would roosters that feed themselves need a lot of room?

Connect



(3) What other animals fight for leadership of their group?

Summarize



(4) Summarize the arguments of those opposed to cock fighting.

Predict



(5) Predict what will happen in the future to the world population of chickens.

“The Woodpecker” Comprehension Worksheet #7

Woodpeckers are some of the loudest birds around. Not all woodpeckers look the same. Most have two toes on the front of their feet and two on the back. Their tongues are long enough to curl all the way around their heads. Woodpeckers have strong pointed beaks. Their bottom tail feathers are strong and stiff. Most woodpeckers weigh only about one pound.

These birds can be found all over the world. They live in wooded areas everywhere but in Australia. Their homes are often made in the tops of trees in forests. Most woodpeckers will make holes in trees with their beaks to build their nests. Some will find holes and use them. Different types of woodpeckers like different trees. But, many woodpeckers prefer cypress trees and redwoods.

A woodpecker’s daily diet consists of different foods depending on the type of woodpecker. Common foods include insects, fruits, and nuts. Like many birds, woodpeckers enjoy eating worms. Woodpeckers are mainly *omnivores*. They use their beaks to hit bark on trees to expose bugs (ants and beetles, usually) which they then eat. Some woodpeckers have been found to eat sap from trees. Others eat mostly acorns.

Female woodpeckers produce about four babies each season. Males and females work together to dig holes out of trees to provide a nest for their babies. Babies remain in their eggs for about two weeks until they hatch. When they hatch, they are blind and do not have any feathers. One parent goes out and finds food to bring back to the nest, while the other stays behind to protect the eggs. Babies usually leave the nest after about thirty days.

Woodpeckers are known for their **repetitive** tapping on tree trunks to **expose** insects from tree bark. Some species tap on trees to communicate or attract other woodpeckers. Woodpeckers can tap more than ten thousand times a day! They are usually not very protective of their territory.

The population of woodpeckers is generally not considered to be threatened, but their **habitat** in some areas has been reduced due to woodcutting and deforestation. Two species of these birds are considered officially endangered by the government. Still, the overall woodpecker population is balanced.

Interpret



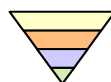
(1) Why aren’t woodpeckers found in Australia?

Re-think



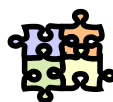
(2) How do the physical features of woodpeckers help them get the foods they eat?

Summarize



(3) Summarize the relationship between the male and female woodpecker.

Connect



(4) Why are woodpeckers considered to be some of the loudest birds on earth?

Predict



(5) Why would many think that woodpeckers are pests?

“The Cow” Comprehension Worksheet #8

Cows have many uses. Farmers raise cows for different reasons. Some raise cows for their meat. Others raise cows for their dairy products. Cows come in many different colors. Cows can be brown, white, or black. Male cows are called *bulls*, and they have horns. Female cows are gentle. Bulls can be mean and dangerous.

Almost every place in the world has cows. Cows live in grassy **meadows** or on farms. There are some wild cows left in the world. These wild cows are in Midwestern America, India, and Africa. Wild cows are not the same as farm cows. Still, most cows live on farms, not in the wild.

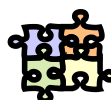
Cows on farms are fed based on their use. Beef cows are fed differently from dairy cows. A beef cow is fed corn, grain, and grasses. Farmers feed these cows a large amount of protein. Dairy cows need large amounts of fiber. Dairy cows provide milk and cream. Cows have very large stomachs that are divided into four parts. Each part has a different job in **digesting** food. Usually, only older cows are used to make clothes. Their *hides* (the outer layers of cow skins) are dried into leather.

Baby cows are called *calves*. Some calves die at birth, because they are so large. Older cows have less problems giving birth than do young cows. Calves are nursed by their mothers for about ninety days. Adult cows like to stay in groups with each other. Bulls usually stay by themselves.

Cows require a lot of care from farmers. Cow hooves have to be trimmed by farmers once or twice each year. The hair at the end of a cow’s tail (called the *switch*) must be frequently cleaned and trimmed. In the winter, cows are kept inside at night to protect them from the cold in most climates. Additionally, cows require a lot of fresh hay on which to sleep. They spend 40-50% of their day lying down. Cows take several naps throughout the day.

In India, most people follow the religion of Hinduism. Hindus believe that cows are **sacred** animals. Hindus do not eat them and cows are free to roam about the countryside. Worldwide, cows are certainly not endangered animals. There are over 1.3 billion cows still in the world today. That number is almost equal to one cow for every six people on earth.

Connect



(1) What other animals have mean or dangerous males?

Interpret



(2) Why are there few wild cows left in the world?

Re-think



(3) Why would only older cows be used for their hides?

Summarize



(4) Summarize the difficulties in raising cows.

Predict



(5) Why are cows not likely to become endangered animals?

The SCRIP Comprehension Worksheets Answers

Expository Articles

“The Ape” Comprehension Worksheet #1

- (1) Deforestation of the rain forest.
- (2) They swing from trees; they eat the plants and leaves of the trees.
- (3) They live as single adults; females raise the babies; males fight for the females.
- (4) Student answers will vary.
- (5) Protecting the rain forest; banning ownership of orangutans as pets; reducing palm farming.

“The Eagle” Comprehension Worksheet #2

- (1) To protect their nests from predators; to adjust to changing weather conditions.
- (2) Their wings and feet are not designed for swimming.
- (3) Prey is located in water or near water areas.
- (4) Despite opposition from Ben Franklin, the Continental Congress selected the eagle in 1782.
- (5) Student answers will vary. Perhaps because it is the national bird of the United States.

“The Ibex” Comprehension Worksheet #3

- (1) Darker fur in the non-snowy seasons would provide more camouflage.
- (2) Hard feet would be more comfortable, produce less injuries, and provide better support.
- (3) Fruit is less likely to grow in the mountains.
- (4) Males stay separate to fight for the females.
- (5) The male heads were prized by hunters; ibexes were also hunted for their medicinal value.

“The Okapi” Comprehension Worksheet #4

- (1) No. Their body shapes and short horns make them unlikely predators.
- (2) Okapi prefer mountain and forest areas and need open land to graze.
- (3) Okapi live only in one country in mountain and forest areas.
- (4) Student answers will vary.
- (5) Loggers, miners, farmers are moving into their territory; also, poachers want their skins.

“The Mule” Comprehension Worksheet #5

- (1) The mix produces the useful abilities of both the horse and the donkey.
- (2) These areas are generally poor and mules are needed for farming and transportation there.
- (3) They need to plan whether they want a more horse-like or donkey-like foal.
- (4) They are smart and proud animals with good memories.
- (5) There is no threat of extinction; the mule population is in balance.

The SCRIIP Comprehension Worksheets Answers

“The Rooster” Comprehension Worksheet #6

- (1) Coops provide temperature control, a place for laying eggs, and protection.
- (2) Grazing requires a lot of room to provide enough bugs, seeds, and plants to eat.
- (3) Student answers will vary.
- (4) They think it is animal cruelty because roosters are hurt or killed.
- (5) Chicken populations will grow as human populations grow.

“The Woodpecker” Comprehension Worksheet #7

- (1) Since Australia is an island, far from the other continents, woodpeckers can't fly there.
- (2) Their toes help them grip; their pointed beaks help them tap; their tongues help them eat.
- (3) Male and female woodpeckers work together to raise and protect their babies.
- (4) They tap trees constantly.
- (5) They are loud and they can destroy trees.

“The Cow” Comprehension Worksheet #8

- (1) Student answers will vary.
- (2) Few wild cows exist because cows are so valuable; also, their diet and care are poor.
- (3) Younger cows are too valuable to kill.
- (4) Hooves and tails require care; cows need protection from the cold; their diet needs to be controlled.
- (5) Most cows are domesticated animals. Their population increases to match human demand.

“The Koi” Comprehension Worksheet #9

- (1) They are colorful and can be kept in koi ponds.
- (2) Student answers will vary. Perhaps they will eat other fish or they will destroy habitat.
- (3) Owners might need separate ponds or tanks, each with filtration systems.
- (4) The right food and water with good texture and filtration.
- (5) Student answers will vary.

“The Hawk” Comprehension Worksheet #10

- (1) Because of their talons, they must be carnivores. So they must eat meat.
- (2) They can see their prey and avoid being seen.
- (3) Because they are birds, they can't chase their prey. So they must surprise unsuspecting animals.
- (4) Student answers will vary. Falcons would be a good answer.
- (5) The population is balanced, especially in protected areas such as national parks.

Writing Academic Literacy Center Grade 5

Mark Pennington

**Pennington Publishing
El Dorado Hills, CA**

Writing Academic Literacy Center Grade 5

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Sentence Revisions and Literary Response Introduction

This Writing Literacy Center helps your students practice both **sentence revisions and literary response**. The sentence revisions activity focuses on sentence structure, word choice, and sentence variety to improve student essays (W.1, 2). Literary response focuses on manipulating rhetorical stance (voice, audience, purpose, form) by responding to famous literary quotations to improve narrative writing technique and style (W.3).

Materials Preparation

Print the sentence revisions and literary response activities for each student. Also print the sentence revisions answers and laminate these.

Pre-Teaching to the Whole Class

Teachers should read the directions and help students complete the first sentence revision and literary response activities.

Task Card Directions for Sentence Revisions and Literary Response

1. The Clarifier picks up the task card and will ask the teacher any questions about directions. The Task Manager writes down the ending time for this literacy center. The People Manager makes sure that everyone in the group has the sentence revision activity and reminds students to write their names on the page.
2. The Reader reads the sentence revision Lesson Focus out loud in a soft voice, and the Task Manager helps the group summarize the Key Idea(s) of the lesson on the lines provided in the second column.
3. After each student has completed the summaries, the Reader reads the Example(s), and the Clarifier asks students to explain how each example relates to the Lesson Focus.
4. The Reader reads the sentence revision task, and students complete this task individually.
5. Upon completion, the Clarifier asks students to share their sentence revisions. The Task Manager gets the answers from the teacher and students self-correct and revise their answers.
6. Next, students turn their papers over to the back and the Reader reads the Literary Quotation and the Definition/Explanation/Reflection.
7. The Task Manager reads each of the Observation, Interpretation, and Application questions. *Observation* is What do you see? *Interpretation* is What does it mean? *Application* is How can this be used? The Task Manager pauses after each question and the Clarifier asks for responses. The People Manager encourages all students to respond.
8. After completing discussion, students complete the Revision and Draw tasks individually. If time remains, the Clarifier asks students to share their responses.

Sentence Revisions Instructional Scope and Sequence

	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
1	Precise Proper Nouns	Precise Proper Nouns	Delete the Unnecessary “Here” Words	Delete the Unnecessary “Here” and “There” Words	Delete the Unnecessary “Here” and “There” Words
2	Precise Common Nouns	Precise Common Nouns	Specific Proper Nouns	Specific Proper Nouns	Specific Proper Nouns
3	Plural Nouns and Irregular Plurals	Plural Nouns and Irregular Plurals	Delete the Unnecessary “It”	Delete the Unnecessary “It”	Delete the Unnecessary “It”
4	Precise Verbs	Precise Verbs	Pronoun Sentence Opener	Pronoun Sentence Opener	Pronoun Sentence Opener
5	Verb Tense	Verb Tense	Delete the Unnecessary “There” Words	Delete Circumlocutions	Delete Circumlocutions
6	Simple Subjects	Simple Subjects	Adjective Sentence Opener	Adjective Sentence Opener	Adjective Sentence Opener
7	Simple Predicates	Simple Predicates	Delete Unnecessary Writing References	Substitute Adjectives for Adjective Phrases	Substitute Adjectives for Adjective Phrases
8	Direct Objects	Direct Objects	Possessive Pronoun Sentence Opener	Verb before the Subject Sentence Opener	Verb before the Subject Sentence Opener
9	*Complete Sentences	Complete Sentences	Delete Unnecessary Writer References	Change “To Be” to Active Verbs	Change “To Be” to Active Verbs
10	*Fragments, Phrases, and Dependent Clauses	*Fragments, Phrases, and Dependent Clauses	Adverb Sentence Opener	Adverb Sentence Opener	Adverb Sentence Opener
11	*Run-ons and Independent Clauses	*Run-ons and Independent Clauses	Parallel Coordinating Conjunctions	Parallel Coordinating Conjunctions	Parallel Coordinating Conjunctions
12	Types of Sentences	Types of Sentences	Prepositional Phrase Sentence Opener	Prepositional Phrase Sentence Opener	Prepositional Phrase Sentence Opener
13	Revise Exclamatory into Declarative	Delete the Unnecessary “There” + “to be” Verbs	Parallel Correlative Conjunctions	Parallel Correlative Conjunctions	Parallel Correlative Conjunctions
14	Revise Declarative into Interrogative	Delete the Unnecessary “Here” + “to be” Verbs	Complete Subject Sentence Opener	Complete Subject Sentence Opener	Complete Subject Sentence Opener
15	Revise Interrogative into Imperative	Delete the Unnecessary “It” + “to be” Verbs	Delete Paired Redundancies	Delete Paired Redundancies	Delete Paired Redundancies

Boldface denotes Introductory Standard for Fifth Grade Level. * Denotes Progressive Language Skill

Sentence Revisions Instructional Scope and Sequence

	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
16	Revise Imperative into Exclamatory	Transitional Words and Phrases	Direct Object Sentence Opener	Direct Object Sentence Opener	Direct Object Sentence Opener
17	*Pronoun Antecedents: Vague References	Formal and Informal Language	Delete Restatements	Compound Sentences	Compound Sentences
18	*Pronoun Antecedents: Number References	Dialects	Compound Subject Sentence Opener	Compound Subject Sentence Opener	Compound Subject Sentence Opener
19	*Solving Pronoun Antecedents Problems	Registers	Change Complex Words to Simple Words	Complex Sentences	Complex Sentences
20	Articles	*Pronoun Antecedents: Vague References	Connective Sentence Opener	Noun Phrase Sentence Openers	Noun Clause Sentence Opener
21	Which One? Adjectives	*Pronoun Antecedents: Number References	Make Items in a List Parallel	Compound-Complex Sentences	Compound-Complex Sentences
22	How Many? Adjectives	Precise Word and Phrase Choice	Transition Word Sentence Opener	Noun Clause Sentence Opener	Gerund Sentence Opener
23	What Kind? Adjectives	Adjective Order	Parallel Structures	Change Clauses to Phrases	Change Clauses to Phrases
24	Adjective Order	Using Punctuation for Effect	Noun Phrase Sentence Opener	Verb Phrase Sentence Opener	Gerund Phrase Sentence Opener
25	Short Comparative Modifiers	Past Participle Adjectives	Interrogative Pronouns	Change Complex Words to Simple Words	Change Complex Words to Simple Words
26	Long Comparative Modifiers	Short Comparative Modifiers	Noun Clause Sentence Opener	Nominative Absolute Sentence Opener	Nominative Absolute Sentence Opener
27	Short Superlative Modifiers	Long Comparative Modifiers	Reflexive Pronouns	Make Items in a List Parallel	Make Items in a List Parallel
28	Long Superlative Modifiers	Short Superlative Modifiers	Nominative Absolute Sentence Opener	Adjectival Clause Sentence Opener	Adjectival Clause Sentence Opener
29	Past Verb Tense	Long Superlative Modifiers	Intensive Pronouns	Parallel Structures	Parallel Structures
30	Present Verb Tense	Verb Tense	Demonstrative Pronoun Sentence Opener	Adjectival Phrase Sentence Opener	Adjectival Phrase Sentence Opener
31	Future Verb Tense	Verb Tense and Time	Reciprocal Pronouns	Helping Verb Deletions	Helping Verb Deletions

Boldface denotes Introductory Standard for Fifth Grade Level. * Denotes Progressive Language Skill.

Sentence Revisions Instructional Scope and Sequence

	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
32	Delete the Unnecessary “There” + “to be” Verbs	Verb Tense and Sequence	Demonstrative Adjective Sentence Opener	Modifier Sentence Opener	Past Participle Sentence Opener
33	Delete the Unnecessary “Here” + “to be” Verbs	Verb Tense and State of Being	Helping and Linking Verb Modifier Deletions	Eliminate Dangling Modifiers	Eliminate Dangling Modifiers
34	Delete the Unnecessary “It” + “to be” Verbs	Verb Tense and Condition	Adjectival Phrase Sentence Opener	Connective Sentence Opener	Past Participial Phrase Sentence Opener
35	Helping and Linking Verb Modifier Deletions	*Shifts in Verb Tense	Substitute Adjectives for Adjective Phrases	Eliminate Interruptions	Eliminate Squinting Modifiers
36	Modal Auxiliaries (Necessity and Advice)	Helping Verbs	Adjectival Clause Sentence Opener	Appositive Phrase Sentence Opener	Present Participle Sentence Opener
37	Modal Auxiliaries (Ability and Expectation)	Past Participle Verbs	Eliminate Interruptions	Change Nominalizations to Verbs	Change Nominalizations to Verbs
38	Modal Auxiliaries (Permission and Possibility)	Irregular Past Participles	Short Comparative Modifier Sentence Opener	Past Progressive Verb Tense	Present Participial Phrase Sentence Opener
39	Past Progressive Verb Tense	Linking Verbs	Rearrange in Chronological Order	Rearrange in Chronological Order	Rearrange in Chronological Order
40	Present Progressive Verb Tense	Modals	Long Comparative Modifier Sentence Opener	Present Progressive Verb Tense	Transition Word Sentence Opener
41	Future Progressive Verb Tense	*Singular subject-verb agreement	Eliminate “to be” Verbs by Rephrasing	Delete Restatements	Delete Redundant Categories
42	What Degree? Adverbs	*Plural subject-verb agreement	Short Superlative Modifier Sentence Opener	Future Progressive Verb Tense	Progressive Verb Sentence Opener
43	How? Adverbs	Progressive Verb Tense	Eliminate “to be” Verbs by Changing Nouns to Verbs	Delete Redundant Categories	Delete Redundant Categories
44	When? Adverbs	Past Perfect Verb Forms	Long Superlative Modifier Sentence Opener	Perfect Progressive Verb Form	Perfect Participle Sentence Opener

Boldface denotes Introductory Standard for Fifth Grade Level. * Denotes Progressive Language Skill.

Sentence Revisions Instructional Scope and Sequence

	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
45	Where? Adverbs	Present Perfect Verb Forms	Make Noun Constructions Parallel	Make Noun Constructions Parallel	Make Noun Constructions Parallel
46	Adverb Order	Future Perfect Verb Forms	Nonrestrictive Relative Clause Sentence Opener	Nonrestrictive Relative Clause Sentence Opener	Infinitive Sentence Opener
47	Precise Word and Phrase Choice	Adverbs	Combine Short, Choppy Sentences Using Coordination	Combine Short, Choppy Sentences Using Coordination	Combine Short, Choppy Sentences Using Coordination
48	Using Punctuation for Effect	Adverb Order	End a Sentence with a Restrictive Relative Clause	End a Sentence with a Restrictive Relative Clause	Infinitive Phrase Sentence Opener
49	Formal and Informal Language	Coordinating Conjunctions and their Functions	Change Imprecise Words to Precise Words	Change Imprecise Words to Precise Words	Change Imprecise Words to Precise Words
50	Formal and Informal Language	Correlative Conjunctions and their Functions	Combine Short, Choppy Sentences with Beginning Subordinate Clauses	Combine Short, Choppy Sentences with Beginning Subordinate Clauses	Continuous Infinitive Sentence Opener
51	Conjunction Function	Prepositional Phrases	Compound Sentences	Keep a Consistent Language Register	Change Passive to Active Voice
52	Prepositional Phrases: Relationships Sentence Openers	Dependent Clauses in Complex Sentences	Complex Sentences	Combine Short, Choppy Sentences with Ending Subordinate Clauses	Relative Adverb Clause Sentence Opener
53	Prepositional Phrases: Location Sentence Openers	Subordinating Conjunctions	Compound- Complex Sentences	Combine Choppy Sentences Using Relative Clauses	Combine Choppy Sentences Using Relative Clauses
54	Prepositional Phrases: Time Sentence Openers	Relative Pronouns	Short Sentences for Sentence Variety	Short Sentences for Sentence Variety	Adverbial Clause Sentence Opener
55	Relative Pronouns	Relative Adverbs	Change Adjectives Preceding Nouns to Appositives	Change Adjectives Preceding Nouns to Appositives	Change Adjectives Preceding Nouns to Appositives
56	Relative Adverbs	Interjections and their Functions	Delete Redundant Categories	Transition Word Sentence Opener	Adverbial Clause Sentence Opener

Boldface denotes Introductory Standard for Fifth Grade Level. * Denotes Progressive Language Skill.

Sentence Revisions #1

Proper Nouns

Lesson Focus

In this lesson we learn about **proper nouns**. A **proper noun** is the name of a person, place, or thing and must be capitalized. A proper noun may be a single word, a group of words (with or without abbreviations), or a hyphenated word.

Sometimes the same word can name or not name a person, place, or thing. Capitalize the word only if it names or is part of a name.

Key Idea(s)

Examples

That blue character that likes cookies lives on a street by the tower with a clock.

These words can be used to name persons, place, or things...

Cookie Monster lives on Sesame Street near the Clock Tower.

Change the underlined words to proper nouns in this sentence:

My teacher teaches at this school in this city and state.

Sentence Revision

Sentence Revisions #2

Common Nouns

Lesson Focus

In this lesson we learn about **common nouns**. A **common noun** is an idea, person, place, or thing. It is capitalized only at the start of a sentence. A common noun can be a single word, a group of words, or a hyphenated word.

Use specific common nouns instead of general common nouns. The word *specific* means exact or special. Especially avoid using these general words: *thing, stuff, junk, something*

Key Idea(s)

Examples

I need a thing to blow my nose.

This sentence can be changed to...

I need a tissue to blow my nose.

They love to swim in the warm water.

This sentence can be changed to...

They love to swim in the warm lake.

Change the underlined words to specific common nouns in this sentence:

That stuff in your backpack smells funny. You should dump it.

Sentence Revision

Sentence Revisions #3

Plural Nouns

Lesson Focus

In this lesson we learn about **plural nouns**. A **plural noun** is more than one idea, person, place, or thing and usually adds an *s* onto the end of the singular noun, including nouns which end in a vowel then a “y” or nouns which end in a vowel then an “o.”

Examples: mouth–mouths, key–keys, radio–radios

Spell “es” to form plurals after the ending sounds of /s/, /x/, /z/, /ch/, or /sh/

Example: box–boxes or after a consonant, then an *o* **Example:** potato–potatoes.

Spell “ves” to form plurals after the “fe” or “lf” endings. **Examples:** knife–knives, shelf–shelves

If there is a consonant before the letters “o” or “y,” spell “es” to form the plural, but change the “y” to “i.”

Examples: tornado–tornadoes, story–stories

Some plurals are irregular.

Examples: child–children, man–men, person–people

Key Idea(s)

Change the singular nouns to plurals in this sentence:

The child sold a radio, a watch, and a bookshelf at the garage sale.

Sentence Revision

Sentence Revisions #4

Verbs

Lesson Focus

In this lesson we learn about **verbs**. A **verb** acts upon a noun in two ways. The action can be a thought. **Example:** I like chocolate. The action can also be physical. **Example:** She runs the mile.

Use “show me” verbs instead or “tell me” verbs. A “show me” verb lets the reader or listener see, taste, touch, feel, or hear what the person, place, thing, or idea does. A “tell me” verb just gives information.

Key Idea(s)

Examples

The snake goes down the tree.

This sentence can be changed to...

The snake slithers down the tree.

The boy says, “Don’t let any more students in this room.”

This sentence can be changed to...

The boy screams, “Don’t allow any more students in this room.”

Change this sentence by using a “show me” verbs:

Please make the candles go out and let me have a big piece of that birthday cake.

Sentence Revision

Sentence Revisions #5

Verb Tense

Lesson Focus

In this lesson we learn about **verb tense**. *Verb tense* is the form of the verb that shows time. There are three simple verb tenses: the present, past, and future. Usually keep the same verb tense in a sentence or paragraph. This is especially important with the past tense.

Key Idea(s)

Example

Tom looks in my eyes and said, “You did that. I will know you did.”

This sentence can be changed to...

Tom looked in my eyes and said, “You did that. I knew you did.”

Change this sentence into the past tense:

I ask you and you will say that we will need more money for the project.

Sentence Revision

Sentence Revisions #6

Simple Subjects

Lesson Focus

In this lesson we learn how to start a sentence with a **simple subject**. The **simple subject** is the one word which acts as the “do-er” of the sentence and tells whom or what the sentence is about. A subject can be a noun or a pronoun. A pronoun takes the place of a noun.

The simple subject does not include any other words used to name or describe it.

To find the subject in a sentence, first look for the main verb and then ask “Who?” or “What?” The answer is the subject.

Key Idea(s)

Example

After the movie was over, Paul left for the dance.

This sentence can be changed to...

Paul left for the dance after the movie was over.

Change this sentence by using a simple subject sentence opener:

Out on the playground Juan yelled at me to join him in the game.

Sentence Revision

Sentence Revisions #7

Simple Predicates

Lesson Focus

In this lesson we learn how to start a sentence with a **simple predicate**. The **simple predicate** does the work of the “do-er” of the sentence. The predicate is the main verb of the sentence that shows a physical or mental action or it describes a state of being.

Key Idea(s)

Example

You should talk to my friends for me please.

This sentence can be changed to...

Talk to my friends for me please.

Change this sentence by using a simple predicate sentence opener:

After you complete that math problem, help me hang this poster on the wall.

Sentence Revision

Sentence Revisions #8

Direct Objects

Lesson Focus

In this lesson we learn how to start a sentence with a **direct object**. A **direct object** is the noun or pronoun that receives the action of the predicate. To find the direct object, look for the predicate and ask Whom? or What? after the action. The answer will be the direct object. No commas follow the direct object when it serves as the sentence opener.

Key Idea(s)

Examples

- Red, white, and blue Betsy Ross chose for the colors of the American flag.
- Lots of fun she promised for the party.
- A new skateboard his brother wanted for his ninth birthday.

Change this sentence by using a direct object sentence opener:

My friends like to play video games.

Sentence Revision

Sentence Revision Answers

Sentence Revision #1

PROPER NOUN teaches at PROPER NOUN in PROPER NOUN, PROPER NOUN.

Sentence Revision #2

That food in your backpack smells funny. You should dump that old lunch.

Sentence Revision #3

The children sold radios, watches, and bookshelves at the garage sales.

Sentence Revision #4

Please blow out the candles and cut me a big piece of that birthday cake.

Sentence Revision #5

I asked you and you said that we needed more money for the project.

Sentence Revision #6

Juan yelled at me to join him in the game out on the playground.

Sentence Revision #7

Complete that math problem, and then help me hang this poster on the wall.
or

Help me hang this poster on the wall after you complete that math problem.

Sentence Revision #8

Video games my friends like to play.

Sentence Revision #9

I tried to help though I shouldn't have said anything.
or
Though I shouldn't have said anything, I tried to help.

Literary Response Lesson #1

Literary Quotation

“All would live long, but none would be old.”

Benjamin Franklin (1706 – 1790)

Definition/Explanation/Reflection: Growing old presents both opportunities and challenges.

Observation: What do you see? What do you feel? What seem to be the key words?

Interpretation: How would you put this into your own words? What does this mean? What doesn't this mean? What does this suggest? Why does the author say this?

Application: How can this be used? How could this thought affect something else? What conclusions can be drawn from this? Do you agree with this? How does this apply to you?

Revision: How else could this have been written? Revise this to reflect your point of view or ideas. Create something new to say about this subject.

Draw: Create a visual to summarize or respond to the literary quotation: A cartoon, a symbol, a graphic organizer, cut-outs from a printed computer image or magazine, or? Use the back if you wish.

Literary Response Lesson #2

Literary Quotation

“Indifference and neglect often do much more damage than outright dislike.”

J.K. Rowling (1965 –)

Definition/Explanation/Reflection: *Indifference* means to not be interested. *Neglect* means to not pay attention.

Observation: What do you see? What do you feel? What seem to be the key words?

Interpretation: How would you put this into your own words? What does this mean? What doesn't this mean? What does this suggest? Why does the author say this?

Application: How can this be used? How could this thought affect something else? What conclusions can be drawn from this? Do you agree with this? How does this apply to you? What conclusions can be drawn from this? Do you agree with this? How does this apply to you?

Revision: How else could this have been written? Revise this to reflect your point of view or ideas. Create something new to say about this subject.

Draw: Create a visual to summarize or respond to the literary quotation: A cartoon, a symbol, a graphic organizer, cut-outs from a printed computer image or magazine, or? Use the back if you wish.

Literary Response Lesson #3

Literary Quotation

“Four be the things I'd have been better without: love, curiosity, freckles and doubt.”

Dorothy Parker (1893 – 1967)

Definition/Explanation/Reflection: Many things in life are both good and bad.

Observation: What do you see? What do you feel? What seem to be the key words?

Interpretation: How would you put this into your own words? What does this mean? What doesn't this mean? What does this suggest? Why does the author say this?

Application: How can this be used? How could this thought affect something else? What conclusions can be drawn from this? Do you agree with this? How does this apply to you?

Revision: How else could this have been written? Revise this to reflect your point of view or ideas. Create something new to say about this subject.

Draw: Create a visual to summarize or respond to the literary quotation: A cartoon, a symbol, a graphic organizer, cut-outs from a printed computer image or magazine, or? Use the back if you wish.

Literary Response Lesson #4

Literary Quotation

“We shall not fail or falter; we shall not weaken or tire... Give us the tools and we will finish the job.”

Sir Winston Churchill (1874 – 1965)

Definition/Explanation/Reflection: To falter means to hesitate. The author was Great Britain’s leader during World War II.

Observation: What do you see? What do you feel? What seem to be the key words?

Interpretation: How would you put this into your own words? What does this mean? What doesn’t this mean? What does this suggest? Why does the author say this?

Application: How can this be used? How could this thought affect something else? What conclusions can be drawn from this? Do you agree with this? How does this apply to you?

Revision: How else could this have been written? Revise this to reflect your point of view or ideas. Create something new to say about this subject.

Draw: Create a visual to summarize or respond to the literary quotation: A cartoon, a symbol, a graphic organizer, cut-outs from a printed computer image or magazine, or? Use the back if you wish.

Literary Response Lesson #5

Literary Quotation

“Do something every day that you don't want to do; this is the golden rule for acquiring the habit of doing your duty without pain.”

Mark Twain (1835 – 1910)

Definition/Explanation/Reflection: The Golden Rule is “Do to others how you would like them to do to you.”

Observation: What do you see? What do you feel? What seem to be the key words?

Interpretation: How would you put this into your own words? What does this mean? What doesn't this mean? What does this suggest? Why does the author say this?

Application: How can this be used? How could this thought affect something else? What conclusions can be drawn from this? Do you agree with this? How does this apply to you?

Revision: How else could this have been written? Revise this to reflect your point of view or ideas. Create something new to say about this subject.

Revision: How else could this have been written? Revise this to reflect your point of view or ideas. Create something new to say about this subject.

Draw: Create a visual to summarize or respond to the literary quotation: A cartoon, a symbol, a graphic organizer, cut-outs from a printed computer image or magazine, or? Use the back if you wish.

Literary Response Lesson #6

Literary Quotation

“I do not want people to be agreeable, as it saves me the trouble of liking them.”

Jane Austen (1775 – 1817)

Definition/Explanation/Reflection: Good friendships take time and effort.

Observation: What do you see? What do you feel? What seem to be the key words?

Interpretation: How would you put this into your own words? What does this mean? What doesn't this mean? What does this suggest? Why does the author say this?

Application: How can this be used? How could this thought affect something else? What conclusions can be drawn from this? Do you agree with this? How does this apply to you?

Revision: How else could this have been written? Revise this to reflect your point of view or ideas. Create something new to say about this subject.

Draw: Create a visual to summarize or respond to the literary quotation: A cartoon, a symbol, a graphic organizer, cut-outs from a printed computer image or magazine, or? Use the back if you wish.

Literary Response Lesson #7

Literary Quotation

“Nearly all men can stand adversity, but if you want to test a man's character, give him power.”

Abraham Lincoln (1809 – 1865)

Definition/Explanation/Reflection: *Adversity* means unfortunate events that stand in the way of success.

Observation: What do you see? What do you feel? What seem to be the key words?

Interpretation: How would you put this into your own words? What does this mean? What doesn't this mean? What does this suggest? Why does the author say this?

Application: How can this be used? How could this thought affect something else? What conclusions can be drawn from this? Do you agree with this? How does this apply to you?

Revision: How else could this have been written? Revise this to reflect your point of view or ideas. Create something new to say about this subject.

Revision: How else could this have been written? Revise this to reflect your point of view or ideas. Create something new to say about this subject.

Draw: Create a visual to summarize or respond to the literary quotation: A cartoon, a symbol, a graphic organizer, cut-outs from a printed computer image or magazine, or? Use the back if you wish.

Literary Response Lesson #8

Literary Quotation

“Patriotism means to stand by the country. It does not mean to stand by the president.”

Theodore Roosevelt (1858 – 1919)

Definition/Explanation/Reflection: People can honor their country and still find fault with its leaders or laws.

Observation: What do you see? What do you feel? What seem to be the key words?

Interpretation: How would you put this into your own words? What does this mean? What doesn't this mean? What does this suggest? Why does the author say this?

Application: How can this be used? How could this thought affect something else? What conclusions can be drawn from this? Do you agree with this? How does this apply to you?

Revision: How else could this have been written? Revise this to reflect your point of view or ideas. Create something new to say about this subject.

Draw: Create a visual to summarize or respond to the literary quotation: A cartoon, a symbol, a graphic organizer, cut-outs from a printed computer image or magazine, or? Use the back if you wish.

Language Conventions Academic Literacy Center

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El Dorado Hills, CA

Language Conventions Academic Literacy Center Grade 4–8

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Grammar and Mechanics Lessons Introduction

The authors of the Common Core State Standards list the grade-level language conventions content and skills in the first three [Language Strand Standards](#). Most teachers refer to L.1 simply as *grammar* and L.2 as *mechanics*. Clearly, L.3 refers to the application of L.1 and L.2 in the four communicative contexts of English-language arts. The Language Conventions Academic Literacy Center provides 56 *grammar and mechanics* lessons, designed to teach all three Standards. Grades 4–8 alignment documents follow the lessons.

Conventions of Standard English

L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening

Instructional Format

Each Grammar and Mechanics lesson consists of four pages and takes 20 minutes to complete.

The **first page** is in Cornell Notes format and provides the content and skills in the Mechanics Notes and Grammar and Usage Notes sections. The Links and Response sections provide online resources for additional grade-level practice. Space is provided in this section for students to list key ideas, comment, make connections, and write questions. Additional space is provided at the bottom of the lesson for students to summarize the key mechanics and grammar content or skills.

The **second page** duplicates the lesson text of the first page, but adds examples for the students to copy in the spaces provided on the first page. The Links and Resources sections provide online resources for extended learning (acceleration) and additional practice (remediation).

The **third page** provides students with practice for both the mechanics and grammar content and skills. Students individually apply the lessons with identification, error analysis, sentence revisions, and sentence combining in the writing context.

The **fourth page** consists of the practice answers. Students self-correct as a group to learn from their mistakes.

Note: The author provides the same 56 grades 4–8 grammar and mechanics lessons in the *Grammar and Mechanics Interactive Notebook* with 3D graphic organizers and grammar cartoons with writing response for each lesson. Additionally, the author provides the comprehensive grade-level (4, 5, 6, 7, 8, and high school) *Teaching Grammar and Mechanics* programs with interactive instruction and student workbooks. These programs include all lesson components, plus simple sentence diagrams, mentor texts, and a brief writing application. Students complete two sentence dictation formative assessments. Click [HERE](#) to preview.

Materials Preparation

Print the Cornell Notes lesson and the practice page back-to-back for each student. Print and laminate one copy of the examples and practice answers pages for the center. Alternatively, teachers may choose to display these sections on tablets or projection.

If tablets or computers are available, students can access the online resources. Or teachers can share these resources with the whole class.

Pre-Teaching to the Whole Class

Teachers should read the directions and help students complete the worksheet.

Task Card Directions for the Grammar and Mechanics Lessons

1. The Clarifier picks up the task card and will ask the teacher any questions about directions. The Task Manager writes down the ending time for this literacy center. The People Manager makes sure that everyone in the group has the worksheet and reminds students to write their names on the page.
2. The Reader reads the Mechanics Notes in the right column out loud in a soft voice and stops at the Example(s). Students copy down the example(s) **for that section only**. The Clarifier asks students how the examples relate to the mechanics rule. Continue to follow these steps for the rest of the Mechanics Notes. View and/or listen to the online resources (if assigned by your teacher). In the Links and Response section, list key ideas, comment on the lesson skills, make connections to prior learning, and write any questions to ask your teacher. Summarize the the key mechanics skills at the bottom of the page (if assigned by your teacher).
3. The Reader reads the Grammar and Usage Notes in the right column out loud in a soft voice and stops at the Example(s). Students look copy down the example(s) **for that section only**. The Clarifier asks students how the examples relate to the grammar and usage rule. Continue to follow these steps for the rest of the Grammar and Usage Notes. View and/or listen to the online resources (if assigned by your teacher). In the Links and Response section, list key ideas, comment on the lesson content or skills, make connections to prior learning, and write any questions to ask your teacher. Summarize the the key grammar and usage content or skills at the bottom of the page (if assigned by your teacher).
4. Next, students individually complete the Practice sentences directions. When most of the students have completed the sentences, the Reader reads the answers and the Clarifier helps the group identify and sentence answers. The Clarifier asks the teacher for help if necessary.

Grammar and Mechanics Instructional Scope and Sequence

Lesson	Mechanics	Grammar and Usage
1	Periods in Latin Expression	Proper and Common Nouns
2	Periods in Names, Abbreviations, and Acronyms	Personal Pronouns
3	Periods in Indirect Questions and Intentional Fragments	Subject Case Pronouns
4	Periods in Decimal Outlines	Object Case Pronouns
	Unit Test	
5	Semicolons with Conjunctions	Possessive Pronouns
6	Apostrophes for Singular Possessive Nouns	Adjectives
7	Apostrophes for Plural Possessive Nouns	Transitive and Intransitive Verbs and **Subject-verb Agreement
8	Apostrophes for Compound Possessive Nouns	Adverbs
	Unit Test	
9	Apostrophes in Contractions	Coordinating Conjunctions
10	Comma Misuse	Correlative Conjunctions
11	Commas for Dates	Subordinating Conjunctions
12	Commas for Letters	**Prepositional Phrases
	Unit Test	
13	Commas in Addresses	Subjects and Predicates
14	Commas for Names	Direct and Indirect Objects
15	Commas for Geographical Places	Phrases and Clauses
16	Commas for Tag Questions	**Fragments and Run-ons
	Unit Test	
17	Commas for Direct Speech	Sentence Forms: Simple, Compound, Complex, and Compound-complex
18	Commas in a Series	Types of Sentences
19	Commas after Introductory Words and Phrases	**Noun Phrases
20	Commas after Introductory Clauses	**Noun Clauses
	Unit Test	
	* Denotes Introductory Standard for grade level.	
	** Denotes Language Progressive Skill	

Grammar and Mechanics Instructional Scope and Sequence

Lesson	Mechanics	Grammar and Usage
21	Commas and Quotation Marks with Speaker Tags	*Gerunds (8.1.A)
22	Commas before Conjunctions in Compound Sentences	*Gerund Phrases (8.1.A)
23	Commas in Complex Sentences	Reflexive, Intensive, and Reciprocal Pronouns
24	*Commas with Parenthetical Expressions (6.2.A)	Indefinite Pronouns
	Unit Test	
25	Commas with Coordinate Adjectives	**Pronoun Antecedents
26	Commas with Hierarchical Adjectives	**Pronoun Number and Person Shifts
27	Punctuation with Appositives	**Vague Pronoun References and Demonstrative Pronouns
28	*Commas with Nonrestrictive Clauses (6.2.A)	**Nonrestrictive Adjective Clauses and Relative Pronouns
	Unit Test	
29	Punctuation in Restrictive Clauses	**Restrictive Adjective Clauses and Relative Pronouns
30	Dialogue and Direct Quotations	**Predicate Adjectives and Adjectival Phrases
31	Punctuation of Direct Quotations	*Past Participles (8.1.A)
32	*Ellipsis (8.2.B)	*Past Participial Phrases (8.1.A)
	Unit Test	
33	Quotations within Quotations	*Present Participles (8.1.A)
34	*Punctuation of Non-standard Usage (6.1.E)	*Present Participial Phrases (8.1.A)
35	In-text Citations and Indirect Quotations	Comparative Modifiers
36	MLA Works Cited Page	Superlative Modifiers
	Unit Test	
	* Denotes Introductory Standard for grade level.	
	** Denotes Language Progressive Skill	

Grammar and Mechanics Instructional Scope and Sequence

Lesson	Mechanics	Grammar and Usage
37	Italics and Underlining: Book, Website, Newspaper, and Magazine Titles	**Misplaced Modifiers
38	Italics and Underlining: Play, Television Show, Movie, and Works of Art Titles	**Dangling Modifiers
39	Quotation Marks: Song, Poem, and Book Chapter Titles	*Squinting Modifiers (7.1.C)
40	Quotation Marks: Newspaper, Magazine, and Blog Article Titles	**Verb Phrases
Unit Test		
41	Quotation Marks: Short Story and Document Titles	**Shifts in Verb Tenses
42	Capitalization of Named People and Places	Progressive Verb Tense
43	Capitalization of Named Things and Products	Perfect Verb Tense
44	Capitalization of Holidays and Dates	*Infinitives (8.1.A)
Unit Test		
45	Capitalization of Special Events and Historical Periods	*Indicative Mood (8.1.C)
46	Capitalization of Organizations and Businesses	*Imperative Mood (8.1.C)
47	Capitalization of Languages, *Dialects (6.1.E), and People Groups	*Interrogative Mood (8.1.C)
48	Question Marks	*Conditional Mood (8.1.C)
Unit Test		
49	Exclamation Points	*Subjunctive Mood (8.1.C)
50	Colons to Introduce Block Quotations	*Verb Voice and Mood Shifts (8.1.D)
51	Parentheses with Complete Sentences	Subordinating Conjunctions and **Adverbial Clauses,
52	*Dashes to Indicate Relationships (8.2.A)	Relative Adverbs and **Adverbial Clauses
Unit Test		
* Denotes Introductory Standard for grade level.		
** Denotes Language Progressive Skill		

Grammar and Mechanics Instructional Scope and Sequence

Lesson	Mechanics	Grammar and Usage
53	Brackets	Adverb Order
54	Hyphens and Compound Adverbs	**Non-standard English Deletions
55	Slashes	**Non-standard English Additions
56	Numbers	**Non-standard English Substitutions
	Unit Test	

*** Denotes Introductory Standard for grade level.**

**** Denotes Language Progressive Skill**

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #1

Links and Response	Mechanics Notes
<p>View the article about how to use the common Latin abbreviations in sentences at http://bit.ly/2cndJM6.</p>	<p>Use periods following the first letter of each key word in an abbreviated title or expression, and pronounce each of these letters when saying the abbreviation.</p> <p>Latin abbreviations are set off from the rest of the sentence by commas or parentheses.</p> <ul style="list-style-type: none"> ▪ etc. (<i>et cetera</i>), which means <u>and so on</u>. <p>Examples: _____</p> <ul style="list-style-type: none"> ▪ et al. (<i>et alii</i>), which means <u>and others</u>. <p>Examples: _____</p> <ul style="list-style-type: none"> ▪ e.g. (<i>exempli gratia</i>), which means <u>for example</u>. <p>Examples: _____</p> <ul style="list-style-type: none"> ▪ i.e. (<i>id est</i>), which means <u>that is</u>. When using the i.e., think <u>in other words</u> to explain or define, not to signal examples. <p>Examples: _____</p>
Links and Response	Grammar and Usage Notes
<p>Check out the Parts of Speech Song to practice the definitions of proper nouns and common nouns at http://bit.ly/2ciSCMG.</p>	<p>A proper noun is the name of a person, place, or thing and must be capitalized. A proper noun may be a single word, a group of words (with or without abbreviations), or a hyphenated word.</p> <p>Examples: _____</p> <p>A common noun is an idea, person, place, or thing. It can act or be acted upon and is capitalized only at the start of a sentence.</p> <p>Examples: _____</p> <p>Some common nouns are <i>collective nouns</i> and refer to a group of people, animals, or things. Collective nouns act as one unit and so match with singular verbs, such as "That <u>class is</u> noisy."</p> <p>Examples: _____</p>

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #1	
Links and Resources	Mechanics Notes
<p>View the article about how to use the common Latin abbreviations in sentences at http://bit.ly/2cndJM6.</p>	<p>Use periods following the first letter of each key word in an abbreviated title or expression, and pronounce each of these letters when saying the abbreviation.</p> <p>Latin abbreviations are set off from the rest of the sentence by commas or parentheses.</p> <ul style="list-style-type: none"> ▪ etc. (<i>et cetera</i>), which means <u>and so on</u>. <p>Examples: He likes them all: cake, cookies, etc.</p> <ul style="list-style-type: none"> ▪ et al. (<i>et alii</i>), which means <u>and others</u>. <p>Examples: The six researchers (Jones, et al.)</p> <ul style="list-style-type: none"> ▪ e.g. (<i>exempli gratia</i>), which means <u>for example</u>. <p>Examples: I love ice cream, e.g., vanilla.</p> <ul style="list-style-type: none"> ▪ i.e. (<i>id est</i>), which means <u>that is</u>. When using the i.e., think <u>in other words</u> to explain or define, not to signal examples. <p>Examples: He is goofy, i.e., silly (i.e., silly).</p>
Links and Resources	Grammar and Usage Notes
<p>Check out the Parts of Speech Song to practice the definitions of proper nouns and common nouns at http://bit.ly/2ciSCMG.</p> <p>Check out these three Purdue Online Writing Lab (OWL) exercises on how to use articles before common nouns with answers: https://owl.english.purdue.edu/exercises/2/1</p>	<p>A proper noun is the name of a person, place, or thing and must be capitalized. A proper noun may be a single word, a group of words (with or without abbreviations), or a hyphenated word.</p> <p>Examples: Pedro, P.S., Stratford-upon-Avon</p> <p>A common noun is an idea, person, place, or thing. It can act or be acted upon and is capitalized only at the start of a sentence.</p> <p>Examples: liberty, human, capital, desk.</p> <p>Some common nouns are <i>collective nouns</i> and refer to a group of people, animals, or things. Collective nouns act as one unit and so match with singular verbs, such as "That <u>class is</u> noisy."</p> <p>Examples: family, herd, company</p>

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #1	
Practice	
1. Re-write these sentences correctly: I eat green vegetables, i.e., kale,	
beans, and peas. I also exercise, drink plenty of water, etc.	
2. Re-write this sentence correctly: Tom read the research study by Dupont,	
Jones, et al., and responded with emails, texts, et al.	
3. Re-write this sentence correctly: I offered them drinks, e.g. sodas, and	
desserts, e.g., cake, pie, and cookies.	
4. Re-write this sentence correctly: Washington d.c. is our nation's	
capital, and Ms. Gibson-Lee lived there for two years.	
5. Identify the proper nouns in this sentence: I attended school at Balboa Elementary School	
where Ms. Lee-Smith was principal.	
Proper Nouns:	
6. Identify the common noun and collective noun in this sentence: The class got to hear the	
vice-president.	
Common Noun:	Collective Noun:

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #1

Practice Answers

1. Re-write these sentences correctly: I eat green vegetables, i.e., kale,

beans, and peas. I also exercise, drink plenty of water, etc. **I eat green vegetables, e.g., kale, beans, and peas. I also exercise, drink plenty of water, etc.**

2. Re-write this sentence correctly: Tom read the research study by Dupont,

Jones, et al., and responded with emails, texts, et al. **Tom read the research study by Dupont, Jones, et al., and responded with emails, texts, etc.**

3. Re-write this sentence correctly: I offered them drinks, e.g. sodas, and

desserts, e.g., cake, pie, and cookies. **I offered them drinks, i.e. sodas, and desserts, e.g., cake, pie, and cookies.**

4. Re-write this sentence correctly: Washington d.c. is our nation's

capital, and Ms. Gibson-Lee lived there for two years. **Washington D.C. is our nation's capital, and Ms. Gibson-Lee lived there for two years.**

5. Identify the proper nouns in this sentence: I attended school at Balboa Elementary School

where Ms. Lee-Smith was principal.

Proper Nouns: Balboa Elementary School, Ms. Lee-Smith

6. Identify the common noun and collective noun in this sentence: The class got to hear the

vice-president.

Common Noun: vice-president Collective Noun: class

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #2

Links and Response	Mechanics Notes
<p>Texting uses many abbreviations, initialisms, and acronyms. Following are 10 of the most common:</p> <p>brb = be right back btw = by the way bsf = best friends jk = just kidding lol = laughing out loud thx = thanks r u = are you</p>	<p>Place periods following shortened words. Pronounce these abbreviations as words, not as letters.</p> <p>Examples: _____</p> <p>Place periods following the first letter of each key word in most abbreviated titles or expressions, and pronounce each of these letters when saying the abbreviations.</p> <p>Examples: _____</p> <p>Don't use periods after some very common abbreviations known as <i>initialisms</i>.</p> <p>Examples: _____</p> <p>Also don't use periods or pronounce the letters in acronyms. Acronyms are special abbreviated titles or expressions that are pronounced as words. Most all acronyms are capitalized.</p> <p>Examples: _____</p>
Links and Response	Grammar and Usage Notes
<p>Check out the Parts of Speech Song to practice the definition of a pronoun at http://bit.ly/29aK4EV.</p>	<p>A personal pronoun is a word used in place of a proper or common noun. The <i>first person</i> personal pronouns are different in the singular and plural forms.</p> <p>Examples: _____</p> <p>The <i>second person</i> personal pronouns are the same in the singular and plural forms.</p> <p>Example: _____</p> <p>The <i>third person</i> personal pronouns are different in the singular and plural forms. Avoid using gender-specific singular third-person pronouns to refer to males and females. Use plural third-person pronouns instead.</p> <p>Examples: _____</p>

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #2

Links and Resources	Mechanics Notes
<p>Texting uses many abbreviations, initialisms, and acronyms. Following are 10 of the most common:</p> <p>brb = be right back btw = by the way bsf = best friends jk = just kidding lol = laughing out loud thx = thanks r u = are you</p> <p>More practice? Check out this worksheet (with answers) at http://bit.ly/2qUnc4S.</p>	<p>Place periods following shortened words. Pronounce these abbreviations as words, not as letters.</p> <p>Examples: Mr., Mrs., Ms., Gr. Britain</p> <p>Place periods following the first letter of each key word in most abbreviated titles or expressions, and pronounce each of these letters when saying the abbreviations.</p> <p>Examples: U.S., p.m.</p> <p>Don't use periods after some very common abbreviations known as <i>initialisms</i>.</p> <p>Examples: FBI, CIA, USC, NBC</p> <p>Also don't use periods or pronounce the letters in acronyms. Acronyms are special abbreviated titles or expressions that are pronounced as words. Most all acronyms are capitalized.</p> <p>Examples: NASA, POTUS, radar</p>
Links and Resources	Grammar and Usage Notes
<p>Check out the Parts of Speech Song to practice the definition of a pronoun at http://bit.ly/29aK4EV.</p> <p>Check out David Rickert's comic on pronouns at http://bit.ly/2q3EJrc. www.davidrickert.com</p> <p>More practice? Check out this worksheet (with answers) at http://bit.ly/2sdqxjF.</p>	<p>A personal pronoun is a word used in place of a proper or common noun. The <i>first person</i> personal pronouns are different in the singular and plural forms.</p> <p>Examples: Singular—I, me Plural—we, us</p> <p>The <i>second person</i> personal pronouns are the same in the singular and plural forms.</p> <p>Example: you</p> <p>The <i>third person</i> personal pronouns are different in the singular and plural forms. Avoid using gender-specific singular third-person pronouns to refer to males and females. Use plural third-person pronouns instead.</p> <p>Examples: Singular—he, him, she, her, it Plural—they, them</p>

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #2

Practice

1. Re-write this sentence correctly: Doct. Perez wrote me a prescription to take with me to W. Virginia.

2. Re-write this sentence correctly: Tim B Lee learned about UNICEF on CBS News.

Tim B Lee learned about UNICEF on CBS News.

3. Re-write these sentences correctly: I visited U.C.L.A. and on my trip to So. Cal. I tried surfing lol.

4. Underline the first person pronouns in this sentence: I want to know if you would like to see it with us.

5. Underline the second person pronouns in this sentence: You should let me help you help you while you and I have the time.

6. Underline the third person pronouns in these sentences: They left her to explain to him how we gave away their bikes. She liked our answer, but he didn't.

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #2

Practice Answers

1. Re-write this sentence correctly: Doct. Perez wrote me a prescription to take with me to W. Virginia.

Dr. Perez wrote me a prescription me to take with me to W. Virginia.

2. Re-write this sentence correctly: Tim B Lee learned about UNICEF on CBS News.

Tim B. Lee learned about UNICEF on CBS News.

3. Re-write these sentences correctly: I visited U.C.L.A. and on my trip to So. Cal. I tried surfing lol.

I visited U.C.L.A. and on my trip to So. Cal. I tried surfing LOL.

4. Underline the first person pronouns in this sentence: **I want to know if you would like to see it with us.**

5. Underline the second person pronouns in this sentence: **You should let me help you help while you and I have the time.**

6. Underline the third person pronouns in these sentences: **They left her to explain to him how we gave away their bikes. She liked our answer, but he didn't.**

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #3

Links and Response	Mechanics Notes
<p>Intentional fragments are often used in narrative writing, but not in formal essays or research papers.</p> <p>DID YOU KNOW? Most teachers write FRAG for unintentional sentence fragments.</p>	<p>Indirect questions do not end with a question mark but with a period. Like direct questions they ask for a response, but they are written as declarative or imperative sentences.</p> <p>Examples: _____</p> <p>Intentional fragments also end with periods. An intentional fragment is part of a sentence that is treated as a complete thought for literary effect.</p> <p>Examples: _____</p> <p>An unintentional sentence fragment has a noun and connected verb, but does not express a complete thought. One way to correct a sentence fragment is to combine it with the sentence before or sentence after it.</p> <p>Fragment Examples: If you showed me. I could learn it.</p> <p>Revision: _____</p> <p>_____</p>
Links and Response	Grammar and Usage Notes
<p>Check out the Parts of Speech Song to practice the definition of a pronoun at http://bit.ly/29aK4EV.</p> <p>Fill in the blanks with the subject case pronouns.</p> <p>_____ love learning.</p> <p>Tom and _____ study.</p> <p>He is smarter than _____.</p> <p>It was _____, not I.</p> <p>From whom is this note?</p>	<p>Writers use pronouns to take the place of nouns. One type of pronoun is called a <i>subject case pronoun</i> because it acts as the subject of a sentence. If unsure whether a pronoun should be in the subject case, rephrase the sentence with the pronoun at the start of the sentence.</p> <p>Examples: _____</p> <p>Use singular (<i>I, you, he, she, it, who</i>) or plural (<i>we, you, they, who</i>) subject case pronouns:</p> <ul style="list-style-type: none"> As the subject of a sentence. <u>I</u> as the last subject in compound subjects. After <i>than</i> or <i>as</i> (the rest of the thought is suggested). After a "to be" verb: (<i>is, am, are, was, were, be, being, been</i>) to identify or refer to the subject as a <i>predicate nominative</i>. <i>Who</i> (not <i>whom</i>). Check whether <u>who</u> is correct by substituting <u>he</u> in place of <u>who</u>. Rephrase, if necessary. <p>The first person <i>I</i> and second person <i>you</i> pronouns do <i>not</i> match verbs ending in an s.</p> <p>Examples: _____</p>

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #3

Links and Resources	Mechanics Notes
<p>Intentional fragments are often used in narrative writing, but not in formal essays or research papers.</p> <p>DID YOU KNOW? Most teachers write FRAG for unintentional sentence fragments.</p>	<p>Indirect questions do not end with a question mark but with a period. Like direct questions they ask for a response, but they are written as declarative or imperative sentences.</p> <p>Examples: Everyone asks if you are new.</p> <p>Intentional fragments also end with periods. An intentional fragment is part of a sentence that is treated as a complete thought for literary effect.</p> <p>Examples: How crazy. Wow.</p> <p>An unintentional sentence fragment has a noun and connected verb, but does not express a complete thought. One way to correct a sentence fragment is to combine it with the sentence before or sentence after it.</p> <p>Fragment Examples: If you showed me. I could learn it.</p> <p>Revision: If you showed me, I could learn it. or I could learn it if you showed me.</p>
Links and Resources	Grammar and Usage Notes
<p>Check out the Parts of Speech Song to practice the definition of a pronoun at http://bit.ly/29aK4EV.</p> <p>Fill in the blanks with the subject case pronouns.</p> <p>You love learning. Tom and I study. He is smarter than I. It was she, not I. From whom is this note? Is this note from him?</p> <p>More practice? Check out this worksheet (with answers) at http://bit.ly/2s1iney.</p>	<p>Writers use pronouns to take the place of nouns. One type of pronoun is called a <i>subject case pronoun</i> because it acts as the subject of a sentence. If unsure whether a pronoun should be in the subject case, rephrase the sentence with the pronoun at the start of the sentence.</p> <p>Examples: The winner was <u>me</u>. Rephrase: <u>I</u> was the winner.</p> <p>Use singular (<i>I, you, he, she, it, who</i>) or plural (<i>we, you, they, who</i>) subject case pronouns:</p> <ul style="list-style-type: none"> As the subject of a sentence. <u>I</u> as the last subject in compound subjects. After <i>than</i> or <i>as</i> (the rest of the thought is suggested). After a “to be” verb: (<i>is, am, are, was, were, be, being, been</i>) to identify or refer to the subject as a <i>predicate nominative</i>. <i>Who</i> (not <i>whom</i>). Check whether <u>who</u> is correct by substituting <u>he</u> in place of <u>who</u>. Rephrase, if necessary. <p>The first person <i>I</i> and second person <i>you</i> pronouns do <i>not</i> match verbs ending in an s.</p> <p>Examples: I run, you smile</p>

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #3

Practice

1. Re-write these sentences correctly: I said, "John asked if you were leaving? "Certainly,"

he replied.

2. Identify the intentional sentence fragment and the indirect question in these sentences:

Nice. I wonder if you knew. You don't have to tell me though.

Fragment:

Indirect Question:

3. Revise the sentence fragment by combining with the other sentence: He was able. Because he listened

to complete the work.

4. Re-write these sentences correctly: I wonder if them would like to see that movie.

Whom is the one who wants to go?

5. Re-write this sentence correctly: John, I, and Martha like to visit

whom we want even though they are more insistent than me.

6. Re-write this sentence correctly: Them left our books next to the library;

it wasn't I, but her and Mary remember it that way.

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #3

Practice Answers

1. Re-write these sentences correctly: I said, "John asked if you were leaving?" "Certainly," he replied.

I said, "John asked if you were leaving. "Certainly," he replied.

2. Identify the intentional sentence fragment and the indirect question in these sentences:

Nice. I wonder if you knew. You don't have to tell me though.

Fragment: Nice Indirect Question: I wonder if you knew.

3. Revise the sentence fragment by combining with the other sentence: He was able. Because he listened

to complete the work. **Because he listened, he was able to complete the work.**

or He was able to complete the work because he listened.

4. Re-write these sentences correctly: I wonder if them would like to see that movie.

Whom is the one who wants to go? **I wonder if they would like to see that movie.**

Whom is the one who wants to go?

5. Re-write this sentence correctly: John, I, and Martha like to visit

whom we want even though they are more insistent than me. **John, Martha, and I like to visit**

whom we want even though they are more insistent than I.

6. Re-write this sentence correctly: Them left our books next to the library;

it wasn't I, but her and Mary remember it that way. **They left our books next to the library;**

it wasn't I, but she and Mary remember it that way.

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #4

Links and Response	Mechanics Notes
<p>DID YOU KNOW? An alphanumeric outline uses Roman Numerals for the main points:</p> <p>I. II. III. IV. V. VI. VII. VIII. IX. X.</p> <p>This outline uses capital letters (A, B, C) for major details and Arabic numerals (1, 2, 3) for minor details.</p>	<p>Decimal Outlines use numbers to organize information. The first letter of the word, group of words, or sentence that follows each symbol is capitalized.</p> <p>Decimal Outlines begin with an Arabic numeral followed by a period and then a zero to represent the first main idea.</p> <p>The first major detail is indented from the main idea. It repeats the Arabic numeral followed by a period and then a "1." The second major detail would end in a "2," etc.</p> <p>The first minor detail is indented from the major detail. It repeats all the symbols of the major detail followed by a period and then a "1." The second minor detail would end in a "2," etc.</p> <p>Examples: _____</p>
Links and Response	Grammar and Usage Notes
<p>Check out the Parts of Speech Song to practice the definition of a pronoun at http://bit.ly/29aK4EV.</p>	<p>One type of pronoun is called an <i>object case pronoun</i> because it receives the action of the verb. Use singular (<i>me, you, him, her, it, whom</i>) or plural (<i>us, you, them, whom</i>) object case pronouns:</p> <ul style="list-style-type: none"> As a direct or indirect object. <p>Examples: _____</p> <ul style="list-style-type: none"> As objects of prepositions. <p>Examples: _____</p> <ul style="list-style-type: none"> <i>Me</i> and <i>us</i> last in compound objects. <p>Examples: _____</p> <ul style="list-style-type: none"> <i>Whom</i> (not <i>who</i>). Check whether <u>whom</u> is correct by substituting <u>him</u> in place of <u>whom</u>. Rephrase, if necessary. <p>Examples: _____</p>

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #4	
Links and Resources	Mechanics Notes
<p>DID YOU KNOW? An alphanumeric outline uses Roman Numerals for the main points:</p> <p>I. II. III. IV. V. VI. VII. VIII. IX. X.</p> <p>This outline uses capital letters (A, B, C) for major details and Arabic numerals (1, 2, 3) for minor details.</p>	<p>Decimal Outlines use numbers to organize information. The first letter of the word, group of words, or sentence that follows each symbol is capitalized.</p> <p>Decimal Outlines begin with an Arabic numeral followed by a period and then a zero to represent the first main idea.</p> <p>The first major detail is indented from the main idea. It repeats the Arabic numeral followed by a period and then a "1." The second major detail would end in a "2," etc.</p> <p>The first minor detail is indented from the major detail. It repeats all the symbols of the major detail followed by a period and then a "1." The second minor detail would end in a "2," etc.</p> <p>Examples: 1.0, 1.1, 1.1.1, 1.1.2; 1.2, 1.2.1, 1.2.2</p>
Links and Resources	Grammar and Usage Notes
<p>Check out the Parts of Speech Song to practice the definition of a pronoun at http://bit.ly/29aK4EV.</p> <p>More practice? Check out this worksheet (with answers) at http://bit.ly/2s1mGqh.</p>	<p>One type of pronoun is called an <i>object case pronoun</i> because it receives the action of the verb. Use singular (<i>me, you, him, her, it, whom</i>) or plural (<i>us, you, them, whom</i>) object case pronouns:</p> <ul style="list-style-type: none"> As a direct or indirect object. Examples: I like <u>it</u>. She gave <u>him</u> a gift. As objects of prepositions. Examples: It's not for <u>her</u>. <i>Me</i> and <i>us</i> last in compound objects. Examples: Text Kyla and <u>me</u>. <i>Whom</i> (not <i>who</i>). Check whether <i>whom</i> is correct by substituting <i>him</i> in place of <i>whom</i>. Rephrase, if necessary. Examples: <u>Whom</u> did Joan love? Rephrase: Did Joan love <u>him</u>?

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #4

Practice

1. Re-write this sentence correctly: The sixth main idea, fourth major detail,
second minor detail would be listed as 6.2.4.

2. Re-write this sentence correctly: The third main idea and third major
detail was listed as 3.0 and its first minor detail was 3.3.1.

3. Re-write these sentences correctly: These were the main ideas:
1.0, 2.0, and 3.0. His fourth main idea was 4.0, 4.1, 4.2, 4.22.

4. Re-write these sentences correctly: I sure would like he to help us. Who helped
you, and who did you help?

5. Re-write these sentences correctly: Did he let you copy they? They gave it to me.

6. Re-write these sentences correctly: Whom does Lacy like best: you or I? Me and
Joanie let her watch we practice.

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #4

Practice Answers

1. Re-write this sentence correctly: The sixth main idea, fourth major detail,

second minor detail would be listed as 6.2.4. **The sixth main idea, fourth major detail, second minor detail would be listed as 6.4.2.**

2. Re-write this sentence correctly: The third main idea and third major

detail was listed as 3.0 and its first minor detail was 3.3.1. **The third main idea and third major detail was listed as 3.3 and its first minor detail was 3.3.1.**

3. Re-write these sentences correctly: These were the main ideas:

1.0, 2.0, and 3.0. His fourth main idea was 4.0, 4.1, 4.2, 4.22. **These were the main ideas: 1.0, 2.0, and 3.0. His fourth main idea was 4.0, 4.1, 4.2, 4.2.1.**

4. Re-write these sentences correctly: I sure would like he to help us. Who helped

you, and who did you help? **I sure would like him to help us. Who helped you, and whom did you help?**

5. Re-write these sentences correctly: Did he let you copy they? They gave it to me.

Did he let you copy them? They gave it to me.

6. Re-write these sentences correctly: Whom does Lacy like best: you or I? Me and

Joanie let her watch we practice. **Whom does Lacy like best: you or me? Joanie and I let her watch us practice.**

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #5

Links and Response	Mechanics Notes
<p>Use the memory trick, FANBOYS, to remember the coordinating conjunctions:</p> <p>F = for; A = and; N = nor; B = but; O = or; Y = yet; S = so</p>	<p>Use the semicolon between two sentences joined by a coordinating conjunction.</p> <p>Example: _____</p> <p>_____</p> <p>_____</p> <p>A semicolon (;) can be used to join a string of phrases.</p> <p>Examples: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
Links and Response	Grammar and Usage Notes
<p>Check out the Parts of Speech Song to practice the definition of a pronoun at http://bit.ly/29aK4EV.</p>	<p>Possessive pronouns show ownership and may be used before a noun or without a noun.</p> <p>Before a noun—<i>my, your, his, her, its, our, your, their</i> When a possessive pronoun is used before a noun, it modifies the noun. The connected verb must match the noun, not the pronoun.</p> <p>Examples: _____</p> <p>Without a noun—<i>mine, yours, his, hers, ours, yours, theirs</i> When a possessive pronoun is used without a noun, the verb must match the noun which the pronoun represents.</p> <p>Examples: _____</p>

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #5

Links and Resources	Mechanics Notes
<p>Use the memory trick, FANBOYS, to remember the coordinating conjunctions:</p> <p>F = for; A = and; N = nor; B = but; O = or; Y = yet; S = so</p> <p>More practice? Check out this semicolons worksheet (with answers) at http://bit.ly/2qTSrgr.</p>	<p>Use the semicolon between two sentences joined by a coordinating conjunction.</p> <p>Examples: John introduced me to his cousin from Orange County; his high school girlfriend; and his childhood friend.</p> <p>A semicolon (;) can be used to join a string of phrases.</p> <p>Examples: Ohio, Iowa, and Illinois in the Midwest; Idaho, Oregon, and California in the West; and Tennessee and Alabama in the South all have long rivers.</p>
Links and Resources	Grammar and Usage Notes
<p>Check out the Parts of Speech Song to practice the definition of a pronoun at http://bit.ly/29aK4EV.</p>	<p>Possessive pronouns show ownership and may be used before a noun or without a noun.</p> <p>Before a noun—<i>my, your, his, her, its, our, your, their</i> When a possessive pronoun is used before a noun, it modifies the noun. The connected verb must match the noun, not the pronoun.</p> <p>Examples: <u>Our</u> house seems small.</p> <p>Without a noun—<i>mine, yours, his, hers, ours, yours, theirs</i> When a possessive pronoun is used without a noun, the verb must match the noun which the pronoun represents.</p> <p>Examples: Mary said that my jacket is nice, but <u>hers</u> is nicer.</p>

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #5

Practice

1. Re-write this correctly: Anna studied hard for her exam, Bob didn't study at

all. Anna passed; Bob didn't.

2. Re-write this sentence correctly: Chocolate, strawberry,

ice cream; cherry, berry, and lemon pies and cookies are my favorites.

3. Re-write this sentence correctly: Both boys love music they love sports even more.

4. Re-write this sentence correctly: Mine basket had sunflowers;

her basket was filled with his roses; theirs had daisies.

5. Re-write these sentences correctly: That rose is your, not hers. Please give Bobby the

jacket; it's his, not their.

6. Re-write these sentences correctly: Sue's jewelry was her, not Amanda's.

Ours was a reminder of what her could have been.

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #5

Practice Answers

1. Re-write this correctly: Anna studied hard for her exam, Bob didn't study at

all. Anna passed; Bob didn't. **Anna studied hard for her exam; Bob didn't study at all. Anna passed; Bob didn't.**

2. Re-write this sentence correctly: Chocolate, strawberry,

ice cream; cherry, berry, and lemon pies and cookies are my favorites. **Chocolate and strawberry ice cream; cherry, berry, and lemon pies; and cookies are my favorites.**

3. Re-write this sentence correctly: Both boys love music they love sports even more.

Both boys love music; they love sports even more.

4. Re-write this sentence correctly: Mine basket had sunflowers;

her basket was filled with his roses; theirs had daisies. **My basket had sunflowers; her basket was filled with his roses; theirs had daisies.**

5. Re-write these sentences correctly: That rose is your, not hers. Please give Bobby the

jacket; it's his, not their. **That rose is yours, not hers. Please give Bobby the jacket; it's his, not theirs.**

6. Re-write these sentences correctly: Sue's jewelry was her, not Amanda's.

Ours was a reminder of what her could have been. **Sue's jewelry was hers, not Amanda's. Ours was a reminder of what hers could have been.**

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #6

Links and Response	Mechanics Notes
<p>Apostrophes are only used for contractions, such as can't and possessives. Don't add an apostrophe before an s with plural nouns or pronouns such as <u>1950s</u> or <u>theirs</u>.</p>	<p>A possessive noun shows ownership. To form a singular possessive noun, add an apostrophe then an s ('s) to the end of the noun.</p> <p>Examples: _____</p> <p>For nouns ending in s, it is not necessary to add another s after the apostrophe.</p> <p>Examples: _____</p> <p>A singular possessive noun can also modify a gerund (a verb form ending in "ing" that serves as a noun).</p> <p>Examples: _____</p>
Links and Response	Grammar and Usage Notes
<p>Check out the Parts of Speech Song to practice the definition of an adjective at http://bit.ly/29aK4EV.</p> <p>Note that the song teaches adjectives in the proper written order.</p>	<p>An adjective modifies a noun or pronoun and answers Which one? How many? or What kind? When using more than one adjective to modify the same noun or pronoun in a sentence, follow this order of adjectival functions: Which One-How Many-What Kind.</p> <p>Examples: _____</p> <p>_____</p> <p>Place adjectives before nouns, even when they are compound adjectives. A compound adjective joins two or more adjectives with a hyphen (-) to modify a single noun or pronoun. Don't use a hyphen if you can use the word <u>and</u> between the two adjectives.</p> <p>Examples: _____</p> <p>_____</p>

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #6

Links and Resources	Mechanics Notes
<p>Apostrophes are only used for contractions, such as can't and possessives. Don't add an apostrophe before an s with plural nouns or pronouns such as <u>1950s</u> or <u>theirs</u>.</p> <p>More practice? Check out this worksheet (with answers) at http://bit.ly/2sdzglj.</p>	<p>A possessive noun shows ownership. To form a singular possessive noun, add an apostrophe then an s ('s) to the end of the noun.</p> <p>Examples: Tim's wallet</p> <p>For nouns ending in s, it is not necessary to add another s after the apostrophe.</p> <p>Examples: Charles' hat</p> <p>A singular possessive noun can also modify a gerund (a verb form ending in "ing" that serves as a noun).</p> <p>Examples: Len's training</p>
Links and Resources	Grammar and Usage Notes
<p>Check out the Parts of Speech Song to practice the definition of an adjective at http://bit.ly/29aK4EV.</p> <p>Note that the song teaches adjectives in the proper written order.</p> <p>Check out David Rickert's comic on adjectives at http://bit.ly/2qBNHPa. www.davidrickert.com</p>	<p>An adjective modifies a noun or pronoun and answers Which one? How many? or What kind? When using more than one adjective to modify the same noun or pronoun in a sentence, follow this order of adjectival functions: Which One-How Many-What Kind.</p> <p>Examples: <u>these</u> (Which one?) <u>two</u> (How many?) <u>handsome</u> (What kind?) men</p> <p>Place adjectives before nouns, even when they are compound adjectives. A compound adjective joins two or more adjectives with a hyphen (-) to modify a single noun or pronoun. Don't use a hyphen if you can use the word <u>and</u> between the two adjectives.</p> <p>Examples: <u>world-famous</u> hot dogs; <u>warm, comfortable</u> coat (warm and comfortable)</p>

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #6

Practice

1. Re-write this sentence correctly: Chriss' coat was black and so was Mike's.

2. Re-write this sentence correctly: Gus'es commitment and Kyle's training made them a dynamic duo.

3. Re-write this sentence correctly: Karlas' wedding was wonderful, but Bess' wedding was incredible.

4. Re-write this sentence correctly: The four friendly students drove this car to the park beautiful.

5. Re-write this sentence correctly: He ate two those crunchy cookies.

6. Underline the adjectives in this sentence: This email that you already sent was mean,
thoughtless, and unnecessary.

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #6

Practice Answers

1. Re-write this sentence correctly: Chriss' coat was black and so was Mike's.

Chris' coat was black and so was Mike's.

2. Re-write this sentence correctly: Gus'es commitment and Kyle's training made them a dynamic duo.

Gus' commitment and Kyle's training made them a dynamic duo.

3. Re-write this sentence correctly: Karlas' wedding was wonderful, but Bess' wedding was incredible.

Karla's wedding was wonderful, but Bess' wedding was incredible.

4. Re-write this sentence correctly: The four friendly students drove this car to the park beautiful.

The four friendly students drove this car to the beautiful park.

5. Re-write this sentence correctly: He ate two those crunchy cookies.

He ate those two crunchy cookies.

6. Underline the adjectives in this sentence: This email that you already sent was mean,

thoughtless, and unnecessary. **This email that you already sent was mean,**

thoughtless, and unnecessary.

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #7

Links and Response	Mechanics Notes
<p>Don't add an apostrophe before an "es" ending in plural nouns such as <u>churches</u> or <u>bunches</u>.</p>	<p>To form a plural possessive noun, place an apostrophe after the plural ending (usually "_s," "_es," or "_ves").</p> <p>Examples: _____</p> <p>Add an apostrophe then an s to an irregular plural noun.</p> <p>Examples: _____</p> <p>When family names ending in a /z/ sound are used as plural possessives, add on the apostrophe at the end of the plural name and pronounce as /zes/. Don't use an apostrophe when the family name is simply used as a plural.</p> <p>Examples: _____</p>
Links and Response	Grammar and Usage Notes
<p>Check out the three types of verbs and practice the Parts of Speech Song at http://bit.ly/29aK4EV.</p> <p>The first person <i>I</i> and second person <i>you</i> pronouns do <i>not</i> match verbs ending in <i>s</i>.</p> <p>Examples: I run, you smile</p>	<p>A <i>transitive</i> verb is a mental or physical action that acts upon a direct object. The direct object answers <i>Whom?</i> or <i>What?</i> from the verb.</p> <p>Examples: _____</p> <p>An <i>intransitive verb</i> acts without an object. Linking verbs are all intransitive verbs. Linking verbs include the "to be" verbs: <i>is, am, are, was, were, be, being, been</i>, and others such as <i>become, seem, look, feel, smell, and appear</i>.</p> <p>Examples: _____</p> <p>A verb can be singular or plural and must match the noun or pronoun that the verb acts upon in the sentence. In other words, the action or state of being must agree with the subject.</p> <p>Singular verbs usually end in <i>s</i> and match singular nouns and third person singular subject case pronouns (<i>he, she, it</i> and <i>who</i>).</p> <p>Examples: _____</p> <p>Plural verbs don't end in <i>s</i> and match plural nouns and the third person plural subject case pronouns (<i>we, you, they</i>, and <i>who</i>).</p> <p>Examples: _____</p>

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #7

Links and Resources	Mechanics Notes
<p>Don't add an apostrophe before an "es" ending in plural nouns such as <u>churches</u> or <u>bunches</u>.</p> <p>More practice? Check out this worksheet (with answers) at http://bit.ly/2qUqO6U.</p>	<p>To form a plural possessive noun, place an apostrophe after the plural ending (usually "_s," "_es," or "_ves").</p> <p>Examples: the Lees' dog, kids' hobbies, churches' windows, wives' addresses</p> <p>Add an apostrophe then an s to an irregular plural noun.</p> <p>Examples: women's, children's</p> <p>When family names ending in a /z/ sound are used as plural possessives, add on the apostrophe at the end of the plural name and pronounce as /zes/. Don't use an apostrophe when the family name is simply used as a plural.</p> <p>Examples: The Perez' cars are parked at the Juarezes.</p>
Links and Resources	Grammar and Usage Notes
<p>Check out the three types of verbs and practice the Parts of Speech Song at http://bit.ly/29aK4EV.</p> <p>The first person <i>I</i> and second person <i>you</i> pronouns do <i>not</i> match verbs ending in s.</p> <p>Examples: I run, you smile</p> <p>Check out David Rickert's comics on verbs at http://bit.ly/2roweuy and subject-verb agreement at http://bit.ly/2q6Gh2G. www.davidrickert.com</p> <p>Check out these Purdue Online Writing Lab (OWL) exercises on subject-verb agreement with answers: https://owl.english.purdue.edu/exercises/5/13/34/</p>	<p>A <i>transitive verb</i> is a mental or physical action that acts upon a direct object. The direct object answers <i>Whom?</i> or <i>What?</i> from the verb.</p> <p>Examples: I <u>like</u> him. (Whom?) He <u>gives</u> candy. (What?)</p> <p>An <i>intransitive verb</i> acts without an object. Linking verbs are all intransitive verbs. Linking verbs include the "to be" verbs: <i>is, am, are, was, were, be, being, been</i>, and others such as <i>become, seem, look, feel, smell, and appear</i>.</p> <p>Examples: They <u>seem</u> curious. We <u>sing</u> and <u>dance</u>.</p> <p>Singular verbs usually end in s and match singular nouns and third person singular subject case pronouns (he, she, it and who).</p> <p>Examples: Sam <u>walks</u> and he <u>whistles</u>.</p> <p>Plural verbs don't end in s and match plural nouns and the third person plural subject case pronouns (we, you, they, and who).</p> <p>Examples: Families <u>laugh</u> and they <u>cry</u> together.</p>

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #7

Practice

1. Re-write this sentence correctly: The girls' shoe colors match their dresses for the Gomez' wedding at the Jone's.

2. Re-write this sentence correctly: Is this the children's or your wife's cookies?

3. Re-write this sentence correctly: I could see Liz' cats and Jimmy's dogs walk past the two church'es windows.

4. Identify the verb types in this sentence: They are ready if they leave now, but they seem uncertain. are: leave:

seem:

5. Re-write these sentences correctly: John play basketball every day at lunch. He are trying out for the school team. The players is talented, so one need to practice to make the team.

6. Re-write these sentences correctly: They always complains that the dogs gets more attention than the cats. It become a problem when the girls buys new toys for their pets.

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #7

Practice Answers

1. Re-write this sentence correctly: The girls' shoe colors match their dresses for the

Gomez' wedding at the Jone's. **The girls' shoe colors match their dresses for the Gomez' wedding at the Joneses.**

2. Re-write this sentence correctly: Is this the children's or your wife's cookies?

Is this the children's or your wives' cookies?

or Is this the children's or your wife's cookies?

3. Re-write this sentence correctly: I could see Liz' cats and Jimmy's dogs walk past

the two church'es windows. **I could see Liz' cats and Jimmy's dogs walk past the two churches' windows.**

4. Identify the verb types in this sentence: They are ready if they leave now, but they

seem uncertain. are: **state of being** leave: **physical action**

seem: **mental action**

5. Re-write these sentences correctly: **John plays basketball every day at lunch. He is trying out for the school team. The players are talented, so one needs to practice to make the team.**

6. Re-write these sentences correctly: **They always complain that the dogs get more attention than the cats. It becomes a problem when the girls buy new toys for their pets.**

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #8

Links and Response	Mechanics Notes
<p>A compound sentence joining two simple sentences (independent clauses) does not require a comma if one or both of the simple sentences is short.</p> <p>Example: I enjoy apples and I also enjoy eating many other types of fruit.</p>	<p>The word <u>compound</u> means two or more. For example, a compound word combines two words, such as in <u>baseball</u>, <u>fireworks</u>, and <u>peppermint</u>.</p> <p>With compound subjects or objects, if each of the nouns possesses the same type of item, use an apostrophe then an s at the end of each possessive noun.</p> <p>Examples: _____</p> <p>If both or all of the nouns share ownership of the same item, place an apostrophe then an s at the end of the last noun listed.</p> <p>Examples: _____</p>
Links and Response	Grammar and Usage Notes
<p>Check out the four questions adverbs ask of adjectives, adverbs, or verbs in the Parts of Speech Song at http://bit.ly/29aK4EV. Note that the song teaches adverbs in the proper written order.</p>	<p>An adverb modifies a verb, an adjective, or an adverb and answers What degree? How? Where? When?</p> <p>Examples: _____</p> <p>Many adverbs end in “_ly.”</p> <p>Examples: _____</p> <p>Adverbs are very flexible in English. The adverb may be found before or after the words they modify to make verbs, adjectives, or other adverbs more specific.</p> <p>Examples: _____</p> <p>Adverbs are flexible in English. The adverb may be placed most anywhere in a sentence; however, most professional writers suggest using specific, vivid verbs rather than weak verbs supported with adverbs.</p>

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #8

Links and Resources	Mechanics Notes
<p>A compound sentence joining two simple sentences (independent clauses) does not require a comma if one or both of the simple sentences is short.</p> <p>Example: I enjoy apples and I also enjoy eating many other types of fruit.</p> <p>More practice? Check out this worksheet on using commas with compound sentences (with answers) at http://bit.ly/2sdLzOT.</p>	<p>The word <u>compound</u> means two or more. For example, a compound word combines two words, such as in <u>baseball</u>, <u>fireworks</u>, and <u>peppermint</u>.</p> <p>With compound subjects or objects, if each of the nouns possesses the same type of item, use an apostrophe then an s at the end of each possessive noun.</p> <p>Examples: Eric's and Victor's backpacks</p> <p>If both or all of the nouns share ownership of the same item, place an apostrophe then an s at the end of the last noun listed.</p> <p>Examples: Kayla and Emma's pizza</p>
Links and Resources	Grammar and Usage Notes
<p>Check out the four questions adverbs ask of adjectives, adverbs, or verbs in the Parts of Speech Song at http://bit.ly/29aK4EV. Note that the song teaches adverbs in the proper written order.</p> <p>Check out David Rickert's comic on adverbs at http://bit.ly/2rD9hAu. www.davidrickert.com</p> <p>Often, students confuse adverbs and adjectives. Check out these two Purdue Online Writing Lab (OWL) exercises with answers: https://owl.english.purdue.edu/owl/resource/597/1/</p>	<p>An adverb modifies a verb, an adjective, or an adverb and answers What degree? How? Where? When?</p> <p>Examples: less, carefully, there, later</p> <p>Many adverbs end in “_ly.”</p> <p>Examples: <u>Quietly</u>, the children sneaked <u>stealthily</u> into the room.</p> <p>Adverbs are very flexible in English. The adverb may be found before or after the words they modify to make verbs, adjectives, or other adverbs more specific.</p> <p>Examples: <u>Slowly</u>, the man climbed the stairs. The man <u>slowly</u> climbed the stairs.</p> <p>Adverbs are flexible in English. The adverb may be placed most anywhere in a sentence; however, most professional writers suggest using specific, vivid verbs rather than weak verbs supported with adverbs.</p>

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #8

Practice

1. Re-write this sentence correctly: My father-in-laws' golf clubs and
and my two sister-in-law's golf bags were at Tom and Sherry's house.

2. Re-write this sentence correctly: Les's and Holly's hobbies were cooking and needlepoint.

3. Re-write this sentence correctly: Her mother-in-law's house was always Linda, Bert, and Todds last stop.

4. Re-write this sentence correctly: I drove quickly, but got very late there.

5. Re-order these adverbs as they should appear in a sentence: earlier, there, hopefully, less

6. Re-write this sentence correctly: Thomas and Suzanne drank there slowly more by
the stream yesterday.

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #8

Practice Answers

1. Re-write this sentence correctly: My father-in-laws' golf clubs and

and my two sister-in-law's golf bags were at Tom and Sherry's house. **My father-in-law's golf clubs and my two sister-in-laws' golf bags were at Tom and Sherry's house.**

2. Re-write this sentence correctly: Les's and Holly's hobbies were cooking and needlepoint.

Les and Holly's hobbies were cooking and needlepoint.

3. Re-write this sentence correctly: Her mother-in-law's house was always Linda, Bert, and Todds last stop.

Her mother-in-law's house was always Linda, Bert, and Todd's last stop.

4. Re-write this sentence correctly: I drove quickly, but got very late there.

I drove quickly, but got very late there.

5. Re-order these adverbs as they should appear in a sentence: earlier, there, hopefully, less

less, hopefully, there, earlier

6. Re-write this sentence correctly: Thomas and Suzanne drank there slowly more by

the stream yesterday. **Thomas and Suzanne drank more slowly there by**

the stream yesterday.

Grammar and Mechanics Unit Tests

The biweekly Grammar and Mechanics Unit Test is designed to assess student mastery of the content, skills, or rules after teaching four mechanics and four grammar lessons. For example, if students complete lessons 1 and 2 on Tuesday and Thursday for the first week and lessons 3 and 4 on Tuesday and Thursday for the second week, students will be prepared to take the unit test the following day (on Friday).

Administrative Options

The Grammar and Mechanics Unit Test has been designed to take only 15–20 minutes for most students to complete. More time learning and less time testing! Teachers may elect to give the unit tests every four weeks by combining two of each test to assess mastery of eight lessons.

Some teachers choose to allow group members to collaborate on some of all of the test and/or use some of all of the literacy center written resources.

Test Structure and Grading

Each Grammar and Mechanics Unit Test has eight matching questions: two from each mechanics and two from each grammar lesson. Students are required to define terms and identify examples. The sentence application section also has eight test problems: two from each mechanics and two from each grammar lesson. Students are required to apply their understanding of the mechanics and grammar content, skills, or rules in the writing context through original sentence applications or revisions. Test answers for each matching section are provided at the end of the unit tests.

Test Review Options

Pretest

Teachers may review key grammar and mechanics content, skills, and rules the day before the unit test.

Posttest

Teachers may choose to review the matching section answers of the test and/or re-teach any deficiencies. Or teachers may elect to rely upon the resources of the Remedial Grammar and Mechanics Literacy Center (sold as a separate literacy center) to fill in any gaps. This literacy center includes diagnostic grammar, usage, and mechanics assessments with corresponding remedial worksheets (each with a formative assessment).

Grammar and Mechanics Unit Tests: Lessons 1–4

Matching Directions: Place the capital letter(s) that best matches to the left of the number.

- | | |
|---|---|
| ____ 1. e.g. | A. Asian-American, peace |
| ____ 2. Noun | B. For example |
| ____ 3. Abbreviation; acronym | C. Used in place of a noun |
| ____ 4. Personal pronoun | D. I wonder who left the jar open. |
| ____ 5. Indirect question | E. U.N., SWAT |
| ____ 6. Subject (nominative) case pronoun | AB. Organizes with numbers and letters |
| ____ 7. Decimal outlines | AC. Act upon a verb or identify or refer to a subject |
| ____ 8. Object case pronoun | AD. Receives the action of the verb |

Sentence Application Directions: Answer in complete sentences.

9. Write a sentence including *i.e.* and *etc.* _____

10. Write a sentence including a common noun idea and a hyphenated proper noun. _____

11. Write a sentence including an abbreviation and an acronym. _____

12. Write a sentence including both singular and plural personal pronouns. _____

13. Write an indirect question. Then answer with an intentional fragment. _____

14. Write a sentence including a subject (nominative) case pronoun. _____

15. List a main idea, major detail, and two minor details in decimal outline form. _____

16. Write a sentence using the object case pronoun *whom*. _____

Grammar and Mechanics Unit Tests: Lessons 5–8

Matching Directions: Place the capital letter(s) that best matches to the left of the number.

- | | |
|-------------------------------------|--|
| ____ 1. Semicolon | A. Shows ownership |
| ____ 2. Possessive pronoun | B. I took the girls' presents to the Hernandez' party. |
| ____ 3. Singular possessive noun | C. What Degree-How-Where-When |
| ____ 4. Adjectives | D. Which one? How many? What kind? |
| ____ 5. Plural possessive nouns | E. Bob's running |
| ____ 6. Verbs | AB. Joins a string of phrases |
| ____ 7. Compound object possessives | AC. Transitive and intransitive |
| ____ 8. Adverbial phrase order | AD. I value Caesar's and Kate's different talents. |

Sentence Application Directions: Answer in complete sentences.

9. Write a sentence including two semicolons to join a string of long phrases. _____

10. Write a sentence including both a possessive pronoun with and without a noun. _____

11. Write a sentence with a singular possessive noun which modifies a gerund. _____

12. Write a sentence with two different adjectives in proper order. _____

13. Write a sentence with a plural possessive noun. _____

14. Write a sentence with both a transitive and an intransitive verb. _____

15. Write a sentence with compound objects possessing the same item. _____

16. Write a sentence with two different adverbial phrases in proper order. _____

Grammar and Mechanics Unit Matching Tests Answers

Lessons 1–4

1. AB
2. AC
3. D
4. AD
5. B
6. E
7. C
8. A

Lessons 9–12

1. B
2. E
3. AD
4. C
5. AC
6. A
7. AB
8. D

Lessons 25–28

1. AD
2. B
3. AC
4. D
5. C
6. A
7. AB
8. E

Lessons 41–44

1. B
2. A
3. E
4. C
5. D
6. AC
7. AB
8. AD

Lessons 5–8

1. AB
2. A
3. E
4. D
5. B
6. AC
7. AD
8. C

Lessons 13–16

1. E
2. AC
3. C
4. AB
5. D
6. AD
7. B
8. A

Lessons 29–32

1. C
2. E
3. AC
4. D
5. AB
6. B
7. AD
8. A

Lessons 45–48

1. AB
2. A
3. E
4. D
5. B
6. AC
7. AD
8. C

Lessons 17–20

1. C
2. B
3. D
4. AD
5. E
6. AB
7. A
8. AC

Lessons 33–36

1. AB
2. AC
3. D
4. AD
5. B
6. E
7. C
8. A

Lessons 49–52

1. B
2. AC
3. C
4. AD
5. AB
6. E
7. A
8. D

Lessons 21–24

1. AC
2. E
3. AB
4. C
5. A
6. D
7. B
8. AD

Lessons 37–40

1. AD
2. D
3. C
4. E
5. A
6. AC
7. B
8. AB

Lessons 53–56

1. AC
2. D
3. A
4. AD
5. C
6. E
7. B
8. AB

Common Core State Standards Alignment Grades 4–8

Common Core State Standards English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Language Strand

Review Standards: Conventions of Standard English:

CCSS.ELA-LITERACY.L.3.1.A	1, 2, 6–8
Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	
CCSS.ELA-LITERACY.L.3.1.B	1, 7
Form and use regular and irregular plural nouns.	
CCSS.ELA-LITERACY.L.3.1.C	10
Use abstract nouns (e.g., <i>childhood</i>).	
CCSS.ELA-LITERACY.L.3.1.D	7, 31
Form and use regular and irregular verbs.	
CCSS.ELA-LITERACY.L.3.1.E	7
Form and use the simple (e.g., <i>I walked</i> ; <i>I walk</i> ; <i>I will walk</i>) verb tenses.	
CCSS.ELA-LITERACY.L.3.1.F	7, 25
Ensure subject-verb and pronoun-antecedent agreement.*	
CCSS.ELA-LITERACY.L.3.1.G	8, 35, 36
Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	
CCSS.ELA-LITERACY.L.3.1.H	9, 11
Use coordinating and subordinating conjunctions.	
CCSS.ELA-LITERACY.L.3.1.I	17
Produce simple, compound, and complex sentences.	
CCSS.ELA-LITERACY.L.3.2.A	42–47
Capitalize appropriate words in titles.	
CCSS.ELA-LITERACY.L.3.2.B	13
Use commas in addresses.	
CCSS.ELA-LITERACY.L.3.2.C	30, 31
Use commas and quotation marks in dialogue.	
CCSS.ELA-LITERACY.L.3.2.D	5
Form and use possessives.	

Common Core State Standards Alignment Grades 4–8

Common Core State Standards English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Language Strand	Lesson #
Conventions of Standard English:	
CCSS.ELA-LITERACY.L.4.1.A Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).	28, 29
CCSS.ELA-LITERACY.L.4.1.B Form and use the progressive (<i>I was walking; I am walking; I will be walking</i>) verb tenses.	42
CCSS.ELA-LITERACY.L.4.1.C Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.	48, 49
CCSS.ELA-LITERACY.L.4.1.D Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).	6, 25, 26
CCSS.ELA-LITERACY.L.4.1.E Form and use prepositional phrases.	8, 12
CCSS.ELA-LITERACY.L.4.1.F Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	13, 16, 17
CCSS.ELA-LITERACY.L.4.2.A Use correct capitalization.	42–47
CCSS.ELA-LITERACY.L.4.2.B Use commas and quotation marks to mark direct speech and quotations from a text.	17, 13, 30–33
CCSS.ELA-LITERACY.L.4.2.C Use a comma before a coordinating conjunction in a compound sentence.	22
CCSS.ELA-LITERACY.L.5.1.A Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	7, 8, 11
CCSS.ELA-LITERACY.L.5.1.B Form and use the perfect (<i>I had walked; I have walked; I will have walked</i>) verb tenses.	43
CCSS.ELA-LITERACY.L.5.1.C Use verb tense to convey various times, sequences, states, and conditions.	8, 43
CCSS.ELA-LITERACY.L.5.1.D Recognize and correct inappropriate shifts in verb tense.*	41
CCSS.ELA-LITERACY.L.5.1.E Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).	10
CCSS.ELA-LITERACY.L.5.2.A Use punctuation to separate items in a series.*	18
CCSS.ELA-LITERACY.L.5.2.B Use a comma to separate an introductory element from the rest of the sentence.	16, 17, 19
CCSS.ELA-LITERACY.L.5.2.C Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).	16, 19
CCSS.ELA-LITERACY.L.5.2.D Use underlining, quotation marks, or italics to indicate titles of works.	45–49

Common Core State Standards Alignment Grades 4–8

Common Core State Standards English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Language Strand

Conventions of Standard English:

CCSS.ELA-LITERACY.L.6.1.A	2–5
Ensure that pronouns are in the proper case (subjective, objective, possessive).	
CCSS.ELA-LITERACY.L.6.1.B	23
Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i>).	
CCSS.ELA-LITERACY.L.6.1.C	26
Recognize and correct inappropriate shifts in pronoun number and person.*	
CCSS.ELA-LITERACY.L.6.1.D	27
Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	
CCSS.ELA-LITERACY.L.6.1.E	54–56
Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	
CCSS.ELA-LITERACY.L.6.2	1–56
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
CCSS.ELA-LITERACY.L.6.2.A	27, 28, 52
Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	

Knowledge of Language:

CCSS.ELA-LITERACY.L.6.3.A	13, 17, 18
Vary sentence patterns for meaning, reader/listener interest, and style.*	
CCSS.ELA-LITERACY.L.6.3.B	45–50
Maintain consistency in style and tone.*	

Common Core State Standards Alignment Grades 4–8

Common Core State Standards English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Language Strand

Lesson

Conventions of Standard English:

[CCSS.ELA-LITERACY.L.7.1.A](#)

Explain the function of phrases and clauses in general and their function in specific sentences.

7, 15, 22, 28–34, 42–51

[CCSS.ELA-LITERACY.L.7.1.B](#)

Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

17

[CCSS.ELA-LITERACY.L.7.1.C](#)

Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*

37–39

[CCSS.ELA-LITERACY.L.7.2](#)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1–56

[CCSS.ELA-LITERACY.L.7.2.A](#)

Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).

25

Knowledge of Language:

[CCSS.ELA-LITERACY.L.7.3.A](#)

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

13

Common Core State Standards Alignment Grades 4–8

Common Core State Standards English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Language Strand	Lesson #
Conventions of Standard English:	
CCSS.ELA-LITERACY.L.8.1.A Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	21–22, 31–34, 44
CCSS.ELA-LITERACY.L.8.1.B Form and use verbs in the active and passive voice.	50
CCSS.ELA-LITERACY.L.8.1.C Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	45–51
CCSS.ELA-LITERACY.L.8.1.D Recognize and correct inappropriate shifts in verb voice and mood.*	45–51
CCSS.ELA-LITERACY.L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1–56
CCSS.ELA-LITERACY.L.8.2.A Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	34, 35, 52
CCSS.ELA-LITERACY.L.8.2.B Use an ellipsis to indicate an omission.	32
Knowledge of Language:	
CCSS.ELA-LITERACY.L.8.3.A Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	48–51

Common Core State Standards Alignment Grades 4–8

Common Core State Standards English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Language Strand

Lesson

*Language Progressive Skills

CCSS.ELA-LITERACY.L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.	3, 8, 25–29
CCSS.ELA-LITERACY.L.3.3a. Choose words and phrases for effect.	7, 15, 22, 28–34, 42–51
CCSS.ELA-LITERACY.L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	13, 18–18
CCSS.ELA-LITERACY.L.4.3b. Choose punctuation for effect.	1–56
CCSS.ELA-LITERACY.L.5.1d. Recognize and correct inappropriate shifts in verb tense.	41
CCSS.ELA-LITERACY.L.5.2a. Use punctuation to separate items in a series. ²	18
CCSS.ELA-LITERACY.L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.	26
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	28
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	54–56
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	24, 27, 28, 52
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style. ³	13, 17, 18
L.6.3b. Maintain consistency in style and tone.	45–50
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	15, 38, 39
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	13
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.	45–50

College and Career Readiness Anchor Standards for Language

CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1–56
CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1–56
Knowledge of Language:	
CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	1–56

Vocabulary Academic Literacy Center Grade 5

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**Pennington Publishing
El Dorado Hills, CA**

Vocabulary Academic Literacy Center Grade 5

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Vocabulary Worksheets and Study Guides Introduction

This Vocabulary Academic Literacy Center helps your students practice these Common Core Standards:

- Multiple Meaning Words and Context Clues (L.4.a.)
- Greek and Latin Word Parts (L.4.a.)
- Language Resources (L.4.c.d.)
- Figures of Speech (L.5.a.)
- Word Relationships (L.5.b.)
- Connotations (L.5.c.)
- Academic Language Words (L.6.0)

Materials Preparation

Print the odd and even-numbered vocabulary worksheets and the vocabulary study guides back-to-back for each student. The Vocabulary Literacy Center will need a dictionary and thesaurus for the maximum number of students learning at the center at one time (online resources are fine) and scissors. Provide scissors to cut out the vocabulary study guides.

Pre-Teaching to the Whole Class

Teachers should read the step-by-step directions for the odd-numbered vocabulary worksheets and help students complete Vocabulary Worksheet #1 together as a class. Afterwards, students should complete Vocabulary Worksheet #3 in the Vocabulary Literacy Center. Beginning the next week, teachers should read the step-by-step directions for the even-numbered vocabulary worksheets and help students complete Vocabulary Worksheet #2 together as a class. Afterwards, students should complete Vocabulary Worksheet #4 in the Vocabulary Literacy Center. Thereafter students can complete the vocabulary worksheets in numerical order.

If the teacher has not yet introduced the **SALE** Context Clues Strategies mentioned in the Reading Literacy Center directions, this lesson should be completed prior to starting the Vocabulary Literacy Center (Click [HERE](#) for the lesson).

Teacher Directions for the Odd-Numbered Vocabulary Worksheets

Multiple Meaning Words

Introduce the two Multiple Meaning Words, identify the parts of speech, and read their definitions out loud. Then read and explain the directions.

Next, read the sentences out loud and complete a “think aloud” as you use context clues to decide which definition number best matches each vocabulary word. Finally, direct students to fill in the definition numbers in the spaces provided.

Greek and Latin Word Parts: Prefixes, Roots, and Suffixes

Introduce the two **Greek and Latin Word Parts** and read their definitions out loud. Remind students how prefixes, roots, and suffixes function in words: Prefixes are word parts which appear at the beginnings of some words; roots may be complete words (base words) or word parts and serve as the main “building blocks” for the meaning of the word; and suffixes are word parts which appear at the endings of some words to provide additional meaning or to show how the word would be used in a sentence.

Then read and explain the first sentence of the directions. Ask students to brainstorm which words they know which include each of the word parts. Write their example words on the board and then direct students to write two choices in the blanks under the “Example Words” column. Remind students that they can consult a dictionary to find example words for the prefixes and roots, but not suffixes because of the alphabetical order of dictionaries.

Now read and explain the second sentence of the directions. Ask students to guess the definition of the word formed from the word parts and write their responses on the board. Encourage students to use the words listed under the “Meaning” column, but also add on their own words or reverse the order of the word part meanings to make the best sense. Complete sentences are not required. Finally, direct students to write their own definition in the space provided.

Language Resources: Dictionary and Thesaurus

Locate the Greek and Latin vocabulary word listed under the Language Resources: Dictionary and Thesaurus section on the Vocabulary Worksheet. Display the dictionary entry found in the print or online dictionary that students will use to complete this section.

Read and explain the first set of directions: “Consult a dictionary to divide the vocabulary word into syl/la/bles, mark its primary áccent, list its part of speech, and write its primary definition. Compare to your definition above.”

- Show students how the dictionary divides the vocabulary word into syllables* and direct student to use slashes (/) for these syllable divisions of the Greek and Latin vocabulary words. Point out that the Greek and Latin vocabulary words don’t always follow English syllabication rules. (English syllable rules are found in Spelling Resources Appendix B.)
- Show students how the dictionary marks the primary accent and tell them to place the (´) accent mark over the stressed vowel or last vowel in a vowel team for the Greek and Latin vocabulary words. For example, a/boút. Remind students to mark slashes (/) between, *not through*, the letters. Note: One good technique to help students hear primary accents is to clap on the primary accented syllable and snap on the unaccented syllable(s). (English accent rules are found in Spelling Resources Appendix B.)
- Show students how the dictionary may or may not label the abbreviated part of speech. Tell students that they are to use these abbreviations to label the parts of speech in the parentheses which follow. Refer to the dictionary abbreviations for the parts of speech previously listed or displayed on the board: *n., pron., adj., v., adv., conj., prep.*
- Show students how the dictionary lists the primary (first) ** and secondary definitions (thereafter). Tell your students to write the primary definition for the Greek and Latin vocabulary words in the spaces provided on their Vocabulary Worksheets.
- Compare the primary dictionary definition of the Greek and Latin vocabulary word to the students’ definition guesses derived from the Greek and Latin word parts. Point out that the Greek and Latin word parts can provide important clues to the meanings of academic words. However, because words change meanings over time, the word parts aren’t always helpful clues to the meaning of a word.

*Dictionaries differ in how they divide syllables (pronunciation or morphemes).

Now read and explain the second sentence of the directions. Explain that students must list other words which have a certain relationship to the Greek and Latin vocabulary words. Students list synonyms, antonyms, or inflected forms of the vocabulary words in the spaces provided.

- **Synonym** _____
A synonym is a word or phrase similar in meaning to that of the vocabulary word. Show students where to find synonyms to the entry word in the dictionary or thesaurus.
- **Antonym** _____
An antonym is a word or phrase opposite in meaning to that of the vocabulary word. Show students where to find antonyms to the entry word in the dictionary or thesaurus. Direct students *not* to use negations to form antonyms on their Vocabulary Worksheets. For example, for the vocabulary word *courageous*: *cowardly* would be an acceptable antonym; *uncourageous* would not because using the prefix “un” forms a simple negation.
- **Inflected Form** _____
An inflected form is a related word with the same root, but a different prefix or suffix. Remember that a root can be a complete root (a base word), such as *read* or an incomplete root, such as *vis*. An inflected form is listed in boldface after the entry word or as separate entry word before or after the vocabulary word. Show students where to find inflected forms of an entry word in the dictionary.

Finally, direct students to write their word choices in the spaces provided.

Figures of Speech

Tell students that a figure of speech is a non-literal expression used by a certain group of people. For example, The man walked through the door. Although we say *through the door*, we don’t literally mean exactly what we say. *Through the door* is one type of figure of speech known as an idiom. Let students know that they will explore many types of figures of speech in the Vocabulary Worksheets.

Now read and explain the directions. Ask students to share their interpretations or explanations of the idiom. After several responses, help clarify and paraphrase as necessary, so students can write a concise answer in the space provided.

Vocabulary Study Guides

Tell students that the study guides will help them practice the vocabulary words and definitions for the biweekly vocabulary unit test. Each study guide consists of 2 sides. For example, for the first vocabulary study guide, the front side has 10 words from Vocabulary Worksheets #1 and 2. The back side has 10 words from Worksheets #3 and 4.

Demonstrate how to cut and fold the vocabulary study guides. Cut the rectangle surrounding the words and fold the four columns into one column (accordion style) so that the vocabulary words are on one side and their definitions are on the other side. Show students how to practice memorization by reciting the definitions individually and in pairs or triads.

Teacher Directions for the Even-Numbered Vocabulary Worksheets

Word Relationships

Tell students that they will be exploring different types of **word relationships** throughout the Vocabulary Worksheets. Read the directions to the Word Relationships section out loud. Remind students about the S.A.L.E. Context Clues Strategies

Now introduce the two vocabulary words and read their definitions out loud. Ask students to share context clues sentences which *show, not tell, the meaning* of the vocabulary words. Write the best two sentences on the board.

Next, discuss the relationship between the meanings of the two vocabulary words. Ask students to share transition words which would correctly signal the relationship between their two sentences. Write the best transition word or phrase on the board.

Direct students to complete the Word Relationships section with the two sentences joined by the transition word or phrase listed on the board.

Connotations: Shades of Meaning

Explain the difference between denotation (dictionary definition) and connotation (definition in context). List or display the following example words and brainstorm how these words have different shades of meaning.

walk jog run race

Use a rainbow to describe the concept of a spectrum and explain that a spectrum can be used to show how words relate to each other.

Now read and explain the directions. Introduce the two vocabulary words, tell their parts of speech, and read their definitions out loud. Ask students to explain the relationships between the two words already printed on the Connotation Spectrum and the two vocabulary words.

Tell students to write the two vocabulary words in their proper places on the Connotation Spectrum. Review answers and tell students to correct errors if necessary.

Academic Language

Tell students that academic language words are those most often found in their textbooks. Introduce the first academic language word and read its definition out loud. Then read and explain the directions for each box.

Brainstorm words and phrases which are “Similar to...” the vocabulary word and direct students to write one down in the box. Continue this process with the “Different than...” section. Tell students not to use negations (*not, dis, un*, etc. in this section. Continue with the “Example, Characteristics, or Picture” section. Tell students to choose just one of these descriptions per box.

Finally, direct students to complete the second academic language word descriptions on their own. Then review and correct answers.

Task Card Directions for Odd-Numbered Vocabulary Worksheets

1. The Clarifier picks up the task card and will ask the teacher any questions about directions. The Task Manager writes down the ending time for this Literacy Center. The People Manager makes sure that everyone in the group has the correct vocabulary worksheet and reminds students to write their names on the page.
 2. The Reader reads the Multiple Meaning Words title and directions, vocabulary words, and definitions out loud in a soft voice. The Clarifier helps students brainstorm which number of the definition best matches the use of each vocabulary word.
 3. The Reader reads the Greek and Latin Word Parts title and directions, the word parts, and their meanings. The Clarifier helps students brainstorm example words which use each of the Greek and Latin word parts. Next, students use the word part meanings (reverse the order if helpful) or their own words to guess the meaning of the vocabulary word. Students may use the dictionary if they cannot agree on a suitable definition guess.
 4. The Reader reads the Language Resources: Dictionary and Thesaurus title, the first set of directions, and the vocabulary word. The Task Manager finds the vocabulary word in the dictionary, while the Clarifier finds the vocabulary word in the thesaurus. Students examine the dictionary word entry and work collaboratively to decide where to divide the word into syllables, where to place the accent mark, and what is the primary definition.
 5. The Reader reads the second set of directions and the Clarifier points out whether synonyms (same), antonyms (opposite), or inflections (different word endings) are required for the word. Students examine the thesaurus and decide which words or phrases to write in the spaces provided.
- Note that not every word is included in every thesaurus. The dictionary may also help students determine synonyms from the key words in the definitions or at the end of the word entry if listed as *Syn*. Often, students can brainstorm antonyms from the key words in the definitions. The dictionary may also provide inflections in boldface at the end of the word entry or inflections may be found as word entries listed above or below the vocabulary word.
6. The Reader reads the figures of speech title and the definition of the figure of speech in the parentheses. Next, the Reader reads the directions. The Clarifier re-reads the sentence using the figure of speech and asks the students to interpret what the figure of speech means and explain how it is used in the sentence. Students brainstorm the interpretation and explanation and write the answer in the space provided.

7. The Task Manager gets the answers from the teacher and students self-correct and revise their answers. Students cut the outside border of their Vocabulary Study Guides and fold them accordion style from four columns into one so the word is on front and definition is on back.
8. Students quietly study their Vocabulary Study Guides and then quiz each other.

Task Card Directions for Even-Numbered Vocabulary Worksheets

1. The Clarifier picks up the task card and will ask the teacher any questions about directions. The Task Manager writes down the ending time for this Literacy Center. The People Manager makes sure that everyone in the group has the correct vocabulary worksheet and reminds students to write their names on the page.
2. The Reader reads the Word Relationships title and directions, vocabulary words, and definitions out loud in a soft voice.
3. The Clarifier helps students brainstorm context clues sentences which show, not tell, the meanings of the vocabulary words and a transition word or phrase to connect the two sentences.
4. The Reader reads the Connotations title and directions, vocabulary words, and definitions. The Clarifier asks the students to brainstorm which vocabulary words belong in which blanks.
5. The Task Manager gets the answers from the teacher and students self-correct and revise their answers.
6. The Reader reads the Academic Language title and directions, the first vocabulary word, its part of speech, and definition. The Clarifier asks the students to brainstorm a word or phrase which is similar to and different than the vocabulary word. The Task Manager may assign a student to look up the vocabulary word in the thesaurus. Students write their answers in the first two boxes.
7. The Clarifier then helps students brainstorm an example, characteristic, or picture of the vocabulary word. For example, if the vocabulary word were *school*, examples could be elementary, middle school, and high schools. Characteristics of *school* could be teachers, students, and books. Pictures of *school* could be a sketch of a school building or classroom or a symbol such as an open book. Students write their response in the last box.
7. Follow the same steps (#s 6 and 7) for the second vocabulary word.
8. Students quietly study their Vocabulary Study Guides and then quiz each other in pairs or triads until the end of the Vocabulary Literacy Center.

Vocabulary Academic Literacy Center Scope and Sequence

CCSS Levels	Multiple Meanings L.4.a	Greek and Latin Word Parts L.4.a.c.d.	Word Relationships L.4.a.	Figures of Speech L.5.a.	Connotations L.5.c.	Academic Language L.6.0
1	crop	carn(i)vore		Idioms Expressions		
2			Synonyms: bother irritate		extrovert introvert	subsequent academy
3	bear	hema(t)oma		Idioms Expressions		
4			Synonyms: caricature imitation		abundant scarce	alter amend
5	bass	biopsy		Idioms Expressions		
6			Antonyms: virtue vice		attractive repulsive	aware capacity
7	cool	psychopath		Similes Comparisons		
8			Antonyms: voluntary compulsory		admonish praise	challenge clause
9	offense	xenophil(e)		Metaphors Comparisons		
10			Part to Whole: vowel phonics		courageous timid	compound consult
11	proceeds	epitaph		Imagery Pictures		
12			Part to Whole: galaxy universe		brilliant dim	contact decline
13	finish	victor		Adages Expressions		
14			Degree: opinion propaganda		tranquil frantic	discrete draft
15	grave	correct		Adages Expressions		
16			Degree: frugal thrifty		inept capable	entity equivalent
17	indent	podium		Alliteration Sounds		
18			Item to Category: anguish emotion		extravagant stingy	evolve expose

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19	upset	origin		Onomatopoeia Sounds		
20			Item to Category: kidney organ		vindictive forgiving	external facilitate
21	resort	announce		Personification Comparisons		
22			Character to Location: astronomer observatory		distress cultivate	fundamental generate
23	reform	adjunct		Proverbs Expressions		
24			Character to Location: protagonist novel		blissful sullen	generation image
25	contest	affirm		Proverbs Expressions		
26			Object to its Use: scalpel surgery		obsolete outdated	liberal license
27	converse	accept		Colloquialisms Expressions		
28			Object to its Use: router network		immense miniscule	logic marginal
29	minute	pyromania		Allusions Comparisons		
30			Source and its Object: conflict friction		idle industrious	mental modify
31	resign	bellicose		Allusions Comparisons		
32			Source and its Object: mutation variation		feeble stout	monitor network
33	refuse	altitude		Consonance Sounds		

Vocabulary Academic Literacy Center Scope and Sequence

CCSS Levels	Multiple Meanings L.4.a	Greek and Latin Word Parts L.4.a.c.d.	Word Relationships L.4.a.	Figures of Speech L.5.a.	Connotations L.5.c.	Academic Language L.6.0
34			Worker to Work: tailor alteration		reckless prudent	notion objective
35	resume	pug ilist		Consonance Sounds		
36			Worker to Work: minister sermon		pliable elastic	orient perspective
37	scale	of fend		*Assonance Sounds		
38			Problem to Solution: imply infer		elude engage	precise prime
39	hail	chron icle		*Assonance Sounds		
40			Problem to Solution: infection diagnosis		clarify baffle	psychology pursue
41	chair	man age		Verbal Irony Word Play		
42			Defining Characteristic : recession unemployment		adversity prosperity	ratio reject
43	bank	il lumin(e)		Verbal Irony Word Play		
44			Defining Characteristic : verdict trial		debacle blockbuster	revenue stable
45	channel	oper ative		*Situational Irony Word Play		
46			Lack of to Object: poverty wealth		graceful awkward	sustain symbol
47	base	sequ el		*Situational Irony Word Play		

Vocabulary Academic Literacy Center Scope and Sequence

CCSS Levels	Multiple Meanings L.4.a	Greek and Latin Word Parts L.4.a.c.d.	Word Relationships L.4.a.	Figures of Speech L.5.a.	Connotations L.5.c.	Academic Language L.6.0
48			Lack of to Object: ignorance wisdom		polite inconsiderate	target transit
49	fine	sur viv(e)		*Dramatic Irony		
50			Tool to Worker: stethoscope internist		incompetent adept	trend version
51	court	proto type		*Dramatic Irony		
52			Tool to Worker: barometer meteorologist		chaotic systematized	welfare abstract
53	degree	prim acy		*Puns Word Play		
54			Cause-Effect: startle flinch		decent obscene	acknowledge aggregate
55	recover	domin ion		*Puns Word Play		
56			Cause-Effect: prejudice discrimination		endure desist	allocate assign

Boldface denotes Introductory Standard for Eighth Grade Level.

Vocabulary Worksheet #1

Multiple Meaning Words

Directions: Write the number of the definition that best matches the use of each vocabulary word in the sentences below.

Vocabulary Words Definitions

border (n) 1. The outside edge or boundary.
border (v) 2. To be almost like another.

The actions of the two doctors border ____ on heroism as they travel across the border ____ to attend to the tornado victims.

Greek and Latin Word Parts: Prefixes, Roots, and Suffixes

Directions: For each prefix, root, or suffix, write an example word which includes the word part. Then use the word part meanings to help you write your own definition of the vocabulary word.

Prefix	Root	Suffix	Meaning	Example Words
auto			self	_____
	crat		rule	_____
autocrat _____				

Language Resources: Dictionary and Thesaurus

Directions: Consult a dictionary to divide the vocabulary word into syl/la/bles, mark its primary accent, list its part of speech, and write its primary definition. Compare to your definition above.

autocrat () _____

Directions: Consult a thesaurus to write the best synonym and antonym for the vocabulary word.

Synonym _____ Antonym _____

Idioms (non-literal expressions used by a certain language group)

Directions: As used in the following sentence, interpret or explain the meaning of this idiom:
“Don't hold your breath.” I know he promised to return, but he often doesn't keep his promises.
So don't hold your breath.

Vocabulary Worksheet #2

Word Relationships: Synonyms

Directions: Write one or two sentences using both vocabulary words. Use **SALE** (Synonym, Antonym, Logic, Example) context clues to show the related meanings of each word.

Vocabulary Words	Definitions
------------------	-------------

fate (n)	Events destined to happen that are beyond a person's control.
destiny (n)	The unchangeable events of a person's future.

Connotations: Shades of Meaning

Directions: Write the vocabulary words where they belong on the ← Connotation Spectrum. →

Vocabulary Words	Definitions
------------------	-------------

enthusiastic (adj)	Showing intense joy or excitement.
fanatical (adj)	Extreme support of a thing or idea.

← detached involved →

Academic Language

Directions: Describe the vocabulary words in each box.

Vocabulary Word: text (n) Definition: Printed or written words.	Similar to...
Different than...	Example, Characteristics, or Picture:

Vocabulary Word: tradition (n) Definition: Belief or custom passed from generation to generation.	Similar to...
Different than...	Example, Characteristics, or Picture:

Vocabulary Worksheet #3

Multiple Meaning Words

Directions: Write the number of the definition that best matches the use of each vocabulary word in the sentences below.

Vocabulary Words	Definitions
-------------------------	--------------------

brush (n)	1. A bristled tool used for cleaning or painting.
brush (v)	2. To touch lightly.

The painter used a brush ____, instead of a roller, to complete the job. Just as she finished, I saw her elbow accidentally brush ____ up against the freshly painted door.

Greek and Latin Word Parts: Prefixes, Roots, and Suffixes

Directions: For each prefix, root, or suffix, write an example word which includes the word part. Then use the word part meanings to help you write your own definition of the vocabulary word.

Prefix	Root	Suffix	Meaning	Example Words
	grat(e)		please	_____
		ful	full of	_____

grateful _____

Language Resources: Dictionary and Thesaurus

Directions: Consult a dictionary to divide the vocabulary word into syl/la/bles, mark its primary áccent, list its part of speech, and write its primary definition. Compare to your definition above.

grateful () _____

Directions: Consult a thesaurus to write the best synonym and antonym for the vocabulary word.

Synonym _____ Antonym _____

Idioms (non-literal expressions used by a certain language group)

Directions: As used in the following sentence, interpret or explain the meaning of this idiom: "Take a rain check." I would love to hang out with you, but I have an appointment. Maybe another time? Can I take a rain check?

Vocabulary Worksheet #4

Word Relationships: Synonyms

Directions: Write one or two sentences using both vocabulary words. Use **SALE** (Synonym, Antonym, Logic, Example) context clues to show the related meanings of each word.

Vocabulary Words	Definitions
------------------	-------------

descendant (n)	One who is related to a person who lived before.
ancestor (n)	A family member from long ago.

Connotations: Shades of Meaning

Directions: Write the vocabulary words where they belong on the ←Connotation Spectrum. →

Vocabulary Words	Definitions
------------------	-------------

ordinary (adj)	Commonly seen or found; that which is usual.
extraordinary (adj)	Something very special that is far above the usual.



Academic Language

Directions: Describe the vocabulary words in each box.

Vocabulary Word: alternative (n) Definition: An option or different approach.	Similar to...
Different than...	Example, Characteristics, or Picture:

Vocabulary Word: circumstance (n) Definition: A fact relating to an event or situation.	Similar to...
Different than...	Example, Characteristics, or Picture:

Vocabulary Worksheet #5

Multiple Meaning Words

Directions: Write the number of the definition that best matches the use of each vocabulary word in the sentences below.

Vocabulary Words Definitions

- | | |
|-----------|---|
| table (v) | 1. To postpone. |
| table (n) | 2. A graph of facts or figures containing rows and columns. |

After distributing a table ____ showing recent gains in sales, the manager decided to table ____ the discussion about cutting production costs.

Greek and Latin Word Parts: Prefixes, Roots, and Suffixes

Directions: For each prefix, root, or suffix, write an example word which includes the word part. Then use the word part meanings to help you write your own definition of the vocabulary word.

Prefix	Root	Suffix	Meaning	Example Words
	circum		around	_____
	vent		come	_____

circumvent _____

Language Resources: Dictionary and Thesaurus

Directions: Consult a dictionary to divide the vocabulary word into syl/la/bles, mark its primary accent, list its part of speech, and write its primary definition. Compare to your definition above.

circumvent () _____

Directions: Consult a dictionary to write two inflected forms of the vocabulary word.

Inflected Form _____ Inflected Form _____

Idioms (non-literal expressions used by a certain language group)

Directions: As used in the following sentences, interpret or explain the meaning of this idiom: “take it up a notch.” We did pretty well for our first debate, but next time we will have to do better. We will definitely have to take it up a notch.

Vocabulary Worksheet #6

Word Relationships: Antonyms

Directions: Write one or two sentences using both vocabulary words. Use **SALE** (Synonym, Antonym, Logic, Example) context clues to show the related meanings of each word.

Vocabulary Words	Definitions
------------------	-------------

employee (n)	Someone who works for a person, business, or organization.
employer (n)	The person, business, or organization that pays a person to do work.

Connotations: Shades of Meaning

Directions: Write the vocabulary words where they belong on the **←**Connotation Spectrum. **→**

Vocabulary Words	Definitions
------------------	-------------

pebble (n)	A small stone made smooth by weather and water.
boulder (n)	A very large stone made smooth by weather and water.



Academic Language

Directions: Describe the vocabulary words in each box.

Vocabulary Word: comment (n) Definition: Something said or written about a topic.	Similar to...
Different than...	Example, Characteristics, or Picture:

Vocabulary Word: compensate (v) Definition: To pay people for their work.	Similar to...
Different than...	Example, Characteristics, or Picture:

Vocabulary Worksheet #7

Multiple Meaning Words

Directions: Write the number of the definition that best matches the use of each vocabulary word in the sentence below.

Vocabulary Words	Definitions
-------------------------	--------------------

- | | |
|-----------------|---|
| staple (n, adj) | 1. A basic or required product. |
| staple (n) | 2. A thin metal wire used to fasten paper products. |

The contractor's staple ____ gun was a staple ____ in his tool belt, along with his hammer, screwdriver, measuring tape, and pliers.

Greek and Latin Word Parts: Prefixes, Roots, and Suffixes

Directions: For each prefix, root, or suffix, write an example word which includes the word part. Then use the word part meanings to help you write your own definition of the vocabulary word.

Prefix	Root	Suffix	Meaning	Example Words
com			with	_____
	mit		send	_____
commit				_____

Language Resources: Dictionary and Thesaurus

Directions: Consult a dictionary to divide the vocabulary word into syl/la/bles, mark its primary accent, list its part of speech, and write its primary definition. Compare to your definition above.

commit () _____

Directions: Consult a thesaurus to write the two best synonyms for the vocabulary word.

Synonym _____ Synonym _____

Idioms (non-literal expression used by a certain language group)

Directions: As used in the following sentences, interpret or explain the meaning of this idiom: "faintest idea." I've never even heard of quadratic equations. I don't have the faintest idea about how to solve them.

Vocabulary Worksheet #8

Word Relationships: Antonyms

Directions: Write one or two sentences using both vocabulary words. Use **SALE** (Synonym, Antonym, Logic, Example) context clues to show the related meanings of each word.

Vocabulary Words	Definitions
------------------	-------------

assist (v)	To help with the achievement of a job.
hinder (v)	To delay or prevent the achievement of a job.

Connotations: Shades of Meaning

Directions: Write the vocabulary words where they belong on the ◀Connotation Spectrum. ▶

Vocabulary Words	Definitions
------------------	-------------

optimistic (adj)	Hoping for the best and believing that events will turn out well.
pessimistic (adj)	Expecting the worst and believing that events will turn out badly.



Academic Language

Directions: Describe the vocabulary words in each box.

Vocabulary Word: component (n) Definition: A key part of a larger system.	Similar to...
Different than...	Example, Characteristics, or Picture:

Vocabulary Word: consent (n) Definition: One's permission or agreement.	Similar to...
Different than...	Example, Characteristics, or Picture:

Vocabulary Worksheet Answers

Following are the answers for the Multiple Meaning Words sentence numbers; the Language Resources syllable divisions, accent placements, and parts of speech for the Greek and Latin vocabulary word; and the four words in left to right order for the Connotation Spectrums.

Vocabulary Worksheet #1

border: 2, 1; áu/to/crat (n); The word *autocrat* means one who rules with total power. “Don’t hold your breath” means you should not expect something to happen.

Vocabulary Worksheet #2

detached-involved-enthusiastic-fanatical

Vocabulary Worksheet #3

brush: 1, 2; gráte/ful (adj); The word *grateful* means full of kindness and appreciation. “Take a rain check” means to schedule a repeated opportunity at a later date.

Vocabulary Worksheet #4

ordinary-uncommon-unusual-extraordinary

Vocabulary Worksheet #5

table: 2, 1; cir/cum/vént (v); The word *circumvent* means to find a way around. “Take it up a notch” means to increase the effort or expectations.

Vocabulary Worksheet #6

pebble-stone-rock-boulder

Vocabulary Worksheet #7

staple: 2, 1; com/mít (v); The word *commit* means to send or refer a person or thing. “Faintest idea” means to know nothing at all about something.

Vocabulary Worksheet #8

pessimistic-doubtful-hopeful-optimistic

Vocabulary Study Cards #1 and #2

border	the outside edge or boundary	border	To be almost like another
auto	self	crat	rule
fate	events destined to happen that are beyond a person's control	destiny	The unchangeable events of a person's future
enthusiastic	showing intense joy or excitement	fanatical	Extreme support of a thing or idea
text	printed or written words	tradition	belief or custom passed from generation to generation

Vocabulary Study Cards #3 and #4

brush	a bristled tool used for cleaning or painting	brush	to touch lightly
grate(e)	please	ful	full of
descendant	one who is related to a person who lived before	ancestor	a family member from long ago
ordinary	commonly seen or found; that which is usual	extraordinary	something very special that is far above the usual
alternative	an option or different approach	circumstance	a fact relating to an event or situation

Vocabulary Unit Tests

The biweekly Vocabulary Unit Tests are designed to assess student mastery of the vocabulary worksheets lessons.

Administrative Options

Each Vocabulary Unit Test covers four lessons. Given biweekly, the tests take about 10–15 minutes for most students to complete. Teachers may elect to give the unit tests every four weeks by combining two of each test to assess mastery of eight lessons.

Test Structure

Each Vocabulary Unit Test has fourteen matching questions: seven from each of the paired odd and even-numbered Vocabulary Worksheets. Students match the vocabulary words with their definitions. The sentence application section has four test problems: two figures of speech and two combinations of the Greek and Latin prefixes, roots, and suffixes.

Test Review Options

Teachers should print the Vocabulary Study Guides back-to-back on copy paper, not cardstock. Pass out the two-sided, fold-over Vocabulary Study Guides the day before the unit test and provide a few minutes for students to cut out the outside rectangle and properly fold the study guide accordion-style from the four columns into one. The vocabulary words are displayed on one side and the definitions on the back. By unfolding each column, students can quiz each other and study on their own.

Grading

Test answers are provided for both the matching sections and the figures of speech and Greek and Latin word parts found in the sentence application sections.

Teachers assign letter grades or assign points to fit in with their grading systems.

Numbering

Each Vocabulary Unit Test is numbered 17–34 because the Grammar and Mechanics Academic Literacy Center tests are numbered 1–16. Teachers using both literacy centers usually pair the biweekly grammar and mechanics test with the vocabulary test and so the 1–34 numbering is less confusing to students.

Vocabulary Test: Lessons 1–4

Matching Directions: Place the capital letter(s) that best matches to the left of the number.

- | | |
|-------------------|--|
| ___ 17. border | A. Belief or custom passed from generation to generation |
| ___ 18. auto | B. The unchangeable events of a person's future |
| ___ 19. crat | C. Printed or written words |
| ___ 20. destiny | D. Rule |
| ___ 21. fanatical | E. Extreme support of a thing or idea |
| ___ 22. text | AB. The outside edge or boundary |
| ___ 23. tradition | AC. Self |

Matching Directions: Place the capital letter(s) that best matches to the left of the number.

- | | |
|----------------------|---|
| ___ 24. brush | A. Commonly seen or found; that which is usual |
| ___ 25. grat(e) | B. Full of |
| ___ 26. ful | C. A fact relating to an event or situation |
| ___ 27. descendant | D. An option or different approach |
| ___ 28. ordinary | E. Please |
| ___ 29. alternative | AB. One who is related to a person who lived before |
| ___ 30. circumstance | AC. To touch lightly |

Sentence Application Directions: Answer in complete sentences.

31. Write a sentence showing the meaning of this idiom: “don’t hold your breath.”

32. Write a sentence showing the meaning of this idiom: “take a rain check.” _____

33. Write a sentence showing the meaning of this word: “autocrat.” _____

34. Write a sentence showing the meaning of this word: “grateful.” _____

Vocabulary Test: Lessons 5–8

Matching Directions: Place the capital letter(s) that best matches to the left of the number.

- | | |
|--------------------|--|
| ___ 17. table | A. Someone who works for a person, business, or organization |
| ___ 18. circum | B. To pay someone for their work |
| ___ 19. vent | C. To postpone |
| ___ 20. employee | D. Around |
| ___ 21. pebble | E. A small stone made smooth by weather and water |
| ___ 22. comment | AB. Come |
| ___ 23. compensate | AC. Something said or written about a topic |

Matching Directions: Place the capital letter(s) that best matches to the left of the number.

- | | |
|--------------------|---|
| ___ 24. staple | A. With |
| ___ 25. com | B. A key part of a larger system |
| ___ 26. mit | C. Hoping for the best and believing that events will turn out well |
| ___ 27. assist | D. Send |
| ___ 28. optimistic | E. A basic or required product |
| ___ 29. component | AB. One's permission or agreement |
| ___ 30. consent | AC. To help with the achievement of a job |

Sentence Application Directions: Answer in complete sentences.

31. Write a sentence showing the meaning of this idiom: “take it up a notch.” _____

32. Write a sentence showing the meaning of this idiom: “faintest idea.” _____

33. Write a sentence showing the meaning of this word: “circumvent.” _____

34. Write a sentence showing the meaning of this word: “commit.” _____

Matching Test Answers

Lessons 1-4	Lessons 5-8	Lessons 9-12	Lessons 13-16
17. AB	17. C	17. AC	17. D
18. AC	18. D	18. E	18. B
19. D	19. AB	19. A	19. AB
20. B	20. A	20. B	20. AC
21. E	21. E	21. AB	21. A
22. C	22. AC	22. C	22. E
23. A	23. B	23. D	23. C
24. AC	24. E	24. A	24. AC
25. E	25. A	25. AC	25. E
26. B	26. D	26. B	26. AB
27. AB	27. AC	27. AB	27. A
28. A	28. C	28. D	28. D
29. D	29. B	29. E	29. C
30. C	30. AB	30. C	30. B

Matching Test Answers

Lessons 49–52	Lessons 53–56
17. A	17. B
18. D	18. A
19. AC	19. AC
20. B	20. E
21. AB	21. AB
22. C	22. D
23. E	23. C
24. C	24. C
25. E	25. A
26. D	26. AC
27. AB	27. B
28. B	28. E
29. A	29. AB
30. AC	30. D

Figures of Speech and Greek and Latin Test Answers

Lessons 1–4

- 31. “Don’t hold your breath” means you should not expect something to happen.
- 32. “Take a rain check” means to schedule a repeated opportunity at a later date.
- 33. The word *autocrat* means one who rules with total power.
- 34. The word *grateful* means full of kindness and appreciation.

Lessons 5–8

- 31. “Take it up a notch” means to increase the effort or expectations.
- 32. “Faintest idea” means to know nothing at all about something.
- 33. The word *circumvent* means to find a way around.
- 34. The word *commit* means to send or refer a person or thing.

Spelling and Syllabication Academic Literacy Center Grade 5

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**Pennington Publishing
El Dorado Hills, CA**

Spelling and Syllabication Academic Literacy Center Grade 5

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Spelling Sorts and Syllabication Introduction

This Spelling Sorts and Syllabication Literacy Center helps your students practice both grade-level conventional spelling patterns and syllabication skills. Each weekly spelling sort worksheet lists the focus conventional spelling rule and divides that rule into categories. Students sort the list of 20 words into these categories. Students practice the same syllabication rule for two weeks. Each weekly syllable worksheet lists the syllable rule with examples. Students divide a list of words into syllables according to that rule on the first week's worksheet. With the second syllable worksheet, students practice the syllabication rule with word jumbles, nonsense word syllable divisions, and a book search.

Materials Preparation

Print the spelling sorts and spelling sort answers back-to-back and the two syllable worksheets singled-sided for each student.

Pre-Teaching to the Whole Class

Teachers should read the directions and help students complete the first spelling sort and first two syllable worksheets.

Task Card Directions for Spelling Sorts

1. The Clarifier picks up the task card and will ask the teacher any questions about directions. The Task Manager writes down the ending time for this literacy center. The People Manager makes sure that everyone in the group has the spelling sort worksheet and reminds students to write their names on both pages.
2. The Reader reads the Spelling Rule out loud and the Spelling Rule Directions in a soft voice.
3. The Clarifier helps the group to brainstorm placement of the spelling words listed in the left column into the categories in the right column. Students should select the placements considering the best possible answers which match the words' sounds or spelling patterns.
4. Upon completion, the Task Manager gets the answers from the teacher and students self-correct and revise their answers.
5. The Clarifier tells the students to circle the bolded spelling patterns in the words they sorted correctly.
6. The Clarifier tells students to turn over their spelling sorts onto the backside. Students write the titles of the spelling sort categories with space underneath each to be able to write an additional spelling word example. The Clarifier helps the group brainstorm one additional word which matches each of the spelling sort categories. Students write these spelling word examples underneath the titles of the spelling sort categories.

Task Card Directions for Syllabication (Syllable Worksheets)

Note that students work on the Syllable Worksheets following the Spelling Sorts.

Odd Weeks

1. The Clarifier picks up the task card and will ask the teacher any questions about directions. The Task Manager writes down the ending time for this literacy center. The People Manager makes sure that everyone in the group has the first of the two syllable worksheets and reminds students to write their names on the page.
2. The Reader reads the title, syllable rule, and directions for the first syllable worksheet.
3. The Clarifier reads the word and the group echoes the word while clapping on the accented syllable and snapping on the unaccented syllable(s). After each word has been pronounced, clapped, and snapped, students work collaboratively to apply the rule and divide the words into syllables with / marks. Students also write the accent mark (') above the primary vowel accent.
4. Upon completion, the Task Manager gets the answers from the teacher and students self-correct and revise their answers. The Clarifier helps students understand why the syllable divisions and accent placements apply the syllable rule. If uncertain, the Clarifier asks the teacher for help.

Even Weeks

1. The Clarifier picks up the task card and will ask the teacher any questions about directions. The Task Manager writes down the ending time for this literacy center. The People Manager makes sure that everyone in the group has the second of the two syllable worksheets and reminds students to write their names on the page.
2. The Reader reads the title, syllable rule, and directions for the second syllable worksheet.
3. Students work collaboratively to unjumble the Word Jumbles. Students divide the unjumbled words into syllables with / marks and write the accent mark (') above the primary vowel accent. Note that the Word Jumbles feature words from the first syllable worksheet. Make sure students do not have access to the first worksheet for this activity.
3. Students divide the Nonsense Words into syllables with / marks, according to the syllable rule.
4. Students may use multiple books to find words which match the syllable rule. Students write the book titles, words, and page numbers where the word was found.
5. Upon completion, the Task Manager gets the answers from the teacher and students self-correct and revise their answers. The Clarifier helps students understand why the syllable divisions and accent placements apply the syllable rule. If uncertain, the Clarifier asks the teacher for help.

Spelling Instructional Scope and Sequence

	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
1	Short Vowels	Short Vowels	Vowels and Consonants	Diphthongs/ <i>r</i> -controlled Vowels	Consonant Doubling
2	Long Vowel <i>a</i>	Long Vowels	Vowel Diphthongs	Consonant Doubling	<i>i</i> before <i>e</i>
3	Long Vowel <i>e</i>	Silent Final <i>e</i>	<i>r</i> - controlled Vowels	<i>i</i> before <i>e</i>	Plurals
4	Long Vowel <i>i</i>	Vowel Diphthongs	Consonant Doubling	Hard and Soft /c/ and /g/	Drop/Keep Final <i>e</i>
5	Long Vowel <i>o</i>	Consonant Digraphs	<i>i</i> before <i>e</i>	Plurals	Change/Keep <i>y</i>
6	Long Vowel <i>u</i>	<i>r</i> - controlled Vowels	Hard and Soft /c/ and /g/	Drop/Keep Final <i>e</i>	/ion/
7	Silent Final <i>e</i>	<i>y</i>	Plurals	Change/Keep <i>y</i>	“ary,” “ery,” “ory,” “ury,” “ry”
8	Vowel Diphthongs /aw/	Consonant Doubling	Drop/Keep Final <i>e</i>	“ph”	“able”
9	Vowel Diphthongs “oo”	/j/	/ch/	/ion/	“ible”
10	Vowel Diphthongs /oi/, /ow/	<i>i</i> before <i>e</i>	“ough” and “augh”	Vowel Shift	“ant,” “ance,” “ancy”
11	Consonant Digraphs	Hard /c/, Soft /c/	Starting/Ending /k/	Consonant Shift	“ent,” “ence,” “ency”
12	<i>r</i> - controlled Vowels	Hard /g/, Soft /g/	Change/Keep <i>y</i>	“c/tial” and “c/tious”	“est,” “ist,” and “iest”
13	<i>y</i>	<i>s</i> and “es” Plurals	“al” and “ful”	Consonant-“le”	“ice,” “ise,” “ize,” “yze”
14	Non-phonetic Words	/x/, /ch/, /sh/, /z/, /f/ Plurals	Double <i>l-f-s-z</i>	Vowel-“se,” “ve”	“us” and “_ous”
15	Consonant Doubling	Drop/Keep Final <i>e</i>	“ph”	“est,” “ist,” and “iest”	“qu” Spellings
16	/j/	/ch/	/ion/	“ice,” “ise,” “ize,” “yze”	Accent Shift
17	<i>i</i> before <i>e</i>	“ough” and “augh”	“c/tial” and “c/tious”	“able”	Masculine and Feminine
18	Hard /c/, Soft /c/	Starting/Ending /k/	Consonant-“le”	“ible”	“al,” “ial,” “cial,” “tial”
19	Hard /g/, Soft /g/	Change/Keep <i>y</i>	Vowel-“se,” “ve”	Schwa	Diminutives
20	“s” and “es” Plurals	“al” and “ful”	Irregular Plurals	“ant,” “ance,” “ancy”	<i>a</i> and <i>e</i> Banal
21	/x/, /ch/, /sh/, /z/, /f/ Plurals	Double <i>l-f-s-z</i>	Vowel Shift	“ent,” “ence,” “ency”	“ly” and “ally”
22	Irregular Plurals	Irregular Plurals	Consonant Shift	“ary,” “ery,” “ory,” “ury,” “ry”	Pronunciation Problems
23	Contractions	Contractions	Pronunciation Problems	“us” and “_ous”	Schwa
24	Silent Letters	Silent Letters	Schwa	Pronunciation Problems	Greek and Latin Prefixes

Spelling Instructional Scope and Sequence

	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
25	Homonyms	Non-phonetic Words	Greek and Latin Prefixes	Greek and Latin Prefixes	Greek and Latin Roots
26	Greek and Latin Prefixes	Homonyms	Greek and Latin Roots	Greek and Latin Roots	Latin Expressions
27	Greek and Latin Roots	Greek and Latin Prefixes	French Spellings	French Spellings	French Expressions
28	Greek and Latin Suffixes	Greek and Latin Roots	Homonyms	British Spellings	British Spellings

Boldface denotes introductory spelling pattern for grade level.

Notes: The author provides a comprehensive spelling program for grades 4, 5, 6, 7, and 8 with spelling tests, spelling sorts, a diagnostic spelling patterns assessment with corresponding remedial spelling worksheets (all with formative assessments), plus spelling review games and additional resources in [Differentiated Spelling Instruction](#).

The complete set of syllable worksheets, 56 vocabulary worksheets, vocabulary study cards, plus vocabulary review games and additional resources are found in the [Common Core Vocabulary Toolkit](#) grades 4, 5 6, 7, and 8 programs.

The author's [Grammar, Mechanics, Spelling, and Vocabulary](#) Grades 4, 5, 6, 7, and 8 BUNDLE includes comprehensive grade-level spelling components, including the 28 spelling sorts found in this *Spelling Academic Literacy Center*, plus weekly spelling tests, summative tests, and spelling review games. The BUNDLE also includes the full contents of the *Remedial Spelling Center* with the spelling diagnostic assessment and corresponding remedial spelling pattern worksheets, plus the *Common Core Vocabulary Toolkit*, the comprehensive *Teaching Grammar and Mechanics*, and the *Writing Openers Language Application*.

Spelling Worksheet #1 Short Vowels

Spelling Rule

The short vowel sounds are /ă/, /ĕ/, /ĭ/, /ŏ/, and /ŭ/. Short vowel sounds are found at the beginning or middle of syllables. For example, short vowels are found at the beginning of both syllables in *exact* (ĕx/ăct). Short vowels are in the middle of both syllables in *backpack* (băck/păck). Short vowels rarely end syllables.

Directions: Sort each spelling word into the group that best matches its sound or spelling pattern.

SPELLING WORDS

1. medic
2. little
3. detract
4. stocking
5. crust
6. breath
7. missile
8. brand
9. roughly
10. bridge
11. sought
12. task
13. wrongly
14. hutch
15. pleasure
16. Dutch
17. locker
18. shred
19. brass
20. strict

/ă/

/ĕ/

/ĭ/

/ŏ/

/ŭ/

SPELLING TIPS

Syllable Rules

Every syllable has a vowel. If a vowel is *not* at the end of a syllable, it usually has a short vowel sound.

Spelling Worksheet #2 Long Vowels

Spelling Rule

The long vowels are /ā/, /ē/, /ī/, /ō/, and /ū/. Long vowel sounds are found anywhere within a syllable. If the vowel is at the end of a syllable, it is usually a long vowel sound. Long vowels each have more than one spelling.

Directions: Sort each spelling word into the group that best matches its sound or spelling pattern.

SPELLING WORDS

1. betray
2. slightly
3. indeed
4. ownership
5. cubicle
6. aching
7. increase
8. surprise
9. loaves
10. venue
11. knives
12. curfew
13. clothed
14. reign
15. helium
16. centipede
17. sewing
18. feud
19. prayer
20. dignify

/ā/

/ē/

/ī/

/ō/

/ū/

SPELLING TIPS

Syllable Rule

If the vowel is at the end of the syllable, it is usually a long vowel sound.

Spelling Worksheet #3 Silent Final e

Spelling Rule

The final “e” (e) following a consonant (C)–long vowel (V)–consonant (C) pattern is not pronounced. This is called the CVCe pattern. For example, in *plate* the final “e” is silent. The silent final *e* spellings include “a_e,” “e_e,” “i_e,” “o_e,” long vowel *u* “u_e,” and long /oo/ as in *rooster*.

Directions: Sort each spelling word into the group that best matches its sound or spelling pattern.

SPELLING WORDS

1. tribute
2. stolen
3. brute
4. meanwhile
5. muted
6. graceful
7. revere
8. kite
9. rarely
10. probe
11. convene
12. whine
13. altitude
14. careful
15. merely
16. useful
17. scenery
18. alone
19. safety
20. rudely

a_e

e_e

a_e

e_e

Long Vowel *u* (/ū/)

u_e

Long /oo/ as in *rooster*

u_e

Spelling Worksheet #4 Vowel Diphthongs

Spelling Rule

Vowel diphthongs make two sounds for the vowel combination. The common /aw/ vowel diphthongs are “aw,” “au,” “al,” and “all.” The /oo/ as in *rooster* vowel diphthongs are “oo,” “u,” (two sounds within the one letter) “_ue,” “_u_e,” and “_ew.” The /oo/ as in *woodpecker* vowel diphthongs are “oo” and “_u_.” The /oi/ as in *oil* vowel diphthongs are “oi” and “_oy.” The /ow/ as in *cow* vowel diphthongs are “_ow” and “ou_.”

Directions: Sort each spelling word into the group that best matches its sound or spelling pattern.

SPELLING WORDS

1. toothache
2. woods
3. haunted
4. doubtless
5. rejoice
6. awfully
7. pudding
8. hula
9. anoint
10. trout
11. should
12. withstood
13. oyster
14. crowded
15. audition
16. loudly
17. boycott
18. cruelly
19. fawn
20. cruise

/aw/

Long /oo/ as in *rooster*

Short /oo/
as in *woodpecker*

/oi/

/ow/

SPELLING TIPS

**What are the blanks
in the spellings?**

**The blanks show
where there are
consonant sounds.**

Spelling Sort Answers

Spelling Worksheet #1

/ă/	/ĕ/
detract	medic
brand	breath
brass	pleasure
task	shred

/ĭ/	/ŏ/
little	stocking
missile	sought
bridge	wrongly
strict	locker

/ŭ/
crust
roughly
hutch
Dutch

Spelling Worksheet #3

a_e	e_e
graceful	revere
rarely	convene
careful	merely
safety	scenery

i_e	o_e
meanwhile	stolen
kite	probe
whine	alone

Long Vowel u (/ū/) Long /oo/ as in *rooster*

u_e	u_e
tribute	brute
muted	altitude
useful	rudely

Spelling Worksheet #2

/ā/	/ē/
betray	indeed
aching	increase
reign	helium
prayer	centipede

/ī/	/ō/
slight	ownership
surprise	loaves
knives	clothed
dignify	sewing

/ū/
cubicle
venue
curfew
feud

Spelling Worksheet #4

/aw/	Long /oo/ as in <i>rooster</i>
haunted	toothache
awfully	hula
audition	cruelly
fawn	cruise

Short /oo/ as in <i>woodpecker</i>	/oi/
woods	rejoice
pudding	anoint
should	oyster
withstood	boycott

/ow/
doubtless
trout
crowded
loudly

Closed Syllable Division Worksheet #1

Closed Syllable Rule: A vowel before a syllable-ending consonant (VC) is usually short. This pattern is called a *closed syllable*. The syllable following begins with a consonant.

Examples: mas/cot, bas/ket

Directions: Divide the words into syllables, according to the rule, with / marks and write the accent mark (') above the primary vowel accent.

1. napkin

2. pencil

3. fidget

4. picnic

5. contest

6. bandit

7. atlas

8. invented

9. insult

10. plastic

11. sandwich

12. hundred

13. monster

14. trumpet

15. insect

16. fantastic

17. splendid

18. cactus

19. magnet

20. canyon

21. actress

22. quintet

23. kidnap

24. locker

25. pumpkin

26. subtract

27. frantic

Closed Syllable Division Worksheet #2

Closed Syllable Rule: A vowel before a syllable-ending consonant (VC) is usually short. This pattern is called a *closed syllable*. The syllable following begins with a consonant.

Examples: mas/cot, bas/ket

Word Jumbles Directions: Unjumble these words in the spaces provided. Carefully divide the words into syllables with / marks. Then, write the accent mark (') above the primary vowel accent.

1. padnik _____

2. aaitfatse _____

3. wcdsnhai _____

4. tbstcrua _____

5. uinpmkp _____

Nonsense Words Directions: Carefully divide these nonsense words into syllables with / marks, according to the syllable rule.

6. l a t c h l e n

7. c a m b l u n d

8. r e s t b i l t

9. t h i c h e s t e l

10. b o d i f l e n t

Book Search Directions: Find four two-syllable words that have closed syllables for each word part.

Book Titles: _____

_____ p. ____ _____ p. ____

_____ p. ____ _____ p. ____

Open Syllable Division Worksheet #3

Open Syllable Rule: A vowel at the end of a syllable (CV) usually has a long vowel sound. This pattern is called an *open syllable*. The syllable following begins with a consonant.

Example: be/low

Directions: Divide the words into syllables, according to the rule, with / marks and write the accent mark (') above the primary vowel accent.

1. lazy

2. photo

3. freebie

4. ego

5. ivy

6. hobo

7. tepee

8. decay

9. spicy

10. slowly

11. payee

12. gravy

13. zero

14. pastry

15. solo

16. cocoa

17. slimy

18. cutie

19. reply

20. halo

21. repay

22. shady

23. deny

24. veto

25. tasty

26. below

27. trophy

Open Syllable Division Worksheet #4

Open Syllable Rule: A vowel at the end of a syllable (CV) usually has a long vowel sound. This pattern is called an *open syllable*. The syllable following begins with a consonant.

Example: be/low

Word Jumbles Directions: Unjumble these words in the spaces provided. Carefully divide the words into syllables with / marks. Then, write the accent mark (') above the primary vowel accent.

1. opoth _____

2. msyli _____

3. biefree _____

4. hyprot _____

5. atspyr _____

Nonsense Words Directions: Carefully divide these nonsense words into syllables with / marks, according to the syllable rule.

6. g l o w l y

7. t r i p l a y

8. m s s h i l e e

9. t r a d y b y

10. s t r i l u b e a

Book Search Directions: Find four two-syllable words that have open syllables for each word part.

Book Titles: _____

_____ p.____

_____ p.____

Silent Final *e* Syllable Division Worksheet #5

Silent Final *e* Syllable Rule: The silent final *e* makes the vowel before a long sound, if only one consonant sound is between the two (VCe). **Example:** late/ly.

Directions: Divide the words into syllables, according to the rule, with / marks and write the accent mark (') above the primary vowel accent.

- | | | |
|----------------|----------------|----------------|
| 1. basement | 2. obese | 3. fading |
| 4. scenery | 5. hateful | 6. compete |
| 7. lively | 8. decode | 9. enshrine |
| 10. lonely | 11. glided | 12. misquoted |
| 13. release | 14. muting | 15. salesman |
| 16. misused | 17. female | 18. bakery |
| 19. received | 20. supremely | 21. dining |
| 22. bridegroom | 23. midwife | 24. dispute |
| 25. compote | 26. excitement | 27. dislocated |

Silent Final *e* Syllable Division Worksheet #6

Silent Final *e* Syllable Rule: The silent final *e* makes the vowel before a long sound, if only one consonant sound is between the two (VCe). **Example:** late/ly.

Word Jumbles Directions: Unjumble these words in the spaces provided. Carefully divide the words into syllables with / marks. Then, write the accent mark (') above the primary vowel accent.

1. nheesirn _____

2. eevericd _____

3. ceryesn _____

4. omoedbgirr _____

5. sdetiloacd _____

Nonsense Words Directions: Carefully divide these nonsense words into syllables with / marks, according to the syllable rule.

6. p l a m e m e n t

7. l i t e s i n e

8. s t r e e b l e t e

9. a n e s p l u m e

10. r o n e b r u t e f u l

Book Search Directions: Find four silent final *e* words.

Book Titles: _____

_____ p. _____ p. _____

_____ p. _____ p. _____

Vowel Teams Syllable Division Worksheet #7

Vowel Teams Syllable Rule: Usually keep vowel teams together in the same syllable.

Example: beau/ty.

Directions: Divide the words into syllables, according to the rule, with / marks and write the accent mark (') above the primary vowel accent.

- | | | |
|---------------|----------------|-----------------|
| 1. ownership | 2. throughout | 3. awful |
| 4. eyebrows | 5. ointment | 6. cautiousness |
| 7. howling | 8. weighty | 9. afterthought |
| 10. roughly | 11. receipt | 12. boastful |
| 13. rooster | 14. cheapskate | 15. undergoes |
| 16. wooden | 17. between | 18. rainfall |
| 19. greatest | 20. mischief | 21. spraying |
| 22. deathlike | 23. friendship | 24. sleighing |
| 25. fruitful | 26. fewest | 27. keystroke |

Vowel Teams Syllable Division Worksheet #8

Vowel Teams Syllable Rule: Usually keep vowel teams together in the same syllable.

Example: beau/ty.

Word Jumbles Directions: Unjumble these words in the spaces provided. Carefully divide the words into syllables with / marks. Then, write the accent mark (') above the primary vowel accent.

1. yhurlog _____

2. lgishegin _____

3. spahceteka _____

4. ueogdnrse _____

5. toisuylacu _____

Nonsense Words Directions: Carefully divide these nonsense words into syllables with / marks, according to the syllable rule.

6. s t e a t h e n t

7. t a i s w e e n

8. c l o w l i e f

9. t r o i b l e i n

10. b o u g h l a w z l y

Book Search Directions: Find four two-syllable words that have vowel teams in one of the word parts.

Book Titles: _____

_____ p. ____ _____ p. ____

_____ p. ____ _____ p. ____

Syllable Worksheet Answers

Closed Syllable Division Worksheet #1

- | | | |
|-----------------|---------------|--------------|
| 1. náp/kin | 2. pén/cil | 3. fíd/get |
| 4. píc/nic | 5. cón/test | 6. bán/dit |
| 7. át/las | 8. ín/vén/ted | 9. ín/sult |
| 10. plás/tic | 11. sánd/wich | 12. hún/dred |
| 13. món/ster | 14. trúm/pet | 15. ín/sect |
| 16. fan/tás/tic | 17. splén/did | 18. cács/tus |
| 19. mág/net | 20. cán/yon | 21. ác/tress |
| 22. quin/tét | 23. kíd/nap | 24. lóc/ker |
| 25. púmp/kin | 26. sub/tráct | 27. frán/tic |

Closed Syllable Division Worksheet #2

Word Jumbles

- (1) kíd/nap
- (2) fan/tás/tic
- (3) sánd/wich
- (4) sub/tráct
- (5) púmp/kin

Nonsense Words

- (6) latch/len
- (7) cam/blund
- (8) rest/bilt
- (9) thich/es/tel
- (10) bod/in/let

Book Search: The Clarifier shows the worksheet to the teacher to check answers.

Syllable Worksheet Answers

Open Syllable Division Worksheet #3

- | | | |
|-------------|-------------|-------------|
| 1. lá/zy | 2. phó/to | 3. frée/bie |
| 4. é/go | 5. í/vy | 6. hó/bo |
| 7. té/pee | 8. de/cáy | 9. spí/cy |
| 10. slów/ly | 11. pa/yée | 12. grá/vy |
| 13. zé/ro | 14. pá/stry | 15. só/lo |
| 16. có/coa | 17. slí/my | 18. cú/tie |
| 19. re/plý | 20. há/lo | 21. re/páy |
| 22. shá/dy | 23. de/ný | 24. vé/to |
| 25. tá/sty | 26. be/lów | 27. tró/phy |

Open Syllable Division Worksheet #4

Word Jumbles

- (1) phó/to
- (2) slí/my
- (3) free/bie
- (4) tró/phy
- (5) pá/stry

Nonsense Words

- (6) glow/ly
- (7) tí/play
- (8) mu/shi/lee
- (9) tra/dy/by
- (10) stri/lu/bea

Book Search: The Clarifier shows the worksheet to the teacher to check answers.

Syllable Worksheet Answers

Silent Final *e* Syllable Division Worksheet #5

- | | | |
|-----------------|------------------|-------------------|
| 1. báse/ment | 2. o/bése | 3. fá/ding |
| 4. scé/ner/y | 5. háte/ful | 6. com/péte |
| 7. live/ly | 8. de/códe | 9. en/shríne |
| 10. lóne/ly | 11. glí/ded | 12. mis/quó/ted |
| 13. re/leáse | 14. mú/ting | 15. sáles/man |
| 16. mis/úsed | 17. fé/male | 18. bá/ker/y |
| 19. re/céived | 20. su/préme/ly | 21. dí/ning |
| 22. bríde/groom | 23. míd/wife | 24. dis/púte |
| 25. cóm/pote | 26. ex/cíte/ment | 27. dís/lo/ca/ted |

Silent Final *e* Syllable Division Worksheet #6

Word Jumbles

- (1) en/shríne
- (2) re/céived
- (3) scé/ner/y or séc/ne/ry
- (4) bríde/groom
- (5) dí/s/lo/ca/ted

Nonsense Words

- (6) plame/ment
- (7) lite/sine
- (8) stree/blete
- (9) anes/plume
- (10) rone/brute/ful

Book Search: The Clarifier shows the worksheet to the teacher to check answers.

Syllable Worksheet Answers

Vowel Teams Syllable Division Worksheet #7

- | | | |
|----------------|-----------------|-------------------|
| 1. ów/ner/ship | 2. through/óut | 3. áw/ful |
| 4. éye/brows | 5. óint/ment | 6. cáu/tious/ness |
| 7. hów/ling | 8. wéigh/ty | 9. áf/ter/thought |
| 10. róugh/ly | 11. re/céipt | 12. bóast/ful |
| 13. róa/ster | 14. chéap/skate | 15. un/der/góes |
| 16. wóo/den | 17. be/twéen | 18. ráin/fall |
| 19. gréa/test | 20. mís/chief | 21. spráy/ing |
| 22. déath/like | 23. friénd/ship | 24. sléigh/ing |
| 25. frúit/ful | 26. fěw/est | 27. kěy/stroke |

Vowel Teams Syllable Division Worksheet #8

Word Jumbles

- (1) róugh/ly
- (2) sléigh/ing
- (3) chéap/skate
- (4) un/der/góes
- (5) cáu/tious/ly

Nonsense Words

- (6) steath/lent
- (7) tais/ween
- (8) clow/lief
- (9) troi/glein
- (10) bough/lawz/ly

Book Search: The Clarifier shows the worksheet to the teacher to check answers.

Study Skills Academic Literacy Center

Mark Pennington

Pennington Publishing
El Dorado Hills, CA

Study Skills

Academic Literacy Center

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Directions

This Study Skills Literacy Center helps your students learn and practice important cross-curricular study skills.

Materials Preparation

Print the self-assessment and lesson back-to-back for each student. Also print the reflection for each student.

Pre-Teaching to the Whole Class

Teachers should read the directions and help students complete the first study skill lesson

Task Card Directions for Study Skills

1. The Clarifier picks up the task card and will ask the teacher any questions about directions. The Task Manager writes down the ending time for this literacy center. The People Manager makes sure that everyone in the group has the study skills self-assessment, lesson, and reflection and reminds students to write their names on both pages.
2. Students silently read the self-assessment individually and rate themselves for each of the five statements.
3. Students total up the point values and circle the numerical range which matches their total under the Results column.
4. Students individually complete the Already Know and Want to Know sections.
5. Upon completion, the Clarifier asks students to share their responses in the Already Know and Want to Know sections.
6. The Reader reads the study skills lesson out loud in a quiet voice. Students say, “Stop,” when they wish to clarify or discuss any part of the lesson. The Clarifier should ask the teacher if students have questions about any part of the lesson.
7. Upon completion of the lesson, students complete the reflection individually.
8. When finished, the Clarifier asks students to share any of the ten answers which were unclear and left unwritten. Students self-correct and revise if necessary.

Note: The entire set of **56** study skills lessons is found in the author’s [Essential Study Skills](#) program.

How to Get Motivated Self-Assessment

	Always 5	Usually 4	Sometimes 3	Rarely 2	Never 1
1. To get motivated to do something I don't want to do, I just get started and don't stop until it's done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I set goals for myself to get motivated to accomplish tasks that I don't want to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. When I reach my goals, I celebrate my achievements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I try my best, even on tasks that I don't want to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I get expert help to show me how to accomplish tasks which I feel unmotivated to complete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Results

- 23-25 You know the all key strategies that allow you to motivate yourself to do things that you do not want to do.
- 20-22 You know most of the key strategies that allow you to motivate yourself to do things that you do not want to do.
- 17-19 You know some of the key strategies that allow you to motivate yourself to do things that you do not want to do.
- 13-16 You know few of the key strategies that allow you to motivate yourself to do things that you do not want to do. Knowing these strategies will get you motivated.
- <13 You do not know the key strategies that allow you to motivate yourself to do things that you do not want to do. Knowing these strategies will get you motivated.

Already Know: What I already know about getting motivated is _____

Want to Know: What I want to know about getting motivated is _____

How to Get Motivated Lesson

It's easy to get motivated to do something you enjoy. If your parents announce plans to go out to your favorite restaurant, it isn't hard to get excited about that doing that task. However, it's harder to get motivated to do something that you do *not* enjoy. If your parents announce plans to go to visit your least favorite relative, it is hard to get excited about doing that task. The trick is to learn how to self-motivate to accomplish the things that you do not enjoy. Learning and applying the steps of **The Motivation Cycle** will help you achieve your goals and feel good about your accomplishments. Fill in the blanks in the graphic as you read this lesson.

The Motivation Cycle



Step 1 Practice

The only way to get motivated to complete a task is by starting on that task through effective practice. Effective practice means to do things repeatedly *the right way*. To find out *what* the best practice is and *how* to do it, you need to consult an expert. Teachers, parents, or friends who are successful at the task can be excellent coaches. Famous basketball star, Michael Jordan, said that he started listening to his coaches in high school after failing to make the varsity team in his freshman year. *How* you practice is just as important as *how much* you practice.

Step 2 Achievement

As you continue practice, you will begin to see results. It may take a while to reach your goal. If you haven't done any homework all year in Math, it will take some time to improve your grade and catch up on missing skills. If you do not experience achievement after a reasonable amount of time, ask for help and adjust your practice. Michael Jordan made the varsity the next year.

Step 3 Satisfaction

Once you start experiencing achievement, you start feeling good about yourself and your accomplishments. In fact, this sense of personal satisfaction, that is connected to the goal, will increase your motivation to continue practicing. When people sense that there is a "pay-out," they will continue to work well. I'd say Michael Jordan must have felt plenty of satisfaction with his personal achievements, and I'd say that he probably did not mind the continued practice.

How to Get Motivated Reflection

1. Something I did not know about getting motivated is that _____

2. My specific goal about getting motivated is _____

3. Accomplishing this goal will especially help me because _____

4. Experts I plan to go to for help will be _____

5. I will tell _____ about my goal so that they will hold me accountable for making progress toward my goal.

6. Before I begin working toward my goal, I will need to _____

7. I plan to begin working toward my goal when _____

8. This is how and when I will evaluate progress toward my goal: _____

9. I will know that I have accomplished my goal when _____

10. After reading the tips, I would still like to know _____

Teacher/Parent Review _____ (signature)

Teacher/Parent Comments: _____

How to Prevent Procrastination Self-Assessment

	Always 5	Usually 4	Sometimes 3	Rarely 2	Never 1
1. I avoid procrastination (postponing work).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I know why I procrastinate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I start projects immediately when they are assigned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. If I skip a day working on a long-term project, I double-up work the very next day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Before beginning work on long-term projects, I divide up tasks and write them down.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Results

- 23-25 You know all the strategies to help you prevent procrastination.
- 20-22 You know many of the strategies to help you prevent procrastination.
- 17-19 You know some of the strategies to help you prevent procrastination.
- 13-16 You know few of the strategies to help you prevent procrastination. Learn the procrastination prevention strategies to help you get started and complete projects.
- <13 You don't know the strategies to help you prevent procrastination. Learn the procrastination prevention strategies to help you get started and complete projects.

Already Know: What I already know about how to avoid procrastination is _____

Want to Know: What I want to know about how to avoid procrastination is _____

How to Prevent Procrastination Lesson

To avoid procrastination, learn how to develop a **Procrastination Prevention Plan**. Remember what adults always say? “Procrastination means to put off until tomorrow what you could be doing today.” Of course, they are right, but do you know the strategies to develop a plan that will help replace your bad habits with good ones? Here is a workable plan with the strategies to help you learn how to avoid procrastination.

But first, take a moment to figure out *why* you are procrastinating. People usually procrastinate for one of these reasons:

1. “I don’t want to do it.” The goal may be difficult and take significant effort or time. Or you might be just plain rebellious or lazy.
2. “It’s not worth it.” The pay-off for achieving the goal may not be considered worth the effort.
3. “It just doesn’t feel right.” You might think that it isn’t the right time or set of circumstances to begin. You might be waiting for the magic fairy to make you want to get started.
4. “I might fail or succeed.” You might be reminded of a past failure or even a past success which creates future expectations.
5. “It’s someone else’s responsibility or fault.” Playing the blame game can certainly prevent you from taking personal responsibility and action.

Which reasons listed above are the ones that influence you to avoid getting started on long-term school projects, extra-curricular (outside of school) commitments, or family responsibilities? List a few of your recent procrastinations and identify which of the reasons above were most responsible for your delays in getting started on the projects.

Procrastination _____	Reasons _____
Procrastination _____	Reasons _____
Procrastination _____	Reasons _____

To avoid procrastinating on long-term school projects, follow these proven steps:

The Procrastination Prevention Plan

1. Get started on your project as soon as it is assigned-that very day.
2. Start small. The longest journey begins with a single step, but you must take that step.
3. Keep at it! Do something on the project every day until it is finished. An object at rest, tends to stay at rest. However, an object in motion, tends to stay in motion.
4. If you miss a planned work day, double-up your work on the project on the very next day.
5. Divide up the project sub-tasks so that you have a day off, say once per week. Plan your timeline to finish the project early. Celebrate with rewards if the project is completed early. Get your parents on board with the rewards.

How to Prevent Procrastination Reflection

1. Something I did not know about preventing procrastination is that _____ -

2. My specific goal about preventing procrastination is _____

3. Accomplishing this goal will especially help me because _____

4. Experts I plan to go to for help will be _____

5. I will tell _____ about my goal so that they will hold me accountable for making progress toward my goal.

6. Before I begin working toward my goal, I will need to _____

7. I plan to begin working toward my goal when _____

8. This is how and when I will evaluate progress toward my goal: _____

9. I will know that I have accomplished my goal when _____

10. After reading the tips, I would still like to know _____

Teacher/Parent Review _____ (signature)

Teacher/Parent Comments: _____

How to Set Goals Self-Assessment

	Always 5	Usually 4	Sometimes 3	Rarely 2	Never 1
1. I write down short and long-term goals that I wish to accomplish.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. When I set goals, I share them with people who will ask me about my progress toward these goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. When I set goals, I seek out experts to help guide me toward the successful completion of these goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. When I set goals, I set rewards to motivate my efforts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. After I achieve, or fail to achieve my goals, I evaluate what worked and what did not.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Results

- 23-25 You brainstorm and write down both long-term and short-term goals, monitor your progress, and evaluate your successes or failures.
- 20-22 You brainstorm and write down goals often.
- 17-19 You sometimes brainstorm and write down goals.
- 13-16 Sometimes you brainstorm goals. Goal-setting will increase motivation and success. Learn the strategies to set, monitor, and evaluate goals and you will improve achievement.
- <13 You don't set goals for yourself. Goal-setting will increase motivation and success. Learn the strategies to set, monitor, and evaluate goals and you will improve achievement.

Already Know: What I already know about how to set goals is _____

Want to Know: What I want to know about how to set goals is _____

How to Set Goals Lesson

Learning how to set goals is important for schoolwork and for life. It's not just a matter of saying "I'm going to do it." It's also a matter of realistic expectations and effective planning. Following is a helpful list of how to set goals that you will be able to achieve.

1. First, set a **well-defined goal** that is realistic. your goal to one task that is achievable. Rome wasn't built in a day. It takes time to implement any plan and achieve success. For example, if you were earning a D grade after nine weeks in a math class, it would probably not be realistic to expect that grade to rise to an A within the next two weeks, no matter the extent of your efforts. A much more realistic goal would be to raise that grade to a C within that time period. It takes a while to dig yourself out of a ditch that you've taken nine weeks to dig.
2. Next, make your goal **specific and measurable**. Write down your goal. General goals rarely effect change. Instead of "My goal is to do better in math," try "My goal is to get a B or better on my math test in two weeks."
3. **Share your goal** with people that will pester you about your progress toward achieving that goal. Ask for their support. For example, tell your math teacher, your best friend, and your parents about the B you plan to achieve.
4. The next step is to **find the expert help** to develop a strategy for achieving your realistic and specific goal. The expert help might be your math teacher in the above example, or a tutor, or a parent, or a friend. Show your written goal to the expert and ask for specific help about what to do first, next, and thereafter. Arrange a time to check-in with the expert soon after you start your plan to evaluate your progress and to ensure that your plan makes sense.
5. After getting expert advice as to how to achieve your goal, **set rewards** before you begin to practice. Everyone works better toward a goal when rewards have been clearly defined. For example, set aside money to purchase a new video game once you have earned that B. Also establish mini-rewards to motivate practice in achieving that goal. For example, set aside a favorite snack to munch on after you have completed the daily practice toward your goal
6. **Be flexible** and willing to adjust your goal or how you practice achieving that goal. Talk to your expert again, if you do not see the progress that you had planned. Sometimes a small tweak in a plan can make all the difference. Thomas Edison failed a thousand times before he was successful the one time that he invented the incandescent light bulb.
7. **Evaluate** once your goal has been reached or not. Celebrate and take your reward, if you achieved your goal. If you did not achieve your goal, go back to your expert and brainstorm what went wrong. Set a new goal and begin immediately.

How to Set Goals Reflection

1. Something I did not know about setting goals is that _____

2. My specific goal about setting goals is _____

3. Accomplishing this goal will especially help me because _____

4. Experts I plan to go to for help will be _____

5. I will tell _____ about my goal so that they will hold me accountable for making progress toward my goal.

6. Before I begin working toward my goal, I will need to _____

7. I plan to begin working toward my goal when _____

8. This is how and when I will evaluate progress toward my goal: _____

9. I will know that I have accomplished my goal when _____

10. After reading the tips, I would still like to know _____

Teacher/Parent Review _____ (signature)

Teacher/Parent Comments: _____

How to Develop a Positive Mental Attitude Self-Assessment

	Always 5	Usually 4	Sometimes 3	Rarely 2	Never 1
1. I practice keeping a positive mental attitude.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I delay gratification (something that pleases me) to receive my reward at the most appropriate time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I tend to spend time with happy people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I remind myself to practice a positive mental attitude.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I am a thankful person, who expresses appreciation to and compliments others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Results

- 23-25 You constantly work at and achieve a positive mental attitude.
- 20-22 You often work at and achieve a positive mental attitude.
- 17-19 You sometimes work at and achieve a positive mental attitude.
- 13-16 You rarely work at and achieve a positive mental attitude. A positive mental attitude is not a feeling; there are strategies to learn how to achieve this attitude.
- <13 You don't work at achieving a positive mental attitude. A positive mental attitude is not a feeling; there are strategies to learn how to achieve this attitude.

Already Know: What I already know about developing a positive mental attitude is...

Want to Know: What I want to know about developing a positive mental attitude is...

How to Develop a Positive Mental Attitude Lesson

Scientific research provides us some interesting generalizations about people who demonstrate positive mental attitudes. People with positive mental attitudes live healthier and longer lives. They have more friends and longer-lasting marriages. They are wealthier and have better paying and more prestigious jobs.

So, why wouldn't people do everything in their powers to develop positive mental attitudes? One reason may be that the rewards described in the above generalizations are more long-term and less immediate than the short-term and more immediate gratification gained by people with negative mental attitudes.

It is certainly true that whiners and drama queens or kings tend to get immediate attention. This instant gratification releases temporary pleasure-producing endorphins in the brain. Also, it is true to some degree that "misery loves company." Of course, those attracted to negative people tend to be negative people who feed on other's negativity.

So, what strategies can those who want to break out of negative mental attitudes use to develop positive mental attitudes?

Strategies to Develop Positive Mental Attitude

1. Make your positive mental attitude a daily *choice*. A positive mental attitude is not a feeling that you enjoy or come by naturally. Choose to see the glass as being "half-full," rather than "half-empty."
2. Develop an attitude of thankfulness. Others are much less fortunate than are you. Keep focused on everything for which you should be thankful.
3. Express appreciation and compliment often. Focus on giving credit and praise to those who are meaningful in your life. A note of appreciation to a teacher, a friend, or a parent will cheer up both the giver and receiver.
4. Don't let past failures prevent you from taking risks or trying something new. Develop the attitude that "What is past, is past. What is now, is possible with my best effort."
5. Focus on your strengths. You may not be "good" at a certain school subject, but you may be willing to work harder or ask for help.
6. Practice a positive mental attitude and it will soon become a habit, replacing the habit of a negative mental attitude. Keep at it, and the results will come in time.

How to Develop a Positive Mental Attitude Reflection

1. Something I did not know about developing a positive mental attitude is that _____

2. My specific goal about developing a positive mental attitude is _____

3. Accomplishing this goal will especially help me because _____

4. Experts I plan to go to for help will be _____

5. I will tell _____ about my goal so that they will hold me accountable for making progress toward my goal.

6. Before I begin working toward my goal, I will need to _____

7. I plan to begin working toward my goal when _____

8. This is how and when I will evaluate progress toward my goal: _____

9. I will know that I have accomplished my goal when _____

10. After reading the tips, I would still like to know _____

Teacher/Parent Review _____ (signature)

Teacher/Parent Comments: _____

How to Create a Home Study Environment Self-Assessment

	Always 5	Usually 4	Sometimes 3	Rarely 2	Never 1
1. I study in the same place at home each day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I study where there are no noise distractions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I study on an organized and uncluttered desk.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I concentrate only on my homework during study time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I feel comfortable, but not too comfortable, in my study environment workplace.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Results

- 23-25 You already have all the components of an effective study environment.
- 20-22 You already have most of the components of an effective study environment.
- 17-19 You have some of the components of an effective study environment.
- 13-16 You have only a few of the components of an effective study environment. By putting into practice the suggestions in this Study Skill Tip, you will improve the quality of your study environment and enhance your chances of study success.
- <13 You do not have the components of an effective study environment. By putting into practice the suggestions in this Study Skill Tip, you will improve the quality of your study environment and enhance your chances of study success.

Already Know: What I already know about a home study environment is _____

Want to Know: What I want to know about a home study environment is _____

How to Create a Home Study Environment Lesson

We are affected by our surroundings. Where we complete homework and study contributes to or detracts from the quality of our work at home. Follow these tips to learn how to create a productive home study environment.

1. Develop a study environment that works for you. Select a **quiet area** to dedicate to serious study. Learn to associate this place with uninterrupted study and success. Don't float around from place to place during study time.

Where and when is the best place for you to complete work at home? _____

2. **Avoid distractions** in your study environment. Keep your cell phone off and keep anyone or anything that will compete for your concentration out of that environment. Get help from others, such as parent, to support uninterrupted study time.

What and whom are your greatest distractions during study time at home? _____

What can you do about these distractions? _____

3. Unlearn poor study skills. For example, studying with the television or music as background may be something that you have always done; however, **sound competes with concentration**. Turn off these competing inputs during homework time.

What poor study skills do you have, if any? _____

4. Study on an uncluttered desk or table with good lighting and a straight-back chair. The study environment should be **business-like**, not overly comfortable.

What, if anything, could be improved? _____

5. Have study materials on or **next to your study area** so that you don't have to interrupt study time to locate these items. Keep sharpened pencils, pens, paper, and books convenient to your study area.

Which study materials and supplies do you need to add to your study area?

How to Create a Home Study Environment Reflection

1. Something I did not know about creating a home study environment is that _____

2. My specific goal about creating a home study environment is _____

3. Accomplishing this goal will especially help me because _____

4. Experts I plan to go to for help will be _____

5. I will tell _____ about my goal so that they will hold me accountable for making progress toward my goal.

6. Before I begin working toward my goal, I will need to _____

7. I plan to begin working toward my goal when _____

8. This is how and when I will evaluate progress toward my goal: _____

9. I will know that I have accomplished my goal when _____

10. After reading the tips, I would still like to know _____

Teacher/Parent Review _____ (signature)

Teacher/Parent Comments: _____

How to Get Organized for Homework Self-Assessment

	Always 5	Usually 4	Sometimes 3	Rarely 2	Never 1
1. I write down everything I need to do for homework in my student planner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. My backpack is perfectly organized, and I check what I need to bring home before school is over each day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. My binder is perfectly organized and I put everything in its proper place throughout the school day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I study each day, whether I have written work due the next day or not.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The first thing I do when I get home is to open up my student planner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Results

23-25	You already have all the components of effective homework organization.
20-22	You already have most of the components of effective homework organization.
17-19	You have some of the components of effective homework organization.
13-16	You have only a few of the components of effective homework organization. By putting into practice the suggestions in this Study Skill Tip, you will improve the quality of your homework and enhance your chances of study success.
<13	You do not have the components of effective homework organization. By putting into practice the suggestions in this Study Skill Tip, you will improve the quality of your study environment and enhance your chances of study success.

Already Know: What I already know about effective homework organization is...

Want to Know: What I want to know about effective homework organization is...

How to Get Organized for Homework Lesson

Getting organized for homework doesn't start at home. It starts at school and if you think about it: **YOU HAVE HOMEWORK EVERY DAY**. Homework usually consists of the following:

- Finish up work begun in class
- Independent practice
- A long-term project
- Test study
- Independent reading
- Extra credit (Ask for it!)

Check out these tips to organize and plan your homework time:

1. Organize your homework throughout the day. When your teacher announces homework for any subject, write as many details regarding the work in your student planner. Write an estimate of how much time each task will take and what books, worksheets, or supplies from school you will need to bring home. Your student planner is your lifeline. Use it to write down everything, including papers which need to be read and/or signed by parents. Don't rely on your memory.
2. Make sure that you understand any oral or written directions. Ask the teacher if you are not perfectly clear about the directions and if you need more help understanding what you need to do on your own. Don't hope that you will figure it out later or rely upon your parents for help.
3. Use a three-ring binder and keep a three-hole-punch in your backpack to secure any worksheets and resources that your teacher provides. Ask your teacher or teachers how to best organize everything you will need to keep for each subject. Use labeled subject dividers for your classes and always place papers in their proper places, no matter how much time it takes. A worksheet stuffed in the binder folder or in a pocket of your backpack will often get lost. If possible, place every paper worksheet or resource that you will need for homework in one place in your binder. Include any notices, flyers, or letters sent home for your parents in this section.
4. Never throw anything away. If the teacher says to do so, take the work home and keep it in a drawer, storage box, or the closet. You may find you will need it after all.
5. Neatly organized your backpack. Good backpacks (I recommend rolling backpacks to take the weight off your back) will have multiple compartments. Use these compartments to organize what you need for school. A separate pen and pencil box with erasers, extra lead, a ruler, small three-hole punch, small stapler, and glue stick should go in a separate compartment. Keep books in the large compartment, inside plastic bags during the rainy season. Keep your student planner and binder or binders in another compartment. Invite your parents to inspect your backpack and do a Sunday night binder and backpack dump, just in case papers are not in their proper places.
6. Homework is also study. A little study every night for upcoming tests is smarter than a lot of cramming the night before a test. The same is true for long-term projects.
7. As soon as you get home, open your student planner to begin organizing your homework plan.

How to Get Organized for Homework Reflection

1. Something I did not know about getting organized for homework is _____

2. My specific goal about getting organized for homework is _____

3. Accomplishing this goal will especially help me because _____

4. Experts I plan to go to for help will be _____

5. I will tell _____ about my goal so that they will hold me accountable for making progress toward my goal.

6. Before I begin working toward my goal, I will need to _____

7. I plan to begin working toward my goal when _____

8. This is how and when I will evaluate progress toward my goal: _____

9. I will know that I have accomplished my goal when _____

10. After reading the tips, I would still like to know _____

Teacher/Parent Review _____ (signature)

Teacher/Parent Comments: _____

How to Complete a Daily Review Self-Assessment

	Always 5	Usually 4	Sometimes 3	Rarely 2	Never 1
1. I review notes and worksheets daily at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I take notes on assigned reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I study daily, even when there is no required written work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Each day I organize things that I have learned in class in memorable forms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Each day I write possible test questions from things that I have learned that day in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Results

- 23-25 You already have the key practices of the Daily Review mastered.
- 20-22 You already have many of the key practices of the Daily Review mastered.
- 17-19 You have some of the key practices of the Daily Review mastered.
- 13-16 You have a few of the key practices of the Daily Review mastered. Learning and practicing the components of the Daily Review will improve your learning and grades.
- <13 You do not practice the key components of the Daily Review. Learning and practicing these components will improve your learning and grades.

Already Know: What I already know about practicing a daily review of class work is...

Want to Know: What I want to know about practicing a daily review of class work is...

How to Complete a Daily Review Lesson

Review and Respond to Notes and Class Work

Every day after school at the beginning of your homework time, complete a ten-minute review of any notes, worksheets, and assignments that you worked on in class that day. This review interrupts the “forgetting cycle” and will help you prepare in advance for tests. Students remember up to 70% of new information if that information is practiced and placed into the long-term memory within the first 24 hours after first learning that information. The level of retention drops to only 10% after one week. So, plan your study schedule to have a study review time soon after school every day. A little bit of test preparation and study with a **Daily Review** will actually save you time studying the night before the test.

Purchase a spiral-bound notebook for each of your school subjects or classes. Label each notebook, according to the subject. Write the date of your **Daily Review** at the top of page and list the key areas of focus for that subject or class on that day. Write possible test questions and memory tricks to remember key ideas and details for the most important content learned that day on small sticky notes and arrange them on the **Daily Review** page. A few nights before an upcoming test, you can transfer the sticky notes to a study sheet and use them to create a practice test. Also, don’t forget sticky notes that you used to take marginal annotations on worksheets, articles, and from your textbook.

A Few Tips for Writing Memorable Sticky Notes

1. People remember information best when that information is organized in a structured manner.

Tip: Organize your sticky notes into distinctly memorable patterns. Try general to specific, alphabetical, and chronological patterns. Color code categories with different color stickies. For example, if you are studying the explorers you could use blue for people, yellow for their countries, green for their areas of exploration, and pink for their accomplishments.

2. People remember information that is connected to visual imagery.

Tip: Draw out quick graphic or picture representations of key ideas on your stickies.

3. People remember events and information that are made exciting, interesting, or even embarrassing.

Tip: Personalize what you are trying to remember to keep things more memorable on your stickies. Relate the information that you want to remember to events and people in your own life.

How to Complete a Daily Review Reflection

1. Something I did not know about practicing a daily review of class work is that _____

2. My specific goal about practicing a daily review of class work is _____

3. Accomplishing this goal will especially help me because _____

4. Experts I plan to go to for help will be _____

5. I will tell _____ about my goal so that they will hold me accountable for making progress toward my goal.

6. Before I begin working toward my goal, I will need to _____

7. I plan to begin working toward my goal when _____

8. This is how and when I will evaluate progress toward my goal: _____

9. I will know that I have accomplished my goal when _____

10. After reading the tips, I would still like to know _____

Teacher/Parent Review _____ (signature)

Teacher/Parent Comments: _____

How to Manage Time for Homework Self-Assessment

	Always 5	Usually 4	Sometimes 3	Rarely 2	Never 1
1. I coordinate (plan) my homework and study schedule with my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I start homework as soon as I get home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I use my student planner to plan an order of study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Before I begin, I plan study breaks, rewards, and study task estimates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I begin each session with a daily review of all my school work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Results

- 23-25 You already have the key practices of the homework time management mastered.
- 20-22 You already have many of the key practices of homework time management mastered.
- 17-19 You have some of the key practices of homework time management mastered.
- 13-16 You have a few of the key practices of homework time management mastered. Learning and practicing the components of homework time management will improve your learning and grades.
- <13 You do not practice the key components of homework time management. Learning and practicing these components will improve your learning and grades.

Already Know: What I already know about homework time management is _____

Want to Know: What I want to know about homework time management is _____

How to Manage Time for Homework Lesson

1. Your personal schedule is not the only schedule in your family. Your parents and siblings have their own schedules, too. Their schedules affect your homework schedule. To set aside the amount of time you need to complete homework and study, you all need to communicate those schedules with each other. **A few tips for family schedules work well:** Some families post an erasable white board in a common meeting area, such as the kitchen or a family room with upcoming appointments, chores, meetings, project due-dates, etc. Others post this information on a family calendar. If you have a cell phone, tablet, or desktop, you can sync family calendar events. Develop a plan with your parents that works for your homework and family's schedule.
2. **Be flexible.** Despite your best efforts with family communication, things do change. You may have to babysit or visit grandma unexpectedly. Have a workable back-up plan to handle life's interruptions.
3. If possible, start your homework **as soon as you get home**. Open your student planner as soon as you get in the door. Grab a quick snack and do your chores, but get started before you go out with friends, check your social media, play, listen to music, work on a hobby, watch television, play video games, get on the phone, etc. Postpone these fun activities until the work is done. You will enjoy them more, knowing that you have completed your homework.
4. Use a **monthly calendar** to plan out long-term study projects and to write down upcoming tests. Coordinate this calendar with a weekly student agenda or planner and make sure to share these dates and estimates of study time with your family. Remember to plan in study time, and not just reading and written homework time.
5. Develop a **study order** before you begin a study session. Study your hardest subject first when you are fresh. Concentrate your best time on this subject. Do simple or easy study or work at the end of your study time, when less concentration is needed.
6. Plan **time estimates** and write these down before you begin to study. Build in a realistic cushion, allotting a bit more time than is expected for each study task. Things do not always go as planned.
7. Plan when to **take study breaks** before you begin. Study breaks should be short (5 minutes), regular (every 30 minutes), and away from your study area. Do something different than your study activity. Make sure to stretch during study breaks. Get up and move around.
8. Establish simple **rewards** in advance to enjoy during a study break. For example, if a snack is calling your name, delay gratification until a planned study break.
9. Begin your homework session with your ten-minute **Daily Review**.

How to Manage Time for Homework Reflection

1. Something I did not know about how to organize time for homework is that _____

2. My specific goal about learning how to organize time for homework is _____

3. Accomplishing this goal will especially help me because _____

4. Experts I plan to go to for help will be _____

5. I will tell _____ about my goal so that they will hold me accountable for making progress toward my goal.

6. Before I begin working toward my goal, I will need to _____

7. I plan to begin working toward my goal when _____

8. This is how and when I will evaluate progress toward my goal: _____

9. I will know that I have accomplished my goal when _____

10. After reading the tips, I would still like to know _____

Teacher/Parent Review _____ (signature)

Teacher/Parent Comments: _____

**4 Groups, 2 Rotations (40 Minutes Total) per Day, 4 Days per Week,
3 Grade-level Academic Literacy Centers and 1 Guided Reading Literacy Center Twice per Week**

Day 1			Day 2			Day 3			Day 4		
Group 1	Guided Reading	Literacy Center 1	Group 1	Literacy Center 2	Literacy Center 3	Group 1	Guided Reading	Literacy Center 1	Group 1	Literacy Center 2	Literacy Center 3
Group 2	Literacy Center 1	Guided Reading	Group 2	Literacy Center 3	Literacy Center 2	Group 2	Literacy Center 1	Guided Reading	Group 2	Literacy Center 3	Literacy Center 2
Group 3	Literacy Center 2	Literacy Center 3	Group 3	Guided Reading	Literacy Center 1	Group 3	Literacy Center 2	Literacy Center 3	Group 3	Guided Reading	Literacy Center 1
Group 4	Literacy Center 3	Literacy Center 2	Group 4	Literacy Center 1	Guided Reading	Group 4	Literacy Center 3	Literacy Center 2	Group 4	Literacy Center 1	Guided Reading

**4 Groups, 2 Rotations (40 Minutes Total) per Day, 4 Days per Week,
8 Literacy Centers Once per Week**

Day 1			Day 2			Day 3			Day 4		
Group 1	Literacy Center 4	Literacy Center 1	Group 1	Literacy Center 2	Literacy Center 3	Group 1	Literacy Center 5	Literacy Center 6	Group 1	Literacy Center 7	Literacy Center 8
Group 2	Literacy Center 1	Literacy Center 4	Group 2	Literacy Center 3	Literacy Center 2	Group 2	Literacy Center 6	Literacy Center 5	Group 2	Literacy Center 6	Literacy Center 7
Group 3	Literacy Center 2	Literacy Center 3	Group 3	Literacy Center 4	Literacy Center 1	Group 3	Literacy Center 7	Literacy Center 8	Group 3	Literacy Center 5	Literacy Center 6
Group 4	Literacy Center 3	Literacy Center 2	Group 4	Literacy Center 1	Literacy Center 4	Group 4	Literacy Center 8	Literacy Center 7	Group 4	Literacy Center 8	Literacy Center 5

**8 Groups, 2 Rotations (40 Minutes Total) per Day, 4 Days per Week,
4 Literacy Centers Twice per Week (2 of Each Literacy Center per Day)**

Day 1			Day 2			Day 3			Day 4		
Group 1	Literacy Center 4	Literacy Center 1	Group 1	Literacy Center 2	Literacy Center 3	Group 1	Literacy Center 4	Literacy Center 1	Group 1	Literacy Center 2	Literacy Center 3
Group 2	Literacy Center 1	Literacy Center 4	Group 2	Literacy Center 3	Literacy Center 2	Group 2	Literacy Center 1	Literacy Center 4	Group 2	Literacy Center 3	Literacy Center 2
Group 3	Literacy Center 2	Literacy Center 3	Group 3	Literacy Center 4	Literacy Center 1	Group 3	Literacy Center 2	Literacy Center 3	Group 3	Literacy Center 4	Literacy Center 1
Group 4	Literacy Center 3	Literacy Center 2	Group 4	Literacy Center 1	Literacy Center 4	Group 4	Literacy Center 3	Literacy Center 2	Group 4	Literacy Center 1	Literacy Center 4
Group 5	Literacy Center 4	Literacy Center 1	Group 5	Literacy Center 2	Literacy Center 3	Group 5	Literacy Center 4	Literacy Center 1	Group 5	Literacy Center 2	Literacy Center 3
Group 6	Literacy Center 1	Literacy Center 4	Group 6	Literacy Center 3	Literacy Center 2	Group 6	Literacy Center 1	Literacy Center 4	Group 6	Literacy Center 3	Literacy Center 2
Group 7	Literacy Center 2	Literacy Center 3	Group 7	Literacy Center 4	Literacy Center 1	Group 7	Literacy Center 2	Literacy Center 3	Group 7	Literacy Center 4	Literacy Center 1
Group 8	Literacy Center 3	Literacy Center 2	Group 8	Literacy Center 1	Literacy Center 4	Group 8	Literacy Center 3	Literacy Center 2	Group 8	Literacy Center 1	Literacy Center 4

**4 Groups, 3 Rotations (60 Minutes Total) per Day, 4 Days per Week,
6 Literacy Centers**

Day 1							
Group 1	Reading	Writing	Language Conventions	Group 3	Vocabulary	Spelling & Syllabication	Study Skills
Group 2	Writing	Language Conventions	Reading	Group 4	Study Skills	Vocabulary	Spelling & Syllabication
Day 2							
Group 1	Vocabulary	Spelling & Syllabication	Study Skills	Group 3	Reading	Writing	Language Conventions
Group 2	Study Skills	Vocabulary	Spelling & Syllabication	Group 4	Writing	Language Conventions	Reading
Day 3							
Group 1	Reading	Writing	Language Conventions	Group 3	Vocabulary	Spelling & Syllabication	Study Skills
Group 2	Writing	Language Conventions	Reading	Group 4	Study Skills	Vocabulary	Spelling & Syllabication
Day 4							
Group 1	Vocabulary	Spelling & Syllabication	Study Skills	Group 3	Reading	Writing	Language Conventions
Group 2	Study Skills	Vocabulary	Spelling & Syllabication	Group 4	Writing	Language Conventions	Reading

**6 Groups, 3 Rotations (60 Minutes Total) per Day, 4 Days per Week,
6 Literacy Centers**

Day 1							
Group 1	Reading	Writing	Language Conventions	Group 4	Vocabulary	Spelling & Syllabication	Study Skills
Group 2	Writing	Language Conventions	Reading	Group 5	Study Skills	Vocabulary	Spelling & Syllabication
Group 3	Language Conventions	Reading	Writing	Group 6	Spelling & Syllabication	Study Skills	Vocabulary
Day 2							
Group 1	Vocabulary	Spelling & Syllabication	Study Skills	Group 4	Reading	Writing	Language Conventions
Group 2	Study Skills	Vocabulary	Spelling & Syllabication	Group 5	Writing	Language Conventions	Reading
Group 3	Spelling & Syllabication	Study Skills	Vocabulary	Group 6	Language Conventions	Reading	Writing
Day 3							
Group 1	Reading	Writing	Language Conventions	Group 4	Vocabulary	Spelling & Syllabication	Study Skills
Group 2	Writing	Language Conventions	Reading	Group 5	Study Skills	Vocabulary	Spelling & Syllabication
Group 3	Language Conventions	Reading	Writing	Group 6	Spelling & Syllabication	Study Skills	Vocabulary
Day 4							
Group 1	Vocabulary	Spelling & Syllabication	Study Skills	Group 4	Reading	Writing	Language Conventions
Group 2	Study Skills	Vocabulary	Spelling & Syllabication	Group 5	Writing	Language Conventions	Reading
Group 3	Spelling & Syllabication	Study Skills	Vocabulary	Group 6	Language Conventions	Reading	Writing

**4 Groups, 4 Rotations (80 Minutes Total) per Day, 4 Days per Week,
3 Literacy Centers and 1 Guided Reading Literacy Center**

Day 1				
Group 1	Guided Reading	Literacy Center 1	Literacy Center 2	Literacy Center 3
Group 2	Literacy Center 3	Guided Reading	Literacy Center 1	Literacy Center 2
Group 3	Literacy Center 2	Literacy Center 3	Guided Reading	Literacy Center 1
Group 4	Literacy Center 1	Literacy Center 2	Literacy Center 3	Guided Reading
Day 2				
Group 1	Guided Reading	Literacy Center 1	Literacy Center 2	Literacy Center 3
Group 2	Literacy Center 3	Guided Reading	Literacy Center 1	Literacy Center 2
Group 3	Literacy Center 2	Literacy Center 3	Guided Reading	Literacy Center 1
Group 4	Literacy Center 1	Literacy Center 2	Literacy Center 3	Guided Reading
Day 3				
Group 1	Guided Reading	Literacy Center 1	Literacy Center 2	Literacy Center 3
Group 2	Literacy Center 3	Guided Reading	Literacy Center 1	Literacy Center 2
Group 3	Literacy Center 2	Literacy Center 3	Guided Reading	Literacy Center 1
Group 4	Literacy Center 1	Literacy Center 2	Literacy Center 3	Guided Reading
Day 4				
Group 1	Guided Reading	Literacy Center 1	Literacy Center 2	Literacy Center 3
Group 2	Literacy Center 3	Guided Reading	Literacy Center 1	Literacy Center 2
Group 3	Literacy Center 2	Literacy Center 3	Guided Reading	Literacy Center 1
Group 4	Literacy Center 1	Literacy Center 2	Literacy Center 3	Guided Reading

**4 Groups, 4 Rotations (80 Minutes Total) per Day, 4 Days per Week,
6 Academic Learning Centers, 1 Split Guided Reading
and Remedial Center (10 Minutes Each)**

Day 1				
Group 1	Guided Reading	Reading	Writing	Language Conventions
Group 2	Writing	Guided Reading	Language Conventions	Reading
Group 3	Reading	Language Conventions	Guided Reading	Writing
Group 4	Study Skills	Writing	Vocabulary	Guided Reading
Day 2				
Group 1	Remedial Center	Vocabulary	Spelling & Syllabication	Study Skills
Group 2	Spelling & Syllabication	Remedial Center	Study Skills	Vocabulary
Group 3	Vocabulary	Study Skills	Remedial Center	Spelling & Syllabication
Group 4	Language Conventions	Spelling & Syllabication	Reading	Remedial Center
Day 3				
Group 1	Guided Reading	Reading	Writing	Language Conventions
Group 2	Writing	Guided Reading	Language Conventions	Reading
Group 3	Reading	Language Conventions	Guided Reading	Writing
Group 4	Study Skills	Writing	Vocabulary	Guided Reading
Day 4				
Group 1	Remedial Center	Vocabulary	Spelling & Syllabication	Study Skills
Group 2	Spelling & Syllabication	Remedial Center	Study Skills	Vocabulary
Group 3	Vocabulary	Study Skills	Remedial Center	Spelling & Syllabication
Group 4	Language Conventions	Spelling & Syllabication	Reading	Remedial Center

**4 Groups, 4 Rotations (80 Minutes Total) per Day, 4 Days per Week, 6 Literacy Centers,
1 Guided Reading Literacy Center 2 Days per Week
and 1 Remedial (or other) Center 2 Days per Week**

Day 1									
Group 1	Guided Reading	Reading	Writing	Language Conventions	Group 3	Remedial Center	Vocabulary	Spelling & Syllabication	Study Skills
	Remedial Center					Guided Reading			
Group 2	Writing	Guided Reading	Language Conventions	Reading	Group 4	Spelling & Syllabication	Remedial Center	Study Skills	Vocabulary
		Remedial Center					Guided Reading		
Day 2									
Group 1	Guided Reading	Vocabulary	Spelling & Syllabication	Study Skills	Group 3	Remedial Center	Reading	Writing	Language Conventions
	Remedial Center					Guided Reading			
Group 2	Spelling & Syllabication	Guided Reading	Study Skills	Vocabulary	Group 4	Writing	Remedial Center	Language Conventions	Reading
		Remedial Center					Guided Reading		
Day 3									
Group 1	Guided Reading	Reading	Writing	Language Conventions	Group 3	Remedial Center	Vocabulary	Spelling & Syllabication	Study Skills
	Remedial Center					Guided Reading			
Group 2	Writing	Guided Reading	Language Conventions	Reading	Group 4	Spelling & Syllabication	Remedial Center	Study Skills	Vocabulary
		Remedial Center					Guided Reading		
Day 4									
Group 1	Guided Reading	Vocabulary	Spelling & Syllabication	Study Skills	Group 3	Remedial Center	Reading	Writing	Language Conventions
	Remedial Center					Guided Reading			
Group 2	Spelling & Syllabication	Guided Reading	Study Skills	Vocabulary	Group 4	Writing	Remedial Center	Language Conventions	Reading
		Remedial Center					Guided Reading		

8 Groups, 4 Rotations (80 Minutes Total) per Day, 4 Days per Week, 6 Literacy Centers, 1 Guided Reading Literacy Center 2 Days per Week and 1 Remedial (or other) Center 2 Days per Week

Day 1									
Group 1	Guided Reading	Reading	Writing	Language Conventions	Group 5	Remedial Center	Vocabulary	Spelling & Syllabication	Study Skills
Group 2	Writing	Guided Reading	Language Conventions	Reading	Group 6	Spelling & Syllabication	Remedial Center	Study Skills	Vocabulary
Group 3	Reading	Language Conventions	Guided Reading	Writing	Group 7	Vocabulary	Study Skills	Remedial Center	Spelling & Syllabication
Group 4	Study Skills	Writing	Vocabulary	Guided Reading	Group 8	Language Conventions	Spelling & Syllabication	Reading	Remedial Center
Day 2									
Group 1	Remedial Center	Vocabulary	Spelling & Syllabication	Study Skills	Group 5	Guided Reading	Reading	Writing	Language Conventions
Group 2	Spelling & Syllabication	Remedial Center	Study Skills	Vocabulary	Group 6	Writing	Guided Reading	Language Conventions	Reading
Group 3	Vocabulary	Study Skills	Remedial Center	Spelling & Syllabication	Group 7	Reading	Language Conventions	Guided Reading	Writing
Group 4	Language Conventions	Spelling & Syllabication	Reading	Remedial Center	Group 8	Study Skills	Writing	Vocabulary	Guided Reading
Day 3									
Group 1	Guided Reading	Reading	Writing	Language Conventions	Group 5	Remedial Center	Vocabulary	Spelling & Syllabication	Study Skills
Group 2	Writing	Guided Reading	Language Conventions	Reading	Group 6	Spelling & Syllabication	Remedial Center	Study Skills	Vocabulary
Group 3	Reading	Language Conventions	Guided Reading	Writing	Group 7	Vocabulary	Study Skills	Remedial Center	Spelling & Syllabication
Group 4	Study Skills	Writing	Vocabulary	Guided Reading	Group 8	Language Conventions	Spelling & Syllabication	Reading	Remedial Center

8 Groups, 4 Rotations (80 Minutes Total) per Day, 4 Days per Week, 6 Literacy Centers, 1 Guided Reading Literacy Center 2 Days per Week and 1 Remedial (or other) Center 2 Days per Week

Day 4									
Group 1	Remedial Center	Vocabulary	Spelling & Syllabication	Study Skills	Group 5	Guided Reading	Reading	Writing	Language Conventions
Group 2	Spelling & Syllabication	Remedial Center	Study Skills	Vocabulary	Group 6	Writing	Guided Reading	Language Conventions	Reading
Group 3	Vocabulary	Study Skills	Remedial Center	Spelling & Syllabication	Group 7	Reading	Language Conventions	Guided Reading	Writing
Group 4	Language Conventions	Spelling & Syllabication	Reading	Remedial Center	Group 8	Study Skills	Writing	Vocabulary	Guided Reading

8 Groups, 4 Rotations (80 Minutes Total) per Day, 4 Days per Week, 6 Literacy Centers, 1 Split Guided Reading and Remedial Center (10 Minutes Each)

Day 1									
Group 1	Guided Reading	Reading	Writing	Language Conventions	Group 5	Remedial Center	Vocabulary	Spelling & Syllabication	Study Skills
	Remedial Center					Guided Reading			
Group 2	Writing	Guided Reading	Language Conventions	Reading	Group 6	Spelling & Syllabication	Remedial Center	Study Skills	Vocabulary
		Remedial Center					Guided Reading		
Group 3	Reading	Language Conventions	Guided Reading	Writing	Group 7	Vocabulary	Study Skills	Remedial Center	Spelling & Syllabication
			Remedial Center					Guided Reading	
Group 4	Study Skills	Writing	Vocabulary	Guided Reading	Group 8	Language Conventions	Spelling & Syllabication	Reading	Remedial Center
				Remedial Center					Guided Reading
Day 2									
Group 1	Guided Reading	Vocabulary	Spelling & Syllabication	Study Skills	Group 5	Remedial Center	Reading	Writing	Language Conventions
	Remedial Center					Guided Reading			
Group 2	Spelling & Syllabication	Guided Reading	Study Skills	Vocabulary	Group 6	Writing	Remedial Center	Language Conventions	Reading
		Remedial Center					Guided Reading		
Group 3	Vocabulary	Study Skills	Guided Reading	Spelling & Syllabication	Group 7	Reading	Language Conventions	Remedial Center	Writing
			Remedial Center					Guided Reading	
Group 4	Language Conventions	Spelling & Syllabication	Reading	Guided Reading	Group 8	Study Skills	Writing	Vocabulary	Remedial Center
				Remedial Center					Guided Reading
Day 3									
Group 1	Guided Reading	Reading	Writing	Language Conventions	Group 5	Remedial Center	Vocabulary	Spelling & Syllabication	Study Skills
	Remedial Center					Guided Reading			
Group 2	Writing	Guided Reading	Language Conventions	Reading	Group 6	Spelling & Syllabication	Remedial Center	Study Skills	Vocabulary
		Remedial Center					Guided Reading		
Group 3	Reading	Language Conventions	Guided Reading	Writing	Group 7	Vocabulary	Study Skills	Remedial Center	Spelling & Syllabication
			Remedial Center					Guided Reading	
Group 4	Study Skills	Writing	Vocabulary	Guided Reading	Group 8	Language Conventions	Spelling & Syllabication	Reading	Remedial Center
				Remedial Center					Guided Reading

8 Groups, 4 Rotations (80 Minutes Total) per Day, 4 Days per Week, 6 Literacy Centers, 1 Split Guided Reading and Remedial Center (10 Minutes Each)

Day 4									
Group 1	Guided Reading	Vocabulary	Spelling & Syllabication	Study Skills	Group 5	Remedial Center	Reading	Writing	Language Conventions
	Remedial Center					Guided Reading			
Group 2	Spelling & Syllabication	Guided Reading	Study Skills	Vocabulary	Group 6	Writing	Remedial Center	Language Conventions	Reading
		Remedial Center					Guided Reading		
Group 3	Vocabulary	Study Skills	Guided Reading	Spelling & Syllabication	Group 7	Reading	Language Conventions	Remedial Center	Writing
			Remedial Center					Guided Reading	
Group 4	Language Conventions	Spelling & Syllabication	Reading	Guided Reading	Group 8	Study Skills	Writing	Vocabulary	Remedial Center
				Remedial Center					Guided Reading

8 Groups, 5 Rotations (100 Minutes Total) per Day, 4 Days per Week, 6 Grade-level Academic Literacy Centers, 3 Remedial Literacy Centers, and 1 Guided Reading Literacy Center

Day 1											
Group 1	Reading	Writing	Language Conventions	Remedial Spelling	Phonics	Group 5	Vocabulary	Spelling and Syllabication	Study Skills	Remedial Grammar and Mechanics	Guided Reading
Group 2	Phonics	Reading	Writing	Language Conventions	Remedial Spelling	Group 6	Guided Reading	Vocabulary	Spelling and Syllabication	Study Skills	Remedial Grammar and Mechanics
Group 3	Remedial Spelling	Phonics	Reading	Writing	Language Conventions	Group 7	Remedial Grammar and Mechanics	Guided Reading	Vocabulary	Spelling and Syllabication	Study Skills
Group 4	Language Conventions	Remedial Spelling	Phonics	Reading	Writing	Group 8	Study Skills	Remedial Grammar and Mechanics	Guided Reading	Vocabulary	Spelling and Syllabication

Day 2											
Group 1	Vocabulary	Spelling and Syllabication	Study Skills	Remedial Grammar and Mechanics	Guided Reading	Group 5	Reading	Writing	Language Conventions	Remedial Spelling	Phonics
Group 2	Guided Reading	Vocabulary	Spelling and Syllabication	Study Skills	Remedial Grammar and Mechanics	Group 6	Phonics	Reading	Writing	Language Conventions	Remedial Spelling
Group 3	Remedial Grammar and Mechanics	Guided Reading	Vocabulary	Spelling and Syllabication	Study Skills	Group 7	Remedial Spelling	Phonics	Reading	Writing	Language Conventions
Group 4	Study Skills	Remedial Grammar and Mechanics	Guided Reading	Vocabulary	Spelling and Syllabication	Group 8	Language Conventions	Remedial Spelling	Phonics	Reading	Writing

8 Groups, 5 Rotations (100 Minutes Total) per Day, 4 Days per Week, 6 Grade-level Academic Literacy Centers, 3 Remedial Literacy Centers, and 1 Guided Reading Literacy Center

Day 3											
Group 1	Reading	Writing	Language Conventions	Remedial Spelling	Phonics	Group 5	Vocabulary	Spelling and Syllabication	Study Skills	Remedial Grammar and Mechanics	Guided Reading
Group 2	Phonics	Reading	Writing	Language Conventions	Remedial Spelling	Group 6	Guided Reading	Vocabulary	Spelling and Syllabication	Study Skills	Remedial Grammar and Mechanics
Group 3	Remedial Spelling	Phonics	Reading	Writing	Language Conventions	Group 7	Remedial Grammar and Mechanics	Guided Reading	Vocabulary	Spelling and Syllabication	Study Skills
Group 4	Language Conventions	Remedial Spelling	Phonics	Reading	Writing	Group 8	Study Skills	Remedial Grammar and Mechanics	Guided Reading	Vocabulary	Spelling and Syllabication

Day 4											
Group 1	Vocabulary	Spelling and Syllabication	Study Skills	Remedial Grammar and Mechanics	Guided Reading	Group 5	Reading	Writing	Language Conventions	Remedial Spelling	Phonics
Group 2	Guided Reading	Vocabulary	Spelling and Syllabication	Study Skills	Remedial Grammar and Mechanics	Group 6	Phonics	Reading	Writing	Language Conventions	Remedial Spelling
Group 3	Remedial Grammar and Mechanics	Guided Reading	Vocabulary	Spelling and Syllabication	Study Skills	Group 7	Remedial Spelling	Phonics	Reading	Writing	Language Conventions
Group 4	Study Skills	Remedial Grammar and Mechanics	Guided Reading	Vocabulary	Spelling and Syllabication	Group 8	Language Conventions	Remedial Spelling	Phonics	Reading	Writing

Literacy Centers Group Norms

be **HEROIC!**

BE	H ard-working	Do your best work on each lesson or activity. Work the whole time.
BE	E ngaged	Do your fair share of the work. Complete your assigned leadership role.
BE	R esponsible	Do all parts of the lesson or activity for each literacy center. Focus on your learning and that of others in your group.
BE	O rganized	Keep all lesson or activity materials where they belong. Clean up neatly and completely.
SHOW	I nitiative	Begin the literacy center lesson or activity as soon as you sit down. Encourage others to complete their assigned leadership roles.
BE	C ollaborative	Work together in quiet voices and practice kindness. Help without doing others' work.

Literacy Centers

LEADERSHIP ROLES

Reader

Read the lesson or activity out loud in a quiet voice. Pause to allow the group to think and respond. Re-read sections if necessary.

Clarifier

Refer to the task card to begin the lesson or activity and help the group perform its tasks. Ask the teacher if help is needed on the directions.

Task Manager

Write down the beginning and ending times. Manage how much time should be spent on each part of the lesson or activity. Make sure that every part is completed and done well.

People Manager

Keep all group members focused on the lesson or activity and talking in quiet voices. Make sure every student contributes and performs their leadership roles. Ask the teacher for help if the group needs it.

**Spelling &
Syllabication**

Reading

**Language
Conventions**

**Spelling &
Syllabication**

Reading

**Language
Conventions**

Study Skills

Writing

Vocabulary

Study Skills

Writing

Vocabulary

Reading

Reading

Reading

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Reading

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Writing

Writing

**Language
Conventions**

**Language
Conventions**

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**Language
Conventions**

Vocabulary

Vocabulary

Vocabulary

Vocabulary

Vocabulary

Vocabulary

**Spelling &
Syllabication**

**Spelling &
Syllabication**

**Spelling &
Syllabication**

**Spelling &
Syllabication**

**Spelling &
Syllabication**

**Spelling &
Syllabication**

Study Skills

Study Skills

Study Skills

Study Skills

Study Skills

Study Skills

Reading

Reading

Writing

Writing

Language Conventions

Language Conventions

Vocabulary

Vocabulary

Spelling & Syllabication

Spelling & Syllabication

Study Skills

Study Skills

Reading Literacy Center Task Card: Reading Fluency and Comprehension

1. The Clarifier picks up the task card, and the Task Manager passes out the *cold* and *hot* color pencils and erasers. The Task Manager notes the ending time for this literacy center. The People Manager makes sure that everyone in the group has the reading fluency article and reminds students to write their names on the page.
2. The Clarifier points to the **boldfaced** pronunciation words in the upper right corner of the article and says, “Ready, begin.” The group reads the words together out loud. The Clarifier asks the teacher if unsure of the pronunciation.
3. The Task Manager sets the timer for two minutes. The Reader reads the article title and then says, “Ready, begin.” The Task Manager starts the timer and students read the article in quiet voices (slightly louder than a whisper) at their own individual paces until the timer rings. When the timer rings, the students place a finger on their ending word.
4. Students look to the left column of their finger for the word count. Students add on the number of words on the line up to their finger to determine their cold or hot timings. The People Manager tells the students to record their cold timings quickly and neatly on the Fluency Timings Chart.
5. **Modeled Reading Option:** Students practice reading with model reader at the fluency level assigned by their teacher in a quiet voice (not a whisper). Students continue to read and re-read the article until the Task Manager says, “Stop” (after 10 minutes).
6. The Reader reads the article title and then the first SCRIP question. Next, the Reader begins reading the article in a quiet voice until someone in the group says, “Stop,” because the first SCRIP question has been answered or the related information has been read.
7. Students discuss how to word the answer and write the answer in the spaces provided below the SCRIP question. The Clarifier turns over the task card and reads the suggested answer. Students revise their answers if necessary.
8. When the Reader finishes a sentence in which a **boldfaced** vocabulary word appears, the Reader stops and students discuss the meaning of the word from surrounding **SALE** (Synonym, Antonym, Logic, Example) context clues. Students discuss how to word each definition and write the vocabulary words and their definitions in the article margins.
9. Continue these steps until the article is read, the SCRIP questions are answered, and the vocabulary words are defined. The Task Manager gets the answers from the teacher and students self-correct and revise their answers.
10. Follow the same directions (#3) for the hot timing and use the hot pencil to record your score on top of cold timing. If you read fewer words on this hot timing than you did on your cold timing, simply draw a line across the bar at the correct spot.

Reading Literacy Center Task Card: Reading Fluency and Comprehension

1. The Clarifier picks up the task card, and the Task Manager passes out the *cold* and *hot* color pencils and erasers. The Task Manager notes the ending time for this literacy center. The People Manager makes sure that everyone in the group has the reading fluency article and reminds students to write their names on the page.
2. The Clarifier points to the **boldfaced** pronunciation words in the upper right corner of the article and says, “Ready, begin.” The group reads the words together out loud. The Clarifier asks the teacher if unsure of the pronunciation.
3. The Task Manager sets the timer for two minutes. The Reader reads the article title and then says, “Ready, begin.” The Task Manager starts the timer and students read the article in quiet voices (slightly louder than a whisper) at their own individual paces until the timer rings. When the timer rings, the students place a finger on their ending word.
4. Students look to the left column of their finger for the word count. Students add on the number of words on the line up to their finger to determine their cold or hot timings. The People Manager tells the students to record their cold timings quickly and neatly on the Fluency Timings Chart.
5. **Modeled Reading Option:** Students practice reading with model reader at the fluency level assigned by their teacher in a quiet voice (not a whisper). Students continue to read and re-read the article until the Task Manager says, “Stop” (after 10 minutes).
6. The Reader reads the article title and then the first SCRIP question. Next, the Reader begins reading the article in a quiet voice until someone in the group says, “Stop,” because the first SCRIP question has been answered or the related information has been read.
7. Students discuss how to word the answer and write the answer in the spaces provided below the SCRIP question. The Clarifier turns over the task card and reads the suggested answer. Students revise their answers if necessary.
8. When the Reader finishes a sentence in which a **boldfaced** vocabulary word appears, the Reader stops and students discuss the meaning of the word from surrounding **SALE** (Synonym, Antonym, Logic, Example) context clues. Students discuss how to word each definition and write the vocabulary words and their definitions in the article margins.
9. Continue these steps until the article is read, the SCRIP questions are answered, and the vocabulary words are defined. The Task Manager gets the answers from the teacher and students self-correct and revise their answers.
10. Follow the same directions (#3) for the hot timing and use the hot pencil to record your score on top of cold timing. If you read fewer words on this hot timing than you did on your cold timing, simply draw a line across the bar at the correct spot.

Writing Literacy Center Task Card: Sentence Revisions and Literary Response

1. The Clarifier picks up the task card and will ask the teacher any questions about directions. The Task Manager writes down the ending time for this literacy center. The People Manager makes sure that everyone in the group has the sentence revision activity and reminds students to write their names on the page.
2. The Reader reads the sentence revisions Lesson Focus out loud in a soft voice, and the Task Manager helps the group summarize the Key Idea(s) of the lesson on the lines provided in the second column.
3. After each student has completed the summaries, the Reader reads the Example(s), and the Clarifier asks students to explain how each example relates to the Lesson Focus.
4. The Reader reads the sentence revision task, and students complete this task individually.
5. Upon completion, the Clarifier asks students to share their sentence revisions. The Task Manager gets the answers from the teacher and students self-correct and revise their answers.
6. Next, students turn their papers over to the back and the Reader reads the Literary Quotation and the Definition/Explanation/Reflection.
7. The Task Manager reads each of the Observation, Interpretation, and Application questions. *Observation* is What do you see? *Interpretation* is What does it mean? *Application* is How can this be used? The Task Manager pauses after each question and the Clarifier asks for responses. The People Manager encourages all students to respond.
8. After completing discussion, students complete the Revision and Draw tasks individually. If time remains, the Clarifier asks students to share their responses.

Writing Literacy Center Task Card: Sentence Revisions and Literary Response

1. The Clarifier picks up the task card and will ask the teacher any questions about directions. The Task Manager writes down the ending time for this literacy center. The People Manager makes sure that everyone in the group has the sentence revision activity and reminds students to write their names on the page.
2. The Reader reads the sentence revisions Lesson Focus out loud in a soft voice, and the Task Manager helps the group summarize the Key Idea(s) of the lesson on the lines provided in the second column.
3. After each student has completed the summaries, the Reader reads the Example(s), and the Clarifier asks students to explain how each example relates to the Lesson Focus.
4. The Reader reads the sentence revision task, and students complete this task individually.
5. Upon completion, the Clarifier asks students to share their sentence revisions. The Task Manager gets the answers from the teacher and students self-correct and revise their answers.
6. Next, students turn their papers over to the back and the Reader reads the Literary Quotation and the Definition/Explanation/Reflection.
7. The Task Manager reads each of the Observation, Interpretation, and Application questions. *Observation* is What do you see? *Interpretation* is What does it mean? *Application* is How can this be used? The Task Manager pauses after each question and the Clarifier asks for responses. The People Manager encourages all students to respond.
8. After completing discussion, students complete the Revision and Draw tasks individually. If time remains, the Clarifier asks students to share their responses.

Language Conventions Literacy Center Task Card:

Grammar, Usage, and Mechanics

1. The Clarifier picks up the task card and will ask the teacher any questions about directions. The Task Manager writes down the ending time for this Literacy Center. The People Manager makes sure that everyone in the group has the GUM worksheet and reminds students to write their names on the page.
2. The Reader reads the Mechanics Notes in the right column out loud in a soft voice and stops at the Example(s). Students look at the back of their worksheet and copy down the example(s) **for that section only**. The Clarifier asks students how the examples relate to the mechanics rule. Continue to follow these steps for the rest of the Mechanics Notes.
3. Next, students complete the Practice sentences individually in the left column for the mechanics section by crossing out and revising errors or underlining words according to the worksheet directions. Upon completion, students look at the back of their worksheet to self-correct and revise their answers if necessary.
4. Continue to follow these steps (#s 2 and 3) for next section of the GUM worksheet.
5. Upon completion, the Task Manager reads the Writing Application task out loud. Students complete this sentence or sentences individually.
6. When finished, the Clarifier asks the group to share the Writing Application sentences. Students *borrow* from each other to revise their sentences if necessary.

Language Conventions Literacy Center Task Card:

Grammar, Usage, and Mechanics

1. The Clarifier picks up the task card and will ask the teacher any questions about directions. The Task Manager writes down the ending time for this Literacy Center. The People Manager makes sure that everyone in the group has the GUM worksheet and reminds students to write their names on the page.
2. The Reader reads the Mechanics Notes in the right column out loud in a soft voice and stops at the Example(s). Students look at the back of their worksheet and copy down the example(s) **for that section only**. The Clarifier asks students how the examples relate to the mechanics rule. Continue to follow these steps for the rest of the Mechanics Notes.
3. Next, students complete the Practice sentences individually in the left column for the mechanics section by crossing out and revising errors or underlining words according to the worksheet directions. Upon completion, students look at the back of their worksheet to self-correct and revise their answers if necessary.
4. Continue to follow these steps (#s 2 and 3) for next section of the GUM worksheet.
5. Upon completion, the Task Manager reads the Writing Application task out loud. Students complete this sentence or sentences individually.
6. When finished, the Clarifier asks the group to share the Writing Application sentences. Students *borrow* from each other to revise their sentences if necessary.

Vocabulary Literacy Center Task Card: Odd-Numbered Vocabulary Worksheets

1. The Clarifier picks up the task card and will ask the teacher any questions about directions. The Task Manager writes down the ending time for this Literacy Center. The People Manager makes sure that everyone in the group has the correct vocabulary worksheet and reminds students to write their names on the page.

2. The Reader reads the Multiple Meaning Words title and directions, vocabulary words, and definitions out loud in a soft voice. The Clarifier helps students brainstorm which number of the definition best matches the use of each vocabulary word.

3. The Reader reads the Greek and Latin Word Parts title and directions, the word parts, and their meanings. The Clarifier helps students brainstorm example words which use each of the Greek and Latin word parts. Next, students use the word part meanings (reverse the order if helpful) or their own words to guess the meaning of the vocabulary word. Students may use the dictionary if they cannot agree on a suitable definition guess.

4. The Reader reads the Language Resources: Dictionary and Thesaurus title, the first set of directions, and the vocabulary word. The Task Manager finds the vocabulary word in the dictionary, while the Clarifier finds the vocabulary word in the thesaurus. Students examine the dictionary word entry and work collaboratively to decide where to divide the word into syllables, where to place the accent mark, and what is the primary definition.

5. The Reader reads the second set of directions and the Clarifier points out whether synonyms (same), antonyms (opposite), or inflections (different word endings) are required for the word. Students examine the thesaurus and decide which words or phrases to write in the spaces provided.

Note that not every word is included in every thesaurus. The dictionary may also help students determine synonyms from the key words in the definitions or at the end of the word entry if listed as *Syn*. Often, students can brainstorm antonyms from the key words in the definitions. The dictionary may also provide inflections in boldface at the end of the word entry or inflections may be found as word entries listed above or below the vocabulary word.

6. The Reader reads the figures of speech title and the definition of the figure of speech in the parentheses. Next, the Reader reads the directions. The Clarifier re-reads the sentence using the figure of speech and asks the students to interpret what the figure of speech means and explain how it is used in the sentence. Students brainstorm the interpretation and explanation and write the answer in the space provided.

7. The Task Manager gets the answers from the teacher and students self-correct and revise their answers. Students cut the outside border of their Vocabulary Study Cards and fold them accordion style from four columns into one so the word is on front and definition is on back.

8. Students quietly study their Vocabulary Study Cards and then quiz each other.

Vocabulary Literacy Center Task Card:

Odd-Numbered Vocabulary Worksheets

1. The Clarifier picks up the task card and will ask the teacher any questions about directions. The Task Manager writes down the ending time for this Literacy Center. The People Manager makes sure that everyone in the group has the correct vocabulary worksheet and reminds students to write their names on the page.
 2. The Reader reads the Multiple Meaning Words title and directions, vocabulary words, and definitions out loud in a soft voice. The Clarifier helps students brainstorm which number of the definition best matches the use of each vocabulary word.
 3. The Reader reads the Greek and Latin Word Parts title and directions, the word parts, and their meanings. The Clarifier helps students brainstorm example words which use each of the Greek and Latin word parts. Next, students use the word part meanings (reverse the order if helpful) or their own words to guess the meaning of the vocabulary word. Students may use the dictionary if they cannot agree on a suitable definition guess.
 4. The Reader reads the Language Resources: Dictionary and Thesaurus title, the first set of directions, and the vocabulary word. The Task Manager finds the vocabulary word in the dictionary, while the Clarifier finds the vocabulary word in the thesaurus. Students examine the dictionary word entry and work collaboratively to decide where to divide the word into syllables, where to place the accent mark, and what is the primary definition.
 5. The Reader reads the second set of directions and the Clarifier points out whether synonyms (same), antonyms (opposite), or inflections (different word endings) are required for the word. Students examine the thesaurus and decide which words or phrases to write in the spaces provided.
- Note that not every word is included in every thesaurus. The dictionary may also help students determine synonyms from the key words in the definitions or at the end of the word entry if listed as *Syn*. Often, students can brainstorm antonyms from the key words in the definitions. The dictionary may also provide inflections in boldface at the end of the word entry or inflections may be found as word entries listed above or below the vocabulary word.
6. The Reader reads the figures of speech title and the definition of the figure of speech in the parentheses. Next, the Reader reads the directions. The Clarifier re-reads the sentence using the figure of speech and asks the students to interpret what the figure of speech means and explain how it is used in the sentence. Students brainstorm the interpretation and explanation and write the answer in the space provided.
 7. The Task Manager gets the answers from the teacher and students self-correct and revise their answers. Students cut the outside border of their Vocabulary Study Cards and fold them accordion style from four columns into one so the word is on front and definition is on back.
 8. Students quietly study their Vocabulary Study Cards and then quiz each other.

Vocabulary Literacy Center Task Card: Even-Numbered Vocabulary Worksheets

1. The Clarifier picks up the task card and will ask the teacher any questions about directions. The Task Manager writes down the ending time for this Literacy Center. The People Manager makes sure that everyone in the group has the correct vocabulary worksheet and reminds students to write their names on the page.
2. The Reader reads the Word Relationships title and directions, vocabulary words, and definitions out loud in a soft voice.
3. The Clarifier helps students brainstorm context clues sentences which show, not tell, the meanings of the vocabulary words and a transition word or phrase to connect the two sentences.
4. The Reader reads the Connotations title and directions, vocabulary words, and definitions. The Clarifier asks the students to brainstorm which vocabulary words belong in which blanks.
5. The Task Manager gets the answers from the teacher and students self-correct and revise their answers.
6. The Reader reads the Academic Language title and directions, the first vocabulary word, its part of speech, and definition. The Clarifier asks the students to brainstorm a word or phrase which is similar to and different than the vocabulary word. The Task Manager may assign a student to look up the vocabulary word in the thesaurus. Students write their answers in the first two boxes.
7. The Clarifier then helps students brainstorm an example, characteristic, or picture of the vocabulary word. For example, if the vocabulary word were *school*, examples could be elementary, middle school, and high schools. Characteristics of *school* could be teachers, students, and books. Pictures of *school* could be a sketch of a school building or classroom or a symbol such as an open book. Students write their response in the last box.
7. Follow the same steps (#s 6 and 7) for the second vocabulary word.
8. Students quietly study their Vocabulary Study Cards and then quiz each other in pairs or triads until the end of the Vocabulary Literacy Center.

Vocabulary Literacy Center Task Card: Even-Numbered Vocabulary Worksheets

1. The Clarifier picks up the task card and will ask the teacher any questions about directions. The Task Manager writes down the ending time for this Literacy Center. The People Manager makes sure that everyone in the group has the correct vocabulary worksheet and reminds students to write their names on the page.
2. The Reader reads the Word Relationships title and directions, vocabulary words, and definitions out loud in a soft voice.
3. The Clarifier helps students brainstorm context clues sentences which show, not tell, the meanings of the vocabulary words and a transition word or phrase to connect the two sentences.
4. The Reader reads the Connotations title and directions, vocabulary words, and definitions. The Clarifier asks the students to brainstorm which vocabulary words belong in which blanks.
5. The Task Manager gets the answers from the teacher and students self-correct and revise their answers.
6. The Reader reads the Academic Language title and directions, the first vocabulary word, its part of speech, and definition. The Clarifier asks the students to brainstorm a word or phrase which is similar to and different than the vocabulary word. The Task Manager may assign a student to look up the vocabulary word in the thesaurus. Students write their answers in the first two boxes.
7. The Clarifier then helps students brainstorm an example, characteristic, or picture of the vocabulary word. For example, if the vocabulary word were *school*, examples could be elementary, middle school, and high schools. Characteristics of *school* could be teachers, students, and books. Pictures of *school* could be a sketch of a school building or classroom or a symbol such as an open book. Students write their response in the last box.
7. Follow the same steps (#s 6 and 7) for the second vocabulary word.
8. Students quietly study their Vocabulary Study Cards and then quiz each other in pairs or triads until the end of the Vocabulary Literacy Center.

Spelling and Syllabication Literacy Center Task Card: Spelling Sorts

1. The Clarifier picks up the task card and will ask the teacher any questions about directions. The Task Manager writes down the ending time for this literacy center. The People Manager makes sure that everyone in the group has the spelling sort worksheet and reminds students to write their names on both pages.
2. The Reader reads the Spelling Rule out loud and the Spelling Rule Directions in a soft voice.
3. The Clarifier helps the group to brainstorm placement of the spelling words listed in the left column into the categories in the right column. Students should select the placements considering the best possible answers which match the words' sounds or spelling patterns.
4. Upon completion, the Reader turns the worksheet over to the back and reads the spelling sort category and its spelling sort words.
5. The Task Manager tells students to turn their worksheets over to the back and to circle the bolded spelling patterns in the words they sorted correctly.
6. Students self-edit and revise, according to the answers. The Clarifier helps students understand why the answers best match each spelling sort category.
7. The Clarifier helps the group brainstorm six other words which match the spelling pattern. Students write these in the spaces provided and discuss where each word would fit into the spelling sort categories.

Spelling and Syllabication Literacy Center Task Card: Spelling Sorts

1. The Clarifier picks up the task card and will ask the teacher any questions about directions. The Task Manager writes down the ending time for this literacy center. The People Manager makes sure that everyone in the group has the spelling sort worksheet and reminds students to write their names on both pages.
2. The Reader reads the Spelling Rule out loud and the Spelling Rule Directions in a soft voice.
3. The Clarifier helps the group to brainstorm placement of the spelling words listed in the left column into the categories in the right column. Students should select the placements considering the best possible answers which match the words' sounds or spelling patterns.
4. Upon completion, the Reader turns the worksheet over to the back and reads the spelling sort category and its spelling sort words.
5. The Task Manager tells students to turn their worksheets over to the back and to circle the bolded spelling patterns in the words they sorted correctly.
6. Students self-edit and revise, according to the answers. The Clarifier helps students understand why the answers best match each spelling sort category.
7. The Clarifier helps the group brainstorm six other words which match the spelling pattern. Students write these in the spaces provided and discuss where each word would fit into the spelling sort categories.

Spelling and Syllabication Literacy Center Task Card: Syllable Worksheets

Odd Weeks

1. The Clarifier picks up the task card and will ask the teacher any questions about directions. The Task Manager writes down the ending time for this literacy center. The People Manager makes sure that everyone in the group has the first of the two syllable worksheets and reminds students to write their names on the page.
2. The Reader reads the title, syllable rule, and directions for the first syllable worksheet.
3. The Clarifier reads the word and the group echoes the word while clapping on the accented syllable and snapping on the unaccented syllable(s). After each word has been pronounced, clapped, and snapped, students work collaboratively to apply the rule and divide the words into syllables with / marks. Students also write the accent mark (') above the primary vowel accent.
4. Upon completion, the Task Manager gets the answers from the teacher and students self-correct and revise their answers. The Clarifier helps students understand why the syllable divisions and accent placements apply the syllable rule. If uncertain, the Clarifier asks the teacher for help.

Even Weeks

1. The Clarifier picks up the task card and will ask the teacher any questions about directions. The Task Manager writes down the ending time for this literacy center. The People Manager makes sure that everyone in the group has the second of the two syllable worksheets and reminds students to write their names on the page.
2. The Reader reads the title, syllable rule, and directions for the second syllable worksheet.
3. Students work collaboratively to unjumble the Word Jumbles. Students divide the unjumbled words into syllables with / marks and write the accent mark (') above the primary vowel accent. Note that the Word Jumbles feature words from the first syllable worksheet. Make sure students do not have access to the first worksheet for this activity.
3. Students divide the Nonsense Words into syllables with / marks, according to the syllable rule.
4. Students may use multiple books to find words which match the syllable rule. Students write the book titles, words, and page numbers where the word was found.
5. Upon completion, the Task Manager gets the answers from the teacher and students self-correct and revise their answers. The Clarifier helps students understand why the syllable divisions and accent placements apply the syllable rule. If uncertain, the Clarifier asks the teacher for help.

Spelling and Syllabication Literacy Center Task Card: Syllable Worksheets

Odd Weeks

1. The Clarifier picks up the task card and will ask the teacher any questions about directions. The Task Manager writes down the ending time for this literacy center. The People Manager makes sure that everyone in the group has the first of the two syllable worksheets and reminds students to write their names on the page.
2. The Reader reads the title, syllable rule, and directions for the first syllable worksheet.
3. The Clarifier reads the word and the group echoes the word while clapping on the accented syllable and snapping on the unaccented syllable(s). After each word has been pronounced, clapped, and snapped, students work collaboratively to apply the rule and divide the words into syllables with / marks. Students also write the accent mark (') above the primary vowel accent.
4. Upon completion, the Task Manager gets the answers from the teacher and students self-correct and revise their answers. The Clarifier helps students understand why the syllable divisions and accent placements apply the syllable rule. If uncertain, the Clarifier asks the teacher for help.

Even Weeks

1. The Clarifier picks up the task card and will ask the teacher any questions about directions. The Task Manager writes down the ending time for this literacy center. The People Manager makes sure that everyone in the group has the second of the two syllable worksheets and reminds students to write their names on the page.
2. The Reader reads the title, syllable rule, and directions for the second syllable worksheet.
3. Students work collaboratively to unjumble the Word Jumbles. Students divide the unjumbled words into syllables with / marks and write the accent mark (') above the primary vowel accent. Note that the Word Jumbles feature words from the first syllable worksheet. Make sure students do not have access to the first worksheet for this activity.
3. Students divide the Nonsense Words into syllables with / marks, according to the syllable rule.
4. Students may use multiple books to find words which match the syllable rule. Students write the book titles, words, and page numbers where the word was found.
5. Upon completion, the Task Manager gets the answers from the teacher and students self-correct and revise their answers. The Clarifier helps students understand why the syllable divisions and accent placements apply the syllable rule. If uncertain, the Clarifier asks the teacher for help.

Study Skills Literacy Center Task Card: Self-Assessment, Study Skills Lesson, and Reflection

1. The Clarifier picks up the task card and will ask the teacher any questions about directions. The Task Manager writes down the ending time for this literacy center. The People Manager makes sure that everyone in the group has the study skills self-assessment, lesson, and reflection and reminds students to write their names on both pages.
2. Students silently read the self-assessment individually and rate themselves for each of the five statements.
3. Students total up the point values and circle the numerical range which matches their total under the Results column.
4. Students individually complete the Already Know and Want to Know sections.
5. Upon completion, the Clarifier asks students to share their responses in the Already Know and Want to Know sections.
6. The Reader reads the study skills lesson out loud in a quiet voice. Students say, "Stop," when they wish to clarify or discuss any part of the lesson. The Clarifier should ask the teacher if students have questions about any part of the lesson.
7. Upon completion of the lesson, students complete the reflection individually.
8. When finished, the Clarifier asks students to share any of the ten answers which were unclear and left unwritten. Students self-correct and revise if necessary.

Study Skills Literacy Center Task Card: Self-Assessment, Study Skills Lesson, and Reflection

1. The Clarifier picks up the task card and will ask the teacher any questions about directions. The Task Manager writes down the ending time for this literacy center. The People Manager makes sure that everyone in the group has the study skills self-assessment, lesson, and reflection and reminds students to write their names on both pages.
2. Students silently read the self-assessment individually and rate themselves for each of the five statements.
3. Students total up the point values and circle the numerical range which matches their total under the Results column.
4. Students individually complete the Already Know and Want to Know sections.
5. Upon completion, the Clarifier asks students to share their responses in the Already Know and Want to Know sections.
6. The Reader reads the study skills lesson out loud in a quiet voice. Students say, "Stop," when they wish to clarify or discuss any part of the lesson. The Clarifier should ask the teacher if students have questions about any part of the lesson.
7. Upon completion of the lesson, students complete the reflection individually.
8. When finished, the Clarifier asks students to share any of the ten answers which were unclear and left unwritten. Students self-correct and revise if necessary.

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—Julie Villeneuve

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MARK PENNINGTON is an educational author, publisher, presenter, elementary reading specialist, and middle school teacher.

PENNINGTON PUBLISHING specializes in Grades 4–8 English Language Arts and Reading Intervention resources. Each assessment-based curriculum has been written by a teacher for teachers and their students and has been thoroughly field tested in classrooms.



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PENNINGTON PUBLISHING CURRICULUM CATALOG 2018–2019



GRADES 4-8 ENGLISH LANGUAGE ARTS AND READING ASSESSMENT-BASED INSTRUCTIONAL RESOURCES ALIGNED TO THE COMMON CORE STATE STANDARDS



Ebook Download
\$79.99

Program Includes the Reading Fluency and Comprehension Toolkit, Phonemic Awareness and Phonics Toolkit, Differentiated Spelling Instruction, and Much More

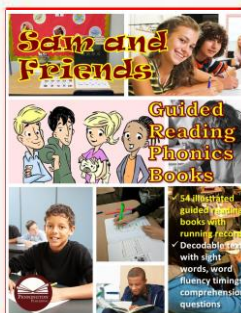
TEACHING READING STRATEGIES is the Tier I and II reading intervention program designed for Grades 4–Adult students. The program includes these instructional resources:

- 13 diagnostic reading assessments with recording matrix
- Complete explicit, systematic phonemic awareness and phonics program with phonics workshops and Mp3 audio files
- 48 expository animal articles with comprehension questions and vocabulary
- 43 expository animal fluencies (same text) with word number counts. Each fluency is progressively leveled from 3rd–7th grade.
- 129 YouTube fluency readings with each of the 43 animal fluencies recorded at 3 different reading speeds
- Complete syllabication program

"I am working with one class of ESL students and two classes of Tier II reading intervention students with behavior issues. Teaching Reading Strategies gives me the methods to address their specific areas of weakness. Thank you for creating these explicit and extensive resources for students in need." —Cathy Ford

TEACHING READING STRATEGIES Value Pack:

Get both the Teaching Reading Strategies program and the accompanying Sam and Friends Phonics Books **BUNDLE** Ebook Download for \$129.99.



Ebook Download
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SAM AND FRIENDS PHONICS BOOKS

- 54 eight-page **GUIDED READING PHONICS BOOKS** (each with running records), designed for older readers with teenage cartoon characters and plots
- Phonics, sight words, and fluency practice
- Completely aligned with the **TEACHING READING STRATEGIES** instructional sequence
- 5 comprehension questions per book based upon the SCRIP (Summarize, Connect, Re-think, Interpret, and Predict) comprehension strategies
- Word fluency timing chart for each story

"Just what my struggling middle school/high school readers need!"
—Joy Hutchings

GRAMMAR OPENERS TOOLKIT is a slice of the **TEACHING GRAMMAR AND MECHANICS** program and includes these lessons:

- 64 grammar, spelling, and mechanics L.1,2 openers covering the key Language Progressive Skills from the Common Core Language Strand
- Each lesson focuses on 1 grammar, 1 spelling, and 1 mechanics skill or rule with short, interactive practice sentences.
- Basic and advanced teaching options

"Fantastic. The sentence diagramming really helps my students."
—Weda Burns

THE PENNINGTON MANUAL OF STYLE is a writers reference guide for grades 4-12 students and their teachers and provides these resources:

- A downloadable (Windows only) insert e-comment bank of 438 common writing issues which detail what is wrong, why it is wrong, and how to fix errors
- Save time grading essays and give students better comments.
- Post on class or school websites.

"I've been using e-comments for a about a year now. What great savings of stress and hand-cramps! I just downloaded your Manual, another great reference." —Charles Young

ESSAY STRATEGIES TOOLKIT is a slice of the **TEACHING ESSAY STRATEGIES** program and includes the following resources:

- 42 essay strategy worksheets to teach introduction, body, and conclusion paragraphs with grammatical sentence variety (W.4,5,6)
- Remedial and advanced writing mini lessons and printable essay posters

"Great step by step worksheets that help students develop essay writing skills." —Michelle Hunter



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Grades 4, 5, 6, 7, and 8

COMMON CORE VOCABULARY TOOLKIT is a slice of the comprehensive **TEACHING THE LANGUAGE STRAND** program. Each grade 4, 5, 6, 7, and 8 toolkit includes these resources:

- 56 grade-level vocabulary worksheets with context clue sentences, homonyms, Greek and Latin affixes and roots, dictionary and thesaurus skills, figures of speech, word relationships, connotations, and academic language words (L.4,5,6)
- Vocabulary study cards, bi-weekly tests, syllable worksheets, and review games

"I used the 8th Grade Common Core Vocabulary Toolkit for the first time today. It was so cool and the kids loved it!"
—Melissa Williams

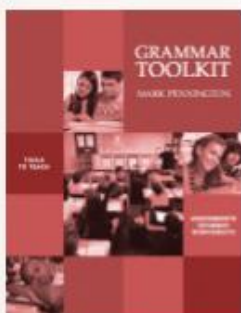


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Grades 4, 5, 6, 7, and 8

DIFFERENTIATED SPELLING INSTRUCTION is a slice of the comprehensive **TEACHING THE LANGUAGE STRAND** program. Each grade 4, 5, 6, 7, and 8 program provides these resources:

- Weekly grade-level spelling pattern tests with spelling sorts, diagnostic and summative assessments with recording matrices, remedial sound-spelling worksheets, syllable blending openers and worksheets
- Supplemental word lists and review games

"I work with a large ELL population at my school. The grade level spelling programs and remediation are perfect for my students."
—Heidi Wagner



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GRAMMAR TOOLKIT is a slice of the comprehensive **TEACHING THE LANGUAGE STRAND** program and includes the following:

- Diagnostic grammar, usage, and mechanics assessments with recording matrices
- 77 corresponding remedial grammar and mechanics worksheets. Each worksheet has a **FOCUS** section to explain the skill or rule, a **CONNECT TO WRITING** section with examples, a **PRACTICE** section, and a **WRITE** section which serves as the formative assessment.

"This is an amazing product. It makes individualized instruction a breeze!"—Shawna Pounds

READING FLUENCY AND COMPREHENSION TOOLKIT is a slice of the **TEACHING READING STRATEGIES** program and includes these instructional resources:

- 48 expository animal articles with comprehension questions and vocabulary
- 43 expository animal fluencies (same text) with word number counts. Each fluency is progressively leveled from 3rd–7th grade.
- 129 YouTube fluency readings with each of the 43 animal fluencies recorded at 3 different reading speeds

"Our middle school has purchased your Reading Fluency and Comprehension Toolkit. We are delighted with it and are happy with the results." —Heather Lewis



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ACADEMIC LITERACY CENTERS (full year lessons)

Grades 4, 5, 6, 7, 8 CCSS Aligned Grade-level Centers

- Reading (comprehension worksheets and fluency with YouTube modeled readings at 3 different speeds)
- Writing (sentence revision and mentor texts)
- Language Conventions (grammar and mechanics)
- Vocabulary (worksheets cover all L. 4, 5, 6 Standards)
- Spelling and Syllabication (sorts and syllable worksheets)
- Study Skills (note-taking, listening, test-prep, and more)

Remedial Centers

Phonics, Spelling, Grammar & Mechanics, Guided Reading

"The centers are easy for the groups to follow and learning is fun for me to to walk around and enjoy." —Michelle Holda-Vaccaro



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PHONEMIC AWARENESS AND PHONICS TOOLKIT is a slice of the **TEACHING READING STRATEGIES** program and provides these resources:

- 13 diagnostic reading assessments with recording matrix
- Complete explicit, systematic phonemic awareness and phonics program with phonics workshops and Mp3 audio files

"Used during our after school tutoring to boost DIBELS scores. Great product! Thanks!"—Stephanie Pope

"Your reading assessments made me 'the hit' at our SHARE faculty meeting!"—Jane Farris



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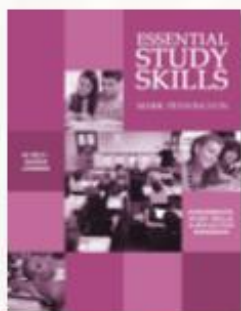
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Program Includes The
Pennington Manual of
Style, Essay Strategies
Toolkit, and Much More

TEACHING ESSAY STRATEGIES is designed to teach the W.1 Argumentative and W.2 Informational/Explanatory Common Core Writing Standards. The program includes these instructional resources:

- 42 essay strategy worksheets to teach introduction, body, and conclusion paragraphs with grammatical sentence variety (W.4, 5, 6)
- 8 writing process and 8 on-demand W.1 and W.2 essays with resource texts
- 150+ interactive sentence revision and rhetorical stance writing openers and 50+ remedial and advanced writing mini lessons plus printable essay posters
- 438 downloadable (Windows only) insert essay e-comments bank

"Your method of teaching argumentative essays is the most step-by-step that I have ever seen. Thanks again for the TES program."—Kris Fazi



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ESSENTIAL STUDY SKILLS

- 56 teacher or self-guided lessons. Each includes a personal assessment, study skills lesson, and reflection
- Perfect for substitute lessons, advocacy, advisory, study hall, or study skills elective classes
- The 20-minute lessons include online links for more practice.

"I teach a study skills class for 7th and 8th graders. Essential Study Skills has helped me shape the curriculum for the class. Thanks!"—Joseph Blankenship



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\$12.99

CRITICAL THINKING OPENERS TOOLKIT

- Observe, interpret, apply, and revise literary ideas and quotations with quick writing openers
- Develop higher order thinking with depth of knowledge practice
- Post on class or school websites

"Critical Thinking Openers is an excellent product. Provides additional writing practice and is thought provoking."—Lisa Moore

TEACHING GRAMMAR AND MECHANICS is a full-year grammar, spelling, and mechanics program covering the key Language Progressive Skills from the Common Core Language Strand. The program provides basic and advanced teaching options to meet the needs of your Grades 5-8 students:

- 64 interactive L.1,2 lessons formatted for classroom display with rules, examples, literary sentence modeling, error analysis, simple sentence diagrams, sentence dictation formative assessments, and engaging grammar cartoons by master cartoonist, David Rickert.
- Each lesson focuses on 1 grammar, 1 spelling, and 1 mechanics skill or rule with short, interactive practice sentences.
- Basic and advanced teaching options
- Grammar, usage, and mechanics diagnostic assessments with recording matrices
- 77 corresponding remedial grammar and mechanics worksheets

"I've been teaching for quite a while and seen quite a few grammar programs. This one is the best I've used."—Julie Veerkaamp

GRAMMAR COMICS! presents language arts lessons with fun and entertaining comics and activities.

- Illustrated by master cartoonist, David Rickert, these comics focus on the parts of speech plus the ten most common grammar, usage, and mechanics errors that students make in their writing.
- Guaranteed to make grammar fun!

"A sneaky way to get students to learn. Thank you! They loved it! 4 stars for quality, accuracy, practicality, thoroughness, creativity, and clarity."—Alex Hernandez



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Grades 4, 5, 6, 7, 8 and
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A Slice of the
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Spelling, and
Vocabulary Program;
Includes Grammar
Openers Toolkit and
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